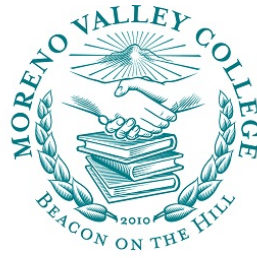MORENO VALLEY COLLEGE

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2020
INSTITUTIONAL
SELF-EVALUATION
REPORT

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Moreno Valley College
16130 Lasselle Street
Moreno Valley, CA 92551

to

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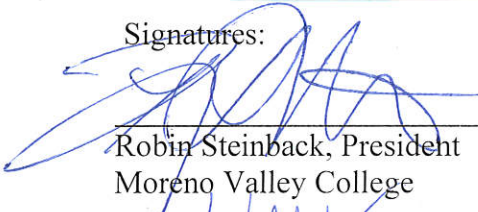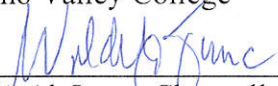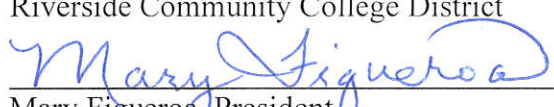Western Association of Schools and Colleges

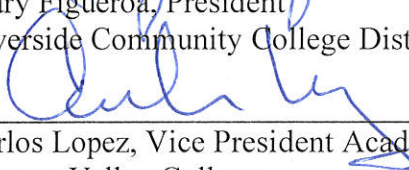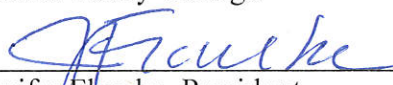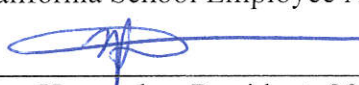December 2019

Certification

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

From: Robin L. Steinback, Ph.D.
          Moreno Valley College
          16130 Lasselle Street
          Moreno Valley, CA 92551

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

_____   12/10/2019
Robin Steinback, President   Date
Moreno Valley College

_____   12/10/2019
Wolde-Ab Isaac, Chancellor   Date
Riverside Community College District

_____   12/10/2019
Mary Figueroa, President   Date
Riverside Community College District Board

_____   12/10/19
Carlos Lopez, Vice President Academic Affairs/ALO   Date
Moreno Valley College

_____   12/10/19
Jennifer Floerke, President   Date
Moreno Valley College Academic Senate

_____   12/10/19
Andrew Graham, Vice President   Date
California School Employee Association Chapter 535

_____   12/10/19
Juan Hernandez, President, 2019-2020   Date
Associated Students Moreno Valley College

Contents

A. Introduction

College History

On March 1, 2010, the California Community Colleges Board of Governors officially recognized Moreno Valley College (MVC) as the 111th community college in the state of California. Prior to this, the College had been a campus of Riverside City College (RCC), which was founded in 1916. By the 1980s, population growth in the District, and in the city of Moreno Valley in particular, prompted the District to begin offering classes in the Moreno Valley community at March Air Force Base and Moreno Valley High School. As the number of courses expanded with the growth in the population, planning began to open a campus in the city of Moreno Valley.

On March 16, 1987, 112 acres of privately-owned land in Moreno Valley were donated for the construction of the College by the Robert P. Warmington Company, and, in 1989, 20 additional acres were added to the site. Campus construction began in 1989, and MVC officially opened in 1991. Initial construction (Phase I) included the Library, Student Services, Science and Technology, and Tiger's Den buildings; the Humanities Building (Phase II) opened in 1996. Construction for the multi-use Student Academic Services Building (Phase III) was completed in 2013, followed by the Network Operations Center in 2014. Currently, the College has grown to forty buildings, most of which are temporary and portable structures.

The Ben Clark Training Center, located approximately six miles west of the Lasselle Campus, is part of the former March Air Force Base. The U.S. Air Force provided the land for the site to the county of Riverside for the express purpose of training public safety personnel. The training center opened in 1997 as part of a joint agreement with Riverside County, Riverside Community College District, Riverside Sheriff's Department, and CalFire/Riverside County Fire. This training and education relationship extends back to 1952 for the administration of justice/law enforcement programs and to the early 1970s for the fire technology/fire academy programs. Today, the site supports college programs in administration of justice/law enforcement, fire technology/fire academy, emergency medical technician, paramedic, public safety dispatch, and corrections.

Since 1991, MVC has grown from serving 3,490 students in its first semester to serving 15,208 students during the 2018-2019 academic year. During this same year, the College employed 99 full-time faculty, 306 part-time faculty, 128 classified staff members, and 23 administrators.

Moreno Valley College has experienced significant growth and success since the last accreditation report in 2014. More specifically, the College has experienced significant growth in enrollment, full-time equivalent students, and completion:

- Student enrollment increased 13% from 13,447 in 2015-16 to 15,197 in 2018-19.
- Full-time equivalent students increased 13% from 6,581 in 2015-16 to 7,463 in 2018-19.
- Student completion (degrees and certificates) increased 146% from 973 in 2015-2016 to 2,394 in 2018-19.

MVC has also moved forward with a number of important initiatives to support student access, equity, and success which contribute to the overall growth and success of the College since the last accreditation visit.

Access

- **Middle College High School**
  Since 1999, the Middle College High School (MCHS) at Moreno Valley College has served 100 students annually from Val Verde Unified and Moreno Valley Unified School Districts. In 2016, the College expanded the MCHS program from serving 100 students to 200 students annually. The program has been highly successful. Within the last three years, 100% of MCHS seniors graduated from high school; 99% enrolled in postsecondary institutions; and 31% (79 MCHS seniors) earned a total of 198 associate degrees from MVC.

- **Riverside County Education Collaborative**
  In July 2014, Moreno Valley College served as a member of the newly established Riverside County Education Collaborative, made up of all unified school districts in Riverside County; University of California, Riverside; Mt. San Jacinto College; and MVC. Through the collaborative, MVC, Moreno Valley Unified School District, and Val Verde Unified School District work together to develop a comprehensive college and career readiness model that focuses on college access/dual enrollment, strategies to reduce the need for remediation, and effective transitional programs to bridge the gap from high school to college for first-time college students at MVC. As a result of the College's participation in the collaborative, the following initiatives were established.

  o **Education Summits**
    In fall 2015, the College hosted its first Education Summit in which faculty, staff, and administrators from Moreno Valley College, Val Verde Unified School District, and Moreno Valley Unified School District came together to discuss student success, identifying strategies to better prepare students for higher education while meeting the needs of future students. This event, which is now annual, includes middle school, high school, and four-year partners.

  o **K-12/Faculty Collaborations**
    Beginning in 2016, Moreno Valley College faculty in English and now Math meet regularly to create equitable opportunities for historically underrepresented communities through shared accountability and systemic changes to support student success in the transition from high school to college. The collaboration has resulted in the following outcomes: discipline-based meetings and campus visitations; curricular re-design (English & mathematics); reduction time in remediation through accelerated courses; and CTE course pathways (articulation agreements).

  o **Dual Enrollment**
    As a result of the passage of Assembly Bill 288, Moreno Valley College began offering California College and Career Access Pathways courses in fall 2016. Dual

enrollment courses are offered at all six local high schools within Val Verde Unified and Moreno Valley Unified School Districts. As part of the program, high school teachers who meet minimum qualifications are hired as part-time faculty by the College and teach at the high school. MVC hosts quarterly meetings and ongoing support for faculty who teach dual enrollment courses.

- o **MVC Promise Initiative**
  In summer 2016, Moreno Valley College implemented the Promise Initiative, in which tuition for the first year of college is free. The MVC Promise Initiative is a commitment to help students complete their associate degree requirements, transfer requirements, and/or workforce certificate requirements in a timely and efficient manner. The program covers the first year's tuition and enrollment fees and provides textbook assistance (i.e., book vouchers) during the first year. Promise students are part of the First Year Experience program and are required to enroll full-time during the fall and spring semesters of their first year, encouraged to participate in the summer bridge program, and encouraged to enroll during the winter session of their first year as well. The program is supported in part by the city of Moreno Valley which provides a $50,000 grant each year to support Promise scholars.

Equity

- **Student Equity Plan**
  In 2015, Moreno Valley College updated its Student Equity Plan. MVC frames its student equity challenges as an institutional problem and focuses on interventions to fix the "leaks" in MVC's systemic policies, processes, and long-standing practices. In 2018, the College updated the 2019-22 Student Equity Plan in which interventions focus on the following subgroups: African American/Black students, foster youth students, students with disabilities, LGBTQ students, veteran students, and male students. The Student Equity Plan is aligned with the state Chancellor's Vision for Success and the Riverside Community College District Strategic Plan.

- **First Year Experience Program**
  Through the Student Equity Plan, the College established the First Year Experience (FYE) program in 2016. FYE integrates academic enrichment and student support services to enable students in pre-college or college-level courses to complete successfully the transition from high school to college. The program serves graduating high school seniors from Val Verde Unified and Moreno Valley Unified School Districts. Students who participate in FYE are supported by the MVC Promise Initiative. The program begins with a six-week summer bridge program and continues with full-time enrollment and wraparound support throughout the year. The program began in summer 2016 with 81 students and has grown tremendously to serve 602 students in summer 2019.

Success

- **Auto Awarding of Degrees and Certificates**
  During the 2017-18 academic year, the Riverside Community College District (RCCD) initiated support for the three colleges within the District to implement the auto awarding of degrees and certificates. Moreno Valley College initiated the automatic awarding process and, as a result, the total number of awards (ADT, AA, AS, and certificates) increased 35% from 1,520 in 2016-17 to 2,318 in 2017-18.

- **Revised Integrated Strategic Plan, Educational Master Plan, and Facilities Master Plan**
  In 2018-2019, Moreno Valley College revised its Integrated Strategic Plan (ISP), which focuses on three broad themes: access, success, and equity. The ISP is aligned with the state Chancellor's Vision for Success as well as the RCCD Strategic Plan. The Facilities Master Plan was updated during spring 2019 and will be paired with the Educational Master Plan to form the College's updated Comprehensive Master Plan. The Educational Master Plan update is currently in process and expected to be completed during spring 2020. A primary driver of the Comprehensive Master Plan is to transform MVC into a comprehensive college by 2030.

- **Guided Pathways**
  In 2018, Moreno Valley College began the process to plan and implement the Guided Pathways framework. This planning and implementation process includes progress in four areas of focus: degree and certificate mapping; connecting fields of interest/study to early career exploration; college restructuring and growth; and Guided Pathways assessment and planning.

Service Area

Moreno Valley College is located in the city of Moreno Valley, which is in the northwestern corner of Riverside County, California and approximately 67 miles east of Los Angeles. As indicated by the map below, the primary service area for the College includes the city of Moreno Valley, city of Perris, March Air Reserve Base, and southeastern portions of the city of Riverside. In fact, approximately 70% of the College's students come from these areas. The remaining 30% of current students come from other areas within the Riverside Community College District, other regions of California, out of state, or international locations.

