

# SELF EVALUATION REPORT OF EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS

**SUBMITTED BY:**



Moreno Valley College  
16130 Lasselle Street  
Moreno Valley, California 92551

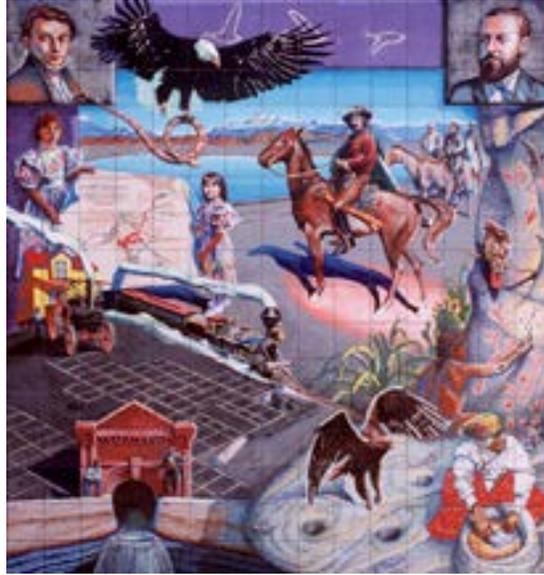
**SUBMITTED TO:**

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

**DATE SUBMITTED:**

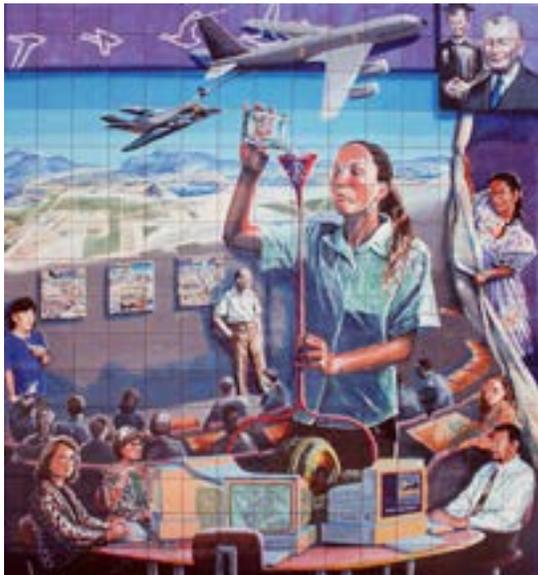
January 2014





## Mission

**Moreno Valley College inspires, challenges, and empowers our diverse, multicultural community of learners to realize their goals; promotes citizenship, integrity, leadership, and global awareness; and encourages academic excellence and professionalism.**



## Table of Contents

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Certification and Introduction . . . . .	1
Responses to the 2009 ACCJC Team Recommendations . . . . .	69
Standard I: Institutional Mission and Effectiveness . . . . .	81
I.A: Mission . . . . .	82
I.B: Improving Institutional Effectiveness . . . . .	91
Standard II: Student Learning Programs and Services . . . . .	113
II.A: Instructional Programs . . . . .	114
II.B: Student Support Services . . . . .	156
II.C: Library and Learning Support Services . . . . .	175
Standard III: Resources . . . . .	193
III.A: Human Resources . . . . .	194
III.B: Physical Resources . . . . .	224
III.C: Technology Resources . . . . .	250
III.D: Financial Resources . . . . .	270
Standard IV: Leadership and Governance . . . . .	293
IV.A: Decision-Making Process . . . . .	294
IV.B: Board and Administrative Organization . . . . .	307







# Introduction

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## **Riverside Community College District**

Cynthia E. Azari, Ed.D., Interim Chancellor

### **Board of Trustees**

Virginia Blumenthal, President

Janet Green, Vice President

Samuel Davis, Secretary

Mary Figueroa, Trustee, Area 3

Nathan Miller, Trustee, Area 1

Jared Snyder, Student Trustee

### **Moreno Valley College**

Sandra Mayo, Ed.D., President

## Introduction

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### Certification Of The Institutional Self-Study Report

DATE: December 10, 2013

TO: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

FROM: Moreno Valley College

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's initial accreditation.

We certify that there was broad participation by the college community, and we believe the self-study report accurately reflects the nature and substance of this institution.

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Virginia Blumenthal, J.D.  
President, Board of Trustees  
Riverside Community College District

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Cynthia E. Azari, Ed.D.  
Interim Chancellor  
Riverside Community College District

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Sandra Mayo, Ed.D.  
President  
Moreno Valley College

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Robin L. Steinback, Ph.D.  
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Sheila S. Pisa, Ed.D.  
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Self Evaluation Report Editor

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Travis Gibbs, Ph.D.  
Professor, Psychology  
President, Academic Senate

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Ron Johnson  
President, Associated Students  
Moreno Valley College

# Introduction

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## History of the College

On March 1, 2010 the California Community Colleges Board of Governors officially recognized Moreno Valley College as the 111<sup>th</sup> Community College in the state of California. While Moreno Valley College is one of the newest community colleges in California, its planning began 27 years ago. On March 16, 1987, 112 acres of privately owned land in Moreno Valley were donated to the College by the Robert P. Warmington Company; in 1989, 20 more acres were added to the site. The initial construction phase (Phase I) provided the buildings which marked the opening of the campus in 1991: the Library, the Student Services Building, the Science and Technology Building, and the Tiger's Den. The Humanities Building (Phase II) opened in 1996. Construction for the multi-use Student Academic Services Building (Phase III) is nearly complete after five years of planning, and a Network Operations Center is planned for construction in 2014.

During the 23 years it has offered classes, Moreno Valley College has come to be a campus of approximately 8,500 students (Fall 2013 headcount) and to be described in terms of its distinct occupational programmatic emphases—health and public services. In accordance with the Riverside Community College District mission and master plan, Moreno Valley College has developed many site and curricular partnerships with the greater Moreno Valley community. Representative of our efforts are agreements with the Riverside County Regional Medical Center, the March Joint Powers Authority, the Ben Clark Public Safety Training Center partners, and other educational and professional-training entities. The College's nationally accredited programs—Physician Assistant, Dental Hygiene/Assistant, and Paramedic—are exemplary.

The curricular innovations developed at Moreno Valley College have been integrated into a single, District wide body of curriculum. The College takes pride, not only in its professional and pre-professional programmatic offerings, but also in a full array of liberal arts and sciences offerings. Adhering to the value of “local responsiveness,” the College builds on the university-equivalent transfer base with new courses and programs that address the needs and learning objectives of Moreno Valley's diverse student community. The Honors Program, for example, provides an enhanced learning experience for those qualified students who seek additional intellectual challenges, and it encourages instructional innovations that resonate across the curriculum.

Curricular outreach extends into Moreno Valley College's feeder school districts by means of two middle/early college high schools—each providing two-plus-two enrollment initiatives and career pathway opportunities in health sciences and other fields. The College also offers basic skills and English as second language courses appropriate to the needs of the students in the service area; in development are plans for an ESL enrollment alliance with K-12 and adult education programs. Student support services include matriculation, assessment, counseling, admissions and records, a bookstore, college safety and police, a career and transfer center, disabled student programs and services, equal opportunity programs and services, food services, job placement, outreach, student financial services, health services, student activities, and tutorial services.

Seventy-seven full-time and 234 part-time instructors from six academic departments teach Moreno Valley College students. The College continues to make progress in ensuring

## Introduction

student learning is supported and assessed, and to that end, student learning outcomes are now embedded in goals and objectives at every level: course, program, student support, and institutional. Data-driven decision-making is emphasized and resources are being allocated to this purpose: the College has a full-time equivalent reassignment for two faculty members to serve as assessment coordinators and has a full-time institutional research specialist. A student-centered strategic planning process is continually being reviewed, most notably led by a Program Review Task Force that started a reorganization of College committees. A locally based shared governance system with ties to District entities ensures a common shared curriculum and guides the work of the faculty. Faculty, staff, students and the community have participated resourcefully and resolutely in making Moreno Valley College what it is today: a campus which has matured as an accredited college.

### Moreno Valley College Service Area

Almost 75 percent of students enrolled at MVC reside within the RCCD boundaries, with 70 percent living in the cities of Moreno Valley (43 percent), Perris (15 percent), and Riverside (12 percent). The racial-ethnic composition of the student body is very diverse: 51 percent Hispanic, 23 percent White, 13 percent Black, 6.5 percent Asian, and 6.5 percent other, mirroring the diversity of the service area.

Ethnic Composition of Moreno Valley, Perris and Riverside, 2010

	Moreno Valley	Perris	Riverside
Hispanic	54.4%	71.8%	49.0%
White, non-Hispanic	18.9%	11.0%	34.0%
Black	18.0%	12.1%	7.0%
Asian	6.1%	3.6%	7.4%
Other	2.6%	1.5%	2.6%

Source: RCCD External Environmental Scan, September 2012, p. 9

The communities Moreno Valley College serves continue to have difficulties as the result of the economic downturn. Despite unemployment rates that have been declining in the past two years, Riverside County has an unemployment rate that is higher than the state average. In August 2013, the three cities of Moreno Valley, Perris and Riverside had unemployment rates of 12.9 percent, 17.3 percent, and 11.2 percent, respectively, compared to the state unemployment rate of 8.7 percent. Declines in unemployment are due to an increase of nearly 16,000 non-farm jobs in 2012. These jobs were primarily in the following sectors: administrative and support services, healthcare, wholesale trade, leisure and hospitality, and transportation. During the same time period, payrolls were reduced in government, education, and retail trade.

<b>Student Count by Term (Fall Terms Only)</b>					
<b>Moreno Valley College, 2008 - 2012</b>					
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Total	10,808	9,351	10,532	9,829	8,936

Source: MIS Referential Files and Data Mart (Chancellor's Office)

In Fall 2008, Moreno Valley College reached a five-year high of 10,808 for unduplicated student head-count. However, after Fall 2010 there was a decline each year, 9,829 in Fall 2011 and 8,936 in Fall 2012.

## Introduction

<b>Student Enrollment by City/Region Moreno Valley College, 2008 - 2012 (Fall Terms only)</b>										
<b>City/Location</b>	<b>Fall 2008</b>	<b>%</b>	<b>Fall 2009</b>	<b>%</b>	<b>Fall 2010</b>	<b>%</b>	<b>Fall 2011</b>	<b>%</b>	<b>Fall 2012</b>	<b>%</b>
<b>Moreno Valley</b>	<b>4,504</b>	<b>41.1%</b>	<b>4,370</b>	<b>42.0%</b>	<b>4,418</b>	<b>40.7%</b>	<b>4,199</b>	<b>41.4%</b>	<b>3,967</b>	<b>42.7%</b>
<b>Perris</b>	<b>1,292</b>	<b>11.8%</b>	<b>1,341</b>	<b>12.9%</b>	<b>1,464</b>	<b>13.5%</b>	<b>1,353</b>	<b>13.3%</b>	<b>1,341</b>	<b>14.4%</b>
<b>Riverside</b>	<b>1,337</b>	<b>12.2%</b>	<b>1,275</b>	<b>12.2%</b>	<b>1,296</b>	<b>11.9%</b>	<b>1,189</b>	<b>11.7%</b>	<b>1,109</b>	<b>11.9%</b>
Corona	310	2.8%	321	3.1%	343	3.2%	297	2.9%	268	2.9%
Nuevo	210	1.9%	236	2.3%	208	1.9%	176	1.7%	180	1.9%
Hemet	177	1.6%	157	1.5%	197	1.8%	188	1.9%	163	1.8%
Murrieta	178	1.6%	141	1.4%	177	1.6%	174	1.7%	153	1.6%
Beaumont	157	1.4%	155	1.5%	182	1.7%	158	1.6%	103	1.1%
Sun City	144	1.3%	146	1.4%	133	1.2%	128	1.3%	142	1.5%
Menifee	103	0.9%	120	1.2%	124	1.1%	120	1.2%	124	1.3%
San Jacinto	92	0.8%	105	1.0%	126	1.2%	131	1.3%	98	1.1%
Fontana	87	0.8%	83	0.8%	124	1.1%	102	1.0%	89	1.0%
Lake Elsinore	84	0.8%	89	0.9%	117	1.1%	87	0.9%	94	1.0%
Temecula	96	0.9%	94	0.9%	97	0.9%	89	0.9%	72	0.8%
San Bernardino	98	0.9%	64	0.6%	77	0.7%	88	0.9%	70	0.8%
Redlands	75	0.7%	77	0.7%	75	0.7%	74	0.7%	63	0.7%
Rancho Cucamonga	66	0.6%	48	0.5%	75	0.7%	80	0.8%	59	0.6%
Yucaipa	68	0.6%	63	0.6%	59	0.5%	45	0.4%	38	0.4%
Banning	49	0.4%	57	0.5%	63	0.6%	55	0.5%	37	0.4%
Indio	65	0.6%	44	0.4%	57	0.5%	52	0.5%	40	0.4%
Norco	62	0.6%	57	0.5%	50	0.5%	45	0.4%	43	0.5%
Colton	51	0.5%	47	0.5%	33	0.3%	43	0.4%	49	0.5%
Ontario	48	0.4%	35	0.3%	46	0.4%	47	0.5%	31	0.3%
Rialto	40	0.4%	35	0.3%	56	0.5%	34	0.3%	32	0.3%
Wildomar	36	0.3%	22	0.2%	49	0.5%	39	0.4%	41	0.4%
San Diego	38	0.3%	55	0.5%	42	0.4%	21	0.2%	25	0.3%
Chino/Chino Hills	38	0.3%	35	0.3%	37	0.3%	37	0.4%	30	0.3%
Winchester	51	0.5%	24	0.2%	44	0.4%	28	0.3%	30	0.3%
Mira Loma	40	0.4%	32	0.3%	31	0.3%	32	0.3%	26	0.3%
Highland	45	0.4%	24	0.2%	25	0.2%	36	0.4%	24	0.3%
Loma Linda	32	0.3%	23	0.2%	31	0.3%	28	0.3%	23	0.2%
Bloomington	21	0.2%	25	0.2%	26	0.2%	31	0.3%	16	0.2%
Homeland	21	0.2%	25	0.2%	22	0.2%	28	0.3%	20	0.2%
Los Angeles	22	0.2%	10	0.1%	26	0.2%	21	0.2%	27	0.3%
Other	958	8.7%	736	7.1%	895	8.2%	872	8.6%	641	6.9%
Unknown	263	2.4%	244	2.3%	29	0.3%	10	0.1%	20	0.2%
<b>Grand Total</b>	<b>10,958</b>	<b>100.0%</b>	<b>10,415</b>	<b>100.0%</b>	<b>10,854</b>	<b>100.0%</b>	<b>10,137</b>	<b>100.0%</b>	<b>9,288</b>	<b>100.0%</b>

Source: MIS Referential Files and Section Statistics File

For the last five years, nearly 70.0 percent of students that enrolled at Moreno Valley College resided from the following three cities: Moreno Valley, Perris, and Riverside.

The percentage of students residing from Moreno Valley has increased since Fall 2010 (40.7 percent) to 41.4 percent in Fall 2011, and 42.7 percent in Fall 2012.

**Moreno Valley College Course Placements  
(Assessed and Enrolled)  
First Time College Students  
2008 - 2012 (Fall terms only)**

English	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
English 60A W/ESL Recommendation	207	190	205	159	171
English 60A	500	441	394	345	245
English 60B	137	141	143	92	73
English 50	412	444	436	333	252
English 1A	148	218	267	197	141
<b>Total</b>	<b>1404</b>	<b>1434</b>	<b>1445</b>	<b>1126</b>	<b>882</b>
<b>Reading</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>
Reading Skills 81	471	408	387	307	278
Reading Skills 82	164	157	150	140	113
Reading Skills 83	296	309	290	233	177
Reading Competency	473	561	609	447	313
<b>Total</b>	<b>1404</b>	<b>1435</b>	<b>1436</b>	<b>1127</b>	<b>881</b>
<b>Math</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>
Math 63	452	477	452	349	267
Math 64	50	37	35	34	20
Math 52	414	402	357	265	209
Math 53, 35	466	482	556	441	365
Math 4, 5, 11, 12, 25, 36	25	47	55	48	14
Math 10	4	3	4	2	2
Math 1A	0	0	5	0	1
<b>Total</b>	<b>1411</b>	<b>1448</b>	<b>1464</b>	<b>1139</b>	<b>878</b>
<b>ESL</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>
ESL 51	13	5	1	1	0
ESL 52	14	6	8	4	8
ESL 53	11	11	8	6	10
ESL 54	15	12	12	3	10
ESL 55	56	40	25	18	16
<b>Total</b>	<b>109</b>	<b>74</b>	<b>54</b>	<b>32</b>	<b>44</b>

Source: MIS Referential Files and Accuplacer District File

## Introduction

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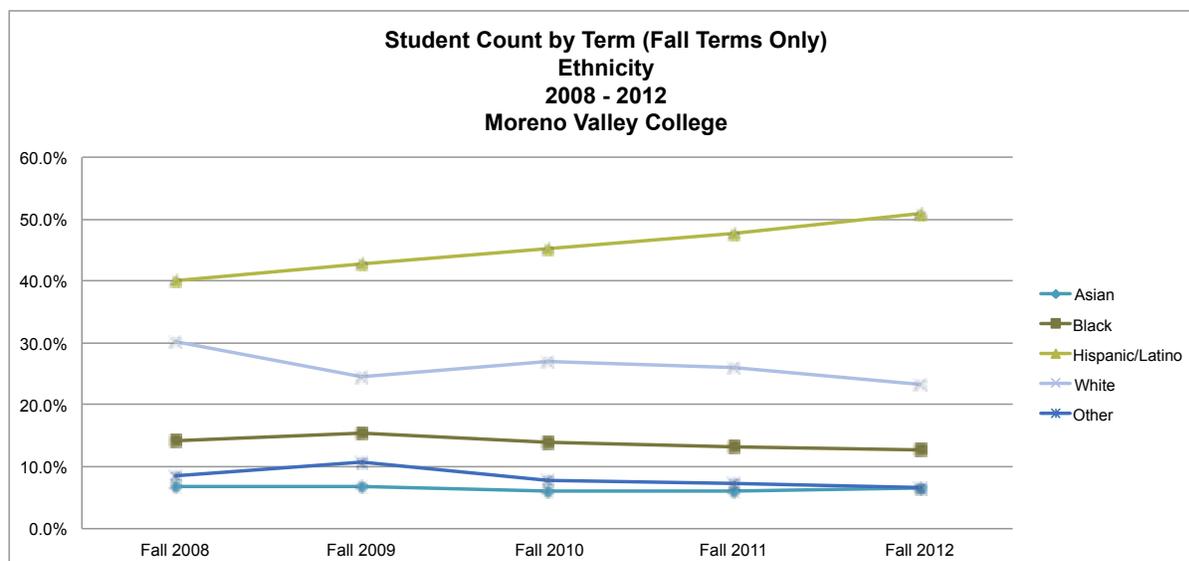
English: The majority of MVC first-time college students are placing into English 60A (with ESL recommendation), English 60A, and English 60B. The lowest percentage of students are placing into English 60B. Both of these trends have existed since Fall 2008.

Reading: The majority of MVC first-time college students are placing into Reading 81 and Reading Competency. This trend has existed since Fall 2008. Since 2008, the lowest percentage of students have placed into Reading 82.

Math: The majority of MVC first-time college students are placing into Math 63, Math 52, and Math 53/35. A small percentage of students are placing into Math 64. Both of these trends have existed since Fall 2008.

ESL: The majority of MVC first-time college students are placing into ESL-55. Since Fall 2008, the lowest percentage of students have placed into ESL-51.

## Introduction

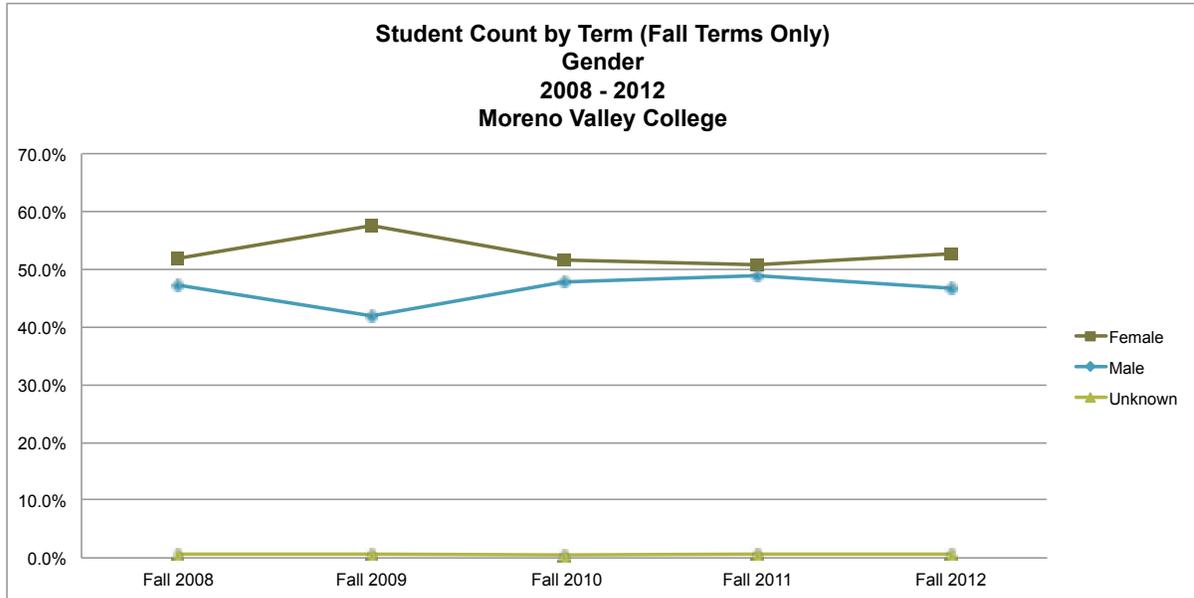


	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Asian	738	629	643	591	577
%	6.8%	6.7%	6.1%	6.0%	6.5%
Black	1,543	1,436	1,466	1,294	1,136
%	14.3%	15.4%	13.9%	13.2%	12.7%
Hispanic/Latino	4,326	3,988	4,769	4,686	4,554
%	40.0%	42.6%	45.3%	47.7%	51.0%
White	3,277	2,294	2,839	2,547	2,075
%	30.3%	24.5%	27.0%	25.9%	23.2%
Other	924	1,004	815	711	594
%	8.5%	10.7%	7.7%	7.2%	6.6%
<b>Total</b>	<b>10,808</b>	<b>9,351</b>	<b>10,532</b>	<b>9,829</b>	<b>8,936</b>

Source: MIS Referential Files and Data Mart (Chancellor's Office)

Over the last five years, the percentage of Hispanic/Latino students has increased every year, increasing from 40.0 percent in Fall 2008 to 51.0 percent in Fall 2012. After Fall 2010, the percentage of White students decreased every year, 25.9 percent in Fall 2011 to 23.2 percent in Fall 2012. After Fall 2009, the percentage of Black students decreased every year, 13.9 percent (Fall 2010), 13.2 percent (Fall 2011), and 12.7 percent (Fall 2012), respectively. Between Fall 2008 and Fall 2011, the percentage of Asian students decreased from 6.8 percent in Fall 2008 to 6.1 percent in Fall 2010, but increased again in Fall 2012 to 6.5 percent.

## Introduction

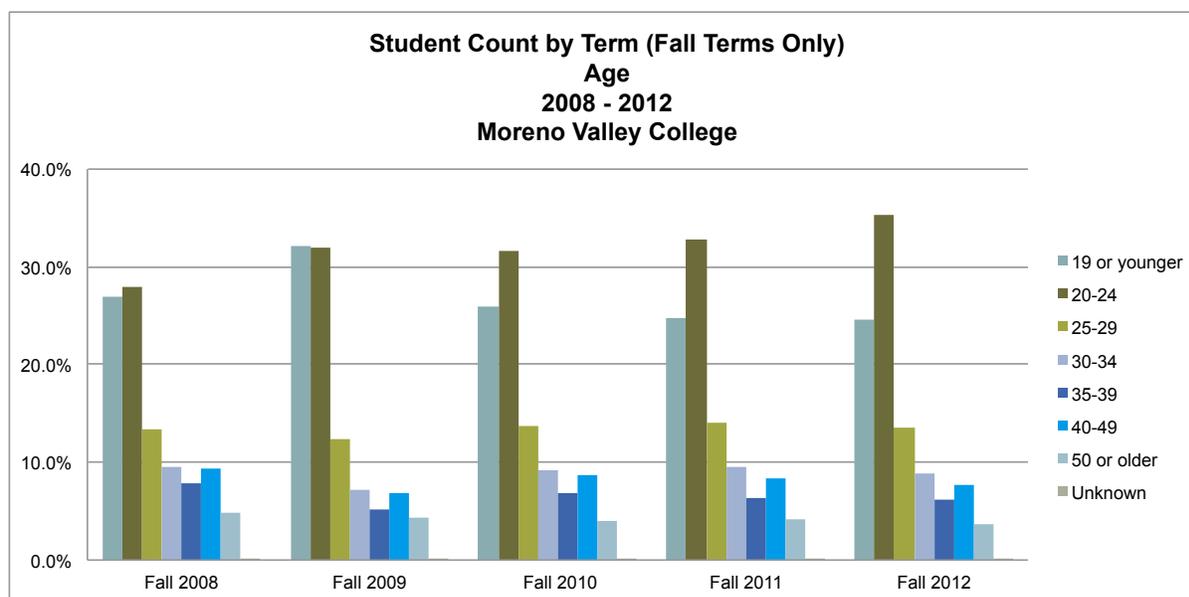


	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Female	5,618	5,371	5,442	4,983	4,710
%	52.0%	57.4%	51.7%	50.7%	52.7%
Male	5,106	3,919	5,036	4,791	4,169
%	47.2%	41.9%	47.8%	48.7%	46.7%
Unknown	84	61	54	55	57
%	0.8%	0.7%	0.5%	0.6%	0.6%
<b>Total</b>	<b>10,808</b>	<b>9,351</b>	<b>10,532</b>	<b>9,829</b>	<b>8,936</b>

Source: MIS Referential Files and Data Mart (Chancellor's Office)

Over the last five years (2008-2012), more than half of the students that attended Moreno Valley College were female. Despite the percentage of females increasing to 57.4 percent in Fall 2009, the percentage of female students has remained steady ranging between 50.7 percent (Fall 2011) and 52.7 percent (Fall 2012). Despite the percentage of males decreasing to 41.9 percent in Fall 2009, the percentage of male students has remained steady ranging between 46.7 percent (Fall 2012) and 48.7 percent (Fall 2011).

## Introduction



	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
19 or younger	2,914	2,997	2,735	2,430	2,197
%	27.0%	32.1%	26.0%	24.7%	24.6%
20-24	3,027	2,995	3,333	3,224	3,162
%	28.0%	32.0%	31.6%	32.8%	35.4%
25-29	1,444	1,155	1,447	1,374	1,217
%	13.4%	12.4%	13.7%	14.0%	13.6%
30-34	1,023	674	962	943	797
%	9.5%	7.2%	9.1%	9.6%	8.9%
35-39	849	482	720	623	556
%	7.9%	5.2%	6.8%	6.3%	6.2%
40-49	1,013	634	918	824	685
%	9.4%	6.8%	8.7%	8.4%	7.7%
50 or older	532	413	416	410	321
%	4.9%	4.4%	3.9%	4.2%	3.6%
Unknown	6	1	1	1	1
%	0.1%	0.0%	0.0%	0.0%	0.0%
<b>Total</b>	<b>10,808</b>	<b>9,351</b>	<b>10,532</b>	<b>9,829</b>	<b>8,936</b>

Source: MIS Referential Files and Data Mart (Chancellor's Office)

After Fall 2009, the percentage of students 19 or younger has decreased every year, 26.0 percent (Fall 2010), 24.7 percent (Fall 2011) and 24.6 percent (Fall 2012), respectively. After Fall 2010, the percentage of students between 20-24 increased every year, 32.8 percent (Fall 2011) and 35.4 percent (Fall 2012), respectively.

## Introduction

<b>Student Count by Term (Fall Terms Only) Prior Education Moreno Valley College, 2008 - 2012</b>					
	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>
Not a high school graduate	281	72	47	191	124
%	2.6%	0.8%	0.4%	1.9%	1.4%
Special Admit Enrolled in K-12	510	375	344	372	384
%	4.7%	4.0%	3.3%	3.8%	4.3%
Currently enrolled in Adult School	19	0	0	11	8
%	0.2%	0.0%	0.0%	0.1%	0.1%
High School Diploma	7,871	6,842	7,771	7,433	6,880
%	72.8%	73.2%	73.8%	75.6%	77.0%
GED/Received HS Certificate of Completion	361	247	256	339	344
%	3.3%	2.6%	2.4%	3.4%	3.8%
California High School Proficiency Certificate	74	19	16	78	62
%	0.7%	0.2%	0.2%	0.8%	0.7%
Foreign Secondary School Diploma	152	142	157	198	161
%	1.4%	1.5%	1.5%	2.0%	1.8%
Associate's Degree	805	601	820	811	665
%	7.4%	6.4%	7.8%	8.3%	7.4%
Bachelor's Degree or higher	676	265	312	361	284
%	6.3%	2.8%	3.0%	3.7%	3.2%
Unknown	59	788	809	35	24
%	0.5%	8.4%	7.7%	0.4%	0.3%
<b>Total</b>	<b>10,808</b>	<b>9,351</b>	<b>10,532</b>	<b>9,829</b>	<b>8,936</b>

Source: MIS Referential Files and Data Mart (Chancellor's Office)

Over 70.0 percent of students that attend Moreno Valley College have received a high school diploma prior to attending our college. Between Fall 2008 and Fall 2012, the percentage of students who have received a high school diploma increased, 72.8 percent (Fall 2008) to 77.0 percent (Fall 2012), respectively. Between Fall 2010 and Fall 2012, the percentage of special admit students increased, 3.3 percent (Fall 2010) to 4.3 percent (Fall 2012), respectively. Between Fall 2010 and Fall 2012, the percentage of GED students/HS Certificate of Completion students increased, 2.4 percent (Fall 2010) to 3.8 percent (Fall 2012), respectively.

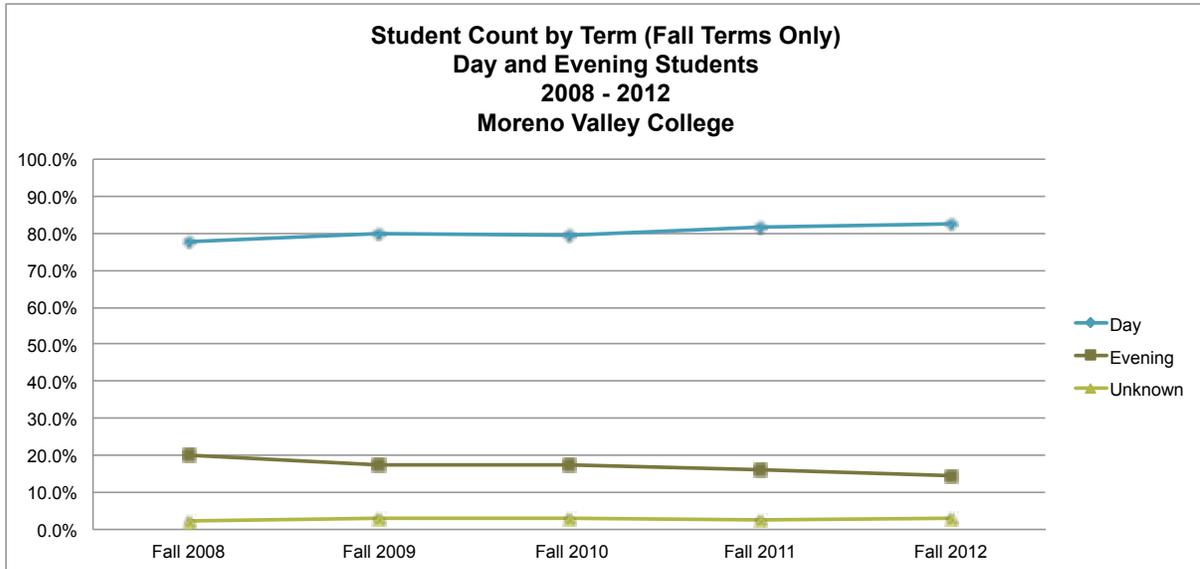
**Student Count by Term (Fall Terms Only)  
Educational Goal  
Moreno Valley College, 2008 - 2012**

Educational Goal	Fall 2008	%	Fall 2009	%	Fall 2010	%	Fall 2011	%	Fall 2012	%
AA and transfer to four-year	3,922	36.3%	3,922	41.9%	4,087	38.8%	3,829	39.0%	3,806	42.6%
Transfer to four-year w/o AA	669	6.2%	665	7.3%	728	6.9%	674	6.9%	659	7.4%
Two-year AA w/o transfer	733	6.8%	705	7.5%	715	6.8%	654	6.7%	528	5.9%
Two-year vocational degree w/o transfer	191	1.8%	174	1.9%	148	1.4%	138	1.4%	105	1.2%
Vocational certificate w/o transfer	288	2.7%	259	2.8%	263	2.5%	261	2.7%	200	2.2%
Discover/formulate career interests, plans, goals	167	1.5%	160	1.7%	150	1.4%	155	1.6%	171	1.9%
Prepare for new career (acquire job skills)	554	5.1%	434	4.6%	548	5.2%	523	5.3%	441	4.9%
Advance in current job/career (update job skills)	1,554	14.4%	516	5.5%	1,261	12.0%	1,144	11.6%	866	9.7%
Maintain certificate or license	185	1.7%	142	1.5%	168	1.6%	133	1.4%	113	1.3%
Educational development (intellectual, cultural)	246	2.3%	219	2.3%	206	2.0%	185	1.9%	160	1.8%
Improve basic skills in English, reading or math	150	1.4%	116	1.2%	142	1.3%	109	1.1%	95	1.1%
Complete credits for high school diploma or GED	227	2.1%	239	2.6%	247	2.3%	211	2.1%	166	1.9%
Undecided on goal	1,696	15.7%	1,499	16.0%	1,575	15.0%	1,532	15.6%	1,360	15.2%
Move from noncredit to credit coursework	3	0.0%	2	0.0%	7	0.1%	7	0.1%	7	0.1%
Four-year college student completing Four-year college reqs	123	1.1%	192	2.1%	253	2.4%	241	2.5%	239	2.7%
Uncollected/unreported	100	0.9%	87	0.9%	34	0.3%	33	0.3%	20	0.2%
<b>Total</b>	<b>10,808</b>	<b>100.0%</b>	<b>9,351</b>	<b>100.0%</b>	<b>10,532</b>	<b>100.0%</b>	<b>9,829</b>	<b>100.0%</b>	<b>8,936</b>	<b>100.0%</b>

Source: MIS Referential Files and Data Mart (Chancellor's Office)

The majority of our students indicate that their education goal is to transfer to a four-year institution (with an A.A. or without A.A). In Fall 2012, 50.0 percent of students indicated their educational goal was to transfer to a four-year institution (with an A.A. or without A.A). The second highest percentage of students are Undecided in terms of an educational goal. In Fall 2012, 15.2 percent indicated they were undecided in terms of their educational goal. Between Fall 2010 and Fall 2012, the percentage of students who indicated they want to Advance in current job/career (update job skills) dropped, 12.0 percent (Fall 2010) to 9.7 percent (Fall 2012), respectively.

## Introduction

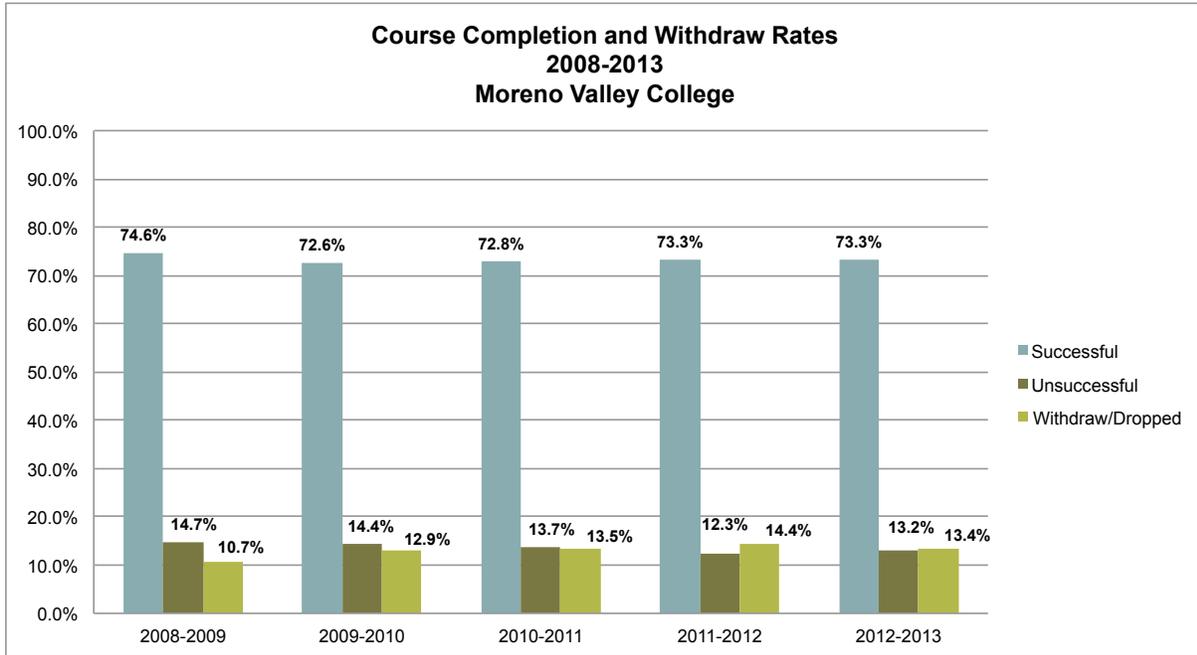


	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Day	8,379	7,464	8,380	8,009	7,386
%	77.5%	79.8%	79.6%	81.5%	82.7%
Evening	2,180	1,611	1,848	1,570	1,298
%	20.2%	17.2%	17.5%	16.0%	14.5%
Unknown	249	276	304	250	252
%	2.3%	3.0%	2.9%	2.5%	2.8%
<b>Total</b>	<b>10,808</b>	<b>9,351</b>	<b>10,532</b>	<b>9,829</b>	<b>8,936</b>

Source: MIS Referential Files and Data Mart (Chancellor's Office)

The percentage of students that enroll in day courses has remained steady the last five years, ranging between 77.5 percent (Fall 2008) and 82.7 percent (Fall 2012). In Fall 2008, the percentage of evening students reached a five year high (20.2 percent), but decreased in Fall 2009 (17.2 percent), gradually increased in Fall 2010 (17.5 percent) and declined in Fall 2011 (16.0 percent) and Fall 2012 (14.5 percent).

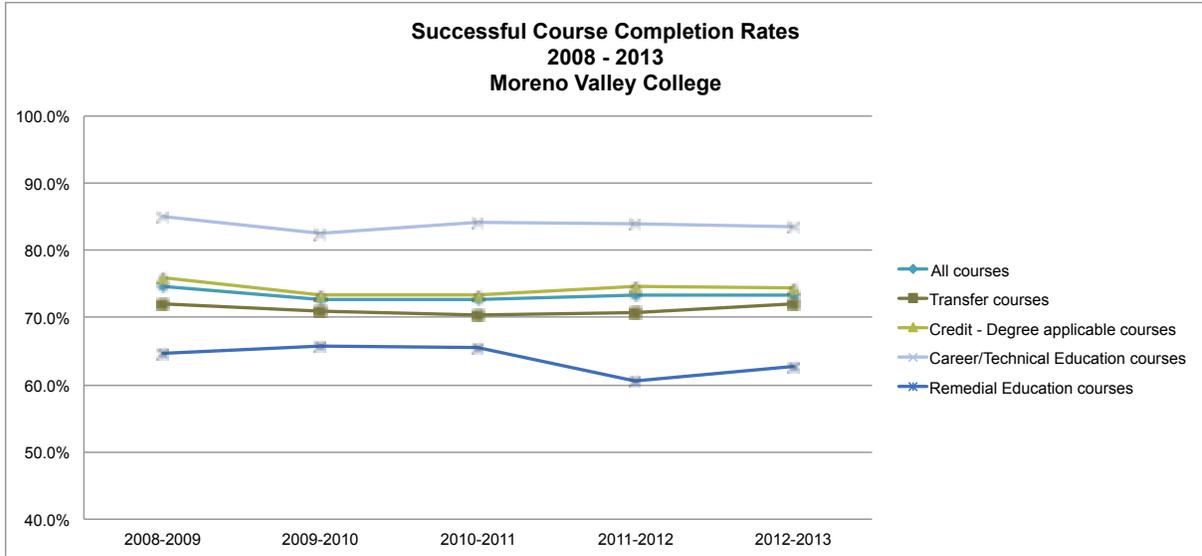
# Introduction



Source: MIS Referential Files

Successful course completion rates have remained steady the last five years, ranging from 72.6 percent (2009-2010) to 74.6 percent (2008-2009). The unsuccessful course completion rate decreased every year between 2008-2009 and 2011-2012, 14.4 percent (2009-2010), 13.7 percent (2010-2011), and 12.3 percent (2011-2012). However, the unsuccessful course completion rate increased to 13.2 percent in 2012-2013. The withdrawal rate decreased every year between 2008-2009 and 2011-2012, 12.9 percent (2009-2010), 13.5 percent (2010-2011) and 14.4 percent (2011-2012). In 2012-2013, the withdrawal rate dropped to 13.4 percent.

## Introduction



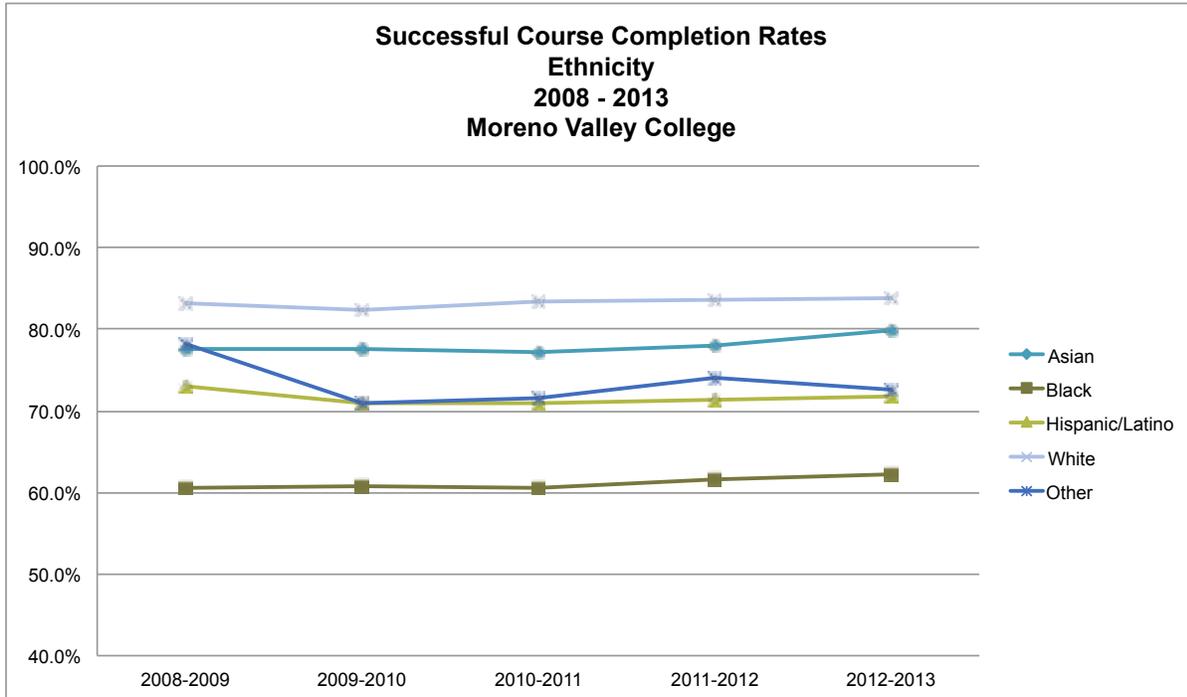
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
All courses	74.6%	72.6%	72.8%	73.3%	73.3%
Transfer courses	71.9%	71.0%	70.4%	70.8%	72.0%
Credit - Degree applicable courses	75.9%	73.4%	73.4%	74.6%	74.4%
Career/Technical Education courses	85.1%	82.6%	84.2%	83.9%	83.4%
Remedial Education courses	64.7%	65.7%	65.6%	60.6%	62.8%

Source: MIS Referential Files

Over the last five years the successful course completion rates for all courses, transfer courses, credit-degree applicable courses, and career and technical education courses have remained fairly steady. Between 2008-2009 and 2010-2011, the successful course completion rate for remedial education courses remained steady, ranging between 64.7 percent (2008-2009) and 65.7 percent (2009-2010). However, this rate dropped in 2011-2012 to 60.6 percent, and increased to 62.8 percent in 2012-2013.

During the last five years, the successful course completion rate for Career/Technical Education courses has ranked the highest and the successful course completion rate for Remedial Education courses has remained the lowest when compared to other course categories.

## Introduction



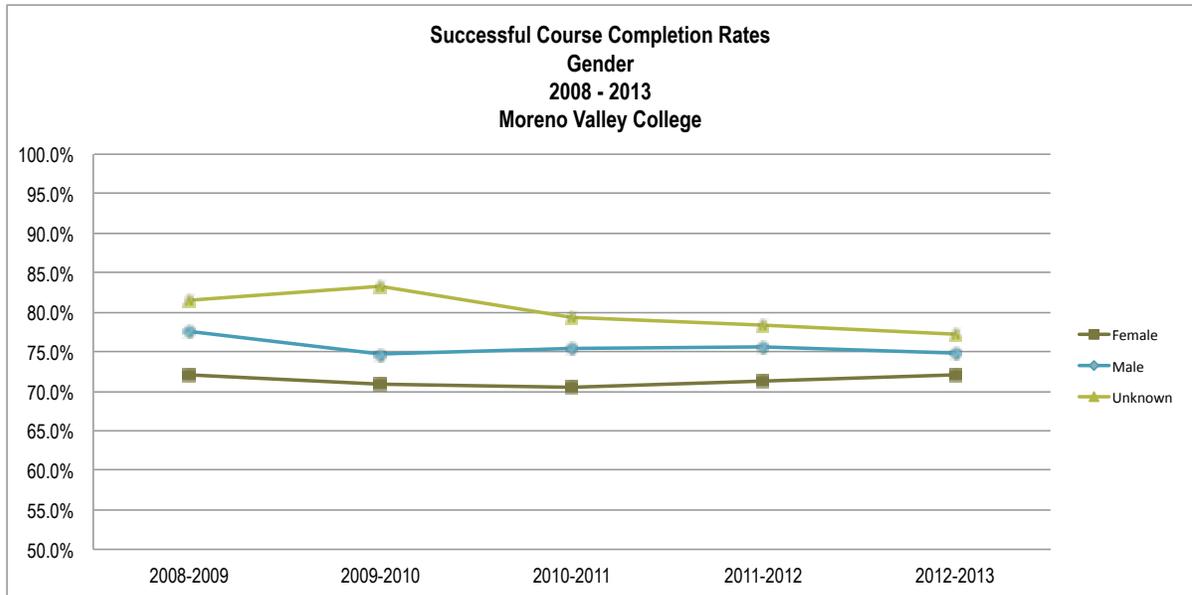
<b>Ethnicity</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Asian	77.6%	77.5%	77.2%	78.1%	79.9%
Black	60.5%	60.9%	60.5%	61.5%	62.2%
Hispanic/Latino	72.9%	71.0%	70.9%	71.3%	71.8%
White	83.2%	82.4%	83.5%	83.6%	83.8%
Other	78.2%	70.8%	71.5%	74.1%	72.6%

Source: MIS Referential Files

The successful course completion rates over the last five years for Asian, Black, Hispanic/Latino, and White students have remained steady.

White students have had the highest successful course completion rate for the last five years. Black and Hispanic/Latino students have had the lowest successful course completion rates the last five years when compared to other groups (Black students having the lowest successful course completion rate).

# Introduction



	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Female	72.0%	70.9%	70.4%	71.3%	72.1%
Male	77.5%	74.7%	75.5%	75.6%	74.8%
Unknown	81.5%	83.3%	79.4%	78.3%	77.2%

Source: MIS Referential Files

For the last five years (2008-2009 and 2012-2013), male students have had a higher successful course completion rate than female students. Successful course completion rates for both male and female students have remained steady over the last five years.

## Introduction

<b>Successful Course Completion Rates Age Moreno Valley College, 2008-2013</b>					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
19 or younger	68.3%	68.5%	69.5%	71.4%	71.5%
20-24	69.7%	69.1%	67.6%	67.4%	69.5%
25-29	79.4%	75.8%	76.4%	77.1%	76.3%
30-34	86.6%	80.7%	80.7%	81.1%	80.1%
35-39	85.9%	81.4%	83.7%	84.4%	81.7%
40-49	85.9%	84.6%	83.2%	82.9%	81.6%
50 or older	84.4%	80.1%	81.6%	78.3%	77.5%
Unknown	100.0%	100.0%	100.0%	100.0%	100.0%

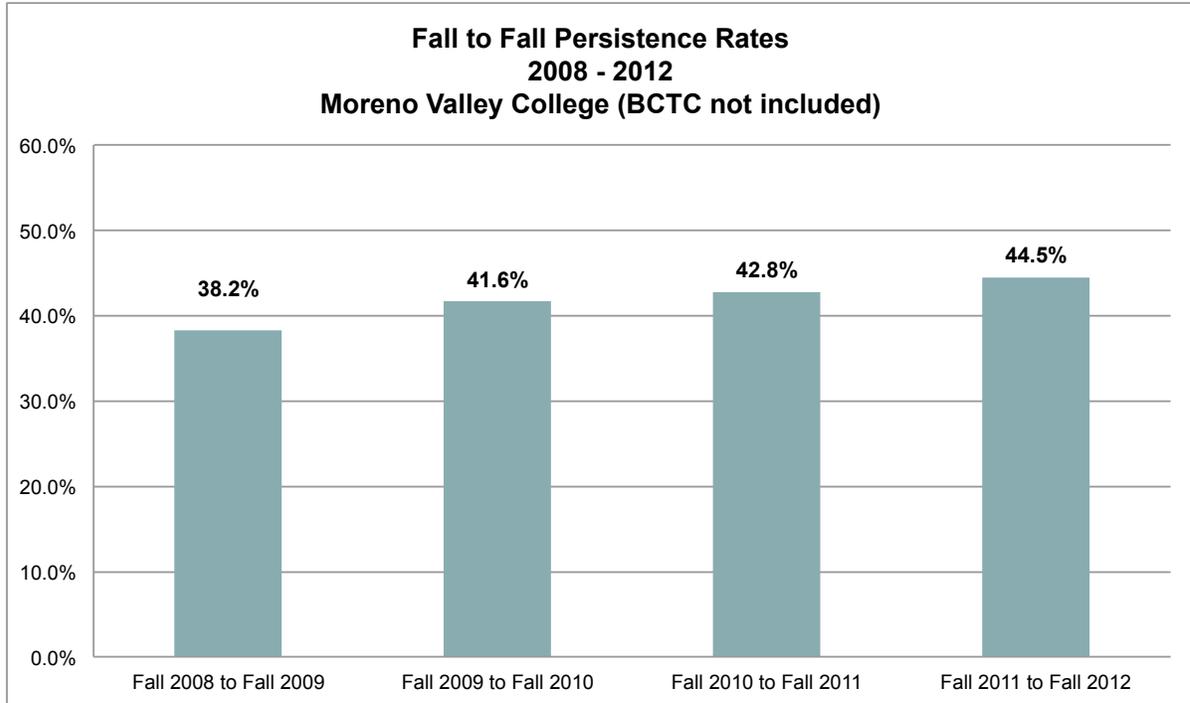
Source: MIS Referential Files

Between 2008 and 2013, the successful course completion rate for students 19 or younger increased from 68.3 percent to 71.5 percent, respectively.

Between 2008 and 2012, the successful course completion rate for students between 20-24 decreased from 69.7 percent to 67.4 percent, respectively. However, it increased in 2012-2013 to 69.5 percent.

Between 2008 and 2013, the successful course completion rate for students between 40-49 decreased every year, decreasing from 85.9 percent in 2008-2009 to 81.6 percent in 2012-2013.

## Introduction



Beginning term	N	Ending Term	N	Persistence Rate
Fall 2011	6,653	Fall 2012	2,960	44.5%
Fall 2010	7,251	Fall 2011	3,103	42.8%
Fall 2009	7,248	Fall 2010	3,016	41.6%
Fall 2008	7,205	Fall 2009	2,749	38.2%

Source: MIS Referential Files

The fall to fall persistence rate increased every year between 2008 and 2012, 38.2 percent (Fall 2008 to Fall 2009) to 44.5 percent (Fall 2011 to Fall 2012), respectively. BCTC enrollment data was excluded because the center has programs lasting one year or less, which negatively impact overall persistence rates.

## Introduction

<b>Fall to Fall Persistence Rates (Fall 2008 to Fall 2012) Moreno Valley College (BCTC not included)</b>				
	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012
Female	38.4%	41.7%	42.2%	44.5%
Male	37.7%	41.6%	43.8%	44.6%
Unknown	34.8%	36.2%	41.7%	32.4%
	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012
Asian	37.5%	41.8%	39.5%	44.4%
Black	36.7%	38.8%	37.1%	41.7%
Hispanic/Latino	40.8%	45.6%	47.5%	48.0%
White	34.5%	35.3%	36.8%	37.7%
Other	37.2%	41.5%	42.7%	41.7%
	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012
19 or younger	35.2%	34.7%	33.5%	31.5%
20-24	46.2%	52.2%	54.5%	56.8%
25-29	33.4%	39.1%	38.5%	42.4%
30-34	33.2%	41.1%	43.0%	44.4%
35-39	32.1%	35.6%	33.9%	43.1%
40-49	34.2%	35.1%	37.4%	44.9%
50 or older	32.0%	40.9%	46.7%	38.7%

Source: MIS Referential Files

The persistence rate for both males and females has increased every year the last four years (Fall 2008 to Fall 2012).

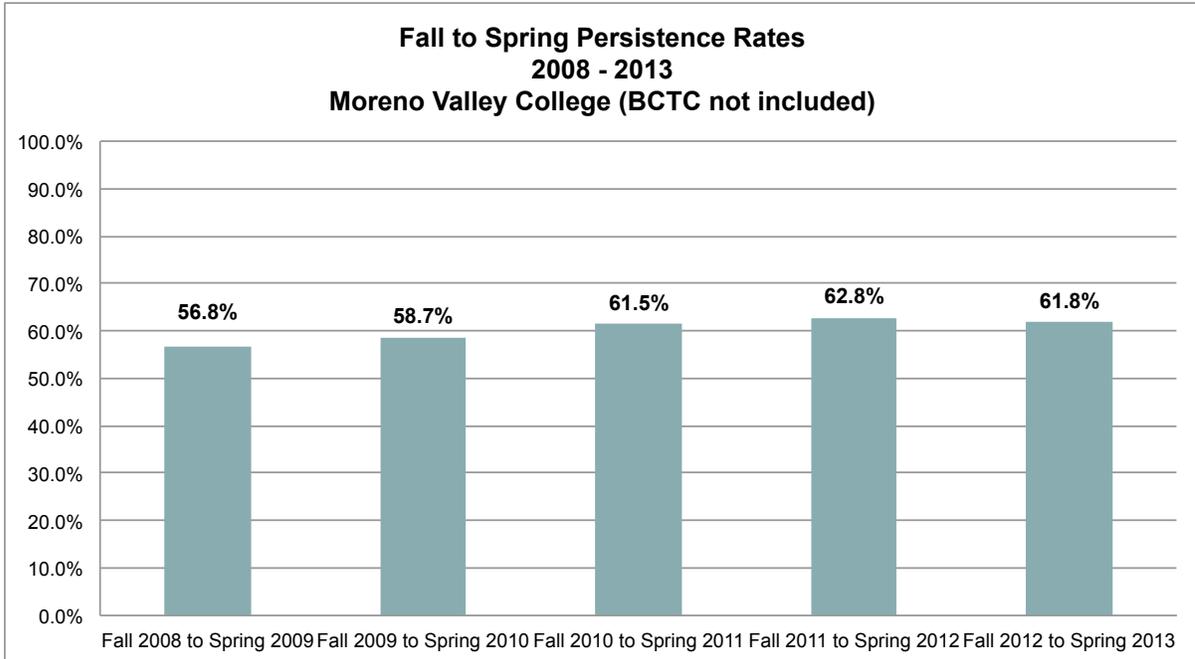
The persistence rate for Hispanic/Latino students and White students increased every year between Fall 2008 and Fall 2012.

Between Fall 2008 and Fall 2012, Hispanic/Latino students had the highest persistence rate every year when compared to other groups.

Between Fall 2008 and Fall 2012, the persistence rate for students 19 or younger decreased every year, 35.2 percent to 31.5 percent, respectively.

Between Fall 2008 and Fall 2012, the persistence rate for students between 20-24 increased every year, 46.2 percent to 56.8 percent, respectively.

## Introduction



Beginning Term	N	Ending Term	N	Persistence Rate
Fall 2012	6,604	Spring 2013	4,082	61.8%
Fall 2011	6,653	Spring 2012	4,180	62.8%
Fall 2010	7,251	Spring 2011	4,457	61.5%
Fall 2009	7,248	Spring 2010	4,256	58.7%
Fall 2008	7,205	Spring 2009	4,093	56.8%

Source: MIS Referential Files

MVC's fall to spring persistence rates increased slightly since 2009-2010, but have been steady between 62.0 percent and 63.0 percent for the last three years. BCTC enrollment data was excluded because the center has programs lasting one semester or less, which negatively impact overall persistence rates.

## Introduction

<b>Fall to Spring Persistence Rates (Fall 2008 to Spring 2013) Moreno Valley College (BCTC not included)</b>					
	<b>Fall 2008 to Spring 2009</b>	<b>Fall 2009 to Spring 2010</b>	<b>Fall 2010 to Spring 2011</b>	<b>Fall 2011 to Spring 2012</b>	<b>Fall 2012 to Spring 2013</b>
Female	56.7%	58.7%	61.5%	63.3%	62.0%
Male	57.0%	58.8%	61.4%	62.1%	61.3%
Unknown	63.0%	55.3%	63.9%	59.5%	72.4%
	<b>Fall 2008 to Spring 2009</b>	<b>Fall 2009 to Spring 2010</b>	<b>Fall 2010 to Spring 2011</b>	<b>Fall 2011 to Spring 2012</b>	<b>Fall 2012 to Spring 2013</b>
Asian	58.1%	58.0%	61.9%	62.3%	59.5%
Black	54.5%	55.1%	60.0%	60.4%	60.9%
Hispanic/Latino	57.8%	61.8%	64.3%	65.4%	64.0%
White	50.6%	53.0%	53.8%	57.3%	56.1%
Other	72.7%	63.3%	64.2%	62.8%	61.9%
	<b>Fall 2008 to Spring 2009</b>	<b>Fall 2009 to Spring 2010</b>	<b>Fall 2010 to Spring 2011</b>	<b>Fall 2011 to Spring 2012</b>	<b>Fall 2012 to Spring 2013</b>
19 or younger	61.0%	60.7%	62.7%	60.6%	57.5%
20-24	57.3%	61.7%	64.9%	66.5%	66.9%
25-29	52.7%	51.9%	55.0%	58.7%	60.0%
30-34	54.1%	54.6%	58.6%	62.7%	58.4%
35-39	50.7%	52.4%	53.0%	60.0%	59.8%
40-49	51.7%	52.8%	56.0%	60.8%	61.2%
50 or older	44.2%	56.7%	58.5%	64.0%	54.1%

Source: MIS Referential Files

Between Fall 2008 and Spring 2012, the persistence rates for both females and males increased every year. However, in Fall 2012/Spring 2013, the persistence rates for both females and males declined slightly to 62.0 percent and 61.3 percent, respectively.

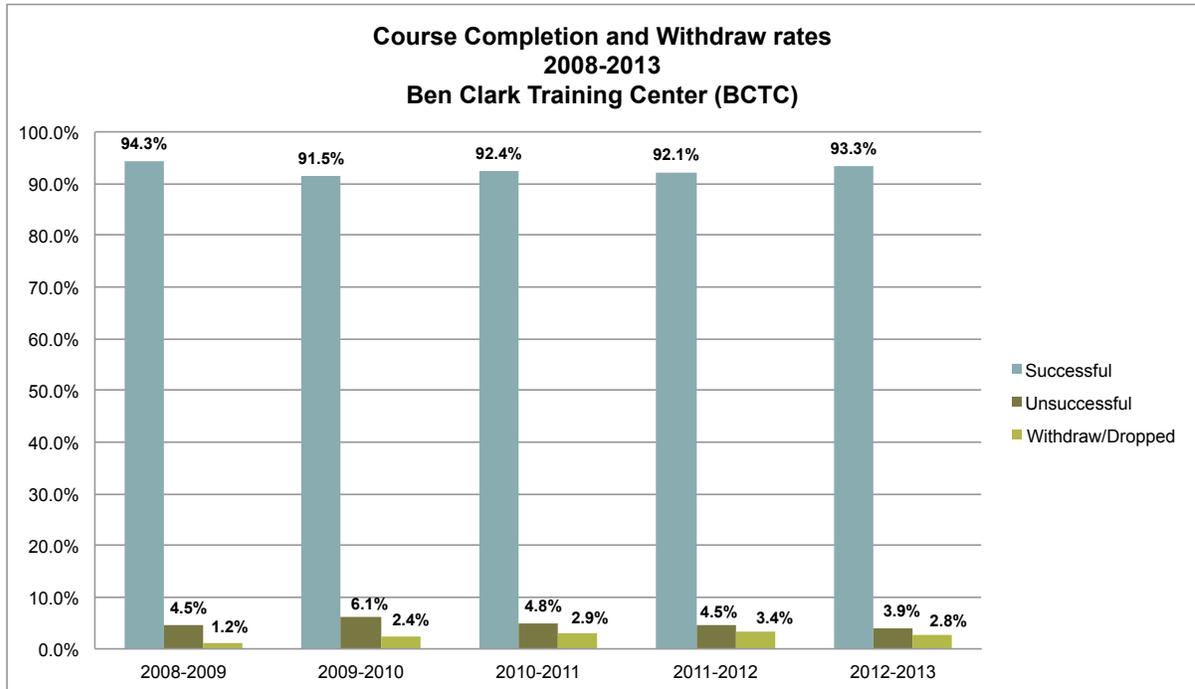
Between Fall 2009 and Spring 2013, Hispanic/Latino and Other students had the highest fall to spring persistence rates at over 60.0 percent.

Between Fall 2008 and Spring 2013, the persistence rate for Black students experienced an increase every year, increasing from 54.5 percent in Fall 2008/Spring 2009 to 60.9 percent in Fall 2012/Spring 2013.

Between Fall 2010 and Spring 2013, the persistence rate for students 19 or younger decreased from 62.7 percent to 57.5 percent, respectively.

Between Fall 2008 and Spring 2013, the persistence rate for students between 20-24 increased every year, increasing from 57.3 percent in Fall 2008/Spring 2009 to 66.9 percent in Fall 2012/Spring 2013. Since Fall 2009/Spring 2010, the persistence rate for students between 20-24 ranked as the highest every year when compared to other age groups.

# Introduction



Source: MIS Referential Files

Successful course completion rates for students in programs at BCTC have been consistently above 90.0 percent since 2008-2009. Unsuccessful completion rates during this same time period have been below 5.0 percent, and withdrawal rates were below 4.0 percent.

## Introduction

<b>Ethnicity Distribution by Site (Moreno Valley College vs. Ben Clark Training Center) Fall 2008 - Fall 2012</b>										
Moreno Valley College	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Asian	625	8.0%	585	7.3%	570	7.1%	516	6.9%	521	7.2%
Black	1,354	17.3%	1,373	17.0%	1,363	17.0%	1,159	15.6%	1,059	14.5%
Hispanic/Latino	3,464	44.2%	3,607	44.8%	3,907	48.7%	3,876	52.1%	4,013	55.1%
White	1,781	22.7%	1,664	20.7%	1,513	18.8%	1,310	17.6%	1,188	16.3%
Other	605	7.7%	827	10.3%	675	8.4%	572	7.7%	500	6.9%
<b>Total</b>	<b>7,829</b>	<b>100.0%</b>	<b>8,056</b>	<b>100.0%</b>	<b>8,028</b>	<b>100.0%</b>	<b>7,433</b>	<b>100.0%</b>	<b>7,281</b>	<b>100.0%</b>
Ben Clark Training Center	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Asian	113	3.7%	47	3.2%	94	3.2%	88	3.1%	71	3.5%
Black	200	6.6%	90	6.2%	182	6.2%	191	6.8%	133	6.6%
Hispanic/Latino	900	29.6%	519	35.7%	1,082	37.0%	1,029	36.8%	744	36.8%
White	1,513	49.8%	653	44.9%	1,414	48.3%	1,321	47.2%	958	47.4%
Other	315	10.4%	146	10.0%	153	5.2%	169	6.0%	114	5.6%
<b>Total</b>	<b>3,041</b>	<b>100.0%</b>	<b>1,455</b>	<b>100.0%</b>	<b>2,925</b>	<b>100.0%</b>	<b>2,798</b>	<b>100.0%</b>	<b>2,020</b>	<b>100.0%</b>

Source: MIS Referential Files

The majority of students enrolled at MVC are Hispanic/Latino. Enrollment percentages for Hispanic/Latino students at MVC have been increasing over the last five years, while decreasing for Black, White, and Other students. Enrollment of Asian students at MVC has remained fairly steady.

The largest enrollment in terms of ethnicity at BCTC is for White students, consistently between 45.0 percent and 50.0 percent since 2008. Enrollment percentages for most ethnic groups at BCTC has remained fairly consistent for the past five years.

## Introduction

<b>Gender Distribution by Site (Moreno Valley College vs. Ben Clark Training Center) Fall 2008 - Fall 2012</b>										
Moreno Valley College	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Female	5,026	64.2%	5,077	63.0%	5,041	62.8%	4,529	60.9%	4,383	60.2%
Male	2,755	35.2%	2,928	36.3%	2,950	36.7%	2,865	38.5%	2,866	39.4%
Unknown	48	0.6%	51	0.6%	37	0.5%	39	0.5%	32	0.4%
<b>Total</b>	<b>7,829</b>	<b>100.0%</b>	<b>8,056</b>	<b>100.0%</b>	<b>8,028</b>	<b>100.0%</b>	<b>7,433</b>	<b>100.0%</b>	<b>7,281</b>	<b>100.0%</b>
Ben Clark Training Center	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Female	592	19.5%	367	25.2%	640	21.9%	670	23.9%	512	25.3%
Male	2,416	79.4%	1,080	74.2%	2,269	77.6%	2,108	75.3%	1,481	73.3%
Unknown	33	1.1%	8	0.5%	16	0.5%	20	0.7%	27	1.3%
<b>Total</b>	<b>3,041</b>	<b>100.0%</b>	<b>1,455</b>	<b>100.0%</b>	<b>2,925</b>	<b>100.0%</b>	<b>2,798</b>	<b>100.0%</b>	<b>2,020</b>	<b>100.0%</b>

Source: MIS Referential Files

The percentage of female students at MVC over the last five years is much higher than the percentage of male students. However, during this time period the percentage of female students at MVC has decreased slightly, while the percentage of male students has increased slightly.

Since Fall 2009, the percentage of male students at BCTC has been roughly three times the percentage of female students.

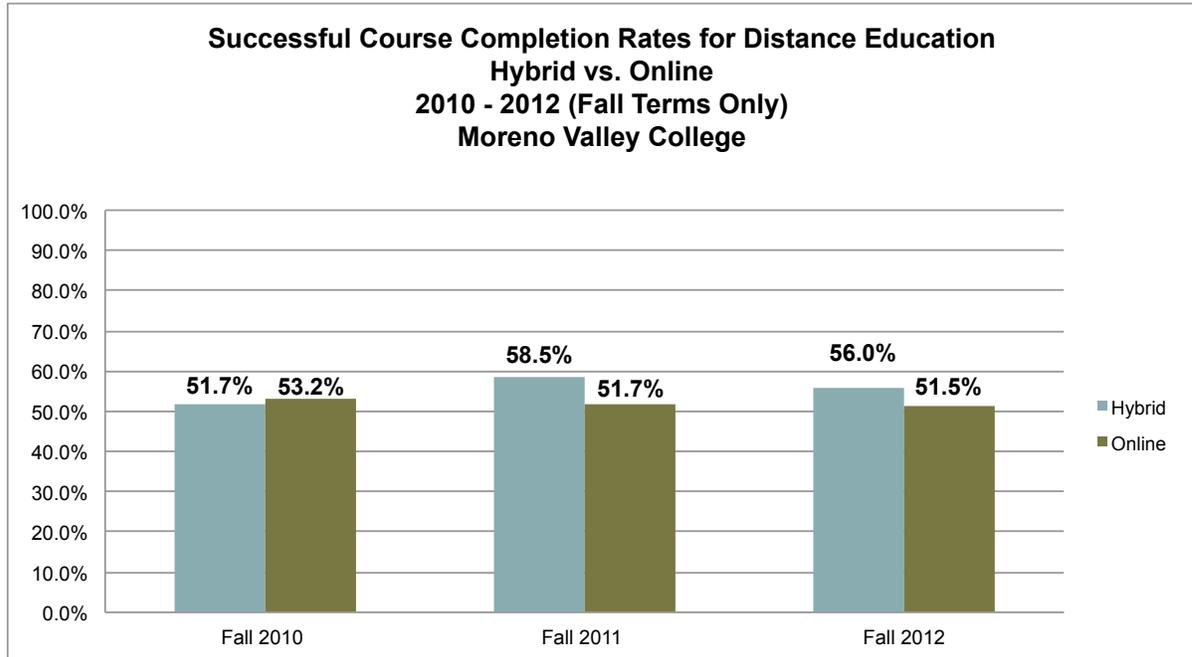
## Introduction

<b>Age Distribution by Site (Moreno Valley College vs. Ben Clark Training Center) Fall 2008 - Fall 2012</b>										
Moreno Valley College	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
19 or younger	2,768	35.4%	2,821	35.0%	2,609	32.5%	2,281	30.7%	2,112	29.0%
20-24	2,576	32.9%	2,704	33.6%	2,925	36.4%	2,847	38.3%	2,928	40.2%
25-29	891	11.4%	938	11.6%	977	12.2%	923	12.4%	931	12.8%
30-34	477	6.1%	503	6.2%	538	6.7%	504	6.8%	479	6.6%
35-39	387	4.9%	367	4.6%	342	4.3%	289	3.9%	300	4.1%
40-49	474	6.1%	485	6.0%	420	5.2%	376	5.1%	356	4.9%
50 or older	256	3.3%	238	3.0%	217	2.7%	213	2.9%	175	2.4%
<b>Total</b>	<b>7,829</b>	<b>100.0%</b>	<b>8,056</b>	<b>100.0%</b>	<b>8,028</b>	<b>100.0%</b>	<b>7,433</b>	<b>100.0%</b>	<b>7,281</b>	<b>100.0%</b>
Ben Clark Training Center	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
19 or younger	197	6.5%	258	17.7%	251	8.6%	283	10.1%	178	8.8%
20-24	520	17.1%	387	26.6%	576	19.7%	538	19.2%	384	19.0%
25-29	581	19.1%	265	18.2%	560	19.1%	531	19.0%	353	17.5%
30-34	555	18.3%	190	13.1%	464	15.9%	489	17.5%	350	17.3%
35-39	470	15.5%	133	9.1%	406	13.9%	354	12.7%	279	13.8%
40-49	548	18.0%	161	11.1%	524	17.9%	469	16.8%	362	17.9%
50 or older	168	5.5%	61	4.2%	144	4.9%	133	4.8%	113	5.6%
Unknown	2	0.1%	0	0.0%	0	0.0%	1	0.0%	1	0.0%
<b>Total</b>	<b>3,041</b>	<b>100.0%</b>	<b>1,455</b>	<b>100.0%</b>	<b>2,925</b>	<b>100.0%</b>	<b>2,798</b>	<b>100.0%</b>	<b>2,020</b>	<b>100.0%</b>

Source: MIS Referential Files

In the last five years at MVC, the percentage of students 19 years old and younger has been steadily decreasing, from a high of 35.4 percent in Fall 2008 to a low of 29.0 percent in 2012. Since Fall 2010 at MVC, the largest percentage of students have been in the 20-24 year old age range, with the smallest percentage being 50 years or older.

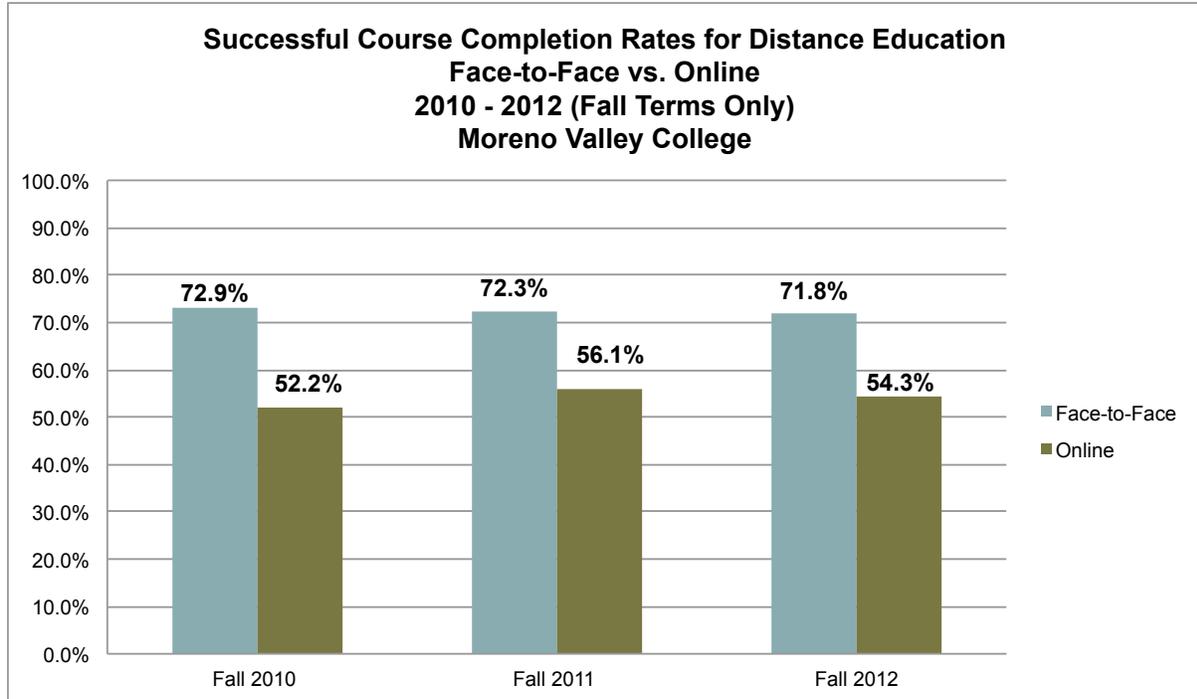
## Introduction



Source: Section Statistics, Datatel, and MIS Referential Files

In Fall 2010, hybrid and online students' successful completion rates were nearly the same (51.7 percent and 53.2 percent, respectively). However, successful completion rates differed by as much as 6.8 percent in Fall 2011, with hybrid courses having higher successful completion rates. In Fall 2012, students' success rates in hybrid courses were almost 5.0 percent higher than those in strictly online courses.

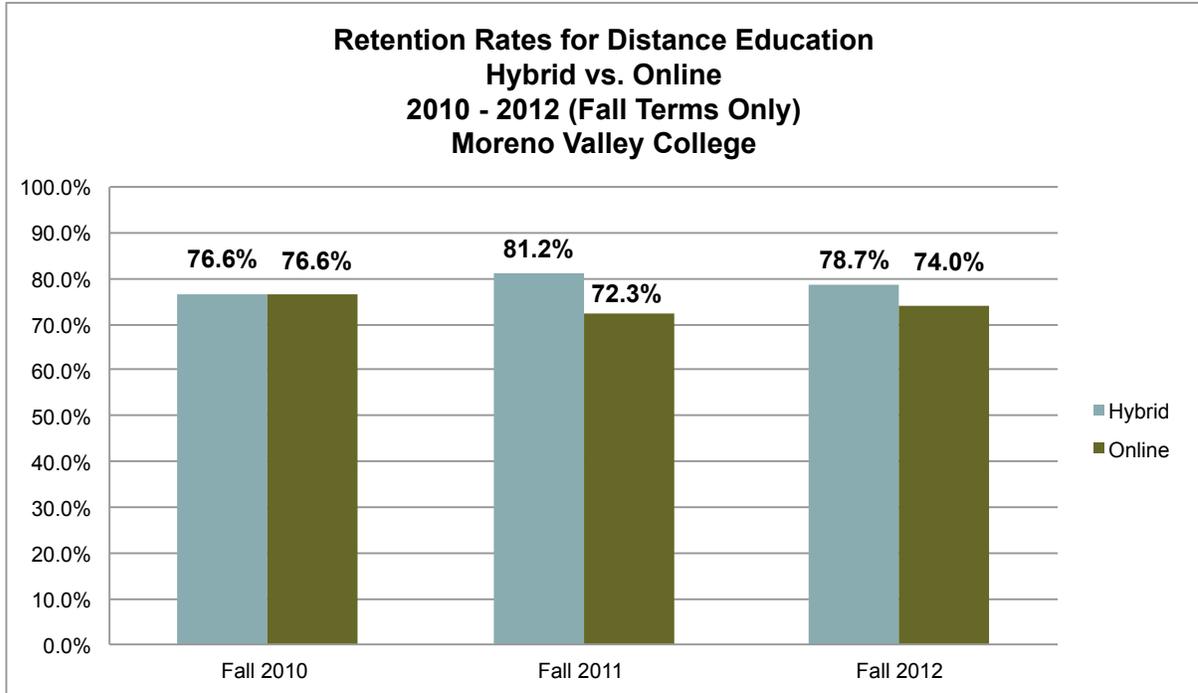
## Introduction



Source: Section Statistics, Datatel, and MIS Referential Files

Successful course completion rates for face-to-face courses have been markedly higher than successful completion rates for online students since Fall 2010. The largest difference occurred in Fall 2010 (20.7 percent), with smaller differences in Fall 2011 and Fall 2012.

## Introduction



Source: Section Statistics, Datatel, and MIS Referential Files

In Fall 2010, retention rates were identical for hybrid and online students at 76.6 percent. However, the retention rate for hybrid students increased in Fall 2011 to 81.2 percent and decreased in Fall 2012 to 78.7 percent. The retention rate for online students decreased in Fall 2011 to 72.3 percent and slightly increased to 74.0 percent in Fall 2012. The biggest difference in retention rates between the two groups (online vs. hybrid) occurred in Fall 2011 (8.9 percent).

## Introduction

<b>Gender Distribution Face-to-Face vs. Online Moreno Valley College, 2010 - 2012 (Fall Terms Only)</b>			
<b>Face-to-Face</b>			
Gender	Fall 2010	Fall 2011	Fall 2012
Female	54.0%	53.4%	54.9%
Male	45.4%	46.0%	44.7%
<b>Online</b>			
Gender	Fall 2010	Fall 2011	Fall 2012
Female	65.1%	64.5%	63.6%
Male	34.3%	35.0%	36.3%

Source: Section Statistics, Datatel, and MIS Referential Files

The percentage of female and male students in face-to-face classes at MVC has remained fairly stable since Fall 2010, with a slightly higher percentage of female students (an average of 54.1 percent for females and 45.4 percent for males). The percentage of female students and male students online have also remained fairly stable since Fall 2010, however, there is a much higher percentage of female students compared to male students (an average of 64.4 percent for females and 35.2 percent for males).

