STANDARD II:
Student Learning Programs and Services
Standard II

II.A. Instructional Programs

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

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

II.A. INSTRUCTIONAL PROGRAMS

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

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTION

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

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

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

Baccalaureate Transfer

Preparing students for a lifetime of learning necessary for informed citizenship and for college transfer by providing a core liberal arts education remains at the heart of Moreno Valley College’s mission. In the fall of 2008 approximately 44
percent of the college’s students—over 4700—declared they were planning to transfer. Of the 342 Moreno Valley students who graduated with an associate degree in spring 2006, about two-thirds were planning to transfer. At least 1045 courses in the 2008-09 Catalog transfer to the UC system or the CSU system. In the 2006 calendar year (winter, spring, summer, and fall sessions combined) Moreno Valley College offered 941 sections transferable to the UC or CSU systems in a wide variety of courses. Moreno Valley College offers transfer courses in a comprehensive range of disciplines including the following for which there are full-time faculty:

<table>
<thead>
<tr>
<th>Transfer Discipline</th>
<th>Full-time Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>1</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>2</td>
</tr>
<tr>
<td>Anthropology</td>
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<td>Art</td>
<td>1</td>
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<td>Business Administration</td>
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<td>Spanish</td>
<td>2</td>
</tr>
<tr>
<td>Speech</td>
<td>1</td>
</tr>
</tbody>
</table>

See II.A.6.a below for a more detailed discussion of transfer arrangements and articulation agreements between Moreno Valley College (as a part of Riverside Community College District) and four-year institutions.

**Career and Technical Education**

Moreno Valley College serves the employment needs of its local and inland economy through a variety of career and technical programs. As indicated in the mission statement, Moreno Valley College has a distinctive commitment within the district to programs in health and public services. Expanding job opportunities in these fields and the close proximity of both the Regional Medical Center (2.7 miles from campus) and the Moreno Valley Community Hospital (2 miles from campus) have made this programmatic focus and
community partnerships highly successful, giving Moreno Valley College a
distinctive character and a vital role in the regional economy. In addition, the
March Healthcare Development Corporation is planning to build over 3.6 million
square feet of healthcare facilities at the former March Air Force Base,
including a hospital, medical specialty offices, a wellness and fitness center,
medical retailing, and senior living communities. Kaiser Permanente, which has
recently acquired Moreno Valley Community Hospital, is also expanding the
medical office complex which resides within the community hospital compound.
These developments heighten the recognition and importance of the vitality of
these professional programs within the community.

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

Allied Health Programs

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

- **Community Interpretation** was developed for students with near-
native fluency in Spanish and English. Four modules—medical, legal,
business interpreting, and translation—provide an introduction to
theory and practice. Field observation sites include the Riverside
County Regional Medical Center and area courts. Job opportunities
are in schools, government agencies, and telephonic interpretation
services. As of spring 2007, two-thirds of full-time interpreters
employed by Riverside County Regional Medical Center have been
trained at Moreno Valley College. The program is state approved and
offers both an 18-unit certificate and an A.S. degree. The program
also offers courses to help students prepare for state and federal
professional certification examinations. The program has attracted
bilingual speakers with near-native fluency in English and Spanish
students from beyond the district service area.
• Dental Assistant (March Dental Education Center) is the newest occupational training program at Moreno Valley College, and the introductory courses have no prerequisites, making this program accessible to all interested students. Twelve students entered the first cycle of this certificate program in fall 2006 and the first completions occurred in spring 2007. The program was accredited in August 2008 by the National Commission on Dental Accreditation, receiving the accredited status, “approval without reporting requirement.” This accreditation is valid for seven years; the next site visit for the program is scheduled for 2015. The dental assistant program, which was designed and developed in close consultation with its advisory committee in direct response to the needs of the local dental community, shows steady growth: Currently, it has 11 full-time and 31 part-time students.

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

• Dental Laboratory Technology (March Dental Education Center), through 37 units of coursework, enables students to qualify for entry-level positions as dental laboratory technicians. There is no prerequisite for the introductory course, which is the only prerequisite to other first-level courses. Students who complete the coursework earn a certificate and, with completion of general education and graduation requirements, an associate degree. The program prepares students for employment in private or commercial dental laboratories or dental offices performing laboratory techniques and procedures.

• Emergency Medical Services (Ben Clark Training Center) follows an academy format. Two courses provide the instruction and experiences necessary to become an Emergency Medical Technician (EMT). These are entry-level courses (EMS 50 and EMS 51) with no prerequisites. Students must be 18 years old and attend a preprogram orientation. Upon successful course completion, students are eligible to sit for California Certification Examination for EMT-1.
The Paramedic Program—for experienced EMTs—is a nationally accredited program, begun in spring 2002. Students in the paramedic program complete an additional 49.5 units after the EMT level to earn a Paramedic Certificate and, with general education and graduation course requirement completions, an associate degree.

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

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

- **Phlebotomy Technician**, a five-unit single course approved by the Laboratory Field Services Division of the California Department of Health Services, prepares students to become certified phlebotomists. Classroom lectures, college laboratory practice, and supervised clinical laboratory experiences prepare students for entry-level positions as phlebotomists in private and public clinical agencies and medical laboratories. A productive partnership with the Life Stream Center (Blood Bank) in San Bernardino, involving joint use of their laboratory and teaching facilities and allowing their experts to participate in the teaching, has led to the rapid expansion of the program, enrolling 30 students in fall 2007 and 90 students in spring 2009.

- **Physician Assistant** is a fully accredited certificate program in partnership with the Riverside County Regional Medical Center, which serves as the primary clinical training site, providing clinical practice in eight specialties of medicine. The program is accredited by the Accreditation Review Committee on Physician Assistant Education (ARC-PA) and approved by the Physician Assistant Committee of the California Medical Board. The program is committed to training primary care physician assistants to work with the medically underserved populations of the inland region of southern California. The program has had 213 graduates as of the summer of 2008, nearly 100 percent of whom are employed in the profession.
The Speech Language Pathology Assistant (SLPA) Program is in the final stages of approval by the college, and self-study for accreditation by the state is underway. The SLPA program was developed in response to the increased need for speech language hearing services among the communicatively-impaired population in local public schools as well in healthcare settings. The program consists of 66 semester units, leading to an A.S. Degree. After many levels of curriculum review and consultation with an advisory committee, the program prerequisites are: 1) English 1A to demonstrate writing competency and 2) admission into the program. There are currently three of the five SLPA Discipline Courses approved as stand-alone courses which are CSU credit transferable: SLP-1, “Foundations of Speech-Language Pathology Assisting;” SLP-2, “Remediation: Hearing & Speech Disorders;” and SLP-3, “Remediation: Language, Literacy & Communication.” Upon completion of the A.S. Degree, student graduates will demonstrate their knowledge of professional responsibilities and ethical behavior appropriate for speech language pathology assistants and will be eligible for state licensure.

Early Childhood Education (ECE)

ECE aligns its goals with the mission statement by providing programs of study for the college’s diverse population: ECE students represent a variety of ages, ethnicities, languages, and professional responsibilities. The childcare infrastructure in the local community relies heavily on Moreno Valley’s ECE program for training personnel. The program works with community groups to identify strategies that support the region’s local childcare infrastructure, to advocate for children, and to increase the overall quality of early childhood programs.

The district has established articulation agreements for ECE courses with California State University, San Bernardino; University of California, Riverside; California Baptist University; and La Sierra University. ECE students are able to obtain certificates in Early Childhood Intervention or Early Childhood Studies. The ECE program also fulfills the requirements by the State of California, Commission on Teacher Credentialing for the California Child Development Permit, which is required for work in state and federally funded programs serving children from birth through eight years of age. The 12 units in ECE core courses are required by Community Care Licensing to work in private early childhood programs.

Public Safety Education and Training Program

The Public Safety Education Training Program located at the Ben Clark Training Center (BCTC) comprises the law enforcement and fire technology, programs. BCTC, which has significantly expanded its enrollments, has relocated to new premises to accommodate the expansion. An assessment center now provides orientation, educational advisement, and counseling services to all students at BCTC.
• **Basic Peace Officer Training Academy (Ben Clark Training Center):** Established in 1953 and part of Moreno Valley College since 2006, the Basic Peace Officer Training Academy provides practical and technical training to meet the requirements of various law enforcement agencies at the local, state, and federal levels. The academy is offered three times a year, and graduates receive 18 units of college credit in addition to a Basic Peace Officer’s Certificate from the California Commission on Peace Officer Standards and Training, which permits students to work as sworn peace officers in the State of California. Specific programs include
  - Associate in Science degree – Administration of Justice/Law Enforcement
  - Basic Police Officer Academy (certificate program)
  - Basic Police Officer Academy (modular format certificate program)
  - Basic Correctional Officer Academy and Training Program (certificate program)
  - Probation (certificate program)
  - Juvenile Counselor
  - Supervisory
  - Technical and Advanced Officer Training Program (certificate program).

• **Fire Technology (Ben Clark Training Center)** offers a 23-unit certificate program. Students who successfully complete the certificate may also be eligible to receive additional certification through FEMA/National Fire Academy. The Associate in Science Degree in Fire Technology is awarded upon completion of the requirements for the certificate, plus completion of the graduation requirements as described in the Catalog, as well as electives totaling 60 units of college work as required for the associate degree. Additionally, the Fire Technology program offers a 19-unit Basic Firefighter Academy open to anyone who is at least 18 years of age. This 12-week program, offered twice each year, is designed to provide students with a basic knowledge of fire service operations, giving students the entry-level skills required by most fire departments. This program is accredited through the California State Fire Marshal’s Office. Upon successful completion of the academy and the state’s work experience requirements, students are eligible to receive a Firefighter I certificate issued by the state of California. Students also receive 16 individual certificates during the Fire Academy training in Fire Control, Incident Command, Wildland Fire Control and Behavior, and Confined Space Awareness. Both the fire officer and chief officer certificates have been approved by the Riverside Community College District and by the California Community College Chancellor’s Office. In addition, the fire technology program has initiated an investigators certificate that is currently moving through the campus’s and district’s program approval process. The fire hydraulics course is planned to be replaced by a fire fighters safety course in order to align the program with the national fire academy’s program.
The Business Information Technology Systems Program (BITS)

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

- **Business**: The business certificate consists of six core courses totaling 18 units and an additional 12 units comprising a concentration. The core courses provide students broad exposure to various business aspects: accounting, general business, business communications, business mathematics, management, and computer technology. Students can choose to concentrate in an area by completing another 12 units. The concentrations are in Accounting; General Business, Human Resources, Management, Marketing, and Real Estate.
  - General Business: This concentration consists of a total of four courses selected from a group of ten, covering topics in accounting, management ethics, international business, law, human relations, supervision, marketing, and logistics.
  - Human Resources: This concentration consists of a total of four courses selected from a group of five covering topics in human resource management, training and development, supervision, labor relations, and organizational behavior.
  - Management: This concentration consists of a total of four courses selected from eight covering topics in management, quality management, human relations and resources, hospitality and international management.
  - Marketing: Marketing consists of a total of four courses selected from eight covering topics in advertising, selling, e-commerce, logistics, and retailing, and international marketing.
  - Real Estate: Real estate consists of a total of four courses selected from eight covering topics in real estate principles and practices, legal aspects, finance, appraisal, economics, and procedures.

- **Simulation and Gaming**: Game Art is a 36-unit certificate program or, upon completion of graduation requirements outlined in the catalog (section 1, group 5), an Associate in Science degree. The program is designed to prepare students for work in a game studio as a 3D artist with the abilities both to create and to animate digital objects. The certificate is a comprehensive program that puts equal emphasis on the artistic and the technical side of three-dimensional (3D) modeling and animation. Courses take students through the whole production process and workflow of 3D modeling and animation, from conceptualization to the delivery of a final, rendered product. Curriculum spans traditional drawing techniques, life-drawing, and the technical fundamentals of 3D animation and modeling.

- **Computer Information Systems**: A student may choose to attain an Associate in Science degree in Computer Information Systems with an emphasis in Computer Applications, or may choose to attain an AS degree in Computer Information Systems with an emphasis in Computer Programming.
The Associate in Science in Computer Information Systems, Computer Applications, is awarded upon completion of the degree requirements (30 units), including general education and other graduation requirements as described in the college catalog.

The Associate in Science in Computer Information Systems, Computer Programming, will be awarded upon completion of the requirements for the certificate (25.5 units) plus completion of the graduation requirements as described in the catalog, as well as electives totaling 60 units of college work as required for the associate degree.

The CIS department also offers several certificate programs. A student may choose to attain a certificate in C++ Programming, PC Publishing or Web Master.

- The C++ Programming Certificate consists of 3 core courses totaling 9 units.
- The PC Publishing Certificate consists of 4 core courses totaling 12 units.
- The Web Master Certificate consists of 3 core courses totaling 9 units, plus an additional 2 elective courses totaling 4.5 units, to complete the 13.5 units required.

- **Computer Applications and Office Technology**: Students finishing a certificate can complete the remaining general education units totaling 30 units to receive either an associate in arts degree or an associate in science degree.

All proposed patterns—others under various stages of development include biotechnology, pharmacy technician, and clinical laboratory technician—must go through the district’s program approval process and are developed only after labor-market surveys verify a need. Moreover, as required by the state, each program has an advisory committee—consisting of both college personnel and area representatives in the fields involved—that convenes at least once a year to review the program in relation to such issues as technical currency, appropriate scope of skill areas, employability, and ongoing communication between the college and area employers. These advisory committees thus effectively monitor the relationship between area need and the programs offered at Moreno Valley College.

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

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

**Basic Skills and English as a Second Language**

Education in basic skills is critical both economically and socially: the maturing inland economy demands a skilled work force, and those without basic skills
will find themselves increasingly on the margins—underemployed and challenged to meet the basic needs of themselves and their families. Indeed, Moreno Valley has a great and growing need for basic skills training. In the fall of 2008, 85 percent of those who took the Accuplacer placement test at Moreno Valley College and its feeder schools placed into pre-transfer English, 71.2 percent into pre-collegiate reading levels, and 97.4 percent into pre-transfer mathematics. These rates are the highest in the RCC District.\footnote{13}

<table>
<thead>
<tr>
<th>Placements into Pre-Collegiate* Basic Skills Courses, Fall 2008</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Pre-collegiate English:</td>
</tr>
<tr>
<td>Pre-collegiate Reading:</td>
</tr>
<tr>
<td>Pre-collegiate Math:</td>
</tr>
</tbody>
</table>

* "Pre-collegiate" is defined here as any basic skills course that does not transfer for degree credit to a four-year college or university. Currently, in some cases, a pre-collegiate course (such as Mathematics 52 and English 50) may satisfy an A.S. requirement. The college recognizes that this use of terminology is not necessarily harmonious with the state’s current usage.

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

<table>
<thead>
<tr>
<th>ESL Recommendation</th>
<th>Moreno Valley</th>
<th>Riverside</th>
<th>Norco</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12.9%</td>
<td>10.9%</td>
<td>10.3%</td>
</tr>
</tbody>
</table>

Moreno Valley College addresses this need for basic skills in its population by offering basic skills series of courses in reading, mathematics, English, and ESL. All first-time college students with specific, identified educational goals are required by board policy to participate in the college’s placement process. The faculty have chosen Accuplacer as the placement test for English, reading, and math, and ESL faculty have developed their own placement exam for ESL courses. Through these exams, as well as state-mandated use of other measures, students are able to register in the courses appropriate to their preparation. (Cut scores for the Accuplacer tests have been validated by the disciplines involved.) The faculty are responsible for designing the curriculum in their respective disciplines and for sequencing the basic skills classes in order
for students to progress in the acquisition of skills. Most basic skills courses are offered in a pass/no pass format (except pre-transfer courses such as English 50 and Math 50, 52, 53, 35), and students are encouraged to retake courses to achieve competency. (A small number of credit-bearing pre-transfer courses cannot be retaken, but students can retake noncredit basic skills courses.)

Success rates for the basic skills course series are low. Of students in the district who enrolled in the most basic English class between the fall of 1998 and fall of 1999, only 11.5 percent successfully completed the series, and only 6 percent completed the first semester of college-level English. In reading, only 7 percent who started at the most basic level completed the basic reading series. In mathematics, only 10.1 percent who started at the first level successfully completed the basic series, and 8.7 percent successfully completed at least one college-level mathematics course.15

These success rates, moreover, may not always adequately reflect achievement of learning outcomes; some of the students passing basic skills courses may not be achieving all the course objectives. For example, an assessment report by the district English discipline concluded that in two basic English courses and in two basic ESL courses that shared some roughly equivalent learning outcomes, pass rates were higher than the competency rates for selected learning outcomes: 16

Competency Assessments and Pass Rates and for Selected Outcomes

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

- Expansion of guidance classes that teach students how to be students—time management, study skills, and attitude: The college offers Guidance 45 at its feeder high schools during the spring semesters.17

Title V grant money has made possible the Academic Improvement
Workshops. These one-hour workshops focus on college survival skills—learning styles, time management, how to add a class, financial aid, career development, study skills, and goal setting.