Moreno Valley College Service Area Map
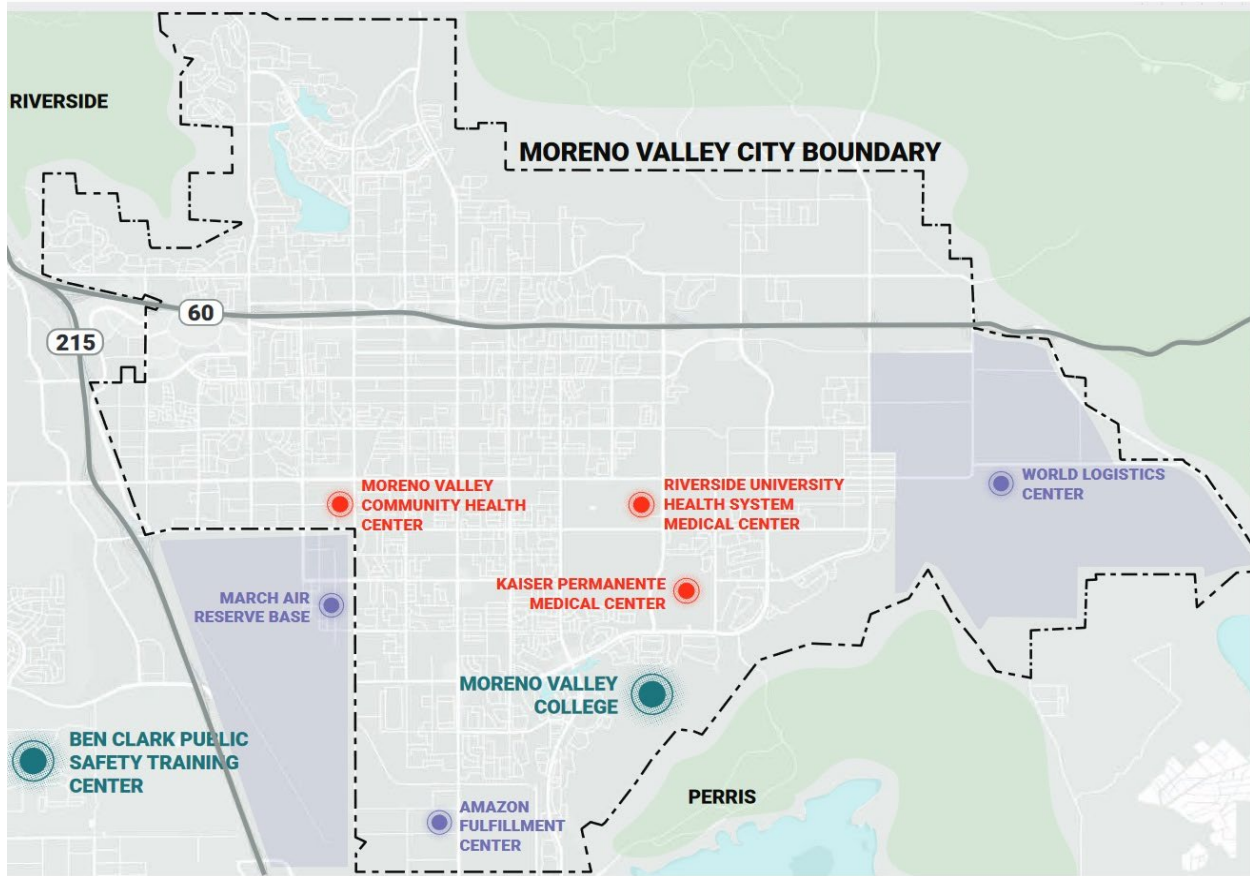
Total Population Projections and Estimates

Broadly, the College serves students from an area containing the cities of Corona, Eastvale, Jurupa Valley, Moreno Valley, Norco, Perris, and Riverside. In 2010, there was a total population of 893,733; by 2019, it increased to 974,956. There is an expected growth of 16% with a population of 1,035,538 by 2025. The city of Moreno Valley, the second largest city in Riverside County, had a population of 197,365 in 2010, and 206,636 in 2019. By 2025, Moreno Valley has an expected growth of 8% with a total population of 213,192. Cities in the District service area such as Corona, Eastvale, Jurupa Valley, and Perris all have estimated growths of increase for their populations, but the city of Norco has an expected decline of population by -4% to total 26,067, down from the 2010 total of 27,063. Riverside County had a population of 2,194,933 in 2010. In 2019 the total population of the county increased to 2,463,191, and with projections of another increase by 2025 for a total of 2,686,242; this will equal a growth of 22% from 2010 to 2025.

Regional Area Population by Age Group

By 2030, the age of the population for both California and Riverside County is expected to grow older on average. Population projections included in the draft 2019 Comprehensive Master Plan indicate that young retirees (65-74 years old) will grow by 11%, mature retirees (75-84 years old) will grow by 7%, and seniors (84+ years old) will grow by 3%. The population of school-age children (5-7 years old) will decline by 5%, and college-age adults (18-24 years old) will decline by 1%. All other age groups will remain relatively consistent through 2030.

College Service Area Population by Race

The college service area in 2017 was ethnically diverse. Based on 2017 data included in the draft 2019 Comprehensive Master Plan, the largest groups were Hispanic (54.6%), White (26.3%), African American (8%), and Asian (8%). From 2015 to 2017, the largest growth was experienced by the Hispanic/Latino community at 2.5% and the second largest growth was the Asian community with 0.3%. The White population in the community experienced the largest decrease at -0.6%. Regionally, Riverside County's population trends are similar. The largest groups in 2019 are Hispanic (44.2%), White (35.3%), and African American (6.5%). By 2022 the Hispanic population is expected to increase to 44.8%, while the White and African American populations are expected to decrease to 34.4% and 6.0% respectively.

College Service Area Population by Gender

Data from 2017 indicated that the gender distribution within the College's primary service area is relatively balanced. The cities of Moreno Valley and Riverside are slightly majority female at 51.5% and 50.5% respectively. The city of Perris is slightly majority male at 51.3%. As of 2018, Riverside County's gender distribution was nearly balanced with 50.2% female and 49.8% male. Population projections through 2022 imply that the proportion of female to male will remain the same.

Median Income

Within the Moreno Valley College primary service area, Moreno Valley, Perris, and Riverside had median incomes below the median California state income of $70,186.22 in 2017. Of all cities in the broader college service area, the city of Perris had the lowest median income at $57,315.13 while the city of Riverside had the highest median income. All cities are expected to experience an increase in median household income, with the exception of the city of Corona with a decrease to $70,699.61

In addition, the external data from 2006 to 2016 found that the Inland Empire region's average income increased by 2.8% to $56,200 compared to the nationwide increase of 7.3% to $65,700. Riverside and San Bernardino Counties saw higher rates of poverty and an increase in the cost of living. In 2016, 39% of the population in Riverside County was below the poverty line of $62,218, and San Bernardino had 44% of families below the poverty line of $58,296.

Student Enrollment and Demographic Data

Student enrollment data from 2013-2014 to 2018-2019 for Moreno Valley College are reviewed in this section of the report. The snapshot includes multiple metrics and cross-sections of student enrollment. These metrics include unduplicated annual headcount, enrollment by city of residence, full-time and part-time status, full-time equivalent students, number of sections offered along with overall course section fill-rate, and enrollment in distance education courses.

Unduplicated Headcount 2013-2014 to 2018-2019
Moreno Valley College's student enrollment has grown significantly from 12,688 unduplicated students in 2013-2014 to 15,197 in 2018-2019. This represents growth in enrollment of 20% over the six-year period. The increase in students is attributable to increased outreach efforts, strong partnerships with local K-12 districts, and improvement of K-12 graduation and college-going rates.

Unduplicated Headcount by Academic Year

12,688	12,839	13,447	14,233	14,772
2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
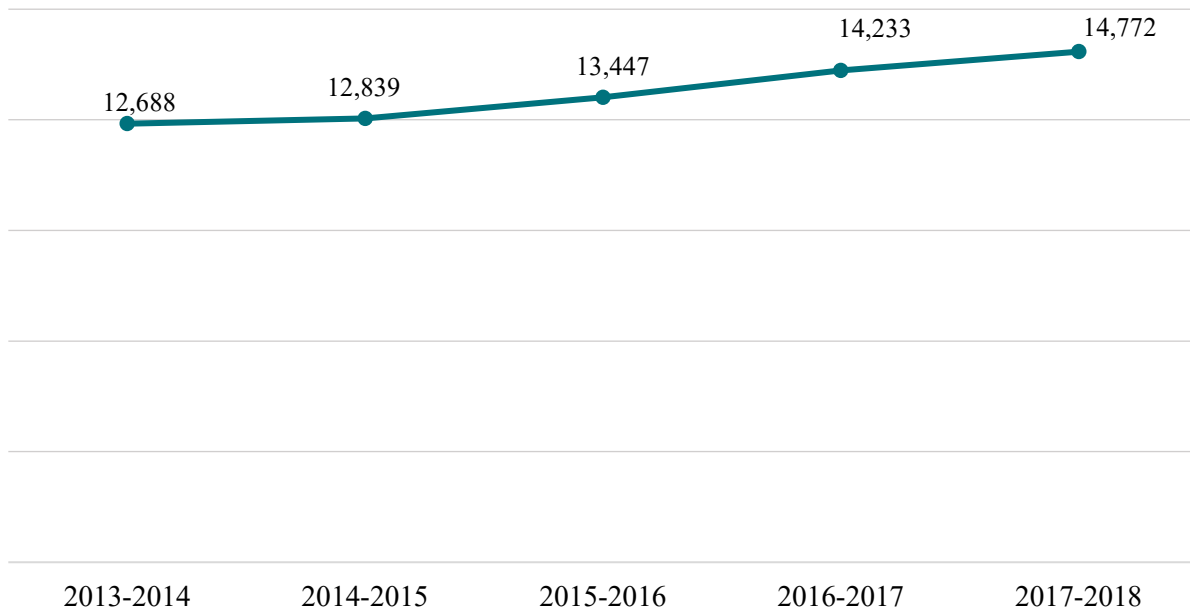
Source: CCCCO Datamart

Unduplicated Headcount by Ethnicity and Comparison to Service Area Population
Overall, Moreno Valley College's student population continues to be the most diverse within the Riverside Community College District (RCCD). Latinx/Hispanic students make up the largest proportion of the student population at 64% in 2018-2019. This population has experienced the largest growth since 2013-14. Over this same period of time, the proportion of White students has fallen from 19% in 2013-14 to 16% in 2018-19. The next largest group is African Americans who comprised 11% of the population in 2018-19, which represents a decrease from 14% in 2013-14.

Unduplicated Headcount by Ethnicity

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Latino/Hispanic	54%	58%	60%	61%	63%
White	19%	17%	17%	17%	17%
Black/African-American	14%	13%	12%	12%	12%
Other	8%	8%	7%	6%	5%
Asian	4%	4%	4%	4%	4%

Legend: Asian, Black/African-American, Latino/Hispanic, White, Other
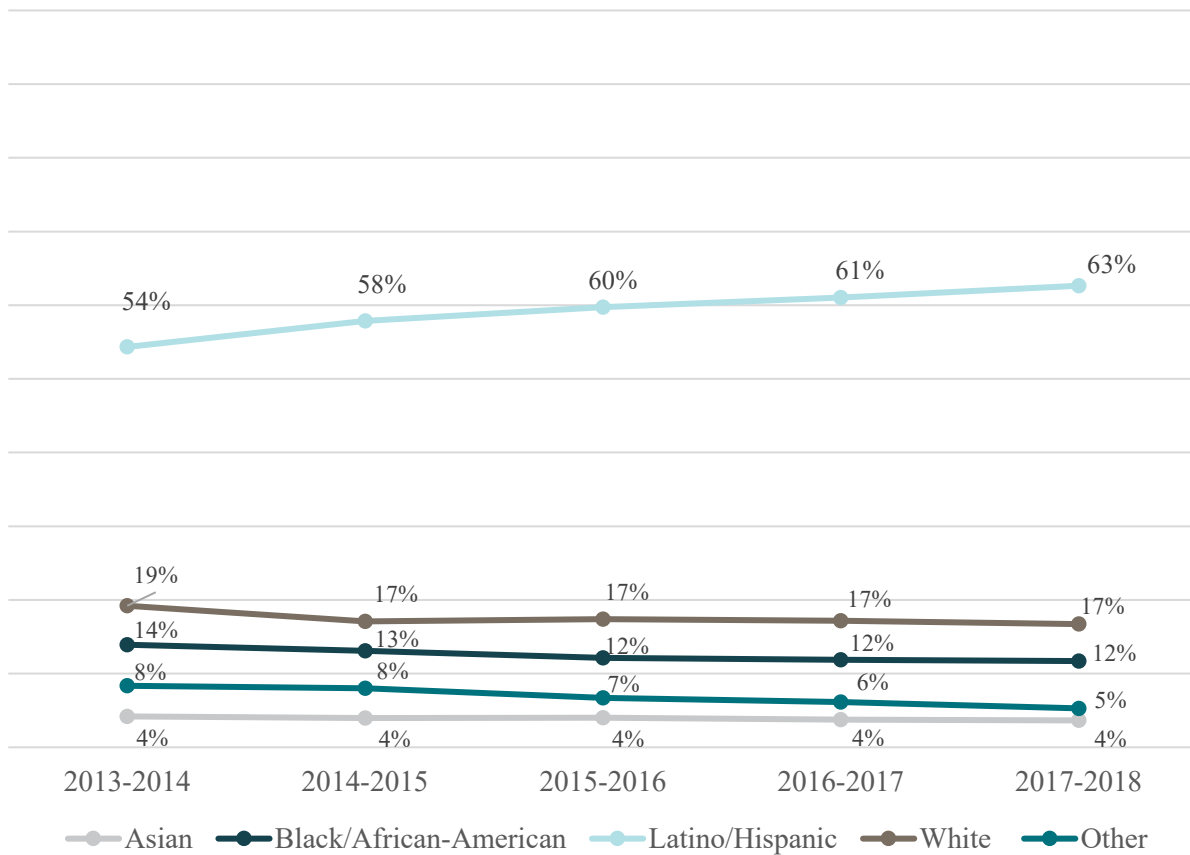
Source: CCCCO Datamart

