

EXTERNAL EVALUATION REPORT

Moreno Valley College
16130 Lasselle Street
Moreno Valley, CA 92551

This report represents the findings of the External Evaluation Team that visited
Moreno Valley College on March 2nd – March 6th 2014

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Chair

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Summary of Evaluation Report

Institution: Moreno Valley College

Dates of Visit: March 2nd – March 6th 2014

Team Chair: Mr. Marvin Martinez, President, East Los Angeles College

A team of educational professionals visited Moreno Valley College from March 2nd-March 6th 2014, to conduct a comprehensive evaluation for reaffirmation of accreditation based on Eligibility Requirements, Accreditation Standards, and Commission Policies provided by The Accrediting Commission for Community and Junior Colleges (ACCJC). The team consisted of peer administrators and faculty from ACCJC accredited institutions with a range of experience in the operations of community colleges and maintaining institutional quality and integrity.

The team was trained by Commission personnel on February 7th, 2014 on methods for conducting an effective evaluation, compliance with Commission Standards and Policies, and the latest application of United States Department of Education Regulations and Guidelines. In preparation for the evaluation visit, the team members read the College Self Evaluation Report, the 2009 Self Study, previously submitted reports to the Commission, and the linked evidence provided in each of these documents. The team's approach was to study the Self Evaluation and supporting evidence, and identify areas for further investigation during the team visit.

To support this approach, each team member provided written comments on the overall quality of the report and the general compliance with Accreditation Standards, Eligibility Requirements and Commission Policies. Based on these initial comments and the experience of each team member, the chair assigned specific standards for detailed review. Each team member provided a detailed analysis of the compliance with the Standard to which he or she was assigned and requested for campus interviews and follow-up evidence.

Based on the preliminary work of the team, the visit was planned to include visits with District and College administrators, and College faculty, staff, librarians, counselors and students. In addition, the team hosted two open forums, which were well attended by students and employees, and observed meetings of campus governance committees, the Academic Senate and the Board of Trustees. Combined with the additional evidence supplied by the College, the Team was able to conduct a thorough and comprehensive evaluation of the institution.

Team members found the Self Evaluation to be uneven and incomplete. While some sections were well written and sufficiently detailed, other sections lacked depth and referred the reader to other sections of the report that did not contain the elements referred to. In addition, the team commented that some efforts referred to in the report as ongoing or regularly

occurring, were in fact not occurring on the stated timeline. The report arrived to the team missing several sections, including large portions of Standard IV.B. While the original document was incomplete, the College made every effort to get the team the missing sections of the Self Evaluation. The additional sections provided all required sections, including the College history, student and community demographics, student achievement data for the College and subpopulations, compliance with Eligibility Requirements and College efforts to meet each of the Standards.

The College presented clear data on the student population with short narratives that lacked analysis of the data. Similar trends were exhibited throughout the document and evidence, which was flush with data but limited in analysis and description of the manner in which the data is used to support systematic planning. Some evidence was difficult to piece together in the broader planning scheme for the institution, but the College staff worked to provide additional detail to confirm College practices. The team appreciated the candid responses in the report and the fact that the College was willing to identify key deficiencies in their performance and compliance with the Standards. Clear actionable items were provided that made it clear that College is aware of deficiencies and is developing plans to be in compliance with all Commission Standards. The team appreciated that the Self Evaluation and the evidence was available in print, digitally and online. The team encourages the College to review the links and ensure that the linked documents match the evidence narrative in the report. The College has continued its efforts to improve its governance and planning structures since finalizing the Self Evaluation and the team appreciated the College's efforts to update the team as to changes occurring on the campus through an addendum submitted in the week prior to the team visit. This documentation included the College's institutional set standards, the approval process for the new College Mission and other recent changes in Program Review and institutional planning.

Throughout the pre-visit planning, the College was diligent to respond to the needs of the team and ensure that all requested meetings were scheduled. The College provided team rooms at the hotel and on campus that were equipped with all necessary technology and requested supplies and evidence. The campus was an exemplary host for the team and every effort was made to make the team feel welcomed and to embrace the evaluation process. The College sought to involve the entire campus in the process. The welcome reception and open forums were well attended by faculty, staff, administration and students. Especially notable was the attendance of students at the welcome reception and forums that came eager to learn about accreditation and speak to the uniqueness of the institution and the communities it serves.

Based on the evidence provided to the team and the follow-up interviews with campus constituents, the team has prepared a comprehensive evaluation of the College's adherence to the Eligibility Requirements, Standards and Policies. The team has confirmed that the dedication of the campus community has resulted in an exceptional campus dedicated to serving the community and centered on student learning. The College has made tremendous progress in refining governance and planning processes. The team believes that the College will continue this progress and refine its integrated planning processes in a manner that will produce a firm system built on continuous quality improvement.

The team findings have resulted in the following commendations and recommendations:

Commendations

The team commends the College for creating an environment that supports active student involvement in the college community, including a robust student government program that encourages diverse student groups to be involved throughout the campus.

The team commends the College for promoting a student-focused culture that is best exemplified by the student leadership shirts boasting the motto, “Students First.”

The team commends the College for its student success efforts resulting in high in-course success rates and the awarding of more than 500 degrees to its students in 2012-2013.

The team commends the faculty, staff, and administration for their collegiality and the development of a trusting environment that has resulted in high morale and a commitment to institutional improvement throughout the College.

The team commends the College for developing a safe and clean physical environment that supports student learning and interaction.

The team commends the college president for her active involvement in the community that enhances the College’s image and ability to meet the needs of the community.

The team commends the college for its inclusiveness in the decision-making process that seeks active and robust involvement of faculty, staff, and students.

Recommendations to achieve compliance with Accreditation Standards

Recommendation 1

In order to meet the Standards, the team recommends that the College further articulate its goals and objectives in measurable terms, and assess progress toward achieving its goals systematically and on a regular cycle. (Standards I.B.2, I.B.3)

Recommendation 2

In order to meet the Standards, the team recommends that the College assess its planning and program review processes to ensure an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standards I.B.6, I.B.7, III.A.6, III.B.2.b, III.C.2, III.D.4)

Recommendation 3

In order to meet the Standards, the team recommends that the College regularly assess learning outcomes for all courses and programs and include analysis of learning outcomes results in institutional planning processes. (Standard II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f)

Recommendation 4

In order to meet the Standard, the team recommends that course outlines of record for CTE courses be made current and a process be developed to ensure a continuous cycle of review for relevance, appropriateness, and currency. (Standard II.A.2.e)

Recommendation 5

In order to meet the standards, the team recommends that the College develop long-term financial plans that take into account enrollment management plans, capital replacement schedules, human resources staffing plans, and existing facilities and technology master plans, and consider these when making short-term financial and programmatic decisions. (III.A.2, III.B.2.a, III.C.2, III.D.1.a, III.D.1.c)

Recommendations to increase effectiveness

Recommendation 6

In order to increase effectiveness, the team recommends that the College analyze available data for all programs and integrate this analysis into their program review and systematic planning cycle to ensure that all students receive equitable services. (Standards II.B.1, II.B.3, II.B.4)

District Recommendations to achieve compliance with Accreditation Standards

District Recommendation 1: In order to meet standards, compile the various completed elements of technology planning into an integrated, comprehensive district technology plan that is accessible and transparent, including a disaster recovery plan and a plan to refresh aging and outdated technologies. Insure that the district technology plan is based on input from the colleges and is in alignment with college planning processes. (Standards I.B.6 and III.C.2)

District Recommendation 2: In order to meet standards, implement a plan to fund contributions to the District's other post-employment benefits (OPEB) obligation. (Standard III.D.3.c)

Introduction

Moreno Valley College (MVC) was established as a campus of Riverside Community College (RCC) more than twenty years ago to serve the unique communities of Moreno Valley, Perris and Riverside. The campus opened in 1991 following the donation of 112 acres by the Robert P. Warmington Company in 1987. Over the past two decades, the College has augmented its facilities to include a library, student services building, a science and technology building, humanities building and a student academic services building. The college includes the offsite Ben Clark Training Center, which focuses on public service training in the areas of public safety, and also offers programming through distance education. In 2010, the college received its initial accreditation from the Accreditation Commission for Community and Junior Colleges (ACCJC) and was officially recognized by the California Community College Board of Governors as the 111th public community college in the State.

MVC received five recommendations as a result of its 2009 accreditation visit. A follow-up report was submitted to the ACCJC in 2010 to address noted deficiencies. The ACCJC accepted this report in January 2011 and noted that the College had resolved recommendations 1 and 3. A midterm report was submitted in 2012, which was received by the ACCJC at its June 2012 meeting. The Commission noted that the College had resolved recommendations relating to assessment and evaluation of institutional goals and assessment of student needs and satisfaction. The college entered into its Self Evaluation process having made significant improvement towards completion or completed all recommendations.

In the four short years since its recognition as a college, MVC has continued to transform from a center of RCC to an independent functioning college. Through this transition, the college has worked with the Riverside Community College District (RCCD) to define roles and determine effective means to ensure essential functions are maintained. As a college in its infancy, the institution has worked to develop its own identity and create its own planning agendas, aligned with the State and District strategic plans. Their work culminated in the approval of 2010-2015 Integrated Strategic Plan, which lists the College's goals and measurable outcomes.

The College is full of vitality and has a culture focused on student success and improvement. While this drives the College to regular collegial dialog, the governance structures are still evolving through this dialog process. It is clear that the dedicated faculty, staff and administrators will continue to improve their planning and governance processes resulting in a system that meets the needs of their unique campus and its constituents.

As part of the RCCD, the campus grew to serve a distinct occupational emphasis in health and public service. The College offers twenty degree programs, including eight Associate of Arts/Science Degrees, five state-approved Associate Degrees for Transfer, and seven specialized degrees at the Ben Clark Training Center. In addition, the college offers 25 state approved and eight locally approved certificate programs. These offerings allow students to complete career-focused and Liberal Arts programs the focus on the local needs of the community.

From its beginnings as a campus center, MVC has grown to serve approximately 8,500 students. Their programs generate nearly 6,000 FTES annually. Their student population matches the great diversity of the community with Hispanic/Latino students representing over 50% of the student population. The Team confirmed that the College has sought to develop specialized support services to meet the needs of its diverse student body.

It was clear from the team visit that the College has a dedication to serving its community. College representatives actively engage and collaborate to develop means to best meet the needs of community. The college community projects a strong commitment to putting students first and actively seeking means to support students through student-centered instruction and support services. The college is truly living up to its mission to, “empower[s] [their] diverse, multicultural community of learners...”

Evaluation of Institutional Responses to Previous Recommendations

Recommendation 1

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

The team found that the College addressed many elements of this 2009 recommendation to increase effectiveness. In the 2010 Follow-up report, the College reported its progress toward achieving eight strategic goals, defined by the College and the District in 2005. The College and the District prepared a report called “Moreno Valley College Strategic Initiatives (Plan) 2005-2010 Final Report” dated September 2010. This report included measures for each of the eight strategic goals and evaluations about whether each goal had been achieved.

Following the 2010 report, the College integrated the progress data with focus groups to review and revise the strategic planning process and to update the College’s Integrated Strategic plan. The College defined goals, with achievement strategies and measures of success. While this represented significant progress, some measurements lacked detail, making it difficult to develop useful assessments. The College has worked to define the data needed to evaluate its goals; however, it does not appear that the relevant indicators have been measured or reported yet. While the College has developed a plan for measuring the achievement of its goals, it has not established a systematic plan for the ongoing evaluation of its goals and has not provided evidence that the College has regularly measured the achievement of its goals. Please see further this report narrative and the 2014 Team’s Recommendation 1 concerning the College’s deficiency in meeting Standards in this area.

Recommendation 2

In order to meet the Commission requirement that student learning outcomes (SLOs) be fully developed and implemented by the 2012 deadline, MVC needs to develop a timeline for this implementation for all courses, programs, and degrees to reach proficiency by 2012. The

campus also needs to make its SLO assessment data available to the community and demonstrate how it is using this data to improve learning (Standards I.B.3, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.h, II.A.2.i, II.A.3, and II.A.6).

In addressing this 2009 Recommendation, the College has completed the definition of student learning outcomes in all courses and programs. In its 2012-2013 College Status Report on Student Learning Outcome Implementation and in its Self Evaluation Report, the College reported high levels of ongoing assessment as well. The College has provided evidence of its efforts to complete the assessment of learning outcomes for courses and programs. The evidence indicates progress toward indirect and direct assessment of learning outcomes and the presence of substantial dialog on learning outcomes. However, the team found that the planned cycle of assessing outcomes across multiple years was not conducive to the college's program review and resource allocation timelines, and some programs were not scheduled to begin assessment until 2015 (CTE) or 2016 (ADT degrees). This admission indicates that the College falls below the proficiency level cited in the recommendation and that the College is not compliant with commission Standards regarding assessment of student learning. Further, the evidence does not substantiate the use of the available assessment results in the planning process.

The college has demonstrated that it addressed the 2009 recommendation in preparation for achieving a proficiency level of student learning outcomes assessment. The efforts included creating and using a timeline for defining outcomes and implementing assessment, developing a system in which the results could be recorded and tracked, and use of results for improvement. However, the College has not completed the learning outcome assessment cycle for all courses and programs. Please refer to this report narrative and the 2014 Team's Recommendation 2 concerning the College's deficiency in meeting Standards in this area.

Recommendation 3

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

The College has fully addressed this recommendation to increase effectiveness. The evidence demonstrates extensive efforts to resolve this recommendation through the administration and summarization of student surveys. These surveys included the Community College Survey of Student Engagement (CCSSE), as well as locally-developed student satisfaction surveys. According to the Follow-up Report of 2010, the College committed to the formation of a Strategic Planning Committee to review and analyze results of the surveys and use them in planning. In 2011, focus groups were used to revise goals and develop plans for student services as well as other college programs. RCCD commissioned an External Environmental Scan (September 2012) to provide a comprehensive analysis of population characteristics and trends within the region to better inform the development of the RCCD Centennial Strategic Plan 2012-2016, much of which could very useful for college-level planning. While the

College has conducted deep data gathering practices, there is still a need to more thoroughly analyze the data and integrate it more effectively in the planning process.

The College has engaged various stakeholders to assess student needs at the Ben Clark Training Center (BCTC). Analysis has indicated that some services, but not others, were needed at BCTC to serve the unique student population. BCTC services include on-site assessment and counseling services. Additionally, the College is committed to expanding parking and supporting online electronic databases for student research until the need for additional library resources can be addressed. Counseling and other services are scheduled in consultation between BCTC and Student Services staff to ensure that the needs of all students are met, regardless of location, with college personnel on campus and off-site location on a regular schedule (fixed or flexible).

Recommendation 4

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

In response to the recommendation, the institution adopted a principle of program review as the foundation for planning. The college provided specific examples of how program review has been used to evaluate decisions and make process or program improvements. In 2012, the college organized various taskforces to review the program review process and to analyze gaps in the governance structure. A number of the taskforce recommendations were implemented as part of the College's planning processes and governance structures. The College also indicated that it will take future actions on this recommendation, including: the adoption of the Participatory Governance and Planning Handbook, an assessment of the program review process by the institutional Mission and Effectiveness Subcommittee, and an evaluation process designed by the Governance subcommittee.

The institution has demonstrated that it has fully addressed this recommendation and that campus constituencies understand the decision making process. The College should accelerate efforts to complete evaluation of the decision making process, including the development of a Participatory Governance and Planning Handbook and an evaluation of governance structures by the Governance subcommittee.