## Introduction

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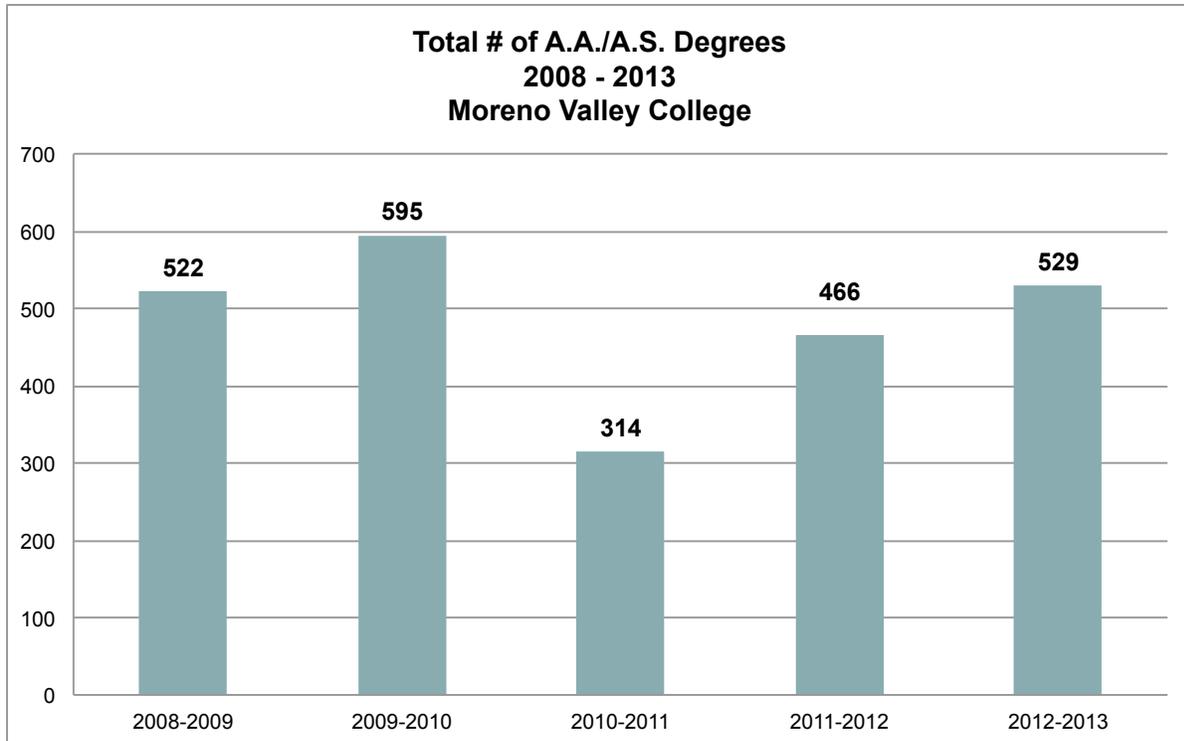
<b>Ethnicity Distribution Face-to-Face vs. Online Moreno Valley College, Fall 2012</b>		
	<b>Face-to-Face</b>	<b>Online</b>
Asian	6.6%	5.2%
Black	14.4%	17.0%
Hispanic/Latino	52.9%	52.3%
Native American	0.2%	0.2%
Pacific Islander	0.2%	0.3%
Two or More Races	4.3%	4.6%
White	19.5%	18.4%
Unknown	1.9%	2.1%

Source: Section Statistics, Datatel, and MIS Referential Files

In Fall 2012, the ethnic distribution in face-to-face students is comparable to that of online students: the largest percentage in both categories are Hispanic students, followed by White, Black, Asian, Two or more races, Unknown, Pacific Islanders, and Native Americans. The difference between percentages in face-to-face and online students did not exceed 3.0 percent for any ethnic group.

## Introduction

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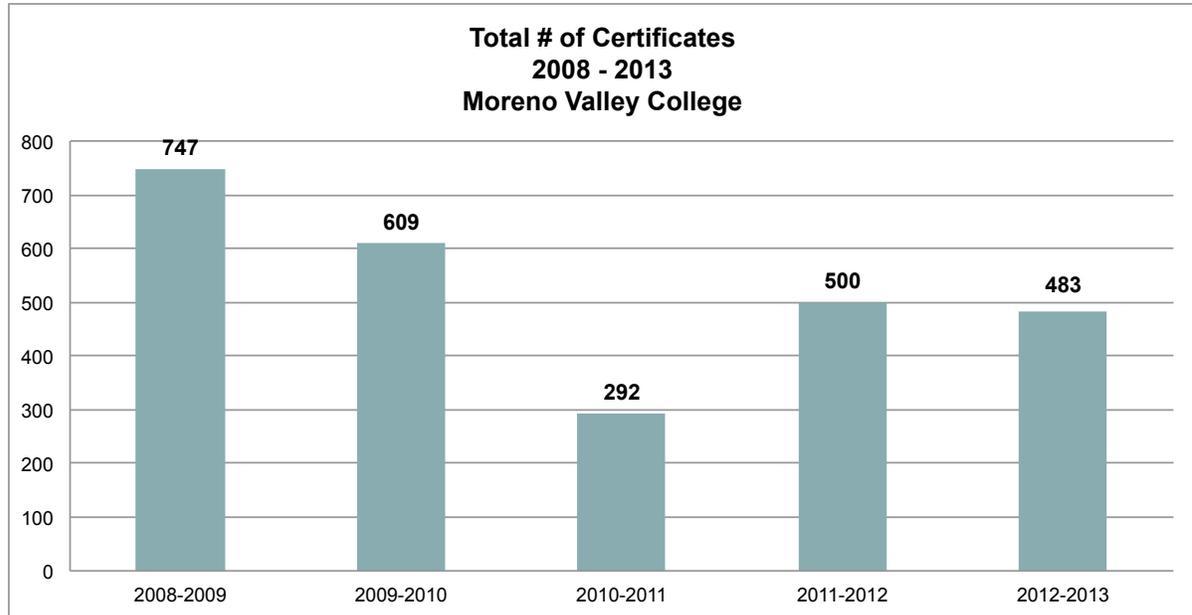


Source: MIS Referential Files and Data Mart (Chancellor's Office)

The number of A.A./A.S. degrees dropped sharply between the 2009-2010 and 2010-2011 academic years from 595 to 314. This drop can be attributed to at least two factors: (1) reporting adjustments made after MVC became separately accredited and (2) course section cuts due to budget shortfalls. Since 2010-2011, the number of degrees has steadily increased to 529 in 2012-2013.

## Introduction

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Source: MIS Referential Files and Data Mart (Chancellor's Office)

The number of certificates were on a downward trend, from a high of 747 in 2008-2009, to a low of 292 in 2010-2011. The sharpest decline, from 609 to 292, occurred between 2009-2010 and 2010-2011 probably for the same reasons degrees decreased during this time period. The trend has been reversing and relatively stable at around 500 certificates granted in 2011-2012 and 2012-2013.

## Introduction

Degrees and Certificates Awarded at Moreno Valley College	Annual 2010- 2011	Annual 2011- 2012	Annual 2012- 2013
Moreno Valley Total	606	966	1,012
<b>Associate in Arts for Transfer (A.A.-T) Degree Total</b>			<b>9</b>
Sociology			6
Speech Communication			3
<b>Associate of Science (A.S.) degree Total</b>	<b>146</b>	<b>205</b>	<b>226</b>
Accounting	3	2	5
Administration of Justice	4	3	6
Biological and Physical Sciences (and Mathematics)	41	72	89
Business and Commerce, General	3	3	7
Business Management		1	3
Child Development/Early Care and Education	3	7	15
Children with Special Needs			2
Computer Programming		3	2
Dental Assistant	5	2	1
Dental Hygienist	8	20	9
Dental Laboratory Technician	3		3
Educational Aide (Teacher Assistant)		1	3
Fire Academy	2	10	9
Fire Technology	17	21	10
Human Services	4	5	6
Legal and Community Interpretation	6	11	8
Marketing and Distribution	1		
Medical Assisting	21	19	17
Multimedia	2	2	3
Paramedic	8	2	5
Physicians Assistant	8	12	18
Police Academy	6	6	
Real Estate			2
Software Applications	1	3	3
<b>Associate of Arts (A.A.) degree Total</b>	<b>168</b>	<b>261</b>	<b>294</b>
Humanities and Fine Arts	39	66	76
Humanities and Social Sciences	80	116	131
Humanities	2	4	9
Liberal Arts and Sciences, General	41	63	70
Physical Education	6	12	8
<b>Certificate requiring 60+ semester units Total</b>	<b>19</b>	<b>24</b>	<b>24</b>
Physicians Assistant	19	24	24
<b>Certificate requiring 30 to &lt; 60 semester units Total</b>	<b>67</b>	<b>81</b>	<b>131</b>
Accounting	3	7	4
Business and Commerce, General	4	5	5
Business Management	2	1	2
Child Development/Early Care and Education	4	11	11

## Introduction

<b>Degrees and Certificates Awarded at Moreno Valley College Continued</b>		<b>Annual 2010-2011</b>	<b>Annual 2011-2012</b>	<b>Annual 2012-2013</b>
	Children with Special Needs			2
	Dental Assistant	12	18	10
	Dental Laboratory Technician	4		10
	Educational Aide (Teacher Assistant)		1	2
	Marketing and Distribution	1		1
	Multimedia	2	4	1
	Paramedic	8	4	1
	Police Academy		3	33
	Real Estate		1	1
	Software Applications	1	1	3
	Transfer Studies	26	25	45
<b>Certificate requiring 18 to &lt; 30 semester units Total</b>		<b>92</b>	<b>131</b>	<b>117</b>
	Administration of Justice	6	1	
	Computer Programming	1	2	1
	Fire Academy	1	6	36
	Fire Technology	14	17	16
	Human Services	20	28	14
	Legal and Community Interpretation	19	36	22
	Medical Assisting	29	40	25
	Police Academy	2	1	3
<b>Certificate requiring 6 to &lt; 18 semester units Total</b>		<b>103</b>	<b>238</b>	<b>203</b>
	Child Development/Early Care and Education	45	103	27
	Corrections			28
	Emergency Medical Services	56	124	143
	Infants and Toddlers			1
	Other Information Technology	2	11	4
<b>Other Credit Award, &lt; 6 semester units Total</b>		<b>11</b>	<b>26</b>	<b>8</b>
	Clinical Medical Assisting		2	1
	Human Services	11	8	4
	Other Public and Protective Services		16	3

Source: Data Mart (Chancellor's Office)

The number of degrees and certificates have generally been increasing since 2010-2011, from 606 in 2010-2011 to 1,012 in 2012-2013. In 2012-2013, there were slightly more associate degrees (529) than certificates (483) awarded.

## Introduction

<b>Moreno Valley College Number of Transfer Students 2009/2010 - 2011/2012</b>			
<b>College Name</b>	<b>2009- 2010</b>	<b>2010- 2011</b>	<b>2011- 2012</b>
ANDREWS UNIVERSITY	1		
ARIZONA STATE UNIVERSITY		1	3
ASHFORD UNIVERSITY			1
AZUSA PACIFIC UNIVERSITY			4
BELLEVUE UNIVERSITY			1
BIOLA UNIVERSITY			1
BRANDMAN UNIVERSITY			7
BRIGHAM YOUNG UNIVERSITY			3
CALIFORNIA BAPTIST UNIVERSITY	1	3	63
CALIFORNIA COLLEGE OF THE ARTS			1
CALIFORNIA MARITIME ACADEMY (CSU)			1
CALIFORNIA POLYTECHNIC STATE UNIVERSITY - SAN LUIS OBISPO (CSU)			2
CALIFORNIA STATE POLYTECHNIC - POMONA (CSU)		3	12
CALIFORNIA STATE UNIVERSITY - CHANNEL ISLANDS (CSU)		1	
CALIFORNIA STATE UNIVERSITY - BAKERSFIELD (CSU)		2	1
CALIFORNIA STATE UNIVERSITY - CHICO (CSU)			1
CALIFORNIA STATE UNIVERSITY - DOMINGUEZ HILLS (CSU)		1	
CALIFORNIA STATE UNIVERSITY - EAST BAY (CSU)			1
CALIFORNIA STATE UNIVERSITY - FRESNO (CSU)			3
CALIFORNIA STATE UNIVERSITY - FULLERTON (CSU)		2	17
CALIFORNIA STATE UNIVERSITY - LONG BEACH (CSU)			11
CALIFORNIA STATE UNIVERSITY - LOS ANGELES (CSU)		1	8
CALIFORNIA STATE UNIVERSITY - NORTHRIDGE (CSU)		1	5
CALIFORNIA STATE UNIVERSITY - SACRAMENTO (CSU)			4
CALIFORNIA STATE UNIVERSITY - SAN BERNARDINO (CSU)		7	179
CALIFORNIA STATE UNIVERSITY - SAN MARCOS (CSU)		1	2
COLORADO MESA UNIVERSITY			1
COLORADO STATE UNIVERSITY			1
DEVRY UNIVERSITY			3
EVEREST COLLEGE			2
FLAGLER COLLEGE			1
GARDNER-WEBB UNIVERSITY			1
GEORGIA STATE UNIVERSITY			1
GRAND CANYON UNIVERSITY			2
HOPE INTERNATIONAL UNIVERSITY			1
HUMBOLDT STATE UNIVERSITY (CSU)			3
JUDSON UNIVERSITY			1
LA SIERRA UNIVERSITY		3	10
LOUISIANA STATE UNIVERSITY			1
METROPOLITAN STATE COLLEGE OF DENVER			1
MIAMI DADE COLLEGE		1	1
NATIONAL UNIVERSITY			6

## Introduction

College Name	2009-2010	2010-2011	2011-2012
NORTHERN ARIZONA UNIVERSITY			2
OTTAWA UNIVERSITY			1
PACIFIC LUTHERAN UNIVERSITY			1
PACIFIC UNION COLLEGE			1
ROLLINS COLLEGE			1
SAN DIEGO STATE UNIVERSITY (CSU)			5
SAN FRANCISCO STATE UNIVERSITY (CSU)			5
SAN JOSE STATE UNIVERSITY (CSU)			3
SOUTHEASTERN UNIVERSITY			1
SOUTHERN ADVENTIST UNIVERSITY			1
SOUTHERN METHODIST UNIVERSITY			1
TABOR COLLEGE			3
TEXAS CHRISTIAN UNIVERSITY			1
UNIVERSITY OF ALASKA - ANCHORAGE			1
UNIVERSITY OF CALIFORNIA - BERKELEY		1	8
UNIVERSITY OF CALIFORNIA-DAVIS		1	5
UNIVERSITY OF CALIFORNIA - IRVINE			10
UNIVERSITY OF CALIFORNIA-LOS ANGELES			14
UNIVERSITY OF CALIFORNIA - MERCED			1
UNIVERSITY OF CALIFORNIA - RIVERSIDE			2
UNIVERSITY OF CALIFORNIA-SAN DIEGO		1	9
UNIVERSITY OF CALIFORNIA-SANTA BARBARA			7
UNIVERSITY OF CALIFORNIA-SANTA CRUZ			3
UNIVERSITY OF HAWAII AT MANOA		1	1
UNIVERSITY OF IDAHO			1
UNIVERSITY OF MONTANA			1
UNIVERSITY OF NEVADA LAS VEGAS			1
UNIVERSITY OF NEW MEXICO			2
UNIVERSITY OF PHOENIX			13
UNIVERSITY OF REDLANDS			9
UNIVERSITY OF SOUTH ALABAMA			1
UNIVERSITY OF TEXAS ARLINGTON			1
UNIVERSITY OF WASHINGTON			1
UTAH STATE UNIVERSITY			1
WESTMONT COLLEGE			1
WOODBURY UNIVERSITY			1
XAVIER UNIVERSITY OF LOUISIANA			1
<b>Grand Total</b>	<b>2</b>	<b>31</b>	<b>488</b>

Source: MIS Referential Files and National Student Clearinghouse Data

Note: Only includes students that completed more than 12 units at Moreno Valley College and attempted a Transfer Level Math or English course.

The largest number of transfers (179 in 2011-2012) have been to California State University, San Bernardino, with the second largest group transferring to California Baptist University (63).

## Introduction

<b>Moreno Valley College Number of Transfer Students 2009/2010 - 2011/2012</b>			
<b>California State University (CSU)</b>	<b>2009- 2010</b>	<b>2010- 2011</b>	<b>2011- 2012</b>
CALIFORNIA MARITIME ACADEMY			1
CALIFORNIA POLYTECHNIC STATE UNIVERSITY - SAN LUIS OBISPO			2
CALIFORNIA STATE POLYTECHNIC - POMONA		3	12
CALIFORNIA STATE UNIVERSITY - CHANNEL ISLANDS		1	
CALIFORNIA STATE UNIVERSITY - BAKERSFIELD		2	1
CALIFORNIA STATE UNIVERSITY - CHICO			1
CALIFORNIA STATE UNIVERSITY - DOMINGUEZ HILLS		1	
CALIFORNIA STATE UNIVERSITY - EAST BAY			1
CALIFORNIA STATE UNIVERSITY - FRESNO			3
CALIFORNIA STATE UNIVERSITY - FULLERTON		2	17
CALIFORNIA STATE UNIVERSITY - LONG BEACH			11
CALIFORNIA STATE UNIVERSITY - LOS ANGELES		1	8
CALIFORNIA STATE UNIVERSITY - NORTHRIDGE		1	5
CALIFORNIA STATE UNIVERSITY - SACRAMENTO			4
CALIFORNIA STATE UNIVERSITY - SAN BERNARDINO		7	179
CALIFORNIA STATE UNIVERSITY - SAN MARCOS		1	2
HUMBOLDT STATE UNIVERSITY			3
SAN DIEGO STATE UNIVERSITY			5
SAN FRANCISCO STATE UNIVERSITY			5
SAN JOSE STATE UNIVERSITY			3
<b>CSU Total</b>	<b>0</b>	<b>19</b>	<b>263</b>
<b>University of California (UC)</b>	<b>2009- 2010</b>	<b>2010- 2011</b>	<b>2011- 2012</b>
UNIVERSITY OF CALIFORNIA - BERKELEY		1	8
UNIVERSITY OF CALIFORNIA-DAVIS		1	5
UNIVERSITY OF CALIFORNIA-IRVINE			10
UNIVERSITY OF CALIFORNIA-LOS ANGELES			14
UNIVERSITY OF CALIFORNIA - MERCED			1
UNIVERSITY OF CALIFORNIA - RIVERSIDE			2
UNIVERSITY OF CALIFORNIA-SAN DIEGO		1	9
UNIVERSITY OF CALIFORNIA-SANTA BARBARA			7
UNIVERSITY OF CALIFORNIA-SANTA CRUZ			3
<b>UC Total</b>	<b>0</b>	<b>3</b>	<b>59</b>
<b>CSU and UC Total</b>	<b>0</b>	<b>22</b>	<b>322</b>

Source: MIS Referential Files and National Student Clearinghouse Data

Note: Only includes students that completed more than 12 units at Moreno Valley College and attempted a Transfer Level Math or English course.

## Introduction

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Overall, a substantial number of students transferred to the UC and CSU in 2011-2012 when compared to previous years. For the CSU in 2011-2012, the largest number of students transferred to CSU San Bernardino (179).

For the UC in 2011-2012, the largest number of students transferred to University of California, Irvine (10) and University of California, Los Angeles (14).

### **Organization for the Self-Evaluation Report**

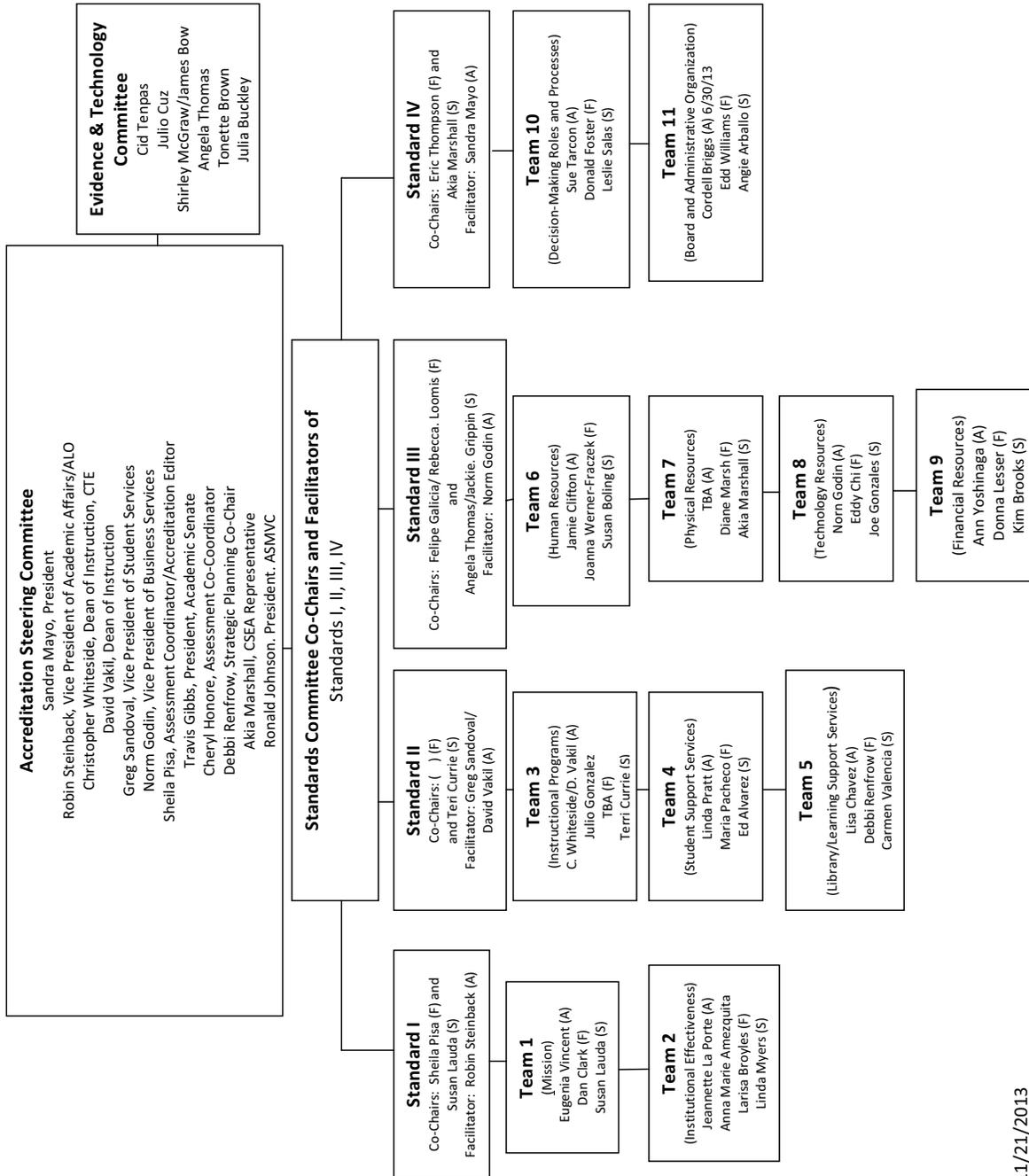
The Accreditation Steering Committee was organized and met for the first time in October 2012. Members consisted of the College President, Interim Vice President of Academic Affairs, Interim Vice President of Business Services, Vice President of Student Services, Interim Dean of Instruction, Academic Senate President, CSEA Vice President, and the faculty Assessment Coordinators.

Several foundational needs and principles were established, such as:

- Writing was to be a team effort, involving faculty, classified staff, and administrators
- A method for organizing and storing evidence should be considered from the beginning of the self-evaluation report process
- An online resource is necessary, not only for the visiting team's information, but to keep the process transparent, and to help all members of the College community stay involved in the writing of the self-evaluation report.

The writing of the self-evaluation report was divided among ten writing teams, each having a faculty and classified staff co-chair with an administrator to provide additional support. The organizational chart for the writing teams is shown in Figure 1 below.

## Accreditation Self-Evaluation Report Writing Teams



11/21/2013

Figure 1

## Introduction

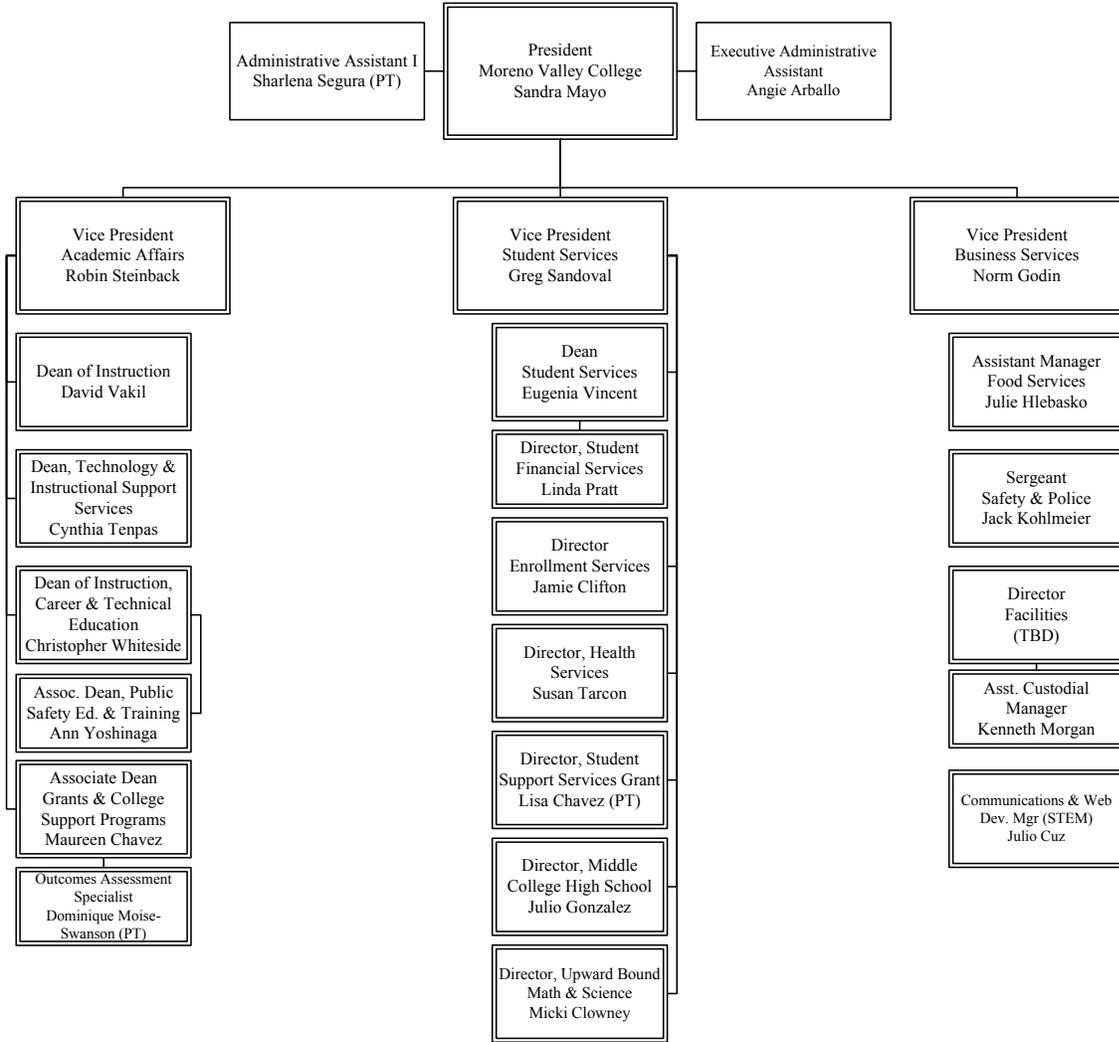
The timeline for the writing of the self-evaluation report was as follows:

<b>Winter 2013</b>	<ul style="list-style-type: none"> <li>• Writing team chairs work on initial drafts for their team writings.</li> </ul>
<b>February 2013</b>	<ul style="list-style-type: none"> <li>• Self-Evaluation Report editor named.</li> </ul>
<b>April 2013</b>	<ul style="list-style-type: none"> <li>• Draft #1 of Standards is posted to the College SharePoint site. Drafts are discussed at the Strategic Planning Council on April 30.</li> </ul>
<b>May 2013</b>	<ul style="list-style-type: none"> <li>• Revisions of draft #1 are made and evidence gathering continues.</li> </ul>
<b>Summer 2013</b>	<ul style="list-style-type: none"> <li>• Draft #2 is compiled, posted to SharePoint Accreditation site on August 19.</li> </ul>
<b>Fall 2013</b>	<ul style="list-style-type: none"> <li>• August 23, Faculty FLEX Workshop was held for review and feedback on draft #2; Student Services staff review Standard II.B at their fall retreat.</li> <li>• August 27 - September 6, seven review and feedback sessions were held at various times and locations (including the Ben Clark Training Center) to provide faculty an opportunity to review and provide feedback on draft #2.</li> </ul>
<b>September 2013</b>	<ul style="list-style-type: none"> <li>• Feedback on draft #2 was incorporated into draft #3 of the Standards, posted to the Accreditation SharePoint site on Sept. 12.</li> <li>• September 23, review of draft #3 was conducted and feedback sought from Student Senate and Academic Senate.</li> <li>• September 26, review of draft #3 was conducted and feedback sought from the Strategic Planning Council.</li> </ul>
<b>October 2013</b>	<ul style="list-style-type: none"> <li>• October 3, review of draft #3 was conducted and feedback sought from the President's Management Council.</li> <li>• October 11, draft #4 is posted.</li> <li>• October 21, draft #4 is presented to Student and Academic Senates for endorsement.</li> <li>• October 24, draft #4 is presented to the Strategic Planning Council for endorsement.</li> </ul>
<b>November 2013</b>	<ul style="list-style-type: none"> <li>• November 18, draft submitted to Chancellor's Cabinet via SharePoint.</li> <li>• November 25, review of draft by RCCD Executive Cabinet.</li> </ul>
<b>December 2013</b>	<ul style="list-style-type: none"> <li>• December 3, draft submitted to Teaching and Learning Committee, RCCD Governing Board.</li> <li>• December 10, draft submitted to RCCD Governing Board Meeting for final approval.</li> <li>• December 11-20, reproduction and printing of the Self-Evaluation Report.</li> </ul>
<b>No later than January 3, 2014</b>	<ul style="list-style-type: none"> <li>• Submission of the Self-Evaluation Report to ACCJC.</li> </ul>
<b>March 3 – 6, 2014</b>	<ul style="list-style-type: none"> <li>• Site visit.</li> </ul>

Organization of the College

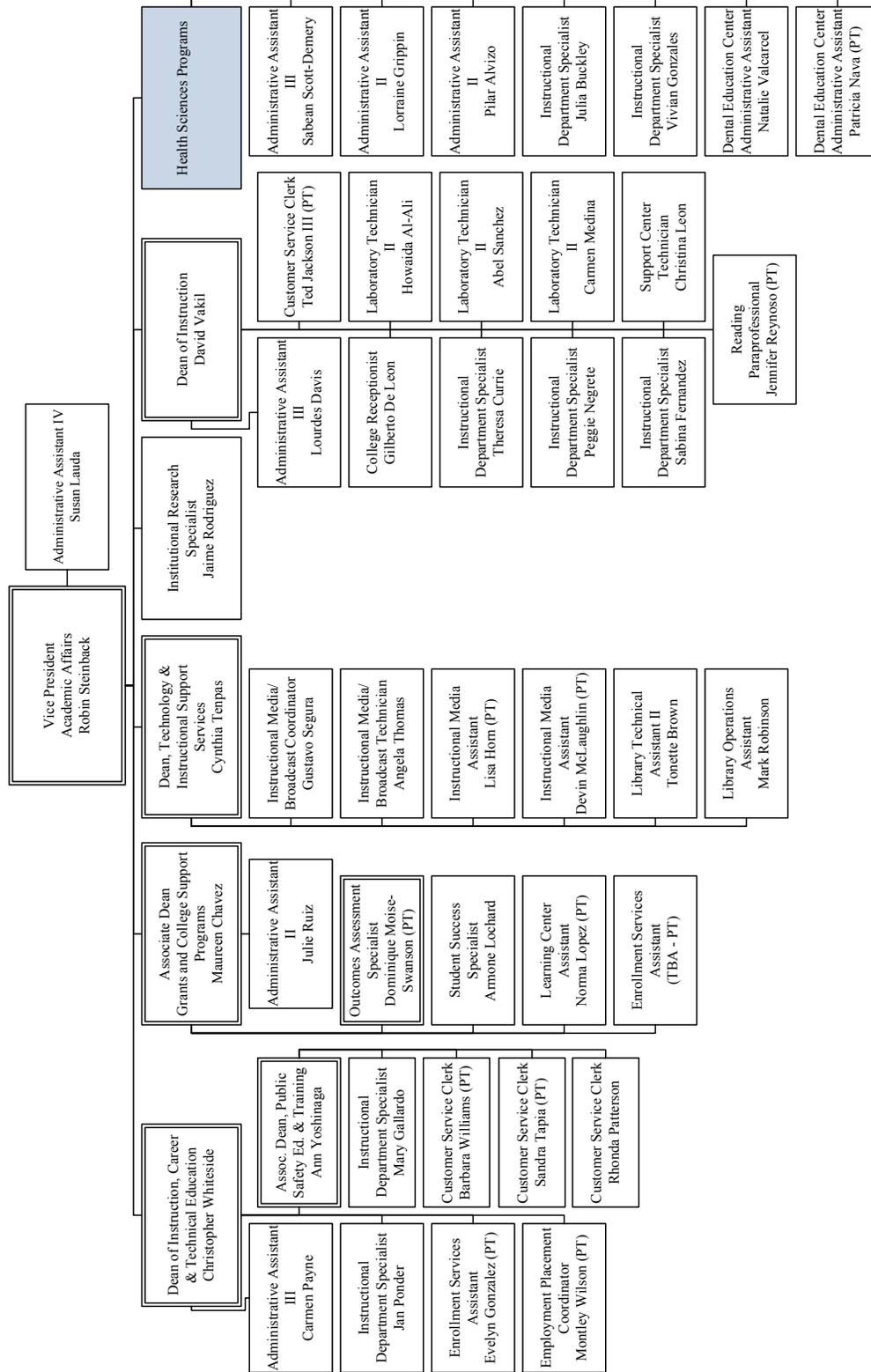
Riverside Community College District

Moreno Valley College - President



# Introduction

## Riverside Community College District Moreno Valley College – Academic Affairs

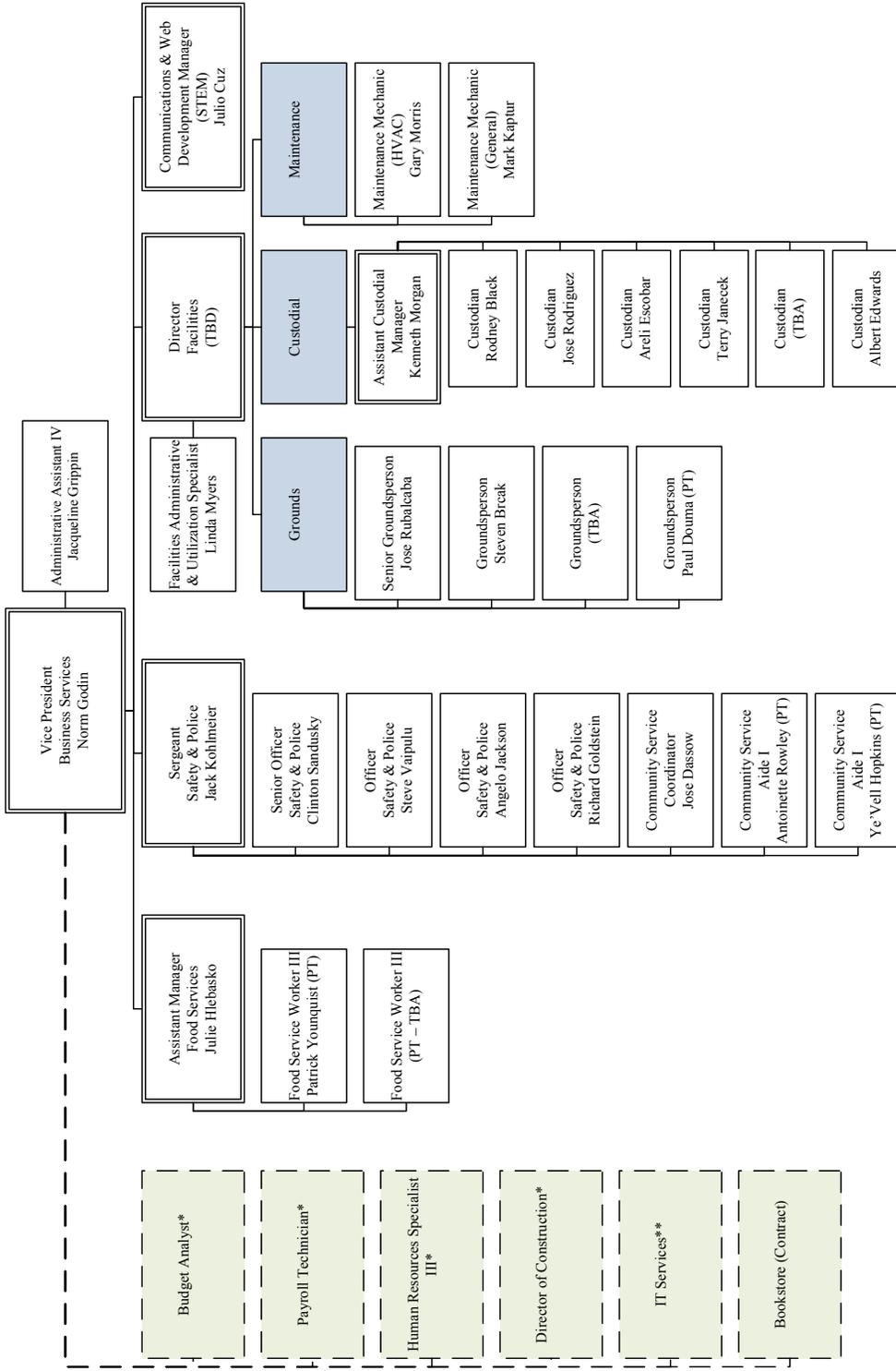


PT=Permanent Part-Time Employee

r09/17/13

# Riverside Community College District

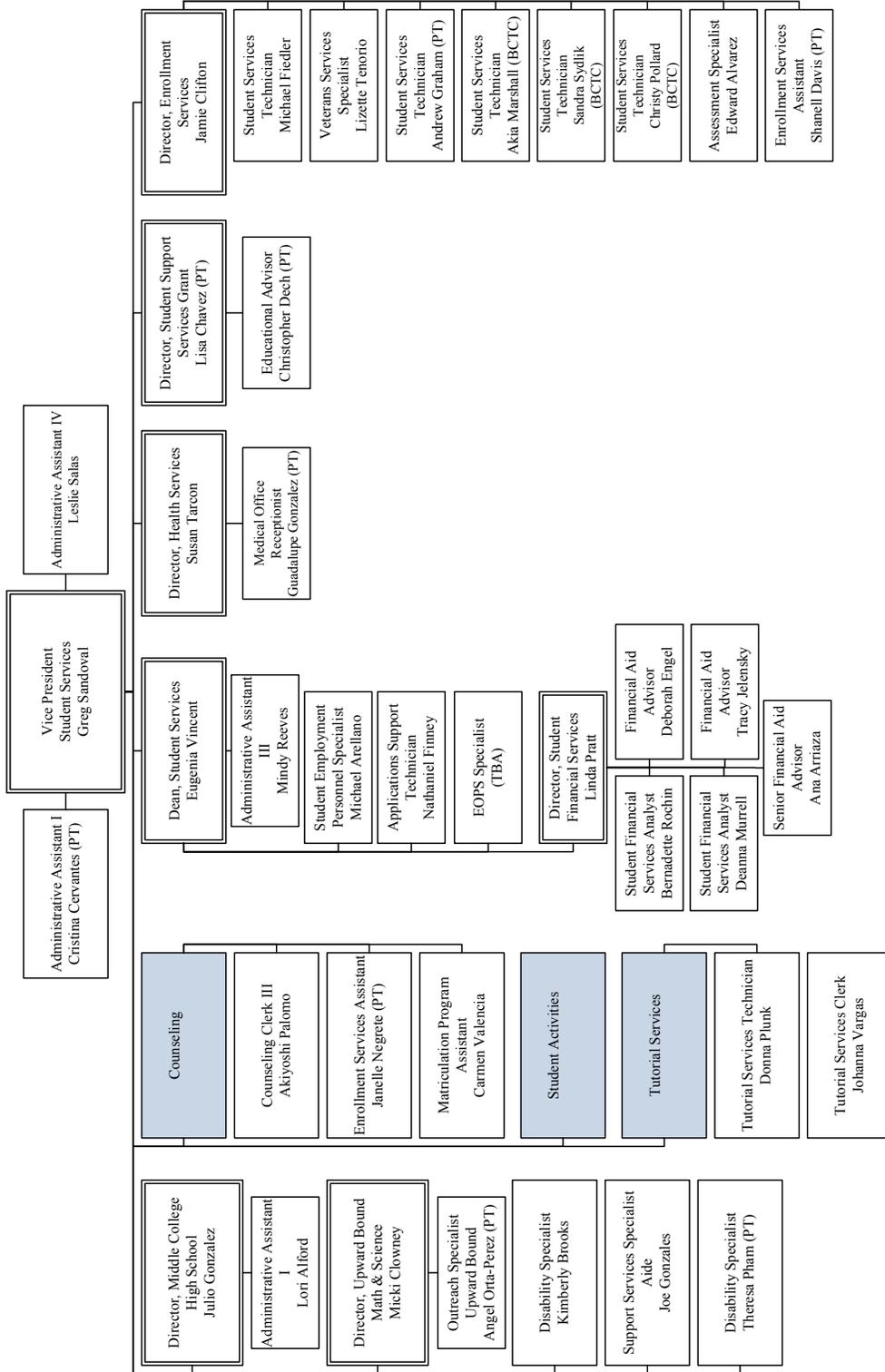
## Moreno Valley College – Business Services



\*Centralized service with a dedicated staff person to serve the Moreno Valley College.  
 \*\*Centralized service with two FT positions dedicated to and located at MVC, along with PT positions.  
 PT=Permanent Part-Time Employee

# Riverside Community College District

## Moreno Valley College – Student Services



r09/17/13

PT=Permanent Part-Time Employee

### **Riverside Community College District Function Map January 2013 Revisions**

#### **The District and Moreno Valley College Relationship**

The relationship between the three Riverside Community College District colleges and the District is by nature multifaceted and continuously evolving. The transition from a single college, multi-campus district to a multi-college district has resulted in an on-going assessment of operations and services and, when appropriate and necessary, a shift from centralized district-provided control and service to local college-provided oversight and responsibility. Following the Board's decision to seek approval to create a single district, three-college system, the District acted strategically to increase the capacity of the current and proposed colleges to enable and empower them to make decisions and be more directly accountable and responsive to their local communities.

In the past, the District directed all major functions, but since that time, the role of the District has shifted from being primary in terms of responsibility for the oversight of all major functions and operations to being primary for some and secondary for others. In some instances, the responsibility for carrying out a function or responsibility is "shared" by both the District and the colleges. Currently, District and College administrators and staff work collaboratively to achieve the District and College missions. For example, while the District leads major bond programs and maintains close oversight and accountability of bond resources, the College establishes and maintains its facilities, master plans, and bond project priorities. Likewise, while the College is solely responsible for identifying and hiring faculty, staff, and administrative positions, District staff monitor compliance and verification of candidate qualifications. This approach to the distribution of organizational responsibilities is illustrated in the RCCD Function Map, which is intended to illustrate how the College and the District manage the distribution of responsibilities. Issues such as economies of scale, seamless coordination of activities, legal compliance, and fiscal responsibility are all considered in assessing the distribution and delineation of functions and responsibility.

The RCCD Function Map is intended to illustrate how MVC and the District manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

The Function Map was developed using a collaborative process among the three colleges—Riverside, Norco, and Moreno Valley—and the Riverside Community College District office. A group, convened by the Associate Vice Chancellor of Education Services, which included the Chancellor and senior administrators from each of the colleges and the District, met on October 17, 2012 and again in January to review and revise the current Function Map. A revised draft of the Function Map was shared with College and District constituencies during October, November and December 2012. When the District-wide group reconvened on January 10, 2013, it considered the input that had been received and based on further discussion, revised the Function Map. The revision process helped further clarify areas of responsibilities and is an accurate depiction of the manner in which each of the functions is addressed.

## Introduction

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

**P** = Primary Responsibility (leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement).

**S** = Secondary Responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).

**SH** = Shared Responsibility (the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function-district and college mission statements).

**N/A** = Responsibility Not Applicable (in cases where neither the District nor the College has such responsibility, for example, Standard II.A.8, concerning offering courses in foreign locations).

## Introduction

<b>Standard I: Institutional Mission and Effectiveness</b>		
<b>A. MISSION</b>		
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	<b>College</b>	<b>District</b>
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the Governing Board and published.	P	S
3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution’s mission is central to institutional planning and decision-making.	P	S
<b>B. IMPROVING INSTITUTIONAL EFFECTIVENESS</b>		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	<b>College</b>	<b>District</b>
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S

## Introduction

<b>Standard II: Student Learning Programs and Services</b>		
<b>A. INSTRUCTIONAL PROGRAMS</b>		
<p>The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.</p>		
	College	District
2. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. When courses, certificates and degrees are shared by two or more of the District's colleges, the course SLOs and program PLOs are common, but the assessment of these outcomes may vary among individual faculty members.	P	S
3. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location. *Except for community education and study abroad which are coordinated at the District level.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S

## Introduction

b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. *The three colleges share a common core curriculum across the District; e.g., Eng 1A, His 7, Math 35, etc.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S

## Introduction

<p>b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</p>	P	S
<p>c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</p>	P	S
<p>4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.</p>	P	S
<p>5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</p>	P	S
<p>6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.</p>	P	S
<p>a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</p>	P	S
<p>b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</p>	P	S

## Introduction

<p>c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and regularly reviews institutional policies, procedures, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services. *The three colleges share the same Board policies and procedures which are reviewed periodically. The colleges are responsible for the content of their catalogs, documents, and information disseminated to the public.</p>	P	S
<p>7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public Governing Board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.</p>	P	S
<p>a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</p>	P	S
<p>b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.</p>	P	S
<p>c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks. *Institutional Code of Professional Ethics is a District Board policy.</p>	SH	SH
<p>8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.</p>	N/A	N/A
<p><b>B. STUDENT SUPPORT SERVICES</b>  The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</p>		

## Introduction

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General information b. Requirements c. Major policies affecting students d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. *The three colleges share an application and placement instruments; validation of the instruments occurs across the District.	S	P
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. *Each of the colleges is responsible for maintaining, storing, and managing their own records. The District manages one administrative system, Datatel, and maintains a secure backup of records and files.	P	S

## Introduction

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
<p><b>C. LIBRARY AND LEARNING SUPPORT SERVICES</b></p> <p>Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</p>		
	<b>College</b>	<b>District</b>
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S

## Introduction

<p>2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	P	S
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### Standard III: Resources

#### A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

	College	District
<p>1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.</p>	SH	SH
<p>a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</p>	S	P
<p>b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</p>	P	S
<p>c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.</p>	P	S

## Introduction

d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	S	P
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S
a. The institution plans professional development activities to meet the needs of its personnel.	P	S
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S
<p><b>B. PHYSICAL RESOURCES</b> Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.</p>		

## Introduction

	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	P	S
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	P	S
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	P	S
<b>C. TECHNOLOGY RESOURCES</b> Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH

## Introduction

d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	P	S
<p><b>D. FINANCIAL RESOURCES</b></p> <p>Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning. Once the District receives its allocation from the state, the District and colleges engage in a collaborative process which utilizes the agreed-upon Budget Allocation Model (BAM) to allocate financial resources. Each college is then responsible for managing its own financial resources.</p>		
	<b>College</b>	<b>District</b>
1. The institution's mission and goals are the foundation for financial planning.	P	S
a. Financial planning is integrated with and supports all institutional planning.	P	S
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	P	S
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	SH	SH
a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH

## Introduction

b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	P	S
c. Appropriate financial information is provided throughout the institution, in a timely manner.	S	P
d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	P	S
e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.	P	S
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	P	S
a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	S	P
c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	S	P
d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.	S	P
e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	S	P
g. 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.	S	P
h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.	S	P

## Introduction

4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	P	S
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### Standard IV: Leadership and Governance

#### A. DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH

## Introduction

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S
<p><b>B. BOARD AND ADMINISTRATIVE ORGANIZATION</b></p> <p>In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.</p>		
	<b>College</b>	<b>District</b>
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the District/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	N/A	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	N/A	P

## Introduction

f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N/A	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	N/A	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	N/A	P
i. The governing board is informed about and involved in the accreditation process.	SH	SH
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> <li>• establishing a collegial process that sets values, goals, and priorities;</li> <li>• ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;</li> <li>• ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and</li> <li>• establishing procedures to evaluate overall institutional planning and implementation efforts.</li> </ul>	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S

## Introduction

d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d. The district/system effectively controls its expenditures.	S	P
e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

### Eligibility Requirements of Moreno Valley College

#### 1–Authority

[Moreno Valley College is accredited](#) by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California Department of Education and the California Community Colleges Chancellor’s Office.

#### 2–Mission

On June 20, 2006, the RCCD Board of Trustees approved the Moreno Valley College mission statement: “Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, preprofessional, and precollegiate curricula for all who can benefit from them. Lifelong learning opportunities are provided, especially in health and public service preparation.”

The College has recently undertaken a review of the mission statement. The Strategic Planning Council approved a revised mission statement in September 2013, and in October 2013, the Academic Senate approved the revised mission statement. It is anticipated that the Board of Trustees will approve the mission statement by the end of Fall 2013.

#### 3–Governing Board

Moreno Valley College is one of three educational institutions in the Riverside Community College District. A publicly elected, five-member [Board of Trustees](#) governs the District. A non-voting Student Trustee represents the student body. Members are elected for four-year terms, which are staggered. Board members have no employment or personal financial interest in the institution.

#### 4–Chief Executive Officer

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

#### 5–Administrative Capacity

Moreno Valley College currently has the following ten full-time academic administrative positions:

- President
- Vice President of Academic Affairs
- Vice President of Student Services
- Dean of Instruction
- Dean of Technology and Instructional Support Services
- Dean of Career and Technical Education
- Dean of Student Services
- Associate Dean of Grants and College Support Programs
- Associate Dean, Public Safety Education and Training

## Introduction

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- Director, Health Services

And ten classified management positions:

- Vice President Business Services
- Director, Facilities
- Director, Enrollment Services
- Manager, Communications and Web Development
- Director, Student Financial Services
- Director, Middle College High School
- Director, Student Support Services Grant (75 percent)
- Outcome Assessment Specialist (50 percent)
- Assistant Manager Food Services
- Assistant Custodial Manager

### **6–Operational Status**

Moreno Valley College has been operational since it opened its doors in March 1991. In Fall 2013, there were 8,361 students enrolled in classes at census. Many of these students are actively pursuing occupational certificates, associate degrees, and/or transfer to four-year institutions. A smaller proportion of students have other goals, including personal development, career enrichment, or development of academic skills.

### **7–Degrees**

To meet its mission, Moreno Valley College offers Associate of Arts and Associate of Science degrees and a variety of certificates, primarily in health, human, and public services. The institution has over 50 degree and/or certificate programs (see Standard II.A.1 for a complete list of degrees and certificates). The requirements for these programs can be taken at Moreno Valley College and its off-campus educational sites.

### **8–Educational Programs**

The degree programs offered at Moreno Valley College are congruent with its mission, based on recognized higher education fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. The degree programs meet California Code of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work. All course outlines of record, in both degree credit and non-degree credit courses, meet predetermined student learning outcomes achieved through class content, assignments, and activities; and all course outlines are subjected to regular program review.

### **9–Academic Credit**

Moreno Valley College awards academic credit based on accepted practices of California community colleges under California Code of Regulations, Title V. Detailed information about academic credit is published in the College catalog.

### **10–Student Learning and Achievement**

The 2013-14 edition of the catalog contains the Board-approved comprehensive statement of general education and student learning outcomes (SLOs) for students enrolled in each of the

## Introduction

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academic programs offered. Additionally, student learning outcomes have been developed for all programs and degrees.

The curricula is a combination of shared, District-wide courses and courses offered only at Moreno Valley College. Courses taught at Moreno Valley College list student learning outcomes on the course outlines of record, and the SLOs are achieved and assessed by a variety of methods. Evaluated by department and discipline faculty and by administrators, every course, regardless of its location and delivery system, follows the course outline of record.

### **11–General Education**

All degree programs require a minimum of 23 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The institution's general education program is scrutinized for rigor and quality by the College and District academic senates, the Matriculation Committee, and appropriate constituencies.

### **12–Academic Freedom**

Moreno Valley College supports academic freedom. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by Board Resolution, passed June 2005, endorsing the American Association of University Professors Statement on Academic Freedom. In Spring 2007, the Board of Trustees approved a [policy on academic freedom](#). The institution prides itself on offering an open, inquiring, yet respectful and transparent educational experience, evidencing a commitment to intellectual freedom and independence of thought.

### **13–Faculty**

Moreno Valley College has 77 full-time faculty and 234 part-time faculty. All faculty meet the requirements for their disciplines based on regulations for the minimum qualifications for California community college faculty established in California Code of Regulations, Title 5. Many hold terminal degrees. Clear statements of faculty roles and responsibilities exist in the memos sent to faculty at semester beginnings and the agreement between the Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA. Faculty carry out program review, develop student learning outcomes, and assess student learning.

### **14–Student Services**

With a commitment to student success, the College's [student services program](#) focuses on the student complementing their learning experience. The design and delivery of services is based on student needs and demands and on the principles of the lifelong learner, focusing on the empowerment of individuals towards independence and self-confidence. All students have the opportunity to become involved with college activities and develop their leadership potential. Each program strives for effectiveness in contributing to a student-centered atmosphere.

## Introduction

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### **15–Admissions**

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

### **16–Information and Learning Resources**

The [Moreno Valley College Library](#) provides access to print and electronic resources as well as library services to meet the educational needs of the College. The library is staffed to assist all library patrons in the use of library resources. Within the library, Internet access, including wireless access, is available to any current library patron. All online library resources and services are available to any current library patron on- or off-campus. Moreno Valley College also provides access to instructional support services and computer laboratories to ensure its commitment to providing information and learning resources, regardless of location or delivery method.

### **17–Financial Resources**

Moreno Valley College, through the Riverside Community College District, is funded on a “roll-over” budget (cost-basis), which includes additional resources for all funding requirements. The annual budget is adopted by the Board of Trustees through its Resources Committee and then by the Board of Trustees after an official public hearing. These processes ensure the College has the financial resources and plans for financial development adequate to support the mission through educational programs and services, to improve institutional effectiveness, and to assure financial stability. The Moreno Valley College [Strategic Planning Council](#) includes a Financial Resources Advisory Group that supports the Resources Subcommittee of Strategic Planning Council, which ensures the College has adequate financial resources, and plans for financial development to support the mission. This support occurs through educational programs and services to improve institutional effectiveness, and to assure financial stability.

### **18–Financial Accountability**

The Riverside Community College District regularly undergoes, and makes publicly available, an annual external financial audit for the District and its educational centers by a contracted certified public accountant. The audit is conducted in accordance with the standards contained in Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. The College’s annual and strategic planning processes include periodic financial reporting and review as facilitated by the College Vice President, Business Services.

### **19–Institutional Planning and Evaluation**

Moreno Valley College has an established institutional planning process and works with the Riverside Community College District to provide planning for the development of the

## Introduction

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College, including integrating plans for academic personnel, learning resources, facilities, and financial development, as well as procedures for program review, assessment, and institutional improvement. Through the Moreno Valley College [Academic Planning Council](#), the [Strategic Planning Council](#), four subcommittees, and the Moreno Valley College [Comprehensive Master Planning process](#), the College is in a constant state of review and improvement. The College and District systematically evaluate how well and in what ways the College is accomplishing its purpose, including assessment of student learning and documentation of institutional effectiveness.

### **20–Public Information**

Moreno Valley College publishes its catalog and schedule of classes on-line. These documents, along with the website and other publications, publicize accurate and current information about the institution, its mission and goals; admission requirements and procedures; academic calendar and program length; rules and regulations affecting students, programs, and courses; degrees offered and degree and graduation requirements; costs and refund policies; available learning resources; grievance procedures; names and academic credentials of faculty and administrators; names of members of the Board of Trustees; and all other items relative to attending the institution.

### **21–Relations with the Accrediting Commission**

The Riverside Community College District Board of Trustees provides assurance that Moreno Valley College adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the College in identical terms to all its accrediting agencies (including the Accreditation Review Committee on Physician Assistant Education, the Commission on Accreditation of Allied Health Education, and the American Dental Association’s Committee on Dental Accreditation), communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. All disclosures by the institution are complete, accurate, and honest.





### RECOMMENDATION 1: College Goals

**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)**

As a result of recommendation 1, the Moreno Valley College [Integrated Strategic Plan 2010-2015 \(ISP\)](#) was written in 2010. This document aligned the College goals with District strategic themes and provided strategies for assessing these goals. In Fall 2011, focus groups met regularly to discuss the College organization, review strategic planning processes, and update the ISP. Facilitated by the Vice President of Academic Affairs (VPAA), the ISP focus groups consisted of staff, faculty, administrators, and contract employees from the MVC main campus and BCTC. Focus groups met five times throughout the Fall 2011 semester. The result of focus group discussions was the Integrated Strategic Plan 2010-2015 (revised) and identification of baseline research data needed for each goal. The requirement for baseline data that could be used to measure goals made evident the need for a dedicated College researcher. This position was realized with the hiring of a full-time Institutional Research Specialist in Spring 2013. The Institutional Research Specialist has been assigned to work in conjunction with the Institutional Mission and Effectiveness subcommittee to evaluate progress toward obtainment of College goals. The researcher has also been working closely with the Vice President of Academic Affairs to establish student achievement standards for the College.

In 2011, the acting president of the College and members of the President's Cabinet reviewed the 2007 [Long-Range Educational and Facilities Master Plan](#) completed by the MAAS Companies, Inc. Revisions to the Plan became necessary, including the immediate need for a 14,000 square-foot facility to relocate the Moreno Valley College Dental Education Center to the main campus. This facility move was needed due to the loss of property on the March Air Reserve Base. This and other issues prompted a realization that the Master Plan should be reconsidered, and recruitment of new consultants took place in Spring 2012. In Spring 2013, HMC Architects was hired to compile a Comprehensive Master Plan to meet the following purposes:

1. Project the long-term development of programs and services
2. Develop recommendations for site and facilities improvements
3. Provide a foundation for the development of other plans
4. Inform the public of the College's intentions and garner support for the services provided in and to the community
5. Support accreditation and demonstrate compliance with accreditation standards and Title V.

In Summer 2011, the newly hired College president determined a need for a revision of the program review process and created a task force for this purpose. [The Program Review Task Force](#) concluded its work on annual program review in Spring 2013, with recommendations on revised and [uniform processes for Instructional, Student Services and Business Services](#)

## Responses to the 2009 ACCJC Team Recommendations

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[units](#). The new program review process explicitly links program or unit activities to the College goals to ensure that these goals are incorporated into planning efforts. The Task Force realized that revisions to program review were only a first step: changes to planning processes were required so that the results of program review could be incorporated into strategic planning. The Task Force also found that linkages between governing bodies needed strengthening. These revisions to planning are still underway, with the flow of program reviews being considered as well as composition and charges to strategic planning committees. The subcommittees are aligned with the four Standards of ACCJC, and have, as part of their revised responsibilities, the charge to annually update the ACCJC report, ensuring that standards are being met.

### **Analysis of the results achieved to date**

The College goals have been revised. An internal working document, [“Notes on the College Goals,”](#) based on the discussions of the focus groups, is designed to align discussion on all goals and the strategies for achieving the projected outcomes systematically. The complete set of “Notes” is available to each of the planning subcommittees for further analysis, discussion and refinement with specific goals assigned to subcommittees for reporting purposes. These “Notes” constitute a working document from which the subcommittees of SPC, the Senate, and the administrative units of the College can continue the ongoing dialogue associated with college-wide planning.

The program review process has been revised to connect to College goals, and is being implemented for the first time in Fall 2013. The annual program review process is now uniform for Instructional, Student Services, and Business Services units and rubrics have been devised for the ranking of resources.

### **Future plans related to this recommendation**

A plan for the revision of subcommittee compositions and charges is underway in order to improve communication flow, and to ensure that planning documents are written that incorporate material from program reviews related to College goals. As part of this plan, the drafting of a Participatory Governance and Planning Handbook was begun in Fall 2013. These plans will be presented to College governance bodies for approval when complete.

The Institutional Research Specialist, in cooperation with the Institutional Mission and Effectiveness planning subcommittee, will gather baseline data for assessment of College goals and will implement evaluations of College efforts toward achieving them. The Institutional Mission and Effectiveness subcommittee will also devise a process to evaluate the College goals and make recommendations for their revision when necessary.

### RECOMMENDATION 2: Assessment

**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)**

#### Progress made on this recommendation

**Course level assessment.** All courses have Student Learning Outcomes (SLOs) on their official Course Outlines of Record (CORs). All faculty have included the official SLOs on their course syllabi. Course-level Student Learning Outcomes are fully developed and implemented and revisions to them are part of the College-based program review process and the District-based, four-year cycle of [Comprehensive Instructional Program Review](#).

Prior to Spring 2011, only 15 percent of courses had been assessed. To assist faculty in completing assessment projects, templates were constructed and an Assessment SharePoint site was designed to allow access to assessment materials and information. Workshops were held for assessment training, including one-on-one sessions with full- and part-time faculty. During Fall 2011, the percentage of courses that had been directly assessed reached 45 percent. In December 2011, indirect assessment of course SLOs were completed for 80 percent of College courses. Results of these course assessment surveys were emailed to participating instructors along with a request for faculty to identify a SLO that students felt was poorly achieved, and to design a direct assessment project for that SLO. By Spring 2013, direct assessment of at least one course SLO rose to 83 percent. These direct assessment reports are posted on the [Assessment SharePoint site](#) so that faculty can view the work of their colleagues and have meaningful conversations about ways to improve instruction. In Fall 2013, a Moreno Valley Assessment Committee workgroup was formed to implement TracDat as an assessment repository and tracking system, which will replace the SharePoint site in the 2014-2015 academic year. The goal is to have all course SLOs assessed by 2017.

**Program Level Outcomes Assessment.** All degree and certificate programs at Moreno Valley College have program learning outcomes (PLOs). The following timeline has been established for the assessment of PLOs through the 2013-2014 academic year:

- 2012-2013: Career and Technical Education (CTE) programs will complete mappings of course SLOs to PLOs.
- Fall 2013: CTE programs will assess their mappings using a list of questions designed to determine gaps in learning outcomes, and course sequencing appropriateness.
- Spring 2014: Associate Degrees for Transfer (ADTs) will map course SLOs to PLOs. Other methods of program assessment, such as ePortfolios, will be explored.
- Fall 2015: Assessment of PLOs will be conducted for CTE through course SLOs that map to PLOs.
- Spring 2016: Assessment of PLOs will be conducted for ADTs.

## Responses to the 2009 ACCJC Team Recommendations

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Moreno Valley College has four accredited programs (Physician Assistant, Dental Hygiene, Emergency Medical Services, and Dental Assisting) that routinely discuss, revise, and refine courses and programs based on comprehensive assessment of SLOs. These programs perform self-studies as part of their external accreditations that serve as program level assessment.

**General Education Student Learning Outcomes.** General Education SLOs have been in place and assessed since 2006. A [General Education Workgroup](#) was formed in 2011 to consider the General Education Assessment data, which led to the revision of the General Education SLOs in 2012. The Gen Ed Workgroup is currently using assessment data and results to recommend an update to the Gen Ed curriculum patterns.

**Service Area Outcomes.** Student Services has developed Service Area Outcomes (SAOs) for each unit and development of SAOs for Business Services is underway.

**Moreno Valley Assessment Committee.** The [Moreno Valley Assessment Committee](#) (MVAC) was formed in Spring 2011 and consists of faculty and staff members who serve as liaisons to their respective departments on assessment matters. The responsibilities of the Moreno Valley Assessment Committee include:

- Serve as consultants for assessment projects and otherwise serve as leaders to support a culture of assessment throughout the College.
- Regularly review College assessment policies and procedures and recommend improvements as needed to the Vice President, Academic Affairs.
- Support College and department assessment representatives with information and resources, including technology, to maintain and carry out current assessment plan.
- Update the College Assessment Webpage with current developments, projects, and resources associated with assessment at Moreno Valley College and in the larger community of higher education.
- Disseminate data that are gathered through assessment projects with stakeholders.
- Regularly report to the Academic Senate.

Through this committee, the College community receives updates on the assessment process and information relative to their own course or service area assessments. The MVAC consists of a faculty member from each department, the Faculty Assessment Co-Coordinators, the Dean of Instruction, the CTE Dean of Instruction, and a representative from both Student Services and Business Services.

### Analysis of Assessment Efforts

During College FLEX-day (February 2013), the College faculty, staff, and administrators in attendance were [surveyed](#) about the level of implementation of the SLO Rubric for Evaluating Institutional Effectiveness. Participants believed that student learning improvement is a visible priority, the College is working toward fine-tuning its SLO processes, and dialogue about student learning is ongoing. However, many felt that while dialogue about learning is taking place, the assessment data should play a more prominent role in identification of gaps, and for aligning practices. Some faculty felt that the allocation

## Responses to the 2009 ACCJC Team Recommendations

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of resources toward assessment efforts could be strengthened, and that students could be made more aware of the goals and purposes of their courses.

The FLEX survey showed that while there is a great deal of conversation about what students are learning and what can be done to support them, there appears, at times, to be a lack of communication across various College entities. The survey also identified a weakness in the connection between learning outcomes and planning at the College. This weakness was addressed through the activities of the Program Review Task Force, mentioned in Recommendation 1. The mission of the Program Review Task Force was to evaluate how connections between assessment, program review, and planning could be strengthened and tied to the College's Comprehensive Master Plan, which is also undergoing review. The Task Force made significant progress, especially in addressing resource allocation through program review, but sees college long-term planning as an area for continued growth.

### **What additional plans has the institution developed?**

The College will continue to fine-tune SLO processes and provide venues for discussion of student learning.

### **RECOMMENDATION 3: Strengthening Student Support Services**

**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)**

### **Progress made on this recommendation**

**A. Ben Clark Training Center.** Meetings with stakeholders have taken place to discuss student needs, satisfaction surveys, and the ongoing commitment to provide support services at the [Ben Clark Training Center](#) (BCTC). From these meetings, it has become clear that the need for student support on site varies from service to service, with some areas, like the Student Health Center, serving students before they enroll in the program rather than afterwards.

The [Follow-up Report](#) described the plans that were implemented by Fall 2010. Because of personnel and budget cuts affecting the availability of resources, changes have been made to the original implementation. Title V Grant funds have provided supplemental resources for providing student services at BCTC in the areas of assessment and counseling services. In some areas, the Center determined that there was no need for specific services because of the profile of students attending BCTC. For example, an on-site Career Center was not considered essential since most students enrolled at BCTC have already chosen and, in many cases, entered a career path in Public Safety or Fire Technology. However, students enrolled in the various BCTC academies do need some career counseling. Currently, those needs are being met through on-site counseling services.

## Responses to the 2009 ACCJC Team Recommendations

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The Student Services administrative unit has made comprehensive services available to all students regardless of location. Student Services programs are identified on the College's website with current information on program eligibility and specific services provided. At the main campus and at BCTC, student services personnel are on location on a fixed or flexible schedule, depending on the level of services needed and the timing of those identified needs. When needed and appropriate, student services workshops, activities, and classroom presentations are scheduled.

Student Services communicates regularly with the BCTC administration to collaborate on meeting the needs of the students, while not compromising the need for, or timing of, services on the main campus. Appropriate comprehensive services are identified, and data have been collected on the effectiveness of those services. Periodic meetings are held to review and assess data collected so that levels of service can be adjusted accordingly.

**B. Comprehensive Assessment of Student Needs and Satisfaction.** In 2010, 2011, and 2013, Moreno Valley College administered the Community College Survey of Student Engagement ([CCSSE](#)) to provide standardized benchmarks of student engagement in active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners. The results of CCSSE 2010 are available on the Moreno Valley College website. A slide presentation on the Key Findings prepared by the district dean of Institutional Research can be found in the same location. With the biennial results of the CCSSE, the College will be able to document and improve institutional effectiveness.

In addition to CCSSE, a [locally-developed survey](#) designed to measure student satisfaction yielded useful results that are being used in planning. It is available from a link on the College website called Student Satisfaction Survey. Those results are reported in the Student Services Administrative Unit Program Review document that informs the strategic planning process.

### Results achieved to date

The results of the CCSSE and the Survey of Student Satisfaction were presented as slide presentations to the college community through multiple shared governance venues in Fall 2010 by the district Dean of Institutional Research. The results of the most recent survey informed changes made to admissions and records services.

In Fall 2012, the student services unit developed specific program satisfaction surveys for its internal service groups. These surveys were administered in Spring 2012. Internal program personnel reviewed the results of the survey to increase the quality and effectiveness of services to students. On the main campus and at BCTC, ongoing assessment of student support services is addressed consistently under College Goal 2, Strategy 5. Major revisions to this area's planning outcomes resulted from [focus group deliberations in Fall 2011](#).

The [CCSSE](#) and the [survey of student satisfaction](#) were administered to students again in Spring 2011. When results were received from the District Office of Institutional Research, MVC faculty, staff, and students analyzed the results, compared the results with the responses from 2010, and provided reports to the college community through the planning process.

## Responses to the 2009 ACCJC Team Recommendations

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### Evidence of results

In a [study conducted by Health Services](#), BCTC students were found to require the services of the nurse to complete lab work needed for entry into the programs offered at the Center, rather than after students had enrolled. In fact, the study determined that the college-based Health Services Office was less expensive, more informed, and better able to provide the needed laboratory tests and results than non-profit and for-profit laboratories in the area. Their need for a nurse on location is reduced once they are enrolled. A nurse is available to be with students at the MVC site on a full-time basis. Student needs and satisfaction results were included in the Follow-up Report 2012. Additional results from subsequent CCSSE 2010 Key Findings and Surveys of Student Satisfaction are posted on the accreditation website.

### What additional plans has the institution developed?

In the College's commitment to deliver comprehensive services to all students regardless of location, the student services unit will conduct student surveys to determine the level of satisfaction of services delivered and a department staff survey to collect College personnel's reflections on the comprehensiveness of services provided. Additionally, focus group activities will be scheduled to gain more insight on students' viewpoints on the delivery of comprehensive services.

### **RECOMMENDATION 4:**

#### **Evaluation of Governance and Decision-Making Processes (How is Program Review Being Used for Improvements?)**

**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)**

### **Progress made on this recommendation:**

**Program Review as the Basis for Planning.** Beginning in Fall 2011, the College adopted the principle that program review should be the [basis for planning](#). In Spring 2012, a college-wide effort began to gather feedback on the annual program review process. The College president, upon her arrival in July 2012, organized a [Program Review Task Force](#) to further examine the program review process and to analyze communication gaps in the governance structure. This task force was representative of the college community with faculty, staff, and administrative representation. In Fall 2012 and Spring 2013, the task force organized three Program Review Paloozas where newly developed rubrics were used to prioritize resource requests for instructional program reviews. The feedback obtained from these events was incorporated into recommendations to the president upon completion of the task force's work in Spring 2013.

## Responses to the 2009 ACCJC Team Recommendations

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Task force recommendations centered on restructuring the Strategic Planning Process flow, including establishing review councils for Instructional, Student Services, and Business Services areas. The creation of a governance oversight committee was also recommended, possibly charging the existing Governance subcommittee with that purpose. This oversight committee would assess timelines and processes for currency, accuracy and effectiveness; and create new forms and revised rubrics for program review that are consistent for Instructional, Student Services and Business Services. Such forms would tie activities and resource requests to College goals and outcomes.

### Results achieved to date

In Summer 2013, a committee composed of faculty (including the Academic Senate president), staff, and administrators met to put task force recommendations into action. The [Academic Planning Council](#), consisting of chairs and assistant chairs for instructional departments, is the reviewing body for instructional program reviews. A Student Services Planning Council, composed of members from the Student Services units, is the reviewing body for the Student Services program review; and a Business Services Planning Council will review the Business Services program reviews. [Digital forms](#) that are fillable were developed for the three areas so that information can be downloaded into spreadsheet format with the intention of creating databases from this information. [Rubrics](#), to be used by the departments, units, and councils for prioritization of resource requests, were developed.

[Strategic Planning Council](#) (SPC) subcommittee charges and compositions are being revised, beginning in Fall 2013. These revisions are intended to provide subcommittees with specific tasks and timelines that relate to development of action plans for hiring, technology, and facilities, as well as processes for evaluations of planning and governance. The composition of the SPC subcommittees is intended to provide alignment with existing committees at the College and to improve communication between the various working committees, SPC, and the Academic Senate. The Governance committees, and their charges, compositions, timelines, and workflow, are being compiled into a draft of a Participatory Governance and Planning Handbook.

### Future plans related to this recommendation

The draft of the Participatory Governance and Planning Handbook will be taken to the governing bodies of the College (the SPC, Academic Senate, and President's Management Council) for approval and put into action immediately.

The Institutional Mission and Effectiveness Subcommittee will conduct an assessment of the new program review process during the Spring 2014 semester. The assessment will include an evaluation of the forms, rubric, and reports generated by each group.

The Governance subcommittee will design an evaluation of the governance structure to ensure that there is proper communication between all bodies, including feedback on the results of resource allocation and budget development. The Governance subcommittee will regularly employ this evaluation process.

### **RECOMMENDATION 5: Implementation of Decentralization of Student Support Services from District to College**

**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)**

#### **Progress made on this recommendation**

Moreno Valley College added five, full-time positions in May 2012. Two of the new positions were administrative and three positions were support staff. The College has also added five, part-time support staff positions. A reorganization of the College's former position of Dean of Student Services gives that position the additional responsibility for oversight and supervision of student support services at the BCTC. One of the new administrative positions, Director of Enrollment Services, shares responsibility with the Dean of Student Services for Admissions and Records, Cashiering, and Financial Aid and has completed the decentralization of Student Support Services from District to the College.

Three positions, Dean of Student Financial Services, Assistant Director of Admissions and Records, and Administrative Assistant III, were transferred from the district to the College to provide functions and services that are specific to colleges. The District converted the District Health Services Supervisor position to the position of Director of Health Services at the college level. District and College organizational charts have been updated, and personnel have been physically relocated to complete the process of decentralization of student support services from the District to the College.

Evidence of organizational and site-specific operational changes include addition of the following MVC personnel in Student Support Services:

- New position of Vice President Student Services (supervises Outreach, Assessment, Matriculation, Counseling, Student Activities, Transfer/Career Center; the following categorically-funded programs: CalWORKs, EOPS/CARE, DSPS, Health Services, TRIO/Student Support Services) – hired October 2010
- New position of Administrative Assistant IV assigned to Vice President Student Services – hired December 2010
- New position of Medical Office Receptionist assigned to MVC Director of Health Services – hired April 2011
- New position of Administrative Assistant II assigned to Director of Enrollment Services – hired December 2010 (vacant)
- New position of Director of Student Financial Services – (vacant, expected to be filled by May 2012)
- Transferred District Dean of Student Financial Services to the College in July 2010. The College converted this position to the Dean of Student Services position to

## Responses to the 2009 ACCJC Team Recommendations

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supervise Admissions and Records, Cashiering, Financial Aid, Veterans Services, Student Employment Services, Student Discipline, and Student Support Services for BCTC – September 2011

- Transferred District Assistant Director of Admissions and Records to MVC Director of Enrollment Services (Admissions and Records, Cashiering, Veterans) – completed July 2010
- Transferred Administrative Assistant III from District to the College and assigned to Dean of Student Financial Services (now Dean of Student Services)
- Converted the previous District Health Services Supervisor to the College position of Director of Health Services – hired July 2010.
- New, part-time Student Services Technician at 40 percent – hired July 2010
- New, part-time EOPS Specialist at 40 percent – hired July 2010
- New, part-time Enrollment Services Assistant at 48 percent – hired March 2011
- New, part-time Enrollment Services Assistant at 48 percent – hired March 2010
- New, part-time Enrollment Services Assistant at 40 percent at BCTC – hired July 2010

The College continues to work with the Director of Athletics at Riverside City College to provide MVC students access to team sports. The Office for International Students and the Study Abroad program continue to be operated by the District, with active representation by MVC faculty in overseas programs and with many MVC student participants.

### **Analysis of results achieved to date**

The results of the transfer of positions from the District to the College, the addition of new positions, and the conversion of two others, means that Student Support Services staff have increased at the College. Surveys of students in Spring 2012 will determine whether they perceive that services have improved. With needs assessment assigned to the Dean of Student Services, students should have a higher level of satisfaction with on-site services. The Vice President Student Services is continuing discussions with the Dean of the Ben Clark Training Center as final adjustments are made to serve the needs of students in all locations.

### **Provide evidence of results**

The organizational chart for MVC's Student Support Services (provided in the previous College Organization section of this Introduction) clearly delineates positions, reporting channels, and organization of areas within this administrative unit. Student Support Services across the District are coordinated through monthly meetings of the three vice presidents of Student Services. The College has determined that the plan for decentralization has been completed with two vacancies still to be filled.

### **What additional plans has the institution developed?**

The Student Services Administrative Program Review document outlines future plans for this unit and the human, financial, and physical resources needed to serve an average of over 9500 students who enroll each semester at the MVC main campus and at BCTC. As part

## Responses to the 2009 ACCJC Team Recommendations

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of the planning process, the needs of this area will be reviewed and discussed with College constituents as the budget preparation process unfolds. Decisions made in this area will be communicated to the Academic Senate and the Strategic Planning Committee through elected faculty representatives and Standards-based subcommittee participation.

### **Evidence for Introduction**

[2007 Long Range and Facilities Master Plan](#)  
[2012 Midterm Report](#)  
[Accreditation](#)  
[Academic Planning Council](#)  
[Board of Trustees](#)  
[Board Policy 4030](#)  
[CCSSE 2010](#)  
[CCSSE and Student Satisfaction Survey, 2011](#)  
[CCSSE 2013](#)  
[Comprehensive Master Plan](#)  
[Comprehensive Instructional Program Review](#)  
[Focus Group Notes](#)  
[General Education Workgroup](#)  
[Health Services Immunization Study](#)  
[Integrated Strategic Plan, 2010-2015 \(Revised\)](#)  
[Long Range Educational and Facilities Master Plan](#)  
[Moreno Valley Assessment Committee](#)  
[Moreno Valley College Library](#)  
[“Notes on the College Goals”](#)  
[Program Review Task Force](#)  
[RCCD Board of Trustees](#)  
[Revised Program Review Forms](#)  
[Rubric for Prioritizing Resource Requests](#)  
[SLO Assessment Feedback](#)  
[Strategic Planning Council](#)  
[Student Services Programs](#)  
[Student Services Survey, 2012](#)



Standard I: Institutional  
Mission and Effectiveness



## Standard I: Institutional Mission and Effectiveness

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## Standard I: Institutional Mission and Effectiveness

### I.A: Mission

#### Standard I: Institutional Mission and Effectiveness

**The institution demonstrates strong commitment to achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.**

#### I.A: Mission

**The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**

#### I.A.1

**The institution establishes student learning programs and services aligned with its purpose, its character, and its student population.**

#### Descriptive Summary:

The current mission statement of Moreno Valley College (MVC), approved by the Board of Trustees on June 20, 2006, is as follows:

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

The mission articulates specific educational purposes: baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula, life-long learning, health and public service preparation. These purposes are all consonant with not only the California Education Code, section 6610.4, but also with the mission of the community colleges nationwide.