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

- Tutoring and workshops: The Writing and Reading Center has instructors on duty, peer tutors, and a reading paraprofessional available for students in all composition and reading classes. The Math Lab provides instructor and peer tutoring for all mathematics students, as well as computer-assisted tutoring. Science classes have tutors and also now offer BIO 96, an open laboratory available for extra study and laboratory work (3.5 hours every Friday) that is staffed with a science instructor. Math faculty have also added specific laboratories to their curriculum to reinforce basic mathematics skills. Namely, there are two practicum courses that allow students to use the Math Lab for drop-in tutoring. Math faculty, moreover, have developed a new algebra course which requires students to utilize the Math Lab as a component of the class.

- Cooperative efforts to improve basic skills preparation in feeder schools: Title V has begun to address this through the development of the Inland Empire Educational Consortium, which held articulation conferences in the fall of 2005 and 2006, bringing instructors and administrators from area feeder schools together with Moreno Valley faculty to share perspectives and discuss possible efforts at coordination. The consortium’s mission is to promote student success and lifelong learning by articulating a seamless K-16 educational and occupational process. The group expanded in 2007 to include four-year universities, middle schools, and elementary schools. Meetings are held on-line and face to-face throughout the year; specifically, English and math consortiums meet on a monthly basis to discuss and develop strategies to improve articulation in the regional K-16 institutions.18

- The ESL One-Stop registration process: First initiated in summer 2005, the ESL One-Stop has become an important step toward overcoming obstacles to ESL enrollments such as the English-only status of Tiger Talk and WebAdvisor registration systems. The ESL program has begun to address the resistance of generation 1.5 students (students who immigrated to the U.S. as small children and who often self-identify as bilingual) to taking ESL courses by promoting a track of ESL courses as “academic English.”19 In addition, Moreno Valley College held discussions that resulted in the development of an application for admission in Spanish.20 As well as the application, parts of the catalog have been translated into Spanish to explain registration and financial aid.
Basic Skills Retreat: Moreno Valley faculty, staff, and administrators—along with representative personnel from the district—convened on April 19 and 20, 2007, for a basic skills retreat, "Navigating the Basic Skills Highway." The retreat gave the college an opportunity to identify resources, evaluate processes, and develop concrete, collegewide initiatives for effective delivery of basic skills instruction and for cooperative approaches to basic skills across the curriculum. The conference has been followed up by workshops and presentations by basic skills experts, including two different workshops on teaching reading across disciplines. The basic skills committee funds travel to regional and state conferences.

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

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

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

In addition, the college has implemented the One Book / One College program as a direct result of the Basic Skills Retreat held in spring 2007. Brainstormed by faculty and staff charged with developing strategies for improving students' reading skills, the One Book program completed its first year in spring 2009. After a nominating process, the college selected Exposed: The Toxic Chemistry of Everyday Products: Who’s at Risk and What’s at Stake for American Power, by Mark Schapiro. The program's goals include promoting reading as a lifelong habit, developing curricular coherence across disciplines to increase student engagement in classes connected by themes, fostering college unity through common reading, assisting student acquisition of reading skills, and hopefully increasing student motivation and success. Faculty in biology, health sciences, chemistry, English, reading, and psychology (to name a few) have incorporated the book or excerpts from the book into their existing curriculum. Events sponsored by this program funded by the Basic Skills Initiative include two faculty workshops on how discipline faculty can teach reading skills in their courses; a collegewide presentation by a biology instructor on issues raised by
the inaugural year’s book; a faculty, staff, and student debate about the book, led by three faculty with differing views on the book; and a visit by the author of the book (March 2009). There is also a website devoted to the campus book program linked through the library’s website. In spring 2009, the college selected a new book for the 2009-2010 academic year, *Me Talk Pretty One Day*, by David Sedaris. The One Book Committee conducted assessments in spring 2009 to determine results for its diverse goals.

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

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

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

**EVALUATION**

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

**Baccalaureate Transfer**

Moreno Valley College currently offers sufficient transfer sections to address and meet its mission and uphold its integrity. As the college grows, it needs to be diligent to ensure that transfer course offerings grow as well. It can be a challenge to diversify course offerings while maintaining adequate FTES funding. Fortunately, the Moreno Valley administration has strongly supported curricular expansion, even though that occasionally has meant allowing classes
to run with relatively small enrollments. In the short term, this practice may bring down student-to-faculty ratio, but in the long term the development of a comprehensive and rigorous transfer curriculum will solidify Moreno Valley College's reputation as a quality transfer college, thus drawing more students to the campus. In order to make curricular expansion as successful and as painless as possible, departments and disciplines must develop a coherent expansion strategy that takes into account students' transfer needs, staggers course offerings in a predictable way, and coordinates with strategic enrollment management. The English discipline within the Department of Communications, for example, has developed a rotation for offering literature courses that considered Riverside and Norco offerings as well as past enrollments of offered courses. Some of these transferable literature courses are thus offered on a yearly basis while others are offered every other year.23

Career and Technical Education (CTE)

Moreno Valley College offers exceptionally strong, college-specific CTE programs, most of which are regionally accredited. These programs clearly address the college mission to meet the educational needs of the region, especially in the preparation of providers of health and public services. CTE programs that award associate degrees have a symbiotic relationship with the baccalaureate and transfer courses since students in those programs must take general education and prerequisite courses. CTE programs, however, tend to be more expensive than the baccalaureate transfer and basic skills course offerings. Programs must pay accrediting agency fees and meet minimal staffing and facilities specifications.

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

Some allied health programs are currently offered at off-campus sites: dental sciences at March Education Center; Emergency Medical Services at Ben Clark; the Physician Assistant Program at the Riverside Regional Medical Center. Centralized facilities would improve communication, efficiency, and effectiveness. Moreno Valley College is collaborating with the Riverside Regional Medical Center to develop a plan for a Center for Allied Health Sciences. The center would also allow for growth in enrollments and expansion in the number of allied health programs. The initial project plan for the center was prepared in July 2008 and was approved. The Steinberg Group has been selected as the architects to prepare the final project plan for the center, which kicked off on February 25, 2009, and is expected to be completed within six months.
Basic Skills

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

College-level courses should be able to demand college-level competence in reading, writing, and mathematics. Yet many transfer-level courses throughout the curriculum do not have reading, English, or mathematics prerequisites. The college has begun to question the disparity between entering students’ low basic skills and the relatively high success rates in many transfer-level courses. For example, courses in history, psychology, and political sciences—fields which ought to demand strong reading and writing skills—all have success rates above 50 percent at Moreno Valley College. However, none of the courses in these disciplines has any reading or writing prerequisites. (Most of the transfer-level history courses do have an advisory that students be qualified for English 1A, first-semester college composition.) Similarly, astronomy and economics lack mathematics prerequisites. The college is committed to improving the competency in basic skills of students who are enrolled in content-area courses and the relationship between their competency and success rates. The paired course offerings already in development are intended to begin to address these disparities, as well as to help faculty teaching transfer-level courses acquire knowledge about helping basic skills students improve reading and math skills.

English as a Second Language classes are central to improving the basic skills of some of the college’s students. While obstacles to enrollment in basic ESL courses have historically interfered with the mission to teach basic skills to all who need them, the college demonstrated its commitment to its many English language learners by moving forward with a plan to hire a new (second) full-time ESL instructor for the campus. One possible obstacle may be resistance of generation 1.5 students to taking classes labeled as “ESL.” Misled by their oral fluency, generation 1.5 students enroll in regular English classes despite their inadequacy in grammar and writing. The addition of another full-time ESL instructor should help provide faculty resources to assist English language learners on campus and in the community. Basic-Skills-Initiative-supported ESL learning communities have provided faculty-developed supplemental instruction for ESL courses to improve student persistence and retention in ESL.
II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

PLAN
None is needed.

DESCRIPTION

Data and Research Services

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

- The district Office of Institutional Research assists disciplines and programs to gather and interpret data on Moreno Valley College students and its service-area population. These data, which are essential for program review and self-study, are available on the district website and are also published in the district Fact Book. The office further analyzes this data.

- The college Office of Institutional Research and Assessment, established in spring 2009, provides data and analysis on student achievement, basic skills learning outcomes, enrollment management, and student satisfaction. The office consists of the following personnel: district dean of research (4 hrs/week), district dean of academic services (1 hr/week), Title V outcomes assessment specialist (20 hrs/week), and BSI committee chair (.5 reassigned time).

- The district Office of Institutional Reporting is responsible for reporting accurate enrollment data to the state chancellor’s office. This office also provides data to the colleges for strategic enrollment management. Detailed enrollments for each section are provided, allowing administrators and instructors to examine enrollment patterns for courses. Deans, department chairs, assistant chairs, and faculty use the data in scheduling course offerings each academic term.

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

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

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

- The district Office of Institutional Effectiveness works in collaboration with outside experts to provide long-term analysis of the district and its colleges. Under the auspices of this office, environmental scans for the district were completed by McIntyre and Associates in 2002 and in 2007. These reports identify the demographics and economic needs of the community, helping to guide the college in its development of programs.

- An Academic Master Plan was completed in 2005 as a result of a significant collaboration with the district Office of Academic Affairs and the departments. With the assistance of the consulting firm Maas Companies, Inc., an updated Educational and Facilities Master Plan for Moreno Valley College, which was completed and subsequently approved by the Board of Trustees in 2007, is now implemented.

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

- The district Office of Institutional Effectiveness, in coordination with college administrators and faculty representatives, maintains a database for information including faculty committee assignments, special project assignments, improvement-of-instruction status, and discipline program review information.
• The Title V Grant director gathers and disseminates data pertinent to the grant’s mission to improve delivery of instruction to students in Hispanic-serving institutions, a mission which includes
  o assisting faculty with outcomes assessment
  o monitoring the impact of basic skills programs to evaluate outcomes
  o asking what effect Title V pilot projects have on the students who participate in them
  o exploring how Title V student outcomes compare with other students
  o maintaining appropriate data.

• The BSI coordinator gathers and disseminates data pertinent to basic skills courses and programs, commensurate with the college’s mission, including:
  o assisting faculty with outcomes assessment
  o monitoring the impact of basic skills programs to evaluate outcomes
  o asking what effect basic skills pilot projects have on the students who participate in them
  o exploring how basic skills student outcomes compare with other students
  o maintaining appropriate data.

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

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

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

The publication of an annual Fact Book in order to make key information more available and accessible in a user-friendly format has been institutionalized.27 The RCCD Fact Book is available online, and hard copies are made available to key department and unit personnel at the college.28 The Fact Book opens with the district and college mission statements and includes
  • district information
  • population data (for the district)
  • student demographics (districtwide and broken down by college)
  • district strategic initiatives
  • student outcomes data
  • efficiencies, FTES, faculty load summary (districtwide and by college)
  • employee data (districtwide)
• faculty data (by college)
• five-year construction plan (districtwide and by college).

Since the fall of 2006, at the request of the vice president of educational services, representatives from the district (notably from Institutional Planning, Institutional Reporting, and Institutional Effectiveness) began regular visits to Moreno Valley College in order to promote more effective use and dissemination of data—for enrollment management, staffing, program reviews, and accreditation self-study. The objective is to access and interpret data when needed and in a usable form. This facilitation of research and reporting has now been institutionalized into the college Office of Research and Assessment.

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

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

Meeting Growth and Scheduling

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

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

Further, the college has expanded the scheduling patterns to make the courses more accessible to all students. Beginning especially in the spring of 2006, the college increased the number of four-day-per-week classes and
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Wednesday/Friday classes, as well as the number of classes offered one day per week, including Fridays and Saturdays. In addition to the usual selection of classes offered from 7 a.m. to 10 p.m. in the traditional 16-week semester format, Moreno Valley offers 14-week and eight-week late-start classes as alternatives for students needing to round out a class schedule or those wanting a faster paced class. Additional one-unit workshop classes for basic skills and ESL students provide developmental instruction in study skills or target specific areas of academic need.33

Curricular Coordination with High Schools

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

High School Articulated Courses give students the opportunity to get RCCD credit for courses taken in high school. Most of these courses are career and technical and include classes in accounting, anatomy, computer information systems, and medical assisting among others. In the college’s service area, the district has agreements with three feeder districts: 34

- Moreno Valley Unified School District
- Val Verde Unified School District
- Riverside Unified School District
- Riverside County Office of Education Regional Occupational Program.

All high-school articulated courses are listed in the RCC District 2008-09 Catalog.35 High-school students enrolled in courses at their schools are informed that the courses transfer to Riverside Community College District.

Middle and Early College Programs: Historically, the Moreno Valley area has had one of the lowest college-going rates in southern California and the state.36 To address this problem, Moreno Valley College has become a leader in middle and early college programs. These programs engage high school students in college classes while they complete their high school graduation requirements. The goal of such programs is not only to foster educational motivation and success but also to show high school students that college is within their scope of short- and long-term achievement.

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

- The Moreno Valley Middle College High School program (MCHS) is an established cooperative venture between Moreno Valley College and two school districts—Moreno Valley Unified and Val Verde Unified—encompassing seven high schools. Grant funding from the California Community College Chancellor’s Office, augmented with funds from the two school districts and the Riverside Community College District, supports the program.37 The program, which includes
an onsite director, a high school counselor, two high school instructors, and a secretary, targets academically capable students considered at risk of not completing high school or attending college. Each year, approximately 300 sophomores apply for 60 slots, and approximately 120 selected juniors and seniors follow a common, yet customized curriculum that combines high school and college classes. Students in this program attend all their classes at Moreno Valley College. In addition to completing high school English, U.S. history, government, and economics courses that are required, students take a minimum of six college units per semester and a minimum of three units during the winter session. Implemented in 1999, the program has enrolled over 300 students and graduates between 40 and 56 students each year. Students in the program have enjoyed a 98 percent high-school graduation rate, and 86 percent have gone on to complete either an associate or a bachelor degree. In recent years, between 30 and 48 percent of the students graduated simultaneously with a high-school diploma and an associate degree—numbers consistent with the average over the lifetime of MCHS at Moreno Valley.

- **The Vista del Lago Middle College High School program (VDLMC)** is a joint venture between the college and nearby Vista del Lago High School (Moreno Valley Unified School District). This program, designed to expose a greater number of high school students to college classes, is available to the entire high school population. Generally, students attend the high school during the day and then have the option of enrolling in college classes on the Moreno Valley College campus in the early morning or late afternoon. The two schools are within walking distance of each other. The program helps each student develop a customized program for high school and college graduation based on the student’s skills and goals, identified through counseling at the high school and the college. Vista del Lago High School opened its doors in 2002, and the middle college program was phased in as the first class moved into 11th grade in 2003. Enrollment has grown steadily, from 39 in the first semester to 155 in fall 2005. As of spring 2009, there are 89 students in the program. Ninety percent of Vista del Lago Middle College students graduate from high school. The high school offers four career pathways: health sciences, pre-engineering, multimedia/telecommunications, and performing arts (orchestra). The program is jointly supported by the Moreno Valley Unified School District and the RCC District.

- **The Nuview Bridge Early College High School program**, implemented in 2005-06, is a joint project between the college and the Nuview Union School District. Nuview Bridge Early College High School, located in the rural Nuevo area about a 15-minute drive from Moreno Valley College, is a charter high school designed to serve 400 students. During the 2008-2009 academic year, the program is serving 338 students in grades 9-12. Selection is based on students having a minimum 2.0 GPA and a desire to attend the program. Students in the program take high school classes at Nuview and college classes at the
Moreno Valley College campus. The priority of the early college program is to serve low-income, first-generation college-goers, English language learners, and students of color, all of whom are statistically underrepresented in college classes. Students are bussed to the campus throughout the day, beginning at 7:30 a.m. and the final bus returning at 5:30 p.m. Receiving planning and implementation assistance from the Foundation for California Community Colleges, Nuview Bridge ECHS was the seventh California community college to be awarded a competitive $400,000 early college high school grant funded by the Bill and Melinda Gates Foundation, in cooperation with the Carnegie Corporation of New York, the Ford Foundation, and the W.K. Kellogg Foundation. In spring 2009, Nuview Bridge ECHS, in its partnership with Moreno Valley College, was recognized with a School of Excellence Award and a California Distinguished Schools Award.

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

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

**EVALUATION**

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

Members of the Academic Planning Council (department chairs and academic deans) have received training in the use of scheduling spreadsheets. As of winter 2007, fill ratios are available daily. In summer 2008, additional portable classrooms were placed on campus.
A third challenge, as it is at all community colleges, is staffing. Partly owing to the rapid growth of Moreno Valley’s student population, part-time faculty teach a relatively high percentage of sections at Moreno Valley College.40

<table>
<thead>
<tr>
<th>College</th>
<th>Percent of FTEF load covered by part-timers (fall 2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moreno Valley</td>
<td>68.28</td>
</tr>
<tr>
<td>Norco</td>
<td>56.86</td>
</tr>
<tr>
<td>Riverside</td>
<td>46.05</td>
</tr>
</tbody>
</table>

A report by the Center for Student Success—Basic Skills as a Foundation for Student Success in California Community Colleges—cites a study which concludes that “community college graduation rates decrease as the proportion of part-time faculty employed increases.”41 This is not necessarily because part-time faculty are less qualified but because they are less available to work with students. Reliance on part-timers is especially high in certain areas where it is most problematic—such as basic skills and ESL. Part-timers staffed 34 out of the 42 sections of precollegiate English offered at Moreno Valley in spring 2009—that is 81 percent of the sections. In ESL the ratio was 10 out of 12, or 83 percent.42

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

**PLAN**

None is needed.