Recommendation 5

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

The team was able to confirm that the College has fully addressed this recommendation and that student services programs are located on the campus and are sufficient to meet student

needs. The District transferred four student services professionals to the College. The College added five new full-time positions and five part-time positions dedicated to student services. The team also confirmed that core functions such as transcript evaluation have been distributed to the institutions in order to better serve students (IV.B.3.a). The District provides central services to support student services by managing the learning management system (IV.B.3.b), adequately assigned staff to the college (IV.B.3.c) and demonstrated that operations are assessed to ensure that services are appropriately located (IV.B.3.g). There is a need to continue to refine the decentralized model and create a long-term staffing plan.

Eligibility Requirements

1. Authority

The evaluation team confirmed that Moreno Valley College is a public, two-year community college operating under the authority of the California Department of Education, the California Community College Chancellor's Office, and the Board of Trustees for the Riverside Community College District. Moreno Valley College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

2. Mission

The evaluation team confirmed that Moreno Valley College has a mission that is appropriate to a two-year degree granting institution of higher education and addresses the unique constituency that the college serves. The mission is widely disseminated and regularly reviewed. The current mission was approved by the Riverside community College Board of Trustees on November 19, 2013.

3. Governing Board

The evaluation team confirmed that the Riverside Community College District is governed by a five-member Board of Trustees elected by district from the state defined Riverside Community College District service area. Board members do not have personal financial interest in the institutions and govern on behalf of the citizens of the Riverside Community College District, under the authority granted by the California State Education Code.

The Board's powers and duties include, approving district policy, adopting the District annual budget, acquiring property, hiring, firing and evaluation of district chancellor, approving employment and dismissal of academic and classified employees, approving contracts, hearing employee grievances and listening to comments from the public.

4. Chief Executive Officer

The evaluation team confirmed that the Moreno Valley College President serves as the chief executive officer, appointed by the Riverside Community College Board of Trustees, who has primary responsibility for the management of all programs and services at the college.

5. Administrative Capacity

The evaluation team confirmed that the college has sufficient administrative staff with appropriate preparation and experience to operate the college.

6. Operational Status

The evaluation team confirmed that Moreno Valley College is operational and actively serves students seeking degree and certificate completions.

7. Degrees

The evaluation team confirmed that Moreno Valley College offers twenty degree programs, including eight Associate of Arts/Science Degrees, five state-approved Associate Degrees for Transfer, and seven specialized degrees at the Ben Clark Training Center. Fifty percent of students have a declared intent to complete a degree program.

8. Educational Programs

The evaluation team confirmed that Moreno Valley College offers degree programs that are aligned with their mission and that fields of study that are generally recognized in institutions of higher education. These programs are sufficient in content, length, quality and rigor and culminate identified student outcomes.

9. Academic Credit

The evaluation team confirmed that Moreno Valley College awards academic credit based on generally accepted practices in higher education institutions and as identified in California Education Code. Information on academic credit is provided for in the college catalog.

10. Student Learning and Achievement

The evaluation team confirmed that Moreno Valley College defines course, program and institutional learning outcomes and required achievement outcomes required to complete programs. The college has multiple methods to assess achievement of outcomes in courses and programs.

11. General Education

The evaluation team confirmed that Moreno Valley College incorporates sufficient general education to ensure breadth of knowledge and promote competency in writing, computational skills and other major areas of knowledge. The college has mechanisms in place to ensure appropriate levels of rigor and quality consistent with institutions of higher education.

12. Academic Freedom

The evaluation team confirmed that Moreno Valley College maintains an environment that allows faculty and students free pursuit of knowledge consistent with institutions of higher education and with its Board approved policy on academic freedom approved in 2007.

13. Faculty

The evaluation team confirmed that Moreno Valley College has a substantial core of qualified full-time faculty. The college currently has 77 full-time faculty and 234 part-time faculty serving students in their disciplines. All faculty members meet the minimum requirements established by the state of California. The faculty responsibilities are clearly defined in the collective bargaining agreement and include the development and regular review of curriculum and assessment of learning.

14. Student Services

The evaluation team confirmed that Moreno Valley College provides all students support services that promote student learning, including the major components of assessment, orientation and counseling leading to the creation of student educational plans. In addition, the college has a variety of student service programs focused on promoting equity by addressing the needs of minority student groups.

15. Admissions

The evaluation team confirmed that Moreno Valley College has clear admissions policies consistent with its mission. Admissions requirements are available and publicized in the college Catalog and Schedule of Classes, as well as on the College and District websites.

16. Information and Learning Resources

The evaluation team confirmed that Moreno Valley College has sufficient learning resources provided through access to its print and electronic library collection. Online library access is provided to students taking online classes for general home use. The College also supports students through its instructional support services, including tutoring services at its Writing and Reading Center.

17. Financial Resources

The evaluation team confirmed that Moreno Valley College has an annual funding base allocated through a District resource model that meets the funding requirements for the College. The Riverside Community College District Board of Trustees annually approves annual budget in an open meeting and makes the budget available to the public for review.

18. Financial Accountability

The evaluation team confirmed that Moreno Valley College and the Riverside Community College District go through regular external audits. The audits are conducted in accordance with Standards contained in Governmental Auditing Standards by the Comptroller General of the United States.

19. Institutional Planning and Evaluation

The evaluation team confirmed that Moreno Valley College regularly uses data on student achievement and student learning in its planning process, to determine student needs, and to allocate resources. The college has been actively working to improve its planning and program review processes, and its use of data analysis, to produce more effective governance and resource allocation procedures and to improve student learning. The college has institutional plans that include goals with measurable outcomes to determine progress toward achieving the planned goals.

20. Public Information

The evaluation team confirmed that Moreno Valley College publishes accurate information in its Catalog, Schedule of Classes and website including information on its educational mission, course and program offerings, program completion requirements and length, general education requirements, intended program learning outcomes, names

of college administrators and Board members, financial aid information and procedures, available learning resources, and major policies regarding academic freedom, academic regulations, acceptance of transfer credits and refunding of fees.

21. Relation with the Accrediting Commission

The evaluation team confirmed that Moreno Valley College adheres to the Eligibility Requirements, Standards and Policies required by the Accrediting Commission for Community and Junior Colleges and describes itself in identical terms to all accrediting agencies, including the Accrediting Review Committee on Physician Assistant Education, the Commission on Accreditation of Allied Health Education and the American Dental Accreditation's Committee on Dental Accreditation. The College publishes accurate information regarding its accredited status on in printed documents and electronically on its website.

Compliance with Commission Policies

Policy on Distance and on Correspondence Education

The team found clear evidence that the College has a definition for Distance Education and Correspondence Education. In addition, the District provides training to faculty on the requirements for Distance Education to include substantial student interaction. Professional development is provided to assist faculty in learning effective means of interacting with students through the District online education system. The online system allows faculty to engage in various forms of student communication and interaction. Course learning outcomes are identified and assessed in both traditional and distance education modalities. Processes are in place to ensure student identity and the College has worked to provide appropriate student support services to online students, including the provision of online databases, registration processes, and advising.

Policy on Institutional Compliance with Title IV

The team examined financial aid documentations and confirmed that the College default rate for student loans for the period October 1st, 2010 through September 30th, 2012 was 9.9%, which is well below the federal requirement of less than 30%. In addition to the default rate, the team confirmed that the institution has processes in place to remain compliant with Title IV.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

The team confirmed that the College produces documents and recruitment materials with integrity and that the College Catalog, Schedule of Classes and website appropriately represent the College's accredited status, program requirements, fees, institutional policies, and regulations. Information on these components are widely available and consistently provided to students in multiple formats.

Policy on Institutional Degrees and Credits

The team found evidence that the College uses federal definitions of credit hours and that the institution conforms to a commonly accepted program length for two-year degrees and short term certificates.

Policy on Institutional Integrity and Ethics

The team found evidence that the Board of Trustees has established a code of ethics, and has enacted several other policies to ensure ethical practices with regard to conflict of interest, discrimination, harassment, academic freedom, and standards of student conduct and whistleblower protection. Board Policy and Administrative Policies for a code of conduct and Professional Ethics are written for the Board of Trustees, Chancellor and all College employees. The District Human Resources office is responsible for offering workshops (III.A.1.d).

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The College does not have any contractual relationships with these organizations.

Policy on Student and Public Complaints against Institutions

The team confirmed that the College has processes for reviewing student complaints and these complaints are handled as indicated by the College policies. The review of complaints indicates no patterns which could raise concerns about the College's compliance with Standards.

Standard I – Institutional Mission and Effectiveness

Standard I.A – Mission

General Observations

The Moreno Valley College (MVC) mission statement defines its broad educational purpose as promoting “citizenship, integrity, leadership and global awareness.” Its population is comprised of a “multicultural community of learners.” The Board approved this mission in 2013, following an institutional revision process developed by the College as part of its planning cycle. The College appears to use its mission in the development of its planning processes and reviews its mission to ensure appropriateness and currency.

Findings and Evidence

The team found evidence that the College mission statement defines its educational purposes and its intended student population. The College learning programs and services are aligned with its purpose, character, and student population, as evidenced by the educational programs offered both at the main campus and the Ben Clark Training Center (BCTC), as well as the various student services, activities, and clubs. The College has a process of regularly reviewing its mission and analyzing data to ensure that student and community needs are being met. The College President and other employees regularly interact with community organization to ensure a broad understanding of community needs. These efforts along with regular review of student achievement, survey and employment data have allowed the College to continually adapt to meeting the needs of its multicultural community of learners. This is best exemplified in the diverse programmatic offerings geared to the diversity of the community the College serves (Standard I.A, I.A.1).

The mission statement was revised and approved by the Board of Trustees in November 2013. It is published on the website and in College publications. It is also displayed in classrooms and offices on campus (Standard I.A.2).

The team determined that the College began its review of its mission statement in November 2011. The Institutional Mission and Effectiveness Subcommittee of the Strategic Planning Council took responsibility for revising the mission statement in response to the perception that the mission statement did not reflect what the College was doing. The subcommittee initiated an extensive, broad-based evaluation of the College mission that included broad-based campus involvement and data collection. These efforts included the use of focus groups, surveys, and town hall meetings. Following this review process, the subcommittee has proposed a regular process for reviewing the mission statement every five years, with a provision for more frequent review if necessary (Standard I.A.3).

The College has addressed the need for continual self-improvement in terms of its mission. Evidence indicates that the institution created the Institutional Mission and Effectiveness Committee (subcommittee of the Strategic Planning Council) to review the College Mission and the mission review process. A survey was conducted as part of the committee's work. Notably, only 25% of respondents to the survey agreed that the process for the periodic

review of the mission statement is effective. Over 53% of those surveyed indicated that the mission statement is central to institutional planning and decision making.

The College has detailed how it fulfills its mission in relationship to the College history and to the mission of the Riverside Community College District (RCCD). Particularly notable are the institution's efforts to continually assess whether its "mission statement is a true reflection of the programs and services offered." An example of these efforts is the institution's decision to broaden its focus on "life-long learning opportunities" to include "post-employment opportunities" and to thus acknowledge the importance of the BCTC in the overall mission of the College.

The mission is considered in decision-making and planning through its inclusion in the annual program review process. Each program is asked to explain its relationship to the mission statement. Many programs have even made efforts to link specific courses and activities to specific aspects of the mission statement. The mission statement is also discussed in committees such as the Curriculum Committee, which looks at the mission to determine whether course and program proposals are appropriate to the College. The College goals are developed in order to fulfill the broad concepts included in the mission statement (Standard I.A.4).

Conclusions

The College meets this Standard and displays exemplary commitment to its mission and student population. The College has focused on creating a culture that reflects the vision, values, and goals that it has detailed in its report. The College has also focused on creating processes for reviewing and updating its mission as necessary and has made efforts to better connect these processes to the data available in its research and planning office.

Recommendations

None.

Standard I – Institutional Mission and Effectiveness

Standard I.B – Institutional Effectiveness

General Observations

MVC is in the process of implementing a new systematic process of integrated planning and evaluation dedicated to supporting student learning. The College supports robust dialog on student learning and improving institutional processes. Evidence of this commitment is exhibited in the College's ongoing efforts to refine elements of its planning, governance, resource allocation and program review processes. The College sets goals for the improvement of institutional effectiveness and is working toward systematically measuring progress toward achieving goals through its broad-based planning process. It is also developing a process for evaluating its planning, program review, and resource allocation systems on a regular basis.

While the College has implemented changes to many of its processes, the decision to revise the planning and program review processes in the past year has made it difficult for the team to determine whether the current program review and integrated planning processes are, in fact effective. The new program review process was intended to streamline the process and to improve integration with College committees and resource allocation processes. In addition, there is no cyclical process to assess the College's efforts to achieve its goals.

Findings and Evidence

The College supports an ongoing, collegial dialog about the improvement of student learning and institutional processes. Dialog is evident in meeting minutes and surveys conducted in 2013 indicate that more than half of full-time faculty members agree that there is widespread dialog about the results of student learning outcomes assessment. Dialog has resulted in revisions of program review and planning processes, creation of accelerated English and Math courses, creation of a Supplemental Instruction program, and the creation of a Distance Education Subcommittee (Standard I.B.1).

The College core planning document is the Integrated Strategic Plan 2010-2015 (Revised), which identifies college-wide goals with some information about the measures to be used to assess achievement of the goals. However, the measures have not been assessed, and the College has not established a cycle for assessing progress toward achieving its goals. The College acknowledges that it lacks a planning document with timelines for progress of goals and the assigning of entities for carrying out tasks and strategies needed to evaluate goals. The lack of reporting on progress toward institutional goals was confirmed through interviews with College employees and committees. The College has begun discussions about revising its goals to make them more easily measurable, and the Institutional Mission and Effectiveness Subcommittee passed bylaws in 2014 defining the committee's responsibility for revising institutional goals and measuring progress toward achieving goals. These are positive steps toward establishing a cycle of evaluation, planning, resource allocation, implementation, and re-evaluation, but currently the College does not assess progress toward achieving its stated goals and does not meet this Standard (Standard I.B.2).

The College has defined institution-set standards associated with college-wide measures of student achievement as well as specific programmatic student achievement measures. In fall 2013, the College began setting and approving institution-set standards based on historical averages. When available the College used four or five year averages as a reference for setting standards at the institutional level. These include an overall course completion standard of 73.3% and first year persistence of 41.8%. The College has set standards of 485 degrees, 526 certificates and 488 transfers. Degree and certificates were based on five year averages, whereas transfers were based on the 2011-2012 baseline. Programmatic standards have been developed for licensure and job placement rates for the Dental, EMT, and Physician Assistant programs. These standards were established through the analysis of data and collegial conversations on appropriate standards. (Standard I.B.2)

The College's process was transparent and produced ambitious and appropriate standards. Each standard is also accompanied by an institution-set goal to which the institution aspires. Approval of these standards and goals is expected by the end of the spring 2014 semester. The College has not yet developed a mechanism for reporting the values of these indicators on a regular basis, or a process for addressing performance if the indicators fall below the standards (Standard I.B.2).

College and District planning are not strongly integrated, but the Riverside Community College District's (RCCD) Strategic Planning Committee has proposed aligning the timelines of the college-level strategic plans and creating a district-level plan based on the goals and themes of the three college-level plans. This proposal was presented to the Board of Trustees in December 2013. These early stages of planning integration are indicative of the newly formed multi-college district and are expected to improve as the College balances the needs of centralization and decentralization (Standard I.B.2).