## Standard I: Institutional Mission and Effectiveness

### I.A: Mission

Vision and value statements have been developed to guide the college community in achieving this mission, and goals have been established. The vision, values and goals per the Revised Strategic Integrated Plan are listed below.

<b>Vision</b>	Moreno Valley College is committed to exceeding the expectations of students, community, faculty, and staff by providing and expanding opportunities for learning, personal enrichment, and community development.
<b>Values</b>	<ul style="list-style-type: none"><li>• Passion for Learning</li><li>• Respect for Collegiality</li><li>• Appreciation of Diversity</li><li>• Dedication to Integrity</li><li>• Commitment to Community Building</li><li>• Commitment to Accountability</li></ul>
<b>Goals</b>	<ul style="list-style-type: none"><li>• Strengthen and expand Moreno Valley College Academic Programs to increase student success and achieve state and national prominence to general education, allied health, public safety programs, and pre-collegiate education.</li><li>• Develop and expand effective Student Services programs that will increase student access, retention, and completion.</li><li>• Provide more opportunities to students, faculty, staff, and community to participate in life-long learning experiences.</li><li>• Ensure sufficient revenue stream that will support and sustain Moreno Valley College's Academic, Student Services, and Business Services programs.</li><li>• Improve the utilization of technological resources and develop the infrastructure necessary to advance technological innovations that will support academic, student services, and business services divisions.</li><li>• Provide resources and opportunities to faculty and staff in order to enhance professional skills.</li><li>• Renovate and expand existing facilities and construct new facilities to accommodate Moreno Valley College needs.</li><li>• Provide support to achieve the full implementation (identification, assessment, and improvement) of student learning outcomes for courses, programs, and the institution by 2012.</li></ul>

## Standard I: Institutional Mission and Effectiveness

### I.A: Mission

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Much like the surrounding community, Moreno Valley College is ethnically diverse. Data gathered for the 2014 [Comprehensive Master Plan](#) indicated that 70 percent of Moreno Valley College students came from the cities of Moreno Valley, Perris, and Riverside, although there are students who live further outside of these geographical boundaries that are enrolled in specialty programs or in online courses.

New programs offered at the College must undergo an [approval process](#) that ensures suitability to the needs of the College and the District, and takes into account local labor market needs (see Standard II.A.1 for details on program approval). These needs are reflected in MVC's emphasis on health care programs, determined partly in response to the relocation of the Riverside County Regional Medical Center to Moreno Valley in 1998. Health care programs unique to the District and offered at the College include [Physician's Assistant](#), [Dental Hygiene](#), [Dental Assistant](#), [Medical Assisting](#), and [Speech Pathology programs](#). The Ben Clark Training Center offers programs such as [Administration of Justice](#), [Fire Technology](#), and [Emergency Medical Training](#). The [Ben Clark Training Center](#) (BCTC) is centrally located with the Riverside County sheriff and fire departments.

In addition to these programs that serve students with specific career goals, Moreno Valley College offers courses and services which benefit the general population. These offerings include pre-collegiate courses, transfer courses and non-credit contract education and community education courses. Courses are offered during the day, evening, and online to accommodate today's student needs. Student services such as financial aid, counseling, placement testing, health services, disabled student services, veterans services, and career and transfer advisement are available.

Student assessment results are taken into account when planning the sections of pre-collegiate math, English, and English as a Second Language courses. In examining retention of English and math students through the pipeline of developmental courses, it was noted a very low percentage of students in developmental English and math reached transfer level courses in those disciplines. To facilitate students in reaching their educational objectives, faculty developed accelerated [math](#) and [English](#) courses that have no prerequisites. Such courses allow students to reach college level in those disciplines in one semester. Recognition that specific ethnic student populations were not consistently reaching their educational goals caused cohort programs such as [Puente](#) and [Renaissance Scholars](#) to be developed.

In response to the area's low college-going rate, partnerships with the three high school districts, Val Verde, Perris, and Moreno Valley, caused the [Middle College High School](#) and the [Early College High School](#) programs to be formed. These programs allow high school students to earn both high school and college credit for college courses allowing students to earn both a high school diploma and an associate degree [concurrently](#). A newly funded [Upward Bound program](#) has been established through a partnership with another area high school that specifically aims to increase the number of students seeking college majors in science, technology, engineering and mathematics (STEM) related fields.

## Standard I: Institutional Mission and Effectiveness

### I.A: Mission

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Another method used to determine the needs of the MVC student population is through analysis of surveys, including the Community College Survey of Student Engagement (CCSSE in 2010, 2011, and 2013). In response to these student surveys, the College has aligned student learning programs and services such as Financial Aid and Assessment with the student population and its needs. Graduation surveys, administered annually since 2006, ask students to rate how well they have accomplished general education student learning outcomes (GE SLOs). The analysis of these graduation surveys resulted in the formation of a District workgroup, which revised the GE SLOs. The revised [GE SLOs](#) received [Board of Trustee approval in September 2012](#).

The College exhibits its commitment to its mission by making the mission and goals central to its program review and planning processes. Assessment of course and student learning outcomes is performed on a regular basis (described in detail in Standard I.B.3) and departments are to include SLO assessment and analysis of student achievement and other data in their program reviews. All [program reviews](#), both instructional and non-instructional, are asked to relate the unit mission to that of the College. In addition, resource requests are considered, in part, based on how well these [requests relate to the mission and goals](#) of the College and how they are [tied to SLO or service area outcomes \(SAO\) assessment](#).

#### **Self Evaluation:**

The College meets this standard: Moreno Valley College's mission statement is a true reflection of the programs and services offered and provides educational opportunities that are appropriate for employment in the nearby community or transfer to other educational institutions, especially those in the California State University or University of California systems.

Moreno Valley College monitors and advances the effectiveness with which it is achieving its mission through annual and comprehensive program reviews, the activities of specific programs, departments and units, and through the college-wide assessment and strategic planning processes. The Strategic Planning Council, Academic Senate, and College administrators coordinate these processes with input from the faculty, staff and student associations. The Moreno Valley Assessment Committee, a standing-committee of the Academic Senate, develops and oversees systematic assessment processes. The Assessment Committee relies largely on the work of specific disciplines, departments and units in using assessment results to reflect on and adjust actual practice.

A variety of bodies and initiatives at the College support ongoing improvement of student learning and institutional effectiveness: the Faculty Development Advisory Committee, which sponsors workshops and seminars, and the Leadership Academy (a district-wide initiative) are two examples. There have been many faculty initiated projects aimed at student success, such as Supplemental Instruction (a cooperative project between the Basic Skills Initiative Committee and a Title III grant), faculty inquiry groups that focus on reading apprenticeship and student research, and the One Book/One College program (a project where one book is read by students across various disciplines).

# Standard I: Institutional Mission and Effectiveness

## I.A: Mission

### Actionable Improvement Plan:

None.

#### I.A.2

**The mission statement is approved by the governing board and published.**

### Descriptive Summary:

The current mission statement was approved by the Board on June 20, 2006. The mission statement is published in the [College catalog](#) (p. 2) and appears on the [College website](#). The mission statement is printed and posted in College classrooms.

### Self Evaluation:

The College meets this standard.

#### I.A.3

**Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

### Descriptive Summary:

In preparation for the 2009 accreditation follow-up visit, the Institutional Mission and Effectiveness Committee, a subcommittee of the Strategic Planning Council, reviewed the mission statement. [The minutes indicate that no revision was deemed necessary](#). Indeed, the mission statement in the 2009 Self-Study is the same as that in the 2007 Self-Study.

The [Institutional Mission and Effectiveness](#) subcommittee of the [Strategic Planning Council](#) began a review of the College's mission statement in November 2011, continuing to May 2013, which involved all constituents of the college community. The review included research on mission statements from other community colleges and ACCJC publications about mission, an examination of student demographics and achievement data, and the administration of a climate survey to faculty, staff, administrators and students on the mission statement. In the survey, respondents were asked to rate their agreement regarding statements on the review and centrality of the mission statement. In some cases, the largest response category was neutral or don't know.

These findings coincided with the Institutional Mission and Effectiveness Committee's sense that a process or revisions to the process for the review of the mission statement needed to be formalized allowing for review by established governance committees including Academic Senate, Strategic Planning Council, and Associated Students of Moreno Valley College. Survey results also indicated that the process for reviewing and developing the mission

## Standard I: Institutional Mission and Effectiveness

### I.A: Mission

Table 1: The mission statement is reviewed regularly

<b>Answer Choices</b>	<b>Responses</b>	
Strongly Agree	7.35%	10
Agree	20.59%	28
Neutral or Don't Know	52.21%	71
Disagree	16.91%	23
Strongly Disagree	2.94%	4
<b>Total</b>		<b>136</b>

Table 2: The process for periodic review of the mission statement is effective

<b>Answer Choices</b>	<b>Responses</b>	
Strongly Agree	4.41%	6
Agree	19.85%	27
Neutral or Don't Know	61.76%	84
Disagree	11.76%	16
Strongly Disagree	2.21%	3
<b>Total</b>		<b>136</b>

Table 3: The mission statement is central to institutional planning and decision making.

<b>Answer Choices</b>	<b>Responses</b>	
Strongly Agree	14.71%	20
Agree	38.97%	53
Neutral or Don't Know	33.82%	46
Disagree	10.29%	14
Strongly Disagree	2.21%	3
<b>Total</b>		<b>136</b>

## Standard I: Institutional Mission and Effectiveness

### I.A: Mission

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statement should be clearer and that the functions and purpose of the mission statement should be more central in planning and decision making. (See Tables 1-3).

During 2012-13 academic year, the Institutional Mission and Effectiveness subcommittee facilitated construction of mission statement drafts, and sponsored a [town hall meeting](#), which was intended to provide dialogue on these drafts and recommend revisions. Reports were routinely provided on progress toward developing the mission statement to the [Academic Senate](#) and to the [Strategic Planning Council](#) so that all segments of the college community could provide input. A final draft of the mission statement was presented and approved by the Academic Senate and the Strategic Planning Council in Fall 2013 before ultimately going to the Board of Trustees for final approval.

The revised mission of Moreno Valley College, expected to be accepted by the Board of Trustees in November, 2013, is as follows:

*Moreno Valley College inspires, challenges, and empowers our diverse, multicultural community of learners to realize their goals; promotes citizenship, integrity, leadership, and global awareness; and encourages academic excellence and professionalism.*

To accomplish this mission, we provide comprehensive support services, developmental education, and academic programs leading to:

- Baccalaureate Transfer
- Associate Degrees in Arts and Sciences
- Certificates in Career and Technical Education Fields
- Post-employment Opportunities.

On April 18, 2013, the [Strategic Planning Council voted to develop a process](#) for the periodic review, development, approval, and communication of the mission statement that incorporates vetting any proposed changes to the college community. The Institutional Mission and Effectiveness subcommittee will codify this procedure in the Fall 2013 semester, most likely incorporating the processes that were used in this last evaluation.

#### **Self Evaluation:**

The College meets this standard. The mission statement has been discussed widely in various forums since 2011, but only about 25 percent of respondents to a 2013 survey agree that the process for periodic review is effective. The Strategic Planning Council has approved the development of a process by which revisions can take place and the Institutional Mission and Effectiveness subcommittee will determine a schedule and procedure by which review of the mission is carried out.

#### **Actionable Improvement Plan:**

The Institutional Mission and Effectiveness Committee will establish a plan for the regular review of the mission statement and will bring the plan to the Strategic Planning Council, the Academic Senate, and the President's Cabinet for approval.

## Standard I: Institutional Mission and Effectiveness

### I.A: Mission

#### I.A.4

**The institution's mission is central to institutional planning and decision making.**

#### **Descriptive Summary:**

The mission statement drives institutional planning and decision making at MVC. Program review is conducted for instructional, student services, and administrative units and this is where resource requests and other programmatic needs are considered. The college mission is taken into consideration at each step of the program review process. In the first step for planning, [annual program review](#), disciplines or units are asked to state their mission and its alignment with the college mission. Development of activities, such as new programs, degrees, and certificates are then related to College goals. The specific planning bodies that will prioritize requests, such as the Academic Planning Council and the Student Services Planning Council, use a [rubric](#) that rewards “Strong connection and alignment with the college goals and explains clearly how the request will help to achieve said goals.” These prioritizations provide the basis on which the President’s Cabinet makes final budgetary decisions. At this final stage, the Cabinet again reviews requests and program development in light of the College mission.

The new or substantially changed program process also ensures that new curricular programs meet the College mission, as well as community needs (see Standard II.A.1 for details on new program development.)

#### **Self Evaluation:**

The College meets this standard. The College mission statement is central to the program review process and is the basis for any subsequent planning, in terms of resource allocation or program development.

#### **Actionable Improvement Plan:**

None is needed.

# Standard I: Institutional Mission and Effectiveness

## I.A: Mission

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### Evidence for Standard I.A

[Academic Senate](#)

[Administration of Justice program](#)

[Annual program review](#)

[Ben Clark Training Center](#)

[Board of Trustees approval of the GE SLOs in Sept. 2012](#)

[Comprehensive Master Plan](#)

[College catalog](#)

[Data on MCHS student achievement](#)

[Dental Assistant program](#)

[Dental Hygiene program](#)

[Early College High School](#)

[Emergency Medical Services program](#)

[English 80 discussion](#)

[Fire Technology program](#)

[General Education SLO proposal](#)

[Institutional Mission and Effectiveness subcommittee](#)

[Math 37 discussion](#)

[Medical Assisting program](#)

[Middle College High School](#)

[Minutes of Institutional Mission and Effectiveness committee, 12/04/2008](#)

[Mission Statement on MVC College website](#)

[MVC college catalog, 2013-2014, p.2](#)

[MVC Community Report, 2009, Article on high school programs](#)

[Physician's Assistant program](#)

[Program Development Process, 2011 Revision](#)

[Program Review](#)

[Program Review Forms](#)

[Program Review rubric \(first\)](#)

[Puente program](#)

[Renaissance Scholars](#)

[SPC Minutes, April 18, 2013](#)

[Speech Pathology program](#)

[Strategic Planning Council](#)

[Town Hall Meeting on Mission Statement, May 2, 2013](#)

[Upward Bound program](#)

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

#### Standard I.B: Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

#### I.B.1

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

#### Descriptive Summary

Dialogues on continuous improvement of student learning and institutional processes take place through multiple efforts at MVC. Such efforts include [town hall meetings](#), faculty [FLEX day presentations and activities](#) and through the MVC committee structure, with main reporting bodies being the Strategic Planning Council (SPC), Academic Senate, Academic Planning Council (APC), Student Services Planning Council (SSPC), and the Business Services Planning Council (BSPC). Student learning and institutional processes are discussed during [meetings of the six instructional departments](#), where the major responsibilities for instructional program review reside. In addition, other committees such as the [Curriculum Committee](#), [Basic Skills Initiative Committee](#), [Student Equity Committee](#), and the [Moreno Valley Assessment Committee](#) engage in dialogue on student learning. Through the [Grants Advisory Committee](#) processes, grants are sought to integrate with resource needs identified in the APR to supply resources that impact student learning.

#### Committee Structure

**Strategic Planning Council and Subcommittees.** The purpose of the MVC Strategic Planning Process is to allow faculty, staff, students, and administrators to submit ideas, projects, and goals that are strategic in nature and support the strategic goals of the District and the College's [Long Range Educational and Facilities Master Plan](#) and the future [Comprehensive Master Plan](#) (to be completed in Spring 2014). These submittals are to be made through the program review processes for the various College units.

There are four [Strategic Planning](#) subcommittees, created to align with the four ACCJC Accreditation Standards: Institutional Mission and Effectiveness, Student Learning Programs and Support Services, Resources (e.g., human, physical, financial, and technology), and Leadership and Governance. Each subcommittee is composed of faculty, staff, student, and administrative members and is [chaired by a faculty and a staff member](#). Composition

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

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of subcommittee membership was designed to ensure broad involvement of College constituencies. Subcommittees have met on a monthly basis since 2008.

The strategic planning subcommittees forward action items to the Strategic Planning Council (SPC). For example, Subcommittee I: Institutional Mission and Effectiveness Committee has forwarded a revised College Mission Statement to SPC; Subcommittee II: has forwarded items [regarding the CCSSE](#) survey and recommendations to increase interaction between student services and instructional areas; and Standard III has sent forward items regarding an [increase in the furniture and equipment budget](#) for the Student Academic Services building. Voting membership consists of the co-chairs of the four subcommittees and the council is chaired by a faculty member, a staff member, and the Vice President of Academic Affairs. The SPC forwards its recommendations to the Academic Senate and to the College President.

**Academic Senate.** The [Academic Senate](#) makes recommendations to MVC administration and to the [Board of Trustees](#) (BOT) regarding academic and professional matters (defined by AB1725, Section 53200) and facilitates communication among faculty, students, administration, and the BOT in all matters related to community college education. For example, Academic Senate makes recommendations to administrators regarding faculty hiring, attendance policies, and office assignments. Each of the six academic departments is represented on the Academic Senate, as are part-time faculty and students. The Academic Senate receives monthly reports from both District and local subcommittees to ensure that they are informed, and to allow discussion on all matters within their scope of responsibility. The District and local subcommittees of the Academic Senate are listed in Standard IV.A.2.b.

**Academic Planning Council and Instructional Departments and Disciplines.** There are [six instructional departments](#): Business and Information Technology Systems; Communications; Health, Human and Public Services; Humanities, Arts and Social Sciences; Mathematics, Science and Kinesiology; and Public Safety Education and Training. All full-time faculty members attend discipline meetings, and part-time faculty are encouraged to attend. All full-time faculty who teach in the department are voting members. Departments meet to discuss curriculum, student learning and assessment, and other instructional matters. Department faculty are responsible for preliminary ranking of resource requests made through program review by discipline units within the department. Full-time faculty members are required to participate in these meetings. Part-time faculty are invited and encouraged to attend the meeting.

**The Moreno Valley College [Academic Planning Council](#)** (APC) is comprised of a representative from the Academic Senate, the chairs and assistant chairs of the instructional departments at Moreno Valley College, and the administrators who provide support to the instructional departments. The MVC APC meets twice a month during the fall and spring semesters. The APC has been a standing committee of the Moreno Valley College Academic Senate since December 2008. In particular, the APC focuses on discussion and coordination regarding items that relate to educational program development, standards or policies regarding student preparation and success, faculty roles in District and College governance structures, faculty roles and involvement in accreditation processes, policies for

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

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faculty professional development activities, processes for program review, and processes for institutional planning and budget development. The APC receives rankings of resource requests from all six departments and compiles a holistic ranking to be forwarded to the Strategic Planning Council or to the Academic Senate, if the request is for new faculty hiring. Requests for resources are to be supported with data on student achievement and assessment of learning outcomes and tied to the College goals and mission.

**Academic Disciplines.** Disciplines meet at the College and District levels and are coordinated by discipline facilitators. Academic disciplines meet to discuss curricular matters, student success, course development and other discipline specific topics including comprehensive and annual program reviews. Disciplines such as math and English meet regularly to discuss basic skills issues and assessment of SLOs.

**Student Services.** Counseling faculty meet, as a discipline, both at the College and District level. Their agendas cover professional development, operations, policies, scheduling, and related activities. In addition, counselors meet monthly with the Humanities and Social Science department. The Student Services support staff has participated in semester [retreats](#) and bi-monthly meetings; the topics presented dealt with accreditation, program reviews, program communication and coordination, activity reports, professional development, customer services, and emergency preparation. Student services managers meet at least monthly. Agenda items include District news, administration updates, calendar of events, and program updates.

**The Student Services Planning Council (created in Fall 2013).** The Student Services unit consists of five departments: Admissions and Records, Student Financial Services, Counseling, Student Activities, and Support Services representing over 25 federal/state/local programs. Monthly meetings are conducted each semester. Faculty, support staff and administrators review program reviews, prioritize budget requests, receive program updates, and consider policy recommendations.

**Administrative Units.** The President's Management Council meets once a month. The President and academic and classified managers meet to discuss college-wide and local community matters that include College processes, institutional effectiveness, and community relations. The President's Cabinet also meets every other week to discuss College progress, initiatives and improvements. The VPAA, VPSS, and VPBS sit on the President's Cabinet. To promote communication between administration and other College constituents, an administrative representative sits on each of the six standard subcommittees and other committees such as the Basic Skills Initiative Committee, the Student Equity Committee, the Diversity Committee, Veterans Advisory Committee, EOPS/CARE Advisory Committee, and Cal Works Advisory Committee. The Vice President of Academic Affairs also meets with the Technology and Instructional Support Services Dean, the Dean of Instruction, and the Dean of Instruction Career and Technical Education on a weekly basis to discuss student achievement and institutional concerns. The Vice President of Student Services meets every other week with Student Services managers (Dean of Student Services, Director of Enrollment, Director of Health Services, Director of Financial Aid, Director of Middle

# Standard I: Institutional Mission and Effectiveness

## I.B: Improving Institutional Effectiveness

College High School program, Director of TRIO/Student Support Services, and the Director of Upward Bound Math/Science) to discuss program effectiveness.

### Is Dialogue Pervasive and Robust?

A survey of mostly full-time faculty was conducted at a FLEX event in February 2013, and 74 percent said, “Dialogue about student learning is ongoing, pervasive, and robust” (see Table 4).

Table 4: Do you agree? Dialogue about student learning is ongoing, pervasive and robust.

Responses	Number	Percent
Yes	34	73.91%
No	8	17.39%
Unsure	4	8.70%
<b>Total</b>	<b>46</b>	<b>100%</b>

These results were reinforced in a [survey of mostly full-time faculty](#) conducted by the Institutional Mission and Effectiveness Committee during the Spring 2013 semester. In that survey, faculty, staff, administrators and students were invited to respond to questions about dialogue on student learning and achievement. Responses indicated that most faculty, staff and administrators agree that “there is ongoing and robust dialogue about effectiveness in student learning and achievement at Moreno Valley College” with little difference in responses in the disaggregated groups that were surveyed (Figure 1).

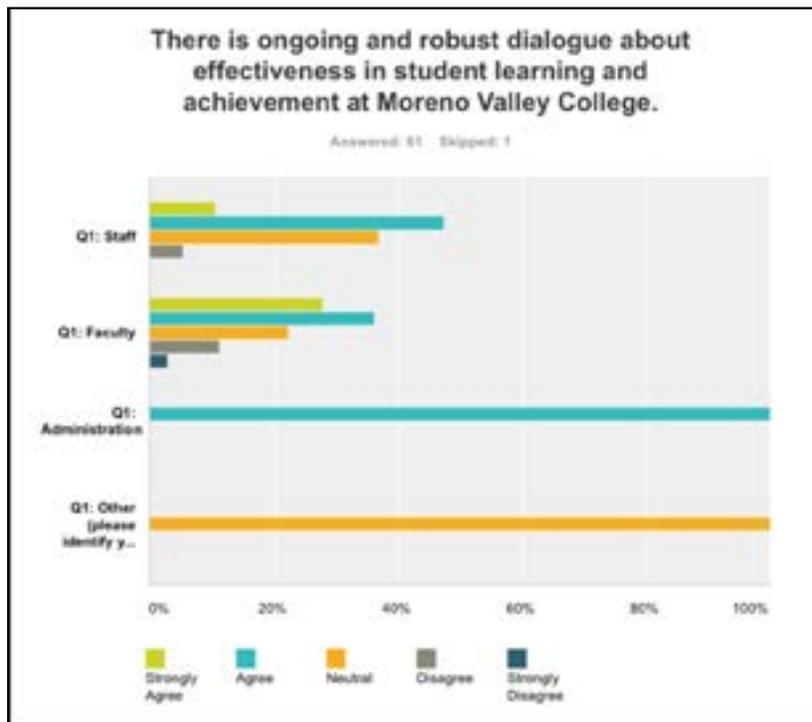


Figure 1

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

The Institutional Mission and Effectiveness Subcommittee conducted [another survey in Spring 2013](#) on the institutional process of assessment of student learning outcomes. This survey was offered to faculty only. The results were disaggregated to see if full- and part-time faculty responded differently to the statement, “There is widespread dialogue about the results of student learning outcomes assessment at Moreno Valley College” (Figure 2). This disaggregation showed there was a clear difference in responses from full-time faculty when compared to those from part-time faculty. The majority of full-time faculty agreed with the statement, while the majority of part-time faculty are neutral on the matter. These results may indicate a need to increase the involvement of part-time faculty in discussions on SLOs and what their colleagues have learned from assessment of their courses.

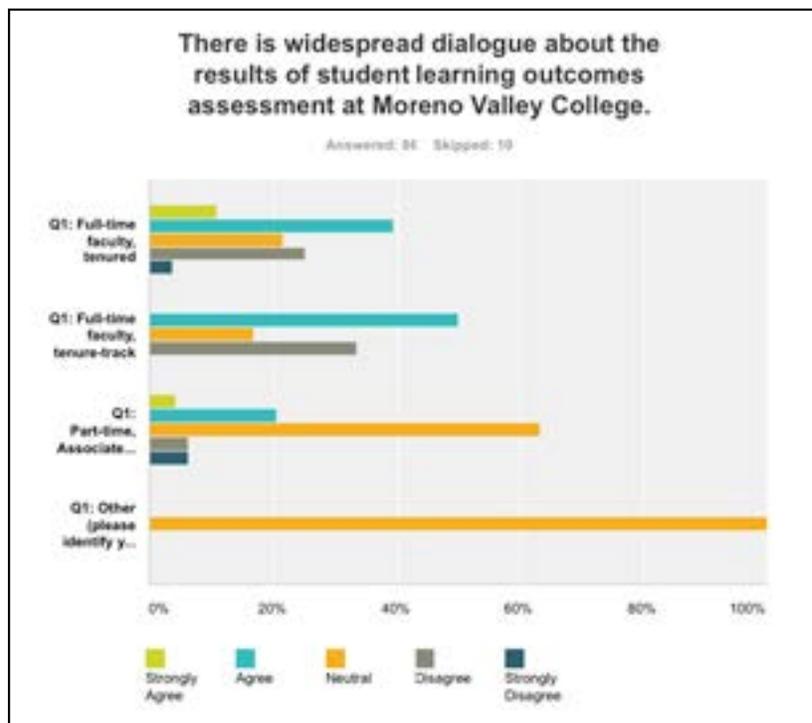


Figure 2

### Results of Dialogue

Recent initiatives that have resulted from College discussions include the following:

- Formation of a Program Review Task Force, consisting of faculty, staff, and administrators, which undertook an evaluation and revamping of [program review and planning processes](#)
- Creation of accelerated [English](#) and [math](#) courses, intended to help students reach college-level courses in one semester
- Workshops on [authentic assessments](#) of student learning
- Creation of [Supplemental Instruction](#) programs
- Creation of cohort learning groups for targeted populations, such as [Renaissance Scholars](#)
- Formation of a District [General Education workgroup](#), which revised the General

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

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Education Student Learning Outcomes and is currently examining a change to general education course patterns

- Initiation of a [faculty inquiry group](#) focused on bringing faculty members from all disciplines together to talk about instruction strategies and to read research on best practices
- Creation of an [Acceleration Academy](#) aimed at training part-time English faculty to teach the accelerated English course and to address means of instilling positive habits of mind in college learners.
- Creation of a [Distance Education Subcommittee](#) to provide input to faculty on methodology and best practices in online education.

#### Self Evaluation:

The College meets this standard. Moreno Valley College has a committee structure that ensures ongoing collegial dialogue about continuous improvement of student learning and institutional processes. The Academic Senate, the Academic Planning Council, Student Services meetings and Business Services meetings and Management Council meetings offer opportunities for robust dialogue. Although the number of respondents to the various surveys was not large, the survey results confirm anecdotal reports. As indicated in the survey on SLOs, there is a need to better communicate information to part-time faculty on student learning, and perhaps institutional processes as well. Methods for increasing the involvement of part-time faculty were discussed in Standard I.A and include one-on-one assessment training for part-time faculty, stipends for part-time faculty to attend training and for subsequently reporting on their student learning assessments, and FLEX workshops for part-time faculty. The MVC Assessment Committee has an online repository of assessments that can be easily accessed by part-time faculty. The Ben Clark Training Center (BCTC), geographically separate from Moreno Valley College, has a much higher percentage of part-time faculty than the College's main campus. Most of the BCTC faculty are law enforcement and fire technology professionals teaching short-term courses. The conditions present a challenge when engaging BCTC faculty in discussions on SLO assessment. To address this issue, a faculty member has been assigned to specifically work with BCTC faculty to design, carry out, and report on learning assessment. Various events have been and will continue to be offered at BCTC to introduce the part-time faculty to aspects of college governance, accreditation, and assessment. The College will continue to develop opportunities for part-time faculty involvement in the dialogue around the improvement of teaching and student learning.

Although most full-time faculty feel that discussion on learning and institutional processes is taking place, the [Program Review Task Force](#) found that there were communication gaps between committees involved in planning, particularly between the Academic Senate and the Strategic Planning Council. Mapping of committees, and their charges, responsibilities and reporting lines can ensure that proper communication channels exist and that all governance bodies are informed. As recommended by the Program Review Task Force, these communication channels are being revised in the Fall 2013 semester. For example, the SPC Subcommittee IV Governance has begun the process of revising the charges and composition of each of the SPC subcommittees, as well as the overall College governance structure of committees and their interactions with one another.

# Standard I: Institutional Mission and Effectiveness

## I.B: Improving Institutional Effectiveness

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### Actionable Improvement Plan:

None.

### I.B.2

**The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

### Descriptive Summary:

In response to the 2009 ACCJC team's Recommendation 1, [Integrated Strategic Plan \(ISP\) focus groups](#) were charged with refining College goals and the strategies for achieving them. The focus groups met in the Fall of 2011 and had representation from staff, faculty, administrators, and contract employees. Their discussions resulted in the [MVC Integrated Strategic Plan \(ISP\) 2010-2015 \(Revised\)](#). In the revision of the ISP, the eight College goals are grouped under five strategic themes: Academic Success, Student Access and Services, Professional Development, Technology Utilization, and Resources and Facilities Development. Each theme lists strategies to obtain associated goals, measurements for the strategies, and assessments of the measures. With significant changes in College leadership from 2011-2013, a subcommittee of the Moreno Valley Assessment Committee (MVAC) was formed in Spring 2013 to streamline the strategies in the ISP, ensure that there were measurable outcomes that could be obtained for each strategy, and to find existing data that would measure these outcomes.

In addition to the work on the ISP, in 2011-2012 the interim president of the College and members of the President's Cabinet reviewed the District Long-Range Educational and Facilities Master Plan, specifically the [College Five-Year Capital Construction Plan](#), and determined that it needed to be updated by the college community. New consultants were hired in 2012 and committees were formed in Spring 2013 to work on a 10-year [Comprehensive Master Plan](#).

Through [annual program review](#), instructional and service units are asked to relate the mission of their unit to the mission, vision, and strategic plan of the College. [Resource requests are prioritized](#) based, in part, on how well they meet the College mission and goals. This process is the basis for ensuring that all members of the community understand the College goals and their unit's responsibility in achieving them.

### Self Evaluation:

The College meets this standard. The College staff articulates strategies for attaining goals although more development is needed in the process for achieving and assessing progress. The College lacks a planning document with timelines for progress of goals and the assigning

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

---

of entities for carrying out tasks and strategies needed to evaluate the goals.

#### Actionable Improvement Plan:

The College will establish a planning document reflecting timelines, progress, assignments and evaluations.

#### I.B.3

**The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

#### Descriptive Summary:

The College seeks to implement decision-making processes that are cyclical and ongoing, using analysis of both quantitative and qualitative data. The basis for planning lies in discipline or unit [program review](#), which is supported by student learning outcomes assessment and other data related to achievement of College goals and on student achievement.

#### Assessment of Program Review and Planning Processes

In July 2012, the College President created a joint [Program Review Task Force](#) (Academic Senate along with SPC Governance subcommittee) to address concerns regarding Moreno Valley College's Program Review process. Specifically the Task Force was challenged to address the following issues:

- Streamline the Program Review Process
- Integrate program review process for Academic Affairs, Business Services, and Student Services into a cohesive College process
- Refine or draft processes to eliminate/reduce redundancies within College committees
- Revise forms to ensure user-friendliness and integration with College committees and processes.

To support the efforts of the Task Force and to identify how the college community felt about planning processes, the Institutional Mission and Effectiveness Subcommittee administered an [online survey on program review](#) to MVC faculty, staff and students in Spring 2013. Nearly a third of respondents were neutral or did not know that MVC incorporates the results of instructional program review into planning (Table 5). Results were similar for student support services (Table 6) and higher for library and learning resource programs (Table 7).

**Standard I: Institutional Mission and Effectiveness**  
**I.B: Improving Institutional Effectiveness**

Table 5: Moreno Valley College incorporates the results of instructional program review into planning

<b>Answer Choices</b>	<b>Responses</b>	
Strongly Agree	11.11%	7
Agree	44.44%	28
Neutral or Don't Know	31.75%	20
Disagree	7.94%	5
Strongly Disagree	4.76%	3
<b>Total</b>		<b>63</b>

Table 6: Moreno Valley College incorporates the results of student support services program review into planning

<b>Answer Choices</b>	<b>Responses</b>	
Strongly Agree	9.52%	6
Agree	44.44%	28
Neutral or Don't Know	36.51%	23
Disagree	6.35%	4
Strongly Disagree	3.17%	2
<b>Total</b>		<b>63</b>

Table 7: Moreno Valley College incorporates the results of library and learning resources program review into planning

<b>Answer Choices</b>	<b>Responses</b>	
Strongly Agree	9.52%	6
Agree	39.68%	25
Neutral or Don't Know	44.44%	28
Disagree	4.76%	3
Strongly Disagree	1.59%	1
<b>Total</b>		<b>63</b>

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

---

The Task Force completed their work in Spring 2013. The core issues identified in their work were:

- Program reviews are not being reviewed and synthesized into the strategic planning process and do not incorporate assessment efforts
- Significant gaps in communication exist between SPC and Senate subcommittees and activities
- The [flowchart](#) for integrating program reviews does not accurately portray the process
- Program review forms were in need of revision.

During the spring, summer and fall of 2013, implementations of Task Force recommendations were put into place. These efforts centered on program review and planning processes to better incorporate the use of student achievement data and learning or service area outcomes assessment.

#### Program Review

In the revised [program review](#) process, Instructional, Student Service, and Business Service areas use program review as a vehicle to assess progress toward meeting College goals. These areas complete an annual program review to assess discipline or unit goals, to report on learning or service outcomes, and to request resources. As a result of the Program Review Task Force's recommendations, [annual program review forms](#) have been revised so that program goals (past, present, and future) and resource requests are related to specific College goals. Specifically, the forms were revised to tie resource requests to an assessment of student learning or other institutional data, and to provide take away pages that could be distributed to appropriate committees, such as the Strategic Planning subcommittees and the Grants Advisory Council. In addition, rubrics were created, so that ranking of resource requests could be carried out consistently across the College units: administrative, instructional, and student support services. Timeline revisions were necessary to allow budget development to occur in sync with resource requests made in program review. Department chairs and faculty volunteers used revised forms to rank requests during Fall 2012 and Spring 2013, and feedback was incorporated to improve the forms and rubrics. As a result, new forms were created that are fillable, with the intention of allowing data entered in the form to be downloaded for export into a database program. The database will then generate specific reports for each Strategic Planning subcommittee. As part of their responsibilities, the Institutional Mission and Effectiveness subcommittee will perform an evaluation of the revised forms and processes in Spring 2014.

In addition to annual program reviews, all instructional units complete [comprehensive program reviews](#), which occur on a four-year cycle. In this process, discipline faculty review their history, report on student learning, summarize goals for the future, and plan for future resource needs. During comprehensive review, disciplines review their curricula, coordinating with their discipline colleagues at all three District colleges to review common curricula (details on common shared curricula are found in Standard II.A.1). In the Comprehensive Review, disciplines are also asked to report on SLO assessment for their courses. Instructional areas use the annual process to track and update long-term plans and goals listed in the Comprehensive Review.

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

---

In line with Task Force recommendations, Instructional, Student Service, and Business Service program reviews are each reviewed by their respective planning councils. The [Academic Planning Council](#) (APC), composed of department chairs and assistant chairs, is the reviewing body for annual instructional program reviews. The APC makes recommendations on resource requests and the allocation of resources in terms of scheduling to ensure that College goals are met. For example, the College has been able to restore sections in the schedule that were cut due to budget shortfalls. To meet the College goal, “strengthening and expanding Moreno Valley College academic programs to increase student success,” the sections that are being restored meet high-demand needs in English, health science, and math. Growth has been prioritized and the College has been allocating budget to part-time faculty overloads to fund this growth. The body for review for Student Services program reviews is the Student Services Planning Council and was described in Standard I.B.1.

Tying resource requests in program reviews to outcomes assessment and student achievement data were prime concerns in program review revisions. Significant work has been done since 2010 in outcomes assessment and data availability and that work is summarized below.

**SLO and SAO Assessment.** All [courses](#) offered at Moreno Valley College have defined SLOs. Course SLOs are assessed and reports of these assessments are posted to the [Moreno Valley Assessment Committee \(MVAC\) SharePoint site](#). Through [Comprehensive Instructional Program Review](#), SLOs and PLOs are updated, and course and program assessment are reported. Annual assessment plans (found in annual program reviews) help to ensure completion of assessment activities. [Templates](#) that assist faculty in assessing their course SLOs are readily available through the College’s assessment website. The template asks faculty what modifications to curriculum were made and to provide a description of re-inquiry strategies including times and results.

All associate degrees and certificates offered through the College have PLOs, which are listed in the [College catalog](#). [CTE programs have accomplished mapping of SLOs to PLOs](#) and these mappings will be used to develop assessment activities for program learning outcomes. Work has started on mapping course SLOs to PLOs for degrees, and once completed they will be used for direct assessment of degree learning outcomes. Program level assessments in the CTE areas with external accrediting bodies (Dental Assistant, Dental Hygiene, Emergency Medical Services, and Physician Assistant) are done through self-studies.

All student services units have developed SLOs and/or Service Area Outcomes (SAOs). Indirect assessment of student services units has been conducted through student [satisfaction surveys](#) with plans to directly assess SLOs/SAOs in the coming year. Business services is in the process of developing SAOs and has conducted [surveys](#) and has made changes based on these survey results.

General Education SLOs have been in place and [assessed](#) since 2006. A [General Education workgroup](#) was formed in 2011, composed of faculty, counselors, and assessment coordinators from the three District colleges, to consider the General Education Assessment data. This work led to the [revision of the General Education SLOs in 2012](#). The General

# Standard I: Institutional Mission and Effectiveness

## I.B: Improving Institutional Effectiveness

---

Education Workgroup is currently using assessment data and results to recommend an update to the General Education curriculum patterns.

**Data Informed Decision Making.** The [District Office of Institutional Reporting](#) and the [College institutional research specialist](#) make available standardized internal data sets to provide information to Moreno Valley College for program review and planning purposes. Information is made available on the College's website. In addition to District resources, a full-time institutional research specialist and assessment coordinators are available to assist faculty to compile, interpret and understand data. These individuals assist faculty and College units by providing personalized assistance in researching, analyzing, and implementing assessment plans, and in identifying implementation instruments to aid faculty in analyzing attainment of student learning outcomes. Some examples of data analysis and interpretation that allow the college community to easily understand the material include:

- Annual Fact Books
- Course offering history by semester and time-of-day
- Current and historical course enrollment by headcount and FTES (other demographic information available upon request)
- Retention versus successful completion data for students
- Weekly student contact hours/FTES per semester
- Percentage of courses taught by full- and part-time faculty
- Ratio of part-time faculty to full-time faculty and the percentage of FTES taught by part-time faculty
- Enrollment data including fill ratios
- Efficiency measures by Dept./Discipline
- Program Review summary data charts
- Accountability Reporting for the Community Colleges (ARCC) data presentation
- Community College Survey of Student Engagement (conducted in 2010, 2011, and 2013) Student Satisfaction Surveys (2011, 2012)
- [Open Campus Fact Book](#) that provides information on FTES, FTEF, efficiency, and success and retention rates for online and hybrid courses.

The District Office of Institutional Reporting submits data to the California Chancellor's Management Information Services Office annually and per semester for variables including demographic, enrollment, course, financial aid, and degree and certificate awards. These data are summarized on the "Data Mart" offered in an adaptable query-based format available through the state Chancellor's Office website. These data are also distributed to all department chairs.

District institutional reporting validates Integrated Postsecondary Educational Data System (IPEDS) data. The IPEDS requires Riverside Community College District to submit data involving institutional characteristics, employee information, financial aid, and student outcomes. These data are compiled by the National Center for Educational Statistics (NCES) which provides a database that can be used to compare peer institutions for benchmarking purposes.

# Standard I: Institutional Mission and Effectiveness

## I.B: Improving Institutional Effectiveness

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### Planning

Upon initial accreditation, the College established a five-step process for planning which began with the annual program review process, codified in the Integrated Strategic Plan ([ISP 2010-2015](#)). The ISP was augmented with a program review flowchart for sign-offs by various entities having input into the process. At the conclusion of their work in Spring 2013, the [Program Review Task Force](#) noted that program reviews were not being adequately reviewed and synthesized into the strategic planning process. Program reviews had been consistently compiled by disciplines and units and read by administrative unit deans, but there were few examples of where synthesized program review reports made their way to the four SPC subcommittees. The Program Review Task Force also noted a need to clarify charges and compositions for planning subcommittees and to close communication gaps between various College governance bodies in the planning process.

Work began in the Fall 2013 semester to address the planning issues noted by the Task Force. A review and modification of bylaws for the SPC subcommittees was begun, and committee compositions were reviewed with an eye toward improving communication lines and better aligning committee purposes. The SPC subcommittees, the SPC, Academic Senate, and the President's Management Council are reviewing these plans for feedback and, when completed, the results will be compiled into a Participatory Governance and Planning Handbook. As part of these changes, specific responsibilities will be assigned to the Institutional Mission and Effectiveness subcommittee to regularly review program review and planning processes and to the Governance subcommittee to regularly review governance processes.

### Self Evaluation:

The College meets this standard. Between 49 to 55 percent of survey respondents feel that program review results are incorporated into planning, although a significant portion of the college community feels improvements could be made in strengthening the connection between program review and planning. These findings support the need for revision of program review and planning at the College and validate the work done by the Program Review Task Force.

The Program Review Task Force identified specific issues that needed attention and made several recommendations concerning program review and planning. One such matter is that of committees with overlapping responsibilities, leading to redundant efforts. Better collaboration between the Academic Senate and the SPC was recommended in forming committees so that membership composition could be established and charges clarified. These recommendations are being addressed: work was started in Spring 2013 to map committees with the goal of decreasing redundancy and to allow better communications between governing bodies. This is being accomplished with the review of subcommittee by-laws and the creation of a Participatory Governance and Planning Handbook. Another Task Force recommendation, the formation of a governance oversight committee, is being specifically addressed in the SPC Governance subcommittee's by-laws. The SPC

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

---

subcommittee on Institutional Mission and Effectiveness has incorporated into its by-laws the responsibility of reviewing program review timelines, forms, and processes, annually.

Until the Spring 2013 semester, results of instructional program reviews and associated resource requests, with the exception of faculty hiring, were not readily transparent. The resource requests had not been communicated well in the pre-task force process. While instructional, student services, and administrative units had processes for ranking resource requests, often the processes outlined in the ISP were not followed. A holistic ranking of resource requests from all units was problematic, since there was no uniform rubric available in program reviews, and a public forum to consider all requests from all units was never available. The Program Review Task Force noted the issues discussed above, and new forms and rubrics have been generated for use by instructional, student services, and administrative units in the Fall 2013 annual program review cycle. Workshops were held in September and October 2013 to train faculty to use the new forms and to provide feedback on the process and on the forms themselves.

Currently, the College is in the process of developing a Comprehensive Master Plan (CMP), to be completed in Spring 2014. When this plan is finished, proposed changes and resource requests that appear in program reviews should be in alignment with the CMP. To this end, evaluation of program reviews will be conducted using a rubric that links changes and requests to elements in the CMP.

#### **Actionable Improvement Plan:**

The College will put into place regular evaluations of governance structures, program review processes, and planning documents that have been incorporated into SPC subcommittee by-laws.

#### **I.B.4**

**The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

#### **Descriptive Summary:**

The planning process involves multiple layers, beginning with program review at the discipline, program or unit level. This type of stratified structure allows ample opportunity for the college community to participate and receive feedback on planning matters. Resource requests are examined at each level to ensure they align with the mission and goals of the College.

The program review process is focused at the discipline or service area level. However, contributions and evaluations become more diverse when program reviews are forwarded to planning subcommittees. For example, the four [strategic planning subcommittees](#) are composed of faculty, staff, student, and administrative members to ensure broad involvement

## **Standard I: Institutional Mission and Effectiveness**

### **I.B: Improving Institutional Effectiveness**

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of College constituencies. A faculty and a staff co-chair lead each committee, with an administrator serving as a non-voting resource. Since 2008, subcommittees have met on a monthly basis. Agendas and minutes for subcommittee meetings are shared with the entire college community via email list serves, and copies are posted to the Strategic Planning SharePoint site to further ensure wide-ranging participation.

The voting members of the [Strategic Planning Council](#) (SPC) are the staff and faculty co-chairs of the Strategic Planning subcommittees and a student representative. A faculty member, a staff member, and the Vice President of Academic Affairs co-chair the SPC. As with subcommittees, the SPC sends minutes and agendas of meetings to the college community. The SPC also invites all interested members to attend meetings. Minutes and agendas are also available on the College SharePoint site.

#### **Self Evaluation:**

The College meets this standard. In 2011-12 there was a budget reduction implemented at MVC as directed by the District administration. As a result, a 10 percent reduction was directed to College programs' discretionary accounts and the College had to absorb a certain amount of reduction regarding College staff to achieve the budget reduction goal. As a result of vacancies frozen, resignations, retirements and position freezing, the College met its budget reduction goal without laying off personnel, a major accomplishment and greatly appreciated by College personnel. The College used its shared governance bodies to hold discussions on identifying the core services that should be funded, leading to a prioritization of funding scenarios. This process allowed the College to achieve its budget reduction goal in a collegial manner. From the program reviews, resources were allocated from within general accounts, and categorical program funding sources were considered to support program needs; i.e., Matriculation.

Discussion begins at the discipline or unit level. When resources to fulfill plans or requests are not available, College administrators have made decisions on what requests should be funded and where to secure resources. However, there has often been a lack of feedback to the college community on what decisions have been made and how future needs will be addressed.

To ensure that grants are sought that meet needs identified in annual program reviews, the College Grants Advisory committee has developed a template that is part of the program review form to assist them in matching available grants to identified resource needs. In Student Services, based on student needs, the College was successful in receiving a TRIO/ Student Support Services Grant, Middle College High School funding from the State Chancellor's office, and the TRIO/Upward Bound Math Science grant.

#### **Actionable Improvement Plan:**

In the revised program review process, there will be feedback mechanisms so that units will understand which requests have been granted, which have not, and why. Part of this process

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

will involve alternative plans and will serve as documentation that a request has been made but not granted if funds are not available. This documentation will be helpful in the next round of prioritization for requests made in program review.

#### I.B.5

**The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

#### Descriptive Summary:

Quality assurance is done through data analysis and program review. The College routinely collects and shares data. Data listed in standard I.B.3 can be accessed through the College's website, often through multiple links. For example, on the District's program review page, through a link to comprehensive program review data, success and retention rates, efficiencies, and full-time equivalent faculty compared to weekly student contact hours are reported both for the College and specific disciplines. On the same page, under a link for annual program review data there is an extensive spreadsheet that lists enrollments (number of sections, first day, census, and last day), distribution of sections by time of day, fill rates for courses, success and retention rates by course, efficiencies, cost of instruction, and canceled sections. This information is reported by semester for the last five years. The College website contains data collected and analyzed by the [Office of Institutional Research and Assessment](#), including data packets for annual program review. The information is valuable for examining trends in program review. It is also useful information for department chairs in making enrollment management decisions.

[Comprehensive program reviews](#), once reviewed by the Comprehensive Program Review committee, are posted to the College's website and are available for public examination. [Annual Program Reviews](#) and [SLO assessment reports](#) are posted to their respective SharePoint sites, so that they are available to the entire college community. The assessment SharePoint site also contains reports on assessment that have been compiled for ACCJC and for internal use. Also available on the College's website are the results of the [Community College Surveys of Student Engagement surveys conducted in 2010, 2011, and 2013](#).

Data on student achievement is shared in public forums such as [FLEX day presentations](#) and in [town hall meetings](#). Results of surveys on the College [mission](#), [SLO assessment](#), [program review](#), and [planning](#) have been shared at meetings of the Institutional Effectiveness committee and the Strategic Planning Council. Committees, such as the [Student Equity committee](#), examine data that is disaggregated by certain demographics such as ethnicity and socio-economic status to make recommendations on program implementation.

Various retreats, such as the annual [District CTE retreat](#), examine community data in terms of employment and programmatic majors. [Environmental scans](#) of the community are compiled by consultants and reported to the Board of Trustees.

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

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Programs at MVC that require accreditation from external agencies such as [Dental Assisting](#), [Dental Hygiene](#), and [Physician's Assistant](#), make available certification test results and accreditation information on their web pages. The College makes success rates, transfer and graduation information available on these programs' websites.

#### Self Evaluation:

The College meets this standard. The College collects, shares and uses data to improve processes and to communicate quality assurance to College stakeholders.

#### Actionable Improvement Plan:

None.

#### I.B.6

**The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

#### Descriptive Summary:

As described in other sections of Standard I.B, strategic planning, driven by the needs articulated in instructional, student services and administrative program reviews and the master plan, is the central process at Moreno Valley College for guiding decision-making and allocation of resources to support effective student learning. Faculty, staff, and administrators regularly review and modify plans at every level through program review, and these modified plans enter into the ongoing strategic planning process. At the District level, the Office of Institutional Reporting prepares annually mandated state and federal data reports; allocation of resources for all three colleges is driven by this cyclical reporting of data as well as by program review data and analyses.

Based on dialogue between faculty and administrators, the need to improve APR was identified. As previously mentioned, the President, Academic Senate, and Governance subcommittee jointly appointed a [task force](#) to review and make recommendations for the revision of the APR process. Program review at MVC has undergone revisions to more accurately reflect the way in which the planning process operates.

From its inception in 2009, College planning relied primarily on [comprehensive instructional program review reports](#) that were prepared once every four years, on a revolving cycle, by academic disciplines spread across the three colleges of the Riverside Community College District. At the same time, members of each discipline would submit annual instructional program review reports to their respective colleges. Thus, comprehensive instructional program reviews were often District-based efforts, while annual instructional program reviews were college specific.

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

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Based on an evaluation of their processes and outcomes, the District Program Review Committee implemented processes by which all disciplines within the College prepared comprehensive instructional reports that were College, rather than District, oriented. However, disciplines across the District will continue to discuss and collaborate on shared courses within the curriculum through the College and District curriculum committees. Examination of course outlines of record, which included SLOs, topics for instruction, and instruction methods are part of the comprehensive instructional program review process, but the alignment of the discipline to the mission of the College, the planning of programs at the College, and the major resource requests will be college-specific.

Through the work of the Program Review Task Force and administration of surveys regarding SLO assessment, program review and planning, the Institutional Mission and Effectiveness and Governance subcommittees began in 2012-2013 a regular evaluation of the planning cycle and resource allocation to all College programs: instructional, student services, and administrative.

#### **Self Evaluation:**

The College does not meet this standard. The revised program review process is just beginning and planning through the Strategic Planning subcommittees is being revised; processes will need to be developed to accurately evaluate both program review and planning. Former evaluations relied heavily on indirect surveys, and more direct measures for evaluation are preferred. The SPC subcommittee on Institutional Mission and Effectiveness has incorporated into its by-laws the responsibility for annually reviewing program review timelines, forms, and processes but these evaluations have not yet been defined or nor carried out.

#### **Actionable Improvement Plan:**

A process for the systematic evaluation of program review and planning will be devised using more direct assessment methods, when possible.

#### **I.B.7**

**The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

#### **Descriptive Summary:**

Moreno Valley College uses two primary mechanisms for evaluating the effectiveness of programs and services. The first is the program review process, explained in detail in prior sections of this standard. Instructional units perform [comprehensive program reviews](#) on a four-year cycle. Instructional units, student services, and administrative units conduct [annual program reviews](#). Assessment of course SLOs, program learning outcomes (PLOs), and Service Area Outcomes (SAOs) are reported in these reviews. The [Moreno Valley Assessment Committee](#) (MVAC) coordinates these assessments on a regular cycle. The Assessment

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

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Committee communicates with Academic Senate, Strategic Planning Council, and Academic Planning Council.

Surveys are the second primary mechanism MVC uses to evaluate the effectiveness of programs and services:

- 1) MVC participated in the Community College Survey of Student Engagement (CCSSE) in [2010](#), [2011](#), and [2013](#). The results of this survey are given to the Board of Trustees and discussed in College management meetings, FLEX Day activities, and Student Services support staff and counselor meetings.
- 2) In Fall 2011, the MVC Assessment Committee conducted a [survey](#) that listed the SLOs for each course taught on the Moreno Valley campus (excluding Public Safety Education and Training courses) and asked each student to rate how well they thought they had attained each SLO. The majority (80 percent) of classes participated. The results were sent back to each instructor accompanied by an assessment template, and the instructors were requested to choose a low-ranked SLO to assess the following semester.
- 3) [Student Services](#) and [Business Services](#) have conducted their own surveys to assess units such as Financial Aid, the Assessment Center, the Lion's Den, and Facilities.
- 4) The District office of Institutional Research has conducted [surveys, since 2006, of graduating students](#). These surveys ask students to rate their achievement of GE SLOs. In response to the results of these surveys, the GE SLOs were modified to make it more possible to perform direct assessment in the interest of gathering data we can use to improve the program. In September 2012, the Board of Trustees approved the new set of streamlined GE SLOs.
- 5) Career and Technical Education (CTE) began a post-graduation survey in Spring 2012 which will be repeated each spring. Questions were asked about education, employment, to what extent their education and training has helped them in their career, and overall impressions of their experience at MVC.
- 6) Information on online and hybrid course offerings is given in the [Open Campus Fact Book](#) to help departments in determining course offerings using this methodology.

Certain CTE programs, including Physician Assistant, Dental Hygiene, and Emergency Medical Service, are also evaluated regularly using external licensing exams and external accreditation.

#### **Self Evaluation:**

The College does not meet this standard. With College leadership now stabilized and as noted in Standard I.B.3, the Program Review Task Force was formed and conducted an analysis of program review and planning. The Task Force worked to improve forms and made several recommendations for improving the planning process. In addition, in Spring 2013 the Institutional Effectiveness subcommittee conducted surveys on the College mission, SLO assessment, program review, and planning. However, the effectiveness of the program reviews in improving programs and services, and planning processes have not consistently been measured.

## **Standard I: Institutional Mission and Effectiveness**

### **I.B: Improving Institutional Effectiveness**

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#### **Actionable Improvement Plan:**

The Institutional Mission and Effectiveness subcommittee of the Strategic Planning Council and the Moreno Valley Assessment Committee along with the Governance subcommittee will lead the development and implementation of processes which include accountability and timelines to regularly review and measure the effectiveness of program review and planning and develop action plans based on outcomes of evaluations.

# Standard I: Institutional Mission and Effectiveness

## I.B: Improving Institutional Effectiveness

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### Evidence for Standard I.B

[Academic Planning Council](#)  
[Academic Senate](#)  
[Accelerated English discussion](#)  
[Accelerated math discussion](#)  
[Acceleration Academy](#)  
[Annual program review](#)  
[Annual program review form](#)  
[Assessment workshops](#)  
[BSI meeting minutes](#)  
[Business Services surveys](#)  
[CCSSE Reports 2010 and 2011](#)  
[CCSSE report 2013](#)  
[College catalog](#)  
[College five-year Capital Construction Plan](#)  
[Comprehensive Master Plan](#)  
[Comprehensive Instructional Program Review](#)  
[Comprehensive instructional program review data sets](#)  
[Course SLO surveys, Fall 2011](#)  
[CTE retreat agendas and presentations](#)  
[CTE SLO Mappings and Legend](#)  
[Curriculum committee minutes](#)  
[CurricuNET](#)  
[Dental Assistant program website](#)  
[Dental Hygiene program website](#)  
[Distance Education Subcommittee](#)  
[External Environmental Scan, September 2012](#)  
[Faculty inquiry group – Reading Apprenticeship](#)  
[FLEX day presentations](#)  
[Gen Ed SLOs](#)  
[General Education workgroup](#)  
[Graduation Surveys](#)  
[Grants Advisory Committee](#)  
[Integrated Strategic Plan, 2010-15](#)  
[Integrated Strategic Plan focus groups](#)  
[Institutional Mission and Effectiveness survey on mission](#)  
[Institutional Mission and Effectiveness survey on planning](#)  
[Institutional Mission and Effectiveness survey on program review](#)  
[Institutional Mission and Effectiveness survey on SLO assessment](#)  
[Long Range Educational and Facilities Master Plan](#)  
[Moreno Valley Assessment Committee \(MVAC\) SharePoint site](#)  
[MVAC minutes](#)  
[MVC Instructional Departments](#)  
[Office of Institutional Research and Assessment](#)  
[Open Campus Fact Book](#)

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

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[Physician Assistant website](#)

[Program Review Task Force](#)

[RCCD Board of Trustees](#)

[Sample of department meeting minutes, discussion of assessment](#)

[SLO assessment templates](#)

[Strategic Planning Committees](#)

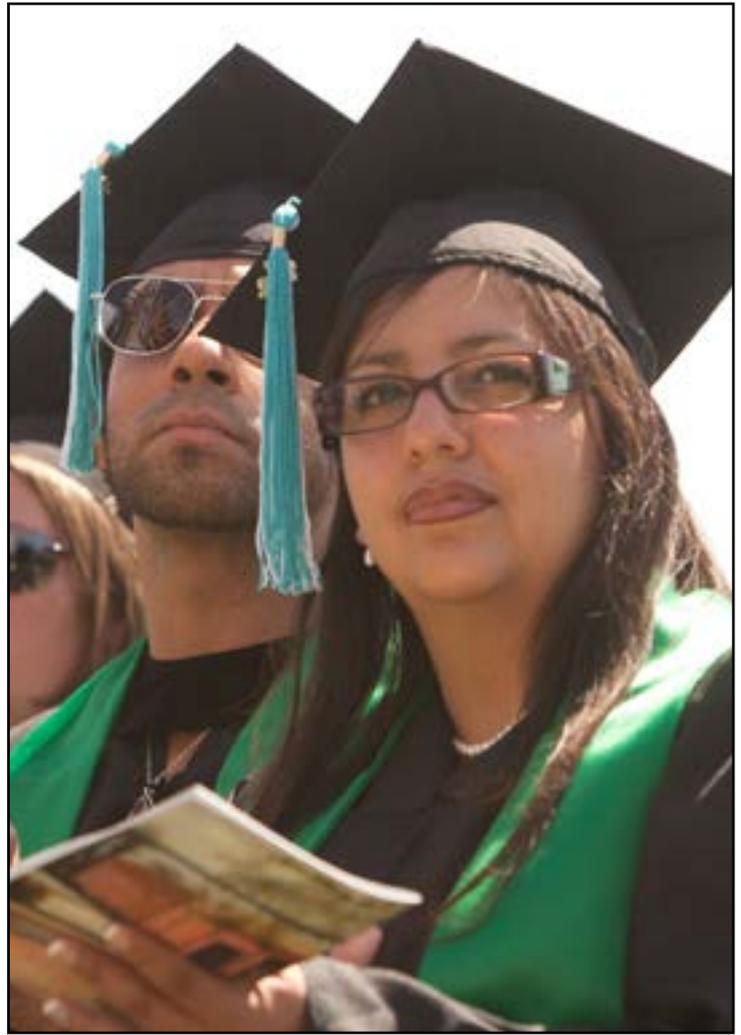
[Strategic Planning Subcommittee Members List](#)

[Student Equity Committee minutes](#)

[Student Services Satisfaction Surveys](#)

[Supplemental Instruction](#)

[Town Hall Meeting on Scorecard 2.0](#)





## Standard II: Student Learning Programs and Services

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### Standard II Writing Teams

#### Standard II.A

David Vakil, Dean of Instruction (Administrative co-chair)  
Christopher Whiteside, Dean of Instruction, Career and Technical Education (Administrative co-chair)  
Teri Currie, Instructional Department Specialist (Staff co-chair)  
Anna Marie Amezcuita, Associate Professor, English  
Tina Frey, Counselor/College Liaison, Nuview Bridge Early College High School  
Julio Gonzalez, Director of Middle College High School (Faculty co-chair)  
Robert Grajeda, Director, Corporate and Business Development  
Natalie Hannum, Associate Professor, Fire Technology (no longer with District)  
Jeanne Howard, Associate Professor, Counseling, Articulation Officer  
Cyndi Pardee, Community Education Supervisor  
Sheila Pisa, Professor, Mathematics  
Carolyn Quin, Professor, Music  
Chris Rocco, Associate Professor, Humanities

#### Standard II.B

Maria Pacheco, Associate Professor, Counseling (Faculty co-chair)  
Linda Pratt, Director, Student Financial Services (Administrative co-chair)  
Ed Alvarez, Assessment Specialist (Staff co-chair)  
Jamie Clifton, Director, Enrollment Services  
Jeanne Howard, Associate Professor, Counseling, Articulation Officer  
Greg Sandoval, Vice President, Student Services  
Eugenia Vincent, Dean, Student Services

#### Standard II.C

Debbi Renfrow, Associate Professor, Library Services (Faculty co-chair)  
Lisa Chavez, Director, Student Support Services Grant (Administrative co-chair)  
Carmen Valencia, Matriculation Program Assistant (Staff co-chair)  
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Matthew Barboza, Associate Computer Information Systems  
Toni Britt, Associate Faculty, Library  
Tonette Brown, Library Technical Assistant II  
Fen Johnson, Associate Professor, Mathematics  
Mark Robinson, Library Operations Assistant  
Michael Schwartz, Assistant Professor, English  
Gustavo Segura, Instructional Media/Broadcast Coordinator  
Angela Thomas, Instructional Media/Broadcast Technician  
Silvia Trejo, STEM Counselor/Instructor  
Valarie Zapata, Associate Professor, English

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

#### Standard II: Student Learning Programs and Services

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

#### II.A: Instructional Programs

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

#### II.A.1

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

#### Descriptive Summary:

In keeping with its mission to provide academic programs for baccalaureate transfer, Moreno Valley College offers seven associate in arts degrees and one associate in science degree based around Areas of Emphasis (see Table 1) and associate degrees for transfer (ADTs), with more ADTs in development (see Table 2). Associate degrees, state approved certificates, and locally approved certificates (see Tables 3 and 4) demonstrate the College's commitment to professional and pre-professional training, with many degrees and certificates having an emphasis in health and public service. Courses toward degrees and certificates are offered at the Moreno Valley College campus, at Ben Clark Training Center, and online.

Table 1: Area of Emphasis Degrees:

Administration and Information Systems	Humanities, Philosophy and Arts
American Studies	Kinesiology, Health and Wellness
Communications, Media and Languages	Social and Behavioral Sciences
Fine and Applied Arts	Math and Science

**Standard II: Student Learning Programs and Services**  
**II.A: Instructional Programs**

Table 2: Associate Degrees for Transfer (as of October 18, 2013)

<b>State Approved</b>	<b>Board of Trustees Approved</b>	<b>Pending Approval by District Technical Review Committee</b>
Communication Studies	Anthropology	Psychology
Early Childhood Studies	Business Administration	
Music	Computer Science	
Sociology	English	
Spanish	Mathematics	
	Studio Arts	

Table 3: Degrees and Certificates at Ben Clark Training Center

<b>Program</b>	<b>Locally Approved Certificate</b>	<b>State Approved Certificate</b>	<b>Associate Degree</b>
Administration of Justice		x	x
AOJ/Basic Correctional Deputy Academy	x		
AOJ/Public Safety Dispatch	x		
Law Enforcement		x	x
Emergency Medical Technician	x		
Paramedic		x	x
Fire Technology		x	x
Chief Officer		x	x
Fire Officer		x	x
Firefighter Academy		x	x

**Standard II: Student Learning Programs and Services**  
**II.A: Instructional Programs**

Table 4: Degrees and Certificates at Moreno Valley Campus

<b>Certificate and Degrees</b>	<b>Locally Approved Certificate</b>	<b>State Approved Certificate</b>	<b>Associate Degree</b>
Business: Accounting Concentration		x	x
Business: General Business Concentration		x	x
Management Concentration		x	x
Marketing Concentration		x	x
Real Estate Concentration		x	x
Community Interpretation		x	x
Computer Information Systems		x	x
Computer Applications		x	x
Computer Programming		x	x
Simulation and Gaming		x	x
Web Master - Web Designer	x		
Web Master - Web Developer	x		
Dental Assistant		x	x
Dental Hygiene			x
Early Childhood Education (ECE)		x	x
ECE/Asst. Teacher	x		
ECE/Twelve Core Units	x		
Human Services (HS)		x	x
HS: Employment Support Specialization	x	x	x
Admin/Clinical Medical Assisting		x	x
Medical Transcription		x	x
Music			x
Physician Assistant		x	x
Speech Language Pathology Assistant		x	x

Source: MVC College Catalog 2013-2014 pp. 62-65

The College and District Curriculum Committees assume responsibility for the integrity of the curricula in its course and program offerings. Processes in place for course and program development provide a means for extensive dialogue among faculty throughout the District. Curricula planning ensures that new courses and programs address and meet the mission of the institution.

## Standard II: Student Learning Programs and Services

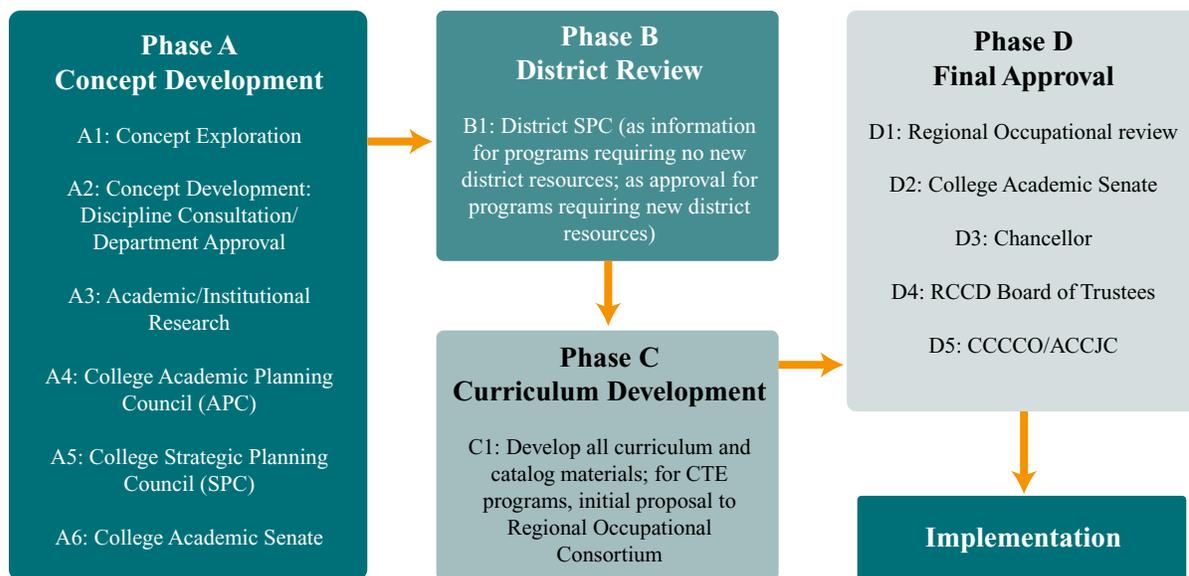
### II.A: Instructional Programs

#### New or Substantially Changed Programs

The [development process of educational programs](#) “ensures that new or substantially changed educational programs respond to student and community needs” and fits within the RCCD Learner-Centered Curriculum Framework. This District framework aligns with the College mission. To further ensure that programs align with the College mission, faculty originators in a lead department, sometimes with the assistance of administration or members of the community, develop new programs or are responsible for substantial changes to existing programs.

The process for proposing and receiving approval for a new or substantially revised program in the District includes four phases: A. Concept Development, B. District Review, C. Curriculum Development, and D. Final Approval. Some of these phases include multiple steps (see Table 5).

Table 5: Program Approval Process



Source: [Program Development Process – 2011 Revision](#)

Phase A focuses on developing content concepts and anticipating student learning outcomes with input from a variety of College stakeholders. A team approach to developing the program concept is encouraged, especially in the form of advisory committees for CTE programs. The concept must establish how well the program suits the needs of the College and District. Comparable programs offered at other institutions are analyzed, and labor market needs are considered for CTE programs. Resources that are needed to sustain the program are determined. The District Curriculum Committee, College department, District discipline, College Academic Planning Council, College Strategic Planning Committee, Institutional Research, and the College Academic Senate have input during Phase A.

Phase B affects District programs that require additional information and consultation on District resources.

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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Phase C requires that all course documents, including course outlines of record (CORs) and program outlines of record (PORs), be developed (if necessary) and submitted to the College/District curriculum committee(s) and the Chancellor's Office. For CTE programs, materials are forwarded from an appropriate CTE Dean to the Regional Occupational Consortium for a first reading.

Phase D is the final approval process, with approvals coming from the Regional Occupational Consortium (for CTE programs), the College Academic Senate (based on recommendations from the College Curriculum Committee), the College President for single college programs or the Chancellor for District programs. The Board of Trustees gives final approval for new programs.

#### New Courses

To ensure integrity of common courses within the District, the Board of Trustees determined in 2003 that [a common core curriculum](#) at all three Colleges was indicated. The common core curriculum principle led to [two course approval processes](#), depending on whether the course is college-specific or shared (offered at two or more colleges within the District). Both processes require a proposal, in the form of a [COR](#), initiated by faculty discipline experts or by an administrator or community member in collaboration with a faculty member. CORs address the following components:

- Degree applicable or non-applicable
- College at which the course is offered
- Lecture hours, lab hours, and units
- Course Description
- Short Course Description
- Entry Skills
- Student Learning Outcomes
- Course Content Topics
- Methods of Instruction
- Methods of Evaluation
- Sample Assignments (for outside of class reading, writing)
- Current (within last five years) Course Materials

CORs must be approved by vote of the faculty in the appropriate discipline, getting approval from at least two colleges for shared courses. In addition, departmental approval is required for courses. Once approved by disciplines and departments, all curriculum proposals are then provided to the College's Articulation Officer, Library, District Open Campus, the District Dean of Institutional Reporting, and the District Technical Review Committee for information/action. A District technical review committee reviews and provides input on CORs, including prerequisites, co-requisites and advisories for new courses and programs. A notification that a new course has been created is provided to the Vice President of Academic Affairs or designee, or Associate Vice Chancellor of Instruction or designee for review of resource impact. If the course is for MVC only, the College Curriculum Committee sends the proposal to the District Curriculum Committee as an information item. If the course

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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is shared, the proposal approved by the MVC Curriculum Committee is forwarded to the District committee for review where it will be accepted if it receives approval from at least two of the three colleges. Once approved, curriculum proposals are sent to the BOT for final local approval. In the case of Career Technical Education (CTE) programs, the appropriate dean or Vice President of Academic Affairs will ensure the appropriate occupational advisory committee has reviewed the proposal and evaluated the relevance of the course content to the industry standard.

#### Existing Programs and Courses

Assurance that existing programs and courses meet the College mission is accomplished through the [Comprehensive Instructional Program Review \(CIPR\) process](#) that occurs on a four-year cycle. As part of CIPR, discipline faculty are asked to relate the mission of their unit to the College's mission, to examine major developments since the last review, and to summarize future goals and examine their response(s) to previous goals and recommendations. Data that analyzes enrollment patterns, success and retention rates, and efficiency is provided to faculty through the College and District Institutional Research offices. A thorough review of the course outlines of record (CORs), student learning outcomes and, if appropriate, program learning outcomes is required. If major or minor modifications to CORs are required, the modifications are put through an approval process in [CurricUNET](#). Minor modifications are completed outside of this electronic system, requiring discipline/department and Technical Review approval only. Major modifications go through discipline/department, technical review, College curriculum, College Academic Senate, District curriculum, and then to the BOT.

An important means of assuring quality and currency of transfer-level courses at MVC is through the articulation process. Articulation agreements are contracts with other educational institutions, usually four-year universities, which specify which Moreno Valley College classes may be transferred to meet general education, major requirements, and electives. Agreements, maintained by the College's Articulation Officer, facilitate the successful transfer of students from Moreno Valley College to baccalaureate level colleges and universities. The Articulation Officer reviews and updates requirements for college transfer, curriculum patterns, and course description sections of the CORs on a yearly basis. When updates or revisions are deemed necessary, the discipline faculty are informed and changes are mediated and then approved by the MVC and District Curriculum committees.

Articulation, for the purposes of student transfer between other educational institutions, refers specifically to "course articulation" which is the process of developing a formal, written agreement that identifies courses (or sequences of courses) from Moreno Valley College that are comparable to, or acceptable in lieu of, specific course requirements at a four-year university. The Course Identification Numbering System (C-ID) is a supra-numbering system being developed to ease the transfer and articulation burdens in California's higher educational institutions. Each C-ID number identifies a lower-division, transferable course commonly articulated between the California Community Colleges and universities including Universities of California, the California State Universities, and several independent colleges

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

and universities in California. Through articulation, the C-ID numbers help students, staff, and faculty by providing information about courses that fulfill general education requirements. In addition, the College offers a certificate for Intersegmental General Education Transfer (IGETC) that assures students that all lower division general education requirements have been met prior to transfer.

Non-transfer CTE courses, such as those in Dental Assisting, Dental Hygiene, Emergency Medical Services, and the Physician's Assistant programs at MVC, must meet standards set by external accreditation bodies, assuring their currency and quality. In addition, other CTE programs, such as Law Enforcement and Fire Technology, meet with [advisory groups](#) to confirm that the curriculum is current and appropriate. Such meetings focus on student outcomes, discussion of certification rates, and appropriate or desired delivery methods for course information.

#### Distance Education

Courses that are offered in online or hybrid format follow the above process, but include an additional component describing how instructors intend to encourage interaction in the online environment. The requirements for distance education courses are described in more detail in Standard II.A.1.b.

#### Student Achievement

Overall, MVC measures student achievement by successful course completion rates, retention rates from fall-to-fall semesters, and the number of degrees and certificates awarded (see Table 6). Success, failure, and withdraw rates are also tracked to determine patterns that affect students' achievement (see Table 7). Success rates are disaggregated and reported by discipline and by delivery mode and are available in data files for annual and comprehensive program reviews. College level indicators for vocational programs, basic skills courses, and ESL courses are reported. [Fact Books](#) have been created since 2009 that contain this data.

Certification rates, where applicable, are tracked and demonstrate the success of these types of programs. See Standard II.A.5 for details on student success in CTE programs.

Table 6: Average rates 2008-2012

Average Successful Course Completion	73.2%
Average Fall-to-w Retention	35.4%
Average Number of AA/AS Degrees Awarded	555
Average Number of Certificates Awarded	546

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

Table 7: Successful, Unsuccessful, Withdraw Rates 2008-2012

	2008-2009	2009-2010	2010-2011	2011-2012
Successful	74.1%	72.8%	72.7%	73.3%
Unsuccessful	15.1%	14.5%	13.8%	12.4%
Withdraw/Dropped	10.7%	12.6%	13.5%	14.3%

**Self-Evaluation:**

The College meets this standard.

**Actionable Improvement Plan:**

None.

**II.A.1.a**

**The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

**Descriptive Summary:**

Using a variety of methods, MVC actively seeks to identify student preparedness and learning needs in its varied programs. Established processes for creation and maintenance of courses and programs are conducted through the College and District curriculum committees and discipline program reviews.

**Student Learning Needs**

To determine the needs of students within the District, regular [environmental scans](#) are commissioned, the most recent being completed in 2012 by Esteban Soriano, Ph.D. of Applied Development Resources. This report details various characteristics and trends related to the District population, employment, and education.

Data are regularly collected and reported to the College by the District Dean of Educational Services, the District Dean of Institutional Research, and the College Institutional Research Specialist. Reports include annual Fact Books and information described in II.A.1, Student [Achievement reports](#), [program review data sets](#), described in more detail below, and MIS information reports are submitted to the California Community College Chancellor's Office (CCCCO), summaries of which are available through the CCCCCO Management Systems [Data Mart](#). To provide benchmarks in student engagement at MVC, the Community College Survey of Student Engagement (CCSSE) has been administered in [2010](#), [2011](#), and [2013](#).

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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These findings are presented and discussed in various venues such as Academic Senate, Strategic Planning Council, Academic Planning Council, and at Student Services Retreats.

The [Middle College High School](#) (MCHS) and [Nuvview Bridge Early College High School](#) are cooperative ventures between MVC and local high school districts, supported through grants, monies from the high school districts, and funds from the District. Serving students in grades 9 through 12, these programs allow high school students to take a combination of college and high school courses that can be applied to their high school diplomas and associate degrees. These programs are intended to develop more closely articulated preparatory curricula in the high schools, with the goal of promoting transfer to college and reducing students' need for developmental coursework at the college level. Through the [MCHS program](#), comprehensive high schools within the Moreno Valley Unified School District (MVUSD) and Val Verde Unified School District (VVUSD) are visited to recruit for the program and to determine students' needs. During the 2012-2013 academic year, MVC staff met seven times through the MCHS Consortium Team, each school being represented by a counselor and another representative. The Director of MCHS participates in college fairs at community high schools where information regarding the College is presented. In addition, the MVC Assessment Center staff provide application workshops and placement tests at high school sites within MVUSD and VVUSD, and [Nuvview Bridge Early College High School](#).

#### Student Preparedness

Student educational preparedness for English and mathematics is assessed through [Accuplacer placement tests](#), and locally created tests are used for reading and ESL placement. Placement tests for English and math are required, and students are not able to enroll in these classes at a higher level than Accuplacer indicates. However, students are able to self-place at a lower level than recommended. Students are strongly encouraged to take reading and, if appropriate, ESL placements. Students who have previously taken English or math coursework, are able to have their coursework evaluated to establish whether they fulfill prerequisites for future coursework.

[Board Policy 4260](#) governs the establishment of pre-requisites, co-requisites and advisories for courses and programs. This policy maintains that at a minimum, pre-requisites, co-requisites and advisories:

- a) shall be based on content review, with additional methods of scrutiny being applied depending on the type of pre-requisite, co-requisite or advisory being established; and,
- b) will be reviewed at least every six years as a part of the curriculum review process to assure that they remain necessary and appropriate.

The intent of the procedure for establishing the limitations on enrollment assures that courses for which pre-requisites or co-requisites are established will be taught in accordance with the course outline of record and will include the basis and process for an individual student to challenge the pre-requisite or co-requisite. All pre-requisites, co-requisites and advisories will appear in the [schedule of classes](#), the [College catalog](#) and other publications available to students.

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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#### Planning Based on Identified Needs

Data are summarized by the College Institutional Research Specialist and provided on the [Office of Institutional Research and Assessment](#) website for instructional program review. As part of the comprehensive and annual program review processes, faculty are to analyze data trends relating to student needs and apply this information in forming goals that relate to the missions of their unit and the College.