**DESCRIPTION**

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

**Faculty**

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

**Faculty Hiring:** Departmental program review drives faculty hiring: “The need for a faculty position will be identified by departments and justified by annually updated program reviews and department academic plans.”43 Likewise, faculty
methodologies that reflect the diverse needs and learning styles of its students.

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

All faculty are regularly evaluated by their full-time peers, according to guidelines detailed in Article XI of the current district/faculty Agreement.44 For full-time faculty, the process includes classroom observations, student evaluation, faculty self-evaluation, syllabi review, and subsequent meetings of the committee with the faculty member being evaluated. This “improvement of instruction” process is intended to provide a forum through which faculty can share observations and ideas that lead all the participants—both the observed and the observing faculty—to improved delivery of instruction that promotes student learning and better achievement of student learning outcomes.

Full-time evaluation committees include an administrator, the department chair, and two other faculty peers; part-time evaluations are conducted by the department chair, or by the chair and a designee. The process requires a classroom observation, review of syllabi, review of student surveys, and in-person or phone contact with the part-time faculty member being reviewed to discuss the evaluation.45

Faculty Development: In addition to the formal improvement of instruction process, the college promotes faculty development through a variety of avenues. This orientation process was managed by the Office of Faculty Development from 2001-2006 and by the Office of Institutional Effectiveness in spring 2006. This office continues to offer a districtwide, one-day, new faculty orientation. Since 2006, each college in the district has had its own faculty development coordinator who is responsible for college-based new faculty orientation. Detailed agendas for orientation activities are available online.46 Each new faculty member is also afforded mentoring by the faculty development coordinator, as well as through his or her department. (Commitment to mentoring varies from department to department). All new part-time faculty receive a letter encouraging them to attend an orientation meeting and to use online resources such as 4faculty.org. They are also encouraged to attend faculty development workshops on campus and to participate in department activities.

The faculty development coordinator arranges and schedules workshops and presentations related to teaching and professional development. Faculty can earn FLEX credit for attending faculty development events. Faculty development FLEX activities are required according to the district/faculty agreement.47 Many different types of workshops are offered to faculty at Moreno Valley College, and Moreno Valley faculty are able to attend faculty and professional development events offered at the Riverside and Norco campuses. Workshops and presentations range from discipline-specific training, to technology training, to work on assessment and student learning outcomes, to broader discussions of teaching and learning. At least twice each year, a series of professional development workshops is offered in conference format. These are typically referred to as Back-to-College days and FLEX days.48
Technology Training workshops are offered through the Open Campus and its Faculty Innovation Center. With the opening of the Center for Professional and Faculty Development, Moreno Valley College has hosted workshops on a variety of topics including WebAdvisor training and Resource 25 scheduling. An open campus technology resource person visits the Moreno Valley College campus once a week for one-on-one meetings with faculty. Technology training is still available at the Riverside City College campus in the above areas and in others such as scanning documents for inclusion in Board of Trustee reports, the program review process, using ParScore and Scantron, using e-textbooks, and using PC notebooks. Upon request and availability, these other trainings are offered at Moreno Valley.

Disciplines and departments often host their own discipline-specific training workshops. Since disciplines are districtwide bodies, discipline training sessions are held most often in Riverside, considered the geographic center of the district. An exception is the Moreno Valley health, human, and public service faculty discipline group, which does not have members on the other campuses and has scheduled its meetings on the Moreno Valley College campus.

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

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

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

Full-time faculty may request professional growth credit and salary reclassification as well as sabbatical leaves through the Professional Growth and Sabbatical Leave Committee. Professional Growth is governed by Board Policy 3080. Professional growth credit may be earned through approved activities including publication, independent study, and course work. Sabbatical leave policies are governed by Article XIII of the district/faculty agreement. The agreement allows faculty on sabbatical to pursue course work, independent study or research, and other activities such as creative endeavors and curriculum development.
Faculty development activities and policies are communicated to faculty through email, the rccdfaculty.net website, the Online Faculty Handbook, the Faculty Survival Guide, and mailings to faculty homes. The district also maintains 4faculty.org, a website with resources for faculty development and support. The Moreno Valley Faculty Development Committee was established in fall 2006 to facilitate professional development activities at Moreno Valley College. Chaired by the faculty development coordinator, it consists of faculty members, who serve as voting members of the committee, and non-voting administrators (the dean of instruction and the Title V director) who serve as resource persons.

Innovative Delivery Projects and Initiatives

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

Title V: The college Title V grant, an institutional change grant administered by a full-time director, has spearheaded several institutional initiatives at Moreno Valley College for developing alternative teaching strategies and innovative delivery methods. Title V targets underrepresented student populations and focuses on increasing the persistence, retention, graduation and transfer rates, and success of basic skills students. The grant promotes student-centered and active-learning approaches through comprehensive attention to teaching strategies, faculty development, supplemental instruction, and counseling.

Title V has supported several learning communities and course pairings. It has developed a pairing of Reading 83 with general education science courses. Courses implement writing rubrics, integrate assignments, and use web-enhanced assignments and resources. The course pairing of Reading 83 and Geography 1 was offered for the Spring 2007 semester and is planned again for Fall 2009 semester. A course pairing for Reading 83 and Astronomy 1A was implemented in fall 2008. Title V initiated the eight-week sequential English 60A and 60B courses paired with Reading 81. Students complete basic skills English courses within one semester. There are three sections of 60 A/B sequenced courses running in spring 2009. An English 50/Reading 83 paired course is also running in spring 2009.

Title V has also implemented a critical counseling component to the academic learning communities. Students see counselors at least three times a semester, including appointments prior to registration, prior to the drop date, and prior to finals. Faculty complete progress reports for all students enrolled in their courses, and the Title V counselors follow up with students to review and discuss the progress reports. Counselors attend courses each week and work with students, providing any additional resources and referrals students may need during the semester. Title V conducts a student survey at the end of each semester to learn about the students’ perspectives on their experiences and identify the critical elements—such as counseling, instruction, and tutoring—and their importance to the students’ academic success in the Title V learning communities.
Title V has provided resources for continued student equity projects, including
- ESL One-Stop and outreach
- Tutorial Services
- learning center equipment and software, including computers, printers, wireless cart, WEAVER reading software, and an interactive mathematics software system
- computers for mathematics and communications faculty, for student use in the Student Services lobby, and for tutorial services
- laptops for assigned faculty and staff
- a cluster of servers and network system, including wireless access, for Moreno Valley College
- computers and printers for Associated Students to allow access for students to apply, register, and check grades
- smart classroom equipment
- conference fees, reassigned time funds, project stipends for faculty
- training for all counselors in learning styles
- funds to develop modules on student learning outcomes for the 4faculty.org faculty support website
- the Center for Faculty and Professional Development.

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

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

**Basic Skills:** The development of paired course offerings, to increase learning communities and integrate student learning, are supported by Basic Skills funding (see II.A.1 above). These new pairings being implemented in 2009 administered by the Basic Skills Committee include
- Psychology 1 and Reading 86
- English 50 and Reading 83
- Math 35 and Chemistry 2A
- Math 90 ABC and Guidance 48
- Reading 83 and Geography 1
- English 50 and Library 1
- Math 35 and Chemistry 21
- ESL and early childhood education.
Basic skills has also supported ESL supplemental instructors in the Writing and Reading Center.

**Puente Program:** Active on campus since 2001, the Puente Program provides an integrated and supportive context to a cohort of students for their first year at the college. The Puente class for 2008-2009 had 32 students. Puente is designed for Hispanic-serving institutions; 38 percent of Moreno Valley students are Hispanic. The program places the same group of students into a learning community of English and guidance classes. Puente tailors content and delivery methods to the needs of the students. The instructors and counselors work as a team in recruitment, counseling, and family- and community-outreach. Puente has shown success in retaining students: students in the 2007-2008 Puente program passed the second semester of the sequence at a rate of 90 percent. By contrast, according to a district study conducted between 1998 and 2003, only 41.5 percent of students from the general district population who started the same English sequence (Eng 50A and Eng 1A) passed the second semester.

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

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

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

**The Honors Program:** Consistent with the district’s mission to provide the highest quality instructional programs for a highly diverse student population, the districtwide honors program, which has an agreement with UCLA TAP (Transfer Alliance Program), provides an enhanced learning experience for those qualified students who seek additional intellectual challenges beyond the...
standard curricular offerings. The program offered its first classes in the fall semester of 2005 and is now offering honors sections of English composition, philosophy, history, political science, geography, chemistry, and speech courses. At Moreno Valley College, there are currently 65 honors students and 10 faculty working with the honors program. The districtwide program monitors enrollments and continually researches adding more disciplines and courses to the honors curriculum.

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

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

- Class size is limited to 20 students and the student-centered seminar format is the preferred approach.
- Honors students read primary sources, original research, and original documents.
- Honors classes are writing intensive, requiring a minimum of 20 pages of formal, graded writing.
- Honors faculty utilize innovative teaching strategies, including inquiry-driven and project-based learning, performance- and portfolio-based assessment, student-led conferences, peer reviews, and collaborative learning. Teaching an honors class provides participating faculty the opportunity to develop teaching approaches that they can then apply to their other classes and, through workshops, demonstrate to their peers.

The honors coordinator is responsible for all aspects of the program. These duties include faculty recruitment, curriculum development, course scheduling, faculty training, student mentoring and advising, and outreach to area high schools and the local community.56

Writing and Reading Center (WRC): The Writing and Reading Center supplements classroom instruction for students in writing, ESL, reading, and speech classes. Eighteen hours of attendance at the WRC is mandatory for students enrolled in English composition courses. Students of all abilities and at every stage of the writing process can profit from a consultation with one of the two instructors on duty or one of the peer tutors. Peer tutors must have passed a tutor training course in order to work in the WRC. Tutors work 10 hours each week on average. In addition to the instructors and tutors in the Writing and Reading Center, students have access to computer workstations with web
access and online exercises on all aspects of writing, worksheets with available answer keys, and workshops covering a range of writing, reading, and research topics.57

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

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

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

**Tutorial Services:** Peer tutors provide individualized instruction in course content, overall review, and study skills. There is no cost to registered students needing assistance in enrolled classes. During the fall of 2008, the college had 42 tutors in various subject areas.58

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

**Disabled Student Programs and Services (DSPS):** The Moreno Valley College's Office of Disabled Students Programs and Services (DSPS) offers comprehensive support services and accommodations. Additionally, the very latest in adaptive computer technology is available to Moreno Valley students in the High Tech Center (Riverside City College) and in the library. Approximately 350 students with disabilities register with the Moreno Valley College DSPS
office each year and request academic accommodations, equipment loan, or services to gain access to and participate in the classroom. Eligible students must provide documentation of a physical, learning, or psychological disability for which accommodations are needed. The student meets with the DSPS specialist to complete an intake interview. The student then sees the DSPS counselor for academic, personal, and occupational counseling, as well as to determine reasonable and appropriate accommodations. The learning disability specialist is available to evaluate students without documentation who may be experiencing problems related to a specific learning disability. The learning disability specialist also serves as a consultant for staff and faculty. DSPS staff make presentations on campus and in the local high schools.

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

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

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

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

- web-enhanced courses
In the last five years, prerecorded telecourses have declined, while online courses—including both fully online and hybrid courses—have increased in number. The rise in online courses reflects the rise in demand for these courses as they have become a viable option for more and more students, especially those facing congested commutes. In the fall of 2008, Moreno Valley College offered 1 telecourse (1 section) and 145 sections of online (25 sections, 19 classes), hybrid (20 sections, 10 classes), and web-enhanced (100 sections, 55 classes) courses in a variety of different subject areas, including business, English, history, humanities, management, marketing, music, political science, and reading. Geography is in the process of developing hybrid versions of Physical Geography and Physical Geography Laboratory, both scheduled to be offered in fall 2009.

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

EVALUATION

These standards are met.

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

The college is successfully developing more distance options for its students. Moreno Valley faculty review available data and student demographics in making decisions regarding delivery modes. Online courses are not only convenient for students; they allow the college to increase enrollment without significantly increasing its facilities. Growth in this area is vital. It must be
managed carefully, however, to maintain high standards of student learning, a fact which warrants caution and study if the college is to increase its online offerings in a way that maintains student learning and success. Moreno Valley College is committed to assuring that all distance courses employ pedagogically sound methods of achieving authentic student learning. Furthermore, all courses newly offered in a distance format must first undergo careful scrutiny by the Curriculum Committee. The Distance Education Delivery Proposal Form asks applicants to explain how “effective student/faculty contact will take place” and to explain how specifically the course will address challenges posed by distance delivery. In addition, all new distance education classes must be 508 compliant and pass Americans with Disabilities Act (ADA) requirements.

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

**PLAN**

None is needed.

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

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

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTION

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

Since 1994, the district has had an established procedure for approving new or substantially changed educational programs. It was originally developed by the Academic Senate and the administration to assure broad faculty input. The process was revised in spring 2009 to integrate program development with the strategic planning process at all three colleges. The five-phase process requires data to justify need and stipulates broad input from the faculty. Notably, districtwide disciplines and the curriculum committee oversee quality control and the establishment of clear and appropriate student learning outcomes. The colleges have shifted to an outcomes-based model of student achievement. The program review process is designed to ensure that student learning outcomes are appropriate for each course and to assess whether those outcomes are indeed being achieved by students who pass a course or program.

This program-approval process depends upon approval by both college and district curriculum committees followed by final approval by the Board of Trustees. The curriculum committee collaborates with a number of other district and college entities:

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

The curriculum committee uses the following documents to guide its work:
• California Community Colleges Program and Course Approval Handbook
• Riverside Community College District Curriculum Handbook, which stipulates the use of statewide and local guidelines, college and district surveys, statistics, and demographic information to ensure that all of the courses, programs, and certificate programs meet or exceed the state and local descriptions and regulations
• state Academic Senate documents and policies on prerequisites, corequisites, advisories, and limitations on enrollment
• Curriculum Committee Course Outline of Record guidelines
• RCCD Program Approval Process for Career and Technical Education Programs.

In addition, to ensure the continued quality and review of both new and existing courses and programs, particularly in precollegiate and developmental course areas, Moreno Valley relies on the following:
• discipline oversight of new, common-core curriculum across all three colleges, ensuring a common curriculum throughout the district
• regularly scheduled departmental and discipline meetings related to course offerings
• discipline-based assessment of student learning outcomes
• formal and informal assessment across the curriculum within learning communities and programs
• use of persistence and retention data to evaluate programs and courses in developmental areas
• workshops, FLEX activities, institutes, and dialogue dedicated to curriculum issues
• CurricUNET training
• comprehensive program reviews for academic disciplines districtwide, and annual college-based discipline program reviews.

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

EVALUATION
This standard is met. Established procedures are in place, and the faculty are committed to identifying student learning outcomes for all courses and programs and to using appropriate delivery modes and teaching strategies to assist students in attaining these outcomes. Indeed, all courses have measurable student learning outcomes, and the curriculum committee reviews outcomes for integration with course teaching methods, content, and assignments. Approved programs have program learning outcomes (including the newly developed areas of emphasis). Progress continues to be made on assessing student outcomes (as most disciplines have established schedules for assessing specific courses) and on incorporating effective learning strategies in the classroom resulting from the assessment process.

PLAN
None is needed.

DESCRIPTION
Moreno Valley College faculty are committed to student learning and outcomes-based assessment. The move to an outcomes-based assessment culture has been fostered in the district through the coordinated leadership of the District Assessment Committee, the Program Review Committee, and the Curriculum Committee. As committees of the district Academic Senate, all three are faculty driven and all have representation from Moreno Valley College. In fact, Moreno Valley has its own curriculum committee which oversees college-specific curriculum and programs; it reports to the districtwide curriculum committee comprised of the chairs of each college’s curriculum committee.

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

The curriculum committee, responsible for approving course outlines, helps guide faculty in designing outlines that integrate meaningful and measurable student learning outcomes. In the fall of 2006, the curriculum committee issued a revised guide to writing course outlines, which leads faculty through the steps of designing integrated course outlines with appropriate student learning outcomes. Moreover, Moreno Valley College curriculum committee
members—one representative for each instructional department—work individually with their department colleagues to assure that curricular initiatives from Moreno Valley College meet high standards, especially with respect to student learning outcomes. Faculty can also get help developing courses and syllabi with pedagogically sound SLOs from 4faculty.org, a website overseen by the district Office of Institutional Effectiveness, and from the Technical Review Committee, an advisory subcommittee of the district curriculum committee that reviews course and program proposals before they are submitted through the approval process. All district course outlines of record (CORs) have incorporated student learning outcomes. Further, new course proposals are reviewed carefully by the all-faculty college and district curriculum committees, as well as by discipline and department faculty, for a course’s integration of course-specific SLOs, general education SLOs, and course methods, materials, and content. The newly adopted CurricUNET, a web-based tool to facilitate communication about curriculum issues and maintain records of all districtwide course outlines of record, also has helpful tools regarding learning outcomes for faculty developing curriculum.