Overall, the student population is representative of the population of the college service area. However, a gap exists for African American students who make up 11% of enrolled students in 2018-2019 and 14% of the college service area.

Ethnicity Comparison - MVC vs MVC Service Area

	Riverside County	MVC Service Area	Moreno Valley College
Hispanic/Latino	48%	63%	63%
White	37%	15%	17%
Black/African American	6%	14%	12%
American Indian/Alaska Native	0%	0%	0%
Asian	6%	5%	5%
Native Hawaiian/Other Pacific Islander	0%	0%	0%
Some other race	0%	0%	1%
Two or more races	2%	2%	2%
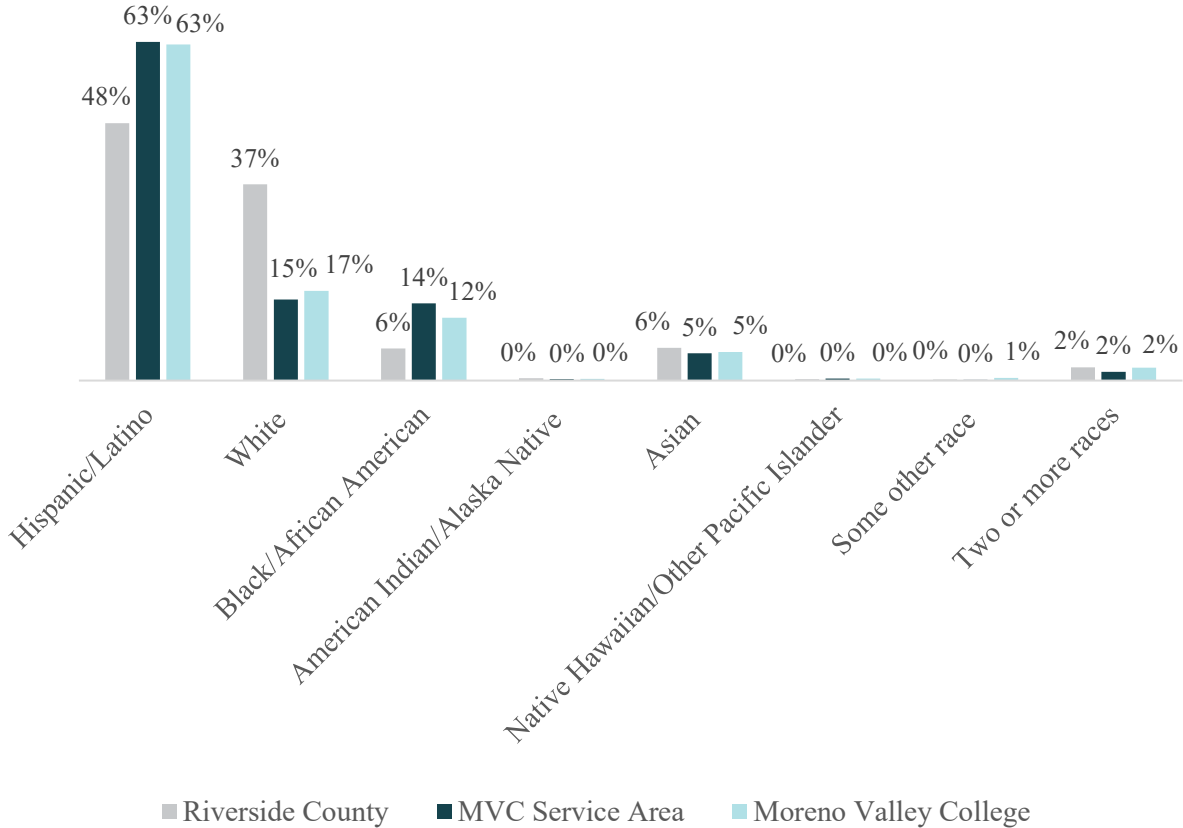
Source: 2013-2017 American Community Survey 5-Year Estimates (US Census) and Datamart (CCCCO)
Note: The 2018-2019 headcount data was used to determine ethnicity breakdown for MVC.

Unduplicated Student Headcount by Gender

Female students are a growing majority of students at MVC. The proportion of female students has grown from 55% in 2013-2014 to 59% in 2018-2019 with a slight dip to 57% in 2018-19. The male student population has decreased over this time period from 45% to 42%.

Unduplicated Headcount by Gender

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Female	55 %	56 %	56 %	58 %	59 %
Male	45 %	43 %	43 %	42 %	41 %

Female — Male — Unknown
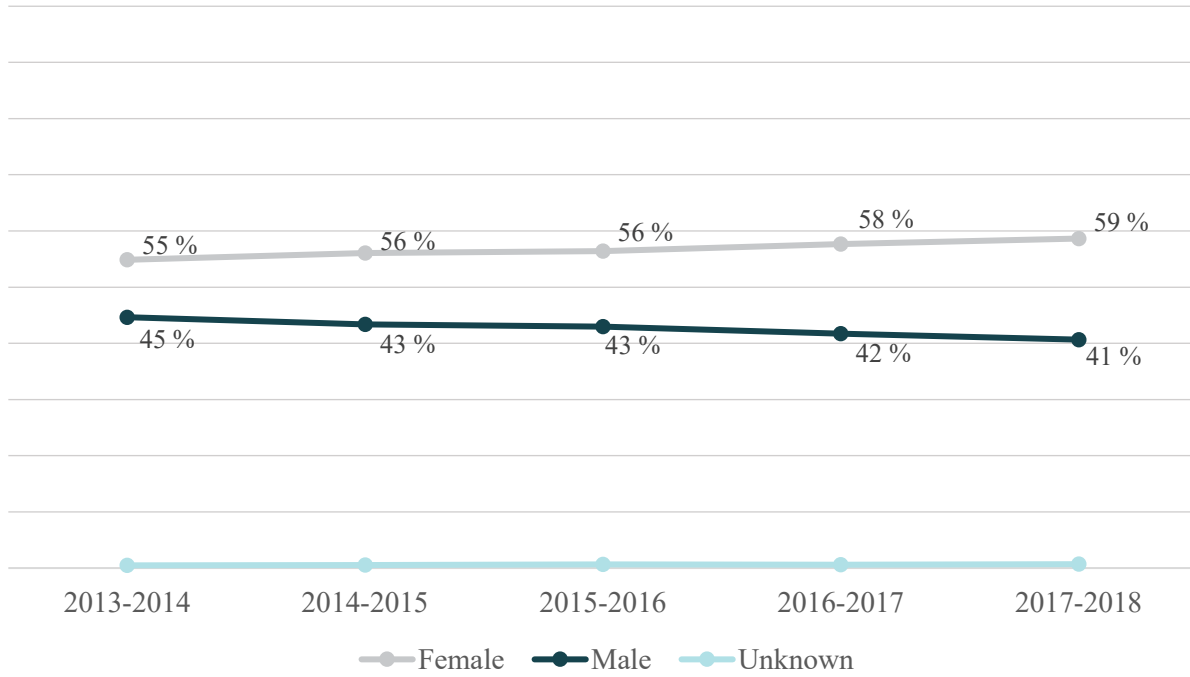
Source: CCCCO Datamart

Unduplicated Headcount by Age

The largest proportion of MVC students are individuals 24 years old or younger. This population of students made up 62% of students in 2018-19. Students who are 25 and older make up the rest of the student population with students who are 30 years of age or older representing 22% of the population in 2018-19. The largest change in the student population occurred with students who are 19 or less, who increased by four percentage points over the six-year period and 20-24 years old group who decreased by five percentage point over this same period. The other age distribution of students appears to be stabilizing, with the exception of students who are 19 years of age or younger.

Unduplicated Headcount by Age

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
20 to 24	39 %	38 %	37 %	37 %	36 %
19 or Less	24 %	26 %	26 %	26 %	28 %
25 to 29	15 %	15 %	16 %	16 %	16 %
30-39	13 %	12 %	13 %	13 %	13 %
40 and Older	9 %	8 %	8 %	9 %	8 %

Legend: 19 or Less, 20 to 24, 25 to 29, 30-39, 40 and Older
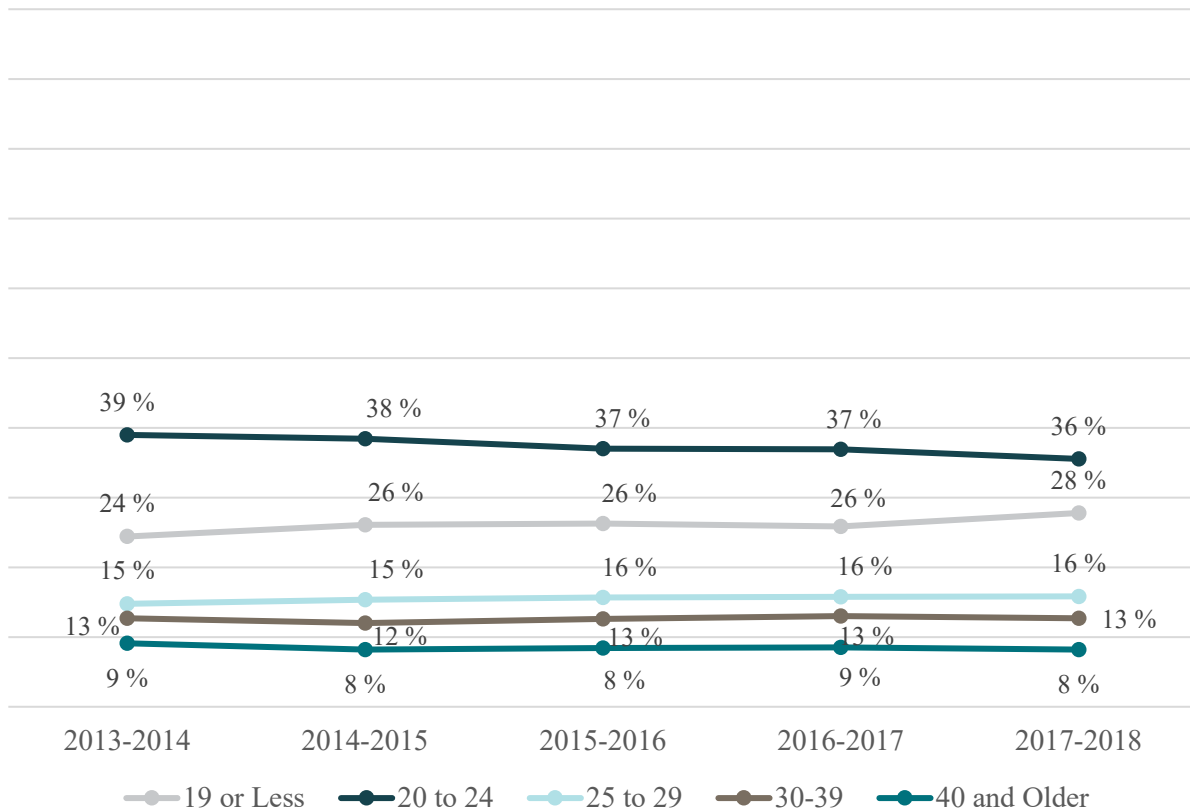
Source: CCCCO Datamart

Annual Headcount Based on City of Residence 2013-2014 to 2018-2019
The graph represents the proportion of students by city of residence attending Moreno Valley College from 2013-2014 through 2018-2019. Based on the data, the relative proportion of students attending the College from the four primary cities surrounding the MVC service area has remained stable over this period. The majority of students at MVC come from the cities of Moreno Valley and Perris. Nearly a third of students come from other cities, partly due to the career and technical programs (dental hygiene and public safety) that are only offered regionally by MVC.