Although the College does not present evidence that institutional members understand the goals, the goals themselves have a prominent place in program review, with programs describing how their activities and requested resources meet college-wide goals (Standard I.B.2).

Program review is the primary means of programmatic evaluation and resource allocation. The program review process was revised beginning in 2012. The current annual program review form is detailed, includes quantitative data and narrative responses to questions, and includes an overview of student learning outcomes assessment. Program review forms include areas for programs to link resource requests to the eight college goals defined in the Integrated Strategic Plan. While integration of planning and resources exists on an annual bases, there is a failure to account for long-term resource needs such as those related to the construction and maintenance of facilities and technology infrastructure, and the creation of a long-term human resource plan. The issue of human resources is highlighted by the fact there has been no faculty hiring priority list prior to 2012. These issues are further noted in in Standard III and Recommendation 5 (Standard I.B.3).

Planning is broad-based and includes faculty, staff, administrator, and student members. Through program review, planning allocates necessary resources. It is evident that all constituents are involved in the planning process and that campus has developed a true sense of trust and collegiality. The College provided the team with several recent examples of program review leading to improvement for several programs (Standard I.B.4).

Resources related to assessment results and program reviews are made available on the College website. Student achievement data are shared at various public meetings, and committees examine data relevant to their functions. The College encourages faculty and staff to access data by requiring its use in program review. Through interviews with College employees, it was clear to the team that the College values data and assessment results, particularly since the Institutional Research Specialist was hired in January 2013. However, there is some concern that some data elements are not analyzed in a manner that supports the College's integrated planning and improvement efforts (Standard I.B.5).

The College acknowledges that it does not meet Standard I.B.6, because it has yet to systematically evaluate planning and resource allocation processes. The College has reviewed and revised the planning process on an ad hoc basis. However, evaluation of planning is not systematic and does not follow a defined calendar. The College is beginning to discuss setting new institutional goals using its current structures and processes, possibly basing the goals on institution-set standards. There is still no clear schedule or methodology for regularly evaluating the planning processes. Additionally, institutional research efforts are not being evaluated to determine whether they are sufficient; the research office has not participated in the program review process to evaluate its functions. The College's planned efforts to create a planning and governance handbook will help address these deficiencies by providing the college with a process and regular timeline for evaluation of the integrated planning processes. (Standard I.B.6).

The College also acknowledges that it does not meet Standard I.B.7, because it does not regularly assess its evaluation mechanisms (in particular, program review). The College-based annual program review system was revised beginning in 2012 and only one complete cycle has been completed through the resource allocation step. The College's Institutional Mission and Effectiveness Subcommittee has drafted a process for evaluating annual program review during the spring 2014 semester. If the process is implemented and performed on a regular basis, then the team believes that the College will have met Standard I.B.7. The College is also working on defining administrative responsibility for the program review and planning processes, which currently have committee and faculty oversight. In addition to the College-based annual program review process, the comprehensive program review process, which is conducted on a four-year cycle, is evaluated informally by the District program review committee and changes are made to improve the process based on evaluation. The comprehensive program review system was initiated by the District and was completed collectively by disciplines at the three colleges, but it has changed recently so that it is more college-specific (Standard I.B.7).

Conclusions

The College self-identified and the team confirmed two main areas of deficiency. First, the College does not have a process for regularly assessing the progress toward achieving college-wide goals. While measurable indicators associated goals exist, they are not assessed on a regularly basis. Second, the institution does not regularly and systematically assess its planning processes. The College has engaged in ad hoc reviews of its processes and developed revisions to improve the quality of those processes. However, the College lacks a defined cycle of systematic evaluation of its processes of program review, planning and resource allocation. If the institution implements mechanisms for measuring progress toward its goals, integrates its planning processes more completely, and develops and implements a system of ongoing evaluation of its integrated planning processes, it will be able to create a system of sustainable continuous quality improvement.

The College supports ongoing dialog about student learning and institutional processes. It has worked to set goals consistent with its mission, and to define measurable indicators for those goals. It has recently implemented a new program review system that incorporates resource allocation, assessment of learning outcomes, and college-wide goals. Data and assessment results are made available to relevant constituencies, and all constituency groups are represented in the planning process.

Recommendations

Recommendation 1

In order to meet the Standards, the team recommends that the College further articulate its goals and objectives in measurable terms, and assess progress toward achieving its goals systematically and on a regular cycle (Standards I.B.2, I.B.3).

Recommendation 2

In order to meet the Standards, the team recommends that the College assess its planning and program review processes to ensure an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation (Standards I.B.6, I.B.7, III.A.6, III.B.2.b, III.C.2, III.D.4).

District Recommendation 1: In order to meet standards, compile the various completed elements of technology planning into an integrated, comprehensive district technology plan that is accessible and transparent, including a disaster recovery plan and a plan to refresh aging and outdated technologies. Insure that the district technology plan is based on input from the colleges and is in alignment with college planning processes. (Standards I.B.6 and III.C.2)

Standard II – Student Learning Programs and Services

II.A – Instructional Programs

General Observations

Since its initial accreditation in 2010, the College has expended much effort in planning to develop a clear, autonomous identity for Moreno Valley College (MVC). These efforts include the development of curriculum and programs that meet the demands of the community and students. The College offers an array of programs, including a significant number of CTE programs. Enrichment programs such as Honors, Puente and Renaissance Scholars augment services to students. The Basic Skills Initiative invites innovative practices from faculty to enhance teaching and learning. The College is working on curriculum development procedures that serve the needs of the college as well as the District as it establishes its identity as a new college. However, the regular review of certain course outlines has not occurred in intervals that assure currency and quality.

The College has diverse methods for assessing its instructional programs, including Program Review, and annual student surveys. While these activities serve the College well, the college has not completed its efforts to assess Student Learning Outcomes (SLOs) in all courses, programs and services. The statement regarding full implementation of SLOs in the Self Evaluation and in the 2012 College Status Report on Student Learning Outcome Implementation are inconsistent with other documentation. The College's own plans call for full implementation of ongoing assessment to be completed by 2017.

Findings and Evidence

The evaluation team confirmed that MVC offers twenty degree programs, including eight Associate of Arts/Science Degrees, five state-approved Associate Degrees for Transfer, and seven specialized degrees at the Ben Clark Training Center (BCTC). MVC offers seven associate degrees in arts and one associate degree in science built around areas of emphasis (AOEs). The College is invested in developing associate degrees for transfer, with twelve degrees at various stages of approval. Additionally, the College offers certificates and degrees, approved at the state or local level, at its main campus and at the BCTC. In all, thirty-eight degrees and certificates are offered at Moreno Valley College (I.A.1, II.A.4).

As a college in a multi-college district, MVC coordinates its curriculum development with the District Office and the other colleges in the District. This centralized model allows the District to oversee creation of specialized programs and areas of focus for each college. This is evident from the health careers focus at MVC. The Riverside Community College District (RCCD) has developed a program development process that specifies wide participation during initial development, followed by District review, curriculum development, and final approval. Course approval processes have been developed for college-specific courses or those common to two or more colleges in the District. A workflow for curriculum development and review for new courses is available and fully implemented. (II.A.1) The College has a detailed articulation process that assures that

courses will be transferrable to local four-year universities. Non-transfer CTE courses adhere to the standards and processes established by the state and through the identified program advisory committees.

In addition to credit courses and programs, the College delineates community education, contract education, study abroad, and programs for international students in the College and the District. These are coordinated through the District with some specific courses offered at the College. These offerings are evaluated rather informally and in the future should be more thoroughly reviewed through the curriculum process (II.A.2).

Delivery methods for course offerings are established through the curriculum review and development process. Faculty developers of distance education courses are required to identify delivery methods as fully online or hybrid; and provide assurance of regular and effective contact between faculty and students. Courses are also certified for compliance with Section 508 of the Rehabilitation Act, thereby ensuring that disabled students have equitable access to online courses. A substantive change report was submitted and accepted in 2011 for two distance education programs, business administration and education paraprofessional.

The Curriculum Committee recently drafted revisions to its approval process for distance education courses, which are currently being reviewed by the Academic Senate. The Senate also formed a Distance Education Committee in late 2013 to advise its processes and ensure quality training for aspiring distance education faculty. (Standard II.A.1.b) The Distance Education Committee was formed in November 2013 as a subcommittee of the Academic Senate. It is tasked with playing an advisory role to the Curriculum Committee in all matters pertaining to Distance Education, highlighting “regular and effective contact” in its first meeting agenda. The committee also plans to offer professional development activities specific to best practices in distance education (II.A.2.b, II.A.2.c).

Distance Education courses are offered through the District Open Campus which uses Blackboard 9.1 as the learning management system. Instructors from any of the three campuses who want to teach distance education are required to complete training on Blackboard, which is offered through a series of self-paced modules on the Open Campus website. Besides explaining the course management system itself, the training includes modules that provide instruction on compliance, and other resources developed by District faculty and administrators. It also includes an assessment tool for the course itself. A guide to best practices, developed by online faculty at all three colleges, is available on the site and is currently being revised and reviewed by the Academic Senates and Faculty Associations of the three campuses. Online instruction support is provided in the form of Help Desk staff online, faculty mentors on the campuses, and access to a learning center provide by Blackboard. The employees of Open Campus provide an additional assurance of support (II.A.1.a, II.A.1.b, II.A.1.c).

MVC and the District have undergone significant reorganization and leadership changes since the previous site visit. With respect to learning programs and services, the vice

president of academic affairs and the two deans have all been at MVC for less than one year (the VPAA for less than one week at the time of the visit). The dean of CTE occupies a newly-formed position, the first to direct CTE at the dean level at the College. The areas of oversight for the deans are still being developed as the college grows and finalizes its long range plans. These changes have also resulted from efforts to determine which leadership activities should be at the District level. Many individuals commented on the challenge of adjusting to new definitions of District and College responsibilities and difficulties in following through on their defined processes. However, the team also found a strong sense of confidence in the new president and that the organizational structure was coming together.

At the District Office, the team also witnessed discussion about the adjustment to the new distributed roles. In the case of the Institutional Research Office, the redistribution was literal, with members of the District Office being dispatched to the three campuses. The movement of personnel within the District also occurred in reverse with the President of Riverside Community College becoming the Interim Chancellor and the Vice President of Academic Affairs at Moreno Valley College becoming the Interim Vice Chancellor for Academic Affairs. The Vice President of Business Services at MVC had previously served at Riverside College. Leaders at the District Office uniformly described the strains of reducing the organizational structure at the District level, but affirmed that they saw their roles as supporting, rather than supervising, the colleges.

MVC annual and comprehensive program reviews assess student achievement through successful course completion rates, retention, and number of degrees and certificates. Data are sorted by discipline and delivery mode and track success, failure, and withdrawal rates. The District Institutional Research Office has developed and provided standardized data sets for each discipline, including enrollments; retention and success rates; WSCH, FTEF; and efficiencies. These data are provided for, and summarized in, the program reviews, with varying degrees of analysis and reflection (II.A.1).

RCCD has developed a four-year cycle of Comprehensive Program Review requiring that discipline faculty relate their discipline mission to that of the College. The review process includes evaluation of achievement of past goals and setting new ones; analysis of enrollment, success, and retention data; and review of course outlines of record (CORs), SLOs and PLOs, with revision as needed (II.A.2.e).

The College states that “the goal of strategic planning is to forward plans found in annual program reviews that support the College’s mission and its educational master plan.” College program review and assessment data are housed on web sites that are readily available for strategic planning. This process allows for the integration of program review and planning processes. The College has recently revised its program review processes and has not had time to complete the evaluation of its current processes to determine if they are effective. While it is clear that the College seeks to evaluate and improve its processes, such as program review, there is no clearly defined process to do so on a regular or cyclical manner (II.A.2.f).

The District commissions environmental scans from a consulting firm on a regular basis to evaluate the needs of the District. Researchers at the District and College level gather and report data from statewide data resources, and have participated in the Community College Survey of Student Engagement (CCSSE) three times since 2010. From the evidence, it is apparent that the data are shared, but it is not clear how they are analyzed and used in planning. This was a common theme throughout the evaluation and planning processes. The College has excellent capacity for generating data, but data are not always analyzed in the program review or planning processes.

The College notes that programs, courses, and degrees are assessed through an ongoing process. Faculty are provided with assessment templates, use common exams in certain cases, or use mechanisms of their own device. Indirect methods such as surveys apparently are widely used. Through a handbook developed and placed on the assessment website by the assessment coordinators, faculty are provided guidance regarding direct and indirect assessment tools. Assessment projects are grouped by discipline and housed on the MVC website. While evidence does indicate attendance at events, there is not detailed evidence of the dialog taking place nor the results being used in institutional planning. CTE programs have prepared mappings of course SLOs to program PLOs, but program assessment is still in progress. The lack of assessment means that the college has not been able to identify gaps in student learning, nor create plans for improvement (II.A.1.a). It is expected that mapping will extend to Associate Degrees of Transfer (ADTs) and the Areas of Emphasis (AOEs) when these programs are completed (II.A.1.c).

The College is developing and improving mechanisms to document and store assessment results, and provides evidence of progress in mapping SLOs to PLOs. As its administrative infrastructure becomes more stable, MVC faculty and staff express optimism that their processes will improve and become more responsive to their needs. The College has a clear plan for complying with Standards related to the assessment of learning outcomes, but has not yet fully done so.

All course, programs, and degrees offered at MVC have SLOs, which are included on Course Outlines of Record (CORs). The COR template includes SLOs and ties instruction and evaluation to mastery of learning outcomes. A random examination of CORs in Curricunet revealed that all have SLOs included; in some outlines, SLOs are mapped to PLOs as well. However, not all CORs, particularly in the CTE areas, are current (II.A.2.a, II.A.2.b, II.2.e).

The College discusses assessments in a variety of settings, including discipline meetings, FLEX day activities, and workshops. Surveys and other assessments are discussed. Training and evaluation events are seemingly continuous. Review of the assessment projects indicates that several, but probably not all, faculty contribute documents to this MVAC assessment repository. Examination of discipline program reviews generally indicates a pattern of documentation that the SLO assessments were done according to a schedule, but show little analysis of or reflection on the results. The report does document

that new Math and English courses were developed to address documented problems with student success and retention (II.A.1.c).

Course, program, and degree SLOs are developed and modified by faculty through curriculum development or through program review. The College indicates that there is not yet a coherent, periodic way of instituting changes in the GE or AOE (Area of Emphasis) programs. In addition, there is no method of revision of PLOs for AOE nor is there one for deciding which particular course or group of courses are included in a particular AOE. This suggests that program evaluation is lacking (II.A.2.a and II.A.1.b). Quality of instruction is monitored through evaluation of instruction according to negotiated processes. Faculty ensure the integrity of instruction, developing new courses and modifying existing ones, throughout the District by discussing common courses at discipline meetings. The College and District curriculum committees report to the College and District Academic Senates, respectively.

The Academic Planning Council (APC) consists of department chairs, Deans of Instruction, and the Vice President of Academic Affairs. In their oversight of enrollment management, they recommend the number of course sections to be scheduled for given semesters to ensure that classes are offered in a timely manner to ensure that students can complete their sequences of courses. Additionally, the APC evaluate instructional program review; from that exercise, they make recommendations for faculty hiring to the President and move resource allocation requests forward in the planning process (II.A.2.c).