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

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

Career and Technical Education (CTE) Programs

As required, CTE programs at Moreno Valley College rely on advisory committees of area professionals for assistance in developing effective student outcomes and assessment guidelines for particular programs and CTE courses. These committees meet at least annually and as needed.
Several of the college’s CTE programs follow the guidelines of corresponding professional organizations in the formulation of learning outcomes and assessment procedures. Likewise, some of these programs are accredited by appropriate professional organizations, which mandate specific learning outcomes and assessment procedures for participating programs. Indeed, since several of these programs have been going through accreditation with their respective national or state accrediting bodies, they are models and leaders of learning outcomes assessment at the college. For example,

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

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

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

- **The Dental Assistant Program** is undergoing the accreditation process with the Dental Board of California and is accredited by the American Dental Association’s Committee on Dental Accreditation (CODA). Upon receiving approval from the Dental Board of California, graduates from the Moreno Valley College Dental Assistant Program will qualify to take the California State Licensing Written and Clinical Examinations (75% minimal pass rates).

- **The Public Safety Programs at the Ben Clark Training Center**: The Administration of Justice/Law Enforcement and Fire Technology programs taught at the Ben Clark Training Center use state, national, or federal licensing agencies to meet the regional needs of public safety agencies:
  - Administration of Justice/Law Enforcement. Law Enforcement agency coordinators develop course outlines to be reviewed and approved by a state certification agency, based upon state certification guidelines and standards. State agencies establish competency levels to be met by students to receive certification when they complete a course or program. The California Commission on Peace Officer Standards and Training (POST) approves student learning outcomes for the Basic Peace Officers Academy, the Modular Academy program, and the advanced officer training courses. The California Board of Corrections approves student learning outcomes through the Standards and Training for Corrections (STC) guidelines for students participating in the Basic Correctional Deputy Academy, annual jail training courses, and the Probation programs. Following the state certification, college level courses are developed through the college’s or district’s curriculum process.
  - Fire Technology. Courses offered in the Fire Technology program meet either state or federal standards for curriculum content and require instructors to meet specific qualifications. Core courses in the Associate of Science degree program for Fire Technology are developed based upon the Fire and Emergency Services Higher Education (FESHE) model, in collaboration with the National Fire Academy and institutions of
higher learning throughout the United States, to ensure that uniform and cohesive standards are met for students earning associate, baccalaureate, and master’s degrees in Fire Technology and Emergency Services. The California State Fire Marshal provides state certification for Fire Academy and professional development courses in Fire Officer and Chief Officer. Student learning outcomes, course outlines, and the identification of instructors’ skills and qualifications are based upon a comprehensive occupational analysis of the firefighting profession. Courses that are not FESHE-approved or certificated by the California State Fire Marshal meet other state or federal standards, such as those standards established by the National Wildfire Coordinating Group (NWCG) and the National Fire Protection Association (NFPA).

EVALUATION

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

PLAN

• The Center for Faculty and Professional Development (CFD) will continue to provide workshops and speakers on best practices in assessing and analyzing student learning outcomes to improve teaching and learning. Experts will include a) representatives from district institutional research; b) members of the District Assessment Committee; c) faculty directors from the Moreno Valley College CTE programs; and d) the college’s outcomes assessment specialist.
II.A.2.c. **High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

DESCRIPTION

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

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

EVALUATION

This standard is met. All courses fulfill state-mandated requirements for the relation between units and class hours, and all curricula meet state education code standards (Title 5):

- appropriateness to mission
- demonstrable need in relation to the ideal competencies of an educated citizen, student demand, and the job market
- quality (courses and programs are integrated so that successfully completing the program requirements will enable students to fulfill program goals and objectives)
- feasibility (Moreno Valley College must have the necessary program or resources to offer a course)
- compliance with all laws.

As detailed in II.A.3, the breadth of the institution’s programs is ensured through the general education requirement, where critical thinking is outlined as a learning outcome.

PLAN

None is needed.
II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

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

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTION

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

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

Comprehensive Program Reviews, conducted by districtwide academic disciplines, occur on a staggered four-year cycle. Guidance for the comprehensive review is provided by “Comprehensive Program Review: Background and Guidelines.” The guidelines specify the principles and goals of the process; indicate what resources the district can provide; lay out a timeline; and supply instructions for preparing the review. Each review includes the following sections:
• mission and relationship to the college
• history since the last review
• data and environmental scan
• programs and curriculum
• student outcomes assessment
• collaboration with other units
• summary analysis.

EVALUATION
These standards are met.

PLAN
None is needed.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

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

• **Mathematics**: The discipline initiated the common final in Elementary Algebra (Mathematics 52) in 2000 to compare learning outcomes of the traditional version of the course with a redesigned version of the course involving more lab work. Every question on the final related to one or more of the course learning outcomes. The final generated productive discussion in the discipline. Moreno Valley College now gives its own common exam in Mathematics 52. The discipline is also developing a common final for arithmetic (Mathematics 63).

• **English as a Second Language**: In spring 2005 the district ESL discipline started the ESL 55 (Advanced Grammar and Writing) Common Final Project. The objective of this project is to improve the transitional process of moving students from ESL to English classes. The content of English 50 and ESL 55 courses was aligned according to the increased emphasis of the English discipline on the students’ responses to readings with in-class writing. As a result, a common final test bank and a file of optional writing prompts were created for ESL 55. The common final and test bank have helped to ensure standardization in assessing specific student learning outcomes, specifically integrating writing into practice. The complete common
The ESL discipline has met to grade the finals together. Each session has included a norming of instructor grading and the use of a rubric designed to correspond to the student learning outcomes of the course. The data, presented in the comprehensive Program Review (2007), has been analyzed on a semester basis. The project has resulted in several positive outcomes:

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

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

**English:** The discipline has several ongoing assessment projects based on analysis of student writing and instructor norming. In spring 2006, for instance, the discipline conducted an assessment project for Basic Composition (English 50) that used a common writing prompt designed by the discipline as a final examination. Instructors were encouraged to participate in the norming and grading session after the examination had been given. The discipline found that lack of achievement of writing outcomes was rooted in reading problems. In fall 2008, the discipline conducted a districtwide assessment of reading skills in English 50, through a common reading test conducted on a voluntary basis by districtwide English 50 instructors. That report will be made available to the districtwide English discipline in spring 2009.

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

**EVALUATION**

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

**PLAN**

None is needed.

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**II.A.2.h**

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

**DESCRIPTION**

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

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

**EVALUATION**

This standard is met.

**PLAN**

None is needed.
II.A.2.i  The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

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

EVALUATION
This standard is met. Disciplines have aligned specific program and course SLOs with the general education SLOs proposed for all degrees granted in the district. (See II.A.3.)

PLAN
None is needed.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in general education curriculum by examining the stated learning outcomes for the course.

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

II.A.3.a  An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

DESCRIPTION
Moreno Valley College adheres to its Catalog, which includes the graduation requirements for general education. The Catalog clearly states a philosophy of general education that clarifies the following goals:

- “a basic competence with the English language in its written and spoken form
- at least a minimum competence in mathematics
- a knowledge of American history and governmental institutions
- regard for health, mental and physical, of oneself and of the community at large
- a grasp of the principles of the major divisions of human studies, humanities and science with some understanding of basic disciplines and methodologies
- knowledge in some depth of one subject area.”
II.A.3.b  

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

II.A.3.c  

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

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

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

**Information Skills**
- Demonstrate computer literacy
- Locate, evaluate, and use information effectively

**Communication Skills**
- Write with precision and clarity to express complex thought
- Read college-level materials with understanding and insight
- Listen thoughtfully and respectfully to the ideas of others
- Speak with precision and clarity to express complex thought

**Breadth of Knowledge**
- Understand the basic content and modes of inquiry of the major knowledge fields
- Analyze experimental results and draw reasonable conclusions from them
- Use the symbols and vocabulary of mathematics to solve problems and communicate results
- Respond to and evaluate artistic expression

**Application of Knowledge**
- Maintain and transfer academic and technical skills to workplace
- Be life-long learners, with ability to acquire and employ new knowledge
- Set goals and devise strategies for personal and professional development and well being

**Global Awareness**
- Demonstrate appreciation for civic responsibility and ethical behavior
- Participate in constructive social interaction
- Demonstrate teamwork skills
- Demonstrate understanding of ethnic, religious, and socioeconomic diversity
- Demonstrate understanding of alternative political, historical, and cultural viewpoints
In spring 2007, the District Assessment Committee performed a pilot assessment of the general education outcomes for critical thinking by looking at course outlines of record, assignments, and student work in 10 to 15 courses that would be likely to meet those critical thinking outcomes. At the same time, a subcommittee on general education began the process of mapping course learning objectives for all general education courses onto the general education learning objectives, with the goal of developing a comprehensive inventory of which general education outcomes are relevant to each course. This subcommittee looked at every general education course and aligned the SLOs from those courses with general education SLOs. A complete chart of this alignment is on file in the Office of Institutional Effectiveness as of fall 2008. As a result of this alignment, the course outlines of record (CORs) in CurricUNET, the new web-based management system of curriculum, are set up so that course-specific SLOs are aligned with general education SLOs when a new course is entered or when a course is revised. In fall 2007 at Moreno Valley, a checklist of the general education outcomes was distributed to instructors, who informally checked the general education outcomes their courses address. Instructors were encouraged to distribute the checklist to their students so that they, too, could self-assess the degree to which a given course addresses these general outcomes.

The general education patterns introduce students to a breadth of study by requiring at least 23 semester units from a selection of courses in natural sciences (3 units), the social and behavioral sciences (6 units), the humanities (3 units), and language and rationality (10 units). All courses included in the general education requirements are approved by the curriculum committee. Introductory level courses cover fundamental theories and methodologies of their discipline and introduce students to relevant subspecialties.

Likewise, requirements for an associate in arts degree include successful completion of one area of emphasis (minimum of 18 units) plus coursework in reading, writing, mathematics, oral communication, critical thinking, and scientific/quantitative reasoning. Students must fulfill basic skills competencies in mathematics and reading and must take a minimum of three units of English composition and three units of communication and analytical thinking. The faculty believe that these requirements in the major fields of knowledge, along with analytical, critical, and quantitative reasoning, give students the knowledge and tools necessary for continued, wide-ranging lifelong learning.

Ethics, civic responsibilities, and sensitivity to diversity and alternative points of view are directly addressed as “global awareness” in the general education outcomes listed above. Moreno Valley College provides courses that address these outcomes. In addition to the required course in political science or history, the associate degree requires a minimum of three units from a cultural breadth category that includes ethnic studies, humanities, world religions, and international perspectives.
EVALUATION

These standards are met. The college schedules courses meeting the district general education requirements for the associate degree. The General Education SLOs, and the need to align them with course SLOs, have increased faculty awareness as faculty review their own courses to see how they are assisting students in attaining these desired outcomes, not just in the general education sections, but in all courses offered at Moreno Valley College.

PLAN

None is needed.

DESCRIPTION

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

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

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

- Administration of Justice
- Administration of Justice/Law Enforcement
- Business Administration
- Community Interpretation
- Computer Information Systems
- Dental Assisting
- Dental Hygiene
- Dental Technology
- Early Childhood Studies
- Education Paraprofessional
- Paramedic
- Fire Technology
- Human Services
- Medical Assisting
- Physician Assistant.

One of the Strategic Initiatives for 2005—2010 is to increase the percentages of students completing associate degrees and CTE certificates. The Moreno Valley Strategic Planning Committee affirmed the college’s commitment to this initiative on March 8, 2007, with its approval of the 2007 Update of the Moreno Valley Response to the RCCD Strategic Initiatives.84

**EVALUATION**

This standard is met.

**PLAN**

None is needed.
II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTION
As described in the descriptions for II.A.1 and II.A.2, Moreno Valley College offers a wide variety of CTE programs leading to certificates and degrees. These programs work closely with their advisory committees to promote success on licensing and certification examinations and ensure that graduates meet the expectations of employers. Most part-time faculty teaching in these programs are employed in the fields in which they teach and thus provide a key connection between the academic setting and the practice arena. Graduates of specialized programs (for example, Physician Assistant (PA), Dental Hygiene, and Paramedic/Emergency Medical Technician) have scored well on state and professional examinations required for entry into practice. Dental Hygiene has had a mean pass rate of 95 percent on state licensure exams over the last 4 years: 100 percent for class of 2005, 98 percent for class of 2006; 94 percent for class of 2007 and 89 percent in 2008. The national board pass rate for the Physician Assistant program was 100 percent in 2007; 90 percent passed the exam on the first attempt. The 2008 pass rate was 95 percent; the one student who failed has not yet retaken the exam.

EVALUATION
This standard is met, as evidenced by the fact that students are demonstrating clinical proficiency, passing the licensing examinations, and securing employment in their fields.

PLAN
None is needed.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

DESCRIPTION
The college Catalog provides information about educational courses, programs, and transfer policies. Every course offered by the college is listed in the catalog with the following information provided:
- units
- transferability
- prerequisites, corequisites, or advisories
- limitations on enrollment
- course description
- breakdown of lecture and laboratory hours
- grading method limitations (e.g., letter grade only, or pass/no pass only)
- credit limitations (e.g., non-degree credit only)

These components of the course descriptions are explained in the catalog.

Curricular patterns are likewise provided for all degrees and certificates. The catalog details general education requirements for all associate degrees as well
as all required courses and elective options for career and technical education degree patterns. The catalog now also includes goals and objectives, as well as descriptions of potential careers, for district and college-specific programs and services. The CTE program patterns are also available through the district website, in a layout that also clearly indicates which degrees or certificates each program can lead to, and where the program is offered. One can link from there to the whole catalog. Major requirements for transfer to specific four-year schools are detailed as well. The Student Handbook provides more detailed information on degree patterns and directs students to work out specific educational plans with the counselors (see IIB).

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

EVALUATION
This standard is met.

PLAN
None is needed.

II.A.6.a
II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTION
Transfer of credit policies for students wishing to transfer from Moreno Valley College to four-year institutions are described in the Catalog, with supplemental information in the Student Handbook. Both publications encourage students to consult with the counseling staff in order to develop an educational plan that matches students’ transfer goals.

Students can find basic information on transfer patterns in the college catalog. The transfer and counseling departments have shifted from the older California Articulation Number system (CAN designations)—though these are still indicated in the catalog—and now use the statewide ASSIST program to provide students with individualized guidance in making course selections to meet their transfer goals for the UC and CSU systems. District articulation agreements with the UC and CSU systems involve

- course-to-course articulations
- Intersegmental General Education Transfer Curriculum (IGETC)
- preparation by major
- CSU general education breadth requirements.
The counseling and transfer staff also assist students interested in transferring to private or out-of-state institutions by explaining articulation agreements and patterns, and by directing students to pertinent websites. The district maintains articulation agreements with a number of private colleges and universities, including:

- Brigham Young University
- Biola University (La Mirada)
- University of La Verne
- University of Southern California
- California Baptist University (Riverside)
- Chapman University (Orange)
- Kaplan University
- La Sierra University (Riverside)
- Loma Linda University
- Mount St. Mary’s College (Los Angeles)
- University of Redlands School of Business.

The Career/Transfer Center provides students with handouts on all of the college’s major transfer patterns and articulation agreements. The most pertinent handouts are also kept in racks in the hall just outside the Career/Transfer Center and next to the Admissions lobby.

The procedure for students seeking credit for coursework done at other institutions is mentioned in the Catalog under “Limitations on Enrollment,” in the Student Handbook, and in the Course Schedule. The catalog describes several avenues through which the district grants equivalency for outside coursework taken at other institutions or earned by examination, including Advanced Placement (AP) test scores, College Level Examination Program (CLEP) examinations, and California Articulation Number (CAN) agreements. Credit by examination is possible for some courses through examinations administered by the disciplines. The Matriculation Office and the Evaluations Office evaluate coursework from other colleges and universities, and on occasion courses are referred to the appropriate disciplines for approval.

EVALUATION

This standard is met.

PLAN

None is needed.
II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTION

Moreno Valley College follows the requirements set forth by the state chancellor’s office as well as local standards established by the Academic Senate and the district vice chancellor’s office for programs that are eliminated or substantially changed. The district’s Locally-Developed Program Approval Process involves all related decision-making bodies at Moreno Valley College and in the district in the approval or substantial revision of all CTE programs. A program discontinuance policy has been developed and is currently circulating among the academic senates for refinement before submission of the suggested policy to the Board of Trustees for adoption.

EVALUATION

This standard is met.

PLAN

None is needed.

II.A.6.c. The institution represents itself clearly, accurately and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTION

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

- **The Catalog** is updated annually to be as accurate as possible at the time of publication.
- **The district course schedule** is published each semester, including winter and summer intersessions. It includes separate sections for course offerings at each college. Information in the schedule, submitted by the instructional departments and coordinated with the help of scheduling software, is as accurate as possible. Given the publication lead time for the schedule, however, not all information in the schedule is current at the time that classes start: staffing assignments may have changed; sections may have been cancelled; and sections not in the schedule may have been added.
- **WebAdvisor** is the online interface through which students register and access information on open sections. Unlike the hardcopy schedule, WebAdvisor continually updates course offerings, including a list of open courses.
- **Course syllabi**, according to district policy as stipulated in the Faculty Survival Guide, are to be distributed by instructors to their students at the beginning of each semester. Instructors are also required to file a copy of each syllabus with their instructional department. At Moreno Valley, these syllabi are kept by the instructional departmental
specialists (IDS). The Faculty Survival Guide also itemizes what a good syllabus will contain, including student learning outcomes and a notice of services available for students with documented disabilities. Similar information on best practices for syllabi is available on the 4faculty.org website.