Annual Headcount by City of Residence
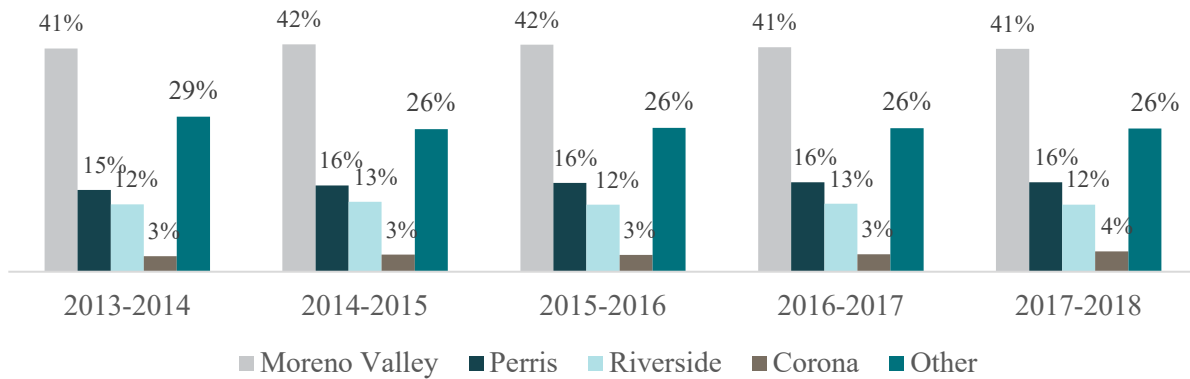
Source: RCCD Colleague

Enrollment by Full-time or Part-time 2014 - 2018

This graph represents enrollments in college credit courses by full-time and part-time status. The proportion of part-time to full-time students at Moreno Valley College rose from fall 2014 to fall 2016 and has decreased in the following two years to 76% part-time students and 24% full-time students. As the College's Guided Pathways work continues, it is expected that the proportion of full-time students will continue to grow.

Enrollment Full-Time & Part-Time

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Part-Time (<12 Units)	74%	76%	79%	77%	76%
Full-Time (>=12 Units)	26%	24%	21%	23%	24%
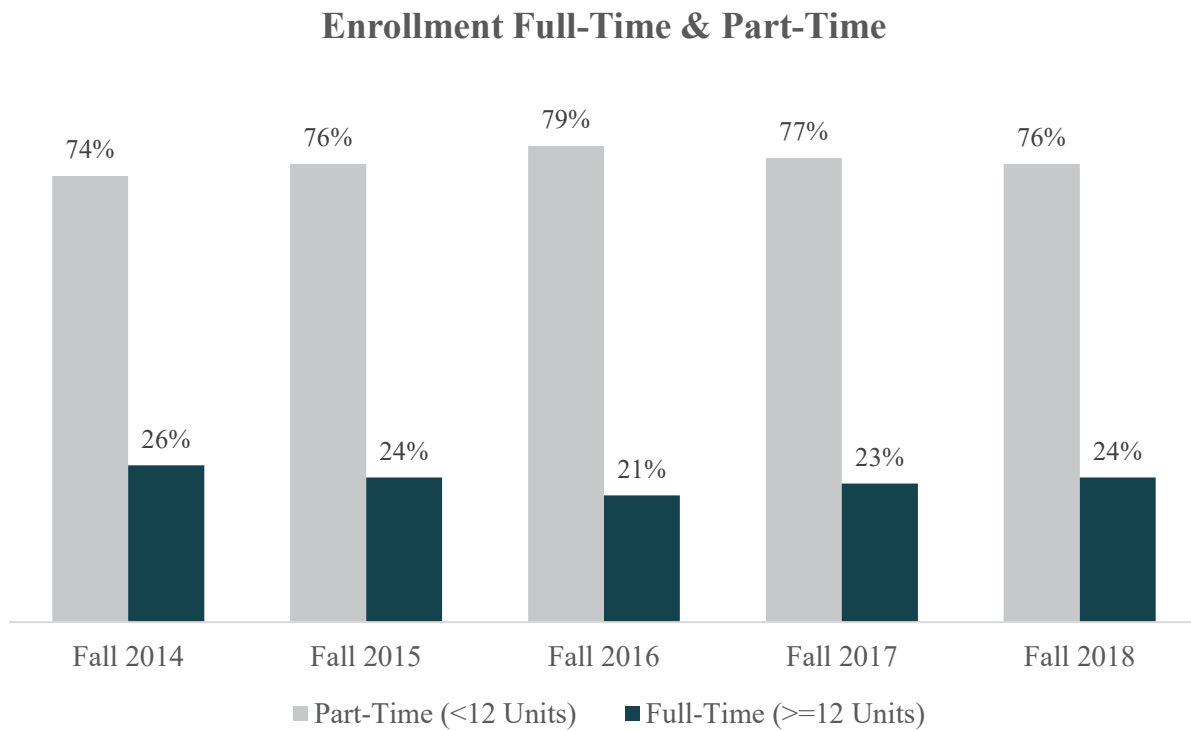
Source: CCCCO Datamart

Full-Time Equivalent Students (FTES)
Full-time equivalent student enrollment has grown by 849.83 FTES or 14% over a six-year period. The College has experienced more students enrolling over the past six years (20% growth in headcount), resulting in increased FTES.

Annual Full Time Equivalent Students (FTES)

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
6,320.25	6,501.60	6,368.09	6,384.89	6,703.24
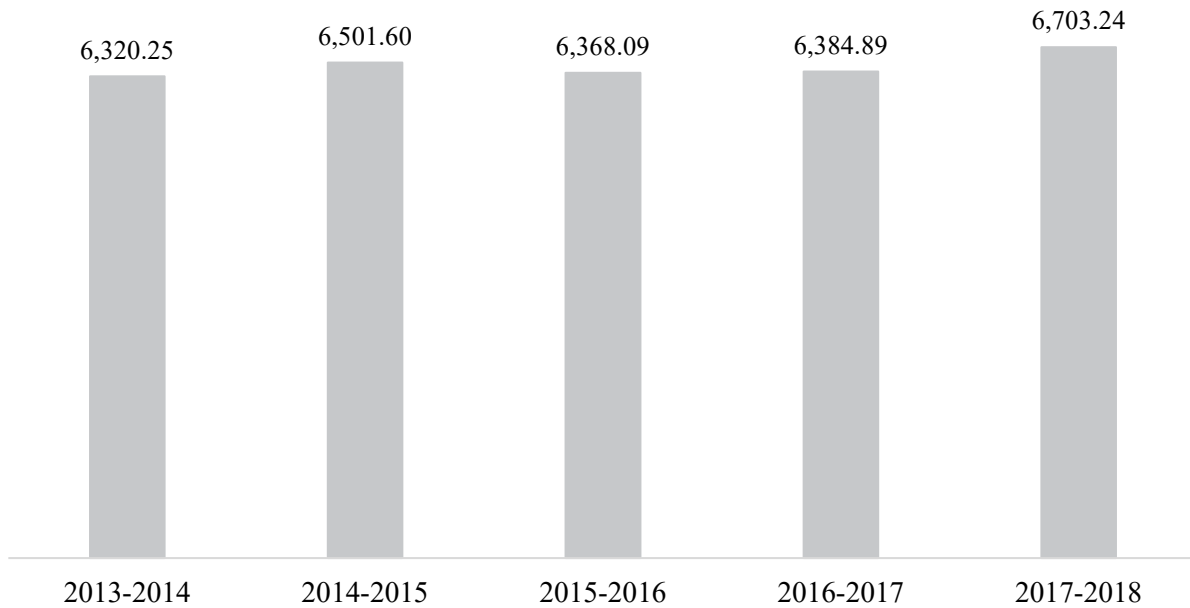
Source: RCCD Enrollment Management Dashboard

Sections and Fill Rates per Academic Year (2010-2011 to 2018-2019)
The data below represent the total number of sections and overall college course fill-rates from
2013-2014 to 2018-2019. Over this period, sections increased from 1,428 to 1,864 per academic
year, while fill rates declined from 81% to 74%. The increased capacity from the added sections
were planned as part of efforts to achieve FTES targets. Moreover, the College engaged in
strategic enrollment management planning beginning in 2016-2017 in order to improve fill rates,
but these efforts have not yet produced enrollments or a desired fill rate of over 80%.

Sections and Fill Rates per Academic Year

Year	Sections	Fill Rate
2013-2014	1,428	81%
2014-2015	1,520	78%
2015-2016	1,521	77%
2016-2017	1,602	73%
2017-2018	1,711	73%

Sections   Fill Rate

Source: RCCD Enrollment Management Dashboard

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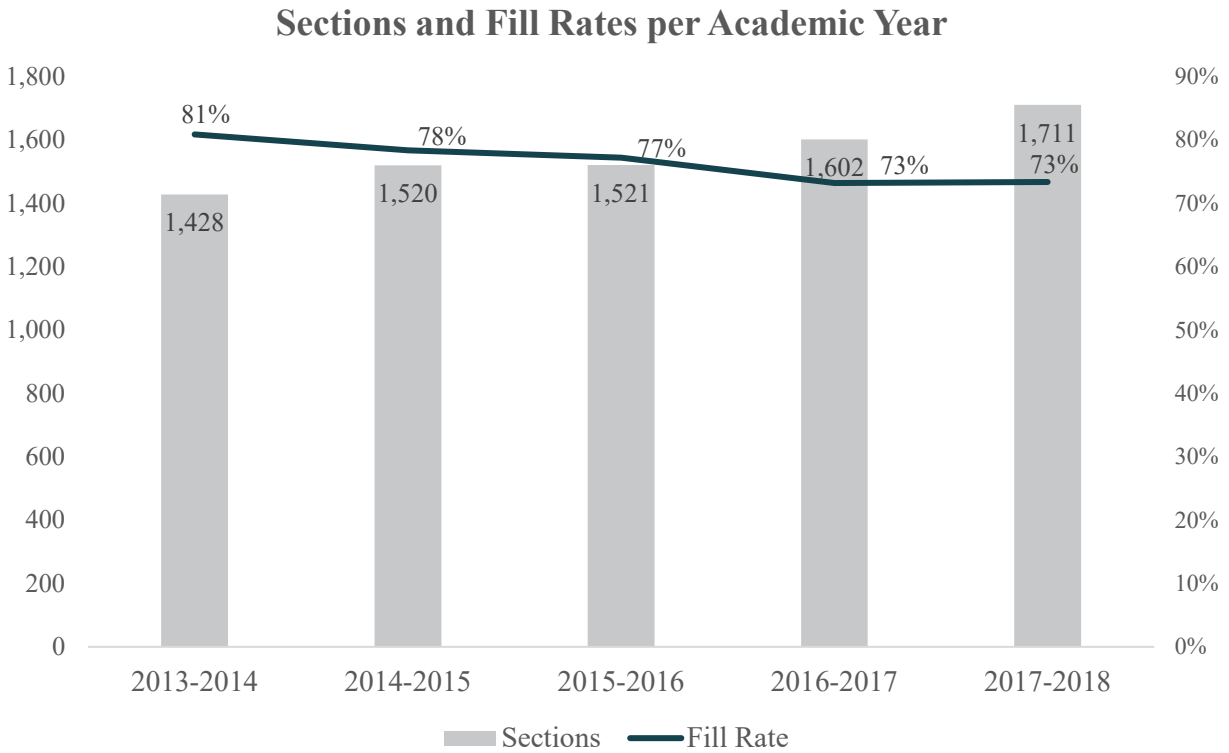
Distance Education (DE) Enrollment
Based on the table below, distance education enrollment in credit courses increased between 2013-2014 and 2017-2018. The number of distance education sections and percent of FTES generated by distance education have nearly doubled over five years. The proportion of students taking at least one DE course or only DE courses has grown from 30% to 42% and 9% to 18% respectively. In 2013-2014, DE classes represented only 13% of the total section offering and generated only 13% of the total FTES. By 2017-2018, DE classes comprised 22% of the total section offering and 19% of the total FTES. Clearly, there is a demand for DE classes. At this time, there are no fully online degree pathways available to students.