MVC offers a variety of programs to meet the needs of diverse students, including learning communities such as Puente and Renaissance Scholars designed for Latino and African American students, respectively. An Honors Program provides an enriched learning environment, with small, seminar-style classes and opportunities to engage in research. Eligibility requirements are described in the college catalog. MVC has formed partnerships, some of long standing, with local high schools that provide high school students with an accelerated pathway through the college curriculum. The Basic Skills Initiative supports activities such as the JumpStart Bridge program, accelerated courses, and programs that support reading proficiency such as Reading Across the Curriculum and Reading Apprenticeship. A Writing Across the Curriculum program will be offered in spring 2014. Grants support science, technology, engineering, and math (STEM) initiatives. (II.A.1.a, II.A.2.d)

MVC uses Accuplacer and locally prepared tests to assess student readiness for college-level work. Examination of the schedule of classes, College Catalog, and other publications available to students indicates that information on course pre-requisites, co-requisites and advisories are available and prominently displayed.

Course delivery methods include face-to-face instruction, web-enhanced, hybrid, and fully online instruction. The Open Campus Fact Book, published in December 2013 and containing data accumulated through fall 2012, reveals that approximately 10-15% of MVC students experience fully online or hybrid courses. This is measured in several

ways: number of sections, number of FTEs, and total numbers of students. The proportion of students enrolled in Distance Education courses has remained stable for several years. While financial pressures are a factor, faculty have also chosen to grow distance education in a careful, deliberate way.

The programs in fire science technology, emergency medical services, and law enforcement have been offered at the BCTC since prior to MVC being accredited. These are sustained through partnerships with the Riverside County Sheriff's Office and CalFire. Students either enter the programs on their own or, in the case of law enforcement, are sponsored by their employers. Faculty include two full-time faculty and large numbers of part-time faculty. Students can earn low-unit or high-unit certificates or associate degrees in these disciplines.

The BCTC is located at some distance from the main campus. The space includes classrooms and training facilities and is leased from the County. It is overseen by a newly-hired dean and is also supported by an associate dean, admission and enrollment technicians, a part-time counselor, and liaison for financial aid. General education courses have been offered at the site from time to time to support students seeking degrees, but budget cuts have precluded this in recent years.

From within and without the BCTC, there was a clear sense that the center has been isolated programmatically as well as geographically. As such, the programs have operated fairly autonomously, and faculty seem to feel more answerable to their partners and their specific accrediting agencies than to the College. This may explain why some of the curriculum offered at the BCTC have not been updated in ten years.

Many of the students take only the courses required for recertification or some other limited purpose, so a significant number of students themselves feel little connection to the College. With grant funds and other individual funds, the College provides a limited array of essential student services, including on site counseling. Students are surveyed regularly and while they express appreciation for what is provided, they consistently ask for food services, more wireless connectivity, and more counseling. The availability of services at BCTC will need to continually be assessed and augmented as needed.

Compared to the larger context of the District, the costs of the BCTC are large in proportion to the general resources at MVC. By creating and filling the position of dean of CTE, the College is working to integrate the BCTC programs into the structure of the College. This includes using program review to assess the enrollment trends, cost assessment and containment, and encouraging more active participation in college life as well as compliance with requirements such as curriculum currency and SLO assessment. The department chair serves on the curriculum committee and the Academic Planning Council, but as one of two full-time faculty members in a department with several hundred part time instructors, many of whom are content experts but not professional educators, acknowledges the difficulty in achieving the level of participation that is required.

The College uses no departmental or course examinations (II.A.2.g). However, a report from a common exam administered to algebra students is cited. The exam serves as a comparative analysis of sections offered in traditional, short course, online, and hybrid formats. It is not clear if this is a standard departmental exam or whether it was administered more than once.

The District awards credit according to Board Policy 4020, which defines the criteria by which units of credit are awarded. This policy is consistent with regulations. Any changes in curricular unit values or outcomes are reviewed and approved by the College and District curriculum committees (II.A.2.h). Degrees and certificates are in compliance with Title 5 and legislative guidelines. All degrees and certificates have SLOs, developed through discussion in a General Education workgroup comprised of instructional and counseling faculty from all three colleges in the District. Discipline faculty determine the SLOs and PLOs for degrees and certificates, although description of the process is a little unclear in the College Self Evaluation and other documents. For the Areas of Emphasis (AOEs), groups of faculty within that area generate the SLOs. This process is overseen by a District-wide AA Degree Compliance Committee (II.A.2.i).

The MVC Catalog clearly states a philosophy of general education and clear goals. The content complies with Title 5 regulations and transfer degrees are influenced by general education requirements by CSU and UC. General Education SLOs (GESLOs) were adopted by District in 2006, are published in the College Catalog, and include critical thinking; information competency and technology literacy; communication; and self-development and global awareness. These were revised and approved by the Board of Trustees in 2012 upon recommendation by a District General Education Workgroup.

The GESLOs are assessed through surveys given to graduating students. Although examination of the survey results helped to inform the revision of the SLOs, recent survey data do not appear to be available. (II.A.3). Faculty have expressed interest in developing different assessment methods that might allow the assessed students to see the benefits of the findings. The College is encouraged to do so. The use of GESLO assessment results to improve programming and enhance outcomes is not yet occurring; a more robust process that elicits data through other than student survey may facilitate better usage for improvement and may also provide better data for reporting to students.

The Philosophy for the Associate Degree is stated in the College Catalog. Moreno Valley College awards three categories of degrees: the interdisciplinary Area of Emphasis Degrees; the associate Degree for Transfer; and the Associate Degrees for Career and Technical Education (II.A.4.) Of the career and technical programs at MVC, some require certification or licensure exams while others ensure competencies in other ways. These include licensure in for paramedics, or the appropriate standards and training for law enforcement and fire fighter groups. All programs prepare students to achieve those competencies (II.A.5).

Transfer of credit policies are described in detail in the Catalog and include CSU GE certification, IGETC certification, the Associate Degrees for Transfer, and the specific

courses that meet the transfer requirements. The College also maintains a Transfer Center and a counseling staff to assist students with their choices regarding transfer. The District maintains articulation agreements with at least fourteen private universities in addition to the CSU and UC systems (II.A.6.a).

Administrative Policy 4021 describes the District's discontinuance policy. It is not clear if this policy has ever been implemented at MVC. The College also describes the District Program Approval Process, which would be activated if a program were to be changed (II.A.6.b.) This process is in use for the changes to the Dental Technology program.

The College updates its catalog yearly with extensive input from constituent groups. The course schedule is published online for fall and spring, and for winter and summer intersessions. If changes in the schedule are identified, they are revised as quickly as possible through WebAdvisor, which is the online interface between students and the College. Besides the course schedules, the College website provides public information about enrollment, registration, contact information, public notices, and many other items of interest.

Faculty prepare and distribute course syllabi to all sections of their registered students and to their departments. All course syllabi are required to contain SLOs. The College provides resources to faculty to ensure their syllabi contain all of the required information (II.A.6.c).

Statements on academic honesty and academic freedom are published in the College Catalog. Board policy 4030 upholds academic freedom. Board policy 5500 defines expectations of student honesty, and mandates that these policies be published in the College Catalog, the student and faculty handbooks, the course schedule, and preferably, in faculty syllabi. These policies include clear guidelines on differentiating between personal beliefs and course content. (II.A.7.a, II.A.7.b)

Moreno Valley College does not seek to instill specific beliefs or worldviews. Thus, this Standard does not apply (II.A.7.c).

Moreno Valley College does not offer curricula in foreign locations. Thus, this Standard does not apply (II.A.8).

Conclusions

Moreno Valley College is not in full compliance with this Standard. The deficiencies include failing to complete the Student Learning Outcome process, the need to fully evaluate its planning processes and program review processes and the need to ensure all course outlines are regularly reviewed and revised for quality and currency. The College has undergone great change since the last accreditation site visit. The RCCD is in the process of implementing its decentralization plan, which has initiated a complex transition for College and District alike. Administrators and staff have moved between college and district sites. This has resulted in complex systems in which systems various functions are shared between District and College entities. While this process has proven

confusing to the evaluation team, MVC employees frequently expressed satisfaction and optimism about the improved atmosphere.

Throughout their time as a College, faculty, staff, and administrators have devoted intense efforts toward creating a culture of assessment. Websites have been created to collect and house data for learning outcomes assessment, much of which was done through manual work. Faculty have developed as trainers and shown great dedication toward training others. Through a thoughtful process, the College has invested in TracDat. The team found enthusiastic dialog about program review. While the College is dedicated to completing this process, it has still not completed the learning outcome process for all programs.

The College has recently developed a new program review process. The tremendous effort at revision has come at the expense of implementation. The cycle of review, planning, and resource allocation has not been fully implemented. The governance groups often seemed to know their own place in the process, but not what came next. The new processes and the lack of institutional memory have, admittedly, contributed to a hiccup in the resource allocation pathway. Adjustments will be ongoing throughout the near future. A comprehensive program review is hampered by the plan to delay program learning assessment for some programs until 2016. Without discussion on these learning outcomes, program evaluation becomes difficult.

The Curriculum Committee is a robust and engaged group of faculty and instructional administrators. The group is clearly knowledgeable, reflective, and maintains a productive relationship with the Academic Senate and the faculty union. SLOs are housed in the course outlines of record, thus the committee approves them along with new or revised curriculum. Committee leaders, as well as those responsible for SLO assessment (often the same people) are mindful of any residual lack of participation in curriculum revision or SLO assessment, observing that these patterns tend to occur in disciplines without full-time faculty. The College is working to ensure full compliance through, training and stipend support for associate (part time) faculty, but is still not fully compliant. The lack of regularly updated course outlines combined with the planned delay of program learning outcome assessment for CTE programs may indicate a need to evaluate current staffing and organizational structure supporting these programs. Efforts should be made to ensure that processes effectively support the regular review of programs and curriculum in these programs.

Annual and comprehensive program reviews are available on designated web site. Revisions are mainly designed to make the forms entirely online and easier to use. Sampling of reviews indicates that completeness and depth of analysis is uneven or missing. We found this to be true of the documented SLO reports as well.

The team found a great deal of thoughtful discourse and enthusiasm on the part of the MVC community, a capacity for hard work, and appreciation for their newfound stability. This stability should support the work to be done, to ensure full participation in, and

analysis of, outcomes assessment; and that the program review process lead to a thoughtful and productive foundation for appropriate resource allocation and planning.

Recommendations

Recommendation 3

In order to meet the Standards, the team recommends that the College regularly assess learning outcomes for all courses and programs and include analysis of learning outcomes results in institutional planning processes (Standard II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f).

Recommendation 4

In order to meet the Standard, the team recommends that course outlines of record for CTE courses be made current and a process be developed to ensure a continuous cycle of review for relevance, appropriateness, and currency (Standard II.A.2.e).

Standard II – Student Learning Programs and Services

Standard II.B – Student Support Services

General Observations

The RCCD reorganization report states that District-level student services operations were decentralized in 2010, as part of Moreno Valley and Norco Centers being accepted as accredited Colleges. Functions such as admissions and records, student financial services, financial aid, disabled student services, extended opportunity programs and services, and health services, are now managed on site at MVC. While it is clear that this reorganization has resulted in valuable resources and support being available to students, there is still a need to continue to evaluate the support services and make augmentations as necessary.

On campus, the College offers an array of services that support and enhance the student experience. The College strives to ensure that student needs are met on the main campus as well as the BCTC, and has been awarded Title V funding to support these efforts. The Student Services unit describes progress in refining its program review process and integrating its mission with that of the College. MVC has an extensive history of forming partnerships with high schools to improve college-going rates in the community. The College Catalog is thorough and updated through a collaborative effort coordinated by the District Educational Services Office. The College uses extensive survey methods to identify student needs, the results of which are shared for the purpose of incorporation into planning. The College strives to provide comprehensive services that meet the needs of students from diverse cultural and socioeconomic backgrounds. The College and District have invested in valuable resources to assess student need, including the CCSSE and external scans of the community. As the College continues to refine its services, it will need to further integrate these data into the planning process.

Findings and Evidence

The Student Services unit comprises over 17 departments and provides a variety of services to help students meet their goals. Admission requirement information is widely disseminated through College publications and on the College website. Students enroll online using WebAdvisor. Up-to-date class availability information is provided and waiting lists are maintained. MVC staff work actively in the community to recruit students through events sponsored by the Riverside County Probation Department and the Moreno Valley Chamber of Commerce, hosted events for local ministers, and information sessions at the RCCD College Expo. Additionally College staff develop ties to the community through service in various community organizations and participation in the Leadership Moreno Valley Program. Assessment Center staff conducts college application and Accuplacer assessment workshops at the high schools within the service area of the College. These activities ensure that the community is aware of the programs offered at MVC and the requirements for entry into each. The efforts to engage the community are pervasive and have resulted in a well-connected student body that seek to fully participate in all aspects of college life.

Moreno Valley College has developed three high school partnership programs since 1999, when the first program, Middle College High School, was established. Another partnership

with the Nuvew Union School District was established in 2005 with seed money from the Bill and Melinda Gates Foundation. Most recently the Upward Bound Math and Science project was funded in 2012 to serve students who attend the Vista del Lago High School. These efforts align with College mission, which seeks to encourage academic excellence. The programs create a distinct pipeline through which students can matriculate to MVC or other higher education institutions.

The Students Services unit offers general counseling as well as a variety of special services, including CalWorks; Disabled Student Services, the Honors Program; Puente; Renaissance Scholars; student support services; the STEM Program; and Veterans' Services General services include counseling, career and transfer services, tutorial support, articulation of courses; and health services. Comprehensive services exist at MVC campus and comparable services are available to students at BCTC. However, surveys do indicate that students would like to have additional service availability. The College should continue to perform its regular evaluations of student needs and augment as necessary and when possible. The core services of Admissions and Records, Assessment, and Counseling services are provided at BCTC on a regular schedule. Additional services to BCTC students are made available on an ad hoc basis as determined through assessment of student need. These services have included pre-enrollment health service, veteran's benefits, and financial aid assistance.

MVC references a move to an Assessment, Orientation, and Counseling (AOC) model that can be accomplished online. This process was designed by Assessment Center staff in conjunction with counselors. While this process is warranted by the assessed needs of the student body, it is also clear that budget cuts played a role in the decision to move to an online model and that the elimination of educational advisories precipitated the design. The current AOC model has been implemented with the goal of reaching all entering students, but success has yet to be determined. The College states that it is currently reviewing data to determine the effectiveness of this approach and whether alternative approaches, i.e., face to face sessions, should be offered. It will be critical that MVC assess the effectiveness of this online process to ensure students (regardless of location or means of delivery) have access to matriculation services (Standard II.B.1).

All student service programs have conducted annual program review. At annual retreats, the programs work to align their Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and program mission to the College mission and goals. Student services personnel actively participate in participatory governance and work to ensure that their programs are fully integrated into the work of the College. Recently, the plan to establish a Student Services Planning Council was approved. This will assist the College in more fully integrating available data on student need and developing additional evaluations to determine whether the current processes are effectively meeting the needs of the student body (II.B.3).