#### Assessing Student Progress

Evaluating the effectiveness of learning at each level is an ongoing process through assessment of courses, programs, and degrees. In [annual program review](#), disciplines are asked to report when courses are offered, when an assessment report will be submitted, and the faculty member who is responsible for submitting the report for each course. The continual collection of data is expected, with a comprehensive report of assessment findings every four years. Faculty are able to use [assessment templates](#), available on SharePoint, that incorporate a complete assessment cycle: assessment of an SLO, analysis of the assessment, modifications to improve student learning if necessary, and reassessment. Faculty may choose to design their own assessment projects rather than use a template: one example is the [common final exam](#) given to elementary algebra students. The exam maps course SLOs to exam questions for item analysis, and compares traditional, hybrid, and online delivery methods. Also [e-portfolios](#) are used to assess learning in the Dental Hygiene program. Assistance in developing assessment projects is available to faculty through the reassignment of two faculty Assessment Coordinators. Currently, reporting of assessment projects is done through a [SharePoint site](#) developed and maintained by assessment coordinators and the College webmaster. The College will be implementing TracDat in the Spring 2014 semester. Discipline faculty discuss learning assessments in [department and/or discipline meetings](#), and summaries of assessments are included in the [CIPR report](#).

Program assessment for CTE programs, such as Dental Hygiene, Dental Assistant, Emergency Medical Services, and Physician's Assistant are done through self-studies that are part of their external accreditations. An overall assessment of student learning outcomes is done by disciplines in their comprehensive program reviews. All CTE programs at MVC have prepared [mappings of course SLOs to program learning outcomes \(PLOs\)](#). Degree programs have also established PLOs and are mapping them to course SLOs. A timeline has been established by the Moreno Valley Assessment Committee (MVAC) to use these mappings to evaluate programs using individual course SLOs.

Various surveys are conducted for indirect assessment of student learning, including surveys of degree and general education SLOs by graduating students, and CTE surveys conducted by phone and mail. [Graduation survey](#) results have been the focus of district wide dialogue conducted through a [General Education workgroup](#), and CTE surveys are discussed at [district wide retreats](#).

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

Information regarding FTES, FTEF, efficiency, and success and retention rates in online and hybrid course offerings is gathered and distributed in the [Open Campus Fact Book](#). In addition, some disciplines have done an analysis of online vs. hybrid vs. traditional methodology for their courses. Examples include an [analysis of elementary algebra common finals](#), comparing results for these three methodologies and an analysis of [delivery methods for arithmetic, prealgebra, and elementary algebra](#).

#### Self Evaluation:

The College meets this standard. A timeline for PLO assessment has been established, but program assessment is a process that is still in progress. Implementation of TracDat in the Fall 2013 semester will help in linking course level assessment to program level.

#### Actionable Improvement Plan:

None.

#### II.A.1.b

**The institution utilizes delivery systems and modes of instruction compatible with the objective of the curriculum and appropriate to the current and future needs of its students.**

#### Descriptive Summary:

Appropriate delivery methods for course offerings are addressed through the curriculum approval process. In [writing a course outline of record](#) (COR), faculty developers must list their methods of instruction in such a way that the methods described are “specifically tailored to [the] course’s SLOs.” Additionally, the methods of evaluation are linked to the methods of instruction and are appropriate to the learning outcomes and objectives for the course. Through the course approval process, the District Technical Review Committee evaluates the CORs. The Technical Review Committee ensures the CORs are integrated with regard to outcomes, contents, instructional methods, and evaluation. The course outline of record should “provide real guidance to instructors in designing their class sessions.”

There is a more stringent approval process for courses that are to be offered through [Distance Education \(DE\)](#). RCCD defines DE courses as those that replace some or all of their face-to-face contact hours, usually with online methods. DE courses are classified as hybrid (requiring some face-to-face contact, excluding proctored testing) or online (requiring no face-to-face contact). Those creating or amending courses for DE are asked to select a delivery method(s). DE course creators are advised that multiple delivery methods are allowed, but that for each method there must be a discussion of what each will entail and how contact and interaction will be regular and effective. The methods of contact with students must be listed, and faculty developing curricula are advised to recommend and comment upon several methods that can be used. Disabled Student Services (DSS) must approve

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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DE courses for compliance with Section 508 of the Rehabilitation Act. To further ensure that regular and effective contact is occurring between faculty and students in the online environment, the Curriculum Committee drafted documents that are currently under review by the Academic Senate. These documents include [a certification letter](#) and [addendum](#), which faculty teaching online courses must sign, and a [guide to best practices in online education](#). In addition, a [Distance Education subcommittee](#) was formed, to assist in sponsoring workshops in best practices for online and hybrid instruction.

#### Self Evaluation:

The College meets this standard. The curriculum process for approval of DE courses is established, and there is a District policy that defines regular, substantive interaction between faculty and students in the online environment that is currently in draft form. The draft will have gone through the appropriate governance procedure for approval during Fall 2013 and will be available in Spring 2014.

#### Actionable Improvement Plan:

None.

#### II.A.1.c

**The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

#### Descriptive Summary:

All [courses, programs, and degrees](#) offered at MVC have SLOs. Faculty content experts within the discipline develop course SLOs. As of Fall 2013, 83 percent of courses have conducted at least one assessment cycle. The SLOs are assessed by faculty who are teaching the course(s), as are program level outcomes. These results are reported in the comprehensive program reviews. The results of assessment are used to stimulate discussion on teaching strategies, to provide information on learning modalities, to modify CORs, to create new courses, or make changes in program requirements.

[Results of assessment are discussed](#) in various venues including department and program meetings, FLEX day presentations, assessment newsletters, and workshops. Various committees, such as Student Equity and Basic Skills, review and discuss assessment and student achievement data, and identify and propose strategies for addressing issues revealed in these analyses.

[Workshops](#) are held which focus on program level outcomes (PLOs) and authentic assessments. Examples of program assessments are presented and discussed at these workshops. [CTE retreats](#) are held at least annually, and results of student surveys are shared.

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

Also shared are [environmental scans](#) of the local region. At these workshops program faculty and directors are brought together in groups to discuss assessment projects and student learning. [Other assessment workshops](#) held at various times on campus facilitate the discussion of assessment projects.

Program Reviews are conducted and reviewed by [Business Services](#) and [Student Services](#). Business Services holds meetings to discuss results and recommend improvements in areas such as facilities, food services, and the Business Services manual. [Student engagement surveys](#) are conducted by Student Services and [retreats](#) are held to discuss the development of service area outcomes (SAOs) and to discuss assessment results. Summative reports of program reviews in these areas are made to the President's Cabinet.

The College's revised annual program review (APR) process centers on ranking resource requests that are based on assessments and analysis of data. APR and planning is an inclusive process that begins in disciplines or service areas. APRs incorporate SLO assessment reports and other data for instructional and non-instructional areas. Based on assessment dialogue, disciplines or service areas devise strategies and activities to address outcomes requiring improvement. For example, after reviewing data on success and retention in math and English foundation courses, discipline faculty joined the California Acceleration Project and formed two courses, [Math 37](#) (first offered in Spring 2012) and [English 80](#) (first offered in Fall 2012) to address student retention through remedial course pipelines. Likewise, [business and student service units assess satisfaction](#), engage in discussion of College goals, and refine programs, services, and processes based on these results.

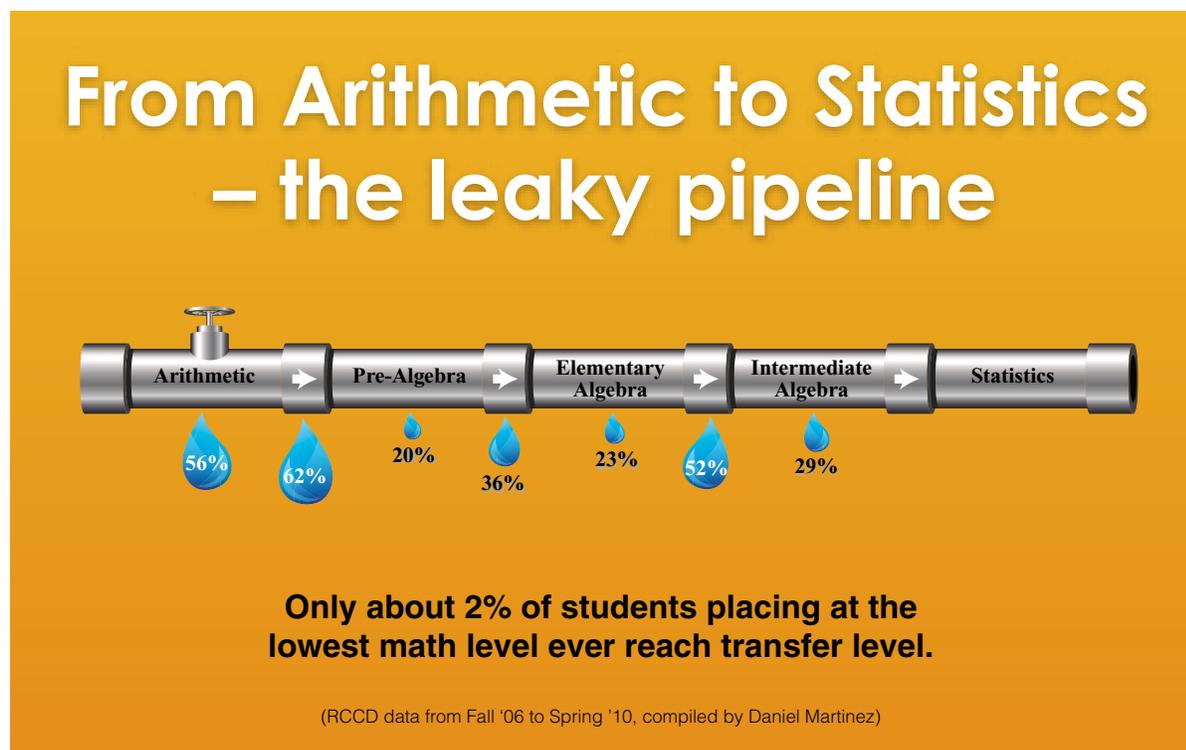


Figure 1

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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To improve dialogue about student learning across various entities and to better connect program review to planning, the College began to revise the program review (PR) process in Spring 2012. In July 2012, a [PR Task Force](#), formed and authorized by the College president and reporting to Academic Senate, was charged with devising methods to assess resource requests from the college community. Three “[Instructional Program Review Paloozas](#)” were held with department chairs, faculty and academic administrators to review Instructional PRs and rank resource requests during the Fall 2012 and Spring 2013 semesters. An important requirement for any resource request was that there be supporting data to demonstrate need. These reviews were a trial run for the process that was implemented in Fall 2013. Instructional disciplines and student services units completed annual program reviews that were forwarded to the Academic Planning Council and the Student Services Planning Council so that resource requests could be ranked and forwarded to appropriate Strategic Planning subcommittees. A similar process is underway for Business Services. In a proposed model, these rankings will be submitted to the Strategic Planning Council for a holistic ranking. This ranking will be shared with the Academic Senate and the Management Council for feedback. The proposed President’s Advisory Group, consisting of representatives from SPC, Academic Senate, and the Management Council will make final recommendations to the College President.

#### **Self Evaluation:**

The College meets this standard. As indicated in the 2012-2013 SLO Assessment Report submitted in March to ACCJC, MVC is at the proficiency stage in assessing SLOs. There is work in progress on program learning outcomes (PLO) assessment, and mapping of course SLOs to degree PLOs. Currently, progress on SLO assessment is tracked by hand on Excel spreadsheets and a [SharePoint](#) site acts as a repository for assessment reports. In an effort to better track and share assessment results, thereby promoting dialogue on the results of assessment, the College has purchased a site license for TracDat. A team of faculty and staff were formed in the Fall 2013 semester to configure the system for assessment purposes.

The planning structure for ranking program reviews and putting them into a plan for resource allocation is in the planning stages and has not yet been completed.

#### **Actionable Improvement Plan:**

The planning structure for implementing program reviews will be finalized and put into place.

#### **II.A.2**

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

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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#### Descriptive Summary:

Collegiate, pre-collegiate, and community education classes are offered on the Moreno Valley campus and at Ben Clark Training Center. In addition, contract education courses and short-term training, study abroad, and programs for international students are offered through the District.

Through [Board Policy \(BP\) 4020](#), the District references Education Code, Title 5, and other federal regulations and states its commitment to high quality courses and programs that are “relevant to community and student needs” and that are evaluated regularly to ensure currency. Through BP4020, the centrality of faculty in this process is underlined, emphasizing the role of the Academic Senate in all curricular processes.

In [Administrative Procedure \(AP\) 4020](#) a credit hour is defined as

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

#### Credit Courses and Programs

The processes by which degree and non-degree credit courses are created and reviewed by faculty content experts are detailed in II.A.1. Such processes ensure that discussions have taken place among faculty, and that the course or program is of quality and integrated into the College’s mission. Also described in II.A.1 is the process for ensuring currency for these courses through comprehensive instructional program review.

#### Community Education

[Community Education courses](#) are coordinated at the District level and held at the colleges. These offerings are a reflection of the college community, and the decision process for offering a course in this category includes a careful review of the class proposal (if it comes from outside) and research to see if there is a market for the program, or if the College could fill an unmet need in the community that will not conflict with regular College offerings. If this preliminary research indicates a need, additional investigation is done to follow up on references from the potential presenter. If a class idea is interesting but could be questionable, issues are discussed with Risk Management and with legal counsel. The Board of Trustees does not approve specific community education classes, but the names of instructors who are hired are submitted, along with the title of the class they will be teaching. For community education courses, the College President makes the final decision regarding whether or not a course is offered.

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

---

Community Education courses are evaluated in the following manner: each Community Education student receives an evaluation form to answer questions about their experience. Students are also polled in the class about how they learned about the class and how they would like to receive future information. Students can complete the evaluation and return it to the presenter who mails it back to the Community Education Office. Community Education personnel make random follow-up calls to students, especially those who attended a new class, and ask for their input. On a rare occasion, when there are conflicting evaluations, someone is sent into the class to observe.

#### **Contract Education**

[Fee-based, not-for-credit training](#) is provided through the District based on the technical and academic expertise that resides at the College. For-credit programs can be offered under the correct circumstances if the contracting organization requests it. Contract training classes are typically offered that may be of interest to the manufacturing, distribution and other industries in the region, and the District Office of Community Development contracts with these partners to provide their employees with training that will elevate their skills. The key criterion used to offer a type of training is industry/market demand.

The process for evaluation on non-credit contract courses is organic. If the training goes well, the client is debriefed to find out what went well, what could be improved. If there is an issue with a trainer (bad fit, inappropriate behavior, poor delivery) a replacement is found, with the employers' approval, and the evaluation process begins again. Most of the trainers that work for the office for contract education have been vetted by resume, then personal observation in training. If trainers continually get poor reviews, or clients disapprove repeated times, trainers are not rehired.

#### **Study Abroad**

The District [Study Abroad Program](#) provides unique opportunities for students wishing to learn about foreign cultures and societies as well as to continue earning academic transfer credit. Full-semester study abroad locations have included Beijing, China; Florence, Italy; and Oxford, England; short-term summer programs have taken students, faculty and community residents to the Czech Republic, Morocco, Turkey, and Greece, as well as Spain, France, Mexico, and Costa Rica. A number of Moreno Valley faculty have participated in the full-semester Study Abroad Program, offering courses in their faculty service areas. Typically, four to six Moreno Valley College students participate each semester.

#### **International Students**

District wide, the [Center for International Students and Programs](#) serves about 300 students from more than 50 countries each semester. The District is approved for admitting international students under the Student and Exchange Visitors Program (SEVP) and the U.S. Immigration and Customs Enforcement (ICE) regulations. Students who are accepted are issued an I-20 document, which they take to the U.S. embassy or consulate in their country

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

---

to obtain an F-1 visa. Cultural and social programs are offered, as well as comprehensive orientations, academic counseling, and advice on immigration regulations and benefits. Complete records are kept for international students, including those required by the federal Student and Exchange Visitor Information System (SEVIS). Records include countries of origin, academic progress, proof of enrollment, majors, program completion, transfer to four-year universities, and optional practical training.

#### Self Evaluation:

The College meets this standard. Contract education and community education courses have not typically come to Curriculum committee for information and/or approval. To be in compliance with the Education Code, and to ensure that there is not conflict with regular course offerings, the Curriculum committee should be the body to approve all courses.

#### Actionable Improvement Plan:

Curriculum committee will review contract and community education courses.

#### II.A.2.a

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

#### II.A.2.b

**The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

#### Descriptive Summary:

Course, program, and degree SLOs are developed and modified by faculty during the curriculum approval process (new courses or programs), or during CIPR (existing courses and programs). These processes ensure that faculty play the central role in establishing the quality of course offerings and that there is continual examination of courses and programs for improvement. SLOs have been established for every course, program and degree offered at MVC. Assessments of courses and programs are completed on a four-year cycle, summaries of which are to be included in [comprehensive program reviews](#).

As part of the program creation process outlined in Standard II.A.1, the Regional Occupational Consortium reads and provides input on proposals for CTE programs. For some

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

---

CTE programs (Speech Language Pathology, Dental Hygiene, Dental Assisting, Emergency Medical Services, and Physician's Assistant), [advisory groups](#) meet periodically with faculty. These meetings are to discuss accreditations, SLOs in courses, and results of licensure exams for the purposes of quality and currency. SLOs for courses are occasionally adjusted or curriculum is sometimes modified based on these meetings. For example, advisory groups caused the Dental Assisting program to incorporate more distance/online learning techniques within their lectures. In the Law Enforcement program discussions with the discipline and the Sheriff's Department have included a plan to review curriculum for possibly establishing appropriate, validated prerequisites. One such prerequisite discussed was requiring the successful completion of the basic academy prior to enrollment in select advanced officer training courses.

The path to achieving the SLOs required from all programs, certificates and degrees is outlined in the [College Catalog](#) (pp. 33-37, pp. 50-57, pp. 68-83). Course SLOs are listed in [syllabi](#) for each class. Certificate and degree outcomes are evaluated annually through [surveys](#) of graduating students. Results of these evaluations vary. CTE programs have [mapped](#) their program learning outcomes (PLOs) to course SLOs and work is progressing on mapping degree PLOs to course SLOs. These mappings will allow in assessment of programs via courses. Four programs, Dental Assisting, Dental Hygiene, Emergency Medical Services, and Physician's Assistant, are required to conduct external accreditations. Written as part of the accreditation processes, their self-studies act as comprehensive program assessments. Occasionally, findings from evaluations that occur during assessment or program review prompt changes in course and/or program outcomes, which cause a modification to the COR that goes through the curricular process (for example, this occurred in the Accounting and Medical Assisting curricula). Survey findings may also initiate discussions of measures for student learning. For example, the findings of graduation surveys prompted the formation of a district wide workgroup to examine the [General Education \(GE\) Outcomes](#), and resulted in changes to these outcomes that were accepted by the BOT in September 2012.

MVC assesses student progress toward achievement, such as success, retention, degrees and certificates earned, and transfer. This information is reported through data gathered by the District Office of Institutional Research, the District Dean of Educational Services, and the College's Institutional Research Specialist in a variety of ways: through an Annual Fact Book, reports to the State Chancellor's office, Town Hall and committee meetings, and through reports provided to disciplines for their comprehensive and annual program reviews.

#### **Self Evaluation:**

The College meets this standard. However, there is not yet a coherent, periodic way of instituting changes in the GE and AOE programs. For example, there is no method for revision of PLOs for AOE's nor is there one for deciding which particular course or group of courses are included in a particular AOE.

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

---

#### Actionable Improvement Plan:

Develop a means for the periodic evaluation of GE and AOE programs, and a process for revising AOE degrees when necessary.

#### II.A.2.c

**High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

#### Descriptive Summary:

Quality of instruction is demonstrated through the improvement of instruction process. All faculty members whether contract, regular, or part-time, are participants in improvement of instruction. Frequency of this evaluative process is cyclical and outlined in the [Agreement Between Riverside Community College District and the Riverside Community College District Faculty Association CCA/CTA/NEA](#).

For shared courses within the District, dialogue about quality and level of its programs initially takes place in discipline meetings. For all courses, dialogue about new courses, or modifications to existing courses, takes place at department meetings. Dialogue then continues at the MVC Curriculum Committee and the District Curriculum Committee. The Curriculum Committee reports to the local and District Academic Senate, where additional discussion may take place.

When sequences of courses exist; e.g., in English and math, outcomes from a prerequisite course are mapped to advisory entry skills for the course(s) that require the prerequisite through the COR. In Fall 2013, the District Curriculum Committee began revisions to AP 4620, Limitation on Enrollment: Prerequisites, Co-requisites, and Advisories. The draft was finalized and sent to legal counsel, with additional review steps including approval of the College Curriculum Committee, District Curriculum Committee, and finally to the College and District Academic Senates. For transfer level courses, breadth, depth, and rigor are determined through articulation and CID processes described in II.A.2 above. Learning breadth for CTE programs are determined by external accrediting agencies, state or federal regulations, or local [advisory committees](#). Faculty play the primary role in curricular and programmatic decisions. Articulation and CID patterns are factors in determining which courses are collegiate or pre-collegiate in nature.

The Academic Planning Council (APC) and the Dean of Instruction and the Vice President of Academic Affairs oversee enrollment management. Part of the enrollment management responsibility is ensuring that classes are offered in a schedule that allows students to complete a sequence of courses, when necessary, in a two-year framework. APC and the Dean are aided in this process by [annual program reviews](#), where patterns of course offerings are reported.

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

---

#### Self Evaluation:

The College meets this standard. The District Curriculum Committee is revising the policy on pre-requisites, co-requisites, and advisories to encompass content review as well as statistical analysis.

#### Actionable Improvement Plan:

None.

#### II.A.2.d

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

#### Descriptive Summary:

MVC uses a variety of delivery modes and teaching methodologies to best address students' needs in diverse areas. Delivery methods include face-to-face instruction, as well as web-enhanced, hybrid, and online formats. Discussion of teaching methodologies takes place through the curricular process, primarily with discipline faculty who are proposing and initially approving or modifying courses. Faculty decide, on a course-by-course basis, which teaching methodologies are appropriate. Efforts to match methodologies with students' learning styles have taken place in discussions at Curriculum Committee, in committees such as Student Equity and Basic Skills, and through faculty workgroups. Examples of different projects that are intended to provide diverse methodologies are outlined below.

#### Learning Communities

Learning communities, such as [Puente](#) and [Renaissance Scholars](#), which target Hispanic and African American students who are performing below college average, have been developed. These programs combine English classes with counseling courses and field trips to four-year institutions. Instructors who coordinate these programs undergo training to better assist students. A counselor and an English instructor coordinate the Puente Program; together, they plan college field trips including a trip to universities in Northern and Central California (University of California at Santa Barbara, Berkeley, Davis, and Stanford University). Students in the Puente Program commit to a year-long program including a pre-transfer English course in the fall and transfer level English in spring. Students are also introduced to community mentors, are exposed to cultural events including the Museum of Tolerance and Olivera Street in LA, and open-mic poetry readings.

The Renaissance Scholars Program was developed out of a necessity for a rebirth in the academic, cultural and historical awareness of African American students at Moreno Valley College. Grounded in the legacy of the Harlem Renaissance, the Renaissance Scholars program seeks to infuse students with the skills necessary to complete their specific academic

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

---

or occupational based curriculum. The Renaissance Scholars program seeks to educate students about African cultural heritage in order to promote and uplift an African American centered consciousness. The development of the academic, professional and leadership potential of African American students is centered on seven program principles: (1) unity, (2) self, (3) collective work and responsibility, (4) cooperative economics, (5) purpose, (6) creativity, and (7) faith.

#### Basic Skills Initiative Projects

Projects for developmental courses have been established based on effective practices for instruction and support of basic skills students, as published by the California Basic Skills Initiative. These projects receive funding under the coordination of the Basic Skills Initiative Committee. The [JumpStart program](#), offered during summer semesters from 2010-2012, was a cohort of math, English and reading students who were targeted because of low Accuplacer placements. Most were recent high school graduates. These students received instruction using concentrated delivery methods and also received support from supplemental instruction tutors. At the conclusion of their summer session, [JumpStart](#) students retook Accuplacer tests, and in some cases, were able to advance as many as six developmental courses. Basic Skills funding is leveraged with a STEM grant to provide [supplemental instruction](#) for English, ESL, economics, chemistry, biology, and math students. Faculty and staff using the model developed at the International Center for Supplemental Instruction at the University of Missouri, Kansas City, train the supplemental instruction leaders in both JumpStart and in the regular supplemental instruction program.

#### Reading Across the Curriculum

College wide reading projects have been undertaken to engage faculty and students across the curriculum. The goal of [One Book/One College](#) is to encourage everyone on campus to read the same book at the same time and participate in discussions and programs centered on that book. The book for 2012-13 was “The Immortal Life of Henrietta Lacks,” and students in many courses such as English and biology read at least portions of the book. A nationally recognized biologist gave a seminar on hela cells and many students and faculty attended. In addition, a [Reading Apprenticeship group](#) has developed with faculty in the Humanities and Sciences participating to determine how to support improvement in reading in various disciplines.

#### Accelerated Courses

Accelerated [math](#) and [English](#) courses have been developed that focus on getting students who place below transfer level, to a transfer level statistics or English course in one semester. The courses, as mentioned previously in Standard II.A, were influenced by the California Acceleration Project and use design strategies that focus on active, peer-to-peer learning and attending to the students’ affective domain. Various professional development workshops have been held to introduce faculty to the work of Stanford psychologist Carol Dweck (Brainology), Rebecca Cox (The College Fear Factor), and to the methods used in accelerated programs that are related to the affective domain.

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

---

#### **The Middle College High School and Nuview Bridge Early College High School Programs**

To reach high school students who are academically capable of post-secondary education, but are either unlikely to complete high school or attend college for a variety of at-risk factors, the Val Verde and Moreno Valley Unified School Districts joined with Moreno Valley College to begin the [Middle College High School Program](#) (MCHS) in 1999. MCHS allows students to attend both high school and college courses on the College campus. From 2009 through 2012, 100 percent of MCHS seniors graduated from high school and 94.7 percent enrolled in a post-secondary institution after high school graduation. Since 2010, 24 percent of MCHS students have earned an AA/S degree concurrently with their high school diploma and 95 percent have continued their college education. Jesus Fajardo benefited from MCHS. A 2009 graduate of Rancho Verde High School, Fajardo earned his medical degree from Harvard University last May. After graduating from Moreno Valley College, Fajardo earned his bachelor's degree from CSU San Bernardino in Biology Pre-Med Option and a minor in Business Administration. At Harvard he graduated with high honors. Fajardo returned to Moreno Valley College to deliver the 2013 commencement address to graduating students and was honored as the College's Young Alumnus.

[Nuview Bridge Early College High School](#) students began taking classes through the Early College Program in Fall of 2005. Since 2009, many students have received Associate degrees from Moreno Valley College, with several of those students receiving both an AA and AS degree. Additionally, students have completed their IGETC certification for UC and CSU campuses. Students completing the program go on to four-year universities, two-year colleges, and some earn research internships. Nuview Bridge Early College High School has risen to become one of the most prestigious high schools in Riverside County. In 2008, NBECHS was named a Riverside County School of Excellence and later that same year as a California Distinguished School. As a charter school, students are not required to submit an inter-district transfer.

#### **Moreno Valley College Upward Bound Math and Science Program**

[Upward Bound Math and Science](#) (UBMS) is a federally funded grant from the U.S. Department of Education and serves a cohort of 60 students who attend Vista Del Lago High School in Moreno Valley Unified School District. UBMS seeks to help students develop their potential in math and science and to encourage them to seek degrees in science, technology, engineering or math. Activities include mentoring, guest lectures, tutoring, a six-week interactive summer experience, and family workshops. UBMS students work closely with MVC faculty, industry professionals, and community partners to learn about common core principles in math, science, and literature while also attending student development workshops. They also participate in field experiences such as an onboard lab experience on the research boat, The Explorer, at the Ocean Institute in Dana Point, CA. During their 2013 summer session, the UBMS program sent 24 students to attend the Nanotech Chip Camp, which is held each summer at UC Santa Barbara. Only 40 California students are accepted each year; Moreno Valley College students account for 60 percent of the 2013 class.

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

---

#### Honors Program

Consistent with the District's mission to provide the highest quality instructional programs for a highly diverse student population, the district wide [Honors Program](#) provides an enhanced learning experience for those qualified students who seek additional intellectual challenges beyond the standard curricular offerings. In addition to a transfer agreement with UCLA's Transfer Alliance Program (TAP), the Honors Program also participates in transfer agreements through the Honors Transfer Council of California (HTCC) that includes UC San Diego, UC Irvine, Cal State University Fullerton, Occidental College, and Pomona College, among others.

The program offered its first classes in the Fall semester of 2005 and is now offering honors classes in English composition, philosophy, history, humanities, political science, geography, chemistry, biology, and speech courses. At Moreno Valley College, there are currently 85 students and 10 faculty working within the Honors Program. The District wide program monitors enrollment and continually researches adding more disciplines and courses to the honors curriculum.

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

Honors faculty utilize innovative teaching strategies, including inquiry-driven and project-based learning, performance- and portfolio-based assessment, student-led conferences, peer reviews, and collaborative learning. Teaching an honors class provides participating faculty the opportunity to develop teaching approaches that they can then apply to their other classes and, through workshops, demonstrate to their peers.

#### Distance Education

Distance Education (DE) courses are offered through the [District's Open Campus](#). There are three basic formats for DE within the District: online (offered exclusively on the Internet with no required face-to-face interaction), hybrid (in which a significant amount of seat time is reduced and replaced with online interaction), and web-enhanced (traditional face-to-face classes that supplement educational materials with web-based resources). Online classes and many hybrid classes use Blackboard 9.1 as a course management system, although some instructors use publisher-based learning management systems to which students purchase access codes. Instructors who teach any form of DE class that uses Blackboard must attend the District Online Blackboard Academy. For additional help with Blackboard, faculty at MVC

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

have been identified as Blackboard mentors, and are available for specified office hours to assist in answering questions. Assistance for online instructors is also available through the Mentor Collaboration site, and additional tutorials, interactive learning modules, and PDF documents for faculty assistance are available at Blackboard's [On Demand Learning Center](#). A District Help Desk, with a prominently displayed phone number and email address, is available to all instructors and online students. In addition, a phone and Internet-based help system, outsourced to a company called Blackboard Student Services, offers help desk services to students and faculty, 24 hours a day, 7 days a week, 365 days a year. Blackboard Student Services answers over 200 calls per month (two-thirds of which come during hours when the District's Help Desk is closed), with an 80 percent first-call problem resolution rate. The District Help Desk personnel are trained to serve as a second escalation layer should technical problems exceed the capabilities of Blackboard Student Services staff. Open Campus employees serve as a third escalation layer should District Help Desk staff be unable to resolve student or faculty concerns. On rare occasions, when the problem proves to be with the Blackboard software itself, Open Campus staff coordinate with Blackboard for problem resolution.

#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

#### II.A.2.e

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

#### Descriptive Summary:

Instructional program review takes place on both a comprehensive and annual basis. Through the comprehensive review, conducted every four years, discipline faculty are required to “analyze trends in enrollment, efficiency, success, and/or retention” that are important for future planning and resource needs. Data on these topics, compiled by the College's institutional research specialist, are provided on the [Office of Institutional Research and Assessment website](#). Each program review includes an analysis of the program's mission and its relationship to the College's mission and strategic plan. The comprehensive review is augmented by an annual review that serves as check for staying “on track” with the comprehensive plan, or to allow changes to be made to the comprehensive review. Additionally, resources for instruction are requested and justified through the annual process.

Student learning outcomes are in place for every course and program, no matter its delivery method, offered at MVC. These outcomes are assessed on a four-year cycle, and are reported in the comprehensive program review. Faculty are asked to continually collect data for

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

their assessment reports and affirm their plan for assessment in the annual program review document. The results of student learning outcomes assessment vary, but as part of the assessment process faculty are asked to note problems that arise in student learning, devise a plan to address these problems, and then assess whether their plan achieved desired results.

Program evaluations have resulted in changes to courses/programs. Through analysis of student retention and achievement in English and math sequences, faculty developed courses - English 80 and Math 37 - that are intended to allow students to reach transfer-level in one semester. Changes to CTE programs are often made through interactions with advisory committees, such as equipment and technology changes made in the Dental Hygiene program.

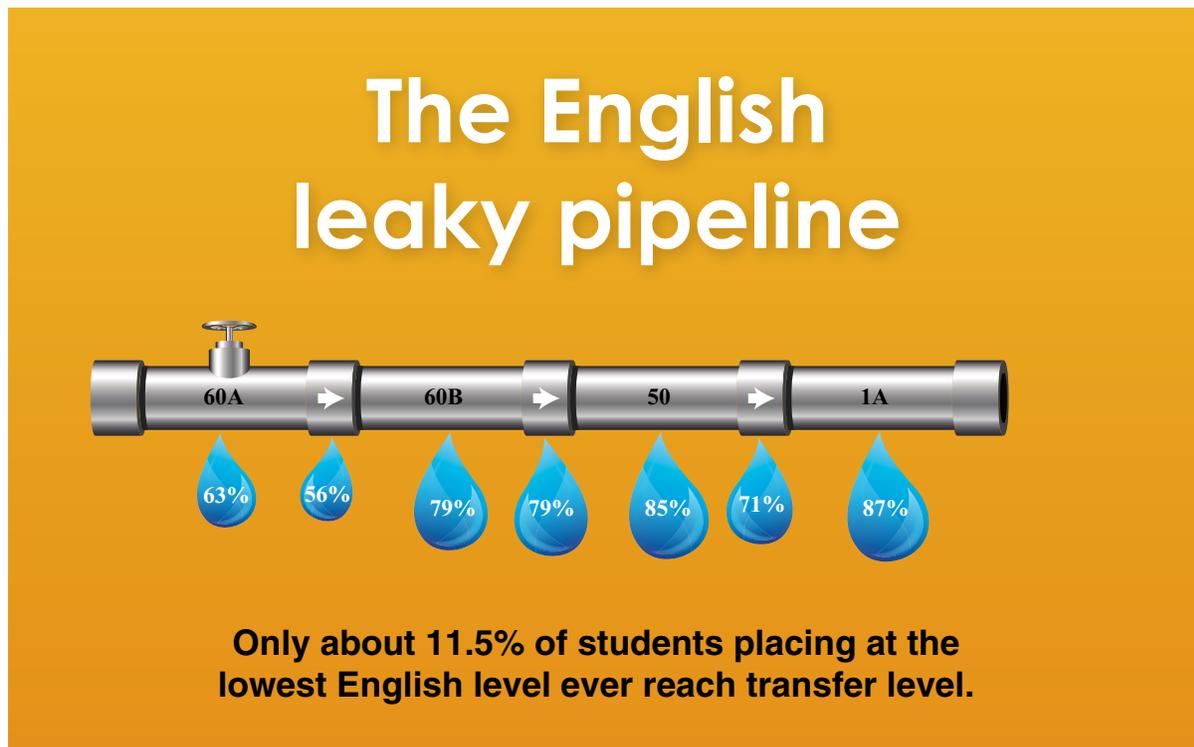


Figure 2

#### Self Evaluation:

The College meets this standard. Program review has and continues to undergo a series of refinements based on recommendations of the Program Review Task Force.

#### Actionable Improvement Plan:

None.

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

#### II.A.2.f

**The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

#### **Descriptive Summary:**

MVC's comprehensive strategic planning process was described in Standard I.A.4. It is cyclical, incorporating evaluation of programs and services, improvement planning, implementation, and re-evaluation. 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. Resource requests found in annual program reviews are ranked using [rubrics](#) that assure currency, and focus on student learning outcomes and student achievement data.

The institution strives to identify how to improve outcomes through course and program assessment, as described in Standard II.A.1 and Standard II.A.1.a and b. The results of assessment projects are available on the College's [SharePoint site](#), and links are available to it from the College homepage. Comprehensive Program Reviews require submission of assessment project summaries.

Results of various outcomes are readily available to the college community. Program Review data is available on the District website. The annual Fact Books are found on the College website as well.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### II.A.2.g

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

There are no departmental course or program examinations given at the College.

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

#### II.A.2.h

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

#### **Descriptive Summary:**

The RCCD curricular process awards credit based upon a relationship specified by the governing board as specified in BP4020, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the [course outline](#). The course also requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short-term, laboratory, and activity courses. The course must treat subject matter with a scope and intensity that require students to study independently outside of class time.

The College and District Curriculum Committees meet on a monthly basis, in part, to review new curriculum or to review established curriculum that is requesting a change to credit hours. Discussions of unit changes focus on whether SLOs have been added to the course and, if so, why these additions occur. For courses that have a C-ID descriptor, the course content in the descriptor is compared to the SLOs on the course outline of record.

Comparisons of similar courses at other institutions and impact of the unit change on degree patterns are taken into consideration.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### II.A.2.i

**The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

#### **Descriptive Summary:**

As mentioned in Standard II.A.1, MVC offers state and local certificates, discipline-related associate degrees, degrees in areas of emphasis, and associate degrees for transfer (ADTs). In Spring 2009, the District came into compliance with Title 5 §55063 by creating several new [Areas Of Emphasis \(AOE\) programs](#) which provide students both breadth of course selection and sufficient structure to both meet the requirements for receiving an associate

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

---

degree while also providing lower division preparation for majors which might be pursued at four-year colleges. Such degrees were intentionally constructed to be multidisciplinary, incorporating disciplines that are or should be district wide.

All ADTs conform to Senate Bill 1440 requirements and are intended to guarantee students successful transfer to California State Universities in the degree major. All degrees and certificates have SLOs. The discussion about learning expected of students to earn a degree has taken place through a District General Education workgroup, consisting of faculty and counseling representatives from the District's three colleges.

The discipline faculty who propose the degree/certificate determine the PLOs. These outcomes are mapped to appropriate course SLOs to aid in assessment. SLOs for the AOE degrees were developed by teams of faculty whose disciplines were represented in the degree, lead by a faculty facilitator under the guidance of a district wide AA Degree Compliance Committee.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### **II.A.3**

**The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:**

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

**II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

**II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

---

#### Descriptive Summary:

Moreno Valley College adheres to its catalog, which includes the graduation requirements for general education. The catalog clearly states a philosophy of general education that emphasizes some “shared competencies and modes of thought” and clarifies the following goals:

- A basic competence with the English language in its written and spoken form
- At least a minimum competence in mathematics
- A knowledge of American history and governmental institutions
- Regard for health, mental and physical, of oneself and of the community at large
- A grasp of the principles of the major divisions of human studies, humanities and science with some understanding of basic disciplines and methodologies
- Knowledge in some depth of one subject area (p. 28)

The general education content is determined, in part, by Title 5 regulations, and is influenced by general education requirements for the CSU, UC, and in compliance with ACCJC standards. The general education patterns for MVC degrees introduce students to a breadth of study by requiring at least 22 semester units from a selection of courses in natural sciences (3 units), the social and behavioral sciences (6 units), the humanities (3 units), and language and rationality (10 units). The College Curriculum Committee is composed of faculty members from each department, counseling, and DSS representatives along with the Dean of Instruction, the Dean of Instruction - CTE, and the VPAA. The District committee is composed of the chairs from the College curriculum committees. These committees approve all general education courses and ensure that the required skill levels meet collegiate standards. All degree applicable courses are required to achieve at least one GE SLO, and the GE SLO(s) to which the course maps are included in the COR within CurricUNET.

RCCD adopted SLOs for its General Education program in 2006. Since that time, the District has assessed these General Education SLOs (GESLOs) by administering a [learning gains survey to graduating students](#). Students are asked to indicate the extent to which they think they achieved gains in the various GESLOs using a four-point scale (3=significant gains, 2=moderate gains, 1=slight gains, 0=no gains). From 2006-2012, the survey results have consistently shown the areas of critical thinking, artistic expression, computer literacy, symbols and vocabulary of mathematics, and ethnic, religious, and socioeconomic diversity near the bottom of the results.

The results of [SLO and PLO assessments](#) at MVC indicate that the majority of students demonstrate not only an awareness but also achievement of course and program outcomes. In a [student satisfaction survey](#) administered in May 2010, two of the questions asked about student learning outcomes (SLOs). Almost three out of four respondents indicated that their teachers “introduce and/or discuss the course-based SLOs” in their courses. However, regarding the six general SLOs adopted district wide and expected of every graduating student, almost half (48 percent) had not heard of them. Just over one quarter (28 percent) had heard about them in class or from their instructors, while others found this information on websites, posters, and other sources outside of the classroom.

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

A [District General Education Workgroup](#) was formed in September 2011 to examine the graduation survey data and to recommend changes to the GESLOs. As a result, in September 2012, the District Board of Trustees approved a revised, comprehensive set of GESLOs. Reviewed by the College's Academic Planning Council and Academic Senate, and adopted by the Moreno Valley Strategic Planning Committee, these General Education SLOs have been posted in every Moreno Valley College classroom. The GESLOs fall into four broad categories that encourage both breadth and depth in interdisciplinary areas: Critical Thinking, Information Competency and Technology Literacy, Communication, and Self-Development and Global Awareness. All degree applicable courses are required to achieve at least one GESLO, and the GESLO(s) to which the course maps are included in the COR within [CurricUNET](#).

The General Education Workgroup continued to meet throughout the 2012-2013 academic year, seeking to make recommendations to improve general education course patterns and to discuss linking GE SLOs to these course patterns. This work will continue in 2013-2014. In particular, the workgroup is focusing on alignment of courses to RCCD GESLOs, and with California State University general education requirements.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### **II.A.4**

**All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

#### **Descriptive Summary:**

The College catalog, in its Philosophy for the Associate Degree clearly states the intent of an associate degree is to focus on an area of inquiry or a concentrated core of classes:

The awarding of an associate degree is intended to represent more than an accumulation of units. It symbolizes the successful attempt on the part of the District to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. (2013-2014 [College Catalog](#), p. 32)

Listed in Standard II.A.1, there are 38 associate degrees offered at MVC. These degrees fall into one of three categories: Area of Emphasis (AOE) degrees, Associate Degrees for Transfer (ADT), and Associate Degrees for career and technical education.

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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#### Areas of Emphasis Degrees (see Table 1)

The Area of Emphasis (AOE) degrees offer an interdisciplinary core of classes; a summary of each type is described below.

- Administration and Information Systems entails the study of theories, procedures and practices and the acquisition of skills necessary to function productively and effectively in an administrative work environment.
- American Studies examines the American experience from the colonial period of the United States to the present.
- Communications, Media and Languages studies how humans construct meanings through interactions.
- Fine and Applied Arts acquaints students with the creation of and performance in the arts from a global perspective.
- Humanities, Philosophy and Arts examines human values and experience within a wide range of cultures, across the globe, and over the course of history.
- Kinesiology, Health and Wellness emphasizes the principles for the growth and development of a healthy lifestyle.
- Social and Behavioral Studies examine the human experience.
- Math and Science examine the physical universe, its life forms, and its natural phenomena.

#### Associate Degree for Transfer (see Table 2)

As published in the College catalog the description of Associate Degree for Transfer states that:

*California Community Colleges are now offering associate degrees for transfer to the CSU. These may include Associate in Arts (AA-T) or Associate in Science (AS-T) degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses.*

#### Associate Degrees in Career and Technical Education (see Tables 3 and 4)

Moreno Valley College offers associate degrees in Career and Technical Education (CTE) programs with an occupational emphasis. The Associate in Science Degree in Career and Technical Education Programs will be awarded upon completion of the requirements for the certificate or program of 18 units or more with a grade of C or better or a P if the course is taken on a pass-no pass basis, plus completion of the graduation requirements as described in the College catalog, as well as electives, totaling 60 units of college work as required for the associate degree. Specific requirements for each program are listed in pages 62-78 of the [College catalog](#).

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

**Self Evaluation:**

The College meets this standard.

**Actionable Improvement Plan:**

None.

**II.A.5**

**Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**Descriptive Summary:**

Career and technical programs at MVC work closely with their [advisory committees](#) to promote success on certification examinations and ensure that graduates meet the expectations of employers. The [Dental Hygiene program](#), in particular, has been extremely successful with 100 percent of its students passing the National Dental Hygiene Examination on their first attempt during the 2005-2011 timeframe ([2012 Fact Book](#), p. 68). [The Dental Assistant program](#) has an [89 percent pass rate on the RDA practical exam](#) and a [100 percent success rate on the RDA written exam](#). In 2013, two dental hygiene students were recipients of American Dental Hygienists Association scholarships and one of these students was selected as a student delegate to the 90<sup>th</sup> Annual American Dental Hygienists' Association (ADHA) National Convention in Boston.

The [Physician's Assistant program](#) students take the Physician Assistant National Certifying Exam (PANCE) and have a [five-year first-time pass rate of 79 percent compared to a national average of 93 percent](#) (see Table 8).

Table 8: Physician Assistant National Certifying Exam Results - MVC

Class	Class Graduation Year	Number of First Time Takers	Program First Time Taker Pass Rate	National First Time Taker Pass Rate for the Class Graduation Year
Class of 2008	2008	21	90%	94%
Class of 2009	2009	21	86%	92%
Class of 2010	2010	23	87%	94%
Class of 2011	2011	28	68%	91%
Class of 2012	2012	27	70%	93%

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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Graduates of the [MVC Paramedic Program](#) are eligible to apply for licensure with the State of California EMS Emergency Medical Services Program, which is accredited by the Commission for the Accreditation of Allied Health Programs (CAAHEP) and the Committee on Accreditation of Educational Programs for the Emergency Medical Services Profession (CoAEMSP) through 2014. Overall pass rates in 2012 for the paramedic certification were 95.45 percent and 80 percent pass rates for the basic emergency medical technician.

There are no certification exams for [fire](#) and [law enforcement programs](#). However, fire technology and law academy program/course curricula are approved by their affiliated state agency (e.g., Peace Officer Standards and Training/POST, Standards and Training for Corrections/STC, State Fire Marshal/State Fire Training). When a student completes the course/program, they receive a College program certificate of completion, which confirms they have completed the program with its associated hours of training and education. This certificate satisfies the agencies of students' competence.

#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

#### II.A.6

**The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies.**

**The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

#### Descriptive Summary:

The College catalog provides information about educational courses, programs, and transfer policies. Courses offered by the College are listed in the catalog with the following information:

- Units
- Transferability
- Prerequisites, co-requisites, or advisories
- Limitations on enrollment
- Course description
- Breakdown of lecture and laboratory hours
- Grading method limitations (e.g., letter grade only, or pass/no pass only)
- Credit limitations (e.g., non-degree credit only)

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

Curricular patterns for each degree and certificate in terms of purpose, content, course requirements, expected student learning outcomes, and course descriptions are explained in the [College catalog](#) (pp. 33-37, pp.50-57, pp. 68-83). The catalog also details general education requirements for all associate degrees and transfer patterns, including major requirements for AA and AS Transfer degrees (pp. 32-56). It also includes objectives for college-specific programs and services and lists required courses and elective options for career and technical education degree patterns. Program learning outcomes for all programs and degrees are stated in the College catalog. To assist in achievement of educational goals, both the College catalog and [student handbook](#) encourage students to meet with a counselor to develop an educational plan.

All faculty members are required to provide students with syllabi that adhere to the course outline of record, including a statement of what student learning outcomes are expected. In addition, faculty submit their syllabi to the instructional department specialist of their respective department or unit. Newly hired faculty are given materials that inform them of District policies, among them to include SLOs on syllabi. An important part of the Improvement of Instruction process for faculty, full- and part-time, is a review of syllabi, and if deficiencies are found, they are noted for improvement during the next evaluation.

#### II.A.6.a

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

#### Descriptive Summary:

Transfer of credit policies for students wishing to transfer from Moreno Valley College to four-year institutions are described in the [catalog](#) (pp. 49-64). Both the College catalog and the student handbook encourage students to consult with the counseling staff in order to develop an educational plan that matches students' transfer goals and to review courses taken at other colleges.

The transfer and counseling departments have shifted from the older California Articulation Number system (CAN) designations and now use the statewide ASSIST program and the Course Identification Numbering System (C-ID) to provide students with individualized guidance in making course selections to meet their transfer goals for the UC and CSU systems. District articulation agreements with the UC and CSU systems involve:

- Course-to-course articulations
- Intersegmental General Education Transfer Curriculum (IGETC)
- Preparation by major and breadth requirements

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

- CSU General Education Transfer requirements
- AA Transfer degree patterns
- AS Transfer degree patterns

The counseling and transfer staff assist students interested in transferring to private or out-of-state institutions by explaining articulation agreements and patterns, and by directing students to pertinent websites. The District maintains articulation agreements with a number of private colleges and universities, including:

[Azusa Pacific University](#)

[Biola University](#)

California Baptist University

La Sierra University

[National University](#)

[University of Redlands](#)

[University of Southern California](#)

Biola University (La Mirada)

University of La Verne

University of Southern California

Chapman University (Orange)

Kaplan University

Loma Linda University

University of Redlands School of Business

The Transfer Center provides students with material on the College's major transfer patterns and articulation agreements. The most pertinent handouts are kept in racks in the Center. The procedure for students seeking credit for coursework done at other institutions is mentioned in the catalog under Limitations on Enrollment. The catalog describes several avenues through which the District grants equivalency for outside coursework taken at other institutions or earned by examination, including Advanced Placement (AP) test scores and College Level Examination Program (CLEP) examinations. Credit by examination is possible for some courses through examinations administered by the disciplines. The Matriculation Office and the Evaluations Office evaluate coursework from other colleges and universities, and on occasion courses are referred to the appropriate disciplines for approval.

#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

#### II.A.6.b

**When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

#### Descriptive Summary:

Moreno Valley College follows the requirements set forth by the state Chancellor's Office as well as local standards established by the Academic Senate and the District vice chancellor's office for programs that are eliminated or substantially changed. AP 4021, which references Education Code Section 78016 and Title 5 Sections 51022 and 55130, outlines the District's

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

program discontinuance policy. This procedure centers on the formation of a task force, consisting of departmental, program, counseling, and administrative representation. The goal of the task force is to determine if the program is able to be revitalized, or to determine a timeline for termination so that impact to students is minimal. The District's Program Approval Process, described in more detail in Standard II.A.1, details the steps necessary to substantially change programs and involves all related decision-making bodies at Moreno Valley College.

#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

#### II.A.6.c

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

#### Descriptive Summary:

- **The Catalog** is updated yearly to be as accurate as possible at the time of publication. Catalog updates are coordinated through the District office of Educational Services and input is sought from MVC instructional departments, student services, and library.
- **The course schedule** is published online each semester, including winter and summer intersessions. It includes separate sections for course offerings at the Moreno Valley main campus as well as the Ben Clark Training Center. Information in the schedule, submitted by the instructional departments and coordinated with the help of scheduling software, is as accurate as possible. However, not all information in the schedule is current at the time of publication: staffing assignments may have changed; sections may have been canceled, and sections not in the schedule may have been added. When necessary, updates are published online; for example, late-start classes can be added during a semester.
- **WebAdvisor** is the online interface through which students register and access information on open classes. WebAdvisor continually updates course offerings, including a list of open courses.
- **Course syllabi**, according to district policy, are to be distributed by instructors to their students at the beginning of each semester. Instructors are also required to file a copy of each syllabus with their instructional department. At Moreno Valley College, instructional departmental specialists (IDS) file instructors' syllabi. A module in

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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the online faculty development site 4faculty.org outlines best practices in syllabi development, including student learning outcomes and a notice of services available for students with documented disabilities.

- **The College and District websites** provide on-demand access to information for students, including open classes, application resources, and PDF versions of the catalog and schedule. The website has links to pages for faculty and staff, as well as links to employment opportunities with the College. The websites also have a link to Community Education classes.
- **Brochures, fliers, and summary reports.** The accuracy of these materials is the responsibility of the issuing unit.

#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

#### II.A.7

**In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

#### II.A.7.a

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

#### Descriptive Summary:

[Board Policy 4030](#) supports the concept “academic freedom...is fundamental for the protection of the right of the teacher in teaching and of the student’s freedom in learning.” It stresses faculty responsibility in making accurate statements and respecting others’ opinions.

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

#### II.A.7.b

**The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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#### **Descriptive Summary:**

[Board Policy 5500](#) states, “The definitions of cheating and plagiarism and the penalties for violating standards of student conduct pertaining to cheating and plagiarism will be published in all schedules of classes, the College catalog, the student handbook, and the faculty handbook. Faculty members are encouraged to include this information in their course syllabi.”

The course schedule includes a statement that declares the District’s expectations on student honesty, that briefly defines plagiarism and cheating, and that refers students to the student handbook for the disciplinary consequences of academic dishonesty. The student handbook provides expectations concerning student academic honesty and defines key terms, such as “plagiarism” and “cheating.” The handbook provides a due process for disciplinary action but does not clearly distinguish consequences for academic dishonesty from the consequences for other kinds of misbehavior (harassment, possession of illegal items, assault, etc.). Statements on academic honesty and academic freedom appear in the [2013-14 Catalog](#) (p. 2).

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### **II.A.7.c.**

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

#### **Descriptive Summary:**

As a public institution, Moreno Valley College imposes no specific beliefs or worldviews on its faculty, staff, administrators, or students, nor does it seek to instill specific beliefs or worldviews.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None is needed.

**Standard II: Student Learning Programs and Services**  
**II.A: Instructional Programs**

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**II.A.8**

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

**Descriptive Summary:**

Although the College may have students who participate in the [District' Study Abroad program](#), and therefore take classes in a foreign country, the faculty are RCCD employees and the students are regular RCCD students. No curricula is offered to students who are other than U.S. nationals.

**Self Evaluation:**

The College meets this standard.

**Actionable Improvement Plan:**

None is needed.

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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#### Evidence for Standard II.A

[Agreement Between Riverside Community College District and the Riverside Community College District Faculty Association CCA/CTA/NEA](#)

[Annual program review](#)

[Appendix A of program development process](#)

[Area of Emphasis Degrees](#)

[Assessment templates](#)

[Basic Skills and Student Equity meeting documents](#)

[Blackboard's On Demand Learning Center.](#)

[Board Policy 4030](#)

[Board Policy 4260](#)

[Board Policy 5500](#)

[Business Services Surveys](#)

[CCSSE report 2013](#)

[CCSSE Reports 2010 and 2011](#)

[College catalog](#)

[Common final results for elementary algebra](#)

[Community Education website](#)

[Completed Annual Program Reviews](#)

[Comprehensive Instructional Program Review \(CIPR\) website](#)

[Comprehensive instructional program review data sets](#)

[Comprehensive program review template](#)

[Contract Education Guidelines](#)

[COR template](#)

[Correspondence from Community Education Supervisor](#)

[Correspondence from Director, Customized Training](#)

[Course Outlines for Math 64, Math 52, Math 90](#)

[Course SLO surveys](#)

[CTE Advisory Committee Meeting Minutes](#)

[CTE licensure or advisory group discussions](#)

[CTE retreat agendas and presentations](#)

[CTE SLO Mappings and Legend](#)

[Customized Training Solutions website](#)

[Delivery methods and success in math 63, 64, and 52](#)

[Dental Assistant pass rates, practical exam](#)

[Dental Assistant pass rates, written exam](#)

[Dental Assistant program website](#)

[Dental Hygiene advisory committee minutes](#)

[Dental Hygiene ePortfolio links:](#)

<http://candiceadams.myefolio.com/PatientCare>

<http://yelenabobova.myefolio.com/Pictures>

<https://sites.google.com/site/torlandoportfolio/home>

[Dental Hygiene program website](#)

[Dialogue on Assessment](#)

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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[Distance Education Approval Process](#)  
[Distance Education, Curriculum Committee documents](#)  
[Distance Education Subcommittee](#)  
[District's Open Campus](#)  
[Emails regarding reading apprenticeship groups](#)  
[English 80 Discussion](#)  
[External Environmental Scan, September 2012](#)  
[Fact Book 2009](#) [Fact Book 2010](#), [Fact Book 2011](#), [Fact Book 2012](#)  
[Features of an integrated COR document](#)  
[Fire Technology program website](#)  
[Flex schedule Spring 2013](#)  
[Flex schedules for Fall 2011, Fall 2012, and Spring 2012](#)  
[Gen Ed SLOs](#)  
[Gen Ed workgroup minutes](#)  
[Graduation Surveys](#)  
[Honors Program](#)  
[How to write a course outline of record](#)  
[Instructional Program Review Palooza attendance](#)  
[International Students Program](#)  
[JumpStart assessment data](#)  
[Law Enforcement program website](#)  
[Math 37 Discussion](#)  
[Middle College High School Information](#)  
[Moreno Valley Assessment Committee website](#)  
[MVC College Catalog](#)  
[Nuview Bridge Program website](#)  
[Office of Institutional Research and Assessment](#)  
[On Demand training for Blackboard](#)  
[One Book/One College website](#)  
[Open Campus Fact Book](#)  
[Physician Assistant website](#)  
[Placement Center information](#)  
[Program Development Process, 2011 Revision](#)  
[Program Review Data Sets \(available on the Institutional Research website\)](#)  
[Program Review Rubric](#)  
[Program Review Task Force Documents](#)  
[Puente Program flyer](#)  
[Puente Program website](#)  
[RCCD CTA contract](#)  
[RCCD CurricUNET](#)  
[RCCD Environmental Scan, Sept. 2012](#)  
[RCCD History](#)  
[Reading Apprenticeship group](#)  
[Renaissance Scholars website](#)  
[Reports of Math 52 common finals](#)

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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[Sample of Department Minutes related to SLO discussions](#)

[Sample of meeting minutes where assessment is discussed](#)

[Sample of syllabi CIS-1A, HES-1, MAT-65, MUS-19](#)

[Schedule of classes](#)

[Student Handbook](#)

[Student Services Retreat Agendas](#)

[Study Abroad Program](#)

[Supplemental Instruction BSI Proposal](#)

[Workshops on course SLO Assessment](#)

[Upward Bound Math and Science Program](#)

[Workshops on PLO Assessment](#)

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

#### II.B: Student Support Services

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

#### Descriptive Summary:

Moreno Valley College has an open admissions policy, which serves a diverse population in the service areas of the Riverside Community College District. With a strong commitment to student success, the Student Services unit strives to deliver efficient and effective services. The Student Services unit is comprised of more than 17 departments and is dedicated to the College mission: providing student support services that help students obtain educational goals for baccalaureate degrees, transfer to universities, and curricular opportunities in professional, pre-professional, and pre-collegiate programs as well as personal enrichment. The student population mirrors that of the community in terms of ethnicity (See Standard I.A.1 for a comparison of the ethnic composition of MVC feeder communities and the student population). Students enroll in classes online, using WebAdvisor. The schedule of classes is available to students through the MVC website, and WebAdvisor maintains a list of open classes. Waitlists for students are available when classes are filled.

Admission policies are readily available through the College catalog, the student handbook, and on the website. Moreno Valley College admits students who can benefit from instruction and can meet the following criteria:

- Have graduated from high school
- Have passed the CA High School proficiency Exam
- Have passed the GED examination
- Did not graduate from high school but are 18 years of age or older
- International students who have satisfied the international student admissions requirements.

Moreno Valley College works within its community and in the high schools to promote college attendance and to educate prospective students on enrollment processes, concurrent enrollment opportunities, and upcoming admission workshops. Based on community requests, Moreno Valley College participates in community events in the College's service area. For the past two years, Moreno Valley College has provided college staff and information booths at the RCCD's College Expo at the Cross Word Christian Church. Additionally, the College has hosted a breakfast meeting for local black ministers informing them about the academic and student programs available. In 2012-2013, the College was also involved in the Riverside County Probation Department's Helping Individuals Realize Employment (H.I.R.E.) event and the OASIS - Perris Youth Opportunity Center College Fair. The College has participated in the city of Moreno Valley Chamber of Commerce fall expo,

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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and College administrators serve on the Board of Directors for the general Moreno Valley Chamber of Commerce, Moreno Valley Hispanic Chamber of Commerce, and Moreno Valley Black Chamber of Commerce. Each year, a College staff member enrolls in the Leadership Moreno Valley Program, a community based program designed to educate community leaders/representatives about the public and private sectors on services provided to the Moreno Valley community; it's a nine-month program, meeting one day a month, visiting various entities in the city of Moreno Valley.

This past spring, the Assessment Center staff conducted college application and Accuplacer assessment workshops at four Moreno Valley Unified School District high schools and at three Val Verde Unified School District high schools. The following high schools were visited: Canyon Springs, Citrus Hill, Moreno Valley, Rancho Verde, Val Verde Academy, Valley View and Vista Del Lago High; a total of 322 high school seniors participated in the college application workshop. Moreover, from those 322 students that participated in the college application workshop, 297 participated in the Accuplacer assessment offered at their high school site.

In addition, Moreno Valley College has partnered with local high schools to offer programs intended to raise the college-going rate of students within the community. The [Middle College High School](#) (MCHS) program was established in the Fall of 1999, through the partnership between Moreno Valley Unified School District (MVUSD), Val Verde Unified School District (VVUSD), Riverside Community College District, Moreno Valley Campus, and through a Middle College High School Grant from the California Community College Chancellor's Office. The [Nuview Bridge Early College High School](#) program, established in 2005, is a joint project between MVC and the Nuview Union School District that received planning and implementation funding from the Bill and Melinda Gates Foundation. Both programs allow high school students to receive both high school and college credit for college courses taken at MVC, thereby shortening the time necessary to achieve degrees and transfer to universities. The newest high school partnership, funded in 2012, is the Moreno Valley College [Upward Bound Math and Science](#) (UBMS) project, part of the federal TRiO Programs. UBMS is a federally funded grant from the U.S. Department of Education and serves a cohort of sixty students who attend Vista Del Lago High School in Moreno Valley Unified School District. The goal of the program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in STEM related fields.

Moreno Valley College provides support services to help its more than 8,000 students, who are from diverse backgrounds and may require varied strategies in navigating their educational plans. Because of differing needs, student support services are offered through both programs and as stand-alone services.

The [MVC counseling](#) discipline provides services in [CalWorks](#); [Disabled Student Services](#) (DSS); [Extended Opportunity Programs and Services](#) (EOPS); [Honors Program](#); [Puente](#); [Title III/Science, Technology, Engineering, and Mathematics \(STEM\) program](#); [Student Support Services \(SSS\) programs](#); and [Veterans' Services](#). General academic counseling, available to current and prospective students, is offered as a stand-alone service. Other stand-alone

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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services for matriculated students include assistance from admission and records, articulation services (described in detail in Standard II.A), career and transfer center services, tutorial services, and health services. Additionally there are opportunities for students to be involved in various clubs and in student government through the [Associated Students of Moreno Valley College](#). The [schedule of classes](#) is available to students on the College website and students are able to access lists of open classes and enroll in classes online through WebAdvisor. The College bookstore sells and rents textbooks, including eTextbooks, and has instituted an online book order process integrated into the student registration process.

Moreno Valley College offers support services on campus, as well as some services at the Ben Clark Training Center (BCTC). A Title V grant provided resources for development of assessment, counseling and learning communities at BCTC. Multiple meetings with stakeholders at BCTC have taken place to discuss strategies for the efficient distribution of other services. For example, an on-site career center was not considered essential since most students enrolled at BCTC have already chosen a career path in one of the disciplines offered at the Center. Other services, such as assessment and counseling are offered on a regular basis.

[Online services](#), such as college admission applications and scheduling for academic counseling and [assessment tests](#) are available to students. Information regarding support services in 25 [student service units](#) is readily available on the College website which contains links to the [College catalog](#) and the [student handbook](#). Both of these documents contain other information that is valuable to students and are described in more detail in Standard II.B.2.

The matriculation program at Moreno Valley College is intended to assist students in establishing appropriate educational goals and to provide support services to help them achieve these goals. Students eligible for matriculation are provided an evaluation of basic skills, orientation, counseling, completion of an educational plan, and follow-up services. These services are provided through the Assessment, Orientation, and Counseling (AOC) process. AOC is an online approach to efficiently and effectively serve large numbers of students designed by Assessment Center staff and counselors. All first-year college students are required to complete the AOC process unless the selection of an educational goal exempts their participation (i.e., personal development). Students not completing the AOC process are blocked from registration until all components of AOC are completed. The College is currently reviewing data to determine the effectiveness of this approach and whether alternative approaches, i.e., face to face sessions, should be offered.

All matriculated students, and some transfer students, are assessed for placement in math, reading and English, using the College's assessment instrument, Accuplacer, a state approved instrument. Cut scores that were developed by discipline faculty with the assistance of the District's Institutional Research Office determine placement. Cut score data are examined and content validation is performed periodically by faculty to assure that placements are as accurate as possible. Non- or limited English speaking students are advised to take the Proficiency Test in English as a Second Language (PTESL). The PTESL was developed by District ESL faculty to establish the appropriate placement level of ESL courses.

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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For interested students there are also placement tests for Spanish and chemistry courses. Upon special request, students who lack a high school diploma and who seek financial aid, there is an Ability to Benefit test. All [assessment tests](#) are administered by appointment on campus and at the Ben Clark Training Center at a variety of times that are published on the College's website. MVC's Assessment Center also arranges [testing opportunities for high school seniors](#) on their campuses during the spring semester. The goal of placement testing is to allow counselors to provide accurate advice to students, especially in areas where prerequisites are necessary to advance through an educational plan. Students can make an appointment for assessment in person or online through the assessment website.

Within 48 hours after assessment testing has been completed, students are able to access the on-line orientation and advisement session through WebAdvisor to complete their online orientation. The orientation session introduces students to services and educational programs at Moreno Valley College; it provides them with information on college life, how to read the schedule of classes, registration procedures and placement results; and it assists in developing their first semester educational plans. This plan serves as a suggested list of classes to enroll in their first semester but does not serve as an official class schedule. At the end of the orientation, students are prompted to create their semester educational plan. Once all three components of AOC are completed, first-time college students are cleared to register for classes.

#### Self-Evaluation:

The College meets this standard. Most of the College documents and processes (such as enrollment and the AOC) are available via the Internet, allowing on demand access to these materials. However, having only online access may be a barrier to enrollment for lower socio-economic status students who may not be able to afford reliable Internet access.

#### Actionable Improvement Plan:

None.

#### II.B.1

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

#### Descriptive Summary:

The continued quality of student support services is the goal of the Annual Program Review. The program review process has been in place since [2008](#) and continues to be refined. [Student Services retreats](#) have been organized each fall semester since 2010. At the Fall 2011 retreat, the most recent program review was revisited and a timeline for a current program review was presented. At these retreats, student services programs/departments appraise their SLOs and/or SAOs and their missions as they relate to the college mission. A

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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recommendation to conduct student satisfaction surveys for each department was established at the 2011 retreat, and surveys are to be conducted at the end of each term so that program staff can analyze the results to increase quality and effectiveness of program services. Analyses of surveys will be included in the Student Services Annual Program Review to encourage program improvement.

Student services administrators participated in the College's Program Review Task Force during 2012-2013. They were actively involved in the creation of a [program review template](#) that ties their unit's mission to that of the College, establishes goals that relate to the College goals, and links resource requests to analysis of data collected on SLOs and SAOs.

The college community embraces participatory governance, and student support staff members provide input for program improvement through this process. Student Services staff are active participants on college wide committees including the Strategic Planning Council, MVC Curriculum Committee, Student Equity Committee, and the Standard II strategic planning subcommittee.

To increase the focus on student services operations and to facilitate campus-wide dialogue, a plan to establish a Student Services Planning Council was submitted to the Standard II subcommittee in Spring 2013, and approved in Fall 2013 by the Strategic Planning Council. Student services is necessary to assist students in achieving their educational goals. It is also required to ensure that faculty, support staff and administrators who are accountable for compliance with program regulations understand and follow correct procedures. Student Services programs appreciate the opportunity to have a forum to inform and report about its work and to receive feedback to enhance their efforts. The Student Services Council is the umbrella for the following current advisory committees: EOPS/CARE Community Advisory, Veterans Resource Center, Matriculation Advisory, and CalWorks Advisory. The Student Services Council has faculty, staff, student and administrative representation and is co-chaired by a faculty member and the Vice President of Student Services.

The [Student Equity Committee](#) is a college wide committee focusing on a comprehensive review of student access and success in all College academic/student services programs. This committee is a joint collaboration between the Academic Affairs and Student Services units. As appropriate, the Student Services unit will report to the Student Services Council.

#### **Self-Evaluation:**

The College meets this standard. The College is committed to serving its student population with the efficient delivery of student services.

#### **Actionable Improvement Plan:**

None.

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

#### II.B.2

**II.B.2.a-d: The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

- (a) general information**
- (b) requirements**
- (c) major policies affecting students, and**
- (d) locations or publications where other policies may be found.**

#### **Descriptive Summary:**

##### **a. General Information**

The [Moreno Valley College catalog](#) includes general information on the College and the District. This includes both the College and District missions, goals, and values and the academic calendar. The catalog lists information on the District's Board of Trustees, College administration, and College faculty.

The catalog provides information, including standards of student conduct and scholarship, and various student services. Admission and registration information is afforded to students through the catalog, including how to find the schedule of classes and timelines for registration. Matriculation information, basic skills assessment, and orientation/counseling for first-time students are explained. Articulated courses, by school district, are listed. Graduation requirements, requirements for college transfer, curricular patterns, and course descriptions are contained in the College catalog. Counseling for continuing students, especially that offered to assist students in developing an educational plan, is described and general information on student financial services is provided. Services for students, such as athletics, food services, health services, employment placement, and library and learning resources, are explained.

The catalog is updated annually, a process that is coordinated by the District Educational Services office. Input is sought and provided from College Academic Affairs and Student Services units. Programs and curricula that have been updated during the academic year are noted, and those that are no longer offered are removed. The Board of Trustees reviews and approves the College catalog each June.

##### **b. Requirements**

The catalog fully describes student requirements and major policies affecting students. Admissions requirements include information on the following:

- Who can apply
- Where to find the schedule of classes
- Registration
- Waitlists
- Procedure for adding and dropping classes
- Fees/residency requirements

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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The catalog lists degrees and locally and state approved certificates offered at Moreno Valley College and the Ben Clark Training Center, as well as those at other District colleges. Detailed information on program learning outcomes and required courses for each degree and certificate are given. The philosophy for the associate degree is explained, and general education student learning outcomes are presented. Requirements for transfer to a four-year college or university are given, and students are provided information on accessing the ASSIST system to determine whether courses they have taken can be applied when transferred to a California State University or to a University of California. The concept of the Associate Degree for Transfer (ADT) is explained and the ADT programs available at Moreno Valley College are listed, along with their program learning outcomes and required and elective courses necessary to achieve these degrees.

#### **(c) Major Policies Affecting Students**

In regards to general policies, the Commitment to Diversity, Nondiscrimination and Prohibition of Harassment and Retaliation Policies are in the catalog in both English and Spanish. Specific student policies, including the Smoking Policy, Standards of Scholarship, Probation and Dismissal, and Standards of Student Conduct and are explained in the catalog.

#### **(d) Locations Or Publications Where Other Policies May Be Found**

The Moreno Valley [College catalog](#) is accessible at <http://www.mvc.edu/catalog.cfm> as a PDF file. Other key publications available online include the College [student handbook](#), and the [course schedule](#), published each semester and each winter and summer session. Both are referred to in the catalog and are available online at the College website. The student handbook is updated annually by the Student Services staff. It includes necessary and useful information like time management, graduation requirements, moving through mathematics and English, and club involvement. Students participating in orientations receive a copy of the handbook. Guidance 45 classes use the catalog and handbook as required course materials. The Consumer Guide to Student Financial Services is available online through the financial aid website: <http://mvc.edu/services/sfs/guides.cfm>.

The Transfer Center sends the College catalog to various public and private colleges and universities.

#### **Self Evaluation:**

The College meets this standard. The catalog is annually updated, well organized, and user friendly, with a clearly divided table of contents and a comprehensive index.

#### **Actionable Improvement Plan:**

While the catalog does meet this standard, as a Hispanic serving institution, the College will be moving towards translating more of its College policies into Spanish.

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

#### II.B.3

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

#### **Descriptive Summary:**

Through Moreno Valley College's Student Services program review, each department evaluates its mission and objectives, the quality of services, and the need or demand for services every year. Currently, the Student Services unit relies on the Riverside Community College District's Office of Educational Services for various student program data. It also collects student information from its specific program surveys of student satisfaction. The student services program review process includes the use of a variety of methods to research and identify the learning support needs of its student population. These methods include reports on enrollment trends, [student characteristics](#), and [persistence and retention rates](#), [student satisfaction surveys](#) of programs and services, assessment studies, placement instrument validations, [degree, certificate, and university transfer rates](#).

In April 2010, Moreno Valley College administered the [Community College Survey of Student Engagement](#) (CCSSE) to address Recommendation #3 from the College's 2009 accreditation visit. In an effort to meet student needs, the College administered another CCSSE survey during the Spring 2011 and in Spring 2013. The results of the [2011 Survey](#) were presented to the Standard II Student Learning Programs and Services subcommittee during Spring 2012. The Standard II Student Learning Programs and Services subcommittee compared the CCSSE 2010 results with CCSSE Spring 2011 results and provided reports to the staff through the planning process. The CCSSE was administered again in Spring 2013, and [preliminary results](#) were shared at a February 2013 FLEX workshop.

Moreno Valley College's Early Alert Program is a cooperative effort between student services and the instructional office to inform at-risk students of available services in writing, reading, counseling, and tutoring. Through Early Alert, the matriculation office runs a participation report during the spring and fall terms. The report is sent to faculty, who indicate if students are in need of tutoring, counseling, or other services. Referral efforts are employed in an attempt to provide tutorial support or advisement to students in need. Moreno Valley College faculty have increasingly supported the Early Alert process, raising participation rates to 73.83 percent in Spring 2013 compared to 23.17 percent for Fall 2012.

Based on feedback, some new processes for Early Alert are being implemented in 2013-2014. The program includes additional ways of notifying students by entering alerts for students in the Student Appointment Reporting System (SARS) and sending a follow-up SARS-CALL to these students to encourage them to check their District email account for an important message from their instructor. To improve counseling services, counselors will be notified before a session that the student was referred through Early Alert. An additional change is to provide feedback to faculty on the percentage of students who scheduled a counseling appointment, which will help to promote greater participation. In Spring 2013, the College

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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Institutional Research Specialist met with student services administrators to discuss the formulation of an assessment plan for Early Alert.

#### **Self-Evaluation:**

The College meets this standard. However, a comprehensive and sustainable approach is currently lacking to assist student services programs to effectively respond to student needs.

#### **Actionable Improvement Plan:**

Now, with the availability of an institutional researcher, a specific research plan for student services programs will be developed to facilitate appropriate research to respond to student needs.

#### **II.B.3.a**

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

#### **Descriptive Summary:**

Student services at Moreno Valley College has made available comprehensive services to all interested students regardless of location. Student services programs are identified on the College's website with current information on hours of operation, program eligibility, and [specific services provided](#). MVC's student services webpage provides all interested individuals accurate and pertinent information, available at any time of day, to new, continuing, and returning students. The information available includes student success data, available classes, and material on academic programs. It allows students to access the library's resources including online databases, eBooks, and magazines. The [most visited webpages](#) include academic programs, how to apply, assessment information, class schedule and academic calendar, counseling, financial aid, library, online classes, and WebAdvisor, all related to student access. All College and District websites comply with Sections 504 and 508 of the Rehabilitation Act and the Americans with Disabilities Act. With assistance from the Disabled Students Services office and using tools available online, MVC seeks to make all programs and services, including electronic and information technology, [accessible](#) to people with disabilities. In 2013-2014, through RCCD, a [student portal platform](#) will be deployed to allow students to access all resources (e.g., WebAdvisor, email, news, etc.) from one centralized location by utilizing single sign-on technology.

At Moreno Valley College and the Ben Clark Training Center, student services are scheduled on either a daily or as needed basis. Student services managers communicate and collaborate with the Ben Clark Training Center managers on providing comprehensive services. Meetings are held at least once a semester to review and adjust appropriately the level of student services support. Services that are provided include admissions, assessment, counseling,

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

and health services. Although Student Financial Services does not currently provide full services at BCTC, admissions staff have been trained to assist students with retrieving required documents, and can also assist with submitting documents to financial services. Other student services such as Disabled Student Services, Veterans Services, and EOPS are available to students at the Ben Clark Training Center upon request. The BCTC staff is able to contact service area personnel at Moreno Valley College and request an on-site appointment, or gather the information and assist the student directly. In addition, Veterans Services will begin attending orientations for the academies at BCTC in Fall 2013.

Student Financial Services Department holds several outreach and in-house events during the year in an effort to ensure all students are aware of financial aid programs. A variety of FAFSA on the web workshops are offered and Financial Aid Awareness tables and presentations both in the classroom and in the community are given.

#### Self-Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

#### II.B.3.b

**The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

#### Descriptive Summary:

Moreno Valley College is committed to providing an environment that encourages development of the whole student. This is evidenced in the description of [general education student learning outcomes](#), which states that students “will gain demonstrable skills in four broad interdisciplinary areas: critical thinking, information competency and technology literacy, communication, and self-development and global awareness.” This last area, self development and global awareness, further expands the idea of personal growth in students by stating:

Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and effective citizen in their awareness of diversity and various cultural viewpoints.

Expectations regarding students’ responsibilities are found in the major College publications, the College catalog, and the student handbook. The College catalog provides [standards of student conduct](#) (p. 21), and the [handbook](#) gives a student code of conduct and a detailed list

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

of students' rights and responsibilities. The student handbook makes plain the differences in responsibilities of college students compared to those of high school students.

In addition, the Associated Students of Moreno Valley College (ASMVC) along with campus [clubs and organizations](#) are dedicated to providing students with opportunities to develop leadership skills through participation in student government and co-curricular programs. Student organizations offer a number of ways to become involved on campus and in the community. Organizations such as the International Film Club, the MVC Chorale, and the MVC Gospel Singers address the arts, while the Human Services Club is dedicated to providing services to the community. Commitments to global issues are expressed by the Green Health Club and the Lesbian, Gay, Bisexual, Transgender, Straight Alliance club. There are also clubs that promote professional standards for various occupations, such as the Dental Hygiene, Fire Technology, Physician Assistant, Chorale Society, Human Services, and Public Safety clubs.

#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan

None.

#### II.B.3.c

**The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

#### Descriptive Summary:

Moreno Valley counselors are committed to providing students with a broad range of options as well as accurate guidance in career planning, evaluation, academic choices, and direction. Professional counseling enables students to utilize various resources and academic offerings and assists them in reaching their educational, vocational, and personal objectives and goals. Special guidance courses are offered to assist students in gaining the maximum benefit from the college experience. Courses are listed under Guidance in the catalog. Specific counseling services include personal counseling, group counseling, career development, and academic guidance. Information regarding graduation requirements, and requirements for transferring to four-year colleges and universities is also available. All counseling faculty are placed on their appropriate improvement of instruction path to evaluate their effectiveness as faculty members and counselors of the Moreno Valley College.

Considerable effort has been devoted to the design, maintenance, and evaluation of counseling services. Students have an opportunity to evaluate counseling services via different formats. For example, students have the opportunity to provide feedback regarding

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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counseling services during the counseling faculty improvement of instruction process and via 2012-2013 Counseling Counter Staff Survey. In terms of their overall experience, the results showed that about 75 percent of participants were very satisfied and 51 percent somewhat satisfied with the services provided by the Moreno Valley College counseling staff.

One of the greatest strengths of the College is its diverse student population and, using this strength, counseling faculty seek to encourage students to be culturally responsive through the programs and courses offered. This is especially true in guidance courses that are designed to promote the growth and development of students, such as Introduction to College, Introduction to the Transfer Process, Career Exploration and Life Planning, and College Success Strategies (Guidance 45, 46, 47 and 48). These classes are offered to the general student population and to students in different programs, such as Puente, Workforce Preparation, Disabled Student Services, Student Support Services, and STEM programs. Guidance courses are transferable and the units are also applicable towards an associate degree. Current data from Institutional Research indicates that in [2011, Guidance](#) courses had an 88.9 percent retention rate and a 76.1 percent success rate.

In an attempt to meet the needs of students, different alternatives have been explored in the past two years by the discipline, such as utilizing technology and online counseling for incoming freshmen. The AOC process (discussed previously in the introduction to Standard II.B) is one approach. Another technological strategy was introduced for students facing dismissal issues. Students that are on academic or progress probation or newly dismissed have to complete an online success workshop and later meet with a counselor on a 1-1 basis. Online students also have access to an online counseling appointment to discuss academic choices, personal counseling, career exploration and planning, academic guidance, information regarding graduation, and requirements for transferring to four-year colleges and universities. Student educational plans can also be developed.