Enrollments by Delivery Method/Census Data DE Enrollment vs Traditional Enrollments:

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Online + Hybrid course sections (Fall Term Only)	67	75	81	84	133	
Online + Hybrid course sections (Entire Academic Year)	182	199	229	275	370	
% of FTES from DE	10.6%	10.8%	12.4%	14.4%	19.1%	
Students taking at least one DE course	30.3%	30.3%	32.1%	35.1%	42.4%	
Students taking only DE courses*	9.1%	9.8%	10.6%	13.0%	17.8%	

Sources: MIS Referential Files and RCCD Enrollment Management Dashboard
Note: These numbers are based only on Moreno Valley College coursework.
*These data show the number of students that only took courses during the respective academic year.

Labor Market Data

Service-Area Industry Snapshot
Labor market data included in the Riverside Community College District 2018 Environmental Scan for the MVC service area examined the top industries, employers, and middle skill occupations. Logistics and warehousing represent the largest employer and industry sector in the MVC service area. Additional large industry sectors for the college service area are public education (K-12), local government excluding healthcare and education, healthcare, and service industry sectors. Moreno Valley College is engaged in training students to meet local and regional industry demands. Moreover, based on California Community Colleges Student Success Metric data, the proportion of students transitioning directly to the workforce after attending the College who earn a living wage is 57% and has grown consistently from 2014-2015 through 2016-2017.

A Brookings Institute study (Brookings Report) published in February 2019, titled "Advancing Opportunity in California's Inland Empire," identifies challenges and opportunities with respect to the labor market and economy in the region served by the College. In particular, the study indicates that over 50% of the region's jobs are neither "good nor promising" and that there is a critical need to increase the number and proportion of jobs that provide better than living wage. In particular, there is a need to provide education and training for sub-baccalaureate jobs that lead to earning more than $37,440 per year with benefits. Moreover, the region must focus on closing inequitable outcomes based on race and gender with respect to "good and promising

employment." With Moreno Valley College's focus on career and technical education along with a historical focus on closing equity gaps for students and the community, the College is well-positioned to expand its programmatic offerings to employment sectors like logistics, wholesale, and manufacturing in order to contribute to economic improvement in the region.

Socio-economic Data

Students Receiving Financial Aid
The number of students receiving the California Promise Grant (formerly the Board of Governors – BOG Fee Waiver) increased from 2013-2014 to 2018-2019 from 8,789 to 9,751. Moreover, students receiving the California Promise Grant in 2017-2018 represent nearly 64% of enrolled students at the College. Lastly, students receiving Federal Pell grants peaked in 2014-2105 at 3,646 and has decreased to 3,312 in 2018-2019.

Financial Aid Recipients

Year	California Promise/BOG	Pell
2013-2014	8,789	3,338
2014-2015	9,349	3,646
2015-2016	9,226	3,443
2016-2017	9,114	3,149
2017-2018	9,595	3,301
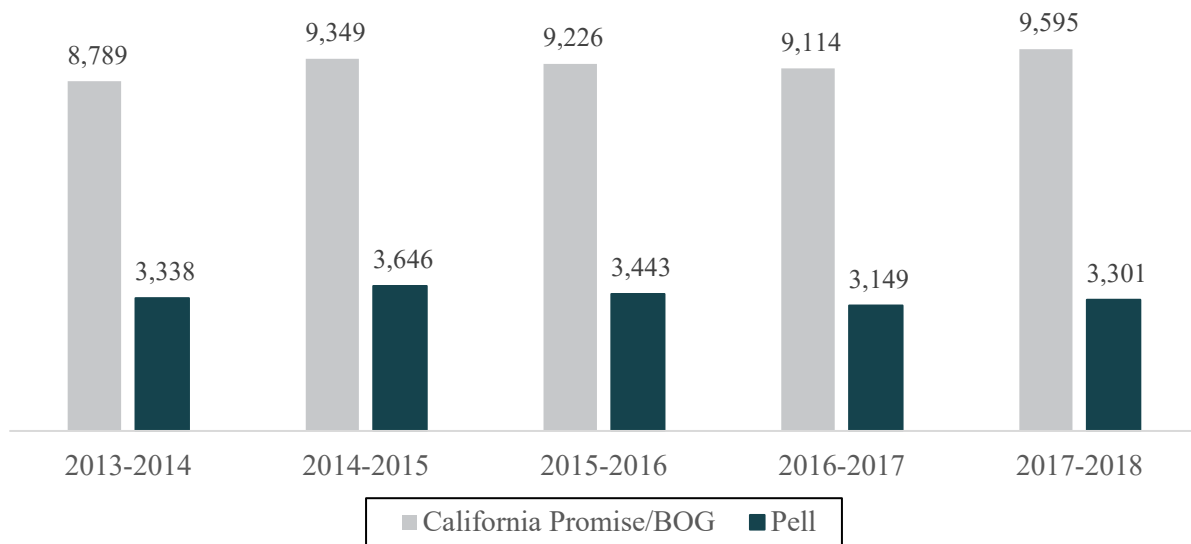
Source: CCCCO Datamart

Service-Area Poverty and Unemployment

Based on data from the Riverside Community College District Environmental Scan, income per capita in the MVC service area as represented by the city of Moreno Valley is $19,000. Based on the Riverside Community College District Environmental Scan, this level of income is one of the lowest in the region and state. In addition, May 2019 data from the U.S. Census Bureau indicate that the unemployment rates in the two cities nearest the College are 4.0% for the city of Moreno Valley and 4.4% for the city of Perris. Both rates are above the rate for Riverside County (3.6%), the state (3.5%), and the nation (3.4%). Furthermore, 16.8% of residents of the city of Moreno Valley live below the poverty line, which is above the average for California.

Service-Area Educational Attainment

Based on the U.S. Census Bureau 2013-2017 American Community Survey 5-Year Estimates below, the majority of residents within MVC's service area possess a high school diploma (28.7%) or have not graduated from high school (27.6%). Moreover, associate degree and baccalaureate degree attainment have been very low at 7.7% and 8.7% respectively. Based on this data, a significant proportion of the service area population has some college but no degree at 23.1%.

Population 25 years and over	March ARB CDP		Mead Valley CDP		Moreno Valley		Perris		MVC Service Area	
	N	%	N	%	N	%	N	%	N	%
Less than 9th grade	53	6.2%	2554	21.6%	14,467	12.1%	7,607	18.7%	24,681	14.3%
9th to 12th grade, no diploma	62	7.2%	2109	17.8%	14,579	12.2%	6,240	15.4%	22,990	13.3%
High school graduate (includes equivalency)	113	13.2%	3895	32.9%	33,858	28.3%	11,840	29.1%	49,706	28.7%
Some college, no degree	230	26.9%	2138	18.1%	29,043	24.3%	8,552	21.0%	39,963	23.1%
Associate's degree	69	8.1%	536	4.5%	9,965	8.3%	2,672	6.6%	13,242	7.7%
Bachelor's degree	170	19.9%	435	3.7%	11,817	9.9%	2,672	6.6%	15,094	8.7%
Graduate or professional degree	159	18.6%	157	1.3%	5,979	5.0%	1,065	2.6%	7,360	4.3%
Total	856	100.0%	11824	100.0%	119708	100.0%	40648	100.0%	173,036	100.0%

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

Sites

Moreno Valley College operates two primary sites. The main campus is located on Lasselle Street in the city of Moreno Valley and serves the community by offering transfer programs, associate degrees, and certificates as well as individual courses for students seeking to improve their job skills. The second site is the Ben Clark Training Center located on Davis Avenue in the city of Riverside. This location supports all public safety education and training programs at the College including administration of justice, law enforcement, corrections, fire technology, and emergency medical services. The training center is also host to the College's primary public

safety training partners including the Riverside County Sheriff's Department and Riverside County Fire Department-California Department of Forestry and Fire Protections (Cal-Fire).

Moreno Valley College (MVC)
16130 Lasselle Street
Moreno Valley, CA 92551

Ben Clark Training Center (BCTC)
Law Enforcement
16791 Davis Avenue
Riverside, CA 92518

EMS/Fire Technology
16888 Bundy Avenue
Riverside, CA 92518

Specialized or Programmatic Accreditation

Health Programs
The Dental Assisting program is accredited by the Commission on Dental Accreditation (CODA) and has been granted the accreditation status of "approval without reporting requirements." The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is www.ada.org/en/coda. This program was last re-accredited in 2016 and is scheduled for CODA review again in 2022 (CODA-DA-Accreditation_16).

The Dental Hygiene program is accredited by the Commission on Dental Accreditation (CODA) and has been granted the accreditation status of "approval without reporting requirements." The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is www.ada.org/en/coda. This program was last re-accredited in 2019 and is scheduled for CODA review again in 2025 (CODA-Dental-Hygiene_19).

Emergency Medical Services Programs
The Emergency Medical Technician/Paramedic program at Moreno Valley College is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The CAAHEP can be contacted at (727) 210-2350 or at 1361 Park Street, Clearwater, FL 33756. The Commission's web address is www.caahep.org. The program was reviewed for continuing accreditation in the spring of 2019 with formal re-accreditation expected in November 2019. (CAAHEP-Accreditation-Letter_2015).

Moreno Valley College Regional Fire Academy
The Moreno Valley College Regional Fire Academy is accredited by the California State Fire Marshal and State Board of Fire Services and was granted "continued recognition" of the

accreditation on August 20, 2015. The State Fire Marshal can be contacted at (916) 445-8200 or at Department of Forestry and Fire Protection, Office of the State Fire Marshal, P.O. Box 944246, Sacramento, CA 94244-2460. Its web address is www.fire.ca.gov. The fire academy was most recently accredited in 2015 and is scheduled for review by the Office of the State Fire Marshal in 2020 (State-Fire-Marshal-Accreditation_2015).

B. Presentation of Student Achievement Data and Institution-Set Standards

College student achievement data and institution-set standards (ISS) data are reviewed below. The baseline metrics included are taken from the College ISS and the 2018-2023 Integrated Strategic Plan. As part of Moreno Valley College's strategic planning efforts, work was undertaken to align with the California Community Colleges Vision for Success, the California Community Colleges Student Success Metrics, and the Riverside Community College District Strategic Plan. In addition, college goals have been set that are significantly more ambitious than the goals established by the statewide Vision for Success. Lastly, most of the data is disaggregated by age, ethnicity, gender, and socio-economic status in keeping with the College's focus on identifying and closing equity gaps.