- **The college and district websites** provide easy access for students with internet access to most of the information they might need, including open classes, application resources, and PDF versions of the catalog and the schedule. The website has links to pages where faculty and staff can access information important to them, or where individuals interested in working for the district can learn about employment opportunities. The websites also have links to homepages for “Community,” “Athletics,” and “Alumni & Friends.”

- **Brochures, fliers, and summary reports** are issued by many programs and departments. The accuracy of these materials is the responsibility of the issuing unit.

- **The district** publishes a quarterly report that is distributed circulation wide to readers of the Press-Enterprise. This report is off-printed and available for use by the colleges, the district foundation, the chancellor’s office, and the college presidents.

- **The public affairs office** updates and issues a general brochure for each college, as well as program-specific brochures upon request. It develops general and program-specific advertisements, which it places in print and online on a regular basis. Media releases are distributed to commercial media, specialty media, and professional journals to promote programs, services, and achievements.

**EVALUATION**

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

**PLAN**

None is needed.
II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world-views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

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

DESCRIPTION
The Faculty Handbook spells out board-approved policies on academic freedom and responsibility in an “Ethics Statement” adapted from the American Association of University Professors Statement on Professional Ethics. The statement addresses the rights and responsibilities of the faculty, including their responsibility to “protect the academic freedom of students.”

Although no portion of the ethics statement directly requires faculty to separate personal conviction from professional views, the statement does declare that faculty “accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty.” The declaration would seem to imply the importance of distinguishing in the classroom between personal conviction and professionally accepted views. And “intellectual honesty” certainly entails the fair and objective presentation of professional knowledge.

The Student Handbook includes a paragraph on academic freedom that stipulates the student’s freedom from “unlawful discrimination” and the student’s “right to learn.”

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

PLAN
None is needed.

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

DESCRIPTION
Board Policy 5500 declares, “The definitions of cheating and plagiarism and the penalties for violating standards of student conduct pertaining to cheating and plagiarism will be published in all schedules of classes, the college Catalog, the student handbook, and the faculty handbook. Faculty members are encouraged to include this information in their course syllabi.”

The course schedule includes a statement that declares expectations of student honesty, that briefly defines plagiarism and cheating, and that refers students to the Student Handbook for the disciplinary consequences of academic dishonesty. The Student Handbook provides expectations concerning student academic honesty and defines key terms, such as “plagiarism” and “cheating.” The handbook provides a due process for
disciplinary action but does not clearly distinguish consequences for academic dishonesty from the consequences for other kinds of misbehavior (harassment, possession of illegal items, assault, etc.). Statements on academic honesty and academic freedom appear in the 2008-09 Catalog.¹⁰³

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

**EVALUATION**

This standard is met.

**PLAN**

None is needed.

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**II.A.7.c**

**II.A.7.c.** Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

This standard does not apply.

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**II.A.8.**

**II.A.8.** Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

This standard does not apply.
See the data in the introductory section of this self-study: “Moreno Valley Campus Student Demographics: Educational Goal Fall 2006, 2007, & 2008.” The figure of 4000 is arrived at by adding together all those seeking a bachelor degree, both with or without the AA.

Moreno Valley Achievement Celebration: 2006 Transfer Report.

3 RCCD Catalog, and the following fliers distributed by the Transfer Center: Riverside Community College Courses Transferable to University of California, 2006-2007; Riverside Community College Courses Transferable to California State University, 2006-2007; New Courses Approved as UC Transferable. Calculation of the numbers was done by the District Office of Institutional Reporting.

4 Data provided by the District Office of Institutional Reporting. See also Summary of Transferrable Class Offerings for Moreno Valley Campus (Based on the schedule of classes for winter through fall of 2006).

5 See, for example, the Spring 2009 Schedule of Classes.

6 See Enrollment Simulation and Planning: Environmental Scan: Riverside Community College District, by Charles MacIntyre, 2002, p. 19, for data showing the need for workers in the healthcare fields.

7 George Gage, faculty coordinator of Community Interpretation.

9 RCCD Foundation data.

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


12 Occupational advisory committee agendas.

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

14 One received a recommendation to take the PTESL if one answers “No” to the question, “Is English the first language you learned to speak?” and if one’s Accuplacer results placed one into the most basic English class (Eng 60A).


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

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

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

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

20 RCC Application in Spanish.

21 Basic Skills Retreat flyer and agenda.

http://www.academic.rcc.edu/onebook/

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

23 See “Success Rates, Disciplines, Fall 2008” in the introductory section of this self-study.

24 Student Learning Outcomes Assessment, on the website of the District Assessment Committee, http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm

25 Program Review Templates; The History of Program Review. Both are on the Program Review website: http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm. This site has all program review documents.

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


http://academic.rcc.edu/ir/research.html

30 Fact Book 2008, pp. 4-6.


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

33 Course schedules.

34 High school articulation agreements.

35 RCCD 2008-09 Catalog, p. 57.


37 Moreno Valley College Middle College High School Program Statistical Report, years 2000-1 through 2005-06; Middle College High School Program, a tri-fold flyer; grant approval letter from CCCO.
Moreno Valley Campus, Institutional Self-Study Report

38 Vista Del Lago Middle College High School Program Statistical Report, prepared by Edward F. Alvarez and provided by Silvia Trejo 1/11/07.
40 Table provided by Raj Bajaj in memo to Jeff Rhyne, “Part Time Load for Fall 08,” April 22, 2009. Indeed, Moreno Valley’s part-time load is the only one that increased in the last three years (since the 2006 Fact Book, p. 87, reported this same information for fall 2005).
41 Quoted in Basic Skills as a Foundation for Student Success in California Community Colleges, p. 21.
42 Spring 2009 Schedule of Classes.
43 The Plan for Tenure Track Faculty Hiring.
44 Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2007-2010. See also Improvement of Instruction & Tenure Review Overview & Forms for Fall & Spring, on the RCCD Evidence website.
46 New Faculty Orientation website, http://www.rcc.edu/faculty/develop/newfaculty.cfm
47 Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA.
48 Back to College Events, http://www.rccdfaculty.net/pages/eventmaterials.jsp
49 Open Campus website, http://www.opencampus.com
50 Campus retreat agendas.
51 Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA.
52 Program pass rate provided by Maria Pacheco to Carlos Tovares.
53 Fact Book 2008, p. 87. Percentage arrived at by dividing the students who successfully completed English 1A into the number who attempted English 50A.
54 Riverside Community College Diversity Scorecard Project, Abbreviated Results, September 1, 2005, PowerPoint file.
55 Renaissance Scholars Program, brochure.
56 2008-09 Catalog, page 25.
57 Writing Center News, June 12, 2006.
58 The Tutoring Center.
59 http://rcc.edu/services/dsp/index.cfm
60 Moreno Valley Campus Online and Telecourse Offerings, fall of 2008. See Fall 2008 Schedule of Classes.
61 Distance Delivery Proposal Form. See www.curricunet.com/RCCD.
62 See various curriculum forms including: “New Course/Certificate Proposal”; “Course/Certificate Revision (or Deletion) Proposal”; “Distance Education Delivery Mode Proposal”; “Locally-Approved Certificate.” All curriculum information is now incorporated into Curricunet; see www.curricunet.com/RCCD.
63 “Program Development Process.” Also on RCCD Curricunet website.
64 For a more detailed history than herein provided of the recent coordinated developments among the District Program Review Committee, the District Assessment Committee, and the District Curriculum Committee refer to “Student Learning Outcomes and Outcomes Assessment: Riverside Community College District.”
66 “How to Write a Course Outline of Record,” http://www.curricunet.com/RCCD/
67 A link to 4faculty.org can be found on the faculty page of the district website: http://rcc.edu/faculty/index.cfm
68 Assessing Student Learning Outcomes: Riverside Community College District. See also http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm
69 Program assessment guidelines.
70 Practitioner Inquiry 101 Workshop, Tuesday, November 4, 2008, by Sheryl Tschetter, District Assessment Committee Chair.
72 District Assessment website: http://www.rcc.edu/administration/academicaffairs/effectiveness/assess.cfm
73 RCCD Program Review website: http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm. This site has all program review documents.
74 “The History of Instructional Program Review;” http://www.rccdfaculty.net/pages/programreview.jsp
75 “Annual Program Review Template,” http://www.rccdfaculty.net/pages/programreview.jsp
Instructional Program Review “Comprehensive Background and Guidelines, Round Two, 2007-10.”
http://www.rccfaculty.net/pages/programreview.jsp

2008-09 Catalog, p. 51 and forward: “Curricular Patterns.”

“General Education Student Learning Outcomes,” Riverside Community College District 2008-2009 Catalog, p. 3.


Grid of general education outcomes; Mathematics, Science, and PE Department minutes for March 16, 2007.

2008-09 Catalog, p. 34,

2008-09 Catalog, p. 34.

Strategic Planning Minutes

Accreditation self-studies for Physician Assistant, Dental Hygiene, and Paramedic/Emergency Medical Technician programs.

2008-09 Catalog, starting p. 91.

http://www.rcc.edu/programs/index.cfm

2008-09 Catalog, pp 51-89.


2008-09 Catalog, p. 52-56.

http://www.assist.org

Articulation Agreements with the listed schools

Transfer Center handouts

2008-09 Catalog, p. 7.

2006-07 Catalog, pp 42-43.

“Locally-Developed Program Approval Process.”

See II.B.2.a-d for description of procedures for updating the Catalog.

“Faculty Survival Guide,” 2006-2007, p. 3; http://www.4faculty.org/index.jsp

Riverside Community College District website: http://www.rcc.edu/district/

Moreno Valley College website:
http://www.rcc.edu/morenovalley/index.cfm

Faculty Handbook, Appendix J: http://www.rccdfaculty.net/handbook/

Board Website, http://www.rcc.edu/administration/board/policies.cfm

Schedule of Classes, Spring 2007, p. 203.


II.B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

INTRODUCTION

The Riverside Community College Moreno Valley Campus (MVC) opened its doors on March 13, 1991. Since the college’s inception, Student Services has been an integral part of student access, progress, learning, and success. On that first day at the Moreno Valley Campus, a lone student services specialist provided services in the areas of Admissions and Records, Student Financial Services, Career and Transfer Center, and Counseling. Today, Moreno Valley College offers a complete array of student support services to assist students in establishing appropriate educational goals and to help them achieve these goals. The Student Services Office comprises over 20 offices and programs dedicated to the district’s student services mission to “provide a student-centered environment that will enhance academic achievement.”

After the accreditation report of 2001, the district took steps to enhance the learner-centered environment. During the fall of 2004, the Moreno Valley Strategic Planning Committee was established and the Student Support Services Subcommittee was given the charge to

- review and assess current student services and make recommendations for improvements
- review and discuss completed discipline program reviews and department plans
- examine how academic and student service plans and initiatives promote student learning and how that learning can be assessed
- provide a forum for students’ voices.

To complement the strategic planning efforts of the district, student services has implemented a districtwide program review process. District and college administrators, faculty, staff, and students have engaged in an ongoing dialogue relating student services to student development and refocusing the district’s mission to assure that support services promote student learning. The initial step of this transition was the development of program plans in 2003-2004 to identify strengths and areas needing improvement, determine program goals, and publish the program mission and vision. Comprehensive program review began in the fall of 2005 after intensive training for all departments...
focused on enhancing student service area outcomes (SAOs) and improving student learning outcomes (SLOs) identified in the program plans. Program Review, which involves all college constituent groups, will have completed four full cycles as of summer 2009. Similarly, by June 2009, all 20 student service areas will have completed two full assessment cycles, incorporating results in the identification of SLOs and SAOs for the subsequent year. The district and college, moreover, coordinated to develop a student services transition plan delineating the transfer of student services functions between the district and the college.4

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTION

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

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

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

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

- **The Assessment Center** provides placement testing in mathematics, English, reading, and English as a Second Language (ESL) for all incoming students at both the Moreno Valley College main campus and the Ben Clark Training Center. Assessment also arranges testing opportunities for high school seniors on their campuses during the spring semester. For interested students, the center provides Spanish placement.

- **Intercollegiate Athletics** sponsors the cross country team at the college. Facilities at the campus include the cross country track, the soccer field, and the multipurpose building for team and individual athletic pursuits.
• The **Bookstore** sells textbooks, classroom supplies, snacks, and sundries. Further, it has instituted an online book order process for faculty and students, and the interior was remodeled during fall 2008 to serve the increase in student demand resulting from higher enrollments.

• The **Career and Transfer Center** provides a trained staff, an extensive collection of printed and audiovisual materials, computer programs, and a variety of resources to assist students in making career decisions. The center provides students interested in transferring to a university or college with information on schools and eligibility requirements, and it helps them through the application process. Staff offer workshops and classroom presentations, arrange visits by local university representatives, plan the Transfer Recognition Reception, and coordinate the biannual (fall and spring) college fair.  

• **College Safety and Police** strives to provide a safe and secure academic environment for students and staff through basic police services, investigations, special events monitoring, safety escort service, money transfers, on-campus traffic control, disaster response, crowd control, and parking services.

• The **Counseling Department** fosters and promotes the intellectual, emotional, social, and cultural development of students by offering a wide range of counseling, career consultation, training, and educational services. These services help students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to be successful students and take full advantage of their college experience.

• **Disabled Student Services and Programs** (DSPS) offers comprehensive support services and accommodations for eligible students with documented disabilities. Additionally, the very latest in adaptive computer technology is available to students with disabilities in the High Tech Center and in the library. Approximately 350 students with disabilities register with the Moreno Valley College DSPS office each year and request academic accommodations, equipment loan, or services to gain full participation in the classroom, programs, and campus activities.

• **Extended Opportunity Programs and Services** (EOPS) is a state-funded program designed to facilitate the success of the financially and educationally disadvantaged student by focusing on recruitment, matriculation, retention, and individual student success. Support includes mandatory orientation, priority registration, academic and personal counseling, book voucher services, one-on-one tutoring, and transfer information and assistance. The Cooperative Agencies Resources for Education (CARE) program is an extension of EOPS for single parents or heads of household who receive CalWorks/Temporary Assistance for Needy Families (TANF). These services include transportation assistance, books and supplies, meal
tickets, and periodic childcare stipends. The EOPS/CARE office assisted 235 students in 2006-07 and 287 in 2007-2008. Student awareness about, and thus participation in, these services has increased in part due to the EOPS weekend orientations, provided since 2006. EOPS has employed a paperless bookkeeping system since spring 2008 to allow students to use their allotted funds at their own convenience.

- **Food Services** operates the Lions' Den, a limited-service café that offers a nutritious short-order food menu. Catering services and full-line vending machines are also available for students, staff, and faculty. The Lions' Den has been approved for remodeling.

- **Health Services**, an educational program focusing on physical and mental health and the prevention of disease, contributes to student wellness. It offers student workshops, outreach, and classroom presentations on topics such as stress reduction, healthy eating, risky-behavior reduction, and smoking cessation. Health Services also provides care and assistance when illness or injury interferes with a student's academic and personal success. In fall 2008, health services moved to a larger facility on campus, allowing it to extend and enhance mental health counseling, physician services, and registered nurse availability.

- The **Job Placement** office, a full-service employment agency, offers the following services: job referrals, job announcements, resume writing assistance, interview techniques, job counseling, resource materials, classroom presentations, annual job fairs, and on-campus recruiting.

- **Matriculation**, a state-mandated office, consists of several components dedicated to student success and effectiveness of the institution: admissions, orientation, assessment, counseling, student follow-up, research, coordination and training, prerequisites validation for math and English, and concurrent admissions. Board policies require first-time students to participate in pre-enrollment assessment, orientation, and counseling services and further mandate institutional research so that services all contribute to student academic success.

- **Outreach Services** provides prospective students with the essential information about current and future opportunities available at Moreno Valley College. Outreach works within the local community and in the high schools to promote college attendance and to educate prospective students on enrollment processes, concurrent enrollment opportunities, and upcoming special events or field trips to the campus. Other services include Day of the Lion orientations, provided on an ongoing basis, for new Moreno Valley College students.

- The **Puente Program**, active on campus since 2001, provides a cohort of students an integrated and supportive context for their first year at the community college. Puente is designed for Hispanic-
serving institutions (39 percent of Moreno Valley students self-identify as Hispanic), and its goal is to increase the number of underrepresented students who enroll in four-year universities so that they can return to the community as mentors and leaders. The program places the same group of students, all of whom place into Basic English Composition, into a learning community of English and guidance classes, supplemented by counseling and mentoring provided by volunteers from the community. The program tailors content and delivery methods to the needs of the students. The instructors and counselors work as a team in recruitment, counseling, and family- and community-outreach.

- The Renaissance Scholars Program provides integrated support to a cohort of students to improve retention and success for traditionally underserved populations, with a special focus on the African-American experience. The program offers opportunities to engage in community service activities as well. Approximately, 14 percent of Moreno Valley College students self-identify as African American.

- The Science, Technology, Engineering, and Math (STEM) Student Success Center, will be provided for as part of a College Cost Reduction and Access Act (CCRAA) grant won by Moreno Valley College to increase student diversity in STEM disciplines and provide students with academic and support services to improve their retention and success. As of spring 2009, the center is being planned.