Counselors attend trainings and workshops to maintain currency in their field. Among the trainings are the following:

- California State Universities Counselors Conferences
- Ensuring Transfer Success Conference of the University of California
- Visits to local private universities (California Baptist University, University of Redlands, Loma Linda University, La Sierra University)
- Regularly scheduled discipline and college meetings
- Statewide conventions for categorical program counselors (EOPS, DSPS, and Work Force Prep)
- Training workshops (Myers-Briggs, counselor-specific Datatel screen)

With the enactment of the Student Success Act of 2012, the College's counseling services will plan accordingly to respond to the legal mandates that are effective in Fall 2014. First-time students will be required to complete a student educational plan with counseling services. Strategies and activities will be developed to respond timely to serving these students in order to ensure compliance.

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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#### Self-Evaluation:

The College meets this standard. The Counseling discipline is committed to consistently improving accessibility to students including winter/summer terms with existing resources. Recent budget limitations have had an impact and have posed a challenge in serving students during peak times. MVC counseling has five full-time faculty members who teach courses but also have different assignments which include articulation, transfer center coordination, Veteran Services, and Puente Program, along with other work related obligations. Therefore, limited faculty and available office space continue to be areas of concerns for increasing accessibility.

The Counseling discipline will focus its efforts in counseling meetings during the year to design a plan that will serve first-year students effectively to enhance their student success. Alternative approaches will be considered to offer students enriching and learning experiences to understand the proper pathway to achieving their career and educational goals.

Technical problems and logistical challenges related to technological issues were discussed during a recent counseling meeting. Another area of concern is the high no show rate for online student appointments. For example, students make appointments online, but very few attend the online meeting. It is not clear, at this point, if the low attendance rate is due to students' irregularity or a technical problem. Hence, this area requires further analysis.

#### Actionable Improvement Plan:

None.

#### II.B.3.d

**The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

#### Descriptive Summary:

The Student Activities program facilitates throughout the academic year [monthly-national cultural celebrations campus-wide](#) in recognition and support of that cultural event. Celebrations include: Hispanic Heritage Month, Breast Cancer Awareness Month, Native American and Alaskan Heritage Month, Black History Month, Women's History Month, and Diversity Awareness Month. Speakers are invited to share information about a culture's topic from their own experiences, present hands-on activities, and offer performances; if appropriate, attendees are invited to participate. To enrich the cultural experience, the meal provided is preferably close to that culture's topic. All events are free and held on campus.

College staff and students are active participants in the College's Diversity Committee. The Diversity Committee sponsors various workshops on campus each semester to recognize and bring awareness to current topics. In 2012-2013, workshops include [Awareness of the](#)

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

[Undocumented Student](#), [Understanding and Engaging Under-Resourced College Students](#), and the [Ally Program](#).

Spring of 2013 Moreno Valley College students were invited to participate in an online [Student Diversity Climate Survey](#). Students were given approximately one month to complete the survey. The purpose of the survey was to gauge how well RCCD is progressing towards its goal of building a welcoming and inclusive climate that promotes and affirms diversity. The survey consisted of 48 questions ranging from cultural/diversity/attitude experiences in the classroom, in offices, in the plaza, and the cafeteria. The survey results will be presented in the Fall 2013 term.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### **II.B.3.e**

**The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

#### **Descriptive Summary**

The admissions application is reviewed on a consistent basis by the statewide CCC Apply Steering Committee in which the College is an active participant. The Steering Committee meets on a regular basis to discuss any change requests, which can be submitted by any California community college. The Steering Committee conducts student focus groups any time major changes to the application occur. The Vice President of Student Services and the Director of Enrollment Services attend monthly District meetings (ARISVP) to address admissions functions.

Annual program review is another tool used to evaluate the effectiveness of practices and tools of admissions. As part of the annual program review process, student surveys are collected and assessed for areas of Admissions that need improvement. Monthly staff meetings take place to review admissions procedures and address any concerns that may arise regarding the enrollment process.

In accordance with state regulations on matriculation, Moreno Valley College utilizes its placement instrument from the list of approved placement instruments by the California Community Colleges State Chancellor's Office. The District adopted Accuplacer as its primary placement instrument for appropriately measuring student competency in computational and languages skills. This approved instrument is utilized because it minimizes cultural or language biases, produces valid, and successfully identifies, the academic needs of students.

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

The District Office of Institutional Research establishes and maintains data for the evaluation of matriculation services and placement instruments. The Office of Institutional Research assists faculty and administration with the analysis of that data and findings and conducts as appropriate validations of placement tests including math, English, reading, and ESL. The last [validation study](#) was conducted in 2007 and the most recent was undertaken during Spring 2013.

#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

#### II.B.3.f

**The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

#### Descriptive Summary

Moreno Valley College follows district, state, and federal guidelines for Class I, II, and III student records. RCCD [Board Policy \(BP\)/Administrative Procedure \(AP\) 3310](#) addresses records retention, storage and destruction of student records and [BP/AP 5040](#) addresses the release, confidentiality and privacy of student records. The College complies with state requirements found in Sections 59020-29 of Title 5 of the California Education Code. The College also adheres to the Federal Education Rights to Privacy Act (FERPA) and requires a signed consent for transfer or release of documents.

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

- Admissions: Transcripts and residency forms with supporting documentation are scanned and stored in a locked cabinet for three years and then shredded.
- Ben Clark Training Center Admissions: Course equivalencies and substitutions, official evaluations, special program evaluations, and residency forms with supporting documentation are scanned and stored in a locked cabinet for three years and then shredded.
- Student Financial Services: Current records are kept in a secured cabinet. Inactive records are stored for the time required by federal and state regulations; subsequently the records are destroyed.
- Disabled Student Services: Active records are electronic and only available to staff. Inactive records are stored in a locked drawer for three years and then purged and

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

shredded. An electronic file is kept on inactive records.

- Student Health Services: Staff maintains a separate server called MedicaT for confidential electronic medical records. Individual confidential records are maintained on each student seen by the department.
- Counseling: Staff scans student education plans and shreds after two years. Documents are stored in a file cabinet.
- Matriculation: Permanently approved matriculation appeals and denied prerequisite validation forms are scanned and kept for two years in a locked room at which time they are shredded.

#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

#### II.B.4

**The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

#### Descriptive Summary

The institution systematically assesses Student Support Services using [surveys](#), faculty and staff input, and other appropriate measures in order to improve program effectiveness.

As mentioned in II.B.3, both student satisfaction surveys and the CCSSE were administered simultaneously to class sections identified by The Center for Community College Student Engagement. The CCCSE surveys were conducted in [Spring 2010](#), [Spring 2011](#), and [Spring 2013](#); while the [Student Satisfaction Surveys](#) were completed in 2010 and 2011. The Institutional Research Office presented the results from 2010 and 2011 surveys to the college community. The surveys showed students are generally satisfied with student services with the interest to improve the parking situation (2011); the College administration responded to this interest by developing the Lions parking lot and, as necessary, allowing temporary usage of a dirt section behind the Lions parking Lot during the first two weeks of the term. The Spring 2013 survey results will be presented in the Fall 2013 term.

In 2011-2012, Admissions and Records, Counseling, Disabled Student Services, EOPS, Financial Aid, Health Services, Matriculation Services, Middle College High School, and the Assessment Center conducted online [Student Satisfaction Surveys](#). Departments were given the choice to conduct a pre- and post- survey on a service under consideration for

## **Standard II: Student Learning Programs and Services**

### **II.B: Student Support Services**

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improvement, or a survey on department satisfaction on how services were received, office hours, workshops, and staff supportive of student needs. Questions were carefully written and the scale of choice was designed to give a reference of what was good and/or what areas needed improvement. Improvements in services, location, and time of workshops were considered. In many cases changes were made based on the survey results. For example, after examining survey information about the Assessment Center, a goal to increase the number of local high school seniors assessed was established. During the Spring 2013 semester, the Assessment Center coordinated application workshops, placement tests, and counseling for graduating seniors at the high schools. As a result, there was an increase of 188 students taking placement tests.

Moreno Valley College Student Support Services departments and programs rely on a variety of methods and resources to assist in the systematic and regular review of program effectiveness. In particular, student services evaluates its ability to meet identified student needs through the use of its annual campus program review process, monthly student services meetings with the Vice President of Student Services and/or Dean of Student Services, and data collected and analyzed by the Office of Institutional Research and Reporting.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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#### Evidence for Standard II.B

[Accessibility Statement](#)  
[Accuplacer Online](#)  
[Accuplacer cut score validation study](#)  
[Ally Program](#)  
[ASMVC monthly-national cultural celebrations campus-wide](#)  
[Assessment Frequently Asked Questions](#)  
[Assessment Surveys of Student Support Services](#)  
[Assessment Testing](#)  
[Associated Students of Moreno Valley College](#)  
[Awareness of the Undocumented Student](#)  
[Board Policy \(BP\)/Administrative Procedure \(AP\) 3310  
BP/AP 5040](#)  
[CalWorks](#)  
[CCSSE Reports 2010 and 2011](#)  
[CCSSE presentation 2013 FLEX](#)  
[Clubs at Moreno Valley College](#)  
[Community College Survey of Student Engagement 2010](#)  
[Community College Survey of Student Engagement 2011](#)  
[Community College Survey of Student Engagement 2013](#)  
[Completed Administrative Unit Program Review Documents](#)  
[Data on Student Characteristics](#)  
[Degree, certificate, and university transfer rates](#)  
[Disabled Student Services](#)  
[Extended Opportunity Programs and Services](#)  
[ESARS - Online Scheduling System](#)  
[Guidance/Counseling Comprehensive Instructional Program Review 2011](#)  
[Honors Program](#)  
[Middle College High School](#)  
[MVC Catalog, 2013-2014](#)  
[MVC counseling](#)  
[Nuview Bridge Program website](#)  
[Persistence and Retention Rates](#)  
[Program Review Template](#)  
[Puente Program](#)  
[RCCD General Education Program Student Learning Outcomes](#)  
[Report Website Hits](#)  
[Schedule of classes](#)  
[STEM program](#)  
[Student Diversity Climate Survey and analysis](#)  
[Student Equity Committee](#)  
[Student handbook 2012-2013](#)  
[Student Handbook 2013-2014, p.10](#)  
[student portal platform](#)

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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[Student Satisfaction Surveys SLO Rubric 1.9](#)

[Student Services](#)

[Student Support Services program](#)

[Student Services Retreat Agendas](#)

[Understanding and Engaging Under-Resourced College Student](#)

[Upward Bound Math and Science Program](#)

[Veterans' Services](#)

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

#### II.C Library and Learning Support Services

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

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

#### II.C.1

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

#### **Descriptive Summary:**

Moreno Valley College supports its instructional programs through a library, instructional media center, tutorial services, mathematics laboratory, writing and reading center, and STEM laboratory. Additionally, the College provides support services at its off-site location, the Ben Clark Training Center. The College provides free, [instant wireless access](#) for current students, faculty, and staff at the main campus as well as at the Ben Clark Training Center.

#### **Library**

The Moreno Valley College Library/Learning Resources Center, the instructional media center, and tutorial services is 9,064 square feet. The Library has access to a hands-on classroom/orientation room equipped with 30 laptops, instructor computer station with printer, a projector, television, and video conferencing capabilities. When not being utilized for the LIB 1 course, library orientations, library workshops, campus meetings, or other campus events, this room is used as an overflow computer lab for students. Between [September 2010 and February 2013](#), 178 students utilized the classroom LIB 241 and those laptops as an overflow computer lab in the Library.

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

The Moreno Valley College Library collection includes the resources listed in Table 9.

Table 9: Library Resources

By Location	By Type
<ul style="list-style-type: none"> <li>• 7 items in archives</li> <li>• 542 circulating audio visual items</li> <li>• 73 oversize items</li> <li>• 125 items in permanent reserve</li> <li>• 5,923 items in reference</li> <li>• 1,109 items in reserve</li> <li>• 610 items in audio visual</li> <li>• 20,435 items in main stacks (circulating books)</li> </ul>	<ul style="list-style-type: none"> <li>• 45,906 e-books</li> <li>• 237 VHS titles</li> <li>• 333 DVD titles</li> <li>• 23,798 print titles</li> </ul>

The Library's computer commons is an "interdisciplinary computer laboratory," with 38 Internet wired computers, four of which are dedicated to the Library catalog and electronic resources. The Library's computers can print in either black and white or color. Each computer in the Library has the following software available:

Table 10: List of Software in Library

Adobe Reader 8 Internet Explorer 7 Mozilla Firefox 3.0.11 Respondus Microsoft Office 2013 Adobe Digital Editions 2.0 Adobe Illustrator 10 Adobe Image Ready CS2 Adobe InDesign Adobe Master Collection CS6 <ul style="list-style-type: none"> <li>• Adobe Audition CS6</li> <li>• Bridge</li> <li>• Dreamweaver</li> <li>• Edge Animate</li> <li>• Extension Manager</li> <li>• Fireworks</li> <li>• Flash Builder</li> <li>• Flash Professional</li> <li>• Illustrator</li> <li>• In Design</li> <li>• Media Encoder</li> <li>• Photoshop</li> </ul>	<ul style="list-style-type: none"> <li>• Prelude</li> </ul> Adobe PageMaker 7.0 Adobe Photoshop CS2 9.0 Adobe Reader 8 Alias Maya 7.0 CSE HTML Validator Lite 8.0 Dragon Naturally Speaking 12.5 FS Reader 2.0 Handspring Jaws 14.0 Jcreator LE Kurzweil Educational Systems 3000 Macromedia Dreamweaver MX7.0.1 2004 Macromedia Flash 8 Microsoft Visual Basic 6.0 Microsoft Visual C++ 6.0 Network WYNNWizard 5.10 TopStyle Lite 3.10 Page Maker 7.0 Read and Write 10 Zoom Text 10
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## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

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The computers also have DVD drives, audio ports, USB ports, and headphones. The Library has two black and white, cash operated printers; one color, cash operated printer; and three black and white, cash operated copy machines. The Library also houses a change machine.

The Library is staffed by the Dean of Technology and Instructional Support Services, one full-time librarian, three part-time librarians, a full-time library technical assistant II, a full-time library operations assistant, and a varying number of student assistants.

Faculty and staff use many methods to provide students with sufficient print and electronic resources as well as computer resources. The Library's print and electronic collection is guided by the collection development policy. Faculty members are routinely contacted for recommendations to the Library's collection to meet the needs of their students. Recommendations for Library resources are also welcomed by students and staff. This information as well as the email address is located on the Library's website as well as the Library's [collection development policy](#). Librarians also learn of needed resources through representation on various committees such as the Curriculum Committee, contact with students at service desks, interactions during orientations and workshops, and reference transactions received via email and/or text message. At the beginning of each semester an email is sent to the College listserv, MV\_all, informing the College stakeholders of the various ways the Library can be contacted; services offered through the Library, such as workshops and orientations; resources available; and any significant changes to the Library's website.

Librarians work with faculty and staff to ensure the Library is supporting the information/research needs of the College. For example, faculty members and librarians coordinate on [class assignments](#) to ensure the Library has the necessary materials for the students to be successful in their courses. Three examples of this collaboration are as follows:

- To provide adequate resources for the Career and Technical Education programs, the Library submits a request to the Perkins fund for appropriate resources. In this plan, there are [resources specifically requested by the Dental Assistant and Dental Hygiene](#) programs.
- At the request of a Geography professor, in the Spring of 2013 the Library purchased an [updated atlas](#) for the reference collection that the Geography discipline routinely uses for exams.
- Through the involvement of the Library faculty on the Curriculum Committee, it was learned that a new English course was being approved. To ensure the Library had material to support this new course, the [English faculty and librarian collaborated](#) on what would be needed to support the students' literature needs for the course.

Additionally, a review of Library resources is part of the curricular process for proposing new programs to determine what resources will need to be acquired to support the new program. One example of this is in relationship to the Speech Language Pathology program. At the request of the faculty member when that program was initiated, the Library began subscribing to the four journals published by the American Speech-Language-Hearing Association. Resources are also evaluated in preparation for accreditation of specific programs. In the Spring of 2013, students in three CTE programs were given a [survey](#) soliciting feedback regarding

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

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the effectiveness of the Library's resources in relationship to their success in their educational programs. This information will help guide the Library in its evaluation of the collection as well as outreach efforts. The faculty are able to evaluate the Library's resources which support their subject specialty online 24/7 regardless of where they are teaching, whether it be face-to-face, online, or abroad. Faculty members have the ability to make non-copyrighted materials available electronically through the Library's online public access catalog.

Librarians are constantly evaluating the currency and depth of its collection based on programmatic needs, the accreditation requirements of College programs, faculty assignments, gaps in the collection, outdated material, reference questions from students, and publisher cycles of new editions.

The Library's online catalog and electronic resources can be accessed 24/7 with an Internet connection. When providing access to resources and services, the Library staff strives to ensure equal access to students regardless of location. Access to reference services is available to students in the Library, via phone, and via email ([reference@mvc.edu](mailto:reference@mvc.edu)). To provide additional assistance, the Library began offering reference through text messaging in January of 2011. During the 2013 Spring semester, there was a library graduate school intern, who was able to offer real time reference through a chat service. The process for chat is in place and would be available again with adequate staffing. Despite the Library's willingness to support faculty, limited capability of library support staff to assist with online computer access to explore topics for students or Internet-speed has remained problematic at the Ben Clark Training Center. Orientation of new part-time faculty at BCTC about MVC's library services continually needs to insure that faculty make available those services and to insure that critical thinking components are included in course sections.

#### **Instructional Media Center**

The Instructional Media Center (IMC) provides media support to classrooms at MVC and BCTC. Support encompasses projection systems, audio systems, laptop computers, video production, audio recordings, presentation assistance, and other services like streaming media.

The IMC has online and paper request forms that show the basic equipment that is available; IMC staff respond to instructor requests for equipment and services, usually within 48 hours. More complex requests—such as setting up for large venues or video and audio production—can be accommodated with notice and planning. The IMC has also been fundamental in the district-wide usage of facility scheduling software, Resource 25 (R25). R25 allows faculty and staff to view online what instructional equipment is available in every room on campus and to make requests for IMC equipment, as necessary, for meetings and teaching.

All classrooms have a projection system and Internet access.

#### **Computer Information Services Lab**

The Business and Computer Information Systems (CIS) disciplines at Moreno Valley College

## **Standard II: Student Learning Programs and Services**

### **II.C: Library and Learning Support Services**

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recognize the needs of its community for a highly educated, well-trained workforce, which supports the growth and economic well-being of the region. As part of the curriculum, students enrolled in CIS courses have a lab requirement that is completed in the CIS lab located in the Science and Technology Building (SCI) 151. The lab is staffed with two lab aides equipped to answer subject matter questions and to assist students as they maneuver the many programs. Computers in the CIS lab are equipped with Office, Photoshop, Adobe Illustrator, DreamWeaver, and Maya 3D Modeling. The CIS lab resources are available to all students enrolled in CIS and/or business courses including Business Accounting, Medical Transcription, and Computer courses.

The CIS lab is open Monday – Thursday from 7:30 am – 9 pm, and Fridays from 7:30 am – 5 pm. Students in distance learning courses fulfill the lab portion of the course in online labs such as MyITlab. The CIS faculty have worked with publishers to develop and integrate online lab resources for students in distance courses.

#### **Math Lab**

The math lab aids students in developing their mathematical abilities. The Math Lab Coordinator, math instructors, and student tutors staff the lab and are available to help students with their math coursework. Students seeking assistance from an instructor or a peer tutor can make an appointment by calling the lab or walking in. Students are encouraged to use the math lab as a place to have their questions answered and to work in small groups on math homework. Students are welcome to come to the lab with questions whenever they need help in understanding math coursework. The lab has 22 computers available to students working on hybrid or online courses. The goal in the lab is to increase each student's understanding of course material. The math lab is open Monday – Thursday from 9 am until 8 pm and on Friday from 9 am until 3 pm.

#### **STEM Center**

The STEM center is part of the Technology Access Program (Project TAP) focusing on student learning and success in Science, Technology, Engineering, and Mathematics. The STEM center is located in Science and Technology 151. Support services available in the STEM center include: laptops with Internet access, specialized counseling, career and transfer services, resource library, study space, supplemental instruction, workshops, and university representatives. Supplemental Instruction Leaders receive intensive training and attend ongoing SI Leader Team meetings. The SI Leader Coordinator facilitates these meetings and offers workshops in best practices and SI session strategies.

#### **Writing and Reading Center**

The Writing and Reading Center (WRC) at Moreno Valley College supports learning in reading and writing for students at all levels and at any stage of the writing process. The WRC provides faculty and peer writing consultants for one-on-one instruction and supports the lab requirement for English composition courses, giving students supplemental learning

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

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opportunities. By supporting student writers at their individual levels, the WRC promotes literacy education and the democratization of higher education. The WRC provides a safe, supportive learning environment for students with the goal of increasing access and success in higher education for all students. The WRC positively encourages students' growth as writers, their attitudes toward writing, and their overall academic success. The WRC also provides access to resources and faculty expertise for students writing in courses across the curriculum.

The WRC Coordinator is responsible for revisions to the WRC Guidelines, with consultation from department and discipline colleagues. The WRC Mission is a part of a document the Department of Communications reviews annually, called the [WRC Guidelines](#).

The WRC's primary function is to support students' fulfillment of their 18-hour lab requirement associated with English and ESL courses. The WRC also supports students who are enrolled in ILA 800 courses for ENG, REA, and ESL. Staff are instructed to assist all students who come to the WRC looking for help and then to guide them to enroll in an ILA 800 if they are not already enrolled in classes with a lab requirement. The WRC staff consists of the instructors, tutors (students or former students who have been trained as tutors), student lab aides, a permanent part-time Learning Resource Center Assistant, a reading paraprofessional, and the WRC Coordinator.

The WRC instructional staff forms a team with instructors, and provide personalized attention instructors see as desirable but do not have time for in class. Instructors, WRC instructional staff, and students collaborate to fulfill the lab requirement meaningfully and productively. Together they work to increase students' understanding of reading and writing skills. How successfully the WRC fulfills this mission is largely dependent upon instructors' presentation of the WRC and the Instructors on Duty interaction with students in the WRC. Instructors should help students communicate their specific needs and goals to the WRC instructional staff. [Conference confirmation sheets](#) and Directed Learning Activities (DLAs) offer occasions for instruction and communication.

In order to insure that students fulfill the 18-hour lab requirement, according to state regulations, instructors must require students to do the following (and communicate these expectations clearly to students):

- login to the WRC for a complete lab hour by census (a weekly lab hour should be a minimum of 64 minutes and a maximum of 72 minutes to fulfill the 18 hours through 15 weeks of attendance);
- attend the WRC weekly and regularly—which means attending for one full lab hour on the same day and at the same time, once each week for the entire semester;
- complete one authorized lab activity each time they attend (see below for list of recommended lab activities);
- turn in a lab activity each week to their instructor to show regular fulfillment of the lab requirement;
- ask Instructors on Duty and peer writing consultants for help whenever they have a reading or writing-related question.

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

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Instructors are expected to include information in their syllabus explaining how students can fulfill the 18-hour requirement and the specific lab activities. Instructors spend class time explaining the requirements so students understand the requirements, and instructors collect completed lab agreement forms from each student. Students' weekly attendance in the lab is tracked via WebAdvisor. A lab activity should take one full lab hour for students to complete. There are five different categories of activities:

- Reading in one of the WRC-approved books and taking active reading notes for one hour;
- Writing a summary/response paper on a previously completed reading;
- Consulting one-to-one with a WRC instructor or peer writing consultant;
- Attending a WRC scheduled workshop;
- Completing a Directed Learning Activity (DLA) instructors must insure that students can complete a DLA or set of DLAs during a lab hour; similarly, instructors requiring the DLAs must insure that completing a DLA will fulfill a lab hour.

A WRC instructor is there to provide instruction and guidance. Activities are designed to target a specific skill that the instructor has identified. Instructors sign confirmation forms and DLAs only when they give personalized instruction as part of the communication to the instructor that a student has fulfilled a lab activity.

Instructors in the WRC work with students on a first-come, first-served basis. When it is busy, students are placed on a waitlist. Instructors can spend between five to 30 minutes with each student, depending upon the student's need and the length of the line of students waiting for assistance. Instructors are reminded of one-to-one teaching practices via the WRC Guidelines and emails from the WRC Coordinator. The WRC is open from 8 am to 8 pm Monday - Thursday and 8 am to 3 pm Fridays during the semester. It is open 8 am to 7 pm Monday - Thursday during winter and summer intercessions.

The WRC has 37 computers for student use (1 of which is devoted only to printing documents and four which have no Internet or printer connectivity); the other 32 computers have Internet and printer connectivity. There are also books available for pleasure reading, handbooks and other composition textbooks, handouts for extra practice in specific grammar skills, and dictionaries.

The WRC provides an [Online Writing Lab](#) (OWL) for students enrolled in online courses. Currently, students in hybrid and web-enhanced classes are required to fulfill their 18-hour lab requirement in the WRC. Students enrolled in hybrid English courses at the Ben Clark Training Center are enrolled in the OWL and are able to meet the 18-hour lab requirement using the online lab. The OWL provides activities for students to fulfill lab activities, as well as both synchronous and asynchronous instructor assistance. Based on the number of online sections, the Department of Communications assigns some lab instructors to work in the OWL. Using CCCconfer, OWL instructors are able to chat (via text, video or voice) with students about their writing needs. These chats are equivalent instruction as students in face-to-face setting.

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

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#### Self Evaluation:

The College meets this Standard.

#### Actionable Improvement Plan:

None.

#### II.C.I.a

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

#### Descriptive Summary:

Faculty are given the opportunity to identify Library needs when doing their Annual Program Reviews (APR) – staff needs are identified through the Administrative APR. Because of budgetary issues, the librarians always have a [prioritized list of needed resources](#) just in case money is found. The Library also receives funds from the [Perkins Grant](#) to support CTE programs.

Students, faculty, and staff have access to the Moreno Valley College Library's print and electronic resources as well as the print resources at the Norco College and Riverside City College campuses. Faculty and staff at the Moreno Valley College Library use many methods to provide students with sufficient print and electronic resources as well as computer resources. The Library's print and electronic collection is guided by the [Moreno Valley College Library collection development policy](#). Students, faculty, and staff are routinely contacted through email and College activities for recommendations to the Library's collection that will fill their research and assignment needs. Librarians also learn of needed resources through representation on various committees such as the [Curriculum Committee](#) and the Strategic Planning Council as well as by contact with students at service desks, interactions during orientations and workshops, and reference transactions received via email and/or text message. The district wide contract with the College bookstore, Barnes and Noble, also provides the College Library with 36 textbooks annually for student use in the Library.

Additionally, a review of Library resources is part of the curricular process for proposing new programs. This review determines what resources will need to be acquired to support the new program. Resources are also evaluated in preparation for accreditation of specific programs. The faculty are able to evaluate the Library's resources which support their subject specialty online 24/7 regardless of where they are teaching, whether it be face-to-face, online, or abroad. Faculty members have the ability to make non-copyrighted materials available electronically through the Library's catalog. Online survey forms provide feedback from both faculty/staff and students.

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

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The Library's online catalog and electronic resources can be accessed by all students, faculty and staff 24/7 with an Internet connection.

#### **Self Evaluation:**

The College meets this standard. The combined Library and learning resources of the District are substantial. However, the College seeks any opportunity to improve the collection of its own Library and the services it offers.

The Library engages faculty and staff in order to gain greater insight into how well the Library is meeting the information needs of the students so that they may be successful in their educational goals. As part of the annual program review process, faculty and unit directors explain how their discipline or program utilizes the Library and instructional media and what the needs are regarding Library and instructional media services. The librarian is also an active member of the Curriculum Committee. The Library sends college wide emails promoting Library resources and services and regularly advertises various workshops and other upcoming Library events using Twitter. Involvement and library presence has contributed to an increase in the number of Library presentations and orientations. Between [Fall 2010 and Spring 2011](#), the Library presented 64 orientations and workshops. Between [Fall 2011 and Spring 2012](#), the Library facilitated 80 orientations and workshops. Between [Fall 2012 and Spring 2013](#), the Library oversaw 66 orientations and workshops. The decrease in orientations coincides with class eliminations due to budget constraints.

In the Library, specific computers are reserved for research, such as for catalog searches or database use. The computers in the Library are primarily used for Internet access for activities such as accessing e-textbooks, online classes, and completing student services functions, as well as for writing papers and various other uses. The software program Cybrarian provides students with a time limit and allows the librarians to ensure that the computers are being used for school-related functions. In December 2012 the Moreno Valley College Library purchased its own license to the software, independent of the District, and was able to upgrade to the most recent version. This will allow for easier log-in access as well as improve report functions to evaluate the use of the computers. In an effort to be responsive to the students' needs and support student learning, when the 38 computers in the Library are in use, the Library makes available LIB 241 utilizing the 30 laptops assigned to this room. The use of LIB 241 as study space as well as the additional 30 laptop computers has been positively received by the students and allowed students to work more efficiently since they do not have to wait for study space or a computer to become available.

#### **II.C.1.b**

**The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

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#### Descriptive Summary:

Moreno Valley College has embraced the general education student learning outcome for Information Competency and Technology Literacy: Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.

To promote information competency and support the general education student learning outcomes, the public services librarian teaches a one-unit LIB 1 Information Competency class each semester. Additional sections could be made available with an additional full-time librarian or additional funds for adjunct hours. Available to any student, the student learning outcomes of the one unit information competency course have a basis in the general education SLOs. The LIB 1 course has the following student learning outcomes:

- Determine and articulate information needs.
- Find information using a variety of resources.
- Describe and apply criteria for critically evaluating information.
- Use information effectively to accomplish a specific purpose.
- Identify and summarize ethical and social issues related to information and its use.

In addition to LIB 1, the Moreno Valley College Library offers customized orientations and workshops to faculty, students, and staff at both the main campus and the Ben Clark Training Center. These orientations and workshops provide students with further opportunities to learn information competency skills. Reference librarians also provide one-on-one information competency training during reference transactions on a daily basis, in person, via phone, email, and text messaging. Students can also take advantage of the numerous [online research guides](#) available through the Library's website that can assist them in learning to use and evaluate a variety of sources as well as cite them properly. The [2010-2012 usage statistics](#) show usage of these guides steadily increasing.

Various approaches are used to assess student achievement of the student learning outcomes. An [assessment schedule](#) has been established for [LIB 1](#) in which one SLO is assessed each semester, ensuring that each SLO will be assessed over the course of the rotation cycle.

Approaches to assessment include:

- The successful completion of classes and programs that incorporate information competency experiences/activities/requirements.
- The evaluation of written assignments, exercises, and tests, designed to directly assess information competency skills, which are administered in conjunction with Library orientations and workshops.
- The analysis of responses to information competency questions on a Library survey that students are encouraged to complete
- The successful completion of classes and programs that incorporate information competency experiences/activities/requirements.
- Analyze the responses to questions on a Library survey that students are encouraged to complete. This survey will help gauge students' preferred format of the course, what areas of the course they found most useful, and what areas of the course need

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

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improvement. As a result of this survey, in the spring of 2013, LIB 1 is being taught as an eight-week, hybrid course.

Teaching and classroom strategies for student success of the course are reviewed with instructors during the improvement of instruction process.

#### **Self Evaluation:**

The College meets this standard. The Library advances its information competency initiative by:

- Offering Library 1, Information Competency, a one-unit course, in a variety of formats, including face-to-face, web-enhanced, hybrid, and online;
- Using information competency as the pedagogical basis for orientations and workshops;
- Using information competency as the pedagogical basis during reference transactions whether it be in person, via phone, email, or text messaging;
- Providing information competency materials, web-based guides, and training via the Library's website, including a mobile website: [mvc.edu/library](http://mvc.edu/library).

As a discipline, the Library has made significant progress in developing and implementing direct and indirect assessment strategies for information competency instruction. The recent program review for the Library and Learning Resource Center states the need for an additional full-time librarian in order to make it possible to offer adequate sections of Library 1 (LIB 1), a one-unit Information Competency course. With the use of the classroom LIB 241 to the Library, in addition to 30 laptop computers, the Library now has the space and resources to increase the number of sections of this course.

#### **Actionable Improvement Plan:**

None.

#### **II.C.1.c**

**The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

#### **Descriptive Summary:**

In an effort to be as accessible as possible to students and their schedules, the Moreno Valley College Library and Instructional Media Center (IMC) coordinate the days and hours of operation with the class schedule. Since the Fall of 2009, budget cuts have caused the Library to shorten student hours. Hours of operation are posted in the [Moreno Valley College Catalog](#), on the [Library's website](#), on the [IMC website](#), and at the entrance to the Library. Holiday hours and closures are also posted via Twitter.

Students, faculty, and staff have access to print books from any of the colleges. Through inter-campus loan, faculty has access to video recordings. Additionally, the Moreno Valley

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

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College Library promotes remote, online access to resources and services through the Library and IMC websites. Available 24 hours a day, 7 days a week through the Library's website are resources that include:

- General information about library resources and services;
- The Library's online public access catalog, which is a shared catalog between all three colleges within the District;
- Over 60 database subscriptions that provide access to newspaper, magazine, and journal articles as well as electronic books and reference titles;
- Web-based tutorials and guides on finding and using information;
- Reference services via email, text messaging, and chat as staffing allows.

With the exception of electronic books, all of the electronic resources are accessible to an unlimited number of simultaneous users.

All Library and learning support services accommodate disabled students. The Library houses furniture accessible to disabled students. In addition, all 38 public workstations in the Library have specialized software for patrons with disabilities. Disabled Student Services (DSS) works closely with the Library to ensure furniture and computer equipment are adequate for students' needs. The Library also ensures that any subscription resources are 508 compliant. Disabled Student Services and the IMC work closely on the captioning of existing video recordings and collection development procedures that ensure videos are purchased in captioned DVD format whenever possible.

All drop-in laboratories maintain full hours in order to accommodate student schedules. These hours are posted at the entrance to the laboratories and on laboratory websites. Hours may vary somewhat from semester to semester.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### **II.C.1.d**

**The institution provides effective maintenance and security for its library and other learning support services.**

#### **Descriptive Summary:**

The Department of Plant Operations and Maintenance collaborates with College Safety and Police to maintain and secure the Library and other instructional support services. Microcomputer Support staff – part of Information Services – maintain the computers, peripherals, and software. In addition, they oversee license agreements. Equipment that is out

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

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of warranty is maintained by a third-party contractor or replaced. Computer needs in all the instructional support areas are supported by the [District Information Services](#).

The Library is guarded by a 3M Security System at the main entrance as well as at the disabled/emergency entrance on the third floor. The Instructional Media Center (IMC) provides preventative maintenance on classroom-based media equipment each semester. We perform a full preventative maintenance on equipment before the start of each semester. Classroom-mounted LCD projectors are equipped with an alarm to prevent theft, and daily equipment is locked to AV carts. At BCTC, security and maintenance for learning support services is provided by sheriff and fire personnel. Building doors are secured with a combination lock or key for access by faculty and staff. Scheduled maintenance of facilities is provided by the county on behalf of sheriff and fire.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### **II.C.1.e**

**When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the Institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

#### **Descriptive Summary:**

The Library and other instructional support services do not participate in outsourcing. However, formal agreements and licenses do exist for the maintenance of services and equipment. (The College or some departments have to cover some maintenance agreements with special software/hardware, such as that used by the IMC.) The laboratories maintain licenses and agreements for computer hardware, software, and audio-visual presentation technology. Equipment warranties are documented and tracked. The IMC is responsible for all AV equipment warranties so that any necessary service can be requested before warranties expire.

For upgrades and maintenance of the Integrated Library System, the Library shares in a district wide contract with Innovative Interfaces, Inc. along with Online Computer Library Center (OCLC) for cataloging support.

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

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The Dean, Technology and Instructional Support Services and the Instructional Media/Broadcast Coordinator maintain positive relationships with vendors; therefore, contracts are honored and there is minimal downtime. Moreover, since many of the contracts are longstanding, Library and Learning Resources and IMC benefit from legacy pricing with minimal cost increases. As a result of annual contract evaluations, the Library and IMC are also able to take advantage of newly added features and services and make suggestions for future improvements. Warranties are kept in paper form when possible. Many companies are making warranties easier. Most can be obtained from the companies' websites. Often their customer service is linked to the warranty. Once the Network Operation Center is completed, the IMC will acquire a server to store digital information.

#### **Self Evaluation:**

The College meets this standard. The Dean of Technology and Instructional Support Services, the Instructional Media/Broadcast Coordinator of the Instructional Media Center, and the full-time librarian maintain positive, professional relationships with vendors; therefore, contracts are honored with little to no lapse in service to the College. In part, as a result of these positive relationships, the Library has been able to offer additional electronic resources for little to sometimes no cost. Additionally, all community colleges in the State of California now have access to a base package of electronic resources, assuring that all students across the state have a minimum level of resources accessible to them. This statewide package allows the Library to stretch its budget for additional resources that support the curriculum of Moreno Valley College. As a result of annual contract evaluations, the Library/Learning Resources Center is also able to take advantage of newly added features and services and make suggestions for future improvements.

When Moreno Valley College was granted college accreditation, all of the Library's contracts for electronic resources had to be renegotiated. The Library established individual accounts with each vendor. The contract for the Integrated Library System and OCLC are still negotiated at the District level.

#### **Actionable Improvement Plan:**

None.

#### **II.C.2**

**The institution evaluates library and other learning support services to assure their adequacy in meeting identified students' needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

#### **Descriptive Summary:**

Library statistics are continually generated and routinely analyzed as indicators of the

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

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Library's ability to meet students' needs. Statistical data for the Library include door counts, materials-use counts, database usage figures, reference statistics, attendance records for orientations and workshops, including faculty/staff development workshops, and the number of materials acquired. The Library survey contains questions that address student learning needs. Student responses to surveys as well as the growing number of requests for library orientations suggests that the students' needs are being met and the faculty feel that learning is taking place in part due to the library orientations. Formal assessment methods are used for the Library's information competency course to assess the student learning outcomes in the course outline of record. As part of the program process, the course outline of record for the information competency course, including the student learning outcomes, is reviewed and revised as needed. Additionally, the rotation cycle for the student learning outcomes of the information competency course has been provided to the Moreno Valley College Assessment Coordinator, along with summary reports of the assessments completed thus far. [Direct assessment of library orientations](#) are conducted and analyzed in an effort to improve student learning. The Moreno Valley Assessment Committee, a standing committee of the Academic Senate, reviews assessment processes and provides recommendations to the departments and service units.

In the Library, all part-time and full-time faculty participate in the improvement of instruction as required in the contractual agreement between the District and the faculty association. The evaluation process provides recommendations and goals for improvement. The Library also utilizes student surveys in both the information competency course and in orientations for feedback.

The Instructional Media Center routinely collects and evaluates data related to the delivery of instructional equipment and media, production service requests, workshop attendance, and training.

The Supplemental Instruction (SI) program uses attendance rosters to evaluate its effectiveness. Information is reviewed to determine if attending SI sessions increases success in the classroom. Using group interviews at the end of the semester, SI coordinators evaluate the success of the semester and seek ways to improve training and student participation.

The WRC Coordinator and staff collect information about student use. Data is gathered on how many students login to the lab daily, weekly, and semesterly. Records are maintained on how many students seek assistance from lab instructors and tutors, how many of those students were served, how many students attend workshops (both in total and in specific), how many pages of printing/copying are used each month, and how many students enroll in the ILA 800. Information is used to adjust scheduling and staffing needs, including the number of workshops offered. Estimating from our records, the WRC was unable to serve approximately 30-40 percent of student requests for help. In our recordkeeping system, students sign up to meet with an instructor and then the instructor on duty calls out student names. In one academic year, over 60,000 distinct student logins were recorded, helping students gain a better understanding of a writing skill or improve a paper over 13,000 times.

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

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In 2012, the WRC conducted a student satisfaction survey, polling as many students as possible over a one week period. Students were asked how they used the lab and, if they worked with an instructor or tutor, if they were satisfied with the help they received. Most of the changes made in the WRC in the last two to three years were to comply with Educational Code and State Chancellor's Office clarifications of labs and TBA hours. The WRC will pilot a new scheduling system in the Winter 2014. The lab portion of the class will be folded into the course schedule, but will continue to meet in the WRC (HM 232). Instructors will provide workshop-like instruction on lessons predetermined by the WRC Coordinator and colleagues in the English discipline and the Department of Communications during the scheduled lab time. Topics will be chosen to support the SLOs of English courses.

#### **Self Evaluation:**

The College meets this standard. Evaluation of Library services includes conducting surveys and analyzing statistics.

Each spring semester, the Library conducts a survey to assess the Service Area Outcomes of the Library and Instructional Media Center. In [2010](#), [2011](#), and [2013](#) numerous comments were provided by respondents on such questions such as does the Library have adequate hours, adequate technology, and sufficient resources available. The overall sense from these surveys is that the students would like greater access to the Library, including evening and weekend hours, additional computers, more study rooms, a larger building, and additional print and electronic resources. Library personnel have responded to comments, and where possible, begun to address concerns. Based on comments from these surveys, the Library has requested items in its [2010, 2011, and 2012 Annual Instructional Program Reviews](#) that would help achieve these goals. Some of these requests include an additional librarian to be able to offer extended services, additional hours for student employment, institutionalized funding for resources, and additional computers for student use, as well as additional study room space. As part of the [2010 Comprehensive Program Review](#), librarians from all three colleges reviewed the course outline of record for Library 1 and revised the student learning outcomes to achieve a closer alignment with those suggested by the Association of College and Research Libraries (ACRL). Students are responding well to both the course content and methodologies as indicated by the various assessment methodologies embedded into the course. Any areas found in need of improvement are identified and course content and presentation methods are modified to ensure student success.

#### **Actionable Improvement Plan:**

None.

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

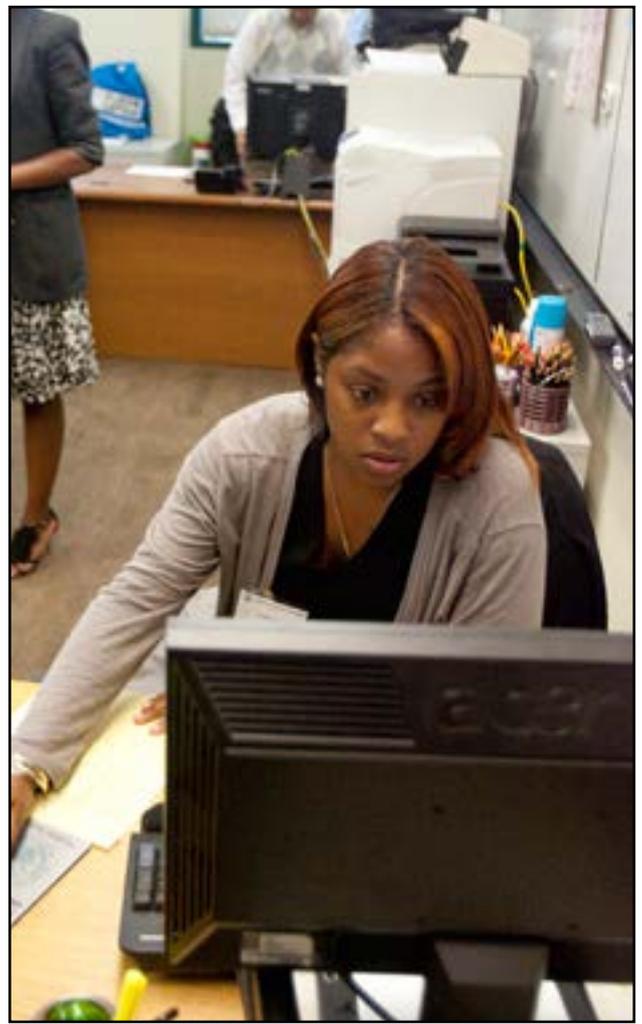
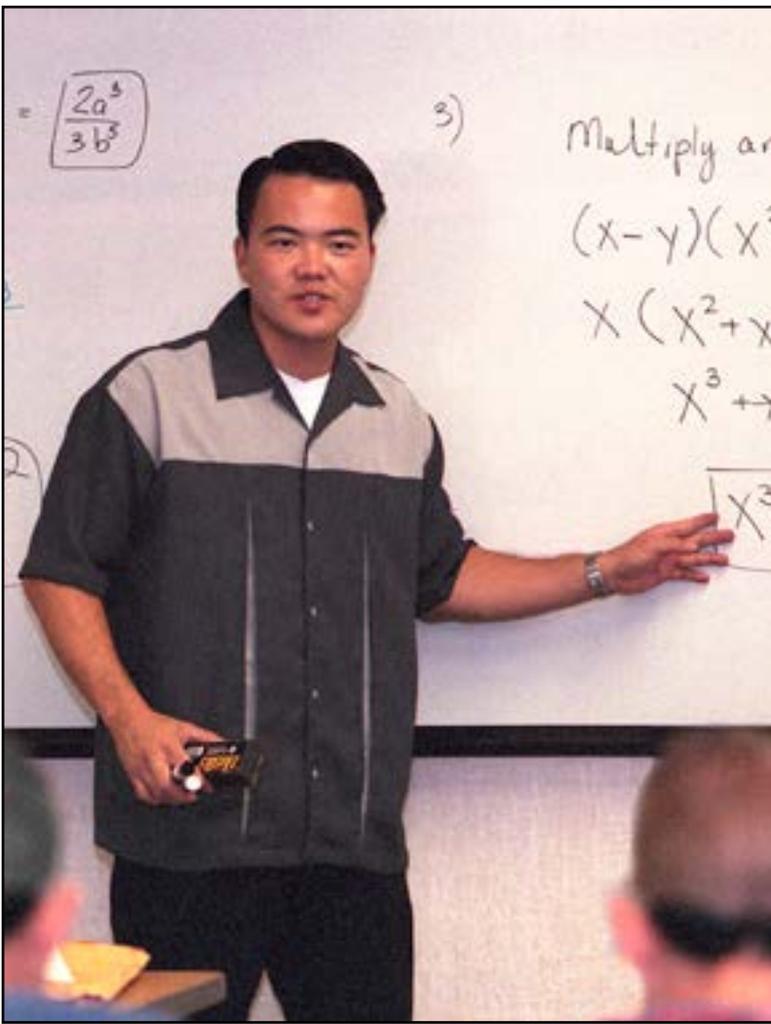
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#### Evidence for Standard II.C

[2010 Annual Instructional Program Review - Library](#)  
[2010 Comprehensive Program Review - Library](#)  
[2012 Annual instructional Program Review - Library](#)  
[2012/2013 Moreno Valley College Library & IMC Survey](#)  
[Assessment Rotation - LIB 1: Information Competency](#)  
[Chi - Library Orientation Request Confirmation](#)  
[CTE Survey](#)  
[Curriculum Committee Memo ANT Courses](#)  
[Direct assessment of library orientations](#)  
[District Information Services](#)  
[English faculty and librarian collaborated](#)  
[IMC website](#)  
[LIB 1 Course Evaluation 12 Fall](#)  
[Library Orientation Statistics - Fall 2010 and Spring 2011](#)  
[Library Orientation Statistics - Fall 2011 and Spring 2012](#)  
[Library Orientation Statistics - Fall 2012 and Spring 2013](#)  
[Library - Prioritized list of needed resources](#)  
[Library Collection Development Policy](#)  
[Library Resources Requested - Dental Assistant and Dental Hygiene](#)  
[Library Services Survey 2010](#)  
[Library Services Survey 2011](#)  
[Library Website](#)  
[Moreno Valley College Catalog](#)  
[Moreno Valley College Library Collection Development Policy](#)  
[New Wireless Network for Students/Staff/Faculty](#)  
[Online Research Guides](#)  
[Online Writing Lab Guidelines](#)  
[Perkins Budget Request 2013-2014](#)  
[Rand McNally Goode's World Atlas](#)  
[Research Guides Statistics 2010-2012](#)  
[Student Sign-in Sheets 9/2010 and 2/2013](#)  
[WRC Guidelines](#)  
[WRC Instructor Consultation Form](#)

**Standard II: Student Learning Programs and Services**  
**II.C: Library and Learning Support Services**

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## Standard III: Resources

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### Standard III Writing Teams

#### Standard III.A

Joanna Werner-Fraczek, Associate Professor, Biology (Faculty co-chair)  
Jamie Clifton, Director, Enrollment Services (Administrative co-chair)  
Susan Boling, Human Resources Specialist III (Staff co-chair)  
Abel Sanchez, Laboratory Technician II  
Stephen Wagner, Associate Professor, Biology

#### Standard III.B

Diane Marsh, Professor, Chemistry (Faculty co-chair)  
Dale Barajas, Facilities Director (retired) (Administrative co-chair)  
Akia Marshall, Student Services Technician, BCTC (Staff co-chair)  
Norm Godin, Vice President, Business Services  
Rebecca Loomis, Associate Professor, Anatomy/Physiology

#### Standard III.C

Eddy Chi, Associate Professor, Economics (Faculty co-chair)  
Norm Godin, Vice President, Business Services (Administrative co-chair)  
Joe Gonzales, Student Support Services Specialist Aide, DSS (Staff co-chair)  
Julio Cuz, Communications and Web Development Manager  
Jose Duran, Professor, Business Administration  
Felipe Galicia, Associate Professor, Biology  
Gustavo Segura, Instructional Media/Broadcaster Coordinator  
Ann Yoshinaga, Associate Dean, PSET, BCTC

#### Standard III.D

Donna Lesser, Associate Professor, Dental Hygiene (Faculty co-chair)  
Ann Yoshinaga, Associate Dean, PSET, BCTC (Administrative co-chair)  
Kim Brooks, Disability Specialist (Staff co-chair)  
Norm Godin, Vice President, Business Services

## Standard III: Resources

### III.A: Human Resources

#### Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

#### Standard III.A Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

#### III.A.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

#### III.A.1.a

Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

#### Descriptive Summary:

Based on input from the Diversity and Human Resources office, job announcements are modified for unique qualifications needed for a position at the time of recruitment. In addition to serving on the hiring committees, faculty play a significant role in formulating the job description for hiring faculty by discussing job descriptions at departmental meetings

## Standard III: Resources

### III.A: Human Resources

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and discussing the departmental needs prior to screening of applications (e.g., including in the [job description the ability to teach pre-collegiate math using innovative techniques](#)). Similar discussions take place within departments for classified staff hiring. District approved job descriptions exist for all positions. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established by a professional evaluation service.

District-established policies guide the hiring of personnel at Moreno Valley College. Board Policy [\(BP\) 7120](#), Recruitment and Hiring, provides basic regulations for employment, while Administrative Procedure [\(AP\) 7120](#) establishes specific procedures for the selection of management, faculty and staff. [AP 7120a](#) describes procedures for recruitment and hiring of academic and classified administrators, [AP 7120b](#) defines recruitment and hiring of all classified and classified-confidential employees, [AP 7120c](#) indicates process for full-time faculty recruitment and hiring, [AP 7120d](#) provides guidelines for part-time faculty recruitment and hiring, while [AP 7120e](#) establishes procedures for temporary/casual long-term faculty recruitment and hiring. More specific regulations are established for president recruitment and hiring ([BP 7121](#), [AP 7121](#)).

Recommendations from a previous MVC self-study cycle, the ACCJC standards, and the District's commitment to student-centered education resulted in implementation of the hiring process that integrates three elements—mission, program review, and strategic planning. Therefore, the need for hiring tenure-track faculty, staff or managers is identified through the program review process, then discussed and approved through the strategic planning process. The compatibility of the proposed position with the mission of the institution is reviewed during both processes.

After the position is approved and the placement is established and funding secured, the hiring manager or department chair creates an on-line posting request at <https://jobs.rcc.edu/hr>. A typical approval workflow is director, dean, vice president, Vice President of Business Services, President and/or Vice Chancellor, Chancellor for review and approval. If there are no changes, the Chancellor electronically forwards the posting request to the Budget Office and then to the Office of Diversity, Equity and Compliance to review the posting according to the [BP 3420](#) (Equal Employment Opportunity plan), [BP 3410](#) (Nondiscrimination), and [BP 7100](#) (Commitment to Diversity), who then forwards it to the [Office of Diversity and Human Resources](#) (DHR).

#### Advertising

All job announcements, which are issued by DHR, follow standards and formats that clearly layout criteria and qualifications for positions, as well as the application process. Job descriptions are directly related to institutional mission and goals, and accurately reflect position duties, responsibilities and authority detailed in terms of the programmatic needs of the College. For example, the 2012 [announcement for an academic management opening Vice President of Academic Affairs](#) included position type, location, salary, basic

## Standard III: Resources

### III.A: Human Resources

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function, supervisory responsibilities, education, experience, licenses and certifications, commitment to diversity, duties and responsibilities, conditions of employment and application procedures including required and optional applicant documents, application deadline, and application types accepted. Likewise, a classified level announcement includes definition, typical tasks, employment standards, and application deadline. In addition, all job announcements contain the following statement: “Candidate must demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students.”

Job openings are widely advertised so as to encourage a broad applicant pool. Academic, classified and classified-confidential positions are typically advertised in some or all of the standard publications and websites, including, but not limited to, the District website, Chronicle of Higher Education on-line, Career Builder (LA Times), [insidehighered.com](http://insidehighered.com), [Higheredjobs.com](http://Higheredjobs.com), California Community College Registry, [Caljobs.ca.gov](http://Caljobs.ca.gov), and minority publications such as Asian Week or Black Careers Now, Diverse Issues in Higher Education, and Hispanic Outlook in Higher Education. The hiring manager or department chairs may recommend additional targeted advertising sources especially for hard to fill vocational faculty positions such as Dental Hygiene Instructor or when there is a need for additional diversity recruitment.

#### Applying For a Job

The District implemented a completely [electronic application process](#), using People Admin® software. The online applicant tracking system (OATS) serves as the mechanism for submittal of requests and initial screening that is coordinated between the [DHR](#) and screening committee members. This system also allows applicants to track the status of their applications. There is a video, as well as written instructions, to help applicants through the process. In addition, the District [DHR](#) office has a [video presentation](#) that includes information about the District and the hiring process, as well as helpful hints for navigating the application and interview process.

Criteria for selection of faculty include knowledge of the subject matter or services to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution.

#### Selection Process

All [job postings](#) specify that required degrees must be from accredited institutions. The hiring procedure requires that the educational credentials of all faculty are verified by staff in the [DHR](#) office. Also, BP 7126 clearly defines the applicant background investigations and reference checks. Applicants for faculty positions who have foreign degrees are requested by [DHR](#) to have their credentials evaluated for equivalency by an external evaluation service.

All applications submitted to [DHR](#) are reviewed and screened by a College search committee that is identified by the hiring manager or department chair. To ensure that all applicants are

## Standard III: Resources

### III.A: Human Resources

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well-qualified the composition of a search committee is strictly defined by the AP 7120 [a](#), [b](#), [c](#), [d](#), [e](#). As appropriate, a search committee may include a student, community and/or faculty emeriti representatives. For a full-time faculty search committee, the department chair works with the College Chief Instructional Officer (CIO) to select four committee members from the discipline or a closely related discipline as described in [AP 7120c](#). Part-time faculty candidates are interviewed by a minimum of two full-time members of the department, one of whom must be a member of the discipline or related discipline of the applicant. Temporary/casual long-term faculty are interviewed by a three-person panel consisting of the dean, the department chair, and a faculty member from the appropriate discipline, selected by the department chair.

The applications are reviewed to determine eligibility of applicant for interviews. Meeting the qualifications listed on the job announcement does not assure the candidate of an interview. Candidates are interviewed, initially, at their own expense. Final candidates are interviewed by the president or designee (for certificated positions) or by the hiring manager or designee (for classified positions). A physical examination, at the District's expense, may be required. The name of the recommended candidate(s) is submitted and the chancellor makes the recommendation to the Board of Trustees.

#### **Tenure-Track Faculty Recruitment**

District procedures for faculty hiring are governed broadly by [BP 7120](#) and [AP7120c](#), which embraces the District, the mission statement, program review, and strategic planning. Before the nationwide search is conducted, Moreno Valley College disseminates the [announcement for a transfer opportunity for full-time faculty](#) to other colleges in the District in accordance with the bargaining union contract.

The documents indicated above layout a two-level selection process. At the first level is a faculty based search committee that selects applicants from the pool for the first-round interview. With the oversight of a human resources specialist, the faculty committee formulates a set of interview questions and a teaching or skills demonstration, tailored to select for specific programmatic needs and goals. Specifically, the set of questions is carefully crafted to test the knowledge of the candidate of their subject matter. The effectiveness of teaching is evaluated during the sample lecture the candidate delivers to the committee, which at that time represents a student body. This teaching effectiveness evaluation includes questions identifying a prospective faculty expertise in Distant Education (DE) and Correspondence Education (CE). Such as was done of applicants for mathematics instructor position when asked, *“How would you foster student interaction in an online environment?”* In addition, the set of questions prepared by the faculty as well as the questions asked during the final interview judge scholarship in a candidate, and his/her potential to contribute to our college mission.

Each member of that hiring committee evaluates the answers avoiding any discussion of ratings and rankings until evaluations of candidates are completed. After the interviews are finished, the evaluation is reviewed and discussed. Based on the first-round interviews, the search committee either suspends the process or advances at least two candidates, unranked, to the second-round committee, which consists of the department chair, or the

## Standard III: Resources

### III.A: Human Resources

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chair's designee serving as the chair of the screening committee (who was also on the first-round committee), and specified administrators from the College, usually including the vice president of Academic Affairs and the president. The second-round committee makes the final selection based on the interview with the candidate, subject to Board approval.

The presented hiring process yields qualified employees as indicated by the very high rate of success of the rigorous [tenure process](#) (CTA contract, p. 25).

The hiring procedures and processes are constantly monitored by the [DHR](#) officer that checks its compliances with the adopted appropriate BPs and APs. These policies are periodically reviewed and if the need arises, revised; for example, the full-time faculty recruitment and hiring [7120c](#) is being reviewed and revised in 2013.

#### **Part-Time Faculty Recruitment**

[Diversity and Human Resources](#) (DHR) maintains an electronic file with part-time faculty applications. The file is organized by discipline and made available to department chairs upon request. In the event that there are not sufficient applications available, and by request, the DHR office will advertise for the discipline in an effort to solicit more applications. Again, these applications and inquiries are made available to department chairs.

Departments differ on procedures for scheduling and conducting interviews. Some elect to interview candidates as the applications are received. Others interview on a periodic basis, usually just prior to the semester when the department chair is more certain of departmental staffing needs. The department chair or assistant chair determines applicants to be interviewed. Although experience requirements vary from department to department, all candidates must meet the minimum qualifications in accordance with the [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#). Each [interview committee](#) comprises the department chair and/or assistant chair and at least one member of the discipline.

Interviews are less formal for part-time faculty than for full-time faculty. They are often conducted in the department chair's office and questions are either predetermined or impromptu. Follow-up questions are common.

#### **Classified and Confidential Staff Recruitment**

As indicated in the [general outline of the hiring procedures](#), the DHR office reviews the job announcement and screening committee composition to ensure conformity with the District's Equal Employment Opportunities plan, BPs, APs and non-discrimination commitments. [The California Schools Employee Association \(CSEA\) agreement](#) promotes internal hiring: "When three (3) or more District employees within the bargaining unit apply for a promotion for a job within the bargaining unit, and all possess the requisite qualifications for the job and have not had an overall evaluation of unsatisfactory on their most recent evaluation, the District shall select one of such District employees for the job as long as such employee

## Standard III: Resources

### III.A: Human Resources

is as qualified as any outside applicant.” The screening process includes initial interviews conducted by the search committee, and final interviews conducted by the hiring manager, who may request additional personnel to be part of the final interview process.

#### Management Recruitment

The hiring of managers, both full-time and interim, is dictated by [Board Policy 7120](#), “Recruitment and Hiring,” which complies with Title 5, California Code of Regulations, §§ 53021-53024. The filling of vacant management positions and hiring of new management positions is identified through the program review process. According to the strategic planning process, administrative and instructional units identify management needs and place them into their program reviews along with the total cost of ownership which includes salary, benefits, equipment needs, and office space needs. Thus, total cost of ownership is considered when making these types of decisions. As with classified and confidential staff, job announcements and interview committee compositions are reviewed to ensure conformity with the District’s Equal Employment Opportunities plan and non-discrimination commitments. Diverse and qualified pools of candidates are interviewed by the screening committee. The screening committee recommends a minimum of two candidates to the president, or his designee(s), for consideration. These policies are periodically reviewed and if the need arises, revised; for example, the Academic and Classified Administrators ([7120a](#)) was revised to include the opportunity in have [open forums](#) when hiring high level managers such as vice presidents. These open forums allow the college community to meet and question the finalist and give their input to the president.

#### Self Evaluation:

The College meets this standard. Criteria for selecting faculty, staff, and management personnel are clearly stated, and the College meets all state criteria for selecting qualified faculty, staff, and management employees. The processes in place ensure that quality is emphasized in all categories of personnel, and that new hires are compatible with the mission of the institution.

#### Actionable Improvement Plan:

None.

#### III.A.1.b

**The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

## Standard III: Resources

### III.A: Human Resources

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#### Descriptive Summary:

#### Evaluation Procedure

[BP 7150 and AP 7150](#) (Employee Evaluations) indicate that all employees will periodically undergo a performance evaluation at prescribed intervals.

The purpose of an evaluation is to recognize excellent and satisfactory performance, and to identify areas of performance and/or work habits needing improvement. [Classified and confidential employee evaluations](#) are conducted in accordance with Article XII, pages 26-27, Performance Evaluation, of the Agreement between RCCD and Riverside Community College Classified Employees, Chapter 535, an affiliate of the California School Employees' Association. Evaluations of classified employees are performed by the employee's immediate supervisor or designated evaluator. Permanent employees receive a written evaluation at least once each year. As part of the evaluation process, each staff member may provide a self-evaluation that assesses his/her performance. One additional evaluation may be requested by the employee each year. A formal written evaluation of the employee's job performance, other than the regular annual evaluation, shall first be approved by the chancellor. It is understood that the foregoing does not apply to any follow-up evaluation, which is provided for in the regular annual evaluation. Probationary employees shall receive [written evaluations](#) at the end of the second month and third month thereafter during the probationary period. Promoted employees shall receive written evaluations at the end of the second and fifth months in their new positions.

The faculty criteria of evaluation focus on strengthening the faculty member's instructional skills and professional contributions to the College as well as student achievement. The Improvement of Instruction processes for full-time and part-time faculty are determined by the [Agreement between Riverside Community College District and Riverside Community College District Faculty Association CCA/CTA/NEA](#) (District/Faculty Association Agreement from 2007-2010 that was negotiated in 2008 and has been rolled over twice with the overwhelming consent of the membership. The agreement will now expire at the end of June 2015 together with the negotiated Memoranda of Understanding (MOUs) and Memoranda of Agreement (MOAs)). Article XI, Improvement of Instruction and Tenure Review, pages 25-32, defines the purpose, frequency, and procedures of evaluation for all faculty: contract, regular, and part-time.

Contract (tenure-track) faculty are [evaluated](#) annually for two purposes: to determine whether to renew the contract and, if so, to improve instruction and job performance. The tenure-review committee comprises three tenured faculty in the same discipline (or related discipline) as the evaluated faculty, the department chair or designee, and an academic administrator. One of the faculty members must have been on the contract member's hiring committee. The committee meets twice in the fall and once in the spring for four years. In making its evaluation, the committee must consider classroom observations, student surveys, evidence of subject-matter proficiency, and review of syllabi. The committee may consider other items, such as adherence to course outlines of record, the timely submission of Class 1

## Standard III: Resources

### III.A: Human Resources

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records (attendance), and involvement in student activities. Contract faculty have the right to respond in writing to any documents placed in the tenure review and evaluation record. The College relies on the judgment of the instructors themselves who were hired because of their knowledge and professionalism. In addition, the faculty member may submit for discussion a report of relevant professional activities. After completing the formal process, the committee may informally review grades and retention statistics.

If a majority of committee members indicate in the formal report that the faculty member needs improvement, then the report must include specific guidelines for improvement. The administration or the faculty member may appeal. The appeal process includes an appeal panel and, if necessary, a second review committee which again can make recommendations for remediation and may recommend one more review within a year of the first report in the semester following the semester in which the “need for improvement” rating is received. The remediation plan is sent to the president and the faculty member.

If the committee recommends nonrenewal of a contract, the evaluatee may appeal to a three-person panel composed of the chancellor’s designee, the Faculty Association president or designee, and the most senior tenured, available member of the faculty member’s discipline or closely related discipline not on the evaluation committee. The appeal panel makes a recommendation to the chancellor, who forwards that recommendation and any dissenting opinions, along with a complete written tenure-review record to the Board of Trustees (BOT). The BOT makes the final decision for renewal or nonrenewal of contract.

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

Regular (tenured) faculty are evaluated every three years by their peers in order to strengthen the instructional skills and professional contributions of the faculty member. The peer-review committee comprises an administrator and two faculty in the faculty member’s discipline or a closely related discipline—one selected by the Department Chair, the other by the faculty member undergoing review. The faculty member may object to the administrator on the committee, in which case the president will consult with the Academic Senate president to select a replacement.

Part-time faculty are evaluated in the first term of hire, then once each year for two years, and then at least once every three years thereafter. The department chair oversees part-time faculty evaluations. Either the chair or a designee conducts a classroom observation of part-time faculty under review. While the process may include other elements of review—such as Class 1 records and adherence to the course outline of record—it must include a classroom observation, student surveys, and review of syllabi. The Improvement of Instruction serves to ensure that the instructor is following the course outline of record and the standards of the department and to apprise the instructor of strengths and weaknesses.

## **Standard III: Resources**

### **III.A: Human Resources**

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After the formal review is complete, the chair may discuss grade and retention statistics with the part-time faculty member. Within fifteen days of signing it, the evaluatee may contest the report, in which case the report and the disagreement are sent to the dean of instruction for review and become part of the instructor's permanent file. If a part-time instructor, with at least four fall and spring terms of service, receives a needs improvement evaluation, then two senior faculty members of the discipline within the department review the evaluation, and if they find the needs improvement not warranted, they submit a report to be included in the final evaluation.

Full-time and part-time faculty evaluation processes are managed by the College Vice President, Academic Affairs, ensuring that consistent processes and timelines are followed. In addition, evaluations are reviewed and common needs for professional development are communicated to faculty development coordinators and deans, or made part of district wide professional development efforts. Once processed, all evaluation materials are forwarded to Diversity and Human Resources for inclusion in the faculty member's file.

Management employees are evaluated at least once each year for the first two years of employment in the position. Subsequently, managers are formally evaluated at least once every three years. Unscheduled evaluations may be conducted at the discretion of the immediate supervisor subject to the approval of the president or designee. The evaluation is conducted in accordance with the [Management Performance Evaluation process](#), found in the [Management Handbook](#). This process addresses evaluation purpose, frequency, criteria, forms, record-keeping, and complaint procedures. The evaluation includes standard check-off lists as well as a written narrative by the manager (self-evaluation), his/her supervisor, and his/her peers. Managers who hold an interim appointment are not evaluated during the interim period. The management evaluation process is periodically reviewed and revised as needed. The most current revisions were completed and implemented effective July 2013. The president of the College is evaluated annually by a procedure established by the chancellor.

The institutional responsibilities of all personnel are clearly articulated in the Faculty Handbook for faculty, Classified and Confidential Employees Handbooks for classified and confidential employees, and in the Management Handbook. They are defined by the College mission and goals, which are contained in the [Integrated Strategic Plan 2010-2015 \(Revised\)](#). In addition, faculty, staff and administrators are invited to attend and participate in any of the standard-based subcommittee meetings, where attendance is taken and the records are kept. Part-time faculty members are encouraged to join or attend the subcommittee of their choice. Each subcommittee operates under its own set of by-laws approved annually by current members.

#### **Self Evaluation:**

This standard is met.

#### **Actionable Improvement Plan:**

None.

## Standard III: Resources

### III.A: Human Resources

#### III.A.1.c

**Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

#### **Descriptive Summary:**

All full-time faculty are expected to participate in creating and assessing SLOs. Part-time faculty are strongly encouraged to participate in SLO assessment. The District Faculty Association has had [a Memorandum of Agreement](#) in place to pay part-time faculty for assessment efforts since 2010. The [Memorandum of Agreement](#) was renegotiated and strengthened in October, 2013 to allow stipends to continue for part-time faculty who participate in assessment projects.

Evidence of the commitment to assessing and using SLO assessment is prominent in various activities throughout the College. Each course offered at MVC is subjected to a three-stage process that, briefly, involves: creating the SLOs and aligning them with GE and program learning outcomes; delivering instruction and offering student support, such as tutoring; measuring student learning and making adaptations to teaching/support to help students achieve the stated SLOs.

As each new course is developed and as existing courses are revised and updated, faculty from the discipline create or revise student learning outcomes (SLOs) based on discussions about the course objectives, the place of the course within the curriculum and within a program. The SLOs are presented to other members of the discipline as part of the official course outline of record (COR), and a discipline vote is taken on the COR. The course is then submitted to the electronic management system for CORS, [CurricUNET](#), a platform that is managed by the Riverside Community College District. The District Curriculum Committee is currently working on a Curriculum Handbook that would provide guidelines for course development. For existing courses, the faculty at Moreno Valley College have aligned their specific course SLOs with appropriate general education (GE) SLOs using the course outlines of record in [CurricUNET](#). Revisions of CORs were a required exercise for Comprehensive Program Review in 2012, and through this process, the District encouraged the inclusion of SLOs into all CORs.

All courses at Moreno Valley College have SLOs on the official CORs. In Spring 2013 the Academic Senates across the District adopted new outcomes for the General Education Program. The alignment of existing courses with the new General Education Outcomes will take place as each COR is routinely revised, either through the program review or assessment processes, or because of other course revisions as determined by the discipline.

The outcomes that are part of each COR are also a required component of each faculty member's [syllabus](#). As faculty develop individual sections of specific courses, they build their course requirements around the SLOs and measure the achievement of students in each

## Standard III: Resources

### III.A: Human Resources

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class based on them. The cycle of review for SLOs is ongoing and discipline-based as faculty assess SLOs, discuss the results of assessment, and improve instruction.

The campus has one full-time equivalent faculty reassignment for assessment coordinator(s) and a part-time Outcomes Assessment Specialist who works on grant funded projects. A number of tools to measure students learning outcomes have been created and developed, such as assessment project templates, graduation surveys, student engagement surveys, and reports on success and retention. CTE faculty have mapped and aligned their course SLOs with program SLOs. Measures are not different for DE/CE students. In addition, prior to teaching either DE or CE courses faculty must complete the District Online Blackboard Academy. In addition to basic Blackboard instruction, the Blackboard Academy covers administrative policies and procedures for online instruction as well as additional District services available to distance education instructors. Trained faculty are selected by the departmental chair to ensure proper ratio of on-line courses to face-to-face courses.

The institution has developed surveys to measure students' self-reported achievement in degree outcomes. During the Spring 2013 term, Moreno Valley College participated in the [CCSSE](#) (Community College Survey of Student Engagement) and [CCFSSE](#) (Community College Faculty Survey of Student Engagement). The purpose of conducting the CCSSE was to survey students and assess the current level of student engagement at Moreno Valley College. The CCFSSE was completed by faculty and asked about their perceptions regarding student engagement and students' educational experiences. The [preliminary findings for the CCSSE](#) were presented at the Fall 2013 FLEX day. MVC's goal is to continue using the survey findings as a tool to determine how the College can improve in the area of student engagement. Prior to 2013, in Fall of 2011, the College conducted a broad [survey](#) where students rated how SLOs were achieved. The District has engaged in phone surveys for CTE certificate earners. Based on the data provided by the District, the California Community College Chancellor's Office produces the [ARCC report](#) annually that measures student achievement in basic skills courses. Institutional Research has also prepared [Excel spreadsheets with student success rates and retention rates](#) for use in Instructional Program Review. Student Services conducts a [student engagement survey](#) that reports on students' satisfaction with support services and also on instructional matters. The findings of two surveys are summarized in the PowerPoint presentation delivered by the District Dean of Institutional Research and Strategic Planning.

The student services surveys provide information on how a sample of students perceives the delivery of College programs. Surveys address demographics, importance, campus climate, services, and general satisfaction. The highlights include the affordability, programs offered, class scheduling, academic reputation, and financial assistance. The campus climate showed that students felt the campus commitment to diversity (ethnicity, religion, gender, etc.). Furthermore, students were very satisfied with tutorial services, the Library, Writing and Reading Center, DSPS, EOPS, Math Learning Center, financial aid, and student government. Students also acknowledged that instructors cared about their progress in courses. In the area of improvement, students ranked parking availability and study areas as lacking.

## Standard III: Resources

### III.A: Human Resources

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Faculty measure student learning in their courses through tests, exams and also through [assessment projects](#). Programs that have external certifications report student success on these measures (See Standard II.A.5). Some basic skills projects have been assessed to measure student learning, such as [JumpStart](#). Assessment of course level SLOs began in 2008. Since 2010, faculty have assessed courses as on-going projects. [Student graduation surveys](#) have been conducted since 2006. The survey was developed by the District Assessment Committee (DAC) and included the six General Education SLOs (GESLOs), later changed to four [GE SLOs](#), that reflect the skills and competencies all Riverside Community College District (RCCD) AA/AS graduates should have obtained.

Prior to Spring 2011, 15 percent of courses offered in a spring or fall semester had been through one cycle of assessment, and the College had made a shift from the “Awareness” to the “Development” level of implementation as defined by the ACCJC rubric. In Spring 2011 the SLO Assessment Steering Committee incorporated many changes to increase participation in course SLO assessment, including a revision of the [SLO assessment templates](#) to make it easy to use. The revised template was incorporated into the annual Program Review document with the result that faculty reports of direct assessment reached 40 percent, and they were submitted more systematically as part of that process. By Fall 2011 the level of direct assessment had risen to 45 percent. As of December 2011, 83 percent of courses taught have had either direct or indirect assessment.

Since all faculty participate in the discipline-based, district-wide Comprehensive Instructional Program Review process within a four-year cycle and Annual Program Reviews, the Moreno Valley College faculty have engaged in formal and informal discussions within their discipline and/or department about using assessment to improve teaching and learning that resulted in the increasing number of assessed courses, as indicated above. Moreover, since the Moreno Valley College Assessment Committee (MVCAC) consists of the Faculty Assessment Coordinator and liaisons from the six College departments, these faculty liaisons regularly discuss assessment at their department meetings. The [Basic Skills Initiative Committee](#) discusses student learning in these courses as well, and they have developed projects to address problems most notably that of completing sequences of basic skills prerequisite courses in math and English. The English discipline proposed an acceleration academy that would train part-time instructors to teach ENG80, our accelerated English course. This project was funded by the Moreno Valley Basic Skills Initiative and it supports the mission of supporting student learning in the area of Basic Skills.

[Tutorial Services](#) is another body that addresses student learning issues, primarily for underrepresented student populations. Tutorial Services incorporates Policies, Procedures and Tutor Training Workshops to train all newly hired and re-hired tutors. [Master Tutor Training Workshops](#) are conducted at the beginning of each semester. By mirroring appropriate methods for organizing and presenting material in an academic support session, it allows the student tutors to experience for themselves the practices and strategies they will apply as future tutors. Tutors for subjects will be hired and trained by the Tutorial Services staff at the beginning of each semester. Effective tutors are welcomed and encouraged to return as tutors for additional semesters. The assessment measure includes results from pre- and post-tests.

## Standard III: Resources

### III.A: Human Resources

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The student tutor participation target rate is expected to be 80 percent demonstrated by the number of student tutors who completed the pre- and post-test.

The [CCSSE survey results](#) based on nationally developed questions, reported that students are satisfied with the student support service programs. However, student services staff were motivated to develop specific program satisfaction surveys to offer students the opportunity to assess their satisfaction of specific program services, office schedules, and customer services. Additionally, there was interest to conduct these student program surveys on a more frequent basis versus every two years.

The [STEM Center](#) uses also [Supplemental Instruction \(SI\)](#) to enhance student learning which is addressed in Standard II.C.

Many disciplines (such as English, mathematics, geography, administration of justice, and fire technology) are utilizing assessment projects and program review to develop teaching techniques adjusted to the needs of particular groups and even individual learners. For example, the English discipline meets regularly to discuss assessment of outcomes and common courses in an effort to increase student success rates and to align multiple sections of the same course taught by different instructors. English discipline members have involved faculty in writing and reading in their deliberations as they acknowledge the close relationships among those fields. The English faculty have developed the [English 80 course](#) that shortens the path to transfer-level English, which focuses on both reading and writing.

Similarly, the mathematics faculty at the College have worked collaboratively to develop a [common final exam for elementary algebra](#). During the 2011-2012 academic year, two Moreno Valley College mathematics faculty participated in the California Acceleration Project, sponsored by the California Community College Success Network. This project brought together eight colleges to design a pre-statistics course that would allow students to shorten their path to a transfer-level math course by as much as nine units (three courses). A new [Algebra for Statistics](#) course was offered in Spring 2012 in a pilot program. Sixty percent of the students enrolled in the class successfully completed it, far higher than the successful completion rate in all MVC developmental math courses. The course was offered again in Fall 2012. The goal of the mathematics course design, and of the plan for a similar course in English, is to shorten the remedial pipeline and eliminate exit points in the curriculum where many students are lost, thereby resulting in increased numbers of students completing transfer-level math and English. There is also a reading apprenticeship group that has been formed to look at reading across the curriculum.

The Dental Hygiene, Dental Assisting, Emergency Medical Services, and Fire Technology programs formed their [advisory committees](#) to provide an on-going platform for discussions of student learning.

The results of the assessment projects are implemented into teaching on multiple levels. Survey results are incorporated into the planning process for future events, such as workshops, and shared with the college community. In addition, in Spring 2010, a new

## Standard III: Resources

### III.A: Human Resources

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GESLO statement was added to the survey: “Understanding environmental issues and their importance to our society.”

[Faculty Development Workshops](#) that are being scheduled on a monthly basis are offered for FLEX credit. In addition, assessment coordinators also meet with instructors one-on-one to offer training, if needed. After each event, the coordinator conducts a survey of the participants. The ACCJC rubric for evaluating SLOs has been shared with faculty. In December 2011 the Faculty Assessment Coordinator and the Professional Development Coordinator held an “Assessment and Program Review Attack.” The event drew 15 eager members of the faculty who collaborated, discussed, and completed course-level assessments or updated their discipline Program Reviews. The results of this event were positive and several course assessments were completed. The Moreno Valley Assessment Committee is identifying specific SLO projects to be made into FLEX workshops to discuss specific learning issues that are relevant across disciplines.

The agenda for the Fall 2013 FLEX Program included two sessions oriented towards improving student learning. The first session entitled “Teachers in Action” contained workshops such as Writing to Learn, Reading in the Discipline: Think Aloud; The Affective Dimension: Cultivating Positive Habits of mind; and Keeping Up with Gen-Yers: Maximizing Learning with Technology. The second session entitled “Fostering Successful Learning” included Enhancing Learning Through the Student Services-Instruction Partnership; Connecting Counseling to the Classroom Experience; Researched Based Teaching; and How Can We Integrate the One Book into our Classes this Year? Read-Write-Share workshops. In addition, the institution recently offered a [workshop on teaching under-resourced students](#). Professional development towards development and assessment of SLOs using DE/CE modes of instruction includes use of SharePoint, Blackboard Learn workshops, and CurricUNET trainings.

SharePoint (SP) is used for communication and collaboration on assessment. The SP site serves as [MVCs Information Portal](#) and is available to everybody. Completed assessment reports and resource documents for assessment are posted to the [Moreno Valley Assessment Committee’s SP](#) site regularly. This site contains the Moreno Valley Assessment Committee Mission; Responsibilities of the Moreno Valley Assessment Committee; as well as all Assessment Projects that have been turned in. Faculty use the site to find models of best practices and to post their own reports.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

## Standard III: Resources

### III.A: Human Resources

#### III.A.1.d

**The institution upholds a written code of professional ethics for all of its personnel.**

#### Descriptive Summary:

A number of District policies and statements govern codes of conduct and ethical treatment of employees and students. [Board Policy and Administrative Procedure 2715](#) (Code of Ethics/Standards of Practice) are the Board of Trustees Standards of Good Practice to promote a healthy working relationship among its members and its chancellor. [BP 3050](#) (Institutional Code of Professional Ethics) defines expectations for faculty and staff in terms of ethical behavior.