Success Rates

Success rates were calculated as the percent of enrollments in an academic year where students received a grade of A, B, C, P, IA, IB, IC, or IPP.

Success Rates by Academic Year
Course success rates have declined over the last three years from 70.0% in 2015-2016 to 67.0% in 2017-2018. Moreno Valley College continues to expand efforts to reverse this downward trend in course success rates. In 2018, the College opened the Learning Center which created a single-stop space that integrated drop-in tutoring services in mathematics, writing, reading, and computer applications with Supplemental Instruction (SI). In addition, English and mathematics faculty continue to engage in curricular redesign, moving from acceleration through developmental education to placement directly into transfer-level courses with a co-requisite support course for those students who need the additional assistance. These initiatives and others are aimed at reversing the downward trend in student course success rates. The institution-set standard (ISS) is 67% and the aspirational goal is 78% for this metric.

Successful Course Completion by Academic Year
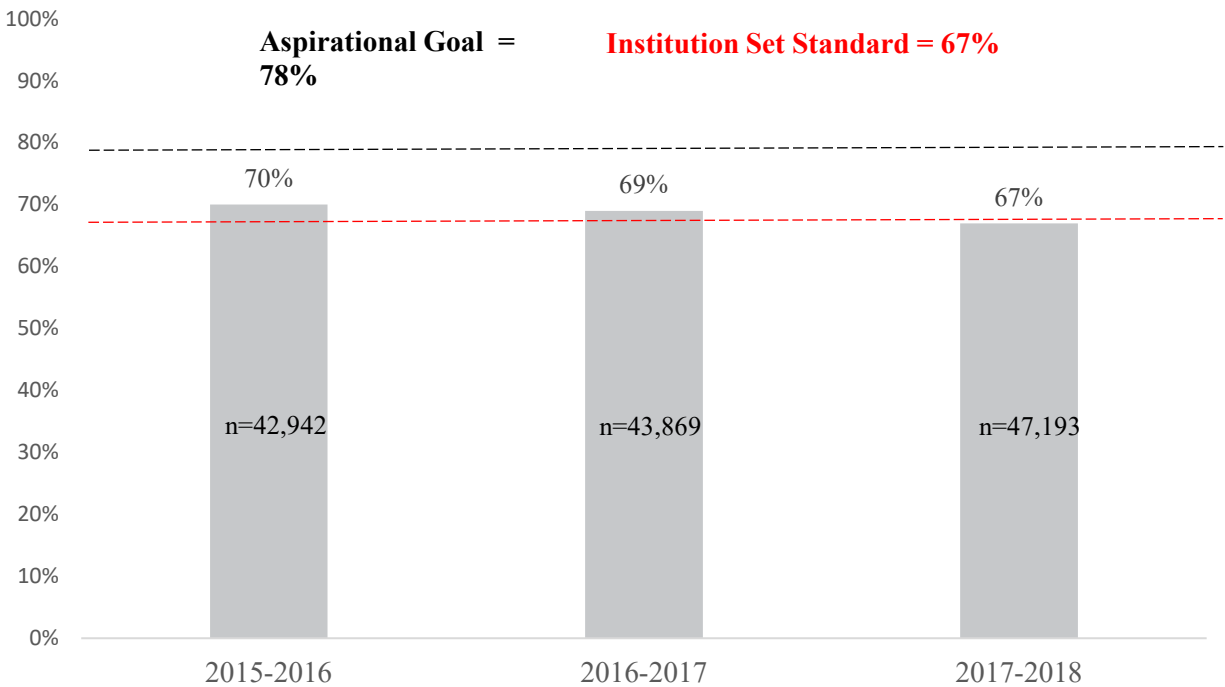
Source: CCCCO Student Success Metrics

Success Rates by Age

Course success rates disaggregated by age group indicate that students 25 years old and older tend to have higher success rates; however, students under 24 years of age represent the majority of students at Moreno Valley College. Students 19 years old and younger are the only age group performing below the ISS at a rate that has decreased over the last three years. As noted above, the College is working on multiple efforts to reduce achievement gaps including Guided Pathways, dual enrollment, and equity focused projects.

Course Success Rates by Age

Aspirational Goal = 78%   **Institution Set Standard = 67%**

Legend: ■ 2014-2015 ■ 2015-2016 ■ 2016-2017 ■ 2017-2018
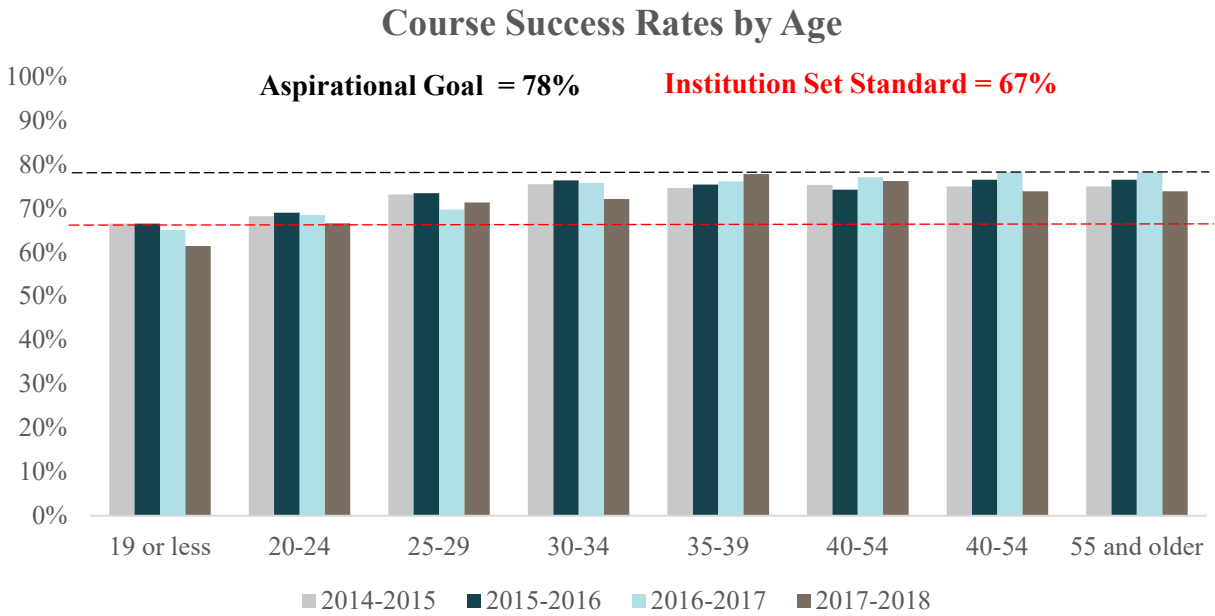
Source: CCCCO Student Success Metrics

Success Rates by Ethnicity

Student course success rates disaggregated by ethnicity indicate that most groups are performing above the ISS of 67%. The highest performing groups for the most recent academic year are Asian students (80%), White students (76%) and Filipino students (75%). African American student course success rates are significantly below the I Sand have declined over the last four years. Through Student Equity and Achievement and Umoja, the College is working on closing achievement gaps for African American students, and details of these efforts are discussed in Standard II.A.7.

Course Success Rates by Ethnicity

Aspirational Goal = 78%   Institution Set Standard = 67%

Legend: ■ 2014-2015 ■ 2015-2016 ■ 2016-2017 ■ 2017-2018
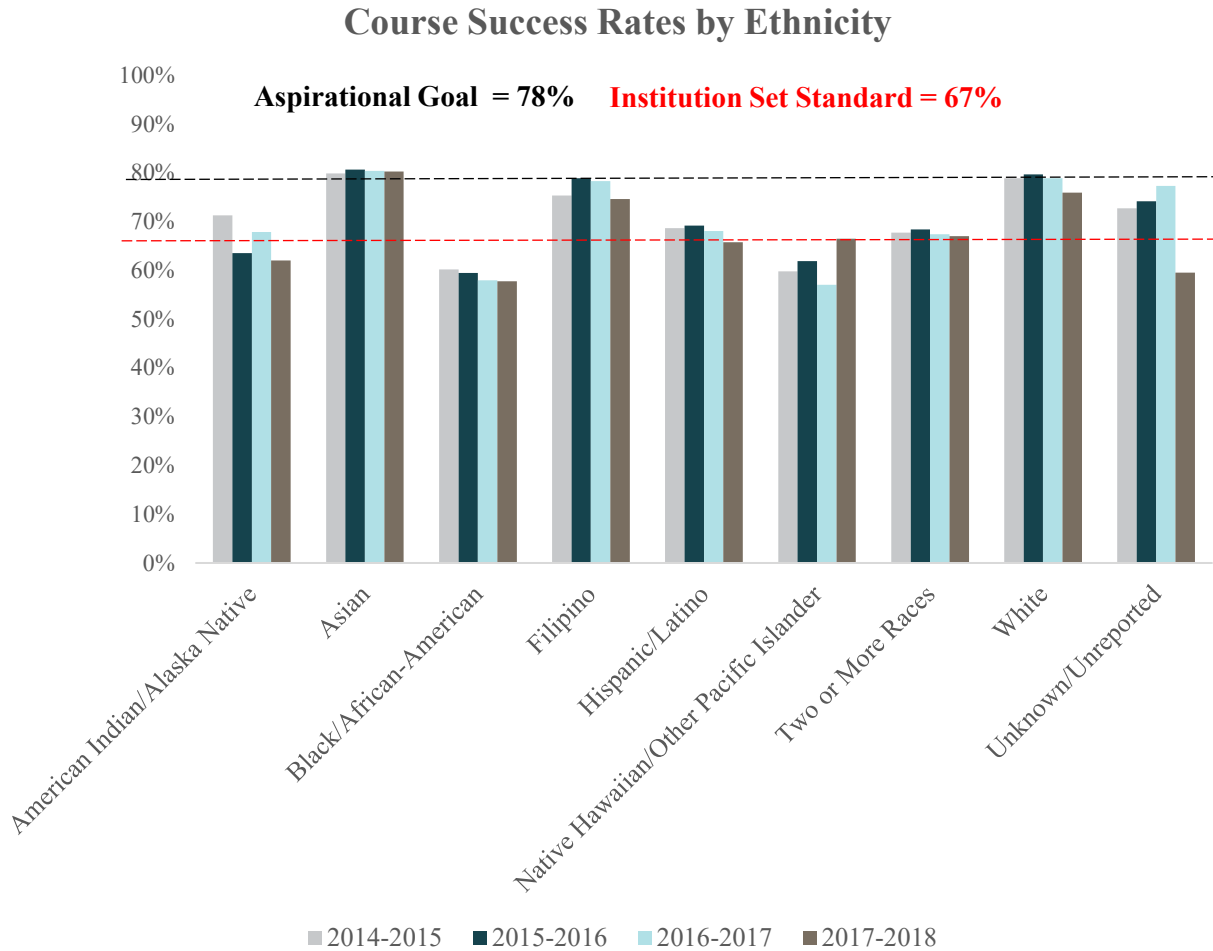
Source: CCCCO Student Success Metrics

Success Rates by Gender

Student course success rates disaggregated by gender indicate that male and female student are performing just above the ISS for 2014-2015 to 2016-2017. For 2017-2018, female students are performing at the ISS while male students are just below. Those students whose gender is unknown or not reported have the highest course success rates for all academic years shown.