- Student Activities program staff, in collaboration with the Associated Students of Moreno Valley (ASMV) and college clubs, are dedicated to providing all students with opportunities to develop leadership skills through participation in student government and cocurricular programs. The goal is to create a learning environment that allows students to implement theories learned in the classroom and to develop skills that can transfer into their personal and professional endeavors. Student Activities provides opportunities for student involvement in campus life through participation in clubs, student organizations, student government, cultural activities, educational lectures, and recreational activities. The ASMV create, publish, and distribute a yearly calendar announcing all student activities at the college.

- The goal of Student Financial Services is to assist all financially needy students to reach their educational goals by providing a wide assortment of financial services to individuals and families. These include the provision of informational literature, outreach activities on and off campus, the Student Financial Services website, workshops in English and Spanish, and application assistance. The programs administered by SFS include the following: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study program (FWS), Board of Governors Fee Waiver (BOGW), California state grants including the Cal Grant B and C program, the
Chaffee Grants program, the Child Development Grant program, the Bureau of Indian Affairs program, the Academic Competitive Grant (ACG) for recent high school graduates, scholarships, district student (nonfederal) employment, Community Scholars program for Riverside Unified School District high school students, and the Federal Family Education Loan program (FFELP). The Title V Cooperative Grant is federally funded under the Department of Education. Title V provides the college with funding and resources for pilot projects designed to improve student success, including transfer and graduation rates. Title V’s mission is to address the needs of the college’s diverse student population through programs designed for underprepared students and thus improve student success through institutional changes resulting from assessment of pilot projects. Projects have included supplemental instruction, learning communities, and an internship program for potential faculty, to name a few.

• Tutorial Services provides free peer tutoring in course content, overall course review, and study skills to currently enrolled students. During the fall of 2008, the college had 42 tutors in 34 subject areas, an increase from the 23 areas provided in 2006. Its move to a location with more space in spring 2007 allowed for expansion of services as the college has grown.

• Workforce Preparation, although officially supervised through the Office of Academic Affairs, has maintained a collaborative working relationship with the student services department. Workforce Preparation staff attend student services staff meetings.

EVALUATION

This standard is met. Historically, Student Services has demonstrated the success of its services through statistical measures, such as rates of graduation and transfer. In addition, the dean of student services has consistently held monthly information meetings, at which members of all departments share information. These regular meetings promote unity and communication, and they give the dean a tool for oversight of quality and effectiveness. Further, most departments maintain statistical and quantitative records that can provide evidence of success. For example, in the fall of 2005, Admissions and Records kept records of student transactions that demonstrated the success of extending Friday and Saturday hours during the first four weekends of the fall semester. A similar success was documented during the fall 2006 registration period for the Moreno Valley Call Center. Extended hours for the Admissions and Records Office were maintained during the fall 2007 and fall 2008 semesters, and again in spring 2009. Records have been maintained to demonstrate the number of students served during extended hours.
Matriculation, moreover, revised, approved, and forwarded on October 31, 2008, the Moreno Valley Matriculation Plan to the California Community College’s Chancellor’s Office. The college’s matriculation office has conducted program reviews each of the last three years.

Surveys constitute an additional method of assessing student satisfaction, and some student services departments have begun to use surveys to assess quality of services. For example, a 2005 survey conducted among students of the Middle College High School Program revealed high levels of satisfaction with the program and confidence of future success. The college also reviews the data from the Community College Student Experiences Questionnaire (CCSEQ) and the student satisfaction survey of graduating students. The Student Services College on the Weekend Survey was just completed during fall 2008. Weekend and evening students enrolled at Moreno Valley College, including those at the Ben Clark Training Center, were surveyed about their needs for student services support. The results are being shared with student services and academic staff to begin dialogue on developing new student learning outcomes and student area outcomes.

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

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

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

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

**PLAN**

None is needed.
II.B.2.a-d: The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
(a) general information,
(b) requirements,
(c) major policies affecting students, and
(d) locations or publications where other policies may be found.

DESCRIPTION

The Riverside Community College District 2008-09 Catalog includes all the required general information. Likewise, the catalog fully describes all student requirements and major policies affecting students. The nondiscrimination policy in the catalog is given in both English and Spanish; it also appears in the Student Handbook and in the course schedules.

The college catalog is updated annually to be as accurate as possible at the time of publication. In the summer of 2008, the associate vice chancellor of instruction met with the vice presidents and deans of instruction to discuss the development of three separate college catalogs. Each college then proceeded to decide the layout for each catalog—adding, deleting, or modifying sections to be college specific. Faculty, administrators, and staff were involved in this process. In December 2008, the administrative assistant to the associate vice chancellor of instruction sent a districtwide notice to departments, staff, and administrators to review and update sections of the catalog for which they are responsible. All curriculum (courses and programs) is approved through a district academic-senate-approved process and forwarded to the Board of Trustees for approval. The updated catalog information is submitted to the college vice president of educational services for review and then to the associate vice chancellor of instruction for review and incorporation into the next catalog, which is printed each May and submitted to the Board of Trustees for final approval each June.

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

Other key publications include the district Student Handbook, updated annually, and the district course schedule published each semester including the winter and summer sessions—both are referred to in the catalog. Both are available online at the district website, and they are available for free in limited copies at the Admissions and Records Office. The Student Handbook, a districtwide document which is updated annually by the counseling discipline and published through matriculation funding, includes a necessary and useful information to help students succeed and get the most from their college experiences, with sections on time management, graduation requirements, moving through mathematics and English, and club involvement. Students participating in orientations receive a copy of the handbook. Guidance 45 (which is also offered at several area high schools) uses the catalog and handbook as required course materials. The Consumer Guide to Student Financial Services is available online through the financial aid website.

Enrolled students receive paper copies of upcoming course schedules in the mail. The decision whether to mail the paper schedule to all area residents or only to send out an informative postcard or flier depends on budget and enrollment strategies. The postcard provides the district’s web link and local
college phone number, either of which allows the resident to request a paper course schedule.

EVALUATION
This standard is met. The catalog is annually updated, well organized, and user friendly, with a clearly divided table of contents and a comprehensive index.

PLAN
None is needed.

II.B.3.
The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

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

- Student Services program review updates
- Moreno Valley College Matriculation Plan
- Moreno Valley College Strategic Planning Committee and the Student Learning Programs and Services Subcommittee
- assessment (course placement) results for English, reading, mathematics and English as a second language
- the Student Equity Plan
- student requests for services, including
  - counseling appointments
  - Disabled Student Programs & Services
  - Extended Opportunities Programs & Services
- Financial Student Services
- health center appointments
- job placement services
- Transfer/Career Center visits
- tutoring appointments.

Additionally, several student services have been instituted to assure all student populations equitable access to higher education and student learning support at the college and within the Moreno Valley service area:

- Categorical and grant-funded programs such as Disabled Student Programs & Services, Extended Opportunities Programs & Services, and Title V
- Classroom presentations by counselors to inform students of support services
- College Fair and university field trips
- Day of the Lion activities for high school students who have completed Guidance 45 (Introduction to College) or the assessment test at high school
- “Meet the Counselor” information table during Spirit Week
- Scholarships and scholarship application workshops through Student Financial Services
- Student equity programs such as Puente and the Renaissance Scholars Program
- Student Financial Services orientations and “Application Marathons” providing assistance with completion of the Free Application for Federal Student Aid (FAFSA), the Board of Governor’s Fee Waiver (BOGFW), and the Cal Grant Application
- Spanish translations of several important college documents and policies to increase awareness and ensure access among the large Spanish-speaking population served by Moreno Valley College.

One example of increased access resulted from the concerns voiced by faculty, staff, and students about the challenges English language learners have navigating the admission and matriculation processes. Student Services established the English as a Second Language (ESL) Committee in the Spring of 2005 with representative members from the ESL faculty, outreach, admissions and records, assessment, matriculation, counseling, and financial services. As a result of committee recommendations, Moreno Valley College offers ESL students a “one-stop shop.” Now, when students come in to take the Placement Test for English as a Second Language (PTESL), they receive orientation and counseling during the same visit, thus providing a service which moves them through the entire matriculation process without having to return to campus multiple times. This has resulted in an increase in the enrollment in ESL courses.
Access to many services is constantly improving regardless of location. One significant change since the district’s last accreditation review is the improvement of online services and the implementation of WebAdvisor. Students now have access to a variety of online services and activities through the district website, including

- application for admission in English and Spanish
- assessment testing information and schedule
- campus maps
- registration and add/drop
- probation and readmit workshops
- phone and email directory of staff and faculty
- Student Financial Services information and award letters
- grades and transcript requests
- payment of fees.

Computers are available in the Student Services building lobby for access to these online services.

Moreno Valley College student services also provides support at the college’s other instructional locations:

- Ben Clark Training Center: A counselor visits the facility once a week for scheduled appointments, and the ESL One-Stop Shop has been extended to Ben Clark. An adjunct counselor will be housed at the Ben Clark Training Center during the spring 2009 semester.
- March Dental Education Center and Ben Clark Training Center: A Disabled Student Programs & Services Counselor has visited these centers as needed.
- Feeder High Schools: Outreach and Assessment offices provide students at feeder high schools the opportunity to apply to RCCD and to take the RCCD placement tests in mathematics, reading, and English. Student Financial Services provides workshops for students and parents and makes financial aid applications available at the high schools.

EVALUATION

This standard is met, though improvements in the availability of student services at Ben Clark Training Center are desirable. The Ben Clark Training Center (BCTC), which has been under the auspices of Moreno Valley College since 2006, has received approval to hire one full-time and one part-time student services technician. Moreno Valley counselors currently provide consultation and coverage to BCTC during regularly scheduled assessment hours. Students unable to meet with a counselor during the day at BCTC due to course scheduling can schedule an appointment to meet with a counselor on the Moreno Valley College campus in the early evening hours after their scheduled class time at BCTC. Assessment services are now provided at the BCTC on a regularly scheduled basis. The dean of student services and the
dean of public safety education and training spearheaded, moreover, the development of a needs assessment instrument and administered it to Ben Clark students in fall 2008. The results of that assessment will be used to determine the most appropriate long-term action plan, and that plan will be incorporated into student services program review.

**PLAN**

None is needed.

**DESCRIPTION**

The mission statement of Moreno Valley College Student Services emphasizes that “Student Services programs are concerned with the whole student—designed to enhance the intellectual, emotional, physical, spiritual, cultural, ethical, and social development of students in a safe and secure environment.” In accord with its mission, student services, along with the college as a whole, supports an array of programs, activities, events, and associations that foster the development of the whole student.

The Associated Students of Moreno Valley (ASMV) provides students with the autonomy and power for self-development in all areas and encourages participation in a variety of clubs and activities. Active clubs for 2008-09 include the following:

- Anime & Gaming Club
- Art Club
- Community Interpreting Club
- Cross-Country Cycling Club
- Emergency Medical Services Club
- Fashion Club
- Fire Technology Club
- Human Services Club
- Indigenous Cultures of the Americas Club
- Lesbian, Gay, Bisexual, Transgender, Straight Alliance
- Middle College High School Club
- Puente Club
- RCC Dental Hygiene Services Club
- RCC Gospel Singers
- RCC PA Student Society
- Renaissance Scholars Club
- Spanish Club
- Spoken Word Club
- Students for Animal Welfare
- Students for Christ
- Students for Organ Donation.
The Associated Students, sometimes in conjunction with specific clubs and other campus entities, also sponsors a variety of civic and cultural events, including:

- Athena Scholarship for Outstanding Community Service
- Black College Expo
- Black History Month
- Club Rush
- Health Fair and Campus Blood Drive
- Community Spring Egg Hunt (*Búsqueda de Huevos*)
- Cinco de Mayo Celebration
- Halloween Valley
- Holiday Food Baskets and Toy Drive
- Intercollegiate Athletics – Cross Country
- Women’s History Month
- Meet the President, RCC, Moreno Valley Campus
- Student Trustee election.

In addition, the college environment fosters the aesthetic and personal development of students in a variety of ways:

- Art students have their work displayed in the Writing and Reading Center and the Computer Laboratory.
- The Music Club provides Friday afternoon instrumental jam sessions open to all students.
- The Moreno Valley College Gospel Singers have performed internationally and present all students an avenue to pursue an interest in gospel music and performance.
- The counseling faculty offer several courses that range widely in content: college survival skills, career exploration, educational planning, and adaptive computer use for students with disabilities. These courses allow students to develop an understanding of themselves, identifying their personal and educational goals, and help students perform to their maximum potential.

**EVALUATION**

This standard is met. The college environment fosters the aesthetic and personal development of its diverse student population. In addition, Moreno Valley College continues to open its facilities to more public events, which are vital to making the campus truly a center of activity in the community, enriching both the community and the students. The seasonal events listed above bring families with children onto the campus. In the spring of 2006, the college co-sponsored, with the City of Moreno Valley Trails Board, a public walk and forum on the future of open space in the Inland Empire. The district office of Public Affairs & Advancement offers assistance in promoting events, and the college is exploring the formation of a marketing committee. The dean of student
services has corresponded with KRCC, an educational access channel for the Riverside Community College District (RCCD) operated by RCCD’s Instructional Media Center, and Moreno Valley Chamber of Commerce representatives to develop plans for increasing the public exposure of college events and of the college generally. Moreno Valley College does not, however, currently have an events organization or any consistent promotion of cultural affairs on campus facilities aimed at bringing in the general public. The lack of an auditorium or other campus entertainment facility, of course, currently hinders, but does not block entirely, the development of such activities. Limited campus security staff also poses a challenge to providing more cultural events aimed at the wider community.

**PLAN**

None is needed.

**DESCRIPTION**

Considerable effort has been devoted to the design, maintenance, and evaluation of counseling services. As part of the district counseling discipline, Moreno Valley College counselors were involved in the development of the districtwide program review. Counselors also complete a college-specific program review.27 All counselors meet the minimum qualifications for their positions. Permanent and adjunct counselors are routinely evaluated by their peers, students, and administration as outlined by the Agreement between Riverside Community College District and Riverside Community College District Faculty Association CCA/CTA/NEA.

Numerous opportunities exist for professional development and are provided to the counseling faculty to help them maintain currency in their knowledge and skills. These activities have included

- California State Universities Counselors Conferences
- Ensuring Transfer Success Conference of the University of California
- visits to local private universities (California Baptist University, University of Redlands, Loma Linda University, La Sierra University)
- regularly scheduled discipline and college meetings
- statewide conventions for categorical program counselors (EOPS, DSPS, and WorkForce Prep)
- training workshops (Myers-Briggs, counselor-specific Datatel screens).

**EVALUATION**

This standard is met. During the 2000 academic year, a statewide Counseling Task Force reported that the average counselor-to-student ratio on California’s
community colleges was one counseling faculty per 1,918 students. The same report calculated that a ratio of 1:900 would be the appropriate ratio needed to comply with Title 5 standards. Of course, many community colleges are in the same situation as Moreno Valley College. The districtwide counseling program review points out that the program does not comply with the 1:900 ratio because the program-based funding has not been forthcoming from the state legislature. At Moreno Valley College during the Fall 2005 semester, controlling for special populations, the general counselor/student ratio was 1:2,732. With the hiring of a new full-time counselor for the 2008-09 year, there are now five full-time counselors who serve the college’s student population of over 10,000. This new hire now puts the college ratio of counselors to students at roughly 1:2000, an improvement from two years ago but still short of Title 5 standards.

The districtwide counseling discipline 2005-06 program review further cited limited collaboration between counseling faculty and local high schools. The program review also identified a need to provide ongoing training for part-time counselors and interns.

The Moreno Valley counseling faculty have addressed these problem areas with the following actions:

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

**PLAN**

None is needed.

**DESCRIPTION**

As the Moreno Valley College mission statement says, the college is open to “all who can benefit” from the college’s educational services. It follows that part of the college’s mission is to be sensitive to the diversity of the student population. Promoting real tolerance and appreciation of diversity is part of the fundamental educational mission of any college that seeks to educate the whole person. This is especially the case for Moreno Valley College, which is the most ethnically diverse campus of the Riverside Community College District.28
Moreno Valley College has the opportunity to be a crucible for the spread of tolerance and openness in the complex and rapidly growing communities it serves—young communities that still have a chance to forestall the kinds of entrenched divisions and segregations typical of communities with longer histories. It is important, moreover, for instructors, staff, and the students themselves to recognize different kinds of diversity. Differences in income, family structure, age, cultural background, religious and political beliefs, disability, and sexual orientation—all these, whether visible or not, are potent forces in the community, on campus, and in the classroom. Part of the college’s task is to promote a recognition and understanding of these differences with the goals of giving all Moreno Valley students the fullest possible opportunity to succeed and of fostering in the community an ethos of informed tolerance. Ethnicity and race—the most commonly cited categories of diversity—are themselves far from well-defined categories. Any broad ethnic label—Hispanic, for instance—actually covers a complex web of different cultures and backgrounds. Sensitivity to the range and complexity of diversity must, therefore, operate at every level of the college, from the way instructors design and teach their classes to the outreach and recruitment efforts of student services.