The District Academic Senate established a Code of Ethics for faculty that was adapted from the American Association of University Professors (AAUP) Statement on Professional Ethics (1987) and from the California Teachers Association (CTA) Code of Ethics of the Education Profession (1968). Similarly, the RCCD Management Association provides the code of ethics for the management team. A variety of Board policies covering all employees deal with fair and ethical treatment of personnel and students.

The following Board policies and related administrative procedures bearing the same numbers, also apply:

- [Board Policy 2710](#) Conflict of Interest
- [Board Policy 2712](#) Conflict of Interest Code
- [Board Policy 3410](#) Nondiscrimination
- [Board Policy 3430](#) Prohibition of Harassment and Retaliation
- [Board Policy 3435](#) Handling Complaints of Unlawful Discrimination, Harassment or Retaliation
- [Board Policy 4030](#) Academic Freedom
- [Board Policy 5500](#) Standards of Student Conduct
- [Board Policy 7120](#) Administrative Procedure 7120 Recruitment and Hiring
- [Board Policy 7700](#) Whistleblower Protection.

The DHR office has offered [workshops](#) on various aspects of harassment, including sexual harassment, hostile workplace, and discrimination. Some are for FLEX credit for faculty, some are mandatory for all supervisory employees. Faculty and staff are, moreover, trained in ethics as part of their training before serving on hiring committees.

DEC has held [workshops](#) on Complaint Procedure; Faculty Recruitment and Retention Strategies; EEO and Interview Protocol; Sexual Harassment/Supervisory; Procedures for Handling Complaints of Unlawful Discrimination, Harassment, and Retaliation; and student presentations, training a total of 384 district members. The [improvement of instruction process](#)—governed by the [District/Faculty Association Agreement](#)—provides a way to address student grievances related to the faculty Code of Ethics. However, the agreement lacks provisions for grievances between faculty members. There have long been discussions in the District Academic Senate about whether the Academic Standards

## Standard III: Resources

### III.A: Human Resources

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subcommittee should take a role in ethics grievances between faculty members. The Senate Code of Ethics does not address this issue.

#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

#### III A.2

**The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes (program review/APC).**

#### Descriptive Summary:

##### Faculty

Moreno Valley College employs 77 full-time faculty, including one full-time librarian and eight full-time counselors. All full-time faculty meet or exceed minimum qualifications as determined by the State Chancellor's Office, or by a college-based equivalency committee, and are selected by a rigorous process described above in III.A.1.a.

Faculty hiring occurs in three modes: tenure track full-time, part-time, and temporary full-time. (For a detailed account of faculty hiring processes see III.A.1.a.) Tenure-track hiring processes are the most rigorous. All full-time faculty members hired into tenure-track positions will be hired in accordance to [AP7120c](#) which defines the means to determine the appropriate hiring of full-time faculty. Procedures for initial hiring of part-time faculty are less stringent. [AP7120d](#) outlines the process. Temporary full-time faculty are hired by a process that falls in between the full-time and part-time processes in its level of rigor. These faculty are typically hired in emergency situations, such as the sudden inability of a full-time faculty member to fulfill a teaching assignment. [AP7120e](#) outlines the process.

Program reviews allow constituencies at the College and in the District to compare full-time and part-time faculty loads, to assess the effect of loads on programs, and to determine rationally which new hires should be given the greatest priority. Through annual program review each discipline puts forth its requests for positions and has the opportunity to support its requests with statistical data and a narrative that takes into account the College's mission and goals. These requests are reviewed by departments, the Academic Planning Council, and the Academic Senate. Requests are then forwarded to the appropriate Strategic Planning

## **Standard III: Resources**

### **III.A: Human Resources**

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committees before review and action by the Moreno Valley College Strategic Planning Committee and, later, approval by the President's cabinet.

#### **Administration**

Moreno Valley College currently has the following ten full-time academic administrative positions:

- President
- Vice President of Academic Affairs
- Vice President of Student Services
- Dean of Instruction
- Dean of Technology and Instructional Support Services
- Dean of Career and Technical Education
- Dean of Student Services
- Associate Dean of Grants and College Support Programs
- Associate Dean, Public Safety Education and Training
- Director, Health Services

And ten classified management positions:

- Vice President Business Services
- Director, Facilities
- Director, Enrollment Services
- Director, Communication and Web Development
- Director, Student Financial Services
- Director, Middle College High School
- Director, Student Support Services Grant (75 percent)
- Outcome Assessment Specialist (50 percent)
- Assistant Manager Food Services
- Assistant Custodial Manager

#### **Support Staff**

Moreno Valley College currently employs approximately 69 full-time and 23 part-time support staff. They are hired in every program area of the College. Their help in keeping programs and services going is critical to the institution's successes in serving students' needs.

The determination of sufficient support staff is addressed in both the departmental program review and the administrative program review. In the departmental program review faculty asked to identify the number of full-time and part-time classified staff department employs and then to justify the need for more staff, if necessary. Both departmental and administrative program reviews rank needed positions and forward their program review requests through the respective vice president and then through the strategic planning process. (III.A.6 explains in further detail the process that links human resources planning with budget and institutional needs.)

## Standard III: Resources

### III.A: Human Resources

#### Self Evaluation:

The College meets this standard. Approximately 58 percent of classes are being taught by part-time faculty (associate faculty). A large portion of these classes are in career and technical education programs, specifically Administration of Justice (law enforcement) and Fire Technology. The associate faculty who teach in these programs are professionals in their fields who have specialized training, expertise and work experience that make them exceptionally prepared to teach these specialized classes.

Additionally, Moreno Valley College has committed to increasing the full-time to part-time ratio, partially accomplished by hiring an additional two full-time faculty members in the fall of 2013. It is noteworthy that the law enforcement and fire technology courses are taught by no full-time faculty. Taking their full-time teaching load from the total teaching load and adding the two full-time faculty members results in a ratio of 50 percent of classes taught by full-time faculty by the fall of 2013 (excluding ADJ and FIT).

Table 1: Teaching Loads

Fall 2012		Total Load	Percentage
Full-Time Teaching Load	68.899	163.0176	42%
Total ADJ Load		-16.6698	
Total FIT Load		-4.0757	
Total Load Taught by Full-Time Faculty Less ADJ and FIT	68.899	142.2721	48%

#### Actionable Improvement Plan:

As budget permits, the College will continue to increase the full-time to part-time faculty ratio and increase the number of staff and managers, hiring two full-time faculty and two additional staff (custodians) during the 2013-14 academic year.

#### III.A.3

**The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

#### III.A.3.a

**The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

#### Descriptive Summary:

Written policies ensuring fairness in all employment procedures can be found in [BP7120](#), and [Faculty](#) and [Classified](#) contracts. Mandatory EEO training before serving on a hiring committee and information about EEO on job postings convey this information. The

## Standard III: Resources

### III.A: Human Resources

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institution ensures that it administers its personnel policies and procedures consistently and equitably by following Board policy, providing training, and monitoring it through DEC.

#### **Descriptive Summary:**

Fairness in employment procedures for full-time faculty, classified and confidential staff, managers, and administrators covered by [BP 7120](#), Recruitment and Hiring, and [BP 3420](#), Equal Employment Opportunity. Faculty and staff working conditions are clearly defined by the contractual agreements between District and the Staff Association and the Faculty Association, respectively. BP 3430, Prohibition of Harassment and Retaliation, deals with complaint and grievance procedures, as does [BP 3410](#), Non-Discrimination. Board Policies [3725](#) and [6365](#) deal with webpage accessibility and accessibility of information technology in general. The DHR ensures that all hired faculty meet or exceed the minimum qualifications as defined by the [Minimum Qualifications for Faculty and Administrators in California Community College](#) and is responsible for the administration of and compliance with Board Policies and Administrative Procedures related to human resources. Moreno Valley College adheres to these policies and practices.

Diversity and Human Resources and the Office of Diversity, Equity and Compliance ensure that personnel policies and procedures are consistently and equitably administered. To publicize the policies and procedures [mandatory training](#) such as EEO training, non-discrimination and harassment training, and voluntary training such as workshops to educate classified staff who feel they are working outside of their job description on the process of [Classification Review](#) are offered many times each year and all Board Policies and Administrative Procedures are posted on the RCCD website for review by all employees of the College as well as the public.

To evaluate the effectiveness of our policies, procedures and training the office of Diversity, Equity and Compliance (DEC) conducts five year comparisons on the number and type of complaints filed as well as the number of new employees in monitored groups. The number of complaints has trended down for the last five year period. The data on complaints has also been used to develop additional targeted training such as additional sexual harassment training offered staff. This training is in addition to the mandated two-hour every two-year training for all managers.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

## Standard III: Resources

### III.A: Human Resources

#### III.A.3.b

**The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

#### **Descriptive Summary:**

An employee has one personnel file. All personnel files, held and managed by the District [Office of Diversity and Human Resources](#) (DHR), are secured from any unauthorized access and are kept under lock and key. All access to personnel files must be approved by the Director of Diversity and Human Resources or a designee. All files are handled by a human resources representative. Those who may be granted access to records are:

- human resources staff
- supervisors (who may only view documents that are necessary for business)
- law enforcement agencies (only for current or ex-employees applying to be a peace officer)
- courts (which can issue a subpoena for records).

DHR does not release personnel files to a third party unless there is a court order (subpoena) or a signed waiver from the employee. If a law enforcement agency requests information about a current or ex-employee who is applying to be a peace officer, Riverside Community College District must give the agency access to the personnel file. This is generally accompanied by a signed waiver from the employee. Employees have the right to inspect their own personnel records pursuant to Section 1198.5 of the Labor Code.

Access to personnel files for faculty is also covered in the Faculty Association Agreement, Article XII, and classified staff in the CSEA Agreement, Article XIII. All employees have the right to review their personnel files upon request. All files must be reviewed in the presence of human resources staff to maintain security and confidentiality.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### III.A.4

**The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

#### **Descriptive Summary:**

Moreno Valley College fosters an appreciation for diversity through training, workshops, and the work of the College's [Diversity committee](#).

## Standard III: Resources

### III.A: Human Resources

#### III.A.4.a

**The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

Moreno Valley College determines the kinds of support that personnel need through DEC demographic information, Diversity Committee, and Program Review. Programs and services that provide a range of services to serve a broad range of diverse personnel are designed through the diversity initiative, the Diversity committee, and the Faculty Development committee. These services include [training, workshops, presentations, FLEX workshops](#), and online information on the [4faculty.org](#) website. Evaluation of these services is done by the DEC through administration and analysis of a [diversity survey](#).

#### **Descriptive Summary:**

Moreno Valley College adheres to all District policies and procedures in maintaining practices that support diversity in personnel. The District [Diversity Initiative](#) reflects our commitment to maintaining an inclusive climate that is free of unlawful discrimination, harassment and retaliation. The College accepts that a pluralism of beliefs, opinions, and life experiences enhances the learning environment and the workplace.

Our efforts include:

- District wide [workshops](#) and online training on a variety of issues
- Opportunities [for professional growth](#)
- Inclusiveness and diversity [planning](#)
- [Equal Employment Opportunity program](#)
- [Investigating complaints of discrimination, harassment and retaliation](#)
- Maintaining a list of relevant reference materials.

As part of this Diversity Initiative, in 2009 Moreno Valley College established a [Diversity Committee](#). Committee membership is comprised of faculty, staff, administrators and students who meet monthly during the fall and spring semesters. The Mission Statement of this committee is:

*The Moreno Valley College community is committed to acknowledging, engaging, and empowering the distinctiveness of our diverse cultures through conscious practices. We are dedicated to fostering an inclusive and accessible institution that strives for a student body, faculty and staff which reflect the multicultural nature of the community we serve. We promote respect for and understanding of diversity in all aspects of a global society. We appreciate the interdependence of our humanity and the promotion of educational equity.*

The Diversity Committee's work has included:

- In 2009 sponsored a Student Essay Contest on the College-book, "Me Talk Pretty One Day," by David Sedaris. \$200-\$100-\$100 were awarded to top student essays regarding a time when the writer felt different from others. Essays were reviewed by Diversity Committee faculty members to identify issues that should be shared with employees to help improve college services and administration.

## Standard III: Resources

### III.A: Human Resources

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- Sponsored the presentation “[Understanding and Engaging Under-Resourced College Students](#)” by guest speaker Karla Krodel in May 2011 and April 2013.
- Sponsored a [Bocce tournament](#) and Special Olympics presentation in 2011.
- Arranged for guest speaker, Clara Knopfler, Holocaust survivor and author to speak on campus April 2011.
- Presented a Harvey Milk Day Celebration May 2011.
- Established an Allies program and website (details below).
- Sponsored the presentation, “[Americans by Heart: Undocumented Latino Students and the Promise of Higher Education](#),” by William Perez, Ph.D., Fall 2012.

In Spring 2011 Moreno Valley College adopted an [LGBT Ally program](#) to address concerns and possible barriers for LGBT members of the college community. The program is available to any interested participant – students, faculty or staff members. Allies attend a three-hour workshop that explores, educates, and stimulates discussion on some of the many intricacies of the Lesbian, Gay, Bisexual, and Transgender community. At the conclusion of the workshop, participants have the opportunity to become an official “ALLY,” and their names are published on a web page and they display a placard in their office as a visible sign of support and information resource. Flex (professional development) credit is offered to faculty who attend.

To evaluate the success of the workshops and training offered by the Diversity Equity and Compliance Office [post training evaluation forms](#) are given to attendees and the results are summarized and analyzed, and workshops and training are updated based on the evaluations.

As a follow up to a 2009 Diversity Climate Survey, in the fall of 2012 a comprehensive employee [Diversity Climate Survey](#) was conducted. The purpose of the survey was to identify and evaluate a baseline of attitudes and monitor any changes in attitude regarding diversity. Survey results will be used to make data-driven decisions when establishing priority areas for College diversity activities. The survey results will be published in Spring 2013. During Spring 2014 a student version of the Climate Survey will be conducted.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### **III.A.4.b**

**The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.**

## Standard III: Resources

### III.A: Human Resources

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#### **Descriptive Summary:**

A workforce analysis is conducted annually to determine the demographics (ethnicity, race, gender, and disabilities) of existing staff and to identify any possible bias in the screening and selection process, following guidelines established by the State Chancellor's Office and the Title 5 Education Code (Sec. 53004). This data is gathered and reported to the executive leadership at each college and is reviewed by Diversity and Human Resources administrations. Based on data reports the Office of Diversity, Equity and Compliance (DEC) makes appropriate recommendations to eliminate any discriminatory practices.

Positions are often advertised in diversity publications in order to increase the diversity of candidate pools. To track and analyze our employment equity record the DEC office also monitors applicant's demographics at several different steps in the recruitment process and if at any time during the recruitment process it appears that an inequity has occurred, the recruitment records are scrutinized and additional recruitment efforts are initiated as needed. This may include extending an application deadline or targeted advertising in one or more of the following publications:

- [DiverseEducation.com](http://DiverseEducation.com)
- [TribalCollegeJournal.org](http://TribalCollegeJournal.org)
- [AsiansinHigherEd.com](http://AsiansinHigherEd.com)
- [BlacksinHigherEd.com](http://BlacksinHigherEd.com)
- [HispanicsinHigherEd.com](http://HispanicsinHigherEd.com)
- [HispanicOutlook.com](http://HispanicOutlook.com)
- [LatinosinHigherEd.com](http://LatinosinHigherEd.com)
- [Asian-jobs.com](http://Asian-jobs.com)
- [Hispanic-jobs.com](http://Hispanic-jobs.com)

To enhance fair and equitable recruitment of employees, the District has implemented [an Equity Monitors program](#). The goal of the program is to have an Equity Monitor serve on each hiring committee. [Equity Monitors](#) must attend an awareness and skill building course that prepares them to help fellow screening committee members identify and address barriers to diversity and equity in the screening/interview process. Equity Monitors is a strategy to assure that due consideration to diversity and equity is maintained during the applicant screening process.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan**

None.

## Standard III: Resources

### III.A: Human Resources

#### III.A.4.c

**The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.**

#### **Descriptive Summary:**

Internal policies and procedures that are in accordance with labor law, education code, and bargaining unit agreements are in place for the fair treatment of employees and students. The District has policies that demonstrate its commitment to integrity in the treatment of students, management, faculty, and classified staff. Policies espouse the value of treating persons with equity, dignity, and respect. The principles and steps to take to correct mistreatment are emphasized in the following [policies and procedures](#):

- BP3420 District's Equal Employment Opportunity
- BP7100 Commitment to Diversity
- BP3050 and AP3050 Institutional Code of Professional Ethics
- BP3430 and AP3430 Prohibition of Harassment and Retaliation
- AP3435 Handling Complaints of Unlawful Discrimination, Harassment or Retaliation
- BP7120 Recruitment and Hiring
- AP3445 Handling Accommodations for Persons with Disabilities for non Classroom-Related Activities
- AP7233 Claims for Work Out of Classification
- BP7232 Classification Review
- BP7700 Whistleblower Protection
- AP 3445 Handling Accommodations for Persons with Disabilities for Non-Classroom Related Activities
- AP 3447 Reasonable Accommodation Process for Employment
- AP 3725 Establishing and Maintaining Web Page Accessibility
- AP 6365 Contracts – Accessibility of Information Technology
- BP and AP 3410 Non-discrimination

The Board of Trustees has adopted policies and procedures which assure staff and students of the District's compliance with nondiscriminatory regulations. The [catalog](#) (p. 193) refers to these policies and their importance. The Faculty Survival Guide includes information so that faculty can access Board policy information and other pertinent materials. The District and College mission statements are also included in this document (p. 2). The [Management Handbook](#) and [Student Equity Plan](#) both reinforce the values in integrity, equality, professionalism, and ethics.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

## Standard III: Resources

### III.A: Human Resources

#### III.A.5

**The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

#### III.A.5.a

**The institution plans professional development activities to meet the needs of its personnel.**

#### Descriptive Summary:

The College and District's commitment to professional development is evident by the wide variety of professional development opportunities available for personnel. Faculty participate in a minimum of 24 hours [of professional development per year](#). Faculty may choose from workshops offered at the College on a range of topics for improvement of teaching and learning such as program review, assessment, curriculum development, student learning outcomes, and distance education or they may attend workshops and conferences of their choice off campus. [Board Policy and Administrative Procedures 7160](#) encourage faculty, confidential and classified staff, and managers to continue their professional preparation through academic, scholarly, and professional endeavors.

All personnel are afforded the opportunity to apply to participate in the District's Leadership Academy. As described on the website <http://mvc.edu/lap/>, the core of RCCD's Leadership Academy Programs (LAP) is to build the most critical skills for success at each leader-level through a comprehensive development series centered on leadership fundamentals and skill building. RCCD initially implemented two distinct academies: 1) Introduction to Leadership, Leadership Academy I (LA I) - focusing on the new manager or those staff and/or faculty interested in pursuing leadership positions and career pathways; and 2) Transition to Leadership, Leadership Academy II (LA II) - a specialized skill development program designed for current managers, department chairs, administrators/executives, or employees and students with some leadership experience and/or training looking to improve, excel, and enhance their leadership skills. RCCD's Leadership Academy Programs are designed to better equip developing leaders to handle the tensions and ever-shifting dynamics of leading. Riverside Community College District will develop strong leaders from within its institutions through providing pathways of success for staff, faculty, management, and administration/executives. Since the Spring of 2011, Moreno Valley College has had 18 graduates of the Leadership Academy.

Full-time faculty may request professional growth credit and salary reclassification through the Professional Growth and Sabbatical Leave Committee (faculty handbook and contract). Classified and confidential employees may request professional growth credit and salary reclassification in accordance with Article XXIX of the [Agreement](#) between the Riverside Community College District and Riverside Community College Classified Employees, Chapter #535, an Affiliate of California School Employees Associates. All [managers who](#)

## Standard III: Resources

### III.A: Human Resources

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[obtain a doctoral degree](#) from an accredited institution are eligible to receive an additional two and one-half percent increase in their base pay.

As an institution of higher education, the Riverside Community College District will award to the faculty the ranks of Instructor, Assistant Professor, Associate Professor, Professor, Distinguished Professor for those individuals who earn these titles by meeting specific requirements as stated in [BP & AP 4000 Academic Rank](#). The highest rank of Distinguished Professor requires:

- Nominees must have held the rank of full professor at RCCD for a minimum of four years.
- Education: A degree from a regionally accredited institution that qualifies the applicant for placement on column H of the approved faculty salary schedule.
- Scholarship: Peer reviewed publications or creative activities (such as major gallery exhibits or performances), major patents, and/or other indicators of excellence in discipline-related activities.
- Exemplary service to the institution and/or the community for at least 20 years. This service level must well exceed what is contractually expected of a faculty member.

Academic rank changes are approved by the Professional Growth and Sabbatical Leave committee. Sabbatical leave is a leave of absence by the District not to exceed one academic year to provide the opportunity to prepare for improved services to the District. Sabbatical leave is part of the total professional growth program and should consist of study and/or research or return to industry or business for the purpose of improvement of an individual's contribution to the District.

Professional Improvement Leave is an opportunity for professional leaves (paid and unpaid) for the purpose of professional development as mentioned in the [CTA Contract](#).

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

Based on feedback provided from the various workshops and seminars provided to employees to identify professional development opportunities. Reestablish sabbaticals as funding allows.

#### **III.A.5.b**

**With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

## Standard III: Resources

### III.A: Human Resources

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#### Descriptive Summary:

Faculty who participate in professional development workshops are asked to complete satisfaction surveys. Likewise, workshops for classified staff include evaluation surveys. The surveys ask participants which parts of the workshop were of value to them and which were not. Surveys also encourage participants to reflect on how workshop materials can be helpful for student success and include space for participant's suggestions for improvement of the workshop. [Data and qualitative feedback are gathered](#) and used to plan future workshops.

#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

#### III.A.6

**Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

#### Descriptive Summary:

Human resources planning is part of the annual program review process and is integrated into the strategic planning model. Through program review, each discipline, administrative unit, and student services unit submits its requests for positions and supports those requests with statistical data and narrative that takes into account the College's [mission](#) and [goals](#). Requests are reviewed by departments, the Academic Planning Council, and the Academic Senate, and they are then forwarded through the respective vice president to the Strategic Planning committee and its appropriate subcommittees before approval by the President's cabinet.

#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

## Standard III: Resources

### III.A: Human Resources

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#### Evidence for Standard III.A

[2013 CCSSE; CCFSSSE surveys](#)  
[8-20-12 Pre-fall Dental Assist. Faculty Meeting; Fire Tech Dept. Meeting Minutes 01.11.13](#)  
[Acceleration Proposal, Moreno Valley College, ENG 80](#)  
[Administrative Procedure 7120a](#)  
[Administrative Procedure 7120b](#)  
[Administrative Procedure 7120c](#)  
[Administrative Procedure 7120d](#)  
[Administrative Procedure 7120e](#)  
[Agenda English 05.20.11; Minutes English discipline 3.28.13; Minutes English Discipline 12.02.11; Minutes English Discipline 06.01.12](#)  
[AGREEMENT between RIVERSIDE COMMUNITY COLLEGE DISTRICT and RIVERSIDE COMMUNITY COLLEGE DISTRICT FACULTY ASSOCIATION CCA/CTA/NEA](#)  
[Annual program reviews](#)  
[APC Minutes with Prioritized Hiring List for CIS/Business and Geography; Senate Minutes approving prioritized list; CIS/Business job announcement; Geography job announcement](#)  
[APC Minutes with Prioritized Hiring List for CIS/Business and Geography](#)  
[ARCC reports](#)  
[Article XI page 25 of CTA agreement](#)  
[Assessment Template](#)  
[Basic Skills Initiative Committee](#)  
[Board of Trustees Policies](#)  
[Board Policy 2710](#)  
[Board Policy 2712](#)  
[Board Policy 2715 and AP 2715](#)  
[Board Policy 3410](#)  
[Board Policy 3410](#)  
[Board Policy 3420](#)  
[Board Policy 3420](#)  
[Board Policy 3430](#)  
[Board Policy 3435](#)  
[Board Policy 3725](#)  
[Board Policy 4000, Administrative Procedure 4000](#)  
[Board Policy 4030](#)  
[Board Policy 5500](#)  
[Board Policy 6365](#)  
[Board Policy 7100 \(Commitment to Diversity\)](#)  
[Board Policy 7120, Administrative Procedure 7120: Recruitment and Hiring](#)  
[Board Policy 7121, Administrative Procedure 7121: President Recruitment and Hiring](#)  
[Board Policy 7150, Administrative Procedure 7150](#)  
[Board Policy 7155](#)  
[Board Policy 7160, Administrative Procedure 7160](#)  
[Board Policy 7232](#)

## Standard III: Resources

### III.A: Human Resources

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[Board Policy 7233](#)  
[Board Policy 7700](#)  
[CCSSE 2011, 2010](#)  
[CIS/Business job announcement](#)  
[Classification Review Workshop email](#)  
[Classified eval forms](#)  
[Classified probationary eval forms](#)  
[College catalog](#)  
[Common Math finals](#)  
[Comprehensive instructional program review MVC 2011](#)  
[Confidential-Classified Employees Handbook](#)  
[CSEA Agreement](#)  
[CTE graduate phone surveys](#)  
[CurricuNET](#)  
[DEC 2011-12 annual report](#)  
[DEC Workshop Schedule Fall 2012](#)  
[Difficult Conversations Eval Summary](#)  
[Diversity Climate Survey Report 2012](#)  
[Diversity Committee](#)  
[Diversity Committee bocce tournament](#)  
[Diversity Committee planning retreat meeting notes](#)  
[Diversity Initiative](#)  
[Electronic employment application process](#)  
[Equity Monitors Workbook](#)  
[Equity Monitors Workshop Materials](#)  
[Evidence CTA professional development required hours](#)  
[Example of COR-English 80; Example of COR-HLS1; Example of COR- MAT37; Example of COR – MUS4](#)  
[Faculty Development Committee](#)  
[Faculty Information Handout](#)  
[Fall DEC workshop calendar; job announcement EEO information; BP3420](#)  
[FLEX schedule 2010-2012](#)  
[General Education SLOs](#)  
[Geography job announcement](#)  
[Graduation Surveys](#)  
[Hiring process video presentation](#)  
[Improvement of Instruction website](#)  
[Integrated Strategic Plan, 2010-2015 \(Revised\)](#)  
[Invite to Krodel workshop and Karla Krodel materials](#)  
[JumpStart assessment](#)  
[LGBT Ally program](#)  
[Management Handbook](#)  
[Management Performance Guide](#)  
[Manager Annual Evaluation](#)  
[Manager Comprehensive Evaluation](#)

## Standard III: Resources

### III.A: Human Resources

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[Manager Comprehensive Peer Evaluation](#)  
[Manager Comprehensive Self-Evaluation](#)  
[Manager Eval Goals and Objectives](#)  
[Manager Evaluation Signature Form](#)  
[Master Tutor workshop](#)  
[Math 37 presentation](#)  
[Minimum Qualifications Handbook 2012-2014](#)  
[MOA for part-time faculty to conduct course SLO assessment](#)  
[Moreno Valley Assessment Committee's SP site](#)  
[MVC course SLO assessment projects](#)  
[MVC Fall 2013 FLEX Agenda](#)  
[MVC Goals](#)  
[MVC Mission Statement](#)  
[MVC CCSSE Key Findings 2010](#)  
[MVCs Information Portal](#)  
[Office of Diversity and Human Resources](#)  
[Office of Institutional Research and Assessment](#)  
[Open Forum for hiring information](#)  
[Professional development survey](#)  
[Request for course approval for professional growth](#)  
[Sample of syllabi CIS-1A, HES-1, MAT-65, MUS-19](#)  
[Senate Minutes approving prioritized list](#)  
[SLO assessment templates](#)  
[SLO surveys, Fall 2011](#)  
[STEM Center](#)  
[Strategic Planning Council Meeting minutes](#)  
[Student equity plan](#)  
[Student Services Satisfaction Surveys](#)  
[Transfer notice-Faculty](#)  
[Tutorial Services](#)  
[VP, Academic Affairs job announcement](#)  
[Will Perez American by Heart 10-30-12](#)  
[Yearly Complaint Processing Chart](#)

**Standard III: Resources**  
**III.B: Physical Resources**

**III.B. Physical Resources**

**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

**III.B.1**

**The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

**Descriptive Summary:**

Riverside Community College District (RCCD) is a three-college higher education system serving 1.4 million people living in Riverside County. RCCD is the seventh oldest community college district in California, and the fifth largest. RCCD colleges are located in the cities of Riverside, Moreno Valley, and Norco—the fastest growing areas in the county.

Moreno Valley College provides programs and service on its primary 132-acre site located at 16130 Lasselle Street, Moreno Valley, CA 92551, as well as on the Ben Clark Training Center satellite site on March Air Reserve property at 3423 Davis Avenue, Riverside, CA 92518.

Table 2: Space Allocation

<b>Buildings on Main Campus</b>	<b>Year Built</b>	<b>Assignable Square Feet</b>
Library	1991	16711
Student Services	1991	9190
Science/Technology	1991	11014
Lion's Den (cafeteria)	1991	1521
Renovated	2011	
Mechanical	1991	1350
Mechanical 2	1994	1350
Humanities	1995	33211
Bookstore	1999	2992
Administrative Annex	2002	1763
Multipurpose	2002	1380
Student Activities	2002	2527
Early Childhood Center	2004	5815
Parkside Complex Modulars	2009	19200
Dental Hygiene	2012	14378
SAS	2013	23508

## Standard III: Resources

### III.B: Physical Resources

Instructional rooms on the main campus comprise

- 52 classrooms
- 4 wet laboratories
- Physician Assistant Lab
- Writing and Reading Center
- Computer Science Laboratory
- Math Lab
- Multiple study centers
- STEM Center
- Dental Hygiene Clinic

#### Parking

Presently, MVC has a total of 1,156 spaces representing a ratio of 7 students per parking space. Should enrollment continue to increase or new buildings replace parking lots, additional parking will be needed.

Parking lots at the main site all comply with the Americans with Disabilities Act (ADA).

Table 3: Parking

Parking Category	Number of Spaces
Disabled	30
Metered	0
Reserved	12
Staff	124
Student	975
<b>Total</b>	<b>114</b>

#### Ben Clark Training Center (BCTC)

The Ben Clark Public Safety Training Center is a regional training site that provides basic and advanced training to public safety personnel. It is comprised of a partnership with Moreno Valley College, Riverside County Sheriff's Department, California Department of Forestry and Fire Protection, Riverside County Fire Department, and California Highway Patrol. Moreno Valley College at BCTC provides subject area and general education courses leading to certificates and degrees in public safety education and training, as well as emergency medical services.

Currently the academic programs generate approximately 1,000 FTES in [rented classroom space at the Center](#). Public safety programs also utilize the Scenario Village, simulation rooms, open fields, shooting range, and fire drill grounds for practice and scenario training. Administrative and program offices are housed in two locations at the facility, on Bundy Drive and on Davis Street. The Center has 50 classrooms, track, and a Student Assessment

## Standard III: Resources

### III.B: Physical Resources

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and Resource Center. BCTC received its Review from POST—its accreditation team visit—and received overall an exemplary commendation. The facilities were found to be sufficient and to support safe implementation of the programs. The POST Safety Policy provides extensive general facility guidelines for all law enforcement training conducted at our facility.

#### Safety and Sufficiency at Moreno Valley College

Moreno Valley College utilizes the following criteria to evaluate safety and sufficiency of its physical resources:

1. Safety standards provided by [CALOSHA](#) and [NIOSH](#)
2. Local Fire Ordinances
3. Peace Officer Standards and Training ([P.O.S.T.](#))
4. [Jeanne Clery Disclosure of Campus Security Policy](#) and Campus Crime Statistics Act
5. Crime Awareness and Campus Security Act (1990)
6. [California Megan's Law](#)
7. Criteria set out by academic discipline organizations (for example, safety protocols recommended by the [American Chemical Society](#) have been implemented in the Chemistry Lab but MVC does not meet recommendations for sufficient facilities)
8. Requirements by Accrediting Agencies for Programs
  - a. Fire Technology - [Accredited Regional Training Program](#) (ARTP) of the California State Fire Marshal's Office
  - b. Dental Hygiene and Dental Assisting must meet [ADA-COMDA requirements](#)
  - c. Physician Assistant
  - d. [Police Officer Handbook for Core - 6<sup>th</sup> Edition](#) and Adult Corrections Officer–Physical Tasks Training Manual. These manuals address safety, facilities, and equipment guidelines for training. In addition, we provide PC 832 certification, which mandates us to follow the guideline, establish by POST.
  - e. Emergency Medical Services at Ben Clark must meet [COAEMSP](#) requirements
9. Space Utilization Data (FUSION)
10. [Five Year Capital Plan](#)
11. Scheduled Maintenance Plan
12. [Annual Survey on Facility Sufficiency](#)
13. [Safety Committee Inspection Results](#)

#### Security Processes

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

The Moreno Valley campuses have a much lower crime rate than the surrounding community (314 incidents per 10,000 people in Moreno Valley during 2010 compared to 5 incidents [3 Motor Vehicle Thefts on Campus, 1 Drug Law Violation on Campus, and 1 Drug Law

## Standard III: Resources

### III.B: Physical Resources

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Violation on Public Property] per approximately 10,000 students during the same time period). This comparison is supported by the [College Safety Clery Report Statistics Summary](#), which indicates that the Moreno Valley College and satellite sites have a very low level of incidents compared to the surrounding community.

The District has established its own Peace Officer Standards and Training (P.O.S.T.) certified police department. Three sworn full-time police officers and five hourly community service officers (CSO's) provide coverage and are on duty 24-7 from Tuesday through Friday and 6 am to 10 pm on Monday and Saturday. Faculty and staff are directed to lock doors to secure equipment when they leave a room. Regular security tips and updates are forwarded through e-mail (via the mv-all list serve) to educate and inform personnel on their role in maintaining a secure environment.

#### **Safety of Facilities**

The safety of College properties is maintained through coordinated efforts among District and College safety and facilities personnel. Examples of these efforts include:

1. A safety inspection of the new Dental Facility in August 2012, carried out by the District Director of Risk Management.
2. In 2010, the College formed a [Safety Committee](#) to enhance the effort to be proactive in detecting possible safety issues.
3. The Director of Risk Management attends the [MVC Safety Committee](#) meetings on a quarterly basis.
4. The Director of Facilities takes weekly tours of the campus to identify areas of safety concern or lack of cleanliness. A pilot program has been started where faculty and staff are asked to e-mail cell phone photos of questionable facilities to help focus these inspections on problem areas.

College facility staff and management meet regularly to discuss safety issues and resources with regard to facilities. Members of the Safety Committee and/or Director of Facilities perform regular tours of the campus to identify areas of safety concern or lack of cleanliness; they will immediately address any problem areas by submitting work orders. They also follow up on these work orders to ensure work has been performed satisfactorily. In addition, the Director of Facilities performs regular "safety walks" with grounds and custodial crews to identify potential safety issues.

The District Risk Manager provides safety information to College personnel on many varied issues (i.e., waste disposal for laboratory personnel). This summer the District Risk Manager launched a new initiative to develop a comprehensive Security Master Plan. A task force inclusive of faculty and managers was created to guide the development of an outline for the Plan and will be the group responsible to develop the comprehensive Security Master Plan (SMP). The SMP will include the following components:

- RCCD Security Goals and Objectives
- Responsibilities and Accountabilities
- Plan Outsource Assignments and Cost Forecasts by Phase and Element

## Standard III: Resources

### III.B: Physical Resources

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Phase I of the SMP will include:

- Site Surveys and Premises Vulnerability Assessments: this will include assessment of exterior lighting, visibility profile, perimeter controls, vehicular and pedestrian traffic control, points of access, hazardous materials storage, panic alarm systems, and intrusion detection
- Information Technology Survey and Vulnerability Assessment: Camera System Operations Assessment, Mass Notification Procurement, Access Control Assessment, Alarm Monitoring Assessment
- Information Technology Integration/Compatibility/Support Assessment
- Crime Index Reporting
- Security Master Plan Consolidation Situation Report

Phase II of the SMP will include:

- A comprehensive review of Phase I outcomes
- Prioritization of all elements identified
- Deployment of personnel to implement non-cost security enhancements

Phase III will be devoted to develop a long-term security system program to ensure sustainability.

Realizing that there is a lack of safety personnel resources at the colleges, the Risk Manager recently updated the Chancellor's Executive Cabinet to demonstrate potential savings that could result from the employment of safety coordinators on each campus.

In 2009-10 the College replaced all emergency telephones as many were inoperable. The replacement emergency phones are connected to central police dispatch and can be used for mass notification.

To further ensure that the campus is a healthful environment, custodians now use green cleaners. The campus is undergoing a [transition in landscaping to sustainable](#), low water, native plants. This landscaping should require less pesticide and fertilizer use and be lower maintenance once it is fully in place. The process involves students through participation in planning, planting, and learning about the habitat benefits of planting native plants.

#### **Emergency Preparedness**

Communication of an emergency to the MVC community takes place through the emergency alarm system and the [Alert-U system](#). Alert-U is an opt-in emergency short messaging service developed for college and university communities where campus department managers send text messages to subscribers' mobile devices communicating critical campus updates. These messages are sent to students, staff and faculty in real time. Friends and family members are also able to subscribe to receive updates. Recent emergency situations demonstrated the deficiencies of an opt-in system. Consequently, the District Risk Manager in consultation with the Security Task Force recently received approval from the Chancellor to acquire a new opt-out emergency notification system.

## Standard III: Resources

### III.B: Physical Resources

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Building and Floor Captains have been assigned at MVC to provide trained leadership in case of an emergency. Many MVC personnel have participated in [emergency preparedness training programs](#) presented by the Emergency Planning and Preparedness Coordinator for RCCD. Thirty-one campus personnel have attended information [sessions on Active Shooter incidents](#). Eleven employees have trained on [disaster preparation with NIMS/SEMS/ICS](#). Seventy-one attended [Emergency Procedures for Classified Staff](#). Each October, College and District personnel participate in the State's emergency responsiveness [Shakeout](#) program.

#### Health

Health services and education are provided to the students of MVC. In 2010 the Health Center was moved from the Student Services building to facilities that provide greater square footage, a reception area, and more private examination areas. The College has been a smoke-free facility since the 2003-04 academic year. Informational presentations on quitting smoking, breast cancer awareness, substance abuse, and other topics are often given on the Lion's Den Patio or in the Student Activities Center. Health Services include flu vaccinations, mental health services, and treatment of minor injuries. The Health Center has also hosted a [fee-based health screening](#) for interested faculty and staff.

As an indicator of the safety of the campus population, [statistics extrapolated from the Electronic Medical Record for 12-31-12 to 12-31-13](#) by the Director of Health Services show 23 office visits for incidents (such as fainting, seizures, or low blood sugar – not usually tied to a campus safety issue) and 30 office visits for injuries. The injury number statistics include injuries sustained anywhere, so do not always reflect negatively on campus safety. Health Services is often the first call if a student or staff member is injured or experiencing a non-life-threatening illness. A [Crisis Intervention Committee](#) also functions through the Health Services facilities.

#### Food Service

The Lion's Den underwent renovation in 2011 yielding improved food service facilities and equipment that enable it to safely serve hot meals and preserve greater quantities of cold items (i.e., dairy). The renovation also created more indoor dining with an improved atmosphere.

#### Sufficiency of Facilities

When assessing needs for facilities and equipment, the departments prioritize program review evidence based on factors they determine (safety, number of students to be served, and pedagogical necessity). Room utilization data is reported, and [discipline faculty analyze this data in their program reviews](#) to demonstrate the sufficiency or insufficiency of lecture and lab facilities. [Resource 25](#) (an online scheduling tool) provides data for assessment of room usage outside of scheduled classes (for meetings, clubs, etc.). Program reviews by administrative units present evidence for spaces other than those used for classes when necessary. Development of possible rubrics for ranking facilities requests has been an

## Standard III: Resources

### III.B: Physical Resources

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ongoing process, which remains untested due to the California state budget crisis. It has been proposed that a series of simulations be carried out to test the effectiveness of our process so that we will be prepared when budget conditions improve.

The [Resource subcommittee](#) of the Strategic Planning Council reviews the evidence from the program reviews and makes recommendations to the Strategic Planning Council on sufficiency of facilities. The Strategic Planning Council also receives input from representatives from other advisory groups (i.e., [Physical](#), [Financial](#), [Technology](#)) on the recommendations. Recommendations are forwarded to the administrative team for consideration, where room utilization data is again examined.

The [Fire Technology program](#) at the Ben Clark Training facility has a unique relationship with the Riverside County Fire Department/CAL Fire. Through a formal facilities agreement with Riverside County Fire Department/CAL Fire, the fire technology program is able to provide a wide range of fire technology courses, including an accredited fire academy. Through the agreement, Riverside County Fire Department/CAL Fire provides classroom, laboratory, burn buildings, rescue tower, and props to meet program objectives. Additionally, a Title V grant that was awarded to the Moreno Valley College in 2009, and designated for the Fire Technology and Law Enforcement programs, has been instrumental in upgrading equipment and technology to improve the quality of instruction. Additionally, Perkins Funding is provided for CTE programs and the Fire Technology program has benefited from them greatly. Perkins-funded equipment has been instrumental in ensuring that student and faculty cadres have access to current and relevant equipment that mirrors industry standards. These funds in addition to annual equipment funds ensure that equipment supplies are sufficient to meet the objectives of the program, and that expendable supplies are easily replaced. Lastly, the Fire Technology program has evolved in its operations to be sustainable in the face of changing technology. Whereas once purchasing equipment was the standard, the department now uses rental agreements for personal protective equipment to ensure superior quality and fit for the students.

[Current instructional program review requests indicate a perceived lack of some facilities that will require major construction.](#) These requests occur in the areas of anatomy, biology, microbiology, and chemistry labs. Art, Business and Information Technology Systems (BITS), Guidance, Music, Kinesiology, and the PA program also have major facilities requests. Many of the program review room requests (English, ESL, Journalism, Guidance, Library, Math, Reading, and World Languages) can be addressed after completion of the Student Academic Services (SAS) building in Winter 2014, and the secondary effects that result at its completion. Some requests will require that budget be available to purchase new furniture, reconfigure existing space by moving counters, or providing Internet access.

While information provided by Program Review (PR) allows the College to respond timely from an operational basis, the PR also informs the Educational Plan (EP) that is being updated. Consequently, the updated EP will inform the facility plan (FP); both will result in an updated [Comprehensive Master Plan](#) (CMP), to be completed in Spring 2014.

## Standard III: Resources

### III.B: Physical Resources

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#### Current and Planned Facilities Construction

An update of all construction activity is given regularly to the [Physical Resources Advisory Group](#), [Resources subcommittee](#) and the Moreno Valley [Strategic Planning Council](#) as well as on our [website](#). Current and future construction projects under consideration include:

- **Student and Academic Services Building**  
This project was completed and occupied during Winter 2014. The facility provided new classrooms, tutoring areas, student assembly, instructional media center, food services, and administrative offices.
- **Physician Assistant Program Project**  
Upgrade of the P.A. classroom/lab is currently underway to address program accreditation requirements. The project is being funded by Measure C funds, a local bond initiative.
- **Network Operations Center**  
This project has been approved and is in final design. This project will consolidate all campus servers and will be the main hub for all data and voice for the College. Groundbreaking is expected by December 2013 and opening is projected for April 2014.
- **Library/Learning Center**  
This project has the highest priority ranking for the College. This much needed project currently has state approval but construction will not commence until the next state bond is approved, which is expected in 2014. Projected completion date is 2016. The Library Learning Center has been undergoing the planning process culminating in the [FPP proposal in April 2011](#). Substantial documentation of the process has been collected involving input from many MVC constituents.
- **Natural Science Building**  
This project also has one of the highest priority rankings for the College. Science Lab facilities are currently being planned starting with user group input that has been collected by a consultant. Lab and lab preparation square footage is currently inadequate to meet student demand (particularly in [Anatomy](#)) and limit the number of lab sections that the College can offer. Demand in Chemistry is also high and a complete program cannot be offered due to lack of suitable facilities for CHE 12AB, as documented in [Chemistry PRs](#). If approved, this project may be completed with Measure C bond funds or a combination of local and state bond funds. Final approval by the MVC Strategic Planning Committee and the RCCD Board of Trustees is anticipated in Fall 2013. If the project is approved and Measure C funds are utilized, the projected construction date may be as early as 2018.
- **Park Vista Parking Lot**  
Currently a temporary lot; this project will convert the lot to a permanent parking lot.
- **Center for Human Performance**  
This project will replace the current multipurpose room that is in a modular building and will provide additional instructional space to support kinesiology programs.

Moreno Valley College also allows use and access to its facilities by outside organizations, under the governing provisions of [Board Policy 6700](#).

## Standard III: Resources

### III.B: Physical Resources

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#### Self Evaluation:

The College meets this standard. Increased budget for adequate staffing, equipment purchases, and facilities improvements will be needed. Keeping our facilities clean and beautiful efficiently will be a continual process and goal. Safety and Security will require implementation of the Security Master Plan to protect our college community from violence.

#### Actionable Improvement Plan:

None

#### III.B.1.a

**The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

#### Descriptive Summary:

##### Planning

At Moreno Valley College, oversight of long-range facilities needs and planning is addressed through the strategic planning process. The data used for the process came from the [College Educational Plan and Facilities Plan](#), and will come in the future from the [Comprehensive Master Plan](#). Facilities needs are also determined by requests in [Annual Program Reviews](#). The Resource subcommittee weighs data such as weekly student contact hours (WSCH), FTES produced, program growth patterns, community needs and wishes, possible partnership opportunities, and budgetary impact. In this manner, data about the student population and its educational needs directly drive the facilities planning process.

The College has a planning process for building, which had been a District function prior to the College's initial accreditation in 2010. The recently completed planning and construction of the SAS building used the then infant Strategic Planning Process for the building design. Campus faculty, staff, students, and administration participated in planning with the District taking the primary role. The [Plan for Phase III Final Draft](#), dated: 10-26-04, shows the end result of the user group plans that fit the categories of types of space available at that time. Unfortunately a substantial delay took place between the planning and construction occurring during Spring 2013.

Unlike planning for the SAS building, which took place before the Accreditation of Moreno Valley Campus to Moreno Valley College, primary responsibility for planning new projects will now be with the College rather than the District. This should provide better alignment to the functions required to maximize their utility for our programs on future construction.

While facilities needs are identified in the Facilities Plan, occasionally changes need to

## Standard III: Resources

### III.B: Physical Resources

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be addressed outside of long-range planning. The Dental Health facility is an example. When the leaseholder informed the College that the lease would not be renewed on the March Education Center, the process had to take place over a seven-month window from planning to construction. To maintain program accreditation and viability, the College had to proceed very quickly to purchase modular units to accommodate the program; however, space requirements and site placement for the facility were ratified by the College's Strategic Planning Committee. Facilities Planning and Development staff and the Chancellor's Chief of Staff, in consultation with College personnel, coordinated this initiative.

The current process for planning facilities usage needs was put into place in 2006-2007, and starts with the current load ratios and availability of rooms but also considers that budget cuts have resulted in constriction of some courses being offered less often than student demand would require. This process for identifying needs for physical space and services involves the following steps:

- Faculty, staff, and administrators identify a need and report it in Program Review
- Departments rank the needs, supported by program review documentation
- Chairs bring department requests to the appropriate dean at meetings of the Academic Planning Council, and administrative units forward these requests through program review to the respective vice presidents
- Deans bring facilities proposals from the Academic Planning Council or other non-instructional program reviews to the Strategic Planning Committee which:
  - Refers the proposals to the Resources subcommittee for a recommendation
  - Votes on the subcommittee's recommendation
  - Includes information provided by administrators, staff, faculty, and students
- The Strategic Planning Committee forwards its recommendations to the President's Cabinet for consideration and approval, the results of which are communicated to the college community

At Moreno Valley College, oversight of long-range facilities needs and planning is addressed through the [Comprehensive Master Plan](#).

The College assesses facility utilization annually using the FUSION database. This data is used to demonstrate the need for new construction or facility modernization. Additionally, facility space requirements are identified in the Facility Master Plan that is informed by the annual and comprehensive program review process. Projects identified can be submitted for state funding and/or funded locally. [The College's Five Year Capital Plan](#) is prepared by District and College staff, referred to the Physical Resources Advisory Group of the Resources subcommittee of the Strategic Planning Committee. Additionally, the Plan is reviewed and presented for action by the Board of Trustees.

Programs with outside accreditation agencies, mainly in the health sciences, have specific facilities requirements as part of the program accreditation standards.

- Physician's Assistant Program
- Dental Hygiene and Dental Assisting must meet ADA-COMDA requirements
- Emergency Medical Services at Ben Clark must meet COAEMSP requirements

## Standard III: Resources

### III.B: Physical Resources

**This process for identifying needs for physical space and services involves the following steps:**

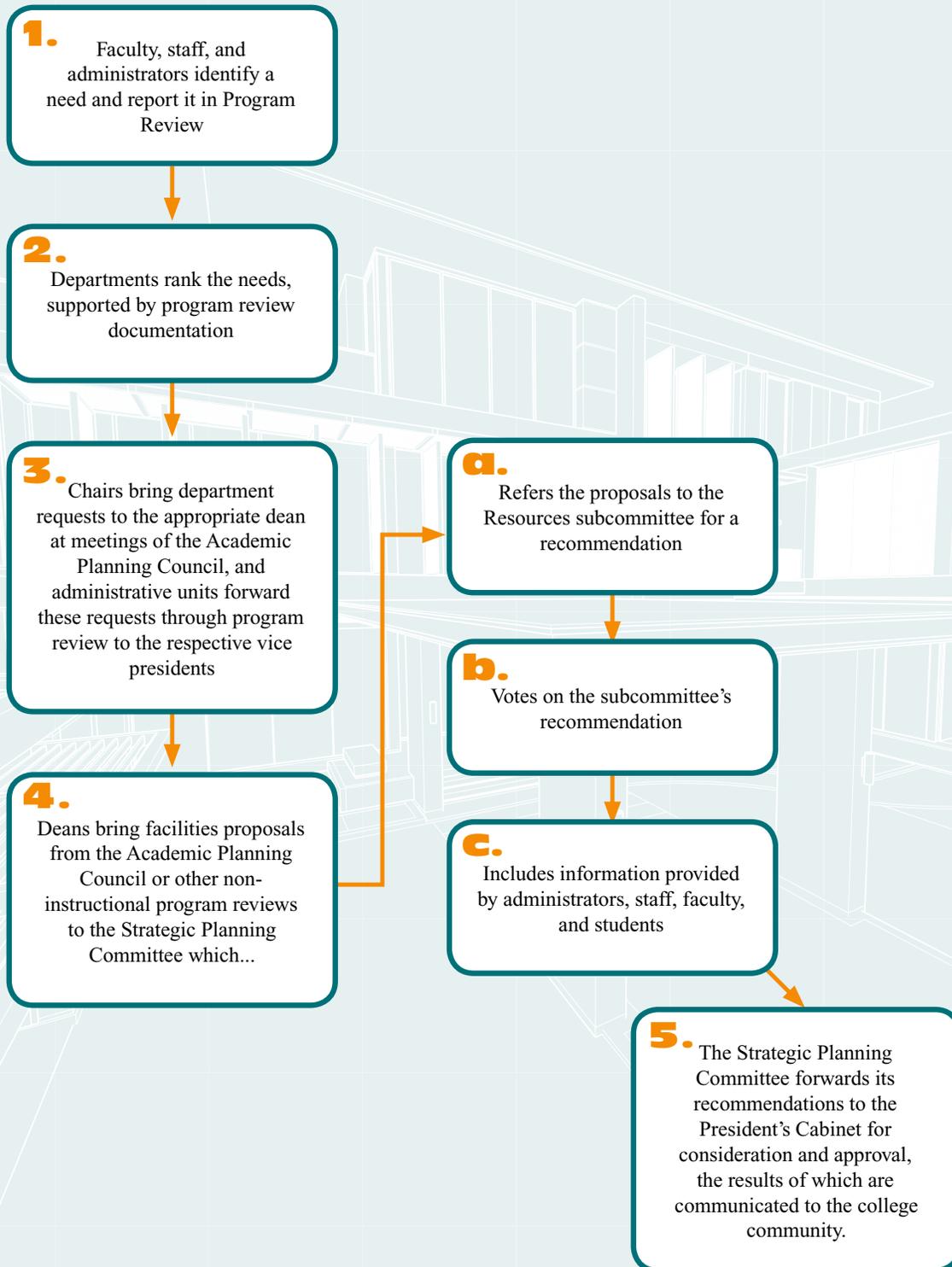


Figure 1

## Standard III: Resources

### III.B: Physical Resources

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- Fire Technology at Ben Clark Accredited Regional Training Program (ARTP) of the California State Fire Marshal's Office

#### Construction Management

Current [construction project updates](#) are communicated to the College via the College's website. When planning has been completed and a project is being considered for approval, a group of faculty, staff, and administrators meets to begin to plan the space with consultants and architects. Bimonthly construction meetings take place on the first and third Wednesday of each month (in 2012/2013 terms this was mainly focused on construction to meet ADA compliance). Additional meetings are held for specific facilities as well (for example, the NOC).

According to the Director of Construction for RCCD, we can have two inspectors on each project. One inspector verifies that the contractors are following the design plans and installing the items per code. The other inspector is called a "specialty inspector" who is in charge of testing metals, checking the ground compaction and other related items.

Prior to starting construction projects for MVC, the architect takes the plans to the local fire authority to get the plans signed off so they can proceed to Division of State Architect (DSA). Once DSA verifies that all of the plans meet all of the current codes, they stamp the plans with the DSA approval number, and are returned to the architect/District to start bidding.

The Department of Construction spends a lot of time at MVC making sure the project is being built per plans, and making sure there are no safety issues or concerns for staff once the project is completed. We provide additional training with MVC Facilities staff so they understand the new equipment that was installed and how to maintain and operate this equipment. Construction Management (CM) may be hired to help oversee all of the contractors on large construction projects.

#### Maintenance

The Facilities department is staffed by the following positions:

- Director of Facilities
- Assistant custodial manager
- 8 custodians
- 5 student workers for cleaning
- 3.5 grounds staff (one on long-term work release)
- 2 maintenance workers
- Weekend work release crew who assist with grounds maintenance

In 2012 the MVC [Facilities Customer Satisfaction survey](#) had 45 respondents. The survey results indicate a high level of dissatisfaction with the level of cleaning, stocking, and grounds care. In response to this survey a more efficient plan for cleaning is being developed and a new grounds plan converting to lower maintenance, low water, native plants will begin during Spring 2013. Training of custodial and grounds staff will also be ongoing to assist

## Standard III: Resources

### III.B: Physical Resources

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them in the transition. Maintenance has been satisfactory except in a few cases where the repair replacement has been very costly (i.e., PE floor, Autoclave, Lab Ventilation) where a timely solution was not within immediate budget plans or may require construction of new facilities.

Facilities and management directors meet regularly to discuss safety issues and resources with regard to facilities. Starting in 2010, a [Safety Committee](#) was formed. Members of the Committee and/or Director of Facilities will perform tours of the campus to identify areas of safety concern or lack of cleanliness; they will immediately address any problem areas by submitting work orders. They also follow up on these work orders to ensure work has been performed satisfactorily. In addition, the Director of Facilities performs regular “safety walks” with his grounds and custodial crews to identify potential safety issues. The District Risk Manager annually visits the College to provide safety education to Facilities personnel.

The College’s Maintenance and Operations department is responsible for the provision and maintenance of facilities and physical resources that support programs and services offered at Moreno Valley College and off-site facilities. The college community submits work orders for repairs and facilities needs through Footprints, a computer program on the District server or through email request to the department. The department prioritizes and responds to the work orders according to the date received and the urgency of the need. Once a work order is received, it is assigned to the appropriate Facilities personnel. The originator will receive an electronic notification of receipt of the work order (open work order), a notification the work order has been assigned (pending), and verification that it has been addressed (closed). Facility managers are able to scan reports for outstanding work orders to ensure timely completion of work order requests.

The College’s Facilities department develops an annual five-year scheduled maintenance plan and process for all the buildings it oversees at all College locations. The process includes inspections of air conditioners, boilers, fire alarms, and fire extinguishers. Large high cost needs, replacement of systems, or unexpected needs require review through the planning process. Lack of funds due to the California state budget crisis has not delayed scheduled maintenance projects as local bond funds are used to backfill the loss of state funding. During 2012-13, the College upgraded its central HVAC system and replaced all irrigation controllers; both projects will reduce utility cost. During 2013-14, scheduled maintenance projects will include the replacement of exterior light poles, interior and exterior painting, interior flooring, and replace drinking fountains with ADA compliant ones.

#### Equipment

College units are responsible for the assessment, maintenance and replacement of equipment that supports the respective discipline or non-teaching unit. Requests for replacement or additional equipment are initiated via the unit annual program review. The appropriate group, e.g., planning council or committee, evaluates against the applicable SLOs, SAOs and College goals and ranks all resource requests. Planning documents such as the [educational and facilities master plan](#), and the [technology plan](#) are considered during the evaluation

## Standard III: Resources

### III.B: Physical Resources

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and ranking process. When applicable, the College vice presidents receive ranked requests, assessed available funds, if any, and provide a resource allocation recommendation to the President.

Operating budget contraction in recent years has had a negative impact on the institution's ability to respond sufficiently to equipment acquisition; however, the use of one-time budget savings and grant funds resulted in replacement of presentation technology in classrooms, classroom furniture replacement, and significant acquisition of equipment to support STEM grant objectives. The 2013-14 unrestricted budget provided approximately \$400,000 of one-time budget that may be used to support equipment acquisition. Additionally, equipment needed to support personnel and functions in new or renovation buildings is included as a component of the capital project. For instance, the new Student and Academic Services Building project will provide approximately \$2 million for equipment acquisition.

Presently, as part of the [Comprehensive Master Plan](#) renewal, an assessment of instructional technology is underway. Wavelink, Inc., a premier educational technology consulting firm, is working with the College to complete the assessment and will provide specific recommendations to improve the delivery and support of instructional technology. Initial reports indicate a need for substantial improvements in Phases I and II classrooms presentation technology.

At the BCTC, classrooms and equipment are provided pursuant to the [Facility Use Agreement](#) and are consistent with or exceed equipment found on the main campus. Classrooms generally contain a computer for the instructor, LCD projector, and an overhead projector. Students also have access to public safety vehicles such as fire engines and police cars as part of their instructional program.

The College provides other program-specific equipment, such as mannequins and simulators for the EMS program, and turnout gear, respirators and helmets for the Fire Technology program. Various external grants, including Perkins, FIPSE, and Title V: Answering the Call, have funded fitness equipment, safety equipment and weaponry for the various Public Safety and Education programs.

#### **Self Evaluation:**

The College meets this standard. The College takes appropriate actions to provide a safe environment for teaching and learning. Scheduled maintenance projects are funded and completed each year to insure an adequate teaching and learning environment. Annual and comprehensive program reviews inform the educational and facility master plans, which support the annual Five Year Capital Plan for major building construction and modernization projects. Equipment requirements are articulated through the annual program review process, evaluated using SLOs, SAOs, College Goals, and various strategic planning documents as input. The College has various sources of funds to support equipment acquisition.

## Standard III: Resources

### III.B: Physical Resources

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#### Actionable Improvement Plan

None.

#### III.B.1.b

**The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

#### Descriptive Summary:

##### Facility Access

The District updated the ADA Transition Plan in 2012. It is typically accessed through a database. The ADA Coordinator for the District works with the Facilities, Planning and Development department to keep the plan updated. Updates are reported to the College VPs of Business Services for implementation. The ADA compliance construction project began Fall 2012 to improve access at MVC, and has been completed. The work impacted restrooms in several buildings, fire strobes, and path of travel. Some additional work was done in classrooms; for example, addition of an aisle in HUM 129.

Riverside Transit Authority (RTA) schedules two routes, 18 and 20, serving Moreno Valley College ([www.RiversideTransit.com](http://www.RiversideTransit.com)) with stops along the main access routes to the campus. Route 27 runs along Van Buren adjacent to BCTC, but it is a significant walk to the buildings from the bus stop.

Access to MVC facilities is assured through the following mechanisms:

- Partnership with the city of Moreno Valley to provide access via road, bicycle lanes, sidewalks, and pedestrian crosswalks.
- Coordination with RTA on bus stops, schedules, and special rate programs for students.
- Accessible parking for disabled students, faculty, and staff.
- Room access via keys provided to all full-time and part-time faculty through the Dean of Instruction office on request as available or opened by College personnel as arranged.
- College-employed police officers that monitor and maintain safe access when the College facilities are scheduled for use.

##### Safety and Security

Over the last three years, Moreno Valley College has worked to enhance its emergency preparedness by collaborating with the District on several projects:

- **Emergency phone system.** Emergency phones are located throughout the MVC campus and are marked on the maps; pushing one button activates the system. The

## Standard III: Resources

### III.B: Physical Resources

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pushbutton connects immediately with RCCD College Safety and Police Dispatch, headquartered in Riverside.

- **Community emergency response team.** Moreno Valley College has encouraged its employees to become trained in Community Emergency Response Team procedures. Currently, MVC has ten trained CERT members, who can respond during a disaster using the skills learned in the training: Fire suppression, Search and Rescue, Triage, First Aid, Cribbing and Leveraging, and other critical expertise for supporting the College during an emergency.
- **Building and floor captains.** The District has developed a Building and Floor Captain program, and MVC has designated captains for each building on campus and at annex facilities. Building and Floor Captains have been trained and are responsible for the safety of individuals and property in their assigned areas. Each Captain manages evacuations, sheltering-in-place, and lockdowns. Captains will check assigned areas, and coordinate emergency operations with Incident Commander or manager as necessary. They also conduct assessments of their building and educate others in emergency procedures.
- **Purchase of evacuation chairs.** In order to provide equal access to emergency evacuation for individuals with access and functional needs, the District purchased Stryker Evacuation Chairs for each building at MVC with one or more floors with no ground access. The chairs were installed in the buildings during Spring term 2013. Several MVC employees have been trained to use the chairs and train others in use.
- **Other trainings.** MVC employees continue to attend training provided by the District, including, but not limited to: Active Shooter for Campus Personnel, SEMS/NIMS/ICS (Standardized Emergency Management System/National Incident Management System/ Incident Command System), and Emergency Procedures for Classified Staff.
- **Assessments.** MVC departments engage in improving their own safety and security awareness by conducting safety and security assessments of their buildings. The Building and Floor Captains, the Safety Committee, and the District Emergency Planning and Preparedness Coordinator conduct these. An example of assessment and readiness is the College's participation in the annual statewide Great Shakeout exercise that takes place each October.

#### Healthful Learning and Work Environment

In general, MVC is a safe place to learn and work. There are seven pending California Workers' Compensation Claims over the past several years. Very few incidents of injuries have been reported. MVC is intended to be a smoke-free facility. No smoking signs are posted around campus and our Health Services offer education on and assistance with quitting smoking. Efforts have been made by the Facilities department to use safer cleaning products and methods and reduce pesticide use. Material Safety Data Sheets are available to all staff for all products in the Director of Facilities office.

Lease agreements document the conditions required for off-site facilities. When facilities do not meet all standards and expectations, then a new provider is found. An example was a change to Fitness 19 when 24 Hour Fitness facilities did not meet our needs.

## Standard III: Resources

### III.B: Physical Resources

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#### Self Evaluation:

The College meets this standard.

In the [May 2011 Substantive Change Report](#), there are three recommendations with regards to construction and maintenance:

- Security with video at perimeter to access control and intrusion detection at the interior.
- Repair emergency phones using IP voice and fiber optics for external emergency phone monuments.
- Upgrade links between District Command Center and MVC satellite station.

During 2011-12 all of the emergency phones in parking areas were replaced with upgraded units. Each phone is connected to central dispatch that allows for direct communication.

When calling police dispatch for emergencies, difficulties arise with members of the MVC community being unaware that District dispatch is not a local entity. Callers need to identify the campus and specific location to the dispatcher. Dispatchers need better training to be familiar with locations on all sites that they serve. To address this shortcoming the District implemented a technical upgrade that informs the off-site dispatch (CSUSB) of the precise location of the caller or alarm activation.

An area for concern with respect to a healthy environment is with the lab sciences. Ventilation issues have been ongoing for the chemistry, microbiology, and anatomy labs and stockroom areas. This is a particular concern for lab tech staff since their office workspace is currently located within the laboratory preparation space. There has been as much improvement in the existing lab ventilation situation as possible, but labs were not designed to accommodate the level of usage that they currently experience and there is inadequate square footage for lab support. Plans for the construction of a new lab facility have taken into account the current ventilation and level of use problems and these issues will be resolved with the new construction. Additionally, during the Spring 2013 the autoclave ventilation system was replaced with an upgraded system that meets current code. Staff reported that previously ventilation issues have been fully resolved.

1. The facility master plan upgrade will include a transportation study need to determine trends in commuting patterns for planning purposes. Carpooling needs to be encouraged and organized to reduce need for additional parking, particularly during the first week of each term when the number of vehicles soars. MVC needs to develop a comprehensive transportation plan to support growth of facilities.
2. Improvement in safety and security equipment on campus and in connections to the District as budget allows. This should include improved equipment in preparation for a lockdown situation. Improved training for dispatchers so that they can better recognize oral descriptions of locations on sites served (perhaps to include site visits).
3. Safe and sufficient laboratory science space is being planned and will be constructed as soon as feasible.

## Standard III: Resources

### III.B: Physical Resources

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#### Actionable Improvement Plan:

None.

#### III.B.2

**To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

#### Descriptive Summary:

College specific room utilization data is provided via an online reservation system, [Resource 25 \(R25\)](#). Series25, a.k.a. R25, is a complete set of advanced tools for optimizing classroom and event scheduling, space and resource management, web publishing, and inventory management as well as master planning and reporting. Riverside Community College District owns the following Series25 programs.

1. R25 Webviewer – This application allows users to view events, locations and resources; schedule events and assign locations and resources to them; and check location and resource availability through the Web.
2. R25 Client – Desktop management of the classroom and event scheduling with system administration of the database.
3. R25 SIS Interface with Colleague – Enables the bi-directional flow of course data between Colleague (Student Information System) and R25 for ongoing space management and academic scheduling integration.

R25 is accessed by instructional and facility utilization staff. Information is also uploaded onto the State Chancellor's database (known as FUSION). The data in FUSION is used to determine the College's eligibility for additional buildings. The College uses R25 data as well as the FUSION data to make scheduling decisions as well as to monitor when to heat/cool buildings. In addition, R25 is utilized to assign rooms for both classes and special events.

Room utilization is assessed each semester and also as an ongoing process throughout each semester. The academic deans review room usage data each semester and intersession. These data are used to calculate load ratios and to identify trends that will allow the College to maximize room usage. A space utilization report provided by the District is done annually and can be accessed as needed for use in determining current usage as well as future needs.

Assignment of rooms and assessment of physical resources/equipment in each room for classroom instruction is done by the Instructional Office. Each semester classrooms are checked for seating, equipment, and state of repair. Each classroom has a standard configuration of desks, audio/visual equipment, and other standard equipment such as pencil sharpeners, teaching stations, whiteboards, and screens. If any classroom needs additional equipment or equipment repair, a work order is submitted to the Facilities department. Faculty may also request equipment changes or repairs by submitting work orders at any time

## Standard III: Resources

### III.B: Physical Resources

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throughout the year as needed. Special needs for specific courses have been noted and those courses are assigned to classrooms that have been equipped to handle those specific needs.

The [Instructional Media Center](#) also provides a set of standard audio/visual equipment for each classroom as well as an instructional computer and projector. A [survey](#) is sent out each year to assess the needs for A/V equipment in the classrooms. In addition, the [IMC tracks LCD lamp hours and classroom equipment requests](#). The lamp hours are noted and recorded between three and five times per year. The IMC then analyzes trends within the equipment request system. For example, requests for document cameras and speakers have increased over the last two years. These items were included in the IMC upgrades that were turned into the District IT Audit committee and will also be requested through the Program Review process. Faculty may also request additional equipment by filling out a form and submitting it to the IMC. Once a request is completed, the IMC makes sure that the classroom has the necessary equipment at the designated instruction time. It is the goal of the IMC to begin presenting the results of their survey to the Technology committee once annually. Up until this time, the IMC has been recording and utilizing the results without forwarding the data to the appropriate advisory group.

[Annual Program Reviews](#) are utilized yearly by the appropriate managers and administrators to check for new requests and to verify adequacy of current facility usage. Through the annual program review process faculty, disciplines, departments, programs, and service units identify needs regarding equipment, facilities, space, support staff, and services and supplies. The Annual Program Reviews are read and needs are prioritized utilizing rubrics. These prioritized lists are then forwarded to the appropriate advisory group, the Resource subcommittee or other appropriate committee as needed for input and eventually forwarded to the Strategic Planning Committee for approval. In addition, [Comprehensive Instructional Program Reviews](#) specify long-term goals and needs for facilities. These comprehensive documents are submitted and reviewed on a four-year rotating schedule. The comprehensive documents are utilized for strategic planning and for revisions in the [Comprehensive Master Plan](#).

The [Physical Resources Advisory Group](#) via the Resources subcommittee of the Moreno Valley Strategic Planning Committee has the responsibility to ensure that facilities planning is integrated with the [Comprehensive Master Plan](#). This master plan is in the process of being updated and revised. An outside consultant firm, HMC, was selected by a committee composed of College, District, and community members to update both the [MVC Educational Master Plan and the MVC Facility Master Plan](#). A thorough assessment of College needs will be conducted by this consultant for use in constructing the updated Master Plans. The initial draft of the Master Plans is expected to be completed by fall of 2013 with final approval by the BOT in December of 2013. The Physical Resources Advisory Group will play an important role in development and vetting of the new plan and College committees will be involved in the process from beginning to end. Once completed, the Master Plan will fulfill Goal 7/Strategy 1 of the [Integrated Strategic Plan and College Goals](#) to “Update the Educational and Facilities Master Plan 2007 and align it with the Integrated Strategic Plan 2010-2015 and College Goals to reflect current MVC priorities.”

## Standard III: Resources

### III.B: Physical Resources

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#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

#### III.B.2.a

**Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

#### Descriptive Summary:

The District submits an updated annual [Five Year Capital Plan](#) to the California Community College Chancellor's Office on behalf of the colleges each year. The substance of the report is determined at the college level with input by District staff and District consultant(s). A 2015-2019 Five-Year Capital Construction Plan was approved by the Board of Trustees at the June 19, 2013 meeting. The plan includes initial project proposals and final project proposals.

Since Moreno Valley College has been accredited as an individual college within the District, the College has taken on the role of creating its own Master Plan and utilizing that plan for input to the Five-Year Capital Construction Plan. An updated Capital Construction Plan has been created utilizing the program review and long-term facility planning process, described in detail in Standard I.B.3. All construction proposals and projects have been prioritized through program review, revised and reviewed regularly by the appropriate advisory groups of the Resource subcommittee (Technology, Finance, Physical Resources, and Human Resources), and sent through the strategic planning process for approval.

The [MVC Integrated Strategic Plan \(ISP\) 2010-2015 \(Revised\)](#) contains four strategies for achieving the College goal that relates to facilities development:

1. Update the Educational and Facilities Master Plan and align it with the Integrated Strategic Plan 2010-2015 and "College Goals" to reflect current MVC priorities and funding levels.
2. Implement strategies to insure that Student Academic Services and other current projects are completed on time, on budget, and address the most pressing needs for space in the College.
3. Adopt policies for design, material, and signage that are standardized and develop a timeline for implementation.
4. Develop a plan for upgrading facilities to comply with the Americans with Disabilities Act (ADA) and for implementing upgrades to the utilities infrastructure.

## Standard III: Resources

### III.B: Physical Resources

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#### Capital Planning Process

The need for additional instructional facilities is first identified in daily operations, from the scheduling of classes to the enrollment process which sometimes ends in long wait lists for specific types of classes; e.g., anatomy and physiology. These issues are discussed by the campus community in the various strategic planning committees, and documented through the program review process. Further discussion, research, surveys, and evaluation are conducted during the development of the College's [educational and facilities plan](#), which is a guide for future campus development.

The College prioritizes its projects and works with Facilities Planning and Development (FDP), a District unit, to incorporate the College's building priorities into the District's [Five-Year Capital Construction Plan](#). In consultation with College administration, FDP develops and submits the Initial Project Proposal (IPP) to the Department of State Architects (DSA.) After the IPP is approved by DSA, FDP works with a user group that is established by College administration and comprised of students, faculty, staff, and administrators to identify the specifics of the building based on intended instructional use, projected FTES, and the functional needs of the users.

One example of this process is Moreno Valley College's need for a Natural Sciences building. Conversations regarding the need for additional anatomy and physiology labs are documented with the Physical Resources Committee and Resources subcommittee as early as 2007. [Program review documents](#) between 2007 and 2012 documented the need. The first approach to a remedy, as discussed in the Resources subcommittee, was a remodel of the existing lab space to correct some safety issues and to create additional wet labs. After more discussion and research, it was determined that this solution was temporary at best, and that the College needed to begin planning for a state-of-the-art comprehensive science building. In 2011-2012, with the approval of the Resources Subcommittee, the District's construction consultant began working with science faculty to determine what the campus needed. Several meetings took place, and the culminating product was brought before the Physical Resources Advisory Group, Resources subcommittee, and MVC Strategic Planning Committee. The project was added to the District's Five-Year Capital Construction Plan that was approved by the Board in May 2013, and an IPP was submitted to the System Office in June 2013.

Presently, the College is updating its Educational, Facility, and Technology plans to provide a revised Comprehensive Master Plan. The planning and implementation of capital construction whether funded by state and/or local resources are driven by the long-term plans. The College has approximately \$30 million in Measure C funds that will be leveraged with state bond funds to implement the Facility Plan. There is a District Measure C Oversight Committee that meets quarterly to monitor the usage of Measure C bond funds. Additionally, there is an [annual independent audit report of the District's Measure C General Obligation Bond Funds](#).

## **Standard III: Resources**

### **III.B: Physical Resources**

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#### **Total Cost of Ownership**

Total cost of ownership is determined for each new construction project by the Vice President of Business Services. A request for personnel, supplies, services, and utilities is then submitted to the District. When calculating the total cost of ownership, the VPBS and College utilize the M&O Personnel Standards as a guide to determine the amount needed for personnel. The TCO for supplies and services is based upon the type and size of the building and the equipment need for that specific venue (i.e., the science building will require equipment, fume hoods, etc. that another building may not need).

For instance, anticipating completion of construction, the College received a permanent increase in its base budget of \$120,000 to support the operations of the new Network Operating Center. Similarly, the College received \$240,000 to support the new Student and Academic Services Building. Additionally, the College dedicated \$2.1M of its Measure C allocation to supplement state funds for equipment acquisition.

As another example, the equipment, teaching area specialty needs, ventilation requirements, lab preparation areas and specimen/equipment storage areas were all taken into account when determining the cost per square foot for the proposed new science building. Once those costs are determined, additional costs for maintenance, personnel, etc. will be added to determine the TCO for that building.

Review of the status of each of these projects is done on a regular basis at the Resource subcommittee meetings. Any recommendations for budgetary or construction changes are forwarded to the Strategic Planning Committee for final approval. The same process is used to re-prioritize projects as needed for budgetary reasons or for change in urgency of the need as determined through the Program Review Process.

#### **Self Evaluation:**

The College meets this standard. Progress on the four strategies listed in the ISP are in various stages of completion. Work on the first strategy is underway, with the hiring of consultants to compose an Education and Facilities Master Plan in Spring 2013 and formation of committees consisting of faculty, staff, and administrators. The Educational and Facilities Master Plan is anticipated to be complete in Fall 2013, with final BOT approval in December 2013.

The second goal, ensuring strategies for timely completion of facilities projects, has been met. The Resource subcommittee has been restructured to include four advisory groups: technology, finance, physical resources, and human resources. Each of these advisory groups serves to review items involving their area of expertise and to make recommendations to the Resource subcommittee regarding decisions for equipment, construction projects, technology, and personnel. These advisory groups also make recommendations for revision of processes regarding evaluation of resources, acquisition of new equipment, facilities, and personnel. Once approved by the Resources subcommittee these recommendations are forwarded to the Strategic Planning Council for final approval. Updates on current and future construction projects are done as a regular agenda item at the monthly Resource subcommittee meetings.

## Standard III: Resources

### III.B: Physical Resources

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The goal of designing and implementing standardized signage has been partially met. District standards for signage are complete but have not yet been fully implemented. Comprehensive District standards for physical buildings and grounds have been completed. A [campus-wide forum to review the standards was conducted in March 2013](#). Following final revisions these standards will be forwarded to the BOT for approval. In addition, the Resources subcommittee discussed design, material, and signage options for the campus. Several e-mails regarding these standards and standards for external aesthetics for buildings were sent campus-wide for input. Most signs on campus have already been removed and replaced in an effort to make them more visible and useful to guests on campus.

The goal of developing a plan to comply with ADA standards is met. The District ADA Transition Plan was updated in 2012. The entire document can be accessed through a database. The ADA Coordinator for the District and the Director of Diversity and Equity work with Facilities, Planning and Development to keep the plan updated. As a result of these updates, Moreno Valley College has completed several construction projects to bring the entire campus in line with ADA compliance.

#### Actionable Improvement Plan:

None.

#### III.B.2.b

**Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

#### Descriptive Summary:

The College's [Comprehensive Master Plan](#) is comprised of an Educational Plan and a Facility Plan. Inputs to the CMP include annual and comprehensive program review and FUSION information (space utilization and eligibility), all of which are driven by College as well as District strategic goals. The MVC strategic planning process, District strategic planning, and ultimately the Board of Trustees vet all reports. The planning for College facilities has resulted in new and improved instructional spaces as well as student support spaces such as the Lion's Den (café). Whether new construction, facility renovation or scheduled maintenance projects, all have enhanced College improvement goals inclusive of support of teaching and learning.

A recent example to demonstrate the integration of physical resources planning with institutional planning was action taken to address campus aesthetics. In the interest of creating a more aesthetically appealing environment for student learning, the College engaged a design consultant to develop ideas for campus beautification. The Physical Resources Advisory Group hosted [town hall meetings](#) on March 28, 2013, and May 6, 2013 at which time this "Aesthetic Recovery Plan" was presented. Faculty and staff attended the first meeting; primarily students attended the second meeting. Additionally, the plan was

## **Standard III: Resources**

### **III.B: Physical Resources**

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posted online and individuals were encouraged to rate each proposed idea as well as add their own ideas at the end. The Physical Resources Advisory Group then submitted the report and recommendation to the Resources subcommittee for action that included submittal to Strategic Planning with a recommendation, “To accept the Aesthetic Recovery Report and to authorize the administration to proceed with items that received positive survey ratings utilizing the various and limited resources available.” This motion was approved and forwarded to the Moreno Valley College Strategic Planning Committee for email vote, and subsequently passed.