Through program review, student service programs use data from the RCCD Office of Educational Services to analyze enrollment trends, persistence and retention, and other relevant characteristics. Since 2010, MVC has administered the Community College Survey of Student Engagement (CCSSE), with the most recent results discussed at a Flex workshop in August 2013. Although MVC administers a battery of student surveys (CCSSE

administered in 2010, 2011, and locally-developed student satisfaction surveys administered in spring 2011, spring 2012, and fall 2012), it is not clear from the report to what extent the results of these surveys have been subjected to reflection and analysis. A cursory review of survey findings reveals high satisfaction responses across most student services areas. However, the review also identified a number of areas of potential concern to the College that have not been fully analyzed, discussed or integrated into the College planning model. MVC may consider additional discussion and/or further analysis on the following areas:

- Experiential gap of part-time student respondents to the 2013 CCSSE survey. Full-time students significantly outperform part-time students on five key benchmark scores (Active and Collaborative Learning; Student Effort; Academic Challenge; Student-Faculty Interaction; and Support for Learners). This may be a significant issue since 82% of MVC students are “less than full-time”.
- Services to weekend, online, and evening students. Results from the spring 2011 Student Satisfaction Survey revealed that weekend students, online students, and evening students report that the campus meeting student needs, but their responses ranked the lowest when compared to other student populations.
- Service availability (in-person, over the phone, etc.) for students on the MVC campus. A reoccurring theme from student comments from the fall 2012 Student Satisfaction Survey was the long wait for services.

It is clear from the availability of the survey data that the College takes great care to ensure that the needs of their students are met. Student services administrators, managers, faculty, and staff report that they routinely assess, review, discuss, and act on survey findings, but there is very little documentation of this occurring. The College efforts to review and revise their planning and program review processes would benefit from a written process that details how their great assessment work will be fully utilized in the overall planning process.

The MVC Catalog is thorough, current, and is available online as well as in print. Annual updates of the Catalog are approved each June by the Board of Trustees. The MVC Catalog provides comprehensive general and student information including: Institutional mission, vision, values, and goals; admissions, enrollment, and matriculation policies and procedures; student rights, responsibilities, and standards for student conduct; standards of scholarship and academic regulations; general overview and contact phone numbers for the broad array of student support programs; and information on fees, transcripts, and refunds (College Catalog). The catalog provides detailed information on admissions requirements, requirements for college transfer to a four-year college or university, and graduation requirements, including information on: Associate Degrees, General Education Student Learning Outcomes, advanced placement, credit by examination, articulation agreements with high schools and ROP programs, among others (College Catalog). Major policies affecting students are highlighted throughout college catalog, including: commitment to diversity, nondiscrimination and prohibition of harassment and retaliation policies, policies on student discipline, probation and dismissal, standards of conduct, academic appeals and student grievance process, repetition and repeat policy, and the Family Educational Rights

and Privacy Act. Where relevant, the college catalog refers students to specific Board Policy or Administrative Policy, Title 5 section, and Education Code section(s). Although the College Catalog does not reference the College Handbook, where other policies may be found, the student handbook is readily available from the Admissions and Records website and contains additional information valuable to students (II.B.2.a-d).

MVC offers a comprehensive set of student services on to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. The BCTC has regularly available core services and the College has established a process to fill any unmet needs with services made available as requested by students or center personnel. The College has also made many of its matriculation services available online. It will be critical that MVC assess the effectiveness of this online process to ensure students (regardless of location or means of delivery) have access to these essential matriculation services. The College will need to continue to use available data to assess student needs and augment services as needed to support student learning. (II.B.3.a)

MVC has also developed an early alert system that helps the College identify students in need of further support. Faculty participation in Early Alert has increased to nearly 74% in spring 2013, up from 23%, three semesters ago. The College has identified the need for new processes to improve timely notification to students, and counselors, to ensure that the service works as it should. The College institutional research specialist and student service administrators have begun to formulate an assessment plan for Early Alert. Indeed, the College anticipates developing a specific research plan to enhance student services in response to satisfaction of student needs (II.B.3).

MVC provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. The RCCD General Education program is designed to develop critical thinking, information competency and technology literacy, communication, self-development and global awareness in their students. MVC Catalog clearly articulates standards of student conduct and holds students to appropriate expectations as college students. The MVC Student Handbook (2013-2014) provides a wide array of information regarding important dates and critical services, students' rights and responsibilities, and tips for being success full students while at MVC. The Student Clubs and Organizations Directory (2010-2011) showcases the growing number of student clubs and organizations at MVC and encourages students to get involved. Interviews with the Student Activities Coordinator and observation of Associated Students of Moreno Valley College (ASMVC) confirmed that the college has a very active and engaged student body that provide venues for leadership and student development on campus (II.B.3.b).

Counseling and academic advising programs have been designed, are maintained, and are evaluated on a regular basis through Comprehensive Instructional Program Review every four years at the District level and Annual Program Review conducted annual at the College level. The counseling program has clearly articulated Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs), which are regularly reviewed, assessed, and reported through the program review structure. The Counseling department regularly assesses student

satisfaction through locally developed surveys, which identify issues needing immediate attention.

MVC has a long-standing process of training part-time counseling faculty and refining the skills of full-time counseling faculty. Prior to 2010, part-time counseling faculty training was done at a District-wide level. Training topics included: counselor responsibility, clarity of information (to students), student educational plans, use of DATATEL for student educational plans (SEPs), accessing scanned data, matriculation processes and policies, program completion evaluations, graduation checks, catalog rights, mixed transcripts, course equivalencies, admissions processes and deadlines, probation and dismissal processes, and SEP follow-ups. It is clear that this two-day training is quite comprehensive. While part-time counselor training is no longer coordinated at the District level, MVC counseling faculty continue to utilize the training process for new MVC part-time counseling faculty.

Strong evidence exists that MVC is providing regular and comprehensive professional development opportunities for full-time counseling faculty. Counseling faculty attend core conferences that allow them to keep current with changes in the profession including, the California State University counselors' conference, University of California counselors' conference, and articulation meetings with partner four-year institutions. Full-time counseling faculty regularly present at fall and spring flex week, counseling retreats, and counseling discipline meetings. Topics have included TAG agreements, Career Café, California Dream Act, SEPs, Mental Health Services, Veterans Administration Documentation Process, MVC Scorecard findings, "The New AA-T and AS-T Degrees: What Do Faculty Need To Know?", "Student Success Act of 2012 (SB 1456)", "California State Student Mental Health Initiative", "California Department of Rehabilitation Services", and "Veterans Administration Student Education Plan Workshop". Copies of presentations, counseling retreat agendas, and counseling discipline meeting agendas are available and it is clear that the College works hard to ensure that a breadth of information is available to all faculty (II.B.3.c).

There is considerable evidence that understanding and appreciation of diversity is embraced and experienced by students at MVC. The College provides monthly-national cultural campus-wide celebrations including: National Hispanic Heritage month (September), Breast Cancer Awareness month (October), National American Indian and Alaska Native Heritage month (November), Black History month (February), Women's Herstory month (March), and Diversity Awareness month (April). Every month features "Did you know that..." awareness facts and provides a celebration program during college hour for the college community. In addition to monthly calendar of diversity-related events, MVC's Diversity Committee sponsors workshops on topics of interest. MVC's commitment to diversity is also evidenced by their support of programs aimed at closing the achievement gap for underrepresented student populations such as Puente Program, Renaissance Scholars Program, Middle College, Student Success Program, and Upward Bound.

The 2012 RCCD Diversity Climate employee survey indicates that while students appear to experience an environment that understands and appreciates diversity, it appears that RCCD (MVC) employees may have other experiences. Highlights from the survey indicate that

individuals in minority groups felt less respected or accepted than majority groups. The comparative experience and perceptions of students and employees bear further scrutiny in the future (II.B.3.d).

Admissions, assessment, and matriculation programs have been designed, are maintained, and are evaluated on a regular basis via Annual Program Review. These programs have clearly articulated Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs), which are regularly reviewed and assessed through the program review structure. Admissions and placement instruments reflect well known and accepted instruments and utilizes placement instrument from the list of approved placement instruments by the California Community Colleges State Chancellor's Office. MVC successfully completed Accuplacer validation studies in 2007 and 2013 (II.B.3.e).

MVC 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. Board policies and administrative regulations regarding records retention, records storage, release of public records, and records destruction exist and undergo regular review. The institution publishes and follows established policies for release of student records (II.B.3.f).

All Student Service programs have clearly articulated Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) which are regularly reviewed and assessed with the program review structure. All Student Service programs regularly assesses student satisfaction and needs via locally-developed student satisfaction surveys which point issues needing immediate attention (II.B.4).

Conclusions

The College meets the Standards. However, while it is readily apparent that MVC has sufficient data to have informed discussions around student needs and possible service improvements, MVC needs to have documented process to regularly review and analyze the student needs data it regularly collects. The Self Evaluation and other documents provided little evidence of "closing the continuous improvement loop". Survey and other assessment results indicate a possible need to increase counseling capacity. The Student Services area has developed an online Assessment, Orientation, and Counseling tool to increase access. The counselors and other student service personnel are mindful of the challenges, as well as opportunities, provided by online services and should continue with their careful assessment of the effectiveness of this modality. As the college stabilizes and prepares for growth, program review should include analysis of the need for the counseling capacity and addressed accordingly.

Recommendations

Recommendation 6

In order to increase effectiveness, the team recommends that the college analyze available data for all programs and integrate this analysis into their program review and systematic planning cycle to ensure that all students receive equitable services. (Standards II.B.1, II.B.3, II.B.4)

Standard II – Student Learning Programs and Services

Standard II.C – Library and Learning Support Services

General Observations

MVC offers library and learning support services designed to meet the needs of its students and support their success in instructional programs and intellectual activities. The Library/Learning Resources Center houses the College Library, the Instructional Media Center, and Tutorial Services within its footprint (9,064 square feet). Other learning support services on campus include a computer information services lab, math lab, STEM lab, and the Writing and Reading Center (WRC). In addition to the library and learning support resources available on campus, MVC provides online resources such as eBooks, databases, online tutors, and the Online Writing Lab to further extend services to online and off-site students. Many of these services are available 24/7.

Findings and Evidence

MVC supports the quality of instructional programs through its library and learning support services. The library's collection includes approximately 25,000 print titles, 46,000 eBook titles, 570 DVD/VHS materials, 100 periodical subscriptions, and 60 subscription databases. Collection development policies guide selection of materials based on criteria related to currency, depth, and variety. Relevancy to the institution's curricula, can also be seen in the Library's strong emphasis on collecting print and digital resources that provide direct support for CTE programs. In the absence of an institutionalized budget, the library has augmented one-time instructional funds received from the College with Perkins grant awards to support collection development in CTE areas (Standard II.C.1).

The Library/Learning Resource Center currently serves as the only open computer lab on campus, with 38 computers available for student use. Computers in the lab are equipped with common productivity and document editing applications, web design and development programs, and course-specific software. In addition to the open computer lab, the library maintains a classroom (LIB 241) with 30 laptops for use in instruction. When not in use for library classes, Writing Center workshops or other campus events, LIB 241 is used as an overflow computer lab to serve growing demand for available computers. Library staff and faculty demonstrate commitment to serving students beyond library's physical presence on campus, both through enabling intercampus loan with the other colleges in the District, and through online resources such as eBooks, databases, and research guides. Online resources are available to students 24/7, and information about how to access these resources is easy to find on the library's comprehensive website (Standard II.C.1).

The College actively relies on the expertise of faculty, librarians, and learning support professionals to build a collection of educational materials that support student learning and enhance the achievement of the institutional mission. Review of library materials is embedded in several institutional processes, including the annual program review process. Through this process discipline faculty identify library resources and instructional media needed for existing programs. Librarians also participate in the Curriculum Committee, which ensures that library resources are considered for appropriateness through the course

revision process. In addition, as new programs and courses are developed, library resources relevant to the subject matter are reviewed to ensure that materials required to support learning outcomes are either in place or ordered when possible. Library staff evaluates the quality, currency, variety, and depth of the collection through awareness of programmatic needs, CTE accreditation requirements, by tracking reference questions, and by monitoring publisher release cycles (Standard II.C.1.a).

Faculty members and librarians also work together directly to evaluate the depth and variety of learning materials and identify resources that best support achievement of student learning outcomes. Library workshops and orientations are tailored in consultation with individual faculty members to meet the needs of specific classes and assignments, which allows the library to support the attainment of student learning outcomes college-wide. Electronic resources including databases, eBooks, web tutorials, and research guides provide comparable library services to the college's online students. Intercampus loan serves as a mechanism to further extend and enhance the library's collection and provide access to resources (Standard II.C.1.a).

Information competency and technology literacy is one of the General Education Outcomes at MVC. Students are expected to use technology to locate, organize, and evaluate information for reliability and relevancy in support of their arguments, decisions, and solutions. Ongoing instruction in support of information competency occurs in several ways. The full-time librarian teaches LIB 1, a one-unit course with student learning outcomes that align directly with this GEO and support its achievement. In consultation with discipline faculty on both the main campus and at BCTC, librarians also provide 65-80 workshops and orientations per semester that focus on skills such as finding and evaluating sources. Reference transactions provide opportunities for one-on-one instruction in information literacy, and information competencies are built into the library's web-based guides and tutorials. The effectiveness of these methods of achieving the information competency GEO is assessed using both direct and indirect assessment measures, including student and faculty surveys after library workshops, assessment of LIB 1 student learning outcomes (through measures such as course completion rates, evaluation of written assignments, responses to surveys related to the course, etc.). Results of the assessment have led to instructional changes such as offering the course in a hybrid mode of instruction and adjustment of teaching techniques for improved outcome attainment. Likewise, learning support services such as the Writing and Reading Center and tutorial services use directed activities to build skills related to information literacy (Standard II.C.1.b, II.C.2).

Currently, the MVC Library is open 49 hours per week, with no weekend hours. Although budget cuts have necessitated a reduction in the library's hours of service, decisions about how to reduce these hours have been informed by the schedule of classes to mitigate the impact on students. To provide access to library resources and services during hours when the building is closed, library staff promote online resources such as databases, eBooks, web-based tutorials, and research guides that are available at any time, regardless of whether the library is open (Standard II.C.1.c).

MVC provides effective security of its library and learning support facilities and equipment. The campus provides security and maintenance for building facilities on the main campus through collaboration between the Department of Plant Operations and Maintenance and the College Safety and Police. Sheriff and fire personnel secure and maintain facilities at the BCTC. Security gates at building entrances deter theft of materials from the library collection. Similar theft-prevention measures are in place for classroom projectors and laptops. Staff from the Instructional Media Center (IMC) and Information Services maintain instructional technology, including the computers in the open labs as needed (Standard II.C.1.d).

MVC does not rely on outsourcing for its library resources or learning support services, although some contractual services, such as the Integrated Library System and cataloging support, are negotiated with vendors at the District level. This is reasonable and appropriate, given that the three colleges in the District share an online catalog interface that enables inter-campus loans. The Dean of Technology and Instructional Support Services, the Instructional Media Center's Instructional Media/Broadcast Coordinator, and the full-time librarian maintain formal agreements for service and equipment for annual database licenses locally. (Standard II.C.1.e)

Library and learning support services faculty and staff routinely gather and evaluate data related to their service areas. In the library, statistics related to collection and building usage is gathered on a regular basis. Analysis of this data and responses from annual library surveys inform goals and resource requests in the Annual Program Review process. Library faculty also conduct formal assessment of Student Learning Outcomes in the LIB 1 course following a regular assessment cycle and perform direct assessment of library workshops and orientations. Writing and Reading Center staff use data about student lab use and survey responses to inform scheduling, determine topics for workshop offerings, and inform improvements in program delivery (Standard II.C.2).

Conclusions

Moreno Valley College meets the Standards in the area of library and learning support resources. The library and learning support staff clearly demonstrate a strong commitment to providing services and materials in support of the curriculum, information competency, and student learning more broadly. The library staff also demonstrates a commitment to access by developing and promoting online resources such as eBooks, databases, and research guides that extend library services and collection to off-site students at the BCTC, online students, and students who need access to materials when the library is closed.