Course Success Rates by Gender

Aspirational Goal = 78%   **Institution Set Standard = 67%**

	Female	Male	Unknown/Unreported
2014-2015	70%	69%	81%
2015-2016	70%	70%	75%
2016-2017	69%	69%	71%
2017-2018	67%	66%	69%

■ 2014-2015   ■ 2015-2016   ■ 2016-2017   ■ 2017-2018
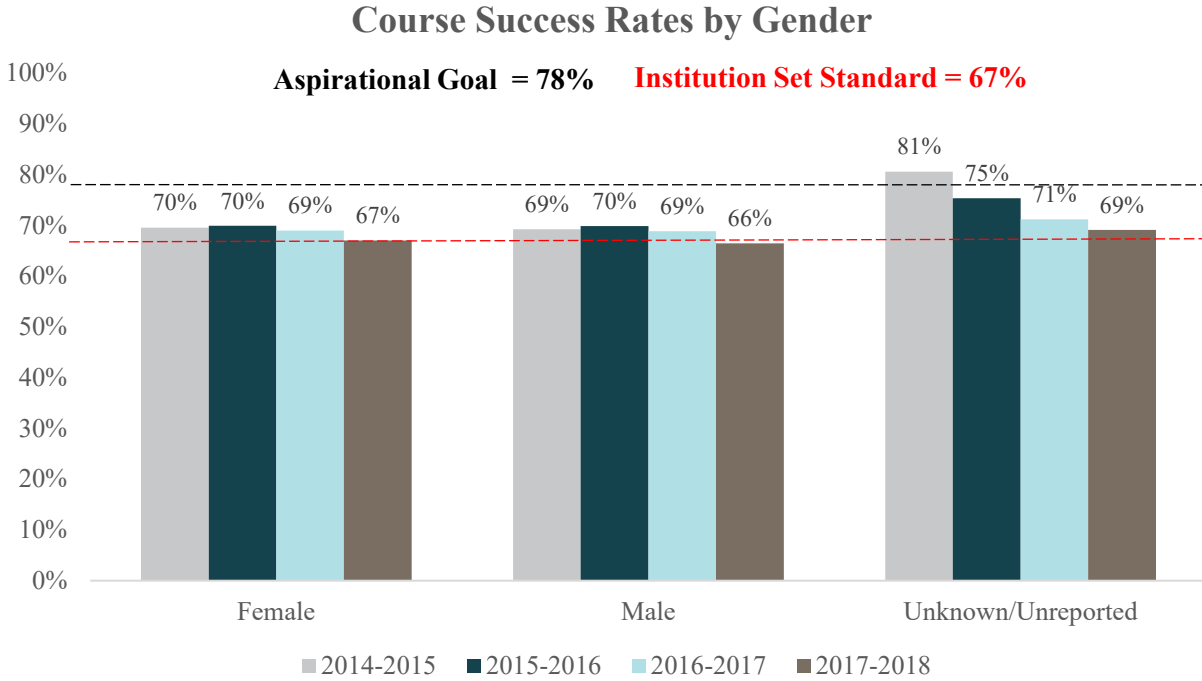
Source: CCCCO Student Success Metrics

Success Rates by Socio-Economic Status

Student course success rates disaggregated by socio-economic status (SES) indicate that students with low SES are successful at higher rates than those students with higher SES. Low socio-economic status was defined as a student receiving the California Promise Grant or the Board of Governor's Fee Waiver. For the most recent academic year, low socio-economic students are achieving above the ISS of 67% while high socio-economic students are achieving just below the ISS.
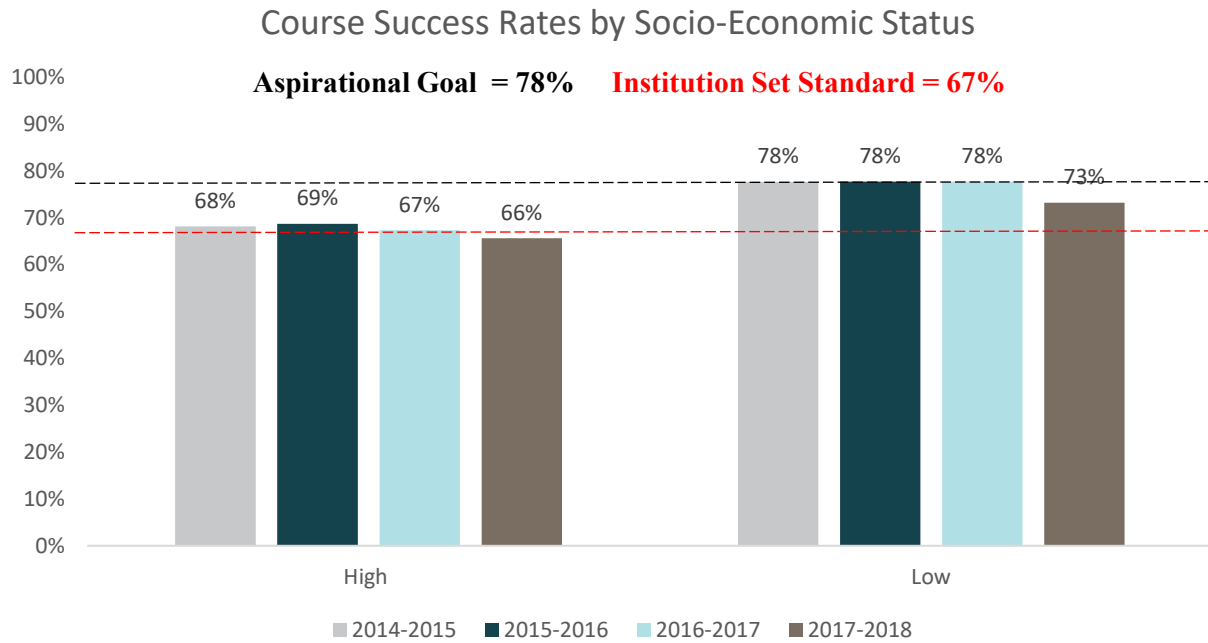
Course Success Rates by Socio-Economic Status

Aspirational Goal = 78%   Institution Set Standard = 67%

Source: CCCCO Student Success Metrics

Note: Students were deemed low socio-economic status if they received the College Promise Grant/BOG waiver during the academic year.

Success Rates by Special Populations

Student course success rates disaggregated by special populations (i.e., veterans, disabled students and foster youth) indicate that the veterans group has been performing above the ISS over the four years reported, while the disabled student population is at or just slightly below the ISS. The foster youth population has not yet met the ISS, which may be an indication of additional needed supports for this group.

Course Success Rates by Special Populations

Aspirational Goal = 78%   Institution Set Standard = 67%

Legend: ■ 2014-2015 ■ 2015-2016 ■ 2016-2017 ■ 2017-2018

Veterans: 68%, 73%, 73%, 69%
Disabled Students: 66%, 69%, 68%, 64%
Foster Youth: 55%, 59%, 56%, 50%

Source: CCCCO Student Success Metrics

Success Rates by Modality

The success rates for students enrolled in the face-to-face classes are generally higher than hybrid or purely online classes (approximately 71% compared to 67% and 65% respectively). This is a common trend and continues to be an area of interest for improving student learning outcomes as more and more courses are provided in the hybrid or online modality.

Success Rates by Modality

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Face-to-face	71%	72%	71%	70%	70%
Hybrid	65%	68%	66%	64%	71%
Online	62%	67%	66%	64%	66%

■ Face-to-face ■ Hybrid ■ Online
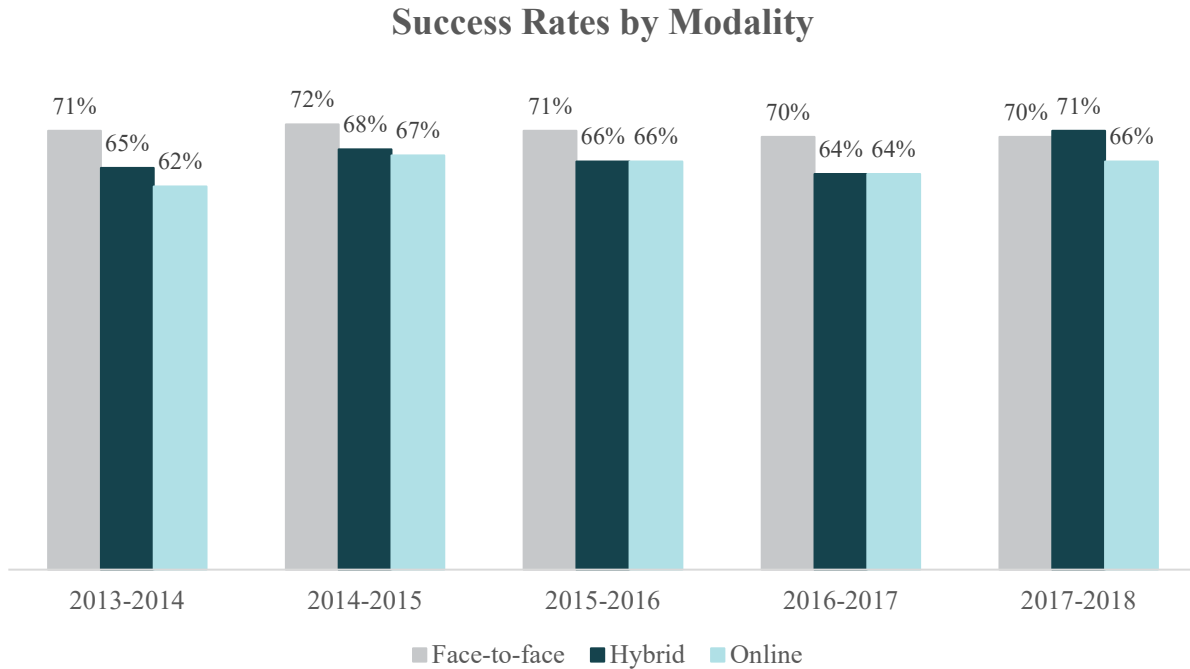
Source: RCCD Fall 2018 Moreno Valley College Distance Education Report

Certificate Completion

Certificate completion rates were calculated as the number of students who earned a California Community Colleges Chancellor's Office approved credit certificate and had an enrollment in the previous year. This definition is based on the CCCCO Student Success Metrics definition.

Certificate Completion by Year

The institution-set standard (ISS) is 240 certificates per year with an aspirational goal of 365 certificates per year. The number of certificates awarded peaked in 2016-2017 with 304 and was 249 in 2017-2018.