Another example of integrated planning is the adoption of District standards for facility design and site development. The District office of Facility Planning and Development engaged HMC Architects to lead a team of College and District officials to develop comprehensive facility standards. The purpose of this handbook is to establish the big picture vision for RCCD by identifying a clear direction for its physical evolution and establishing a road map to the future. This document seeks to both provide boundaries ensuring cohesive campus identities while supporting creative expression and innovative design solutions unique to individual project programmatic and site characteristics at each campus. The handbook will serve as a reference for architects, engineers, consultants, graphic designers, District and College representatives, and others to inform decisions and design directions during the duration of the implementation of the Facilities Master Plans (FMP) at each college and site within the District. The draft standards were presented and accepted by the MVC Physical Resources Advisory Group and Resources subcommittee in a joint meeting, which included a recommendation for acceptance by the Strategic Planning Committee. The document is expected to be presented to the Board of Trustees as an informational item during the 2013-2014 fiscal year.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan**

None

## Standard III: Resources

### III.B: Physical Resources

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#### Evidence for Standard III.B

[2007 Long Range Educational and Facilities Master Plan](#)  
[Accredited Regional Training Program \(ARTP\) of the California State Fire Marshal's Office](#)  
[ADA-COMDA requirements](#)  
[Aesthetic Recovery Plan presentation](#)  
[Alert-U system](#)  
[American Chemical Society](#)  
[Anatomy program review demonstrating facility needs](#)  
[Annual Program Reviews](#)  
[Annual Survey on Facility Sufficiency](#)  
[BCTC Lease Agreement](#)  
[Board Policy 6520](#)  
[Board Policy 6520](#)  
[Board Policy 6700](#)  
[CALOSHA](#)  
[Chemistry program review demonstrating facility needs](#)  
[College Five-Year Capital Construction Plan](#)  
[Committee on Accreditation of Educational Programs for the Emergency Medical Services Profession \(COAEMSP\)](#)  
[Comprehensive Master Plan](#)  
[Comprehensive Instructional Program Reviews](#)  
[Construction and parking updates](#)  
[Crisis Intervention Committee](#)  
[Emergency preparedness training programs](#)  
[Emergency training rollsheets](#)  
[Evidence re native plants](#)  
[Facilities Customer Satisfaction survey](#)  
[Facilities requests from 2011-2012 annual program review](#)  
[Financial Resources Advisory Group](#)  
[Fire Technology program](#)  
[IMC survey](#)  
[IMC tracking](#)  
[Immunization fee-based health screening](#)  
[Jeanne Clery Disclosure of Campus Security Policy](#)  
[Library FPP 2011](#)  
[May 2011 Substantive Change Report](#)  
[Measure C Final Audit Report 2011-12](#)  
[Medical Record Statistics for 2013](#)  
[MVC Integrated Strategic Plan \(ISP\) 2010-2015 \(Revised\)](#)  
[MVC Safety Committee](#)  
[NIOSH](#)  
[Peace Officer Standards and Training \(P.O.S.T.\)](#)  
[Physical Resources Advisory Group](#)  
[Plan for Phase III, final draft](#)

## Standard III: Resources

### III.B: Physical Resources

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[Police Officer Handbook for Core - 6<sup>th</sup> Edition](#)

[Resource 25](#)

[Resource Subcommittee](#)

[Safety Committee](#)

[Safety Committee Report](#)

[Strategic Planning Council](#)

[Technology Plan](#)

[Technology Resources Advisory Group](#)

## Standard III: Resources

### III.C: Technology Resources

#### Standard III.C Technology Resources

**Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

#### III.C.1

**The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

#### III.C.1.a

**Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

#### Descriptive Summary:

Most aspects of technology support are a shared responsibility between the College and the District: professional support, facilities, hardware and software, training, acquisition, and distribution of technological resources are examples of shared responsibilities. Examples of technology services managed through District-level departments are:

- **Academic Web Services.** Academic Web Services provides academic web-server management, systems management, accessibility standards, web policies, web practices, and web procedures related to faculty, academic, and instructional program websites. These services include district-wide assistance to academic departments and programs, as well as individual faculty, in the development of websites and district-wide input on e-learning strategies.
- **WebAdvisor.** WebAdvisor, a web application supported by Datatel, was deployed in 2004. WebAdvisor is for both faculty and students. It allows faculty to access up-to-the-minute class rosters, submit census reports and grades, and monitor laboratory attendance. Students can access class schedules, add and drop courses, and check grades. This feature alone allows students the ability to purchase course materials weeks before a class starts. WebAdvisor also supplements the Colleague platform by providing web-based student services such as registration, payments, transcript requests, and grade reports. Currently the institution owns, supports, and maintains licensing on the entire suite of Datatel modules: Student, Financial Aid, Finance, Advancement, and Human Resources. At this time, the institution is running version 18 of the software.
- **Information Services.** Information Services ensures delivery of services critical to meeting the educational and administrative requirements of a large academic institution. Information Services includes Administrative Systems (such as Ellucian's Colleague software suite), data center operations, District Help Desk, Microcomputer Support, Network Services, and Telephony Services. District Information Services is

## Standard III: Resources

### III.C: Technology Resources

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responsible for the implementation and support of Ellucian's administrative system suite (Colleague, WebAdvisor, and Advancement) and related software packages. Colleague is a comprehensive academic management system used by Admissions and Records, Student Financial Services, Academic Affairs, Student Accounts, Matriculation, Alumni, Foundation, and other groups to facilitate recordkeeping and the reporting of student, faculty, and staff activities and transactions. In Spring 2013, the District moved to Colleague's new user interface ("UI-Web"--a fully web-based interface) eliminating the need for client-based software installations. District Information Services publishes the "Tech Times" newsletter, which contains helpful information for College personnel. In addition, it maintains an Intranet site with tutorials for personnel.

- **Network Services.** Network Services plans and provides all the necessary components of a district wide Cisco-based Gigabit Ethernet, utilizing a GigaMan DS-3 (1000 Mbit per second) connection from the Riverside City College campus to the Internet provided by Corporation for Education Network Initiatives in California (CENIC), a statewide Internet service provider for educational institutions. Intercampus connectivity from Riverside to both Moreno Valley and Norco colleges is currently operating via Gigabit Ethernet T-3 (1000 Mbit per seconds) lines with additional redundant multiple T-1 connectivity between Moreno Valley and Norco for failover purposes. Since initial accreditation, the College has become eligible to be directly connected to the Internet via CENIC. In support of future developments, Information Services is currently working with the Moreno Valley Strategic Planning Council to assist the College in building its Network Operation Center during 2014-2015. New network equipment increases bandwidth and improved reliability of the infrastructure. In addition to the campus-to-campus connectivity, network services are also provided to all District offices and off-site learning centers, such as Ben Clark Training Center. Wireless Internet is also available to any registered student, staff, or faculty member from the College, free of charge. There is also a Guest wireless network available. Additionally, network services provides centralized security and intrusion detection, anti-spam filtering, and networking monitoring to ensure a reliable, secure network environment. Other responsibilities of network services are the planning, implementation, and maintenance of enterprise-level solutions for email; storage area networks (SANS); and servers in support of academic and administrative needs.
- **Telephony Services.** Telephony Services maintains a centralized telephone system for the entire district. Currently, this is a Nippon Electric, Ltd. (NEC) hybrid private branch exchange (PBX) capable of supporting the legacy digital system as well as voice-over Internet protocol (VoIP) deployment. As new buildings are being planned, constructed, or remodeled within the district, VoIP is installed, decreasing wiring and management costs; ultimately, this will result in a pure VoIP environment with the legacy system entirely phased out. Outbound circuit connectivity for local and long distance calling is negotiated and purchased by the telephone group for the entire district to take advantage of volume discounts and other incentives. The telephone group also contracts for all District cell phones. The telephone group is responsible for account reconciliation with all vendors for the previously described services. The group's responsibilities also include planning, construction, and maintenance of

## Standard III: Resources

### III.C: Technology Resources

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the District cable plant and related infrastructure. To help facilitate long-range cable and network planning, Information Services initiated a comprehensive review of all existing cable plant and conduit pathways. The information gathered from this review is used to plan for adequate infrastructure in future construction projects.

- **Help Desk.** The District Help Desk addresses service requests with centralized problem tracking and ticket generation for Information Services, Open Campus student support, wireless applications, faculty WebAdvisor, Micro Computer Support, and facilities maintenance. Incoming problems are reported to the Help Desk via phone, email, or trouble tickets entered directly into Footprints software by end users. Tickets are then routed to the specific department responsible for problem resolution. Users are able to track the progress on specific trouble tickets via web-based browsers. Footprints is the software used in tracking work orders submitted to the Help Desk and is accessible on campus only.
- **Micro Computer Support.** The Micro Computer Support group, having both district- and college-specific functions, is responsible for purchasing, distributing, and maintaining the Microsoft Windows environment for the entire district. The environment currently consists of Windows 7, Microsoft Office Suite (Word, Excel, PowerPoint, Access, Outlook, and Publisher), Front Page/Dreamweaver, Adobe Professional, and Visual Studio Pro. This annual purchase is facilitated by the California Community College Chancellor's Office and Microsoft Corporation and ensures proper software licensing for some 6,000 computers throughout the district. The District is still supporting Windows XP until all computers are updated to Windows 7.

Other technology services that are used district wide are Galaxy, an accounting system software package provided by the Riverside County Office of Education, and Resource 25, an administrative software package used to assist in the scheduling of classes and rooms. The Instructional Media Center (IMC) at MVC uses R25 to reserve AV equipment for college events as well.

In consultation with the District, programs involving technology are developed. For example, the "[Student Portal](#)," intended to make accessing online college information simpler, was first developed as part of a Title V grant proposal in 2009. The development included consideration of the achievement gaps between underrepresented and low socioeconomic status students and students with middle-class backgrounds as well as the changing economics within the College's service area. With the District's leadership and resources, funding has been obtained from the U.S. Department of Education. Ongoing and future work on the "Student Portal" involves representation from the College including faculty, staff, and management as well as consultation from the Technology Resources Advisory Group.

#### College Functions

At Moreno Valley College there is onsite support of technology-assisted learning. All classrooms and laboratories have an instructor's computer station with Internet access and an LCD projector. Five classrooms have desktop computers for in-class student use and twelve

## **Standard III: Resources**

### **III.C: Technology Resources**

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mobile carts with wireless laptops are available. In addition to the classrooms mentioned above, the Writing and Reading Center, the Math Lab, the Computer-Information Systems (CIS) Laboratory, and science laboratories use computers to aid in instruction, through software applications, support tutorials, and computer-based data analysis, and assignments. A faculty workroom available to all full- and part-time faculty is equipped with computers, printers, Internet access, and ParScore and Scantron grading equipment. The faculty workroom is supported by CIS faculty who provide assistance during hours of operation of the CIS lab. The Student Activities Center and the Library have Internet-accessible computers that are available to students. The Ben Clark Training Center (BCTC) has college-supported computer labs (Resource Center) and mobile labs. BCTC has four mobile carts. The various departments of the College are responsible for replacing outdated equipment through the program review process or through their respective budgets.

There are two cluster-servers at Moreno Valley College. Three Information Technology Analysts from District Information Services are based at Moreno Valley, though they can be called to any other District site when needed. In return, Information Technology Analysts from the other colleges can be dispatched to provide additional technical support at Moreno Valley. Their responsibilities include hardware and software setup, installation, troubleshooting, maintenance, networking, communications, and upgrades for all computer laboratories, classrooms, and offices on campus as well as at the Ben Clark Training Center and other off-campus sites for faculty and staff. In addition to Microsoft Office, requests for other software products for faculty and courses are addressed by the Information Technology Analysts. Both academic and administrative entities are supported by the Information Technology Analysts. The District maintains a contract with Western Data to repair and replace hardware that is out of warranty. Pay-per-print services are provided to students in computer laboratories, the Writing and Reading Center, the Library, and the BCTC in the Assessment Center.

The Instructional Media Center (IMC), staffed with two full-time and two part-time employees, provides audio-visual support to academic programs and all college, student, and community events, including audio-visual delivery to classrooms and conference/meeting rooms, special audio-visual requests, service and repair of audio-visual equipment, video conferencing, streaming media, assistance with new equipment acquisition, installation, audio-visual maintenance, faculty/staff training, and hardware and software training. The IMC also provides technical assistance and media production services in the following formats: video, audio, graphics, animation, digital imaging, scanning, digital photography, and PowerPoint.

Library technology is supported both district wide and at the College. District services include streaming media and assistive media technologies. Adaptive equipment and software are available to assist disabled students in the learning process. Printers and copy machines in the Library are on maintenance contracts enabling parts, hardware and software to be replaced without additional charge to the College. Multimedia equipment in the Library, including televisions, DVD players, and VCRs, is secured to tabletops to prevent theft. The Library also supports remote access to information; this is critical for students taking online courses so they can access information and materials from any location using their own device.

## Standard III: Resources

### III.C: Technology Resources

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Since August 2009, MVC was able to hire a Communications and Web Development Manager (Webmaster) through the STEM grant; this position provides Web development to the entire college for both administrative and academic entities. In Fall 2009, MVC was the first college to host its own website and template providing a more user-friendly environment and easy access to information specific to MVC; prior to this change, all three colleges shared the same web template that made it cumbersome to access needed information. The accessibility of MVC's website improves every semester, indicating that the website is heavily relied upon and visited.

#### Distance Education

Open Campus, the District's center for online course delivery, provides distance education for 76,811 students district wide and 14,349 students at Moreno Valley College during the 2012-13 academic year. Blackboard 9.1 is the platform used for the delivery of all online courses in the District. During academic year 2012-13, 958 instructors district wide and 288 instructors from Moreno Valley College taught online-based courses supported by the Open Campus. District wide, 1,055 courses and over 2,404 sections were offered as fully online, hybrid, or web-enhanced. At Moreno Valley, 358 courses and 526 sections were offered as fully online, hybrid, or web-enhanced. Currently, Open Campus accommodates a production and development Blackboard server hosted in Virginia by Blackboard, and a streaming media server hosted in Riverside. Open Campus licenses Turnitin.com, a leading online anti-plagiarism software service available to all instructors throughout the District along with Respondus, a lockdown browser program. Open Campus obtains information on term deadlines, courses, instructors and students from Colleague, reformats it, and imports it into Blackboard and provides reports for District administration, the State Chancellor's Office, national organizations, and other constituencies. Open Campus licenses assessment software (e.g., StudyMate and ToolBook) used to create computer based instructional programs for online course development.

Other resources available for instructors teaching distance education courses include:

- The [California Educational Technology Collaborative \(CETC\)](#) which offers an array of technology services, tools and resources. Most are free to administrators, faculty and staff of the California Community Colleges (CCC).
- An array of resources is available under the [Faculty Links](#) page.

#### Technology Planning

While many technology support systems are shared within the District, planning for technology needs, and the assessment of effective use rests primarily with the College. Instructional and non-instructional units request technology and technical support services via the [Annual Program Review](#), and are supported by assessment data or a rationale for the request. For instructional areas, the rationale may include curriculum changes that necessitate the acquisition of newer technologies (hardware and/or software) in order to deliver instruction consistent with the course outline of record. In some cases, disciplines meet with their counterparts at Norco and Riverside City colleges throughout the year through discipline

## Standard III: Resources

### III.C: Technology Resources

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meetings in order to avoid course and program conflicts related to technology. For example, a decision was made collectively not to move from Windows XP to Windows Vista due to software issues. Instead, the disciplines chose to wait briefly and adopt Windows 7. The disciplines are readying to move to Windows 8.1. Business and Student Services areas review their respective service area outcomes (SAOs) to determine if there is a need for technological resources that can improve operations. For day-to-day operations, users are able to submit requests/tickets through an online Helpdesk system (Footprints) to obtain quotes to purchase hardware and/or software recommended by the District and College personnel.

Processes for College requests for technology are undergoing revision. As part of the recommendations from a Program Review Task Force, requests are ranked first by departments and then by planning councils for their respective areas. Summative reports are then forwarded to an advisory group that consists of faculty, staff, and administrators who make final recommendations to the College President. Rubrics used for ranking will take into consideration alignment of requests with the Technology Plan, developed in conjunction with the Educational Master Plan and Facility Master Plan in 2013-14. Discussions regarding [technology plans](#) may also occur within Academic Senate, President's Cabinet, Curriculum Committee, Chancellor's Executive Cabinet, and Presidents' Meeting. Additionally, the Technology Resource Advisory Group (TRAG) conducts an annual technology survey to assess the College's effectiveness in meeting the range of technology needs. Results of the [technology survey](#) are used for planning purposes; e.g., the Technology Plan and, when appropriate, in program review.

Resources to support technology are requested via program review, but additional support for maintenance agreements and software/system upgrades are provided automatically as District funds' annual contractual obligations. The District developed a technology strategic plan in 2010 with the commission of PlanNet Consulting to perform a comprehensive audit and provide recommendations for sustainability and improvement of technology. The consultant assessed current infrastructure and systems, reviewed College and District planning documents such as [program reviews and white papers](#), conducted extensive interviews, and held focus groups with faculty, staff, students, and administration. PlanNet's analysis is contained in its [RCCD IT Audit Final Draft on Findings, Recommendations and Roadmap](#) report. It identified and gauged the need for technology improvements across the District. The [RCCD IT Strategy Council](#), a group of faculty, staff and administrators from each college and the District office, continues to evaluate specific recommendations presented in the report and actively implements recommendations upon approval by the Executive Cabinet. Relevant data from the report has informed College and District annual program reviews and the related College Technology Plan.

#### **Risk Assessment, Disaster Recovery, System Security**

The safeguarding of Information Systems data remains a high priority and while there have been no serious security breaches, it has been determined that a formal assessment of system security and responsibility thereof be conducted. Consequently, the District Director, Risk Management, in collaboration with college officials developed a Proposed Security Master

## Standard III: Resources

### III.C: Technology Resources

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Plan Outline that will provide revision to and redesign of the District's physical security plan. A new district wide task force was developed to oversee the assessment and author recommendations. This effort will include the establishment of long-term security goals of information technology system review and integration. Specifically, the initiative will include the following components:

1. IT Current Security System Access/Responsibility Assessment
2. IT Support Capability Assessment
3. IT Interoperability Assessment
4. Data Collection

The expected outcome or deliverable will include a Consolidated IT Deficiencies/Capabilities Report that will become the roadmap to enhance information system privacy and security, inclusive of disaster recovery.

#### **Self Evaluation**

The College meets this standard. RCCD's Network Support group has performed several upgrades recommended by the IT Audit; some of these improvements include a replacement of the main routers between Riverside City College and Moreno Valley College to improve the bandwidth and allocate resources for future upgrades to gigabit technology. Also, the wireless Internet infrastructure has been upgraded by replacing obsolete access points. The most significant change was the implementation of a registration process into the wireless network for new users. All students, staff, and faculty can now login using their WebAdvisor (students) and email (staff/faculty) accounts for easy and convenient access at any College and District location. There is also a wireless network for Guest access. Upgrading to the wireless infrastructure complies with the IT Audit's recommendations.

The [TRAG](#) has been active in providing requests, feedback, and recommendations received by different entities at MVC in order to improve and meet the student learning process. The [Technology Plan](#) and implementation of [District IT Audit Report recommendations](#) are not complete, and the TRAG and District Information Technology Strategy Council will continue work on these projects.

From the RCCD IT Audit's recommendations, preliminary discussions have taken place for MVC to have a direct connection to the Internet, instead of routing through Riverside. This would allow for no downtime if connection between colleges fails. Also, with the new Network Operation Center scheduled for construction in December 2013, MVC will be defined as a secondary site for disaster recovery (see [Construction Notes about NOC](#), and [Server Rooms/NOCs Recommendations from IT Audit](#)). Increasingly students are not only accessing information from notebook computers, but also with mobile devices - tablets and smart phones. A recent upgrade of the core router between Riverside and MVC resulted in faster speeds and support for mobile devices.

Technology resources at the Ben Clark Training Center (BCTC), although present, are limited, especially in the classrooms. Title V grant monies provided Internet connectivity

## Standard III: Resources

### III.C: Technology Resources

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to three classrooms used by Fire Technology students and to faculty desktop computers. Wireless connectivity is available in the Fire and Emergency Medical Services classrooms and in two of the Law Enforcement classrooms but signal strength is weak and speed is slow. Offices have Internet connectivity via a T1 line, which at times, is inadequate to meet the daily needs of staff and administration. Due to the physical location of BCTC, the ability to improve connectivity is cost prohibitive. The County of Riverside is planning on building permanent classrooms at which time they plan to include the infrastructure for Internet capabilities but this is still two to four years out.

#### **Actionable Improvement Plan:**

None.

#### **III.C.1.b**

**The institution provides quality training in the effective application of its information technology to students and personnel.**

#### **Descriptive Summary:**

Training is provided by the College and District that is intended to increase the effective use of IT. Training decisions are made strategically given limited funding. In-house training in technology and its applications is provided to faculty, staff, and administrators. Training topics have included: Parscore/Scantron, Blackboard, WebCT, Classroom Response Systems (clickers), Online Fillable Forms (PDF), Basic PDF format training, using SharePoint in the classroom, and using SharePoint for department/program's needs (see [Training Sessions at MVC](#)).

The District provides training for all employees on system-wide technology upgrades. Instructor training in the use of WebAdvisor, the District's online enrollment management site, is ongoing through regularly scheduled sessions at the College (see [Training Sessions at MVC](#)) or through one-on-one sessions with District applications support technicians. Faculty can contact the respective mentor at their college for Blackboard training. Other District services provided locally include:

- IMC equipment training/support for faculty and staff – college level only
- [Application training/support](#) in Colleague, Resource 25, and a variety of student and record management applications
- Workshops for faculty on compliance of online and traditional course material with section 508 of the Federal Rehabilitation Act and with ADA requirements.

The District Disabled Students Services (DSS) not only ensures student access to learning and activities but also provides adaptive technology assistance to students and staff. An adaptive technology specialist trains students on adaptive software and hardware on a weekly basis. The specialist also trains student lab assistants as needed. Furthermore, DSS offers support to Open Campus in training instructors to create 508 compliant web pages, to perform web page accessibility verification, and to create MP3's.

## Standard III: Resources

### III.C: Technology Resources

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Site licenses have been purchased for the core assistive software programs and computer stations equipped with these specialized programs are available in the Library, CIS/Math Lab, the Writing and Reading Center, the Language Lab, the Student Assessment Center, classrooms, and the DSS High Technology Training Center.

The District provides computer security training videos from the industry recognized security authority, the SANS Institute. This training is being provided to employees and is being integrated into the orientation of new employees. In addition, District Information Services publishes the “Tech Times” newsletter, which contains helpful information for College personnel. District Information Services maintains an Intranet site with tutorials for personnel. Also, a SharePoint site is dedicated to provide frequently accessed utilities and programs to all entities, including where to purchase discounted software for faculty/staff/students from industry leaders.

For web-enhanced, online, and hybrid courses the [District’s Open Campus](#) provides training for students and faculty. Open Campus provides a wealth of online tutorial videos and other instructional media to deliver training remotely via their Help section. Open Campus receives and solicits input from the District Academic Senate’s Online Advisory Group on the effectiveness of Open Campus-provided learning management system and training tools. Open Campus offers the following resources:

- A sample class for potential students that demonstrates what an online class looks/feels like.
- A mandatory Online Skills Assessment in WebAdvisor for all students attempting to enroll in an online course that have not previously completed an online course. Students demonstrate ability to use necessary interactive features found in the online learning environment including chat rooms, discussion boards, etc.
- A 24/7 help desk at 866-259-7271 for both students and instructors.
- A mandatory Online Blackboard Academy (OBA) for instructors wanting to offer an online-based course using Blackboard Learn 9.1, the District’s current Course Management System. OBA consists of six online modules, available 24/7, that instructors must complete within a month’s timeframe or else start over. Modules range from basics of Learn 9.1, to Section 508 requirements to basics of how to incorporate video in an online course. Instructors that complete OBA can review modules after they are completed.
- Over 100 online tutorials created by Open Campus on topics ranging from Blackboard Learn 9.1 to how to use Respondus or TurnItIn tools in online courses.
- Experienced “Open Campus Mentors” who are paid instructors at each college who can provide follow-up assistance/support after instructors complete the OBA.

Further training in supplemental tools (such as podcasting and Tegrity) is available at Moreno Valley College through the Professional Development Center. This Center, originally funded through a cooperative Title V grant, opened in 2008. The Center hosts technology-training workshops. It has provided individualized and group instruction in Blackboard 9.1, WebAdvisor, and the use of technology in and out of the classroom. Faculty with appropriate experience and expertise provide additional training in methods and techniques for effective

## Standard III: Resources

### III.C: Technology Resources

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online teaching. Workshops in the Center have also been held for training on software such as PowerPoint, Word, Excel, Adobe Professional, and Microsoft SharePoint. Training needs are determined through surveys distributed by the [Faculty Development Committee](#). These surveys provide the opportunity for faculty and staff to submit requests for needed or desired training.

The College, in collaboration with District staff, provides on-going training for software used throughout the District (e.g., Galaxy, a general ledger system, as well as R25 the room scheduling and management system). When new software systems are implemented, staff/faculty receive training about new versions or features. Additional training by the District includes computer security training videos from a recognized security authority and training from the “SANS Institute” for orientation of new employees.

For students, Student Services ensures that training is available for using the College’s matriculation software process. This training is conducted both in the classroom and online. An Online Skills Workshop is mandatory training for students taking online classes. This course is offered online through WebAdvisor. Student Services and Library staff provide some technology training as well. Classroom instruction in computer technology, step-by-step leaflets, and one-on-one/group orientations are additional ways that students receive technology training. Disabled Student Services offers adaptive technology training for those in need.

#### **Self Evaluation:**

The College meets this standard. The RCCD IT audit made recommendations regarding training and only one recommendation (out of five) has been implemented (see RCCD IT Audit meeting minutes). The main issue in implementation has been a lack of permanent leadership in Information Systems. For example, cuts in staffing have been detrimental: the District’s trainer for Blackboard retired two years ago and no one has been hired as a replacement.

#### **Actionable Improvement Plan:**

Implement the remaining IT audit recommendations.

#### **III.C.1.c**

**The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

#### **Descriptive Summary:**

##### **District**

The District provides for the management, maintenance, and operation of the technological infrastructure and equipment for all colleges and satellite campuses through Information

## Standard III: Resources

### III.C: Technology Resources

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Services. Information Services maintains and manages the operation of this equipment centrally from its main site on the Riverside City College campus, but also maintains a local presence utilizing full-time and part-time staff at each college. Network Support utilizes appliances that provide trending and alerts to be proactive when issues with the infrastructure and equipment occur. Information Services maintains inventory and support contracts with all the major equipment providers in the event that replacement parts are needed.

Administrative systems have been on annual maintenance programs since their initial purchase. Hardware is under full warranty and then placed on full maintenance plans once the warranty has expired. Hardware is upgraded to meet user demands for more processing power and speed and to accommodate software upgrades. Equipment is also upgraded if maintenance costs outweigh the cost of purchasing new equipment under warranty.

The District's Help Desk supports faculty and staff by forwarding College requests for in-person, on-site technical assistance to Information Technology Analysts at the College. In addition, analysts from other colleges in the District can be tasked to assist College personnel.

Recommended by the IT audit, and paid for with Measure C funds, the wireless network has been upgraded, including the main routers between RCC and MVC to stay current with technology and allow all entities to access the Internet on a stable and reliable network. To ensure up time, MVC will be set as a secondary site for disaster recovery. Also, router and switches throughout the District will be replaced with the latest technology to ensure adequate resources and space for growth and future needs. On the server side, 50 percent of physical servers have and will be virtualized, along with upgrades to enterprise-class storage units.

Through Measure C funds and by recommendation of the IT audit, AV technology in the classrooms will be replaced and upgraded to meet current and future needs. This includes a network-based AV management platform to help facilitate maintenance and repairs and the continued support and use of video-conferencing technology used by all entities at the College.

MVC is utilizing technology to ensure the well being of all users by replacing their emergency phones throughout the campus. This was completed in Fall 2011.

During Summer 2013, Open Campus upgraded to Blackboard 9.1 SP12 to stay current and in support of technology.

Network management is handled in multiple ways:

- Plans for new or remodeled buildings incorporate network infrastructure and appropriate networking equipment and cabling so that facilities are in compliance with the District's technology standards for [buildings](#) and [equipment](#).
- Annual support contracts—including telephone and online support services—are purchased for all critical elements. Uninterrupted power supply (UPS) systems are purchased and maintained for all intermediate distribution frames (IDFs) and network operation centers.

## Standard III: Resources

### III.C: Technology Resources

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- The District inventory of network electronics and UPS systems are also used for emergency replacements, new network configuration testing, and analysis. Additionally, network management stations such as Intermapper, What'sUpGold, MRTG, and Solarwinds monitor and maintain network functionality, security, and utilization.

To keep current with technological advancements, new equipment, hardware, and software are purchased. Construction of the recommended Network Operations Center at the College is scheduled to begin in late 2013 or early 2014. It will provide long-term independence and stability in technology infrastructure. It also follows the recommendations made by the [IT audit report](#).

The District's Information Services office purchases Microsoft Windows operating system and Microsoft Office Suite licenses for all college computers. When possible, the District uses the Foundation for California Community Colleges (FCCC) for purchases of software licenses. In addition, the FCCC has created a program for students and staff to purchase personal copies of software for work-related use at a reduced rate, making it affordable to most users. Dell, Lenovo, and Apple provide district wide discounts; other vendors sometimes offer discounts on their products to staff, students, and faculty via the web on the "[Tech Corner](#)" webpage.

In Spring 2013, Information Services discontinued support of the Blackberry server and it was replaced by new technology. District standards now include Android and iOS-based devices such as iPhones and iPads. These smartphones use "ActiveSync" which is a built-in feature on our Microsoft Exchange email server. Information Systems currently supports about 300 Android or iOS-based devices.

#### College

Information Technology Analysts at the College carry out regular computer maintenance, upgrade, and replacement tasks. In addition, the College acquires, upgrades, and enhances its technology as funding allows and strategic prioritization dictates. Enhancements have included:

- **Wireless network for students that is easier to access.** Instead of having to register every device, students/faculty/staff can now login to the [wireless network](#) by using their WebAdvisor (students) or email (faculty/staff) accounts and connect to the Internet under a minute.
- **In 2012, BCTC received free wireless access for students.** Several access points were added at BCTC to allow students to access the Internet via the wireless network; access points were installed in strategic places, including classrooms and buildings. Users can connect to the wireless network as described above.
- **Upgraded pay-for-print in student labs.** In Fall 2011, MVC contracted out with Advanced Copy Systems to replace all printers and copiers in the CIS, Math, Writing Center, and Library labs and install a new pay-per-print system that allows students to print any number of pages for a specified amount. This feature eliminated the issue of printing non-educational material.

## Standard III: Resources

### III.C: Technology Resources

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- **Checkout of portable personal computers from the College Library.** In Fall 2012, the Library implemented a checkout system of netbooks for student and staff use; interested users can read more information about this system, including guidelines and responsibilities on the Library's site (see [Library Reserve Netbooks](#)). This is a very popular service and by noon, the first day of every semester, all netbooks are checked out.
- **Newer PC's for CIS lab.** Through the STEM grant in Fall 2010 and general funds in Summer 2011, all the workstations in the CIS lab located in Science and Technology 151 were replaced with the latest in PC processing and video technology to meet the needs of our students including support for 3D rendering programs, such as Maya and MudBox, and desktop publishing (i.e. Adobe Creative CS6 suite).
- **Network Operations Center (construction to begin in late 2013/early 2014).** MVC's Network Operations Center is on target to break ground in Fall 2013. The NOC will allow MVC to plan for current needs and future growth, as well as implement recommendations made by the IT audit such as serving as a secondary backup site for disaster recovery. Also, IT personnel will be relocated to the NOC to offer centralized service to the College and occupy the space with the latest technology for better job performance.
- In Summer 2010, MVC purchased a web server to host its own domain ([www.mvc.edu](http://www.mvc.edu)); this purchase allowed the College to expand its website and offer information to all entities, including the community, students, faculty, staff, and alumni. The College follows the District guidelines for the web template layout and structure, and is able to customize its design to clearly represent the College's identity.
- Through the STEM/Title III grant in the Fall 2011, MVC is the first college in the District to have the latest technology in virtualized desktops. Currently, a virtualized desktop infrastructure (VDI) project offers advantages (over a traditional PC) such as lower power consumption (10 watts per device), longer lifespan (7-10 years), centralized management of all devices, and most important, run future operating systems and software programs regardless of the hardware requirements.
- During Spring 2013, LCD projectors were replaced throughout the College. Those projectors that had reached end-of-life were mainly in classrooms where they are used the most. The latest in technology is now available in those classrooms with new projectors.
- Through the STEM/Title III grant, twenty Apple iPads were purchased to provide training and support for these new type of devices that are becoming an industry main player. Training for faculty and staff began in Fall 2013.

Since the acceptance of the District IT audit and related recommendations, actions were taken to address the needs identified in the report:

- College IT physical infrastructure needs are being addressed through the proposed construction of the Network Operations Center at the College, scheduled to begin in late 2013 or early 2014. It will provide long-term independence and stability in technology infrastructure. College data network infrastructure needs have been addressed through replacement of the core router in November 2012, involving activation of a larger data pipe for increased bandwidth. In early 2013, the college completed procurement of a dark fiber connection involving a direct link to increase

## Standard III: Resources

### III.C: Technology Resources

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data travel speeds (see [IS Newsletter January 2013](#)).

- College voice infrastructure needs have been addressed through upgrades and replacement of older PBX systems and implementation of new VoIP systems.

#### Technology and Data Security

Physical protection of technology infrastructure and equipment, robust firewall and antivirus software protection for desktops and systems, maintenance of Internet linkages on all computers, regularly scheduled remote systems maintenance, and skilled district- and college-based support staff—all provide support for day-to-day as well as special event operations of programs. Part of this allocation of resources includes redundant network connectivity in case of failure of the primary Gigabit Ethernet lines providing intercollege connectivity. The College's procurement of a dark fiber connection in early 2013 will allow for future hot-site back up between colleges in the District (see [IS Newsletter January 2013](#)). The College's Network Operations Center, to be completed in 2014-15, will upgrade server operations for the College and its off-site centers, as well as provide stability for district wide functions and independence of the College.

All of the infrastructure and its supporting equipment run on UPS (Uninterruptable Power Supplies) to maintain uninterrupted power. These systems are expected to maintain over an hour of runtime if power is lost. As a backup to UPS equipment we also incorporate ATS (Automatic Transfer Switches) equipment that provides for alternate power in the event the UPS fails or needs maintenance or replacement. These devices transfer power to another source without an interruption in power. UPS systems are purchased and maintained for all intermediate distribution frames (IDFs) and network operation centers. We also provide power generators for the equipment in the most critical locations in the event of a sustained power outage.

The Information Technology Analysts at the College protect the software and equipment on its computer systems. Computer workstations are installed with the most updated software available; administrative, staff, and faculty computers are configured to download the most updated anti-virus and registry protection software to avoid time consuming repairs. All academic computers in classrooms that are linked to the Internet also contain anti-virus software. Software to protect the hard drive's integrity is also being used in the computer labs; this minimizes down and repair time by restoring the system's original configuration after every reboot, currently using DeepFreeze by Faronics. In addition, the Analysts support the needs of the Ben Clark Training Center, including on-site assistance, to enhance connectivity of off-site programs to other College programs as well as to administrators and staff.

District Information Services provides centralized security and intrusion detection, anti-spam filtering, and network monitoring to ensure a reliable, secure network environment. Technology is systematically managed and assessed by the District and College to ensure technology and data are secure. Technology management and security decisions are made strategically given limited funding.

## **Standard III: Resources**

### **III.C: Technology Resources**

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#### **Self Evaluation**

The College meets this standard. Accurate data is critical to effective planning. The College will continue to advocate to the District for a technology inventory system that will provide relevant data in which to measure against technology standards – the output of which will enhance the information contained in the Mid-range Financial Plan (see III-D).

#### **Actionable Improvement Plan:**

None.

#### **III.C.1.d.**

**The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

#### **Descriptive Summary:**

The College, in coordination with the District, makes decisions about use and distribution of its technology resources such that with limited funding, resources are distributed strategically according to prioritization processes described in Standard III.C.1.a.

Information Services identifies the major technological goals and direction of the District, including assessment of budgetary needs to maintain current technology and acquire new, state-of-the-art hardware and software, thus allowing faculty and staff to maximize their use of technology for programmatic and learning needs. Moreno Valley College, in coordination with Information Services, assesses and identifies technological goals and resource needs on an annual basis. As new academic and student support service program requirements are developed, District- and College-based Information Services make necessary changes allowing students and faculty to achieve their goals.

Moreno Valley College’s capital asset inventory is maintained by the District’s Inventory Control Department. Technical equipment is identified by unique asset tags, which are recorded in a District database in the Inventory Control office. Departments maintain inventory of specific equipment. A district wide online database to aid in this effort is under development.

The maintenance and enhancement of technology is managed through the District and College procedures as described in the response to the “Technology Planning” standard III.C.2 below. The process has involved participation by the college community, District, and external auditors.

The District and College continually monitor the best use of limited funding to keep its technology infrastructure reasonably current and sustainable. The College has adopted procedures to ensure prudent technology purchasing decisions. Annual Program Review is

## Standard III: Resources

### III.C: Technology Resources

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the path to ensure the College makes prudent technology purchasing decisions to meet the needs of the College. The use of grant monies from Title V and Perkins, for example, has helped the College to update technological equipment in various departments at the College. Grants have helped purchase newer equipment such as notebook computers and provided support in updating computers for the BUS/CIS computer lab and simulation gaming program.

#### **Self Evaluation:**

The College meets this standard. The College's recent initial accreditation involved reorganization of the College and the District. Both entities are integrating technology planning with institutional planning. As the College, now independent, has matured, this integration has improved and is expected to continue improving. Through MVC's Technology Plan, the College along with the District, gather information and need to keep and enhance the student learning by keeping technology up to date, having a secure and reliable infrastructure, and training all entities to better use technology inside and outside the classroom.

#### **Actionable Improvement Plan:**

None.

#### **III.C.2**

**Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

#### **Descriptive Summary:**

Both the District and the College perform the planning and evaluation of technology resources. This relationship is continually evaluated and improved as a result of routine meetings of and output by the [RCCD IT Strategy Council](#) and on-going work of the MVC [Technology Resources Advisory Group](#). The development of the District wide Technology Audit provided overall direction for and prioritization of resources needed to support technology. This output informs College-based technology planning, as do annual program reviews.

Evaluative processes are in place at the District and College level to systematically review, assess, and modify systems and processes to ensure the effective use of technology resources. For example, the Technology Resources Advisory Group conducts an annual technology survey to obtain information about the strengths and weaknesses related to the provision of technical resources. Another source of critical information is the annual program review provided by each instructional and non-instructional department/division. District-based entities (Academic Information Architecture, Information Services and its subdivisions, Open Campus, and Public Relations) provide leadership and assistance to the College in evaluating

## Standard III: Resources

### III.C: Technology Resources

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and planning its uses of technology resources. Hence, the process of requesting, planning, acquiring, and maintaining technology for the College is supported at the District level.

Both the District and the College have taken steps to integrate technology planning with institutional planning. As each new building is designed, extensive technology planning is incorporated into the development plans addressing the specific technology needs of the programs to be housed in the new building. This process includes comprehensive consultation with the discipline faculty members who will be using the facility. The outcome of this process is detailed engineering specifications for the building being planned.

Moreno Valley College has planned and incorporated technology effectively over the last few years. All classrooms on the Moreno Valley College campus are equipped with a computer and LCD projector system, most with high-speed Internet access, and the entire campus has a free wireless environment.

At the individual college level, there is a series of processes and evaluations used to assess and then upgrade or modify technology resources to ensure their effective use. For general institutional technology needs assessment, Moreno Valley College follows a variety of established procedures:

- In purchasing new technology to meet departmental/program and administrative computing requirements, the Resources subcommittee, in coordination with administration, is guided by the College Technology Plan, end-user standards and processes input, and the appropriate support department within the District's Information Services group.
- Hardware purchases for the Moreno Valley Library are approved and specified by the dean and Library faculty and staff. The Moreno Valley Information Technology Analyst, in conjunction with the Library administration and staff, reviews technology needs, generates quotes, and provides support in purchasing appropriate hardware and software.
- In the case of career and technical education programs, technology requests incorporate the input of industry advisory committees when appropriate.

The College's improved program review provides the process for developing technology needs based on an assessment of the degree to which given technologies enhance a program or department's goals. In addition, the College's Technology Plan outlines technology goals designed to maintain and support the development of programs, departments, and student services.

The upgrading or replacement of equipment and software has been incorporated into the [Annual Program Review](#) process for disciplines, programs, and academic departments. Updated Annual Program Review information can be found on [MVC's Program Review site](#). Laboratory coordinators, department chairs, and individual faculty and staff consult with microcomputer support personnel to determine technology needs—everything from learning software to faculty computers. Needs that are identified through program review are forwarded to department chairs with the justification for the needs. Department chairs and assistant chairs review the requests, prioritize them, and submit the list to the academic

## **Standard III: Resources**

### **III.C: Technology Resources**

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deans. Purchases are dependent on funds available. The College's Technology Plan recommends a replacement cycle outlining standards and processes to meet department/program needs. Computers and related peripherals are replaced for classified staff as funding and prioritization allows, while software is replaced when possible to match upgrades with institutional needs.

Academic purchasing decisions generally originate with a request from faculty in the form of program review and then move through the strategic planning process. For academic computing at Moreno Valley College, either individual faculty members or an instructional discipline may initiate a request for new equipment or upgrades through their academic department, often with the assistance of Information Services staff and the Information Technology Analyst. These requests are reviewed and prioritized in departmental meetings, then communicated to the Academic Planning Council, and then the Resources subcommittee and the Strategic Planning Council through the annual program review process. They are sent as recommendations to the President's Cabinet for approval dependent on available financial resources.

In addition, the Instructional Media Center (IMC) continually monitors the development of new instructional media and equipment and takes responsibility for integrating emerging technology into the instructional environment it supports. It routinely solicits faculty feedback, such as at the Fall 2012 Faculty Professional Development FLEX day when it demonstrated document cameras.

#### **Integrated Technology Planning**

The College and District are making improvements in technology planning. The main challenges have been decreased funding and organizational changes. Funding challenges are addressed through strategic prioritization through program review as explained above. Formal input from the College's Technology Resources Advisory Group and Technology Plan assist in the process. The District's Information Technology Strategy Council also guides decision-making. In addition, as the College, recently independent from the District, matures further delineation of responsibilities will be refined.

#### **Self Evaluation:**

The College meets this standard. How decisions are made regarding technology services is evolving. To improve the decision making process, in 2009, the College began development of its technology plan and in so doing created the current [Technology Resources Advisory Group \(TRAG\)](#). Before, TRAG was known as the Technology Subcommittee. It was later asked to report to the Strategic Planning Standard III Resources subcommittee and changed its name to the Technology Resources Advisory Group (TRAG). Its bylaws, minutes, agendas, and supporting documentation are located here: <http://www.mvc.edu/spc/technology.cfm>. Aside from developing and periodically revising the College's Technology Plan, it has served as a forum to discuss technology issues at the College. In this way, it has facilitated communication among different governance bodies including the Strategic

## **Standard III: Resources**

### **III.C: Technology Resources**

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Planning Committee, Strategic Planning Standard III Resources subcommittee, Senate, Curriculum Committee, and the Associated Students of Moreno Valley College, to name a few. In addition, in its newest role as an advisory group to the Strategic Planning Standard III Resources subcommittee, it has initiated motions involving technology. These motions have been discussed at Strategic Planning Standard III Resources subcommittee and Strategic Planning Committee meetings.

TRAG's role in the College's governance process has changed as the governance process has changed. Discussions are underway to improve how TRAG interacts with other governance groups at the College and District.

Similarly, the role of the District's IT Strategy Council has evolved over time. Initially, it was created in 2011 as the District's IT Audit Task Force to address the findings of the 2010 RCCD IT Audit Report. As two of the three colleges in the District are only a few years old, the role and composition of the Strategy Council is still currently being decided upon in consultation with representation from the College including management, faculty and staff.

Additional funding sources contribute to maintenance and upgrades at Moreno Valley College. Qualifying occupational programs can request Perkins funding for incorporating new technology into their curricula. The College has multiple federal (Title V and College Cost Reduction and Access Act, CCRAA) and state (SB70, Allied Health and Nursing, Workforce Investment Board) grants, which provide additional funds for technology to enhance student learning.

#### **Actionable Improvement Plan:**

None.

## Standard III: Resources

### III.C: Technology Resources

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#### Evidence for Standard III.C

[Advanced PDF Training](#)  
[Annual Program Review](#)  
[California Educational Technology Collaborative \(CETC\)](#)  
[Construction Notes about NOC](#)  
[Faculty Development Committee](#)  
[IMC Trainings](#)  
[IS Newsletter January 2013](#)  
[IS Training on Colleague UIWeb Schedule](#)  
[IS Training on OnBase and UIWeb](#)  
[IS Training on OnBase, PeopleAdmin, Datatel](#)  
[Library Reserve Netbooks](#)  
[Minutes from 5-6-2013](#)  
[Minutes from 6-6-2013](#)  
[Open Campus Faculty Links](#)  
[PA Program Web/SharePoint Training](#)  
[PDF Training Survey Results](#)  
[Program reviews and white papers](#)  
[RCCD IT Audit Final Draft on Findings, Recommendations and Roadmap](#)  
[RCCD IT Audit meeting \[Minutes from 5-6-2013\]\(#\) and \[Minutes from 6-6-2013\]\(#\)](#)  
[RCCD IT Strategy Council](#)  
[Server Rooms/NOCs Recommendations from IT Audit](#)  
[Student Portal](#)  
[Tech Corner](#)  
[Technology Plan](#)  
[Technology Resources Advisory Group](#)  
[Technology Survey](#)  
[Wireless network](#)

## Standard III: Resources

### III.D: Financial Resources

#### III.D: Financial Resources

**Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning at both College and District/system levels in multi-college systems.**

#### Descriptive Summary:

The District's [Unrestricted General Fund](#) operating budget for 2013-14 is \$150,365,498. Of this amount Moreno Valley College was allocated \$29,079,540. Salaries and benefits make up approximately 87.2 percent of the total unrestricted funds. Approximately 57.3 percent of the unrestricted fund is allocated to support direct instructional activities. The District's General Unrestricted Fund revenue resources consist of State Income (69.75 percent), federal income (.14 percent), and Local/Other (30.11 percent). Expenditure categories consist of salaries and benefits (84.66 percent), supplies and materials (1.64 percent), other operating (10.45 percent), capital outlay (.70 percent), and interfund/intrafund transfers (2.55 percent). The District maintains a [contingency reserve](#) of approximately 3.8 percent in order to maintain fiscal solvency.

Additionally, the College received allocations in the following funds:

- **Categorical and Grants:** \$8.5M supports almost exclusively instruction and instructional support functions.
- **Parking:** \$489,147 supports College Police functions including parking management. Parking fees are assessed to employees and students.
- **Student Health Services:** \$319,822 generated by a health service fee assessed to students.
- **Food Services:** \$439,654 food services revenue is generated by sales in the café, food and beverage vending, and a subsidy from Bookstore Commissions. The Bookstore is a contracted operation (Barnes & Noble, Inc.).
- **Child Care:** \$522,690 Child Care Center revenue is generated by user fees, and state and federal grants.

The Board of Trustees adopts the Tentative Budget by June 15<sup>th</sup> of each year that provides authority for continuance of expenditures until the Final Budget is approved by September 15<sup>th</sup> of each year; both deadlines are statutory. State-appropriated resources are allocated to Moreno Valley College through the Riverside Community College District's budget process and utilization of the District Budget Allocation Model that is driven by the District's Strategic Plan. Likewise, as the unrestricted operating budget declined the District provided a budget reduction target to the colleges. Understanding its mission and college goals, MVC, through its strategic planning process and administrative review by the President's Cabinet, recommended budget reductions that would have least impact to student achievement and success.

## Standard III: Resources

### III.D: Financial Resources

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A [District Budget Advisory Council](#) was formed in 2007 in preparation for becoming a multi-college district. The Council consists of District and College administrators and College faculty. The purpose of the Council is to:

- Develop an equitable resource distribution model that best serves the needs of students in a three-college district
- Enhance predictability of Campus and District support areas resources resulting from FTES growth or decline
- Integrate campus strategic planning committees more fully in the resource allocation process
- Develop straightforward resource allocation policies and procedures
- Respond to Accreditation recommendations.

[Crucial stakeholders have been added to the Council](#) since its inception and the Council maintains open budget fiscal communication and decision making with all stakeholders and colleges. Through this Council, the District formulates an annual budget using a participatory governance process that includes faculty and administrators. There is frequent communication from the District administration to the Board of Trustees and College constituents with regard to the state budget, the College budget, and how the College responds to the changing economy. All correspondence and presentations are posted to the [Board of Trustees webpage](#) for reference and information.

The College Vice President of Business Services works closely with budget administrators to ensure that costs are fully recognized and provided for in the budget. Periodic meetings are held wherein the College staff is informed about budget impacts. For example, in one such meeting, the President informed the college community that the District was working on a “Plan B” budget for a worst-case scenario to prepare for an \$8.2 million reduction, if Proposition 30 did not pass. In preparation of these shortfalls, the President further explained that the Chancellor had gathered a group of constituents from throughout the District to provide cost-cutting suggestions. To ensure that sufficient budget exists to fund all positions, personnel requests are required to have the budget verified prior to recruitment. The District keeps track of personnel in a position control database to guarantee that all positions are accounted for. Each year, this information is disseminated to budget administrators to verify that the data is complete and accurate.

As part of the planning and allocation process, requests for funding are reviewed and prioritized by the College prioritization process in which staffing, equipment, and technology resources are requested as part of each division’s annual program review. From there they are reviewed and rated by the Academic Planning Council that hosts open meetings to allow full participation. APC ratings and other pertinent data are considered by the respective vice president in his/her resources allocation recommendations to the President’s Cabinet. The President then communicates via a college-wide memorandum final resource allocation decisions.

Moreno Valley College’s finances are managed with integrity and in a manner that ensures financial stability. Despite nearly a \$46 million revenue reduction for the Riverside Community College District for the 2012-2013 fiscal year, Moreno Valley College is financially stable

## Standard III: Resources

### III.D: Financial Resources

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and continues to meet all financial obligations in a timely manner. All employment and other contractual obligations continue to be met; including sufficient unrestricted and restricted reserves such as the employee Health and Liability and Workers Compensation Self-Insurance Funds. The adopted budget for Riverside Community College District's 2013-2014 fiscal year anticipates an ending fund balance reserve of \$11,407,409 or 7.4 percent. A component of the budget balancing strategies approved by the Riverside Community College District's Board of Trustees was to temporarily lower the reserve requirement from 5 percent to 3 percent. [Budget and financial reports](#) are brought to the Board of Trustees throughout the year, beginning with the annual budget and ending with the financial audit.

#### III.D.1

**The institution's mission and goals are the foundation for financial planning.**

#### III.D.1.a

**Financial planning is integrated with and supports all institutional planning.**

#### Descriptive Summary

The Strategic Planning Committee through its [Institutional Mission and Effectiveness subcommittee](#), in Fall 2013, began to create a process for the regular review of the Moreno Valley College's Mission Statement, which is adopted by the Board of Trustees.

There is continual dialogue within the college community with respect to the College's mission and goals. The College mission and goals are incorporated as a component of annual program review, which is intended to drive the annual allocation of resources. Further, the College's mission and goals are considered during the development, implementation, and updating of the College's major planning documents such as the Educational Plan, the Technology Plan, and the Facility Plan. Additionally, the College's mission and goals drive enrollment management with the establishment of FTES targets by term and by year. Such actions are the foundation for strategic financial planning inclusive of annual and long-term resource allocation.

Through the program review process, resource requests and planning items are justified by supporting data and analysis of student achievement, student learning outcomes (SLOs) or service area outcomes (SAOs). The program review prioritization process involves many individuals and groups throughout the College with final recommendations given to and acted upon by the President. In recent years the recommendations dealt with a budget reduction. The college community was drawn into the [planning for budget reductions](#) as news of pending budget cuts came down from the State Chancellor's Office to the District in 2009. Using the Resources subcommittee to strategic planning as a vehicle, MVC began working together to identify potential budget cuts. The [Resources subcommittee met with campus constituents](#) in June and December of 2009 to brainstorm potential budget cuts. The [resulting list](#) was brought back to the subcommittee in February of 2010, where the recommendation

## Standard III: Resources

### III.D: Financial Resources

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was made that this list be forwarded to other Strategic Planning Committees for their input.

The campus community was consulted a second time for an additional budget reduction in [MVC Strategic Planning Committee Special Meeting on March 8, 2012](#) when the Interim President reported that the College's budget reduction target was \$870,000. Campus constituents were invited to submit their recommendations for budget cuts. Boxes were placed on campus so that anyone who wished to contribute could easily do so. Three administrators, 10 faculty members, 27 staff members, and 31 students contributed a total of 275 unqualified ideas. [The results were compiled and posted online](#). The Interim President reported back to Strategic Planning at another special meeting later in March, where he presented the [plan](#) that was to go to the Chancellor the following day. This information was later presented to the [Community Partners at their April 18, 2012 meeting](#).

Departments considered departmental and college goals with an overarching mandate to minimize negative impact student success. The College's administrative team provided final budget reduction recommendations to the President. In the case of recent budget cuts, the President has called college forums to discuss potential cuts and gain input from our constituents. The Program Review process itself was assessed during 2012-13; forms updated and the process for review enhanced by the establishment of three review committees based on major functional areas: Academic and Academic Support, Student Services, and Administrative Services. In Instructional, Student Services, and Business Services program reviews, resource requests are ranked by respective planning councils, which forward their rankings to a proposed advisory group, which makes recommendations to the College President.

Although general fund resources have been in a state of decline, College goals were considered in all recommendations to reduce the annual operating budget. With the passage of Proposition 30, further budget reductions have been avoided and the District received one-time allocations for instructional equipment and scheduled maintenance. Additionally, the District was able to fund two additional faculty positions for the College. As such, program review data along with rankings from the Academic Planning Council provided administration with necessary information needed to allocate the new resources.

With respect to capital funds annual initiatives have been considered and addressed. For example, in response to a shortage of on-campus parking that resulted in residential complaints a temporary parking lot was created with a permanent solution currently under consideration by the College's [Physical Resources Advisory Group](#). Additionally, capital improvements are underway to enhance ADA compliance for interior and exterior spaces. Annual funds have been provided to support scheduled maintenance projects such as boiler replacement that will provide enhanced environmental conditions as well as reduce annual operating cost. Flooring replacement in classrooms and hallways improved facility conditions.

In 2011-12 physical and financial resources were allocated for the relocation of both Disabled Student Services and the Physician Assistant Program in response to programmatic needs to consolidate classrooms and labs for the Physician Assistant Program into one geographical

## Standard III: Resources

### III.D: Financial Resources

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location for the improvement of instruction and student success (College goal #1), and to facilitate the expansion of the Disabled Student Services program for improved student access (College goal #2).

The College/District submits an annual [Five-Year Capital Construction Plan](#), approved by the Board of Trustees, to the State Chancellor's Office. The projects submitted on behalf of the College are in fact the implementation of the College's Facility Master Plan.

#### **Self Evaluation:**

The College meets this standard. Financial planning is integrated with and supports all institutional planning and is driven by the College's mission. The Program Review process is at the core of resource allocation and decisions are transparent. There is periodic assessment of the program review process. Major institutional plans are updated to ensure that initiatives support the College's mission and goals, and reflect on-going assessment of programs and services.

#### **Actionable Improvement Plan:**

None.

#### **III.D.1.b**

**Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

#### **Descriptive Summary:**

The [District Budget Allocation Model](#) for the unrestricted fund is designed to reflect realistic or predicted availability of financial resources. Consequently, the College's resource allocation decisions are based on the same known data elements and assumptions. The model is also tested for compliance with the 50 percent expenditure requirement that insures that at least 50 percent of the unrestricted operating budget is allocated to instructional salaries, benefits, and Instructional Service Agreements.

The College pursues state and federal grant opportunities when such support the mission and goals of the institution. Likewise, the College seeks private giving through the District Foundation. In an effort to provide a high level of expertise within a discipline and to support college service the state imposed upon all districts a minimum number of full-time faculty otherwise known as the Full-Time Obligation Number or FON. The FON is calculated at the District level, not the College. Consequently, there is concern about the FON inequity within our District. The failure to achieve an appropriate FON has a negative impact on certain disciplines that lack diversity and requisite full-time faculty to carry out College service.

## Standard III: Resources

### III.D: Financial Resources

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#### Self Evaluation:

The College meets this standard. As supported by the District Budget Allocation Model, on-going analysis and financial reporting stakeholders' institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

#### Actionable Improvement Plan:

None.

#### III.D.1.c

**When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

#### Descriptive Summary:

The District routinely assesses its obligations for long-term liabilities and utilizes a third party when necessary to assist with such assessments.

Payments for general obligation bonds are made by the Bond Interest and Redemption Fund with local property tax collections. The capital lease payments of debt incurred primarily for the purchase of equipment are budgeted for payment in the General Unrestricted Fund.

The [Budget Allocation Model](#) adopted by the District sets aside an interfund transfer to the Health and Liability Self-Insurance Fund to provide resources for general liability claims and stop-loss premiums. A workers' compensation rate, applied to every dollar of payroll, has been established to provide resources for workers' compensation claims and premiums in the Workers' Compensation Self-Insurance Fund. The District is a member of Joint Powers Authority's (JPA's) and pays annual premiums for its property, liability, health, and worker's compensation coverage. The JPA's have budgeting and financial reporting requirements independent of its member units. [General Unrestricted Fund budget](#) sets aside payments for the post-employment health benefits on a "pay-as-you-go basis," supplemental retirement plan obligations, and load banking obligations.

With respect to health benefits, an analysis was performed by Keenan and Associates on the RCCD Health Plan that is accounted for in the Health and Liability Self-Insurance Fund. The results of the analysis indicated an increased liability associated with health claims. To provide for this increased liability, Keenan and Associates recommended an increase in the rate per participant to \$22,122 per year from the current rate of \$20,905 per participant per year. The impact of the increase to the general fund, \$.22 million, was included in the 2013-2014 fiscal year budget.

## Standard III: Resources

### III.D: Financial Resources

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As recommended by the District's external audit firm, an actuarial valuation was performed on the District's exposure to general and employment liability claims that are accounted for in the Health and Liability Self-Insurance Fund. The results of the actuarial valuation for past claims, in addition to recent employment liability payouts, indicated a significant increase. As a result, increased support totaling \$1.50 million has been provided to cover the estimated liability exposure in this fund. The District engaged an actuary, as recommended by the District's external audit firm, to perform an actuarial valuation of workers' compensation liabilities. The result of the actuarial valuation indicated that the District's exposure to workers' compensation liabilities increased and recommended an increase to the provision for estimated claims. To provide for the increased claims liability, the workers' compensation rate remained at 2.29 percent and is charged to all budgets with salary accounts.

Similarly, in addition to the long-term assessment of contractual and regulatory obligations the District assesses the risk associated with the District's revenue streams. Listed below are forms of revenue that are at risk. This information along with updates are shared with the community college district community and the Board of Trustees during committee and regular board meetings and periodic budget seminars provided by Chancellor Gray.

- **Redevelopment Funds** - \$341 million in redevelopment funds has replaced state general fund money in the CCC budget for fiscal 2013. For RCCD, the share is a little over \$8 million. There is concern that these funds will materialize. The question is – will these funds actually materialize? Fortunately, the state has promised to backfill any shortfalls. However, one has to be concerned about the state's ability to fulfill its obligation given the improving but still uncertain revenue outlook. Student Enrollment Fees - There was a substantial shortfall in this revenue category in fiscal 2012 due to an under-estimation of student utilization of California Board of Governors waivers. The state has made a significant move to address this matter for FY 2012-2013, but whether that will be sufficient remains to be seen. And, if a shortfall materializes, the state is unlikely to have the ability to backfill, as was the case last year.
- **Property Tax Revenue** - While the amount received by the state for the CCC seems reasonable, a shortfall could occur. The greater risk in future years could occur should there be a substantial release of foreclosed properties by the banks which, in turn, might further depress the real estate market.
- **Overall State Revenue** - The passing of Prop 30 temporarily (five years) heads off further reduction of State Apportionment support and will reduce the amount of the District's account receivable of Apportionment thus reducing the potential for short term borrowing. Revenue projections embedded in the state budget appear cautiously optimistic. With respect to building or new facility operating costs the District's Budget Allocation Model allows colleges to submit a request for a permanent budget augmentation to provide for personnel, supplies, and services needed to support the new facility. In 2012-13 the adopted budget for Moreno Valley College included \$120K to support the Network Operating Center and in 2013-14 another permanent allocation of \$240K was provided to support the new Student Academic and Services building.

## Standard III: Resources

### III.D: Financial Resources

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#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

#### III.D.1.d

**The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

#### Descriptive Summary:

The District formulates an annual budget through a [participatory governance process](#) that includes College faculty, and District and College administrators.

The DBACs purpose is to:

- Develop an equitable resource distribution model that best serves the needs of students in a three-college district
- Enhance predictability of campus and District support areas resources resulting from FTES growth or decline
- Integrate campus strategic planning committees more fully in the resource allocation process
- Develop straight forward resource allocation policies and procedures
- Respond to accreditation recommendations.

The Board of Trustees conducts a public hearing on the proposed budget. A notice of the public hearing is published in local newspapers. After the public hearing, the Board of Trustees takes action to approve a tentative budget by July 1<sup>st</sup> of each year and a final budget by September 15<sup>th</sup>. With respect to budget development the District employs a “roll-over” budget process; annually the budget is adjusted to reflect actual and anticipated expenditures. During budget development and throughout the year College departments are allowed to propose budget transfers that are reviewed by the College and District administration and acted upon by the Board of Trustees as necessary. The roll-over or base budget is adjusted to reflect institutional priorities as funded via the Budget Allocation Model as in the case of employee cost increases and allocation of new resources or reallocation of existing resources to fund new initiatives such as new positions, operating cost for new facilities, capital improvements, etc. as identified and prioritized in the program review or other planning process such as the facility master plan in the case of capital outlay.

#### Self Evaluation:

The College meets this standard.

## Standard III: Resources

### III.D: Financial Resources

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#### Actionable Improvement Plan:

None.

#### III.D.2

**To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

#### Descriptive Summary:

The Board of Trustees receives a monthly financial report during their regular Board meetings. These reports as well as all Board information and actions (Board Books) are posted online for public access and scrutiny. This open access and public scrutiny encourages realistic assessment of expenditures at the time the budget is adopted and throughout the year. The Resource Committee, a Board of Trustees committee, meets every month to receive information on capital projects, annual state funding projections, and other financial matters. This Committee's membership includes two trustees, three faculty members (one from Moreno Valley) appointed by the Academic Senates from each college, a representative of the California School Employees Association (CSEA), two representatives from the Faculty Association, a student senator, and the vice chancellor of administration and finance. Through this Committee, the Board of Trustees is kept abreast of all strategic financial planning in the District.

College personnel from department to the administrative levels review and approve all expenditures and perform budget transfers when required. Additionally, the District's budget staff reviews all expenditures to ensure appropriate coding of expenditure and budget availability. The District's budget staff performs regular analysis of all District funds and report anomalies to the appropriate personnel. The Vice President of Business Services and other appropriate individuals routinely share information with College constituency groups and committees. The general ledger system is made available for view only and when appropriate for transaction processing to staff, department chairs, managers, deans, and administrators. The District contracts for independent audits of all District funds. Audit reports contain audit findings and management recommendations. Follow-up to audit findings and management recommendations are mandatory and reported in subsequent audit reports. The Audit Report and related Management Findings are published and provided to the Board of Trustees for acceptance.

The combination of Board of Trustees review of the monthly financial report along with College and District review of all expenditures as entered into the automated general ledger (Galaxy) ensures financial integrity and stability. The sharing of financial information is pervasive throughout the District/College.

## Standard III: Resources

### III.D: Financial Resources

#### III.D.2.a

**Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

#### **Descriptive Summary:**

The District utilizes [software](#) provided by the Riverside County Office of Education (RCOE) for its financial management and reporting. The District Business Services office keeps apprised of any new updates to the software that will allow the College to improve the access, timing, and flow of financial processes and information.

The online requisition process allows College staff the ability to automate purchase requisitions through the procurement and approval process. This also allows real time expenditure and encumbrance data to be accessed by staff in order to more closely track budget expenditure and availability.

As part of the requisition process, users are given screen permission to access financial data online. These can be downloaded into spreadsheet software so that staff can utilize it to monitor and forecast financial projections and expenditures.

The District contracts with an accounting firm to perform an [annual audit](#). The auditors prepare statements and findings to provide District feedback on its processes. As part of the annual audit, expenditures from categorical and grant funds are audited to ensure that expenditures are made in a manner consistent with the intent and requirements of the funding source. In addition, bond expenditures are audited to ensure that expenditures are made consistent with regulatory and legal restrictions. The auditors conduct exit interviews to discuss all findings and weaknesses, if any. The auditors also conduct a presentation for the Board of Trustees in order to provide clarity regarding the financial statements.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### III.D.2.b

**Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

## Standard III: Resources

### III.D: Financial Resources

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#### **Descriptive Summary:**

The [audit report](#) includes a management discussion and analysis section which is a requirement of Governmental Accounting Standards Board [GASB Nos. 34 and 35]. Also included in the audit are findings and recommendations for internal control weaknesses. Recommendations and corrective action responses to audit findings include the timeframe projected for implementation of corrective action.

Per [Board Policy 6400](#), the Chancellor is responsible for the completion of an annual audit. In addition, the Chancellor shall assure that annual audits are completed in compliance with the District's general obligation bond measure (Measure C). The Chancellor or his/her delegate is responsible for compliance and implementation of corrective action for any audit findings.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### **III.D.2.c**

**Appropriate financial information is provided throughout the institution in a timely manner.**

#### **Descriptive Summary:**

Communications from the state legislative analyst are distributed via email and posted on the business services department website. The District Chancellor provides regular updates via email and hosts periodic "town-hall" meetings to share information.

The District and College present its fiscal status, including state budget updates, monthly at the Riverside Community College District Board of Trustee meetings and periodic budget seminars provided by the Chancellor. These meetings are open to the public and minutes are posted on the RCCD website for review.

[Financial documents](#) are made available frequently on the District's webpage. The Board of Trustees and the Riverside County Office of Education receive financial statement information quarterly. Additionally, all financial regulatory reporting documents are posted to this website.

[The District Budget Advisory Council](#) serves a critical role in ensuring that financial information is provided throughout the institution and to the various constituencies. The DBAC meets at least quarterly and includes faculty and both District and College administrators. Those who are unable to attend these meetings are able to access the

## Standard III: Resources

### III.D: Financial Resources

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agenda and minutes via this committee site. Also posted on the webpage is other financial information including adopted budgets and financial audits.

Budget updates are provided by the VP of Business Services or the College President at the Financial Resources Advisory Group, Resources subcommittee of Strategic Planning, and the Strategic Planning Committee meetings. Additionally, the Financial Resources Advisory Group and Resources subcommittee of Strategic Planning hosted a town hall session to share district wide and college specific budget information. The information provided included recent revision to the District Budget Allocation Model.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### **III.D.2.d**

**All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

#### **Descriptive Summary:**

The District's auxiliary and subsidiary organizations are included in the scope of its [annual audit](#), which examines all funds and auxiliary organizations for fair statement presentation, analysis of accounting principles utilized, and adequate internal control practices. The District responds to all internal control deficiencies identified in the annual audit in a timely manner. All subsidiary funds must comply with established and adopted Administrative and Board policies and procedures of the District.

Categorical programs are subject to random audits by funding agencies. The District is periodically [audited](#) for compliance by the State Board of Equalization and the Internal Revenue Service. The categorical program managers are responsible for monitoring program requirements to ensure all expenditures are consistent with the guidelines of the funding agency and the mission of the College. In the area of [financial aid and student loans](#), the College Financial Aid office reviews receipt, disbursement, and loan default rate to ensure compliance with federal regulations.

RCCD continues to receive an unqualified audit. All [audit findings](#) are reviewed to ensure that immediate steps are taken for corrective action. There have been a few audit findings in the past and as soon as they were identified and communicated by audit staff, immediate action to

**Standard III: Resources**  
**III.D: Financial Resources**

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correct any future findings has been taken. District staff interfaces with College staff all year and frequently during the audit to gather the necessary information that has been requested for review. As soon as audit findings are identified (as well as no audit findings) for particular programs, District staff immediately communicates to College staff to relay the information.

**Self Evaluation:**

The College meets this standard.

**Actionable Improvement Plan:**

None.

**III.D.2.e**

**The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

**Descriptive Summary:**

The District contracts with an accounting firm to perform an annual audit. The auditors prepare the statements and findings to provide the District feedback on its processes. As part of the annual audit, samples of transactions are selected to test the strength of internal controls. Further, all transactions require multiple approval at the college level and further review is conducted by the District Business Office and certain transactions reviewed for validity by the Riverside County Office of Education. Internal control findings, if any, are reported by the Independent Audit through its management report. RCOE questions or concerns are addressed to the Vice Chancellor of Business and Financial Services and he/she follows up as necessary with the respective District or College official(s).

**Self Evaluation:**

The College meets this standard.

**Actionable Improvement Plan:**

None.

**III.D.3**

**The institution has policies and procedures to ensure sound financial practices and financial stability.**

## Standard III: Resources

### III.D: Financial Resources

#### III.D.3.a

**The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

#### **Descriptive Summary:**

The District maintains sufficient reserves to address unanticipated emergencies. The District's Unrestricted Ending Balance was budgeted at \$4.56 million or 3 percent for 2012-13. The actual Unrestricted Ending Balance was \$11.4 million or 7.95 percent. The actual Unrestricted Ending Balance in 2010-11 and 2011-12 was \$13,217,249 or 8.30 percent and \$6,805,919 or 4.73 percent, respectively. The primary source of financial support for the District and its colleges comes from state apportionment, property tax, and enrollment fees. Together, these components comprise the [District's revenue limit](#).

Additionally, the District can seek approval from the RCCD Board of Trustees to borrow funds on a short-term basis, through a Tax Revenue Anticipation Note, should there be a shortage of cash related to deferred State Apportionment Payments.

The 2013-14 state budget included additional cash to reduce deferred payments to community colleges by \$179 million.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### III.D.3.b

**The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

#### **Descriptive Summary:**

All fundraising and grants are in alignment with the College's mission and goals. The College coordinates its fundraising, auxiliary activities, and grants through either the District's Grant office, the College's Grant and College Support Programs department, or the RCCD Foundation. All three entities assist grant managers in complying with ongoing fiscal monitoring and compliance with the reporting requirements for each grant. In addition, the District's Grants office provides support to grantees through regular training on financial matters related to grants, including audit readiness, compliance, and such.

## Standard III: Resources

### III.D: Financial Resources

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The District and College business offices audit processes include allocation of resources to evaluate, improve, and change the various financial systems to meet the needs of the subsidiary organizations and to identify and solve problems before major audit exceptions occur. Evaluation and improvement are vital, as resources are limited; thus, efficiency and effectiveness are top priorities. The financial management systems utilized for the subsidiary organization are modern and efficient.

Regular reviews and [monitoring of expenditures pertaining to grants, awards, and contractual agreements](#) by program staff and the Business Office at both the College and District ensure that the expenditures are consistent with the funding agency's mandates and the College's mission and goals.

As part of the [annual financial audit](#), random testing of financial transactions is performed to ensure that proper accounting for receipt and expenditures for funds in the District, and proper internal controls, are in place for fiscal oversight. Audit findings of significant deficiencies and/or instances of noncompliance are documented in the annual report to the District and external funding agencies. District administration has made an aggressive effort to correct all findings.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### **III.D.3.c**

**The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

#### **Descriptive Summary:**

The District and College must plan for known mandates that will be enforced in coming fiscal years. One such mandate is set forth in Governmental Accounting Standards Board Statement No. 45, whereby the District is required to record its liability for retirees' health benefits. The District provides post-employment health care benefits for employees in accordance with [Board Policy 7380](#). The last actuarial valuation was on July 1, 2011. The District utilizes the pay-as-you-go method to finance its Other Post-Employment Benefits contributions.

**Standard III: Resources**  
**III.D: Financial Resources**

Table 4: The net OPEB obligation for the past three years ending June 30

2010	\$1,653,090	52% contributed
2011	3,338,328	26% contributed
2012	4,381,529	53% contributed

All audits of the institution have been unqualified. The District plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations as disclosed in all annual audits.

**Self Evaluation:**

The College meets this standard.

**Actionable Improvement Plan:**

None.

**III.D.3.d**

**The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**

**Descriptive Summary:**

The District routinely assesses its obligations for long-term liabilities and utilizes a third party to conduct such assessments. An audit was undertaken to analyze the RCCD Health Plan that is accounted for in the Health and Liability Self-Insurance Fund. The results of the analysis indicated an increased liability associated with health claims. To provide for this increased liability, the external auditor recommended an increase in the rate per participant to \$22,122 per year from the current rate of \$20,905. The impact of the increase to the general fund of \$.22 million was included in the 2013-2014 District budget.

The District's external audit firm recommended an actuarial valuation on the District's exposure to general and employment liability claims that are accounted for in the Health and Liability Self-Insurance Fund. The results of the actuarial valuation for past claims, in addition to recent employment liability payouts, indicated a significant increase. Therefore, an increase of \$1.50 million has been provided to cover the estimated liability exposure in this fund. This was complemented by an actuarial valuation of workers' compensation liabilities. The result of the actuarial valuation also indicated that the District's exposure to workers' compensation liabilities increased and recommended an increase to the provision for estimated claims. To provide for the increased claims liability, the workers' compensation rate was increased from 1.57 percent to 2.29 percent.

## Standard III: Resources

### III.D: Financial Resources

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#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### **III.D.3.e**

**On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

#### **Descriptive Summary:**

Payments for the general obligation bonds are made by the Bond Interest and Redemption Fund with local property tax collections. The capital lease payments of debt incurred primarily for the purchase of equipment are budgeted for payment in the General Unrestricted Fund.

At June 30, 2012, the total bonds outstanding were \$235,524,196 with maturity dates ranging from 2030 to 2041. [Payment of debt service obligations](#) are conducted annually and in accordance with applicable amortization schedules. The annual repayment on the other liabilities is approximately \$2.6 million, which represents approximately 1.8 percent of the General Unrestricted Fund budget.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### **III.D.3.f**

**Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

#### **Descriptive Summary:**

The District just concluded a two-year cohort default year (CDY) with the federal guidelines of a maximum rate before sanctions of 25 percent. The District's default rate was 9.9 percent. This included students who were repaying during one calendar year and defaulted within that calendar year and the one following it. Additionally, student loan default rates, revenues

## Standard III: Resources

### III.D: Financial Resources

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and related issues are monitored and assessed on a regular basis to ensure compliance with federal regulations.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None.

#### **III.D.3.g**

**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.**

#### **Descriptive Summary:**

A variety of contracts are undertaken to assist in the achievement of the College's mission and goals. All contracts are reviewed by the District's legal counsel prior to execution to make sure they are in compliance with laws and regulations, and reflect the District's risk management strategies. All contracts are submitted to College Business Services by the contracting division or department via a [Contract Transmittal Form \(CTF\)](#). The Vice President of Business Services reviews each contract to ensure that they are consistent with the College's mission and goals, as well as for fiscal impact, risk component, termination clauses, standards of conduct, and any language that may have potential exposure for the District. The District's in-house legal counsel reviews each contract to insure proper legal terms.

Any recommended changes are sent back to the originator of the CTF to work with the contracting agency to make any necessary changes and are then resubmitted with those changes. Once that review is complete, the contract is sent to the College President for review and signature. Contracts that have a fiscal impact between fiscal years are input into the financial accounting system in the appropriate fiscal year so that an automatic encumbrance of financial resources takes place.

#### **Grants**

All grants are submitted and reviewed through the Grants Committee, a shared governance committee, for approval. Completed proposals must include how the proposed project or use of funds relates to the College's mission, Educational Master Plan, and institutional goals and priorities.

## **Standard III: Resources**

### **III.D: Financial Resources**

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#### **Construction Contracts**

New construction, renovations, and major alterations or repairs are coordinated by the Vice President of Business Services according to priorities outlined in the institution's planning documents, including the Educational Plan, Facilities Plan, the Strategic Plan, and the Technology Plan. All preliminary drawings and construction cost estimates are reviewed by the District office of Facilities and Planning before drawings and specifications are submitted to the California Community College Chancellor's Office and the State Department of General Services as required by statute.

#### **Instructional Service Agreements – Contract Education**

Contract education is dedicated to meeting the needs of local businesses and economic development entities, which satisfies one of the missions of the California Community College system to provide economic and workforce development to the community. All contract education agreements are coordinated and reviewed by the District office of Economic and Community Development and any agreements which impact Moreno Valley College are reviewed and approved by College administration.

#### **Independent Contractor Agreements for Personal and Professional Services**

The President is delegated the authority to sign a contract as an enforceable obligation on behalf of the College. For services of \$83,400 or more, Board of Trustees' approval must be obtained prior to implementation of contracted services. The services of independent contractors are considered temporary in nature and individual contractors must meet specific criteria.

Any commitment of funds must be submitted on a CTF and be pre-approved by the Vice President of Business Services. Contract Request Transmittal Forms require proper signatures, and services are not to be rendered until a fully executed contract is in place. All contracts are reviewed by the District's legal counsel and language is included to protect the interests of the College in case of substandard work, project delays, and other breaches of contract. The awarding of contracts in excess of the official set bid limit must comply with the District's competitive sealed bidding process.

#### **Instructional Service Agreements**

Requests for instructional service agreements follow a [contract process](#) that must be approved by the Teaching and Learning Committee of the Board of Trustees. Contracts include terms of instruction as well as terms and conditions for cancellation and termination of the arrangement. Instructors must meet existing College hiring standards and must be approved by the Board of Trustees as well. Academic Affairs performs research to ensure that all programs meet the needs of state regulations for licensing. In the absence of state regulations, industry association standards are utilized.

## Standard III: Resources

### III.D: Financial Resources

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#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

#### III.D.3.h

**The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**

#### Descriptive Summary:

As previously discussed, the District goes through comprehensive annual external audits that comply with state requirements and generally accepted accounting principles. At the College level, the Vice President of Business Services oversees the requisition approval process and a mid-year and three-fourth year budget review. The assessments are done to evaluate the effective use of the College financial resources. Additionally, a college wide survey was implemented to receive feedback on ways to reduce the institution's budget.

#### Self Evaluation:

The College meets this standard.

#### Actionable Improvement Plan:

None.

#### III.D.4

**Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**

#### Descriptive Summary:

Financial resource planning is the driving force behind institutional planning. Its integration begins with the planning that is directly associated with the resource needs identified through the annual program review process. The results are reviewed by the Resources subcommittee, with specific needs being funneled to the Grants and College Support Programs and the Technology subcommittee. A list of resources is presented for review to the vice presidents and President. At this time, a prioritized list of projects and approved expenditures is generated and reported out through the Resources subcommittee and directly to the requesting departments and/or programs.

## **Standard III: Resources**

### **III.D: Financial Resources**

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In recent years, capital equipment money has not been available nor have new positions been funded. Equipment purchases and positions funded by the general fund have been for replacement as determined necessary from an operational standpoint based on administrative recommendation.

With the passage of Proposition 30, further budget reductions have been avoided and the District received one-time allocations for instructional equipment and scheduled maintenance. Additionally, the District was able to fund two additional faculty positions for the College. As such, program review data along with rankings from the Academic Planning Council provided the administration with necessary information needed to allocate the new resources.

As a result of the recent assessment of the Program Review Process, an additional form was added that requests resource needs five years forward. Such requests are substantiated by College goals that include support by the major institutional plans; e.g., Technology Plan, Educational Plan, and Facility Plan. The Financial Resources Advisory Group will reinstate the Mid-Range Financial Plan in 2013-14.

Annual program review contains assessment data related to SLOs and SAOs. Such data either affirms that resources provided have supported stated outcomes or that further review is necessary by the appropriate committee(s), planning council(s), and administration.