As college enrollment increases, demand for student learning support space (including space that can accommodate group work) will continue to increase. To support the projected growth in 2014-2015 and to increase effectiveness, the college should evaluate changing needs for library and learning support space and integrate provisions for meeting these needs into its long-range plans as necessary (Standard II.C.1, II.C.1.c).

Recommendations

None.

Standard III - Resources

Standard III.A – Human Resources

General Observations

The College refers to Board Policies and Administrative Procedures, samples of job descriptions for the various constituent groups, faculty and staff contracts, documents concerning the evaluation of the equivalency process, minutes from councils at which Student Learning Outcomes (SLOs) were discussed, sample Flex agendas and surveys, and other documents that illustrate compliance with this Standard. It is clear that District and College have well developed policies and practices for hiring faculty, staff and administrators that meet the qualifications required to meet the needs of the campus and its students. Systems are in place for the regular evaluation of employees and are being conducted as indicated by policy. However, the District and College lack an integrated, unified long-term staffing plan to ensure that human resource needs are being sufficiently addressed at each College.

Findings and Evidence

The District has policies and procedures regarding hiring of college staff. These policies are appropriately published on the District website. The process of recruitment and hiring of administrators, classified staff, and full- and part-time faculty is well defined. The District Diversity and Human Resources (DHR) office oversees the entire process with the help of college personnel. The College adheres to the District's policies and procedures when hiring college faculty, staff and administrators (III.A.1.a).

All personnel are evaluated systematically at stated intervals and these actions are well documented. The DHR office monitors and initiates the evaluation process by notifying the vice presidents at the College. When it is completed, a report is then sent back to the District. The process of evaluating faculty via "Instructional Improvement and Tenure Review" is outlined in the District Faculty Association negotiated contract. All the necessary forms regarding evaluation of faculty are made available through the District web page on "Improvement of Instruction." The evaluation forms for staff and administrators are available on the District website (III.A.1.b).

Faculty required job duties, which are included in faculty evaluations, include participation in the creation and assessment of SLOs. It is understood that the actual assessment results will not be included in a new instructor's tenure review process. All full-time faculty are expected to participate in SLO development and assessment and there is a memorandum of agreement in place to provide monetary incentives for part-time faculty to participate as well. Faculty members who teach online courses are evaluated in the same manner to ensure the consistency of learning outcome assessment regardless of location or mode of instruction. (III.A.1.c).

The Board of Trustees has established a code of ethics, and has enacted several policies to ensure ethical practices with regard to conflict of interest, discrimination, harassment,

academic freedom, standards of student conduct, and whistleblower protection. Board Policy and Administrative Policies for a code of conduct and professional ethics are written for Board of Trustees, Chancellor and all College employees. The DHR Office is responsible for offering workshops (III.A.1.d).

The College maintains a sufficient number of qualified faculty with full-time responsibilities despite the harsh economic conditions. The College has a newly formed program review process, which leads to a faculty hiring priority list. The College is working towards having more full-time faculty in certain programs based need identified through program review. Some programs are taught exclusively by part-time instructors. Due to the new instructional program review process, it was not easily understood how the faculty hiring priority list is established each year. After interviews with multiple groups of faculty and staff, it was revealed that the economic downturn resulted in no previous hiring priority lists generated prior to 2012. The administrative and support staffing hiring list is currently not part of the program review process and administrative program reviews are incomplete in some of the areas. As a result, administrative and support staff hiring lists are not available. The Human Resource Advisory Group, has as part of its task, coming up with a similar process to mirror the faculty hiring priority list process. There is currently no evaluation to determine whether processes used to determine staffing needs are effective (III.A.2 and III.A.6).

The District has policies and procedures to ensure all personnel are treated fairly and equitably. The Office of Diverse Equity and Compliance (DEC) ensures that personnel policies and procedures are consistently and equitably administered. The College fosters an appreciation for diversity by having a Diversity Committee in conjunction with DEC, which sponsors many events to promote inclusion. The level of effectiveness of DEC workshops is evaluated by posting training evaluations forms. A district-wide comprehensive Diversity Climate Survey was also conducted in fall 2012 and shared as evidence of the standard, but dialog has yet to occur regarding the results of the survey. Interviews with staff in the Human Resources Advisory Group (HRAG) indicate that the diversification of the faculty is indeed an important concern, and the College has begun conversations regarding the analysis of employment equity. There is no planning agenda in this section. All personnel files are kept in a locked room where only two employees have a key. All files must be reviewed in the presence of human resources staff to maintain security and confidentiality (III.A.3, III.A.4.a).

Annual workforce demographics data is collected and shared via the college Fact Books series, with college leadership and (DEC). It is unclear as to what the College does with this information. The District advertises positions with diverse publications in hope of increase the diversity of the candidate pool. The recruitment process includes advertising in targeted demographic publications. During the search process, all members are trained by an EEO, however, the goal is to have an Equity Monitor assigned to most of the search committees. The job of the Equity Monitor is to ensure the process is conducted fairly with no bias (III.A.4.b).

Board Policy and Administrative Policy regarding the treatment of personnel are in place including a commitment to diversity. The Academic Senate representatives, classified staff, and students are included in all pertinent discussions (III.A.4.c).

It is evident that professional development activities are occurring, and post workshop surveys are provided to help improve teaching and learning to evaluate the improvements. Questionnaires are used to evaluate the efficacy of the professional development activities (III.A.5).

Conclusions

The College is not fully compliant with this Standard. The College lacks a specific process for determining human resources needs throughout the campus. Economic factors have led the college into a process of employee elimination through attrition, resulting in a failure to annually stipulate what human resource needs are required. It is clear that the program review process assesses gaps in student needs, but there is limited evidence of faculty prioritization during the economic hardship. There is no definitive process established to determine the need for non-faculty employees. While the College is planning on growing its student population in the near future, there is no plan or process for ensuring there are sufficient staff employees. The College should work on developing procedures to identify staffing needs and a process for the prioritization of the needed positions.

Once there is a determination to hire, the College has a well-defined hiring process and upon hiring, there are clear procedures for the review and evaluation of employees. The College works to develop an appropriate work environment for employees and evaluates employee satisfaction with this work environment through surveys. Though the College has access to survey results such as the Culture Climate Survey, it is unclear as to what the college is planning on doing with the results of the survey.

Recommendations

See previous Recommendation 2.

Recommendation 5

In order to meet the standards, the team recommends that the College develop long-term financial plans that take into account enrollment management plans, capital replacement schedules, human resources staffing plans, and existing facilities and technology master plans, and consider these when making short-term financial and programmatic decisions (III.A.2, III.B.2.a, III.C.2, III.D.1.a, III.D.1.c).

Standard III - Resources

Standard III.B – Physical Resources

General Observations

MVC has newer facilities with original construction dating back to 1991. The most recent construction was completed in 2013, just prior to the team visit. Because of the recent construction, common issues with aging campus buildings are not present at MVC. However, the College is nearing the 20-year useful life cycle for its original infrastructure and equipment and is beginning to review future needs. It will be important that these needs are incorporated into the long-range District fiscal and facilities planning.

The District has a POST certified Police Department to respond to safety and emergency needs. A newly hired Risk Management Director for RCCD is engaged in emergency preparedness training. A newly hired Facilities Director is integrating into the campus culture and making efforts to continue campus improvements.

There have been significant improvements made to the MVC campus in recent years. These improvements were the result of both an annual facilities satisfaction survey and town hall meetings that were held to address concerns about the condition and appearance of the campus. The planning for facilities development is inclusive and has resulted in a campus that addresses the needs of students and enhances student interaction and involvement.

Findings and Evidence

The College outlines an update of its capital construction prioritization from the 2007 Educational and Facilities Master Plan document. The 2012 Five Year Construction Plan outlines a comprehensive approach to identifying the future facility needs of the college. The College relies on strategic planning and program review results to determine program level resource requests. Resources are prioritized at the department level and then forwarded through several committee paths that ultimately result in recommendations to the President for resource allocation (III.B.1.a).

It was confirmed by review of the MVC Student Success Flow Chart that there is a planning process in place that utilizes advisory committees to the aid in prioritizing needs generated from program review (III.B.2.a).

Interviews with the Physical Resources Advisory Group and the Vice President, Business Services, confirmed that the College uses the statewide FUSION facilities utilization monitoring system to inform decisions related to building project prioritization. FUSION results and priority recommendations from the advisory committees inform the Strategic Planning Committee as they consider College needs (III.B.2). Long-range capital improvements plans support institutional goals as evidenced in the five-year capital improvement plan. Much of the facilities planning process relies on the use of Bond funds. The District holds responsibility for the implementation of Measure C bond projects (III.B.2.a).

The team performed a tour of the BCTC facilities and conducted meetings with program faculty and staff. Based on these activities and review of campus provided evidence, it is clear that there are facility repair and technology issues at the BCTC. These include general maintenance of the grounds and the need for a regular review of equipment repairs. These ongoing issues need to be fully integrated into the College planning and budgeting processes. In addition, there are noted needs to increase wireless internet connectivity and food service access for students. Due to restrictions of the current lease agreement, these problems are challenging. The College has limited ability to make changes to the facilities used by students (III.B.1.b).

The College is committed to offering a safe and well-maintained facilities. The Physical Resource Advisory Groups work with the Campus Beautification Project demonstrates this commitment. The Director of Facilities confirmed that there is a monthly safety tour and deficiencies are reported and incorporated into the maintenance schedule. The maintenance project ticketing system is well functioning and monitored regularly. There was a need identified for ongoing training for maintenance staff related to their respective areas of responsibility (III.B.1.b).

Evidence gathered from multiple meetings with campus staff and faculty indicate numerous space restrictions that will need to be addressed for the College to accommodate additional students. The library and the student services buildings are at capacity to serve the present level of student traffic. The other serious issue that will need to be addressed is inadequate parking and problematic vehicle traffic flow. It was indicated that at current enrollment levels there are traffic congestion and parking issues at the beginning of each semester. As the College implements its plans to increase enrollment in the coming years (projected to be 7% in the upcoming academic year), there will be a need to further investigate the identified issues and make long range plans to modify facilities to meet student needs (III.B.2.b).

Conclusions

With the recent transition to a multi-college district, many processes and functions have been transferred from District responsibility to College responsibility. Though they have made great strides to develop effective processes and planning mechanisms to address this transition, there is still a great deal of refinement that needs to take place before the College is functioning at a level of sustained continuous quality improvement.

As the District reviews their enrollment targets, existing facilities will need to be considered to ensure that there is capacity to handle the growth. The existing Student Services Building, which also houses the Library, is at capacity. Additional students on campus will need to be accommodated (III.B.1).

Based on the evidence provided, there was insufficient evidence to demonstrate that the College has a sustainable cycle of continuous quality improvement for the planning and resource allocation processes related to facilities (III.B.2).

Recommendations

See previous Recommendation 2 and Recommendation 5.

Standard III - Resources

Standard III.C – Technology Resources

General Observations

The College and District share responsibility for supporting the technology needs of students and employees. Many technology functions are managed through the District, including web servers, the Datatel enterprise resource planning system (Student Information System), help desk and other support and network services. Though some District network support employees are physically located at MVC, they report through District Offices and hierarchies. MVC faculty members teach MVC courses through the District online system, with course offerings and schedules determined by the College. The College supports on-site instructional technology, such as classroom computer stations and projectors, as well as instructional media. The College has primary responsibility for technology planning and needs assessment. The relationship between the College and the District regarding technology support is evolving. The College is taking more responsibility for planning and supporting technology resources.

Findings and Evidence

The College works with the District to provide technology resources and support to students, faculty, staff, and administration. In general, technology meets the needs of learning, teaching, communication, research, and operations. Distance education (including online, hybrid, and web-enabled classes) is offered using the District's Open Campus platform. MVC courses are scheduled by the College and taught by College faculty members, but the learning management system is owned and supported by the RCCD. Central support for the online system is provided by the District and is managed by a District academic administrator. Technology support is provided through a combination of District and College efforts with a diffuse reporting structure that involves some employees reporting to District Offices and other reporting to the College.

The effectiveness of technology and technology support has not been evaluated systematically. In September 2010, a survey was conducted for the District Information Technology Audit, which was completed by an external consultant and the results were used to identify technology issues at the District and colleges. The IT Audit made several recommendations about technology--including recommendations on infrastructure, networking, instructional media, organizational structure, and shared governance--many of which have been addressed by the District. A formal evaluation of technology at the College has not been conducted since the District survey, but the College's Technology Resources Advisory Group (TRAG) is designing a survey for students and employees to be conducted in spring 2014. Although the Self Evaluation states that the TRAG "conducts an annual technology survey to assess the College's effectiveness in meeting the range of technology needs", this is not the case. The TRAG's first survey is planned to take place in spring 2014 (III.C.1).

The College has primary responsibility for technology planning and needs assessment.

Recent technology changes include the development of a Network Operations Center on campus, the upgrade of facilities including classroom projectors, and the District-level upgrade to a new version of the Blackboard learning management system. These upgrades are indicative of the technology planning process taking place at MVC. While there are ongoing changes to the division of District and College responsibility, these improvements are indicative of a functioning relationship that results in needed upgrades (III.C.1).

Technology services and support enhance the operation of the institution. The College and the District provide technology resources for operations, including administrative computing, a student portal, and distance education through the District's Open Campus department. The District Information Services department assesses its performance with a survey after service calls and uses the information to identify common support needs. At MVC, technology services and support enhance the operation and effectiveness of the institution, including classroom technology, labs, the Instructional Media Center, and library technology. Team interviews indicated that some faculty and staff are dissatisfied with the level of technology at the College, considering it insufficient to meet student needs. As an example wireless access is less reliable at BCTC than at the College's main campus. An additional example is the perception among some employees that computers and computer support are insufficient for library and learning support services. The team did not find evidence of whether these perceptions are widespread among students and employees because the College has not yet conducted a systematic evaluation of satisfaction with technology and support (III.C.1.a).

The District provides employee training for software that supports its colleges, such as the Datatel enterprise resource planning system and the district-wide accounting system. There are no staff at the District who are assigned to training full time. When a need is identified, information technology analysts from the District are sent to the colleges to conduct training. According to interviews, some District and College personnel perceive District training to be inadequate. The District's Open Campus provides faculty training for online education, including a mandatory Online Blackboard Academy for faculty teaching distance education sections for the first time. The College also provides technology training through its Professional Development Center, which opened in 2008. Professional development workshops are assessed through surveys, and the newly formed Distance Education Committee provides a forum for dialog evaluating technology-training efforts related to online learning. Further faculty training and support for the Blackboard environment is available from on-campus mentor faculty members with extensive experience teaching online classes. Student training for the Blackboard learning management system is conducted through sample online classes and online skills assessments, which are highlighted in the schedule of classes. Interviews with Distance Education Committee members indicated that some members feel that student training for Blackboard could be more stringent. The District also contracts for an online help desk for Blackboard issues for both students and instructors that is available 24 hours a day (III.C.1.b).

Most technology is acquired, maintained, upgraded, and replaced by the District Information Services department. IT analysts, District employees who are based at the College, perform College maintenance and upgrades. Examples of recent improvements are the wireless network upgrade recommended by the IT Audit, the replacement of campus emergency

phones, and the upgrade to Blackboard 9.1 in 2013. The District Information Services department is working to address the recommendations of the IT Audit, last conducted in 2010, in cooperation with the colleges. The District IT Strategy Council is working on standards for computer purchases as well as a technology refresh cycle for the District, according to information presented at a MVC TRAG meeting. One issue identified in the IT Audit is the need for a disaster recovery plan. District technology personnel confirmed the lack of both a disaster recovery plan and an off-site backup strategy, other than storing data at both Moreno Valley College and Riverside City College (III.C.1.c).