A number of specific student services programs and activities focus specifically on reaching out to diverse student populations:29

- Disabled Student Services & Programs
- Extended Opportunity Programs & Services
- Outreach
- Puente Program
- Renaissance Scholars Program
- Title V
- hiring of diverse Student Services staff
- diversity training for Moreno Valley staff and faculty in order to participate on hiring committees
- Food Service menus that respond to ethnic holidays or celebratory observances
- special campus activities and events, planned throughout the year, that focus on observances of diversity. These have included
  - Black History Month
  - A Day of Silence, supporting acceptance of gay, lesbian, bisexual, and transgendered students
  - Cinco De Mayo celebration
  - Hispanic Heritage Month
  - Multicultural Festival
  - Mexican Independence Day
  - Women’s History Month
- college clubs and organizations representing diversity of gender, religion, sexual orientation, and ethnicity:
  - Human Services Club
  - Indigenous Cultures of the Americas Club
The college demonstrates its commitment to diversity in the broadest sense through programs and services designed to promote and enhance student understanding of diversity. One measure of these efforts is through the analysis of college demographics, student satisfaction surveys, and the size of student participation at planned cultural events and activities. A second measure is area communities' perceptions of the college. In 2006, The Moreno Valley Black Chamber of Commerce recognized Moreno Valley College as the “Non-Profit Business of the Year.” The Moreno Valley Chamber of Commerce has followed that honor by nominating it as the “Business of the Year” for 2007. The college, moreover, coordinated with the district Office of Equity and Compliance in the spring of 2007 to hold a sensitivity week involving faculty, students, guest speakers, training, dialogue, open forums, and reading circles.

EVALUATION

This standard is met. Moreno Valley College demonstrates its commitment to diversity in the broadest sense through programs and services designed to promote and enhance student understanding of diversity. As the diverse student population changes and increases, the college will continue to develop and modify programs and services that foster sensitivity to issues of diversity. To develop its commitment to diversity, the college is also sending a faculty member to a national training program on diversity in Washington, D.C., in April 2009.

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

PLAN

- The Moreno Valley Student Equity Team will utilize results of student equity research to develop programs and services addressing identified needs of diverse student populations.
II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTION

As an open admissions institution, Moreno Valley College accepts all students who meet the basic eligibility guidelines established by the state. Applications are accepted throughout the year and are available in paper format at the Admissions Office as well as online through the district website. An online application in Spanish is also available. Online applications have increased tremendously in recent years. An Admissions Office communication indicates that over 90 percent of all applications for admissions of new and returning students were submitted online for fall 2008. Counter personnel assist with online applications at computers provided in the Admissions and Records lobby.

Placement tests in mathematics, English, reading, and ESL are validated every three years by faculty in the respective disciplines. In accordance with state regulations regarding matriculation, Moreno Valley College uses placement instruments from a list approved by the California Community College State Chancellor's Office. The district has implemented Accuplacer as its primary placement instrument for appropriately measuring student competency in mathematical and language skills. This approved instrument is utilized because it minimizes cultural or linguistic biases, produces valid and reliable outcomes, and successfully identifies the academic needs of students. The college uses PTESL, a locally developed ESL placement test, which has also received state approval.

The admissions process at Moreno Valley College is the primary process by which students are referred to placement testing. To enhance access, Accuplacer is administered by the Assessment Center staff both at the college and at feeder high schools. Additionally, to increase student access and eliminate discriminatory practices, placement tests are available on audio cassette and in Braille format, and are compatible with adaptive software for students with disabilities.

The Matriculation Office, academic disciplines, and district Office of Institutional Research establish criteria and maintain data for the evaluation of placement instruments. A three-year cycle to validate placement scores (mathematics, reading, English and ESL) for the district has been implemented. The most recent revalidation studies were conducted in spring 2006 for the mathematics discipline, and in fall 2006 for reading. English and PTESL test scores were revalidated during the fall 2007 semester. Revalidation for mathematics will be completed in spring 2009.

EVALUATION

This standard is met. Complementing the open admissions policy, the rigor of the placement test validation process described above effectively minimizes the potential for inaccurate placement of students into mathematics, English, ESL, and reading courses.
II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

DESCRIPTION

Moreno Valley College follows district, state, and federal guidelines for Class I, II, and III student records. RCCD Board policies 7060, 6070, and Regulation 7045 address the policy and procedures for the storage, confidentiality, and release of student records. The college complies with state requirements found in Sections 59020-29 of Title 5 of the California Education Code. The college adheres to the Federal Education Rights to Privacy Act (FERPA) and requires a signed consent for transfer or release of documents.

The following are the specific practices for record keeping by the various units of student services:

- Admissions: Records—such as drop/add cards, matriculation appeals, transcript evaluations, and Student Education Plans—are scanned and then hard copies are stored in the archival vaults located in the Admissions and Records Office for three years.
- Student Financial Services: Staff scan and then shred paper records, with an electronic backup.
- Disabled Student Programs and Services: Inactive records are stored for three years and then purged and shredded.
- Student Health Services: Staff maintain a database of activity but do not maintain individual medical records.
- Counseling: Staff scan the relevant documents—such as transcripts, student education plans, and drop/add cards—and then shred the hard copies.

EVALUATION

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

PLAN

None is needed.
II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

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DESCRIPTION

Student Services departments and programs participate in the districtwide systematic annual program review for all departments and programs, which began with unit plans in 2004-2005. Student services departments and programs rely on a variety of methods and resources to assist in the systematic and regular review of program effectiveness. In particular, student services evaluates its ability to meet identified student needs through:

- annual internal program review
- regular program review as established at the district level
- monthly student services division meetings with the dean
- data collected and analyzed by the Office of Institutional Research, including:
  - enrollment trends
  - student characteristics
  - persistence and retention rates
  - student satisfaction surveys of programs and services
  - assessment studies
  - placement instrument validations
  - staff performance indicators
  - degree, certificate, and university transfer rates.

Through an internal student services program review, each department annually evaluates its mission and objectives, the quality of services, and the need or demand for services. Moreno Valley College student services areas have participated in this annual program review process for several years now. In fall 2005, as part of the formal district program review process, student services began incorporating student learning outcomes (SLOs) into its review. During that time, department leaders participated in:

- development of SLOs and student service area outcomes (SAOs) for their areas
- implementation of interventions to address the SLOs
- implementation of assessment processes to evaluate the effectiveness of the SLO interventions
- utilization of assessment results to make informed decisions about improvement of student support programs and services.

Each department is responsible for maintaining and updating its own SLOs and SAOs and utilizing them to identify strengths and weaknesses in its service area. The student services program review process continues to be fine tuned annually. For the 2008-09 year, student services will be using a template that is aligned with the annual administrative unit and annual instructional program reviews.

In addition to program review, the dean of student services facilitates monthly division meetings during which each department provides updates. At these
meetings student services staff generate ideas and suggestions about how to enhance services, implement department events and activities, and support initiatives.

Student services personnel are subject to regular performance evaluations. Finally, counselors, educational advisors, classified hourly employees, and faculty members participate in workshops and conferences that promote professional development and the achievement of student learning outcomes. For example, in spring 2009, the president interviewed full-time student services staff and summarized their comments. The president then facilitated a retreat to address the challenges and issues identified by staff who themselves recommended solutions to the challenges they had identified.

EVALUATION

This standard is met. Moreno Valley College evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as a basis for improvement. Additionally, the student services program review process is linked to the strategic planning process that has been implemented in the last two years. This integration of program reviews within the strategic planning process has allowed for the timely approval of student services requests for equipment.

PLAN

None is needed.
1 District Student Services Mission Statement.
2 District Report on Strategic Planning.
3 Program Plan samples.
4 See Student Services Transition Plan
5 Career and Transfer Center fliers.
6 Disabled Student Services and Programs flier.
7 Educational Opportunity Programs and Services flier.
8 Scholarship Application Packet through Student Financial Services.
9 Student Services monthly information meeting, minutes.
10 Memo from John Thrower to Daria Burnett: “Saturday’s Numbers.” September 18, 2006.
11 Moreno Valley Call Center data.
12 Middle College High School Graduate Survey Results for the Class of 2005.
13 Riverside Community College District 2008-09 Catalog. In 2009-10, each college in the district will have its own catalog.
14 Memo from Naomi Foley to Jeff Rhyne: “Self Study Catalog Description,” February 10, 2009.
15 http://www.rcc.edu/programs/files/catalog.pdf
16 Student Handbook, 2008-09; Course Schedules.
18 Student Services Program Review, Moreno Valley College.
19 Matriculation Plan, Moreno Valley College.
20 Assessment results for English, Reading, Mathematics and English as a Second Language.
21 Proposal for the ESL One-Stop and corresponding Flowchart, March 2005.
22 ESL enrollment statistics from the Office of Admissions and Records.
23 Moreno Valley Campus Student Services Mission Statement.
25 Event fliers.
27 All program review templates and reports are available online at
http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm. Counseling has completed two comprehensive
program reviews in addition to student services annual reviews.
28 Fact Book 2008: Riverside Community College District, pp. 21-27. Also, see demographic information in the Introduction.
30 Sensitivity Week, flier.
31 Email from Jeanne Howard to Jeff Rhyne, “FW: standard IIB,” March 10, 2009.
32 Accuplacer Data.
33 District Matriculation Plan; Moreno Valley Campus Matriculation Plan.
34 Revalidation results for mathematics, ESL, reading, and English.
35 Board Policy #7060, “Riverside Community College District Retention/Destruction of Records,” was replaced by BP 3310,
36 Please see list of faculty development workshops. (evidence file)
37 See Summary Report of the Student Services Interviews at the Moreno Valley Campus
38 Student Services Retreat, April 24, 2009.
39 Please see “Resource Needs from Program Review 08-09.” (evidence file)
II.C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Moreno Valley College has a library, an instructional media center, tutorial services, an interdisciplinary computer laboratory, a mathematics laboratory, a writing and reading center, a language laboratory, and enhanced computer classrooms. Almost all classrooms have computer projection systems and internet access. The college maintains free wireless access for students, faculty, and staff. In addition, the college oversees two offsite locations—the Ben Clark Training Center and the March Dental Education Center—which also have a variety of learning support services.

DESCRIPTION

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

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

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

Faculty and staff at the Moreno Valley library pursue many avenues in order to provide students and faculty with adequate resources—print, electronic, and technical. General collection development is guided by district policy. Faculty members are contacted at the beginning of each semester requesting recommendations for library resources which will fill their needs, as well as the needs of their students. It is also possible for faculty to make collection development recommendations online. Librarians also learn about the need for resources through representation on various committees, contact with students at service desks, and interactions during orientations and workshops.

Librarians work with faculty and staff to ensure the library is adequately supporting college needs. Faculty members, for example, consult with the librarians to coordinate students’ assignments to ensure that the library can fulfill students’ needs. Furthermore, the protocol for new program development requires a library review in order to determine what library resources will need to be acquired to support the new program. Resources are also evaluated in preparation for accreditation of specific programs. Since the library catalog is available online, it is not necessary for faculty to be physically in the library to evaluate the resources which support their subject specialty. Faculty members have the ability to make noncopyrighted materials available electronically through the library’s LAMP system. Online survey forms provide feedback from both faculty/staff and students.

The Instructional Media Center (IMC) provides media support to all classrooms on all sites. Support encompasses projection systems, audio systems, laptop computers, transparency production, video production, presentation assistance, and other related services. (The Riverside City College campus currently provides streaming media to the Moreno Valley campus, but the service will be provided by Moreno Valley College itself by 2010.) The IMC has online and paper request forms that show the basic equipment that is readily available; IMC staff respond to instructor requests for equipment and services, usually within 48 hours. More complex requests—such as setting up for large venues or video and audio production—can be accommodated with notice and planning. The IMC has also been fundamental in the districtwide usage of scheduling software Resource 25 (R25). This software allows faculty and staff to view online what kinds of instructional equipment are available in every room on campus and to make requests for IMC equipment, as necessary, for meetings and teaching. Currently, the Moreno Valley IMC is the only IMC actively using this software.
The three drop-in laboratories provide a variety of materials including computers, printers, software, online resources, and print materials for the supported disciplines and courses. The selection of resources is guided by input from laboratory coordinators, faculty, students, and learning resource committees who evaluate new textbook and software titles. Students, faculty and tutors are also surveyed about the use and effectiveness of existing materials. Laboratory needs are monitored by laboratory coordinators with input from colleagues, staff, and students; the needs are then incorporated into the annual program reviews of the pertinent disciplines. All laboratories are currently restricted to students who are enrolled in classes in the respective disciplines or who sign up for a discipline-specific practicum of .5 or 1 unit. The Math Lab has 22 computers. The Writing and Reading Center (WRC), with 49 computers (45 of which are for student use), is overseen by the English discipline in consultation with other members of the Communications Department. The Computer and Information Science (CIS) Laboratory is overseen by the Computer Information Systems (CIS) faculty.

The four science laboratories at Moreno Valley College have 22 computers for student use. Each computer has online access to a variety of college websites that contain study material and interactive tutorials for various science topics. In addition, the Department of Mathematics, Science, and Physical Education has purchased CDs in most subject areas that the students use to review and master biological concepts. Science faculty and staff have also composed their own reviews and tutorials that students utilize for further study. These tutorials include a library of photographs taken by a digital camera on the college’s own microscope. The science faculty use videos to reinforce biological and health-science concepts. Furthermore, Practicum in Life Sciences (BIO 96), a faculty-directed supplemental course, offers extra laboratory time to any student registered for a biological laboratory course. A biology instructor is available to help students during this open laboratory.

Tutorial Services uses training videos, a tutor-orientation handbook, workshops, and a variety of handouts to teach tutors about their roles as tutors and how to relate effectively with their students. Tutorial Services monitors the learning needs of Moreno Valley students through a variety of means:

- the college website, emails, and fliers posted around campus and communicated by counselors to highlight services
- walk-in students seeking assistance
- “early alert” referrals (Instructors submit counseling forms regarding student progress on WebAdvisor during the fourth and fifth weeks of each semester, and Counseling then sends letters to indicated students referring them to tutorial services.)
- direct requests or queries from faculty
- basic skills orientations and classroom presentations by Tutorial Services, which involve some informal assessment
- student evaluations of tutors
- tutor evaluations of tutorial services.
The Ben Clark Training Center has a wireless environment to enhance learning opportunities for students and faculty. Enhancements include 55 wireless laptop computers equipped with software and online resources that support the curriculum in the law enforcement and fire technology programs in addition to enabling students to participate in general education CIS courses at the center. The selection of resources is guided by input from the Peace Officer Standards and Training Commission, Occupational Law Enforcement and Fire Technology Training Advisory Committees, and program coordinators and adjunct faculty.10

EVALUATION

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

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

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

Increases in the number of library presentations and orientations have resulted in increased visibility and dialogue between the library and the Moreno Valley College community regarding the selection of materials.

The library reserves certain computers for catalog searches, and students can access the catalog and databases anywhere they have an internet connection. The bulk of computer use in the library is for general internet access, paper writing, and other typical student uses.11 With the installation of CyBrarian (a software program that automatically schedules usage), it is no longer necessary to keep waiting lists of patrons needing to use the public PCs. As of October 2008, 30 laptops have been assigned to LIB 241. Once security issues have been resolved, this room (when not reserved for library workshops) can be made available to students. The library will meet with representatives from the other labs to develop policies for referring students to other labs when student demand for the library computer area is beyond capacity.
If instructors have questions or want to become more familiar with equipment, staff from the Instructional Media Center (IMC) offer lessons to teach use of equipment. IMC workshops that teach instructors to use equipment properly will contribute to maintaining long lifespans of IMC equipment. An IMC technician has sent an email to all college deans stating: “I would like to attend department meetings that may be interested in what the IMC has to offer. There are many ways the IMC can help instructors use media in their classes and I would like to present this to departments during their meetings. Please extend this offer to anyone who may be interested. I have found this to be a very effective way to communicate with departments and the results have been very positive. I also offer training by appointments which I would address during my presentation. A short 15 minute meeting can make an instructor feel more confident with the equipment and result in better use of classroom time.” A similar flier has been posted in technically challenging classrooms, all instructional department specialists received one for their office spaces, and a few are posted in the Office of the Dean of Instruction.

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

The science laboratories are well equipped. The faculty and staff have worked cooperatively to provide the students in each subject area with models, diagrams, audiovisual aids, and computer tutorials.

The Math Lab limits the number of sections of web-enhanced classes that can be offered as there are only 22 computer stations and limited seating for tutorial purposes. Curricular changes, such as the creation of self-paced modules for basic and prerequisite math skills (Math 90 ABC and Math 90 DEF) and the redesign of Math 52 (4 sections with 70+ students each), now put greater stress on the Math Lab. To manage the student need for space, there is a waitlist sheet to prioritize order of users at busy workstations.

The Ben Clark Training Center has 55 laptop computers for instructional use in any administration of justice or general education fastrack class. While these computers can be used for online testing, an additional 100 laptop computers, with the necessary software, are needed to accommodate instruction, including online testing, of the large number of students participating in the basic academy at the Ben Clark Training Center, pursuant to the Peace Officers Standards and Training (POST) academy certification testing regulations stipulating specific computer and access standards. Online testing will increase efficiency and reduce personnel needs. An infrastructure assessment is needed to ensure that new computers can be accommodated. Likewise, additional laptop computers are needed to support additional sections of the Computer Information Systems.

PLAN

None is needed.
II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTION

Moreno Valley College has embraced general education student learning outcomes—posted in every classroom—that include information competencies. Students should be able to

- “demonstrate computer literacy” and
- “locate, evaluate, and use information effectively.”