#### **Self Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None

## Standard III: Resources

### III.D: Financial Resources

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#### Evidence for Standard III.D

[Adopted Budget 2013-2014](#)

[BAM Meeting Minutes Sep 28, 2007](#)

[BAM Revision 2013-2014](#)

[Board Policy 7380](#)

[Budget Savings Recommendations 2012](#)

[Budget Savings Recommendations Mar 22, 2012](#)

[Community Partners Meeting Minutes April 18, 2012](#)

[Contract Procedures](#)

[Contract Transmittal Form \(CTF\)](#)

[DBAC Agendas, Meeting Minutes, and Handouts](#)

[District Audit 2011-2012](#)

[District Budget Advisory Council \(DBAC\)](#)

[District's Revenue Limit](#)

[External Audits](#)

[Financial Documents](#)

[Five-Year Capital Construction Plan](#)

[Galaxy Handbook](#)

[Institutional Mission and Effectiveness Subcommittee](#)

[Measure C Priorities](#)

[MVC Strategic Planning Committee Special Meeting on March 8, 2012](#)

[Physical Resources Advisory Group](#)

[RCCD Actuarial Valuation Report](#)

[RCCD Financial Report 2012-2011](#)

[Resources Meeting Minutes Feb 24, 2010](#)

[Resources Meeting Minutes Jun 16, 2009](#)

[Resources Meeting Minutes Sep 23, 2009](#)

[Student Loan Documentation](#)

**Standard III: Resources**  
**III.D: Financial Resources**

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## Standard IV: Leadership and Governance

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### Standard IV Writing Teams

#### Standard IV.A

Donald Foster, Associate Professor, Music (Faculty co-chair)

Natalie Hannum, Associate Professor, Fire Technology (no longer with District) (Faculty co-chair)

Susan Tarcon, Director, Health Services (Administrative co-chair)

Leslie Salas, Administrative Assistant IV, Student Services (Staff co-chair)

Travis Gibbs, Professor, Psychology

Sheila Pisa, Professor, Mathematics

Eric Thompson, Associate Professor, Sociology

#### Standard IV.B

Diane Conrad, Associate Professor, Emeriti, Communications (Faculty co-chair)

Edd Williams, Professor, English (Faculty co-chair)

Cordell Briggs, Associate Professor, English (Administrative co-chair)

Ruth Adams, General Counsel, District Business and Financial Services

Angie Arballo, Executive Administrative Assistant, President's Office (Staff co-chair)

Sharlena Segura, Administrative Assistant I, President's Office

Sylvia Thomas, Associate Vice Chancellor, Educational Services (District)

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

#### Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

#### IV.A: Decision-Making Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.

#### IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

#### Descriptive Summary:

The [vision statement](#) for Moreno Valley College sums up its pledge to excellence: the College “is committed to exceeding the expectations of community, faculty and staff by providing and expanding opportunities for learning, personal enrichment, and community development.” The College counts among its [values](#), an appreciation of diversity and commitment to community building. Moreno Valley College strives to create an environment of empowerment by providing and encouraging diverse community involvement from faculty, staff, administrators, and students in the participatory governance structure of the College.

Systematic participative processes are used to promote discussion, planning and implementation of plans. A description of the College’s planning process with program review at its core is contained in the Integrated Strategic Plan (ISP) 2010-2015 and is described in detail in Standard I.B. College stakeholders are engaged in discussion and planning through [Annual Program Reviews](#) (APRs), which are conducted by instructional, student services, and administrative units. In writing program reviews, units are asked to relate their mission and goals to those of the College, to analyze student achievement in their program, and to identify resource needs that will contribute to students’ success. Input is sought from all administrators, faculty and staff for program reviews in their respective areas. Decision making and implementation of plans is more broadly based, with faculty, staff, students, and administrators working together to provide input through various governance bodies. Governance bodies that participate in the planning process, as outlined

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

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in the [Integrated Strategic Plan](#), are the [Academic Senate](#) and its four subcommittees, and the President's Cabinet. Among these six committees there is representation from faculty, staff, students, and administrators. Other governance bodies, such as the [Faculty Association \(RCCDFA/CCA/CTA/NEA\)](#) and the [California Schools Employees Association \(CSEA\)](#) represent faculty and classified staff with regard to working conditions. The [Associated Students of Moreno Valley College \(ASMVC\)](#) provide representatives to the Academic Senate, the Strategic Planning Council and its subcommittees, and to the [Board of Trustees](#). Each of these governing bodies, their purpose and composition, is explained in detail in Standard IV.A.2.a below.

In addition to the committee structures at Moreno Valley College, all stakeholders are encouraged to share their voices and ideas in various venues such as [online surveys](#), [town hall meetings](#), [open invitations to standing committees](#), [feedback sessions on accreditation documents](#) and open door policies by the College administration.

The College is using technology to provide information to all constituents especially those whose work schedules do not allow time for meeting attendance (e.g., classified staff who work evenings, part-time faculty who are working at multiple colleges). A concerted College wide effort has been made to use [SharePoint](#) software for document repositories, allowing on-demand information on many aspects of College governance. Minutes from department meetings, [Curriculum Committee](#), [Grants Advisory Committee](#), and [Student Equity Committee](#) are available on SharePoint. Instructional, Student Services, and Business Services [annual program reviews](#) are uploaded to a SharePoint site, as are all [student learning outcome assessments](#). During the process for accreditation, writing teams uploaded [drafts and evidence](#) to SharePoint sites and links were provided on the accreditation home site so that anyone in the college community could easily [respond by email or in a discussion forum](#) with comments or concerns on the self-evaluation report. The Strategic Planning Council, the SPC subcommittees and advisory groups, and the Academic Senate post their minutes and agendas directly to the College website. [Institutional Research and Assessment](#) has a page on the College website that contains data sets that can be used for program review and other general College data.

#### **Self Evaluation:**

The College meets this standard. The College's shared governance structure and values encourages honest dialogue. The multitude of venues in which to participate creates an environment for empowerment, innovation, and institutional excellence.

#### **Actionable Improvement Plan:**

None.

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

#### IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

#### IV.A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

#### IV.A.2.b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

#### Descriptive Summary:

The [Integrated Strategic Plan, 2010-2015 \(Revised\)](#) is the written policy that describes the ways stakeholders provide input to College planning, primarily through program review and strategic planning processes. The decision-making process at Moreno Valley College involves a complex relationship among District wide and local committees, with participation from faculty, administration, staff, and students. For instructional matters, governance is focused on instructional departments, the [Academic Planning Council](#), the [Curriculum Committee](#) and, ultimately, the [Academic Senate](#). Long-term planning engages all College stakeholders and is carried out through the [Strategic Planning Council](#) and its subcommittees. For faculty and staff contractual matters, decisions are made through the [Faculty Association \(RCCDFA/CCA/CTA/NEA\)](#) and Chapter 535 of the [California Schools Employees Association](#). Students have a voice in college governance through the [Associated Students of Moreno Valley College](#). The Strategic Planning Council and its subcommittees, Academic Senate, and the RCCD Faculty Association have written bylaws. In addition, the Academic Senate and Faculty Association have constitutions. All documents appear on the College's website. Details of each of these entities are provided below.

#### Instructional Departments

[Instructional Departments](#) are responsible for the scheduling of courses, hiring of part-time faculty, and for initiating plans for future changes in courses and programs. There are six multidisciplinary academic departments, each using the instructional program-review process

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

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to assess and articulate the status and needs of their units. To determine fundamental needs related to the College's mission and its commitment to student learning, the faculty members within disciplines in each department complete this review. The departments are

- Mathematics, Science, and Kinesiology
- Communications
- Business and Computer Information Systems
- Humanities, Arts and Social Sciences (includes Counseling)
- Health, Human, and Public Services
- Public Safety Education and Training

#### **The Academic Planning Council**

The [Academic Planning Council](#) (APC) addresses strategic enrollment management, serves as the review body for instructional program reviews, and serves as a conduit between the academic departments and the administration. The APC, a standing committee of the Academic Senate, meets twice monthly and consists of the six academic department chairs and assistant chairs. Voting members are the department chairs, with the Academic Senate vice president serving as the committee chairperson who votes only in the event of a tie vote among the other voting members. Other participants in the APC include the academic and CTE deans, Vice President of Academic Affairs, and the faculty assessment coordinator.

#### **The Curriculum Committee**

The Moreno Valley College [Curriculum Committee](#) (MVCCC) is a standing committee of the Moreno Valley College [Academic Senate](#). The MVCCC is key to ensuring the common curricula across the District, a principle sanctioned by the [RCCD Board of Trustees](#) (BOT), at the time when [initial accreditation processes](#) began at Moreno Valley and Norco. The roles and responsibilities of the Curriculum Committees are contained in two documents: California Community College Chancellor's Office and Course Approval Handbook 5<sup>th</sup> Edition, and the Riverside Community College District Curriculum Handbook, currently in draft. RCCD's handbook is being revised in Fall 2013 to more accurately reflect the curriculum operating guidelines of a three-college district that shares a common curriculum. In Fall 2013 the Moreno Valley College [Curriculum Committee](#) adopted a mission statement and bylaws that are aligned with the guidelines of the state Academic Senate regarding representation on the committee and the responsibilities of the College Curriculum Committee. In addition, the Moreno Valley College Curriculum Committee is drafting procedures and processes for curriculum proposals to reflect College practices regarding content review related to course and program prerequisites, new course proposals, new program proposals and routine updates to the curriculum review process, Course Outlines of Record, and assessment-related changes. Additionally, the Board of Trustees in Board Policy and Administrative Procedures provides documentation related to curricular matters. Chapter four of [RCCD policies](#) explicitly sets official responsibilities for issues related to Academic Affairs. Maintenance of a common core transfer curriculum across the District requires monitoring by two standing committees of the District Academic Senate: Curriculum and Program Review. Moreno Valley College faculty serve on both of these District committees.

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

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The Riverside Community College District has procedures in place for reviewing both existing programs and initiation of new programs. The [initiation of new programs](#) and the [review of existing programs](#) are described in more detail in Standard II.A.1. These processes rely on discipline faculty from across the District to work with the assessment and program review committees to assess programs and to articulate resource needs, at both the College and District levels. Both processes rely on faculty for development and/or modification of curriculum, data analysis, and assessment of student learning. There is a similar process for [student services program review](#), and student services departments hold regular district wide retreats and/or meetings to discuss their program reviews and service area outcomes.

#### Academic Senate

The Moreno Valley College [Academic Senate](#), composed of elected faculty representatives from each of the above departments, makes recommendations to the College administration and to the [RCCD Board of Trustees](#) regarding academic and professional matters (defined by AB1725, Section 53200) and facilitates communication among faculty, students, administration, and the Board of Trustees in all matters related to community college education.

The Academic Senate receives reports and recommendations from the College President, a student liaison, a classified liaison, and both District and local standing committees. The District Academic Senate is composed of the three Senate Presidents from within the District, and representatives from the District subcommittees. The District and local standing committees are listed below:

##### District Standing Committees:

- a) Program Review
- b) Professional Growth and Sabbatical Leave
- c) Curriculum
- d) Academic Standards
- e) Faculty Association (RCCDFA/CCA/CTA/NEA)

##### Local Standing Committees:

- a) Moreno Valley Assessment Committee (MVAC)
- b) Safety Committee
- c) Academic Planning Council (APC) – chairs and assistant chairs from each academic department
- d) MVC Curriculum Committee
- e) Diversity Committee
- f) Basic Skills Committee
- g) Faculty Development Committee
- h) Comprehensive Instructional Program Review

The [Academic Senate](#) was created at Moreno Valley College following the development of a constitution and bylaws, which were ratified by the faculty in September 2005. In 2009, the constitution and the bylaws were separated allowing the Senate to amend the bylaws while keeping constitutional changes for a faculty vote. In keeping with the continuous

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

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quality improvement review of our governance processes, in 2012 minor alterations to both the [Senate constitution](#) and clarification in the bylaws were approved. The six academic departments defined earlier have at least one representative or the number of senators equaling 15 percent (to the nearest whole integer) of the tenure-track positions within that department. Departments are responsible for conducting nominations and elections for departmental senators in the spring semester.

The Academic Senate president is elected at large, and the vice president and secretary-treasurer are elected from among the senators. In addition to these positions, the senate membership includes one part-time senator (elected by associate faculty), senator-at-large (elected by all College faculty), and a student representative. In collaboration with staff and student liaisons, this body represents the Moreno Valley College faculty in making recommendations to the Board of Trustees concerning policies and procedures related to academic and professional matters in keeping with the State Academic Senate's 10+1 guidelines. The Moreno Valley Senate President serves on the District Academic Senate, which moves on District matters, especially issues involving the District's commitment to one curriculum. Moreno Valley faculty elect two representatives to the District Committee: one on Academic Standards and one to the District Committee on Professional Growth and Sabbatical Leave. As mentioned previously, each department elects a representative to the [Curriculum Committee](#), the chair of which serves on the district wide Curriculum Committee.

The District Academic Senate meets monthly with District leadership and District academic standing committees. The Senate president serves as a member of the standing committees of the Board of Trustees and reports monthly at its meetings. Moreno Valley administrators serve on the District's standing committees, ad hoc committees, and task force committees. Staff representatives serve on the Board of Trustees standing committees and multiple District committees, advising on budget and academic matters. Student representatives appointed by the ASMVC serve on a variety of College committees.

#### **Strategic Planning Council and Subcommittees**

The purpose of the Moreno Valley's Strategic Planning Process is to allow faculty, staff, students, and administrators an opportunity to submit ideas, projects, and goals that are strategic in nature and support the strategic goals of the District and the College [Comprehensive Master Plan](#). These ideas, projects, and goals are not operational but strategic and are captured in portions of the annual program reviews that are submitted through the Moreno Valley's Strategic Planning Process for review and consultation. The membership of the [Strategic Planning Council](#) is diverse with representation of faculty, staff, administrators, and students. The four subcommittees, based on Accreditation Standards of Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, and Leadership and Governance, have faculty, staff, administrative, and student representation. The Strategic Planning Council and its subcommittees each have bylaws that outline the committee's purpose, composition, and meeting schedules.

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

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#### **RCCD Faculty Association and California School Employees Association, Chapter 535**

The [Faculty Association \(RCCDFA/CCA/CTA/NEA\)](#) and the [California Schools Employees Association](#) (CSEA) deal with matters that relate to working conditions and work with the administration to create district wide contracts. These associations receive information and suggestions from College representatives and function as contacts for shaping future contract decisions, as reporters to departments or constituents on association business, as members of Board of Trustees committees, and as initial contacts in grievance matters. The contracts, negotiated every three years, cover items such as hours of work, evaluation procedures, work-year calendar, grievance procedures, and salary.

#### **Associated Students of Moreno Valley College**

The [Associated Students of Moreno Valley College](#) (ASMVC) are dedicated to providing students with opportunities to develop leadership skills through participation in student government and co-curricular programs. ASMVC offers a number of ways to become involved on campus and in the community through participation in College sponsored clubs and organizations and as liaisons to Academic Senate, Strategic Planning Council, and strategic planning subcommittees. The different branches of Student Government are as follows:

- a) Board of Commissioners (BOC), for students who like to plan special events and activities for the entire student population and community
- b) Multi-Cultural Advisory Council (MCAC) for those students who want to be involved in multi-cultural activities and education
- c) Student Senate is the branch of Student Government charged with, among other things, handling and allocating over \$150,000 in funds for recognized clubs and organizations on campus
- d) The Supreme Court is for students looking into the legal system as a future career
- e) Inter-Club Council (ICC) is for club members to represent their clubs and to advertise their club activities

#### **Self Evaluation:**

The College meets the standard. The College continues to show commitment to program review and assessment processes. Since 2009, the College has supported a position for Outcomes Assessment, currently with two faculty receiving an equivalent full-time position. Working with the [MV Assessment Committee](#) that convenes once per month during the academic terms, the assessment coordinators have provided key leadership in quality and standardized reporting of assessment activities. In 2012/2013, the College established a Comprehensive Instructional Program Review Coordinator position to coordinate comprehensive program reviews for Moreno Valley College, who in turn, integrates them into the District's program review process.

As mentioned above, the description of MVC's planning process indicates that planning and resource allocation is to be done through program review. The [Program Review Task](#)

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

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[Force](#) was formed and met between July 2012 and June 2013 and [determined that the ISP processes required strengthening](#), especially in four areas. One weakness in the planning process is that prioritized resource requests have not consistently been compiled and received by strategic planning subcommittees and have not been holistically ranked and discussed by a representative planning body. A second problem is that links between student learning and resource requests are not always explicitly established. A third problem reported by the Task Force was a gap in communication between the Strategic Planning Council and the Academic Senate. Additionally, the Task Force identified that the existing Leadership and Governance Committee (Standard IV) could be doing more to ensure seamless communication and efficiency of governance processes.

The efforts of the Task Force resulted in a revision of [templates for Annual Program Reviews](#) that focused on [rubrics](#) to assist in the ranking of resource requests. All unit program reviews, instructional, student services, and administrative will use similar templates and rubrics. Online forms that allow automatic compilation of results that can be imported to database software have been created. An explicit linkage between student learning outcomes or service area outcomes, College goals, and resource requests is contained in the program review forms.

The Task Force, along with the Governance Strategic Planning subcommittee, completed an inventory of committees in March-May of 2013. In Spring 2013, instructional program reviews used a prototype of the new rubrics to rank requests that were made through program reviews. As a result of this process, adjustments were made to the program review templates and the rubrics. Starting Fall 2013, all units will participate in the revised process for program review.

There is work yet to be accomplished on linkages of program reviews to planning, in particular the composition of the advisory group which will make final planning and budget recommendations to the President, and the composition and charges of the supporting subcommittees. Timelines for all processes are new and will most likely need to be adjusted. The realignment of committees and the continued discussion of what a new integrated planning model should look like will continue throughout the 2013-2014 academic year. The linkages between strategic plans and the long term Comprehensive Master Plan have yet to be detailed, since the Comprehensive Master Plan is a work in progress, not to be completed until Spring 2014.

Although written procedures for planning exist, they have not been consistently practiced. Bylaws, charges, and compositions of committees, especially those for the strategic planning subcommittees are vague, leading to confusion about committee responsibilities. There is sometimes an overlap in charges and lack of communication among College entities, leading to duplication of effort. In particular, there have been issues with communication between committees and unresolved discussions on how the Strategic Planning Council and the Academic Senate relate to one another. The College continues to work on committee realignment, charges and compositions for the SPC and its subcommittees, composition of the President's advisory group, and refinements to timelines for program review.

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

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#### Actionable Improvement Plans:

None.

#### IV.A.3

**Through established governance structures, processes and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

#### Descriptive Summary:

The [RCCD Board of Trustees](#) communicates with faculty, staff, and students through its committee structure. The Board committees typically meet the first Tuesday of each month, followed by a Board of Trustees meeting on the third Tuesday of the month. Each Board committee is chaired by a BOT member and a District administrator and has representation from the colleges' Academic Senates, Faculty Associations, classified and confidential employees, management association, and the Associated Students of RCCD. Board Committee agenda items are reviewed and discussed by the committee members, after which committees provide recommendations for consideration by the Trustees at the regular Board meeting. The Board Committee structure allows for various constituencies to work collaboratively toward institutional improvements at all three colleges. Broad representation by various College entities allows essential institutional information to be shared about achievement of goals and improving student learning. The Board Committees and their charges are as follows:

- A. **Teaching and Learning Committee** - addresses academic program issues and elements, and issues that affect student services.
- B. **Planning and Operations Committee** - reviews and addresses strategic and operational planning for the District, including, but not limited to, campus/college mission statements and strategic plans, organizational changes impacted the planning process or district wide effectiveness, and reports on strategic effectiveness measures.
- C. **Facilities Committee** - reviews and addresses issues and elements around facility development, renovations, physical planning and development.
- D. **Resources Committee** - reviews and addresses issues of personnel and financial resources, including, but not limited to, budget, issues of bargaining units, audits and Measure C.
- E. **Governance Committee** - reviews and addresses issues of Board policy and procedures, agreements that address the governing relationship of the Board/District, and issues of legislative matters.

The meetings are presently held on a rotation basis at each of the three colleges of the District to allow better access to the Board by community members. Periodically, special meetings are held, and other locations within the District can be scheduled for meetings.

**Standard IV: Leadership and Governance**  
**IV.A: Decision-Making Process**

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**Self Evaluation:**

The College meets this standard.

**Actionable Improvement Plan:**

None.

**IV.A.4**

**The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

**Descriptive Summary:**

MVC has a clear history of integrity in its dealings with the ACCJC. In 2000, while still a college center, MVC participated in a “shadow” self-study where faculty, staff and administrators took part in meetings with others throughout the District to write a district wide self-study. In 2007, MVC wrote its first [self-study](#) in support of advancement to candidacy. In 2009, as part of its [self-study for initial accreditation](#), MVC responded to the recommendations made by the visiting team from the 2007 site visit. The 2009 self-evaluation report resulted in initial accreditation with five recommendations by the visiting team. The College addressed two recommendations in a [2010 follow-up report](#) in support of initial accreditation, and updates and progress on all five recommendations were given in the [2012 Midterm Report](#). In preparing for the Midterm Report, small [focus groups](#) met to discuss the organization and process of strategic planning and developed a revised [Integrated Strategic Plan 2010-2015](#).

Self-study documents and subsequent reports were submitted to the Board of Trustees for discussion and approval. The required ACCJC documents were submitted expeditiously with responses to recommendations, including citations where continued work was necessary to fully meet accreditation standards.

**Self Evaluation:**

The College meets this standard.

**Actionable Improvement Plan:**

None.

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

#### IV.A.5

**The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

#### Descriptive Summary:

[Focus groups](#) were convened in Fall 2011 to address recommendations made by the 2009 site visiting team. The work of the focus groups centered on the development of strategies for attainment of College goals, assessments of these strategies, and desired outcomes. As a result of the focus group meetings, revisions of College goals and strategies took place. At this time, it was determined that program review was to be the basis for College planning. The results of program review were to be reviewed first by deans and then vice presidents of related areas. Requests were then sent to the Strategic Planning Council (SPC) co-chairs who forwarded specific requests to the appropriate Strategic Planning subcommittees for prioritization. These four subcommittees are aligned with the ACCJC standards.

In Spring 2012, a college wide effort began to gather feedback on the annual program review process. The College President, upon her arrival in July 2012, organized a [Program Review Task Force](#) to further examine the program review process and to analyze communication gaps in the governance structure. This task force, mentioned also in Standard IV.A.2, was representative of the college community, having faculty, staff, and administrative representation. The task force was assigned the following tasks:

- Streamline the Program Review Process
- Integrate program review process for Academic Affairs, Business Services, and Student Services into a cohesive college process
- Refine or draft processes to eliminate/reduce redundancies within college committees
- Revise forms to ensure user-friendliness and integration with college committees and processes

The task force provided [recommendations](#) beyond those dealing with program review, relating to governance issues. Specifically, the task force recommended that the existing Governance subcommittee be charged with regular evaluations of governance processes at the College. Task force [presentations](#) were made to Strategic Planning Council, Academic Senate, and President's Cabinet. Summary documents of task force findings are available on the College website.

These recommendations were reinforced by findings of the Institutional Mission and Effectiveness subcommittee, which, in Spring 2013, undertook [surveys of the college community with regard to planning](#). Survey results were shared with the subcommittee and the Strategic Planning Council.

## **Standard IV: Leadership and Governance**

### **IV.A: Decision-Making Process**

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Strategic Planning subcommittee IV, Leadership and Governance, worked in conjunction with the task force to analyze existing College committees, their structures, and reporting responsibilities. As a result of this work, the subcommittee has begun efforts on a Moreno Valley College Participatory Governance and Planning Handbook, designed to bring organization and standardization to committee work, and improve communication throughout the college community.

#### **Self Evaluation:**

The College meets the standard. Past efforts to evaluate governance processes at MVC have been sporadic in nature and usually in response to a perceived crisis. The Program Review Task Force and the surveys that the Institutional Mission and Effectiveness Committee undertook were a solid start of evaluating governance structures, but they were not complete and have only begun to be incorporated into a regular system of assessment of College governance. In part, this has been due to a lack of personnel tasked with these efforts. As part of the Program Review Task Force recommendations, the Standard IV subcommittee will be charged with the regular evaluation of committee structures, especially in analyzing networks of College constituents to ensure that communication to all governing bodies is clear. As part of their committee analysis, the Standard IV subcommittee will oversee development of committee charges and production of various plans that result from charges. This evaluation will also seek to eliminate duplication of tasks and responsibilities and to streamline work patterns.

#### **Actionable Improvement Plan:**

The Standard IV subcommittee will adopt, as a component of its responsibilities, the regular evaluation of College governance processes. With the approval by all governance bodies, this committee, along with Academic Senate and CSEA input, will compose a Participatory Governance and Planning Handbook. This handbook will detail charges (including products for which the committee is responsible) and timelines for all planning processes and budget development.

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

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#### Evidence for Standard IV.A

[2007 Institutional Self-Study Report In Support of Initial Accreditation](#)

[2009 Institutional Self-Study Report In Support of Initial Accreditation](#)

[2010 follow-up report](#)

[2012 Midterm Report](#)

[Academic Planning Council](#)

[Academic Senate](#)

[Annual Program Reviews](#)

[Annual Program Review rubric](#)

[Annual Program Review template](#)

[Associated Students of Moreno Valley College](#)

[Board of Trustees](#)

[Board Policies](#)

[California Schools Employees Association](#)

[College Catalog, vision and values](#)

[Comprehensive Master Plan](#)

[Curriculum Committee](#)

[Curriculum Committee SharePoint](#)

[Drafts and evidence for accreditation writing teams](#)

[Email invitations to various governance committee meetings](#)

[Faculty Association \(RCCDFA/CCA/CTA/NEA\)](#)

[Feedback links for self-evaluation report](#)

[Feedback session on accreditation documents at BCTC](#)

[Grants Advisory Committee](#)

[Institutional Research and Assessment](#)

[Instructional Departments](#)

[Integrated Strategic Plan, 2010-2015 \(Revised\)](#)

[ISP focus groups](#)

[MV Assessment Committee](#)

[New Program Approval Process](#)

[Online surveys for mission, program review, and SLO assessment](#)

[Program Review Task Force](#)

[Program Review Task Force presentation](#)

[Program Review Task Force recommendations](#)

[RCCD History](#)

[Senate constitution](#)

[SharePoint site](#)

[Student Equity Committee](#)

[Student services program review](#)

[Town Hall meeting on mission](#)

[Town Hall meeting on Scorecard 2.0](#)

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

#### IV.B Board and Administrative Organization

**In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**

#### The Riverside Community College District Governing Board

The Riverside Community College District (RCCD) is geographically broad, covering 440 square miles, and ethnically diverse (see demographic information in the Introduction). The RCCD has one governing board that is charged with the governance of all the colleges within the District, holding the Chancellor responsible for district administration and management.

The [Board of Trustees](#) for the RCCD consists of five publicly elected individuals. Election of Board members occurs during the statewide general election and is open to anyone living in the District who is eligible to vote. The current Board's ethnic and gender makeup closely matches that of the District, and there is a nonvoting student member on the Board ([Board Policy 2100](#), [Board Policy 2015](#)).

In an effort to provide a venue for presentations and discussion about topics pertinent to the governance of the District, the Board has established five standing committees comprised of representatives from various college constituencies and one Board member. Each committee provides an opportunity for participatory governance because staff, students, and faculty are included in the membership ([Board Policy/Administrative Procedure 2220](#)). In addition, it is a forum for the discussion, review, and deliberation of issues related to effective governance of the College ([Board Policy 2200](#)).

Board of Trustees meetings usually take place on the third Tuesday of the month, while standing committee meetings are held on the first Tuesday of the month. Each Board agenda provides for public presentation and for staff reports as appropriate. General Board and standing Board committee meetings are rotated among the three colleges and are open to the public. Board policy requires the keeping and preserving of [minutes of Board meetings](#). These minutes are kept in the Chancellor's office and on the servers for the RCCD website.

#### Descriptive Summary:

Riverside Community College District [Board Policy/Administrative Procedure 2430](#), indicates that the Board of Trustees appoints the Chancellor and delegates to the Chancellor the "executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action." The Chancellor is empowered by the Board to delegate powers and responsibilities.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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The RCCD Function Map (see Introduction) delineates the manner in which the three colleges and the District manage the distribution of key responsibilities by function. The map shows which entities have primary, secondary, and shared responsibilities. Assessment and feedback on how well the District entities provide service occur through annual Administrative Program reviews, which include assessments in the form of surveys of all District administrative units.

#### Self Evaluation:

The College meets this standard. The duties and responsibilities of both the Chancellor and the Board are stated in [Board Policy 2430](#).

#### Actionable Improvement Plan:

None.

#### IV.B.1

**The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

#### IV.B.1.a

**The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

#### Descriptive Summary:

The Board of Trustees members are elected by voters living within the District boundaries ([Board Policy/Administrative Procedure 2100](#)). As stated in the introduction to IV.B, each Board committee and general board meeting is an open venue for the discussion, review, and deliberation of issues related to effective governance of the College. In this way the Board is able to understand and reflect the public interest.

Members of the Board of Trustees are not district employees and do not have a personal financial interest in the institution. Board members, as public officials, file an annual Statement of Economic Interest with the District's filing official in accordance with the regulations of the California Fair Political Practices Commission. (Board Policy [2710](#), [2712](#), [2715](#)) Thus, the Board is an independent policy-making body that relies primarily on the administration to provide direction in policy development and implementation.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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Legally required to function only as a group, the Board of Trustees, comprised of publicly elected officials, is responsible for representing the interests of the communities served by the college district and should act only on that basis.

The five-member Board of Trustees is elected by and governs on behalf of the citizens of the Riverside Community College District (RCCD) in accordance with the authority granted and duties defined in Education Code Section 70902. The Board of Trustees acts as a whole and legally can function only as a group to represent the communities served by the District. Board Policy, [Board Policy 2200](#), delineates the duties and responsibilities of the Board. It is the Board's duty to select the Chancellor, [Board Policy 2431](#) and their responsibility to evaluate him/her, [Board Policy/Administrative Procedure 2435](#). The evaluation of the Chancellor occurs annually, approximately one month prior to his/her anniversary hiring date with the District. In early May each year, the Board President asks the Chancellor to review his/her accomplishments during the past year. Based upon the objectives that were approved by both parties during the previous year, the Chancellor provides a written assessment of the progress made on each objective. Typically, at the May Board meeting a closed session is held whereby the Chancellor reviews his/her accomplishments regarding the objectives. Subsequently, a discussion is held between the Chancellor and Trustees regarding the accomplishments and ultimately, the Chancellor receives a written response/evaluation from the Trustees. At the same time, the Chancellor begins to prepare his/her objectives for the next year. These objectives are also discussed with the Trustees and refined and ultimately approved. As such, the new objectives will become the foundation for the Chancellor's evaluation in the subsequent year and hence, the evaluation circle is complete. The evaluation of the Chancellor is memorialized in writing and the summary is placed in the Chancellor's personnel file.

The five members of the Board of Trustees were formerly elected at large by residents across the District, but in January 2012, the Board of Trustees began a study process to develop a "by-district" trustee election process and appointed a two-trustee ad hoc committee to work with the Chancellor's office to develop by-district map scenarios. The District hired the Dolinka Group to assist with the process, held three public forums, one at each college, to sunshine four (4) by-district map scenarios and posted the scenarios online at [www.rccd.edu](http://www.rccd.edu). The ad hoc committee attended each of the forums and spent time carefully considering public comments (submitted via public forum or online) and reviewing and revising scenarios. As a result of public comments received, the committee developed a fifth map scenario for consideration. On March 20, 2012, the Board of Trustees at its regular meeting reviewed three by-district map scenarios forwarded by the ad hoc committee and accepted additional public comment during the meeting. [The Board then voted \(5-0\) to adopt Scenario A](#) and approved Resolution No. 33-11/12 establishing trustee areas, a by-trustee election process, and the filing of a required Waiver with the Board of Governors of the California Community College System. Beginning with the election in November 2012, Board members were elected by district, for staggered terms of four years, Board Policy/Administrative Procedure 2100. In an effort to improve voter turnout, Board elections coincide with presidential and gubernatorial elections. To ensure continuity of the Board, two seats are contested during presidential election years and three seats are contested during years of gubernatorial elections. The District has a written policy and procedure, Board Policy/Administrative Procedure 2110, to fill vacancies.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

---

A student, elected in spring semester each year by the Associated Students of Riverside Community College District, serves a one-year term as a trustee at the Board's monthly meetings and reports on student issues. The student trustee receives materials sent to Board members and is empowered to ask questions and to discuss matters, but is not authorized to vote or to participate in closed session meetings of the Board. If a vacancy occurs in the office, procedures for filling the position are stated in [Board Policy 2015](#). In Spring 2007, the Board began providing compensation for the student trustee in the form of a scholarship.

#### **Self Evaluation:**

The Board policies meet standard requirements. The members of the RCCD Board of Trustees accept their responsibility and have developed clear policies to ensure the quality of student learning and act in the interest of the communities and students served by the District.

#### **Actionable Improvement Plan:**

None.

#### **IV.B.1.b**

**The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

#### **Descriptive Summary:**

The mission statement of the Riverside Community College District is comprehensive in support of the colleges' missions. It defines its role and responsibility in supporting the success of the students and communities we serve ([Board Policy 1200](#)).

Riverside Community College District is dedicated to the success of our students and to the development of the communities we serve. To advance this mission, our colleges and learning centers provide educational and student services to meet the needs and expectations of their unique communities of learners. To support this mission, District offices provide our colleges with central services and leadership in the areas of advocacy, resource development, and planning ([Board Policy 1200](#)).

The District goals underscore its function to promote and to provide opportunities for students to be successful in accomplishing their educational and career goals. The District's goals include:

- Student access
- Student success
- Resource stewardship
- Community collaboration and partnership
- Creativity and innovation
- System effectiveness

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

---

Primary goals of the District are to respond to the educational needs of an ever-changing community, to provide programs and services that support each college's academic excellence, and to ensure that the District's three colleges promote open access and celebrate the diversity of their students, staff and their communities. Through strategic initiatives, the District advances its goals and supports the missions of the three colleges, which are also focused on student success. The District provides centralized services; for example, in the areas of diversity and human resources ([Board Policy 7110](#)) and information technology and administrative system infrastructure, which assist and enable the colleges to address the needs of their students and communities.

These goals are accomplished in part through Moreno Valley College, which provides comprehensive programs and services in:

- Lower-division transfer curricula
- Career and technical education curricula, especially in health and public services
- Basic skills development
- Workforce preparation

To ensure the quality and integrity of the District's student learning programs and services, and to promote their improvement, the Board of Trustees reviews and approves the budget, all district expenditures, human resources action, curriculum, and district educational programs at its monthly meetings ([Board Policy 6200](#), [6250](#), [6300](#)). The Board relies on the Chancellor, the college presidents, and their administrations to ensure that institutional practices, instructional programs, matters related to students and staff, and all financial-related decisions are made in accordance with Board-approved policies and procedures, California Code of Regulations, Education Code, and the mission statements of each college.

Board of Trustees' policies outline the process for program and curriculum development and articulation as well as the philosophy and criteria for associate degrees throughout the District. The Curriculum Process agreement with the District Academic Senate establishes the relationship between Board policy and participatory governance in the areas of curriculum and program development. In addition, the Board has established a series of board policies to govern support services to students ([Board Policy 5110](#), [5130](#), [5140](#), [5150](#), [5200](#)).

#### **Self Evaluation:**

The College meets this standard. The Board has established policies which are consistent with its mission and the mission and goals of the colleges. These policies are reviewed regularly by District and college administration to maintain currency with state regulations and Education Code. The Board receives reports about college initiatives and programs, like the Norco Summer Bridge Program, Riverside Early Childhood Studies, and Moreno Valley Public Safety, and this curricular development, such as the Transfer Model Curriculum, and updates about state initiatives; for example, the Student Success Initiative. Through its approval of District expenditures and budget, the Board ensures the budget supports the instructional programs and services.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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#### Actionable Improvement Plan:

None is needed.

#### IV.B.1.c

**The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

#### Descriptive Summary:

The Board of Trustees carefully exercises its responsibility for the educational quality, legal matters, and financial integrity of the RCC District with care and thoughtful consideration of all issues. At Board committee meetings, the Board receives regular reports on educational programs, curriculum, initiatives aimed at student access and success, facilities, finance, and planning, as well as presentations which form part of the agenda packet of Board meetings, concerning the status of various educational programs, strategic planning, fiscal planning, and formal budgets. Additionally, there is time for public comments. Open dialogue is encouraged. During these public meetings, the Board committee members engage staff and representatives in discussions about varied educational, legal, and financial topics. At the regular Board meetings, Board committee members present the items that were discussed in committee, vote on these items, and approve other matters in the agenda packet prepared for the meeting. This includes approval of District expenditures. Frequently, at both the committee and general board meetings, the Board of Trustees discusses and suggests matters for improvement, if necessary, and then communicate these suggestions to the appropriate District or college administrators (see standard IV.A.1.a. above).

When necessary, the Board consults with legal counsel typically on matters related to real estate transactions, personnel, employee discipline, dismissal or release, potential or actual litigation, and labor negotiations in closed session to assure the integrity of legal discussions. Other legal matters of the District are discussed in open sessions of the Board. The intent to hold a closed session is always announced in the Board agenda, and when action is taken on an item discussed in closed session, the action is reported in open session.

The Board ensures the fiscal integrity of the District by commissioning an annual independent audit. The Board approves the yearly budget and monitors expenditures using the board packet, which includes a list of all expenditures paid on a monthly basis. The District utilizes the concept of a fund budget target, which shall be equal to a minimum of 5 percent of the sum of the projected beginning fund balance for a fiscal year and the estimated revenues for that year ([Board Policy 6200](#)). During the last two fiscal years, the Board has adopted budgets with less than a 5 percent reserve to strategically deal with the budget crisis the colleges have faced. Currently the budgeted reserve level adopted by the Board is 3.8 percent.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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#### **Self Evaluation:**

This standard is met. The monthly meetings of the Board and its subcommittees provide ample opportunities for members to receive detailed information, back-up documentation, and to gather additional facts and clarification if needed. The meeting agenda, board reports, and support information are available electronically for the Board and public at least 72 hours prior to the scheduled meeting. Information and minutes from previous meetings are archived and posted on the [District's web page](#), the availability of this information and the ability to seek clarification when necessary assists the Board in carrying out its responsibilities.

#### **Actionable Improvement Plan:**

None is needed.

#### **IV.B.1.d**

**The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

#### **Descriptive Summary:**

The Board of Trustees has published its policies and procedures on the RCCD [website](#). The policy manual for the Board of Trustees is also available in printed form from the Chancellor's, general counsel's, and presidents' offices.

Policy and procedures relating to the size of the Board, its duties, operating procedures, responsibilities, meetings, code of ethics, and self-evaluation are included in:

- 2010 Board Membership
- 2015 Student Trustee
- 2100 Board Elections
- 2200 Board Duties, Responsibilities and Privileges
- 2210 Officers
- 2220 Committees of the Board
- 2310 Regular Meetings of the Board
- 2410 Policy and Administrative Procedure
- 2430 Delegation of Authority to Chancellor and Presidents
- 2710 Conflict of Interest
- 2712 Conflict of Interest Code
- 2715 Code of Ethics Standards of Practice
- 2745 Board Self-Evaluation

The policies and regulations conform to California Education Code and California Code of Regulations, as well as other various state laws. Minutes and resolutions of the RCCD Board of Trustees reflect that it consistently acts according to its policies and bylaws.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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#### Self Evaluation:

The standard is met.

#### Actionable Improvement Plan:

None is needed.

#### IV.B.1.e

**The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

#### Descriptive Summary:

The Board of Trustees is guided by the policies and administrative procedures delineated in the Board Policy Manual. Board policies are reviewed for accuracy to maintain currency and conformity with related education code and state regulations and updated regularly.

In addition to the provisions of [Board Policy/Administrative Procedure 2410](#), since 2006, the District has subscribed to the Community College League of California's (CCLC) Model Policy and Procedure Service. New policies/procedures drafts are provided to subscribing districts as well, based on new laws or the needs of subscribing districts. The CCLC, through its outside legal counsel, Liebert Cassidy Whitmore, updates policies and procedures at least once per year and, usually, twice per year. The updates to current documents are based on changes to the various laws and regulations. This service enables California Community College Districts to access over 300 policies and procedures pertaining to the CCD which have been developed through the various laws, codes, and regulations of the state of California. The District's Board of Trustees approves all changes to board policies. Administrative procedures, however, are developed by administration and approved by the Chancellor's Executive Cabinet.

In addition to the CCLC annual updates, policies and procedures are reviewed periodically to ensure that they remain current with District and College practices. Currently, the District's General Counsel is charged with the task of overseeing this process.

All Board policies and administrative procedures are posted on the District's website.

The District has the following seven sections of policies and procedures:

- Section 1 – District
- Section 2 – Board of Trustees
- Section 3 – General Institution
- Section 4 – Academic Affairs
- Section 5 – Student Services
- Section 6 – Business and Fiscal Affairs
- Section 7 – Human Resources

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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#### Self Evaluation:

The standard is met. The RCCD Board of Trustees operates in a manner compliant with state education and administration codes and consistent with its established and approved policies and bylaws.

#### Actionable Improvement Plan:

None is needed.

#### IV.B.1.f.

**The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

#### Descriptive Summary:

The Board of Trustees is committed to its ongoing development as a board. [Board Policy \(BP\) 2740](#), along with [BP 2200](#), addresses new board member orientation. During election years and under the direction of the RCCD Chancellor, the District organizes an orientation session for all candidates running for a Board of Trustees office. The most recent example of this orientation occurred on September 5, 2012. The agenda included an overview of the District, its organizational structure, and the budget. Additionally, representatives from key constituencies like the Academic Senate, the faculty and staff unions, the confidential staff, and the management leadership association provide information about their organizations.

As part of its commitment to education, [BP 3200](#) ensures that the Board receives information about the colleges' accreditation efforts. The Board reviews major accreditation reports such as substantive change approval requests, mid-term and follow-up reports, and self-evaluation studies. As a further demonstration of its interest in board development, in September 2012, the Board was engaged in [accreditation training](#), which was provided by the Accrediting Commission for Colleges and Junior Colleges (ACCJC). The training was focused on the role of the Board in the accreditation process as well as an overview of the accreditation standards.

New board members are encouraged to attend the California Community College Trustees (CCCT) orientation, which is held in Sacramento annually by the CCLC. Typically, the Board members also attend at least one national conference in Washington, DC each year. When budget permits, Board members attend conferences oriented toward community college trustees. This is underscored in Board policy, [BP 2200](#).

The Board consists of five members, each representing a designated area of the District. Each member serves a four-year term, with elections occurring every two years in even numbered years. [BP 2100](#) and [BP 2110](#) provide for continuity of board membership and

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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staggered terms of office. In November 2012, two board members, one incumbent and one new board member, were elected for a term of four years, which begins the first Friday in December following the election. Should a vacancy on the Board occur, [BP 2110](#) delineates the procedure to be followed for filling the vacancy.

#### **Self Evaluation:**

The College meets this standard. The orientation of the Board is thorough. In addition to an internal orientation, board members travel when possible to conferences and off-site training to remain current in their knowledge of matters affecting community colleges, both within the state and nationally.

#### **Actionable Improvement Plan:**

None is needed.

#### **IV.B.1.g.**

**The governing board’s self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

#### **Descriptive Summary:**

The Board recognizes that it is responsible to the community, and to demonstrate its commitment to its constituents undergoes an annual assessment of Board performance.

In September 2008, the Board of Trustees revised [BP 2745](#), “Board Self-Evaluation,” which was originally adopted in May 2007. Recognizing “a fiduciary responsibility to meet the learning needs of those who might benefit from Riverside Community College District’s programs in the communities it serves,” the Board adopted a self-assessment policy grounded in four key principles for ensuring the success of the District:

- Learner centeredness
- Continuous assessment
- Evidence-based assessment
- Commitment to act

[BP 2745](#) also directs the Board to examine its performance and record centered around seven dimensions of effectiveness:

- Commitment to learners
- Constituency interface
- Community college system interface
- Economic/political system interface
- District policy leadership
- Management oversight
- Process guardianship

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

---

The self-evaluation process is open and transparent. The process and its results aid the Board in performing its role as a governing body. It is not intended to evaluate the performance of an individual member, but, instead, it acts as a means for gauging the effectiveness of the Board as a whole. The Board is directed to discuss in open session the above dimensions of board effectiveness in the context of issues and concerns raised during committee and general meetings.

#### **Self Evaluation:**

The College meets this standard. The RCCD Board of Trustees has a clearly defined process for its self-evaluation in [BP 2745](#). The Board considers and discusses the results of the process in open session and uses the assessment to monitor and to improve the effectiveness, and to model its commitment to continuous improvement. Information gathered from the process is used to establish Board goals for the coming year. For example, the number one identified goal based on the 2012 Board self-evaluation was the creation of a mission statement for the Board with guiding principles for governance. At its [September 18, 2012](#) meeting, the Board adopted the following mission statement:

*The Board is dedicated to providing governance and leadership that affords access to excellent higher educational opportunities for all who could benefit, thereby contributing to the strength of our communities and the local workforce. The Board, in collaboration with the Chancellor, is committed to supporting the missions of Riverside Community College District, and the Moreno Valley, Norco and Riverside City colleges.*

#### **Actionable Improvement Plan:**

None is needed.

#### **IV.B.1.h.**

**The governing board has a code of ethics that includes clearly defined policy for dealing with behavior that violates its code.**

#### **Descriptive Summary:**

The Board maintains [BP 2710](#), “Conflict of Interest,” and [BP 2712](#), “Conflict of Interest Code,” the latter of which is pursuant to the requirements of the Political Reform Act of 1974, Gov. Code §81000. This code sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the disclosure provisions of the code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all Board members fill out a Statement of Economic Interest (California Fair Political Practices Commission 1999/2000 Form 700), which is kept on file in the office of the District’s filing official.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

---

[BP 3050](#) establishes an “Institutional Code of Ethics,” which reaffirms the Board’s commitment to ethical standards by holding the institution accountable for such standards. [BP 2715](#), “Code of Ethics/Standards of Practice,” defines appropriate motives and actions of the Board of Trustees and provides a process for dealing with behavior in violation of board ethics and standards. In addition, other policies are in place that address acceptance of gifts ([BP 2713](#)), political activity ([BP 2716](#)), and personal use of public resources ([BP 2717](#)).

#### **Self-Evaluation:**

The College meets this standard. Board policies governing codes of ethics, acceptance of gifts, and use of public resources have been developed using state measures.

#### **Actionable Improvement Plan:**

None is needed.

<b>IV.B.1.i.</b>
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<b>The governing board is informed about and involved in the accreditation process.</b>
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#### **Descriptive Summary:**

[BP 3200](#) directs the District Chancellor to inform and involve the Board in accreditation matters. [AP 3200](#) mandates that the Board review and approve all Self Study documents. The Board of Trustees is provided with information about the accreditation process through monthly reports from the Chancellor, college presidents, and Academic Senate presidents through strategic planning updates, biannual board retreats, and presentations made by members of the college’s accreditation steering committees.

#### **Self –Evaluation:**

The College meets this standard.

#### **Actionable Improvement Plan:**

None is needed.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

#### IV.B.1.j.

**The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.**

**In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

#### Descriptive Summary:

The Board is charged with the governance of all colleges in the District and delegates to the Chancellor ([BP 2430](#)) the responsibility for administering District policies and executing all Board decisions, as well as being responsible for District administration and management. In turn, the Chancellor may delegate powers and duties, but remains accountable to the Board.

The process for the selection of a new chancellor is delineated in [BP/AP 2431](#). The policy specifies that the process will be “inclusive, transparent, and participatory.” Representatives from each of the District’s constituency groups participate in the selection. The procedure as outlined in the administrative procedure was used in the selection of the current chancellor. While [BP/AP 2431](#) is specific about the procedure to select a chancellor on a permanent basis, [BP 2432](#) addresses the manner in which an acting chancellor may be appointed for short periods of time and, subsequently, for a period of time which may exceed thirty days.

Revised [BP/AP 2435](#), adopted in May 2007, clearly defines that the Chancellor be evaluated annually and complies with the terms of the Chancellor’s employment contract. In addition, [BP 2435](#) stipulates that the evaluation process is “jointly agreed to by the Board of Trustees and the Chancellor.” The Chancellor’s job description, performance, and goals, in accordance with [BP 2435](#), serve as the criteria of the evaluation, which involves an oral interview at which time the Chancellor summarizes his/her annual achievements and goals. The Chancellor and the Board may discuss any of the following topics:

- Committees
- Financial Information
- New Programs or Major Refocusing of Existing Programs
- Student Services
- Chancellor and Staff Relationships
- Trustee and Chancellor Relationships
- Other Subjects

The evaluation of the Chancellor becomes part of the Chancellor’s personnel file, which is maintained by the office of Diversity and Human Resources.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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In a fashion similar to the selection of a chancellor, [BP/AP 7121](#) specifies the procedure for the selection of a college president. Like the selection of a chancellor, the policy is specific about the committee composition, the screening and interview procedures, public forums, selection of finalists, and the negotiation and appointment of the president. The procedure delineated in the Board policy was followed in 2010 and again in 2011 to hire each of the presidents at the three colleges.

#### **Self-Evaluation:**

The College meets this standard. Policies are followed that govern the selection of the Chancellor and delegates to the Chancellor's authority to administer Board Policies without interference from the Board.

#### **Actionable Improvement Plan:**

None is needed.

#### **IV.B.2**

**The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

#### **IV.B.2.a.**

**The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

#### **Descriptive Summary:**

The President serves as the chief executive officer of Moreno Valley College, reporting to the District Chancellor and advising the Board of Trustees on all matters related to the administration of Moreno Valley College. The President provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and in assessing institutional effectiveness. She assigns responsibility to her team of administrators and managers consistent with their assigned responsibilities. The President delegates authority to her cabinet and managers, including three vice presidents as well as deans and classified managers.

Since MVC's initial accreditation, several new administrative positions have been created to better meet the College's needs. These positions include the Vice President, Student Services; Director, Student Financial Services; Assistant Manager, Food Services; and Sergeant, Safety and Police. Other positions, such as the Director, Student Support Services, and Director,

## **Standard IV: Leadership and Governance**

### **IV.B Board and Administrative Organization**

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Upward Bound Math and Science, have been created through grant funding. In addition, an Institutional Research Specialist was recently moved from the District to the College to provide college-specific data needed for program review and to assist in developing student achievement standards. The newly added administrative positions in the Student Services area have allowed MVC to complete its decentralization of Student Services, thereby strengthening support for students.

In accordance with [BP 2430](#), the President of Moreno Valley College is the chief executive officer of the College and, as such, has the ultimate responsibility for educational and financial decisions and is responsible for carrying out District policies at the College. She, along with the vice presidents, coordinates policy, procedures, goals, and actions in their respective areas and evaluates the operation of the College. She also has standing meetings with other constituent representatives, including the Academic Senate president and representatives from the CTA and CSEA. The President meets regularly with consultants and/or District personnel who are working with MVC administrators and managers overseeing the College's Educational Master Plan and construction projects. Additionally, the President chairs the Moreno Valley College President's Management Council, a body that includes the vice presidents, deans, and other managers. She reports to the District Chancellor and attends meetings of the Chancellor's Executive Cabinet, District Budget Allocation Committee (DBAC), and the District Strategic Planning Committee (DSPC). The President also communicates with the Board of Trustees by attending committee and board meetings.

#### **Self-Evaluation:**

The College meets this standard. Since the College's initial accreditation, Moreno Valley College has functioned as an autonomous institution. Under the President's leadership, MVC has increased its management capacity to better serve a student population of nearly 8,000 students.

#### **Actionable Improvement Plan:**

None is needed.

#### **IV.B.2.b.**

**The president guides institutional improvement of the teaching and learning environment by the following:**

- Establishing a collegial process that sets values, goals, and priorities;**
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- Ensuring that education planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- Establishing procedures to evaluate overall institutional planning and implementation efforts.**

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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#### Descriptive Summary:

Moreno Valley College continues to grow and evolve as a newly accredited college. Having received its initial accreditation in March 2010, Moreno Valley College has evaluated its governance process and identified areas of excellence, but also areas of improvement. This report reflects the evolution of the governance process and Moreno Valley's continuous and on-going dedication to collegial, transparent and participatory governing entities.

The College President collegially engages with District personnel and committees on the mission, vision and goals of the District, especially in the development of the College's [Comprehensive Master Plan](#). The College President also engages the Moreno Valley College community to ensure inclusive input on key college decisions. This includes working closely with the [Strategic Planning Council](#), [Academic Senate](#), and the executive staff to ensure that values, goals and priorities are mirrored in the Moreno Valley College strategic plan (District Master Plan, Educational Master Plan, and Facility Master Plan).

In July 2012, the College President identified areas of communication that could be improved between the Moreno Valley Academic Senate and the Strategic Planning Council. To improve communication, the College President assigned a [Program Review Task Force](#) to identify communication gaps as well as evaluate the program review process to ensure the process is efficient and purposeful for Moreno Valley College.

Additionally, the Moreno Valley College President identified [Student Learning Outcomes Assessment](#) as a key component to future planning, and increased reassignments for Learning Outcomes Assessment Coordinators. The Learning Outcomes Coordinators are active members on the Program Review Task Force, attend regular Academic Senate Meetings, and report regularly to the Academic Planning Council and the Moreno Valley College President to ensure that communication is open and transparent and that assessment results are integrated into college planning.

The President maintains an open-door policy and is accessible to the faculty, staff, and students. Through participation on the [Strategic Planning Council](#), the President acts as an advocate for programs and services at the College. Through attendance at [Academic Senate](#) meetings, the President participates in dialogue through regular reports that are a standing agenda item. At Management Council Meetings, the President and staff address issues related to institutional goals, educational and facilities planning, and financial matters. Through these and other meetings with College members, scheduled as requested, the President has established a pattern of collegial exchange at MVC.

The Moreno Valley College President ensures a process for quality improvement using instructional and non-instructional [program reviews](#) that rely upon accurate and timely information and [data](#). The addition of an Institutional Research Specialist in January 2013 has greatly improved the ability to access college-specific data, since prior to that time data was provided only from District personnel. The President oversees the prioritization of program review resource requests through participation on the Strategic Planning Council

## **Standard IV: Leadership and Governance**

### **IV.B Board and Administrative Organization**

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and directs the Vice President of Business Services to allocate approved resources. The President also ensures that all faculty and staff are informed of the status of program review requests. Finally, the President evaluates the institution by linking data and analysis to program goals.

In the spirit of transparency and inclusion, the College President maintains an open-door policy for students, faculty, staff, administrators, and the public. Additionally, the College President or designees send regular email correspondence and messages to the College community on a variety of topics including: construction, accreditation, campus policy, and overall words of leadership and encouragement for the College community.

#### **Self-Evaluation:**

The College meets this standard. The President oversees and guides the institution in its efforts to improve teaching and learning. The President has created task force committees to assure that high standards for all instructional and non-instructional program reviews are maintained. The President oversees the prioritization of program review resource requests through participation on the Strategic Planning Council and the Academic Planning Council and directs the Vice President of Business Services to allocate approved resources.

#### **Actionable Improvement Plan:**

None is needed.

#### **IV.B.2.c.**

**The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

#### **Descriptive Summary:**

The President has overall responsibility to know and understand all statutes, regulations, and Board policies; to assure their consistency with institutional mission and policies; and to communicate to Moreno Valley College staff, faculty, administrators, and students all important and pertinent regulatory information. Through participation in Board of Trustees and other meetings mentioned in Standard IV.B.2.a, the President stays informed about state regulations, Board policies, and institutional practices. Institutional mission is a prime consideration in the establishment of new programs, especially given the College's commitment, academic disciplines, and numerous career and technical education programs. The President is responsible for communicating information about policies and practices to other appropriate officers of the administration, as well as to the president of the Academic Senate and co-chairs of the Strategic Planning Council. The President ensures updates to policies and procedures are available through the College website so that all constituents can access.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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#### Self- Evaluation:

The College meets this standard. The President regularly attends Board meetings and meetings of the District Executive Cabinet. She maintains up-to-date information on all policies, procedures, and regulations and conveys this information through various College committees.

#### Actionable Improvement Plan:

None is needed.

#### IV.B.2.d.

**The president effectively controls budget and expenditures.**

#### Descriptive Summary:

The President is responsible for (1) managing the budget to allow Moreno Valley College to meet its mission, (2) working with College stakeholders to appropriately allocate the budget, (3) informing and working with management, staff, and faculty to ensure funds are spent and expenditures are in compliance with budget guidelines, and (4) overseeing the expenditure of funds. The President obtains resource requests from all College units and forms budget projections with the assistance of analysis provided by the vice presidents.

The President participates in budget discussions with the Vice President of Business Services to ensure successful planning and effective communication of College needs at the District level. At the College level, the President oversees budget development, assisted by the Vice President, Business Services, the Vice President, Student Services, and the Vice President, Academic Affairs. The budget is allocated taking into consideration resource requests that were determined through annual program reviews and prioritized by appropriate planning bodies, such as the [Academic Planning Council](#).

#### Self-Evaluation:

The College meets this standard. The President relies on a shared governance procedure, receiving input from departments and service units through program review, to begin the shaping of the College budget. Further input is provided through various planning bodies, including the Strategic Planning Council and the Academic Senate. The President's Cabinet, with the Vice President of Business Services having functional budgetary responsibility, makes refinements of resource allocation prioritizations. The President ultimately controls the College's budget and controls discretionary spending from category to category.

#### Actionable Improvement Plan:

None is needed.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

#### IV.B.2.e.

**The president works and communicates effectively with the communities served by the institution.**

#### **Descriptive Summary:**

The President of Moreno Valley College has established a presence in the community. Her role in the community is to both understand the needs of residents and employers and to provide the community with information on the learning opportunities that the College offers. The President is a board member of the MV Chamber of Commerce, attends many of the Chamber's events, and supports them in their various community and fundraising efforts. The President represents the MVC to the Moreno Valley Unified School District, the Val Verde Unified School District, the Moreno Valley Chamber of Commerce, and the Moreno Valley Rotary Club. The President is also a member of the Moreno Valley Hispanic and Moreno Valley Black Chambers, and the Girl Scouts, San Geronio Chapter. The President has been a guest speaker at community organizations' programs. The College is also a member of the Latino Network.

MVC has many [partnerships](#) that have resulted through such interactions. Examples are the Middle College High School and the Nuvview Bridge Early College High School programs; and partnerships with California State University, San Bernardino, Brandman University, the Riverside County Sheriff's Office, and other county entities.

MVC, in response to Moreno Valley community members, established a [Community Partners Committee](#) in 1997. It is an advisory and advocacy group composed of city and educational leaders, community members, and other supporters of the Moreno Valley College. The mission of the Community Partners Committee is "to establish communication between the community and the College campus and to assist the College in responding to the economic, social and educational needs of the community."

Moreno Valley College has a strong working relationship with the City of Moreno Valley. In addition to involvement in various community organizations by the President and several of the administrators and managers, there have been projects in partnership with the City of Moreno Valley. These include the tot lot, soccer fields, and the city park on College land.

#### **Self-Evaluation:**

The College meets this standard. By continuing the tradition of strong connections with various community organizations, the President ensures that effective communications are maintained.

#### **Actionable Improvement Plan:**

None is needed

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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#### IV.B.3.

**In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

#### IV.B.3.a.

**The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

#### Descriptive Summary:

Prior to and since the establishment of three independently accredited colleges, there has been an ongoing dialogue about centralized District and localized college services. As the effectiveness of the services are reviewed, changes and refinements have occurred which are reflected in both the [District's function map](#) and organizational charts of both the District and the colleges. For example, institutional research has been a District-provided function, which was originally staffed with an associate vice chancellor of institutional effectiveness, a dean of institutional research, two full-time researchers, one full-time research assistant, and an administrative assistant. The associate vice chancellor retired in 2010 and one of the full-time researchers resigned; neither position was replaced. Based on discussions in the Executive Cabinet and between the Chancellor and the presidents that focused on an evaluation of services and college needs, a realignment of the District's Institutional Research office has occurred. One full-time researcher has been permanently placed at Riverside City College and in January 2013, the full-time research assistant has been transferred from the District office to Moreno Valley College to address the college's needs for a local full-time researcher. The dean of institutional research remains at the District and in addition to other functions, continues to provide requested data to the colleges, prepares both District and college reports for internal and external use, and supports the data needs of the colleges and the District for various processes including program review and administrative reviews.

Human resources and diversity continues to be a District-provided function, but one full-time human resources and diversity staff member has been re-assigned to each of the colleges. Financial services are provided centrally, but through the [budget allocation model \(BAM\)](#) and the [District Budget Advisory Council \(DBAC\)](#), the District and the College work collaboratively on financial matters. Once allocations are made through the consultative process, the colleges are completely responsible for the management and oversight of their budgets.

On December 17, 2002, the Board of Trustees adopted [Resolution 25-02/03](#), which affirmed

## **Standard IV: Leadership and Governance**

### **IV.B Board and Administrative Organization**

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the District and Board's commitment to the maintenance of one District-wide curriculum and one student contract. Practically speaking, this has been interpreted as a common-core curriculum (general education), which allows for each of the colleges to develop and offer programs which best meet the needs of its students and community. The curriculum inventory for the colleges and the electronic publication of three separate college catalogs has been maintained at the District level by the office of the associate vice chancellor of educational services. There is, however, a close collaboration between the colleges and the District office in the production of the catalog and the schedule of classes.

Since the last comprehensive self-evaluation and as further evidence of the evolution of the District, the majority of District services have been relocated from the Riverside campus to other sites. The offices of the Chancellor, provost/vice chancellor of educational services, grants and strategic communication are now housed at the District office on Spruce Street. Diversity and human resources as well as facilities planning and development are located at a temporary location on Alessandro Boulevard in Riverside. Business and financial services, information technology, and the foundation remain on or in close proximity to the Riverside campus.

#### **Self Evaluation:**

This standard is met. The roles and responsibilities of functions are delineated in the District's function map and through Board policy. Services are evaluated in a number of ways. They are discussed and reviewed by the Executive Cabinet and in meetings that regularly occur between the presidents and the Chancellor. Additionally, assessment measures are embedded in the annual administrative program review process. Results are reported and discussed and used to prioritize needs and to improve processes and service. Annually in January, District administrative unit/department representatives meet at the District's office. The day begins with the Chancellor addressing the group and discussing the methodology he/she uses in reviewing program reviews and accompanying recommendations submitted by his/her cabinet members and the manner in which he/she communicates his/her final recommendations regarding resource, staff, or other requests. The administrative units then review each unit's program review. Assessments and evaluation of services are discussed and rationale is provided for any resource requests. As a final exercise, each unit prioritizes its needs. The final version of the program reviews are submitted to the appropriate vice chancellor that meets with his/her administrative leads to discuss the submitted program review. The vice chancellor submits to the Chancellor a summary of the program review results along with a prioritized list of recommendations.

#### **Actionable Improvement Plan:**

None is needed.

#### **IV.B.3.b.**

**The district/system provides effective services that support the colleges in their missions and functions.**

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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#### **Descriptive Summary:**

Riverside Community College District provides centralized services in key areas like diversity and human resources, information technology, business and finance, and distance education. Varying levels of support and service are provided in each area and are dependent on the individual college's needs and requests. As an example, the District's information technology unit maintains the administrative system, Datatel. In addition to a host of essential functions, Datatel provides the backbone for essential maintenance of administrative recordkeeping, course set up essential for schedule building and development, and approval of teaching assignments.

The [Office of Diversity and Human Resources](#) maintains central oversight of the intake of applications for employment, advertising positions, review of eligibility requirements, and regulatory compliance. The office works in close collaboration with the colleges when positions are identified, recruited, and hired. The budget for these services is the responsibility of District personnel, not the individual colleges.

[Open Campus](#), another District entity, provides the colleges with maintenance of the learning management system, Blackboard, which is the platform for all distance education classes within the District. Likewise, the colleges work collaboratively with the District's [community education](#) and [economic development units](#) for contract, fee-based, and Young@Heart (senior citizen) courses.

#### **Self Evaluation:**

This standard is met. The District continues to provide centralized services to support the colleges. These services are reviewed annually through the administrative program review process for effectiveness. If one or more of the colleges or the District seeks a change in the level of service or requests more local and direct oversight of the service, the issue can be discussed at the Chancellor's Executive Cabinet and/or during the President's regular monthly meeting with the Chancellor. For example, in 2011, Riverside City College requested the full-time service of one of the District's institutional research staff. After some discussion, the request was honored and the associate dean of institutional research was relocated from the District's office to the City College campus on a full-time basis. Similarly, in January 2013, Moreno Valley College requested the deployment of the District's institutional research specialist to the College campus to support the needs of the accreditation and assessment efforts. This request was likewise honored. Requests for changes and/or resources also come through the annual administrative program review process.

#### **Actionable Improvement Plan:**

None is needed.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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#### IV.B.3.c.

**The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

#### **Descriptive Summary:**

In September 2007, a District task force made up of the chief business officers from each college and the District along with representatives from various college constituencies and campuses developed a [Budget Allocation Model \(BAM\)](#) that the District adopted in Fall 2008 and revised in 2013. The task force disseminated the proposed model with its various permutations throughout the District for comment and revision. In fact, the model continues to be refined and modified as each college assesses its processes. To ensure continued assessment and review, the original task force has evolved into the [District Budget Advisory Council \(DBAC\)](#), formed in Spring 2009, which meets regularly and addresses budget-related issues. In addition, this committee continually evaluates and revises the adopted BAM process to make it more effective. The District first used the model to allocate financial resources for the 2008-09 academic year and has used it every year since to allocate resources to each District entity.

#### **Self Evaluation:**

This standard is met. While there is on-going discussion about the current BAM, there is evidence that the use of the BAM has been helpful in distributing financial resources to the colleges and the District which have empowered each to manage its resources through very challenging budgetary. Recently, a survey was conducted about the general awareness of the BAM and its effectiveness. The results of the survey were first discussed and disseminated to the District Budget Advisory Council (DBAC). A subcommittee of DBAC will work with the recently retired Vice Chancellor of Administration and Finance to prepare an assessment report, which will summarize the survey results and make preliminary recommendations. There are plans for an additional survey, which will specifically seek suggestions for revisions to the BAM. The analysis of the survey's results will be used to initiate discussions about potential revisions to the BAM.

#### **Actionable Improvement Plan:**

None is needed.

#### IV.B.3.d.

**The district/system effectively controls its expenditures.**

#### **Descriptive Summary:**

In accordance with [BP 6200](#), the Chancellor presents an annual budget to the Board of

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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Trustees for approval. The District employs a fund budget target concept in preparing the budget in which expenditures shall not exceed projected revenues. In years past and in conformity with BP 6200, the budget has included a five percent reserve; however, during 2010-2011 and 2011-2012, with Board approval, the budgeted reserve has been three percent.

[BP 6250](#) and [BP 6300](#) are further evidence of the District's attention to effectively control its expenditures. BP 6250 addresses effective Budget Management within the District, which requires Board approval of transfers between major expenditures and requires a two-thirds vote of the Board to approve any transfer from the reserve for contingencies to any expenditure classification.

Additionally, an annual external audit of all funds, books, and accounts of the District takes place in accordance with [BP 6400](#). The report expresses an unqualified opinion on the financial statements of the District for the previous fiscal year, which ends on June 30.

#### Self Evaluation:

The standard is met. The District continues to have stable and sound fiscal practices in place. Any audit findings are addressed and corrected promptly and while the District's reserve has been reduced in the last two years, the Vice Chancellor of Business and Financial Services is developing a plan to address the District's structural issues which will enable it, in time, to once again maintain a five percent reserve.

#### Actionable Improvement Plan:

None is needed.

#### IV.B.3.e.

**The chancellor gives full responsibility and authority to the presidents of the colleges and holds them accountable for the operation of the colleges.**

#### Descriptive Summary:

The role and responsibility of the Chancellor and the presidents is stated in [BP/AP 2430](#). The Board of Trustees delegates to the Chancellor the executive responsibility for providing leadership for the District, administering policies, executing decisions of the Board, and ensuring compliance with state and federal regulations and statutes. In turn, the Chancellor delegates authority for the administration and operation of the colleges to the presidents. The Chancellor is the chief executive of the District and the Board and is primarily responsible for carrying out the District's programs, Board policies, and official Board action. Delegation of authority to the presidents flows through the Board and the Chancellor. The College President is responsible for carrying out Board policy. The President provides leadership and is responsible for making decisions that affect the operation of the College. She is the final authority at the College level.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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The process for evaluating the Chancellor is delineated in [BP 2435](#) and was previously mentioned in Standard IV.B.1.j. The Chancellor is charged with the responsibility of evaluating the presidents, through [BP 7155](#). As indicated in [BP/AP 7150](#), the process is described in the [Management Evaluations Guidelines](#). The presidents are evaluated using the same annual evaluation process that is used to evaluate all managers.

#### **Self Evaluation:**

This standard is met. The roles and responsibilities of the Chancellor and the presidents are clearly defined. Through delegation of authority expressed in Board Policies [BP 2430](#) and [BP 7110](#) a system is in place, which enables the Chancellor and the presidents to perform their duties and carry out the responsibility for oversight and decision making at the District and college levels. Through a systematic and documented evaluation process, employees and specifically the Chancellor and presidents are held accountable for effectively carrying out their responsibilities.

#### **Actionable Improvement Plan:**

None is needed.

#### **IV.B.3.f.**

**The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

#### **Descriptive Summary:**

Communication throughout the District occurs in a variety of ways. The Board of Trustees holds two meetings each month, which are rotated on a monthly basis among the three colleges. These meetings include standing agenda items when the Chancellor, student trustee, the presidents, vice chancellors, Academic Senate presidents, bargaining unit, and members of the public can address the Board. Additionally, information about specific college programs and initiatives and District reports are also presented during both Board committee and Board regular meetings. Agendas for all Board meetings are available electronically on the [District's website](#) and in hard copy at the District office. An email notification is sent to all faculty and staff when the agendas are posted. Minutes are also posted to the website.

The Chancellor meets twice a month with the Executive Cabinet, which includes the president; the chief of staff and facilities development; the vice chancellors for educational services, diversity and human resources, and business and financial services; and the associate vice chancellor of strategic communications and relations. The Executive Cabinet reviews reports that are being forwarded to the Board, discusses issues that affect the colleges and the District, and makes recommendations to the Chancellor. The presidents also meet regularly with the Chancellor on a monthly basis.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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Both the Chancellor and the presidents communicate with staff and faculty through the District and colleges' list serves. Recently, the Chancellor sent a communication to all staff and faculty regarding the final summary report provided for the District's 2008-2012 Strategic Plan. On a regular basis, the Chancellor provides information on important issues, makes announcements, and delivers updates on timely matters.

Board members frequently attend events on each of the colleges and other sites such as graduation ceremonies for special programs like nursing, culinary, and public officer training. They also attend concerts, performances, college expos, and job fairs. This enables them to stay in touch with students, staff, and administrators and, importantly, to be aware of program highlights and achievements.

#### **Self Evaluation:**

This standard is met.

#### **Actionable Improvement Plan:**

None is needed.

#### **IV.B.3.g.**

**The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

#### **Descriptive Summary:**

The delineation of the District/college roles and functions are reviewed and revised periodically. The [District's function map](#) is a visual representation of the manner in which functions and roles are distributed with some being the primary responsibility of the District, others the colleges' and still others being shared among the colleges and with the District. In October and November 2012 and January 2013, a District-wide group met to review the function map and revise it based on organizational changes that have occurred and the resulting shift in roles and responsibilities of the District and colleges. The draft of the revised function map was sent to the colleges for review and input in October 2012. When the group met in January 2013, all input, comments, and suggestions were discussed and many were incorporated into the second draft of the function map. This draft was also forwarded back to the colleges for review. The final version of the RCCD Function Map is posted on the District's website.

As the District has evolved, the organizational structure of the District has changed. This was underscored in a message from the Chancellor in which he stated that the Executive Cabinet had spent a considerable amount of time evaluating the District's and colleges' administrative

## **Standard IV: Leadership and Governance**

### **IV.B Board and Administrative Organization**

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structure and were engaged in a discussion of “organizational shifts.” In his message, the Chancellor charged the District and college strategic planning committees with assessing the delivery of service throughout the District.

Some of the organizational changes have been due to “golden handshake” retirements, layoffs, and a hiring freeze. The loss of those positions resulted in the redistribution of functions among existing positions. A recent example is the retirement of the Vice Chancellor, Administration and Finance, which resulted in a reorganization of the business and financial units that included a position upgrade for the associate vice chancellor, administration and finance, to vice chancellor, business and financial services, along with the elimination of the vice chancellor, administration and finance, position ([Board agenda, January 22, 2013](#)). The College and District’s organizational charts reflect these changes some of which resulted in unfilled vacancies and/or interim and acting positions.

In December 2002, a task force was formed to review core operations, recommend process improvements, and oversee the implementation of modifications. The original group, the Core Operations Task Force (COTF), became the Core Operations Advisory Team (COAT) in October 2009, <http://websites.rccd.edu/coat/>. The operational group, composed of District-wide administrators and staff, meets on a monthly or as-needed basis. Its charge to ensure that core institutional processes across the District and within units are functioning effectively has remained consistent. COAT makes recommendations to the Executive Cabinet and, if approved, it oversees the implementation of the recommended action. For example, in order to reduce the number of applications being processed and to streamline the application process for students, in May 2012, COAT recommended that admission applications for summer and fall terms and winter and spring terms be combined. Executive Cabinet approved the recommendation for implementation in Summer and Fall 2012.

As previously discussed in IV.B.1.g, the Board of Trustees adopted a formal self-evaluation process on October 15, 2002. In conformity with [BP 2745](#), the Board conducts its evaluation annually in May and results of its evaluation are discussed at the June Board meeting.

#### **Self Evaluation:**

This standard is met. The District regularly reviews and, when appropriate, revises its organizational structure to reflect the roles and responsibilities of District administrative personnel. The RCCD Function Map reflects the primary and shared responsibilities of the District and colleges for its core operations and adherence to ACCJC Standards. COAT is effective in examining process and operations and is instrumental in ensuring effective and smooth functioning of key services at the College and District levels. The Board is also mindful of its obligation to evaluate its effectiveness and does so on an annual basis with the results of the evaluation being used to form goals for the coming year.

#### **Actionable Improvement Plan:**

None is needed.

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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#### Evidence for Standard IV.B

[Board of Trustees](#)  
[Board Policy 1200](#)  
[Board Policy 2015](#)  
[Board Policy 2100](#)  
[Board Policy 2431](#)  
[Board Policy 2710](#)  
[Board Policy 2712](#)  
[Board Policy 2715](#)  
[Board Policy 5110](#)  
[Board Policy 5130](#)  
[Board Policy 5140](#)  
[Board Policy 5150](#)  
[Board Policy 5200](#)  
[Board Policy 6200](#)  
[Board Policy 6250](#)  
[Board Policy 6300](#)  
[Board Policy 7110](#)  
[Board Policy/Administrative Procedure 2220](#)  
[Board Policy/Administrative Procedure 2410](#)  
[Board Policy/Administrative Procedure 2430](#)  
[Board Policy/Administrative Procedure 2435](#)  
[Board vote on District maps](#)  
[Minutes of Board Meeting](#)

#### Additional Evidence for IV.B

[Academic Planning Council](#)  
[Academic Senate](#)  
[Accreditation Training, Sept. 2012](#)  
[Annual program review](#)  
[BAM results and comments](#)  
[Bam survey](#)  
[Board Agenda, January 22, 2013](#)  
[Board Minutes, September 18, 2012](#)  
[Board Resolution 25-02/03](#)  
[BP /AP 3200](#)  
[BP 2100](#)  
[BP 2110](#)  
[BP 2200](#)  
[BP 2430](#)  
[BP 2432](#)  
[BP 2710](#)  
[BP 2712](#)  
[BP 2713](#)

## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

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[BP 2715](#)  
[BP 2716](#)  
[BP 2717](#)  
[BP 2740](#)  
[BP 2745](#)  
[BP 3050](#)  
[BP 6200](#)  
[BP 6250](#)  
[BP 6300](#)  
[BP 6400](#)  
[BP 7110](#)  
[BP 7155](#)  
[BP/AP 2431](#)  
[BP/AP 2435](#)  
[BP/AP 7121](#)  
[BP/AP 7150](#)  
[Budget allocation model \(BAM\)](#)  
[COAT website](#)  
[Community education](#)  
[Comprehensive Master Plan](#)  
[District administrative program review](#)  
[District Budget Advisory Council \(DBAC\),](#)  
[District's function map](#)  
[Diversity and human resources](#)  
[Economic development](#)  
[Institutional Research data](#)  
[Management Evaluations Guidelines](#)  
[MVC partnerships](#)  
[Open Campus](#)  
[Program Review Task Force](#)  
[Strategic Planning Council](#)  
[Student Learning Outcomes Assessment](#)

**Moreno Valley College**  
 Riverside Community College District  
 16130 Lasselle Street  
 Moreno Valley, CA 92551-2045

- Emergency Telephones
- Elevators
- Restrooms
- Free Speech Area
- Accessible Parking
- Patient Parking
- Parking Pay Station



updated 03/12

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|--|--|---|---|
| <p>1. <b>LIBRARY</b><br/>       Dean, Technology &amp; Instructional Support Services<br/>       IMC Office<br/>       KRCC TV, Channel 17<br/>       Middle College High School Office<br/>       Tutorial Services<br/>       Vice President, Student Services</p> <p>2. <b>STUDENT SERVICES</b><br/>       Admissions<br/>       Assessment Center<br/>       Career and Transfer Center<br/>       Counseling Services<br/>       E.O.P.S./CARE<br/>       Student Financial Services</p> <p>3. <b>SCIENCE AND TECHNOLOGY</b><br/>       Computer Lab<br/>       Disabled Student Program and Services<br/>       Science Labs</p> | <p>4. <b>LIONS' DEN CAFE</b></p> <p>5. <b>STUDENT ACTIVITIES CENTER</b><br/>       ASMVC Student Government</p> <p>6. <b>BOOKSTORE</b></p> <p>7. <b>JOHN M. COUDURES, JR. PLAZA</b></p> <p>8. <b>HUMANITIES</b><br/>       Dean of Instruction<br/>       Academic Departments:<br/>       • Mathematics, Sciences, and Kinesiology<br/>       • Communications<br/>       • Humanities and Social Sciences<br/>       • Business and Information Technology Systems<br/>       Writing and Reading Center<br/>       Language Lab<br/>       Math Lab<br/>       Workforce Prep</p> <p>9. <b>PHASE I MECHANICAL BUILDING</b></p> <p>10. <b>PHASE II MECHANICAL BUILDING</b></p> | <p>11. <b>EDMUND C. JAEGER DESERT INSTITUTE</b></p> <p>12. <b>CROSS COUNTRY TRACK</b></p> <p>13. <b>PARKSIDE COMPLEX (PSC)</b><br/>       1-2 Faculty Offices<br/>       3-4 Classrooms<br/>       5 Restrooms<br/>       6 Health Services<br/>       7-10 Classrooms<br/>       11 Center for Professional Development<br/>       12 Classroom<br/>       14B Health Sciences Student Resource Center<br/>       15 Health Science Programs/Faculty Offices<br/>       16-18 Classrooms<br/>       19 Restrooms<br/>       20 Classroom<br/>       21 Physician Assistant Program</p> | <p>22-23 Classrooms</p> <p>13A. <b>PSC WAREHOUSE</b><br/>       Campus Police<br/>       Facilities Office<br/>       Mailroom</p> <p>13B. <b>PSC MULTIPURPOSE BUILDING</b></p> <p>14. <b>SPORTS FIELDS</b></p> <p>15. <b>COLLEGE PARK</b></p> <p>16. <b>ADMINISTRATION ANNEX</b><br/>       President and Vice President offices</p> <p>17. <b>HEADSTART</b></p> <p>18. <b>EARLY CHILDHOOD EDUCATION CENTER</b></p> <p>19. <b>DENTAL EDUCATION CENTER</b></p> <p>20. <b>STUDENT ACADEMIC SERVICES (Under Construction)</b></p> |
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MORENO  
VALLEY  
COLLEGE