Technology needs are incorporated into the College's planning process. The recently revised program review system ties program needs and planning to resource allocation. Examples of program review leading to improvement include the upgrade of classroom technology and the provision of laptops for the Anatomy program, which were funded in the 2013-2014 cycle. These examples indicate that allocation and deployment of technology resources is tied to the established program review process. However, there have been noted deficiencies in technology planning efforts at the District level. The District Evaluation Team noted that many elements revealed in the technology audit have yet to be incorporated into the district-wide technology planning. This is further detailed in the District External Evaluation Report, appended to this report. (III.C.1.d)

At the District level, the RCCD IT Strategy Council is responsible for technology planning. The District is beginning to work on a district wide technology plan based on technology planning and needs identified by the three Colleges. At the College level, MVC's Technology Resources Advisory Group (TRAG) is responsible for technology planning. The 2009 Technology Plan is currently being revised by the TRAG, with expected completion of the revision in spring 2014. Visioning sessions are scheduled for March 2014, with students and employees invited to share their technology needs in order to inform the plan revision. Technology is also a component of the Comprehensive Master Plan, which is being developed by an external consultant. The TRAG is working with the consultants to develop the technology components of the Comprehensive Master Plan. Technology planning is also related to planning and policy development through the governance system, in which recommendations from the TRAG can move forward in the approval process to the Resources Subcommittee and the Strategic Planning Council, thus affecting College policies and procedures related to technology. While much work is being conducted there are still district-wide needs yet to be filled, including the creation of a transparent technology plan that includes a disaster recovery plan. (III.C.2)

Conclusions

The District provides most technology related items. Training for students and employees is provided by both the District and the College depending on the applications being supported. Both the College and District have taken steps to update technology planning, and the College is undergoing an assessment of technology resources that includes the technology needs of its students and employees. The College is working to provide technology and support designed to meet the needs of learning, teaching, communication, and operations. The District's lack of a disaster recovery plan and an off-site backup strategy indicate that security and planning are not sufficient. Similar to the descriptions of the facilities planning,

technology planning needs to be more long range, include the projected life span of technology equipment, and integrated into long-term financial planning. The College needs to include these long-term considerations when creating its annual budgets in order to ensure that fiscal resources are available to address current and future technology needs. (III.C)

Recommendations

See previous Recommendation 2, Recommendation 6 and District Recommendation 1.

Standard III - Resources

Standard III.D – Fiscal Resources

General Observations

The institution has sufficient resources allocated by the District to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of short-term solvency.

The College has an Educational, Technology and Facilities Master Plan and has made efforts to identify fiscal resources to fulfill these plans. This includes projects identified to be funded through bond Measure C. While this is promising, the institution has challenges with identifying funding for other aspects of the College and District Plans. Operationally, financial planning and budgeting occurs annually for the next fiscal year.

Findings and Evidence

MVC's overall 2013-2014 budget is \$27,466,350. Based on the anticipated expenditures, the institution will have a projected deficit, however, the budgets are balanced at the District level and this deficit has been taken into consideration through this process. Board Policy and the budget allocation model (BAM) are in place to ensure financial stability for the District as demonstrated by the District's ending fund balance for the last three years; \$13.2 million in 2010-2011, \$6.8 million in 2011-2012 and \$11.4 million in 2012-2013. Consequently, institutional resources are sufficient to ensure financial solvency. The District is currently having discussions about modifying the budget allocation model. These discussions have been transparent and open (III.D).

The institution reviews its mission and goals as part of the planning and program review process. The College utilizes their program review resource allocation model to set priorities for funding institutional improvements. However, as noted in other sections, there have been inconsistencies with no faculty hiring prioritization lists prior to 2012 and concerns about the incorporation of long-term needs. The institution identifies goals for achievement in the budget cycle, establishes priorities among competing needs, has planning and program review documents that are linked clearly to short-term financial plans and demonstrates this connection through expenditures. Upon creation of a cycle of evaluation, the college will be able to annually review the impact of its resources on student learning outcomes and student achievement (III.D.1.a).

The College currently utilizes a roll over budget process, but there is ongoing dialog around an FTES driven allocation model. Discussions continue related to consideration of CTE programs, which are more costly to operate. Through the College planning structure, there are committee opportunities for staff to participate in ongoing discussions related to financial resources and these allocation processes (III.D.1, III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d).

The institution is currently working on developing a “mid-range” financial plan, as referenced in the minutes from the Financial Resource Advisory Group. The institution does not have documents which set forth the enrollment management plans, human resources staffing plans or a capital replacement schedule. Inclusion of these types of plans in long-range financial planning is needed to ensure long-range financial plans incorporate the various identified needs in the College’s planning documents and that financial resources are effectively allocated to fund goals (III.D.1.a).

MVC demonstrated that the governing board and other institutional leadership receive information about fiscal planning through quarterly CCFS-311Q reports to the Board and posting to the RCCD website. This is evidenced by the presentation to the Board of Trustees on November 20th, 2012. At the College level, budgetary discussions take place at the Financial Resource Advisory Group, which are then reported to the Resources Subcommittee (III.D.1.a).

Individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated commitments. Evidence of this is demonstrated in minutes from the Financial Resource Advisory Group and the Resource Subcommittee Meeting minutes. These minutes indicate that the College establishes funding priorities in a manner that helps the institution achieve its mission and goals and items are focused on student learning given appropriate priority (III.D.1.b).

MVC has long-range planning documents in place that include the 2007 Educational and Facilities Master Plan as well as the 2013 Educational and Facilities Master Plan, which is in its final stages of development. In addition, the College participates in a Scheduled Maintenance Program with building maintenance costs for facilities. The College is also working with the District to create plans for payments of long-term liabilities and obligations including debt, health benefits and insurance costs. The Board has not been updated recently in regards to this suspension. While these plans are available, the College prepares budgets annually and does not currently have a long-range budget that indicates how future budgets will incorporate these planning needs. These longer range fiscal plans will be needed in order to fully integrate the College’s plans and will need to include planned enrollment growth. (III.D.1.c)

The processes for financial planning and budget development are recorded and made known to College constituents via the Resource Subcommittee. The Financial Resource Advisory Group ensures constituent participation in financial planning and budget development. In addition, this group reports through the Resource Subcommittee, which provides an additional level of reporting to constituent groups (III.D.1.d).

The District allocates funds to the College that allow MVC to satisfy its operational needs and work toward the completion of its goals. However, there is no predictability in this allocation model, with the Board currently debating alternative allocation models. This makes it difficult for the College to produce longer range plans that incorporate planned growth of programs and fully integrate the educational and facilities plans. The audit

statements indicate no findings during 2012-2013 and that previous recommendations have been implemented. The institutional budget is an accurate reflection of institutional spending and has credibility with constituents. External audit findings are communicated to appropriate institutional leadership and to the Board of Trustees as evidenced by Board Agenda (III.D.2.a).

Amounts for the budget, fiscal conditions, financial planning and audit results are provided throughout the College by posting the information on the website. The information is sufficient in content and timed to support institutional planning and financial management as evidenced in the 2012-2013 audit (III.D.2.b).

The ending balance for the College is maintained at the District. The District and the Board of Trustees made a decision to lower the undistributed reserve to 3.8% from the required five percent during a difficult budget time. In addition, the Board has approved administration to receive up to \$25 million in TRANS. However, they have only utilized \$5 million to date. The District Budget Advisory Committee is currently reviewing the District budget allocation model. There is ongoing, open dialog amongst constituents. (III.D.2.c)

The Financial Resource Advisory Group, the Resource Subcommittee along with administration review fiscal management processes on a regular basis. There are no financial audit findings to indicate the performance of fiscal management is a concern. The institution reviews its control systems on a regular basis as demonstrated by the annual external audit. The institution has responded to internal control deficiencies identified in the annual audit as evidenced by no evidence of repeat audit findings for MVC (III.D.2.d).

The College's special funds are audited and reviewed by funding agencies regularly. Special funds expenditures are made in a manner consistent with the intent and requirements of the funding source. Bond expenditures are consistent with regulatory and legal restrictions as evidenced in the 2012-2013 Annual Bond Audit. The auditors state, "There were no findings or questioned costs related to the financial and performance audits of the Measure C general obligation bonds for the year ended June 30th, 2013 and June 30th, 2012 "(III.D.2.e).

The District maintains the ending balance and the reserves for district wide use. Strategies for appropriate risk management and contingency plans to meet financial emergencies and unforeseen occurrences are available to the public on the District website. While this ensures that the District is fiscally solvent, the College itself does not maintain balances that allow for longer range planning and future needs. (III.D.3.a)

The current contract with the County of Riverside for the utilization of the Ben Clark Training Center expires in 2015 and should be reviewed. There have been noted issues related to facility and technology deficits at this location and the limitations that the contract imposes on rectifying these issues. In addition, the cost of the facility rental and the instructional programs offered should be integrated into this review and the ongoing discussion on the adoption of an FTES based funding model.

The Board of Trustees reviews quarterly budget reports. The institution uses the MVC Vice President, Business Services Office, District Office, and auxiliary operation monitors to ensure that the financial resources are effectively used and monitored on a systematic and appropriate basis. Categorical programs and contracts are audited on an annual basis as evidenced in the 2012-2013 Annual Audit (III.D.3.b).

The District plans for and allocates appropriate resources for the payment of liabilities. However, the District has currently suspended their payments towards their “Other Post-Employment Benefit” (OPEB) and there are no special plans to reinstatement those payments. There has been no notification to the Board of Trustees related to this suspension and the impact of this decision (III.D.3.c). The actual plan to determine OPEB is prepared as required by appropriate accounting standard. The plan is prepared by a qualified contractor with appropriate accounting standards as evidenced by the actuarial report (III.D.3.d). The College has no locally incurred debt instruments. This is a result of the District practice of balancing its budget at the district level (III.D.3.e).

The default rate for student loans for the period October 1st, 2010 through September 30th, 2012 was 9.9%, which is well below the federal requirement of no more than 30% (III.D.3.f).

Contractual Agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution. Campus administrators review and recommend contracts using the Districts approved Contract Transmittal Form. District General Counsel and the District Risk Manager reviews each contract for concerns related the content, indemnity, insurance and risk. Depending on the amount of the contract, the Vice Chancellor, Business and Finance or College President may have the authority to sign the contract, but the contract still has to be ratified by the Board of Trustees (III.D.3.g).

The College Vice President, Business Services and the accounting department at the District monitor expenditures to ensure appropriate expenditures. In addition, the College planning committees and the District Budget Advisory Council regularly review budget and expenditure documentation to ensure the appropriateness of the budget and budgeting processes. The College has even instituted the use of surveys to determine the most appropriate budget cuts. However, there is no regular cycle of evaluating the budget development process in relationship to the College plans to ensure that the budget is enhancing student learning. The failure to complete the learning outcome assessment cycle further complicates this regular evaluation, because it lessens the College’s ability to assess needs of programs and determine whether funds are leading to improvements in student learning. (III.D.3.h)

The institution ensures that financial decisions are developed from program review results, institutional needs, and plans for improvement as evidenced by the program review process, participation of the appropriate Planning Council and campus administrators. The institution uses the program review process to base its financial decisions on the results of evaluation of program and service needs. The institution uses the program review process to prioritize needs when making financial decisions as evidenced by a variety of completed program

review documents and purchase orders supported by the program review requests. However, this is done on a rollover basis with only the additional funds being available to support augmentations and improvements in programs. In addition, the budget is only developed on an annual basis, lacking longer range plans that could more fully integrate the College plans. (III.D.4)

Conclusions

The College is not fully compliant with this Standard. The institution lacks a long range fiscal plan. The institution's mission and goals are the focus of the program review process at the campus. Financial planning supports institutional planning. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources and expenditure requirements. However, when making short-range financial plans, the institution does not seem to consider its long-range financial priorities, or does not have long-range plans in place to create financial priorities to assure financial stability. This is partially the result of recent budget reductions. As an example, the inability to hire new faculty and staff has led to the College lacking a human resource plan that prioritizes the needs for additional staffing and a faculty hiring prioritization list prior to 2012. These types of needs assessments need to be ongoing regardless of budgetary constraints and need to have a future oriented perspective that indicates not only current needs, but those required to satisfy the College's long range plans. The acknowledgment of this need can be seen in the efforts of the District to augment the College base funding to cover the maintenance and operations costs of MVC's new building. However, similar forethought is not available for other human resource areas, enrollment growth planning and a capital replacement schedule. Without these long-range plans, it will be difficult for the College to prioritize the needs of the college through its annual planning and budgeting process (III.D.1, III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d).

The internal control structure has appropriate control mechanisms, and the institution widely disseminates dependable and timely information for sound financial decision making to ensure the financial integrity of the institution and responsible use of financial resources. Financial documents, including budget and independent audit, have a high degree of credibility and accuracy and reflect the allocation of resources to support student learning programs and services. Institutional responses to external audits are comprehensive, timely and communicated appropriately. All financial resources are used with integrity in a manner consistent with its intended purpose. The institutions internal control systems are sufficient (III.D.2, III.D.2.a, III.D.2.b, III.D.2.c, III.D.2.d, III.D.2.e).

The institution has policies and procedures to ensure sound financial practices and financial stability. The institution works with the District Office to ensure sufficient cash flow and reserves to maintain stability. Strategies for appropriate risk management are assessed in conjunction with the District and implemented accordingly. There are contingency plans in place to meet financial emergencies and unforeseen occurrences. The institution practices effective oversight of finances, where they have authority, including management of financial aid, grants, externally funded programs, and auxiliary operations.

The institution regularly evaluates its financial management practices and the results of the evaluation are utilized, as necessary, to improve internal control practices. However, there is

no regular cycle of evaluation for the College planning, nor the resource allocation process. There is need to have a defined and regularly implemented cycle of evaluation for all planning and governance processes that goes beyond financial management and includes how well the fiscal practices are supporting the College long range educational and facilities plans. Financial resource planning is integrated with institutional short-term planning however, the process is new and needs to be assessed for effectiveness and revised as necessary (III.D.3, III.D.3.a, III.D.3.b, III.D.3.c, III.D.3.d, III.D.3.e, III.D.3.f, III.D.3.g, III.D.3.h, III.D.4).

Recommendations

See previous Recommendation 2 and Recommendation 6.

District Recommendation 2: In order to meet standards, implement a plan to fund contributions to the District's other post-employment benefits (OPEB) obligation. (Standard III.D.3.c)

Standard IV – Leadership and Governance

Standard IV.A – Decision-Making Process

General Observations

The College demonstrates that there are many avenues for communication on campus and that the decision-making process is well established. College leadership has taken specific steps, such as moving council meeting documents to the public website, to increase transparency and ensure that all faculty, staff and students have access to resources and meeting notes (IV.A.1). Board policy specifically defines the process for institutional planning and the College abides by these policies. The Integrated Strategic Plan, 2010-2015 (Revised) is the result of stakeholder input and provides goals for the College. Roles and responsibility are clearly defined and participation is broad-based. In fact, participation of faculty and students in the governance of the College was visibly evident throughout the visit and indicative of a trusting and collegial culture. Student learning programs and services fall under the purview of the faculty, curriculum committee and academic administrators, and these participatory governance structures seem to be adequate (IV.A.2). The College response to governance and decision making, is a work in progress. The District and the College are in the process of augmenting structures and processes as needed to adjust to being a multi-college district (IV.A.5). There is broad conversation on campus with concrete ideas forwarded to college leadership.