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

Available to every student, the online one-unit information competency course (Library 1) bases its student learning outcomes on the above-stated general education goals. The customized orientations and general workshops provided by the Moreno Valley College Library are further ways that information competency is taught. Students also receive one-on-one mini-lessons on information competency whenever they interact with the reference librarian. The library website features a page on information competency, with links to a survey and to Library 1 course information.

Various approaches are used to assess student competency in retrieval and use of information, including

- the successful completion of classes and programs that incorporate information competency experiences/activities;
- the evaluation of written exercises and tests, designed to assess information knowledge and skills, which are administered in conjunction with library orientations and workshops;
- the analysis of responses to information competency questions on a library survey, which students are encouraged to complete;
- the successful completion of library activities and assignments associated with the library’s Information Competency course.

Goals of the course are reviewed with instructors during the improvement of instruction process.

The Instructional Media Center (IMC) provides staff and faculty with assistance in how to use the technology. An online survey form helps determine faculty needs. The only support the IMC offers directly to students is to provide copies of instructional cassettes, CDs, and DVDs. Students often use classroom equipment for presentations or events. However, the order for the equipment must be from an instructor or a faculty advisor.
The Math Lab incorporates information competency activities into web-enhanced classes, primarily by assigning mathematical exercises to be completed on the computer. The laboratory also provides mathematics classes with orientations of its resources, which include access to web-enhanced components of specific classes, The Learning Equation (TLE) self-study work, internet access directly related to course work, and QuizMaster testing.\(^\text{15}\)

In the Writing and Reading Center (WRC), laboratory aides, tutors, and instructors on duty teach students in word processing, internet research, library research, and the use of online grammar tutorials. Activity in the WRC is supplemental to in-class instruction. Students are introduced to concepts in the classroom and use the WRC for further assistance and practice.

In the science laboratories, individual instructors teach students in the use of computers and tutorials. In the open laboratory (Biology 96) an instructor is on duty to help students, and tutors are sometimes available.

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

The Public Safety Education and Training program located at the Ben Clark Training Center provides ongoing instruction for its students within the mandated curriculum specific to law enforcement and fire technology instructional areas. This curriculum mandates training in and access to library services and materials.

**EVALUATION**

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

- offering Library 1, Information Competency, in a fully online format;
- using information competency as the conceptual framework for orientations and workshops;
- providing information competency materials, guides, and training via the library’s website, [http://library.rcc.edu](http://library.rcc.edu);
- having a full-time distance learning & electronic reference librarian, who, with the input of library faculty and under the guidance of the executive dean of technology and learning resources, develops and refines the information competency curriculum.
At the discipline level, the library has made significant progress in developing and implementing assessment methods for information competency instruction.

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

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

As mentioned above, the science laboratories are well-equipped. Unfortunately, there are not enough laboratories to provide more available hours for open laboratory/tutorial times. The laboratories are generally full with classes every day and evening.

**PLAN**

None is needed.

**DESCRIPTION**

The Moreno Valley College Library and the Instructional Media Center (IMC) coordinate their days and hours of operation with the class schedule in an effort to be open as much as possible when students are on campus. Indeed, as of spring 2009, the library stays open 9.5 more hours each week than it has in previous semesters. Hours of operation are posted in the Riverside Community College District Catalog, online, and at the library entrance door:

<table>
<thead>
<tr>
<th>Library</th>
<th>Instructional Media Center (IMC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-Th 8:00 a.m. – 9:00 p.m.</td>
<td>M-Th 7:30 a.m. – 9:00 p.m.</td>
</tr>
<tr>
<td>Fri 8:00 a.m. – 5:00 noon</td>
<td>Fri 7:30 a.m. – 6:00 p.m.</td>
</tr>
<tr>
<td>Sat 9:30 a.m. – 4:00 p.m.</td>
<td>Sat 7:30 a.m. – 3:00 p.m</td>
</tr>
</tbody>
</table>

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

- general information about library resources and services
- the library catalog
• e-books
• 61 districtwide subscription databases, including citations, abstracts, and full-text articles from newspapers, periodicals, and reference sources
• tutorials and guides to finding and using information. 16

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

The Instructional Media Center website provides 24/7 access to information regarding
• KRCC, RCC’s educational access station, and its program schedule
• availability of audio/visual equipment
• production of DVDs of events and instructional programs, satellite down-linking, and videoconferencing
• procedures for requesting IMC equipment and services. 17

The IMC aims to accommodate all reasonable requests in a timely fashion, often providing equipment for off-campus events and adjusting schedules to make events happen.

All library and learning support services accommodate disabled students. The library houses accessible furniture and a computer workstation with specialized equipment for patrons with disabilities. Disabled Student Programs and Services (DSP&S) works closely with the library and the IMC on the captioning of existing video recordings and collection development procedures that ensure that videos are purchased in captioned DVD format whenever possible. The library and IMC websites are designed to be Section 508 compliant, accessible to the visually impaired.

All drop-in laboratories maintain full hours in order to accommodate student schedules. These hours are posted at the entrances to the laboratories and on laboratory websites. Hours may vary somewhat from semester to semester. Laboratory hours in fall 2008 are as follows:

Computer Lab
M-Th 7:30 a.m. – 9:30 p.m.
Fri 7:30 a.m. – 6:00 p.m.
Sat 8:00 a.m. – 4:00 p.m.
Math Lab
M/W  8:00 a.m. – 9:00 p.m.
T/Th 9:00 a.m. – 9:00 p.m.
F    9:00 a.m. – 3:30 p.m.
Sat  9:00 a.m. – 3:00 p.m.

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

Writing and Reading Center (WRC)
M/T/Th 8:10 a.m. – 9:00 p.m.
W    7:00 a.m. – 9:00 p.m.
F/Sat 8:10 a.m. – 4:00 p.m.

All three laboratories maintain websites, either at the college or district levels.18

The Math Lab provides access online to MyMathLab exercises (for students enrolled in specific courses) and tutoring (for all students enrolled in a mathematics practicum or one of the special courses which uses MyMathLab). The Writing and Reading Center (WRC) is available to students from all three colleges. Students enrolled in courses requiring WRC laboratory hours are able to access the materials and services in the WRC.

The Tutorial Services website provides information for both students wanting tutoring and tutors, and students may schedule a tutoring appointment at any of the district’s campuses. The appointment schedule is updated weekly based on the demand. Computer Information Systems (CIS) students can receive weekend and evening tutoring.

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

EVALUATION
This standard is met.

PLAN
None is needed.
II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTION

The Department of Plant Operations and Maintenance collaborates with College Safety and Police to maintain and secure the library and other learning support services. Microcomputer support staff—part of Information Services—maintain the computers, peripherals, and software on all Moreno Valley College sites. In addition, they oversee license agreements. Equipment that is out of warranty is maintained by a third-party contractor or replaced. Computer needs in all the learning support areas are supported by the district Information Services Help Desk.

The main entrance to the library and the disabled/emergency entrance on the top floor both have a 3M security system to guard against materials theft. The Instructional Media Center (IMC) provides preventive maintenance on all classroom-based media equipment each semester. Every classroom-mounted LCD projector is equipped with an alarm to prevent theft, and daily equipment is locked to AV carts.

Security in the Math Lab is maintained by an alarm on the door, computer cables on each workstation, and a firewall set up on the internet. Tutorial Services is monitored by the tutorial services clerk.

Security and maintenance of facilities at Ben Clark Training Center is achieved through the collaborative and contractual efforts of the Riverside Community College District and the Riverside Sheriff's Department. Staffers employed by the Riverside Sheriff's Facilities Department secure and maintain the facilities.

EVALUATION

This standard is met.

PLAN

None is needed.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it

DESCRIPTION

The library and other learning support services do not engage in outsourcing of any kind; however, formal agreements and licenses do exist for the maintenance of services and equipment. The laboratories maintain licenses and agreements for computer hardware, software, and audio-visual presentation technology. Equipment warranties are documented and tracked so that any necessary service can be requested before the warranties expire.
The library contracts with Innovative Interfaces, Inc., for upgrades and maintenance of the Integrated Library System, and with Online Computer Library Center (OCLC) for cataloging support and national interlibrary loan for district faculty and staff. Agreements also exist for the maintenance of library equipment, software, and access to subscription online databases. Service requests are documented and regularly evaluated, and concerns are brought to the attention of the service provider at once.

The Instructional Media Center at Moreno Valley College relies on contracts maintained by the Riverside City College IMC. Contracts are informally evaluated on an annual basis by assessing the vendor’s service performance throughout the year and comparing that vendor’s services with those provided by similar companies.

Tutorial Services and the Ben Clark Training center both maintain service agreements for equipment. At Ben Clark, equipment warranties are documented and tracked so that any necessary services can be requested before the warranties expire.

**EVALUATION**

This standard is met.

The executive dean of technology and learning resources and the managers of the Instructional Media Center maintain positive relationships with vendors; therefore, contracts are honored and there is minimal down time. Moreover, since many of the contracts are long-standing, Library and Learning Resources benefits from legacy pricing with minimal cost increases. As a result of annual contract evaluations, the library and IMC are also able to take advantage of newly added features and services and make suggestions for future improvements. Warranties are kept in paper form when possible. Many companies are making warranties easier. Most can be obtained from the companies’ websites. Often their customer service is linked to the warranty. Some contracts will need to be renegotiated, especially in regards to the Integrated Library System and the online subscription databases, when Moreno Valley College is officially accredited as a college. Once the Network Operation Center is completed in 2010, the IMC will acquire a server to store digital information.

**PLAN**

None is needed.

**DESCRIPTION**

Library statistics are continually generated and routinely analyzed as indicators of the library’s ability to meet student needs. Statistical data for the library include door counts, materials-use counts, database usage figures, attendance records for orientations and faculty/staff development workshops, and the number of materials acquired. The library survey contains questions that address student learning needs. Student responses to surveys as well
these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

as the growing number of requests for library orientations suggest that needs are being met and learning is taking place. Formal assessment methods are used for the library's information competency course to assess student learning outcomes. As part of the program review process, the course outline of record for the information competency course, including student learning outcomes, is reviewed and revised as needed. Additionally, assessment methods are identified and analyzed for the information competency course. The Assessment and Accreditation Standing Committee of the Academic Senate reviews this assessment process and provides recommendations to the discipline.

For the library, all part-time and full-time faculty participate in the improvement of instruction process as required in the contractual agreement between the district and the faculty association. The evaluation process provides recommendations and goals for improvement. The library also makes use of surveys and short written feedback forms after selected library orientations.19

The Instructional Media Center routinely collects and evaluates data related to the delivery of instructional equipment and media, production service requests, workshop attendance, and training. In the IMC, the growing number of requests for equipment deliveries suggests that needs are being met and learning is taking place.

The services provided by the drop-in laboratories and tutorial services are routinely evaluated to ensure that student needs are being met and student learning outcomes, when identified, are being addressed. The laboratories track usage by department in terms of the number of students using the facility and the type of service used. A variety of methods are used to gather these statistics including automated logins and manual sign-in sheets. Drop-in laboratories and Tutorial Services use surveys, confirmation slips, and student evaluations to assess the laboratories’ contributions to the student learning outcomes that are identified for the courses they support. Students, faculty, and staff participate in these evaluation methods, the results of which are reviewed by laboratory coordinators and laboratory subcommittees and serve as the basis for recommendations for improvement. In addition, the Writing and Reading Center and Tutorial Services are beginning to conduct formal studies that investigate the correlation between laboratory usage and the achievement of learning outcomes. Tutorial Services addresses how specific SLOs are being met in its annual program review.

In the Mathematics Laborataory, various approaches are used to assess students’ attainment of information: Quizmaster for interactive testing; MyMathLab for homework exercises; and assorted mathematical software for higher-level mathematics courses such as calculus, college algebra, and statistics. Trained student mathematics tutors—recommended by faculty—are evaluated by feedback from both students and instructors of record. Laboratory usage is compiled from computer-based data gathered from student log-in hours. Student usage is also classified by FTES accumulated from student enrollment in classes that require math lab hours, such as Math Lab Practicum and web-enhanced mathematics courses. Currently there is no fixed process for evaluation; instead, faculty and students may offer
recommendations to the math lab coordinator whenever issues may arise which would support student-learning needs. Further recommendations by faculty are brought forth during meetings of the Mathematics, Science, and Physical Education Department.

The Moreno Valley Writing and Reading Center (WRC) is currently putting into place a set of integrated assessment processes and procedures:

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

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

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

**Formal Evaluations of WRC Instructors:** For full-time instructors, the Agreement between Riverside Community College District and Riverside Community College District Faculty Association CCA/CTA/NEA allows improvement of instruction committees to include writing center instruction in the scope and sequence of evaluation. Currently part-time instructors up for evaluation are evaluated for WRC instruction only if their teaching assignment is solely within the WRC (in other words, if they do not have a lecture classroom assignment). The WRC coordinator has developed an instrument and rubric for observation and comment specifically designed for WRC observations. This prototype was presented to the English discipline at its November 6, 2008, meeting. Approval by the discipline and/or Communications Department is still pending review and discussion. Any formal evaluations of WRC instructors, whether full- or part-time, are partly informed by the WRC Guidelines, adopted by the Communications Department on March 25, 2008. These guidelines are available to all instructors both on the WRC website and on the English discipline website.
**Collegial Professional Development Opportunities in the WRC:** The WRC Coordinator is spearheading the creation of voluntary opportunities for instructors in the WRC to partner with a colleague for mutual observation and discussion about best practices. This opportunity should be in place and operational during fall 2009.

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

Tutorial Services maintains annual statistics on the number of students tutored, the number of tutoring hours provided, and the subjects for which tutoring was offered. Tutors are recommended by faculty who fill out and sign a recommendation form on a prospective tutor’s behalf. New tutors are expected to attend an orientation workshop. Quality control is maintained through tutorial surveys filled out by each person receiving tutoring, as well as a tutor feedback survey. The Tutorial Services clerk handles the administrative details of Tutorial Services. The clerk oversees sign-in logs, records of current tutors, and which classes have related tutorial services available. The clerk is therefore able to assess which services are being utilized.

**EVALUATION**

This standard is met.

Evaluation of library services includes conducting surveys and analyzing statistics. District usage statistics from fall 2002 to spring 2005 indicate that the district’s library and learning resource centers are meeting student needs, both in terms of resources—facilities, computers, materials—and in instructional assistance. Responses from college-based surveys indicate that as of spring 2006, 82.5 percent of students feel that they “learn something or benefit from using the library” and 66.67 percent of instructors feel that the infusion of instructional media into their course curricula allows them to appeal to a wider range of learning styles. The library conducted a follow-up survey in Spring 2007, resulting in many positive comments as well as suggestions from students, faculty, and staff. Library personnel have responded to comments and, where possible, begun to address concerns.

As part of the 2006 program review, librarians reviewed the course outline of record for Library 1 and revised the student learning outcomes to achieve a closer alignment with those suggested by the Association of College and Research Libraries (ACRL). That students are responding well to both the course content and methodologies is indicated by the various assessment tools embedded in the course itself. Any areas found in need of improvement are identified and course content and presentation methods are modified to ensure student success.
The college library is beginning to assess the degree to which the library meets local student needs, as services become college-specific.

The usage of the Instructional Media Center (IMC) equipment is documented as much as possible. Also, regular maintenance is standard to keep equipment in its best shape. The most common equipment is installed in classrooms ready for instructors to use, so it is not possible to track how often this equipment is used.

The coordinator of the IMC is investigating the possibility of networking the classroom LCDs to make it easier to keep track of their hours of usage and to allow control from remote locations so as to ensure that they are properly turned on and off.

PLAN
None is needed.

1 Collection Development Policy.
2 Library fliers and correspondence to faculty. Book request lists from the Curriculum Committee.
3 http://lamp.rcc.edu/acquire
4 Program Development Process,
   http://www.rcc.edu/administration/academicaffairs/effectiveness/sp_docs/PROG_DEV%20PROCESS_rev_10-14-05.doc
6 Lab surveys.
7 Annual program reviews and department minutes.
8 Inventory of Science Lab materials.
9 Early Alert Referral Letters; Tutor and Student Tutorial Evaluation Forms.
10 Quarterly Consortium minutes of the Peace Officer Standards and Training Commission Basic Academy Course. These minutes specify mandates in Law Enforcement curriculum that require the use of the Test Management and Assessment System (TMAS).
11 Library Waiting List data.
12 General Education Student Learning Outcomes for Academic and Vocational Degree Programs. See II.A. 3 for a detailed account of the adoption and contents of this document.
13 Information Competency page: http://library.rcc.edu/moreno/informationcompetency.htm
15 Moreno Valley Math Lab website: http://academic.rcc.edu/mvcmathlab/
16 Library website: http://library.rcc.edu/moreno
17 Instructional Media Center website: http://imc.rcc.edu/morenovalley/morenovalley.htm
18 Moreno Valley Math Lab website: http://academic.rcc.edu/mvcmathlab/;
   district Writing and Reading Center website: http://www.rcc.edu/services/tutoring.cfm
   district computer lab website: http://www.rcc.edu/services/computerlab.cfm
19 Library website: http://library.rcc.edu/moreno/
20 "Writing and Reading Center Student Survey"
21 Library Survey.
22 2007 Library Survey Comments