Findings and Evidence

The College has a vision statement and expresses the core values of appreciation of diversity and commitment to community building. The College's systematic participatory processes are implemented to promote discussion, planning, and implementation of College plans (IV.A.1). The College has effective governance structures, including major committees that seek to provide venues for participatory governance. MVC has also developed multiple means of effective communication among its constituents. The College has detailed descriptions of its structures, ranging from instructional departments, Academic Planning Council, Curriculum Committee, Academic Senate, Strategic Planning Council and its subcommittees, Faculty Association, and Associated Students. The College has also clearly described the purview of each group and how each fits into the overarching governance and decision-making structures at MVC (IV.A.2). The institution demonstrates effective communication among the institution's constituencies. Particularly effective is the College communication structures that have been maintained between the Board and other internal and external constituencies. The District has a unique committee structure that places a trustee as co-chair for board subcommittees. The team was able to observe a board meeting with the various committee reports and found them to be effective. The structure allows for robust discussion among all constituencies (IV.A.3).

The College has expressed honesty and integrity in its communication with the ACCJC. In submitting its Self Evaluation, the institution demonstrates that it is responsive and committed to integrity in its relationships with external agencies. In fact, the College has effectively self-identified deficiencies and created plans for improvement (IV.A.4). Since its initial report in 2007, the institution has demonstrated a desire to meet ACCJC standards

through midterm reports and follow-up reports. The institution is also responsive to other external agencies, participating with the District to ensure audited financial statements are completed.

The College is in its infancy as a member of a multi-college district. In addition, the College has gone through extensive changes in its leadership, with most deans, vice presidents and the President having only been at the College for a short-time. Within this environment, the College has worked to continually refine and augment its governance and planning procedures to meet the needs of its evolving campus community and establish an independent identity. These efforts have been ongoing and appropriate for a newly developed college. As the College moves forward, it will need to establish a well-defined and regular cycle of evaluating its governance and planning structures to ensure that they are effective in improving student learning and achievement.

Conclusions

The College fully meets this Standard. The College shows strong evidence of having a climate that values appropriate governance structures. Faculty, staff, students and the public are provided many points of entry to the decision making process. Discussion of program review is found throughout the Self Evaluation and is evidenced in the agendas and minutes of college committees. College constituencies express great trust and confirmed in MVC leadership and the decision-making process.

Recommendations

None.

Standard IV – Leadership and Governance

Standard IV.B – Board and Administrative Organization

General Observations

Although Riverside City College is one of California’s oldest colleges, the Riverside Community College District (RCCD) is a very young. With establishment of the three college district came a need to ensure that the District “provides primary leadership in setting and communicating expectations” and “assures support for the effective operation of the colleges” (IV.B.3). The District has moved deliberately and effectively to delineate responsibility of each college and the District. This process is ongoing and changes are made regularly based on wide-spread dialog. It is anticipated that the College and District will continue this process and refine the division of responsibility and processes throughout the District.

Findings and Evidence

Riverside Community College District is governed by a five-member Board of Trustees (BOT) with a sixth, non-voting, student member. The governing board assures the effectiveness of the instructional program and has adopted policies to assure the quality, integrity and effectiveness of the District (IV.B.1). Board policy delineates the duties, responsibilities and privileges of the Board members including the need to act as a whole, channel requests through the Chancellor and act ethically and professionally (IV.B.1.a). The Board of Trustees is independently elected and takes action as a whole (IV.B.1a), and provides resources to support the mission of the College through an appropriate budget allocation model (II.D.2.c, IV.B.1b).

The Board regularly reviews the District mission and strategic plan and works to enact policies that ensure that the District is fulfilling its mission. The Board has policies that give the Board ultimate responsibility for educational quality, legal matters and financial integrity (IV.B.1.c.). The Board has policies and bylaws that indicate board size, duties, responsibility, structure and operating procedures. The Board acts in a manner consistent with these policies and bylaws (IV.B.1.d). The Board does appear to update its policies and practice, but does not have a regular cycle to do so (IV.B.1.e). While there is evidence of the Board’s commitment to broad discussion and input on matters of educational quality and legal matters, there is little discussion of the strategy adopted that led to approval of budgets that do not meet the Board’s own policy for maintaining a five percent reserve (IV.B.1.c, IV.B.1.e). The Board’s website is a valuable tool for the public, hosting agendas, minutes, policies and information about the board, its members and its organizational structure (IV.B.1.e).

The Board affirms that new Board members attend new member orientations sponsored by the Community College League of California or a Board facilitated alternative orientation program (IV.B.1.f). Board policy outlines the process for periodical self-assessment, which calls for an annual self-evaluation to occur prior to the end of June of each year (VI.B.1.g). Various Board policies deal with ethical and appropriate behavior including conflicts of interest and personal use of public resources (IV.B.1.h). The Board seeks to incorporate Accreditation Standards and provides regular oversight of the College Accreditation process

(IV.B.1.i). As a part of a multi-college district, Moreno Valley College reports to the RCCD Chancellor. The Chancellor is the District CEO and sole employee of the Board of Trustees. The Board has the responsibility for selecting and evaluating the Chancellor and delegates full responsibility and authority to him/her. Board Policy denotes the procedures for the selection and evaluation of the Chancellor (IV.B.1.j). Board policy delineates the authority of the Chancellor and the President, recognizing the authority of the President on college matters (IV.B.2).

Multi-college districts require close coordination between the Chancellor and the college presidents. The College and the District have a detailed functional map that indicates that the President is responsible for the quality of Moreno Valley College. The president manages the structure of the college's administrative team (IV.B.2.a), leads the participatory governance process in a collegial fashion (IV.B.2.b), takes responsibility for implementation of statute, regulation and policy (IV.B.2.c), and ensures proper fiscal management (IV.B.2.d). It is clear that the Chancellor and President have clearly delineated responsibilities that allow appropriate campus leadership and decision processes.

An incredibly important role within a multi-college district is the need for the President to be part of the community. There is strong evidence that President is actively engaged in all aspects of the community and is seen as a partner in building the community (IV.B.2.e). The team had the opportunity to join the president during a meeting of the community. It is clear that the president is well received within the Moreno Valley community.

Standard IV.B.3 focuses on the quality of delegation and responsibility assigned within a multi-college district. The function map clearly delineates the primary, secondary and shared roles of both the College and the District. The College's response to Standard IV.B.3.a indicates a thoughtful and deliberate process for formalizing organizational structure.

In order to effectively support the College in its mission and function (IV.B.3.b), the District has developed a model for budgetary allocations to the college. The model is currently based on a roll-over model, but discussions are ongoing to change the model to one based on FTES distribution using current pattern of student enrollment. Discussions are occurring to address difference in college missions, programs and staffing levels for full-time faculty. In order to properly reflect the needs and priorities of the college, the District should undertake an evaluation of the unique and costly programs within the District. In particular, the cost of CTE programs, including those located at the Ben Clark Training Center, should be considered in relation to the current funding model that uses a flat rate for allocation.

Appropriate central services (e.g., human resources, administration) and the District wide budget allocation process appear to provide consistent application of services and processes (IV.B.3.c). Budgetary control at the District level raises some concern as the board, in consecutive years, approved budgets that suspended its own mandate for a five percent reserve (IV.B.3.d). Although the board thoughtfully deliberated about the impact of the reduced reserve balances and passed a resolution indicating the need to suspend policy, the District and the college should quickly return to meeting its own budgetary policy.

Delegation of authority from the board to the chancellor and then to the campus president is outlined in both the Self Evaluation (p. 15 of the Standard IV Supplement). Board policy and the management evaluation guidelines indicate that the president is the responsible person on campus for implementing policy (IV.B.3.e), but the unique committee structure of the board may give the appearance of bypassing the process of routing the communication from the campus to the board through the District (IV.B.3.f). There is evidence of an ongoing dialog about optimal organizational and decision making structures as evidenced by recent reorganizations (IV.B.3.g).

Conclusions

The College fully meets this Standard. The institution has illustrated that it meets the ACCJC requirements of Standard IV.B. As a new multi-college district, the District has taken a very mature approach in establishing relationships between the District and the colleges and among the colleges (IV.B.1). As part of a multi-college district, decisions on planning, budgeting, organizing and personnel are made by the college president (IV.B.2).

Communication between the District and the College flow from the Board to the Chancellor and expectations are clearly transmitted to the college for implementation (IV.B.3). Work on the new budget allocation model (IV.B.3.b) appears to be well thought out and transparent. In assessing the budget allocation model, district should focus on the impact to each college in relation to costly programs, particularly in CTE.

Recommendations

None.

EXTERNAL EVALUATION REPORT

Riverside Community College District

1533 Spruce Street
Riverside, CA 92507

This report represents the findings of the External Evaluation Team that visited
Riverside Community College District on March 3 – 6, 2014.

Brian King, District Team Chair

Appendix A- Riverside Community College District Evaluation Report

District Evaluation Team Roster

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SUMMARY OF EVALUATION REPORT

INSTITUTION: Riverside Community College District
DATES OF VISIT: March 3-6, 2014
TEAM CHAIR: Dr. Brian King
Chancellor, Los Rios Community College District

The purpose of the Riverside Community College District (RCCD) evaluation visit was to ensure that the functions or operations covered by the standards that are conducted by the RCCD were evaluated during the comprehensive review of the three RCCD colleges (Riverside City College, Moreno Valley College, and Norco College). In preparation for the visit, the District Team Chair reviewed the three Self Evaluation reports for the RCCD colleges.

In addition to the Chair and Team Assistant, representatives from each of the three college teams formed a District Evaluation Team. On the morning of Monday, March 3, 2014, the District Evaluation Team met with a wide variety of leaders at the District Office. The District Evaluation Team attended a regularly scheduled Board of Trustees meeting on Tuesday, March 4, 2014. The Team Assistant coordinated a variety of additional meetings with board members and district officials throughout the visit. On Wednesday evening, March 5, 2014, the District Evaluation Team Chair held a conference call including the three college Team Chairs and the appointed members of the District Evaluation Team from each college team. The participants reviewed and revised the District Recommendations, and also discussed other items for inclusion in this report. The District Team Report will be appended to the College Team Reports.

While RCCD and Riverside City College have been in existence for almost 100 years, two former centers were granted initial accreditation in 2010 (Moreno Valley College and Norco College). Because RCCD is relatively new to functioning as a multi-college district, a substantial part of the review focused on the implementation of the 2013 Functional Map delineating the roles of the District Office and the three colleges in the context of the accreditation standards.

2014 District Office Recommendations

District Recommendation 1: In order to meet standards, compile the various completed elements of technology planning into an integrated, comprehensive district technology plan that is accessible and transparent, including a disaster recovery plan and a plan to refresh aging and outdated technologies. Insure that the district technology plan is based on input from the colleges and is in alignment with college planning processes. (Standards I.B.6 and III.C.2)

RCCD has undergone a substantial amount of planning to address the technology needs of the District and the prioritization of technology resources. RCCD has conducted a technology audit and prioritized Information Services for the District in addition to completing a detailed District Administrative Unit Program Review and Assessment of Information Technology and Learning Services. The District Evaluation Team noted that the various elements of technology planning have not yet been incorporated into a district-wide technology planning document to provide an overarching framework for the evolving college technology plans. The District lacks a comprehensive disaster recovery plan, and could also benefit from a plan that addresses the need to refresh aging and outdated technologies.

District Recommendation 2: In order to meet standards, implement a plan to fund contributions to the District's other post-employment benefits (OPEB) obligation. (Standard III.D.3.c)

The District Evaluation Team, in conjunction with the reviews by the college teams including interviews with executive staff and examination of financial documents including audits, determined that RCCD currently has no clear plan or process to address current unfunded liabilities for OPEB obligation. The most recent actuarial study estimated the liability at approximately \$25 million.

Assessment of Responses to 2010 District Recommendations

2010 District Recommendation 1: The teams recommend that the board of trustees and chancellor develop and implement a district strategic plan that will

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

Summary of RCCD Response:

RCCD asserted it has addressed this recommendation, and the evidence supports the assertion that the District and the colleges have used the strategic planning processes for the 2010-11, 2011-12, 2012-13, and 2013-14 academic years. Most recently in fall 2012, the District began the process to refresh the RCCD Strategic Plan: 2008-12.

2014 District Team Assessment of Previous District Recommendation 1: RCCD responded to 2010 District Recommendation 1 and is in compliance. While the team notes that the District responded to this recommendation by developing a District Strategic Plan, the District and the colleges will benefit from an update of the plan with measurable objectives that are in alignment with the strategic plans at the college level.

2010 District Recommendation 2: The teams recommend that the District and college/campuses develop, implement, and assess a resource allocation model that

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

Summary of RCCD Response:

RCCD concluded it has implemented this recommendation. The District and the College have used a budget allocation process in its 2010-11, 2011-12, and 2012-13. The District Budget Advisory Council (DBAC), composed of representatives from all three colleges and the District and charged with reviewing the budget allocation process, has conducted a survey of the committee's effectiveness and has begun discussion to revise the budget allocation process to reflect the changing needs of the colleges and the District. The District implemented the basic framework of the revised model in its 2013-14 adopted budget.

2014 District Team Assessment of Previous District Recommendation 2: RCCD responded to 2010 District Recommendation 2 and is in compliance.

2010 District Recommendation 3: The teams recommend that college, campus, and district administrators and faculty delineate, document, and assess

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

Summary of RCCD Response:

RCCD asserts it has addressed the recommendation. The RCCD Board received a new organizational model at its January 25, 2011, meeting. On May 2, 2011, the board approved Riverside City College’s reorganization of academic departments implementing this new structure. In response to the budget crisis of recent years, the District has addressed the downsizing of the institution in the wake of the state’s economic crisis. A three-college district committee reviewed and revised the Function Map that delineates the complete description of the roles and scope of authority for the CEOs of the District.

2014 District Team Assessment of Previous District Recommendation 3: RCCD responded to 2010 Recommendation 3 and is in compliance.

2010 District Recommendation 4: The teams recommend that the district clearly specify personnel selection procedures for district administrators including the position of chancellor. These selection processes must include input from various college/campuses constituent groups (Standard IIIA.1, Standard IIIA.3, and IVB.1).

Summary of RCCD Response:

RCCD concludes that they have implemented this recommendation. The District and the College used the selection processes to hire a new chancellor and to hire a new president at Riverside City College in 2010 and again in 2011. The selection process for a permanent chancellor was underway at the time of the visit.

2014 District Team Assessment of District Recommendation 4: RCCD responded to 2010 District Recommendation 4 and is in compliance. At the time of the visit, a search for a new permanent chancellor was underway. The policies and procedures for the search are included in board policy, and RCCD hopes to have a permanent chancellor hired by the summer of 2014.

2010 District Recommendation 5: As recommended by the 2001 accreditation visiting team, the teams recommend that the board of trustees implement its recently approved process for self-evaluation (Standard IVB.1g).

Summary of RCCD Response:

With the approval and implementation of Board Policy 2745 beginning in 2011, RCCD asserts that they have responded to 2010 District Recommendation 5. The evidence

Appendix A- Riverside Community College District Evaluation Report

supported the conclusion that the board conducted regular self-assessments, and those annual self-assessments are published on the Board of Trustee website.

2014 District Team Assessment of Previous District Recommendation 5: RCCD has responded to 2010 District Recommendation 5 and is in compliance. The Board now regularly conducts a self-evaluation, and board members interviewed were aware of the board policy and practice for self-evaluation.