Certificate Completion 2015-2016 to 2017-2018

Aspirational Goal = 365   Institution Set Standard = 240

Year	Certificates
2015-2016	205
2016-2017	304
2017-2018	249
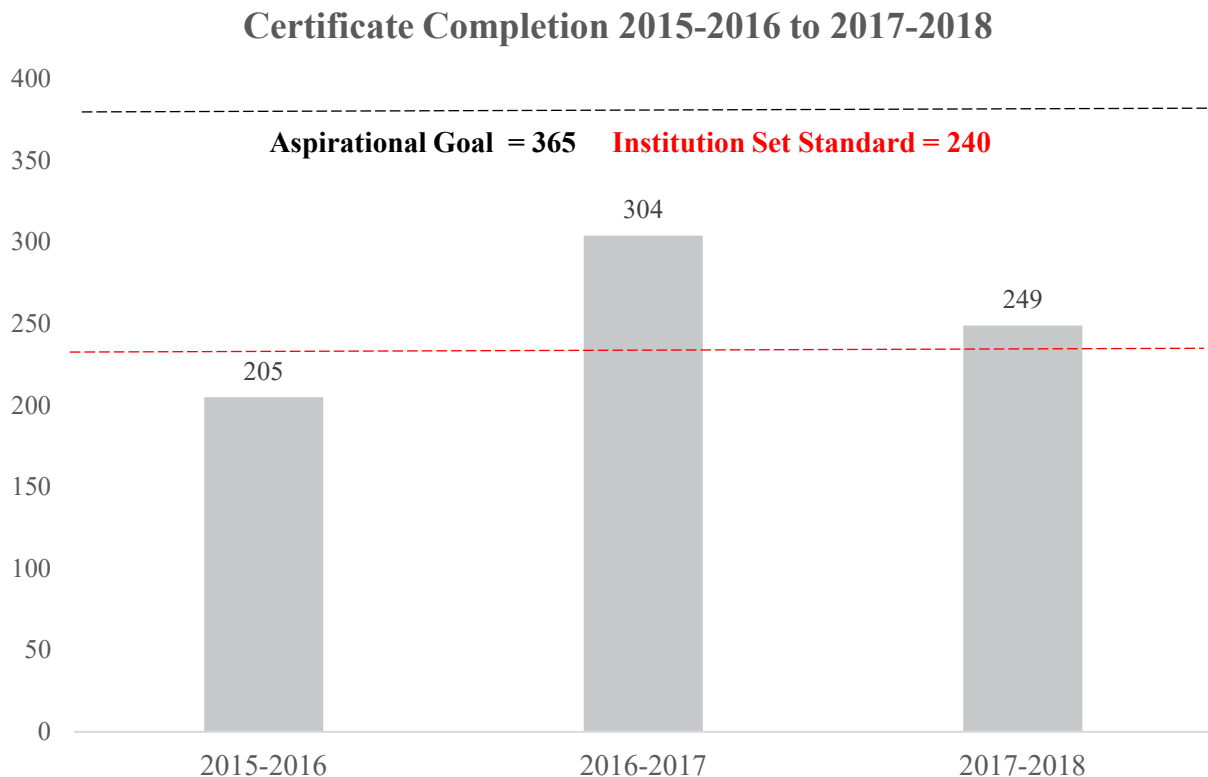
Source: CCCCO Student Success Metrics

Certificate Completion by Age
Students between 25 and 34 years of age have consistently earned the most certificates at
Moreno Valley College between 2015 and 2018 followed by students between 20 and 24 years
of age. All other age groups make up a small proportion of certificates earned at the College.

Certificate Completion by Age
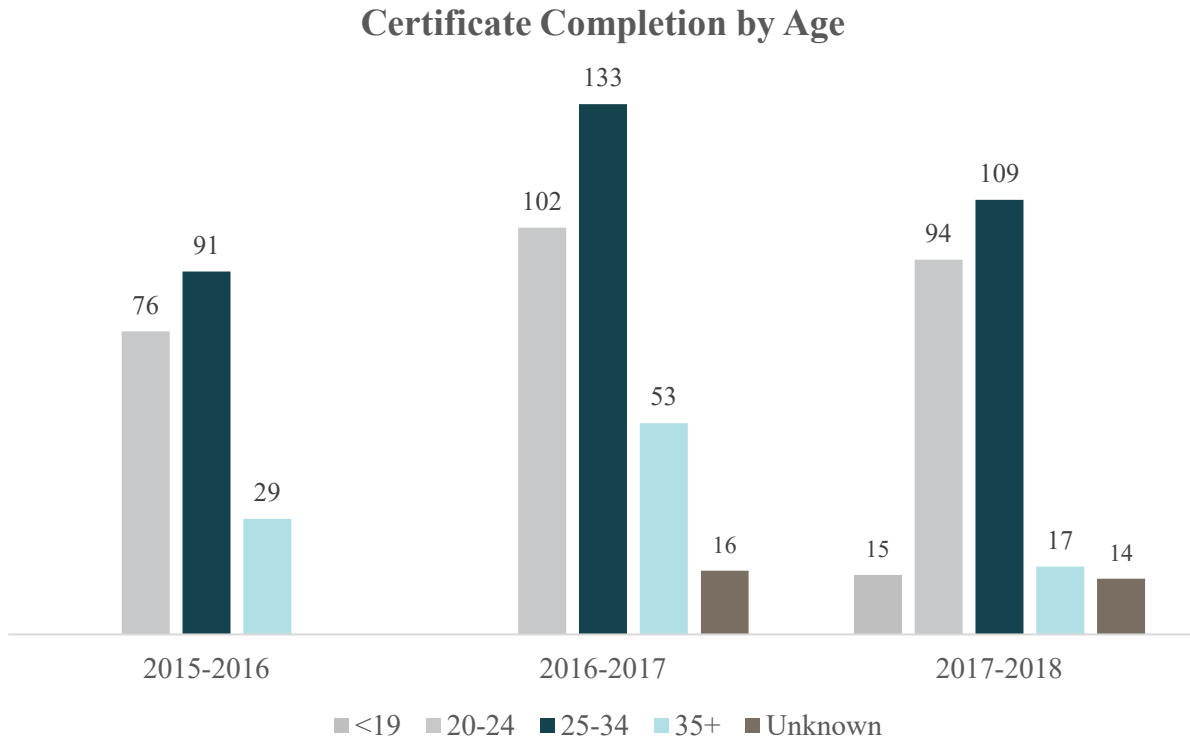
Source: CCCCO Student Success Metrics

Certificate Completion by Ethnicity
In line with college demographics, Hispanic students earn the largest portion of certificates annually, receiving 55% of certificates in 2017-2018. White students earn the second largest portion of certificates each year with all other student groups earning a small proportion of all certificates earned. Notably, African American students earned 15 of 249 (6%) of all certificates in 2017-2018 which is below their participation rate at MVC.

Certificate Completion by Ethnicity
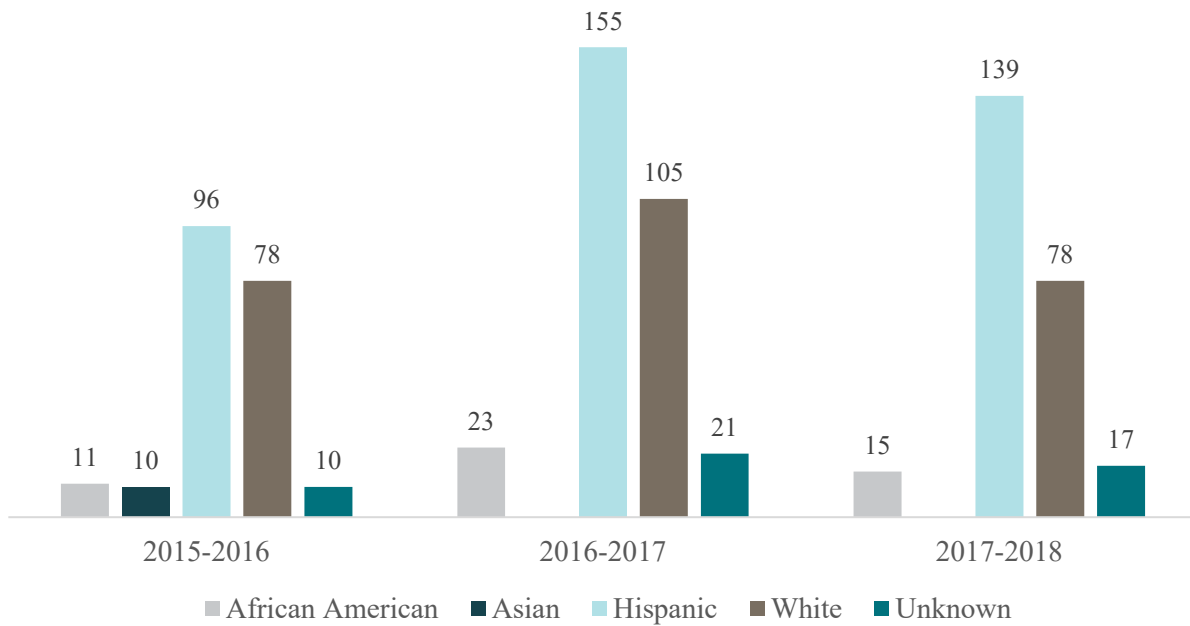
Source: CCCCO Student Success Metrics

Certificate Completion by Gender

Certificate completion rates disaggregated by gender indicate that male students have earned the largest proportion of certificates between 2015-2016 and 2017-2018. The California Community Colleges Student Success Metrics include a masking process when a disaggregated cohort group has fewer than ten; the data are then suppressed and the next largest group is masked in order to prevent identification of the small group through simple addition. In the case of this data, female students make up the largest group in the unknown category.

Certificate Completion by Gender
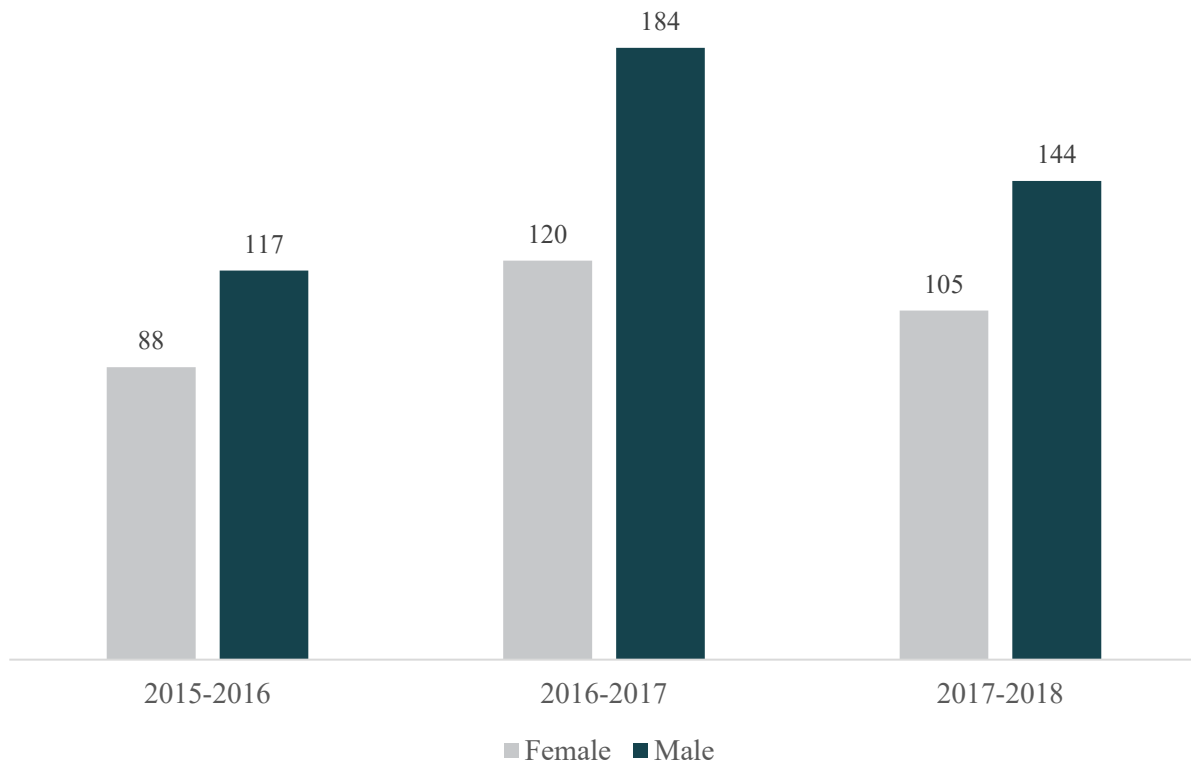
Source: CCCCO Student Success Metrics
Note: Due to a masking process included in the methodology for the CCCCO Student Success Metrics, response categories with fewer than 10 counts are suppressed and then grouped with the next smallest category. In this instance, those students who selected 'unknown' have been grouped in the Female student category.

Certificate Completion by Socio-Economic Status
Student certificate completion rates disaggregated by SES indicate that a significantly larger number of students with low SES successfully complete a certificate. This result is expected given that the majority of students at the College are in the low-SES group. Moreover, the number of students who complete a certificate has increased between 2015-2016 and 2017-2018. Low socio-economic status was defined as a student receiving the California Promise Grant or the Board of Governor's Fee Waiver.
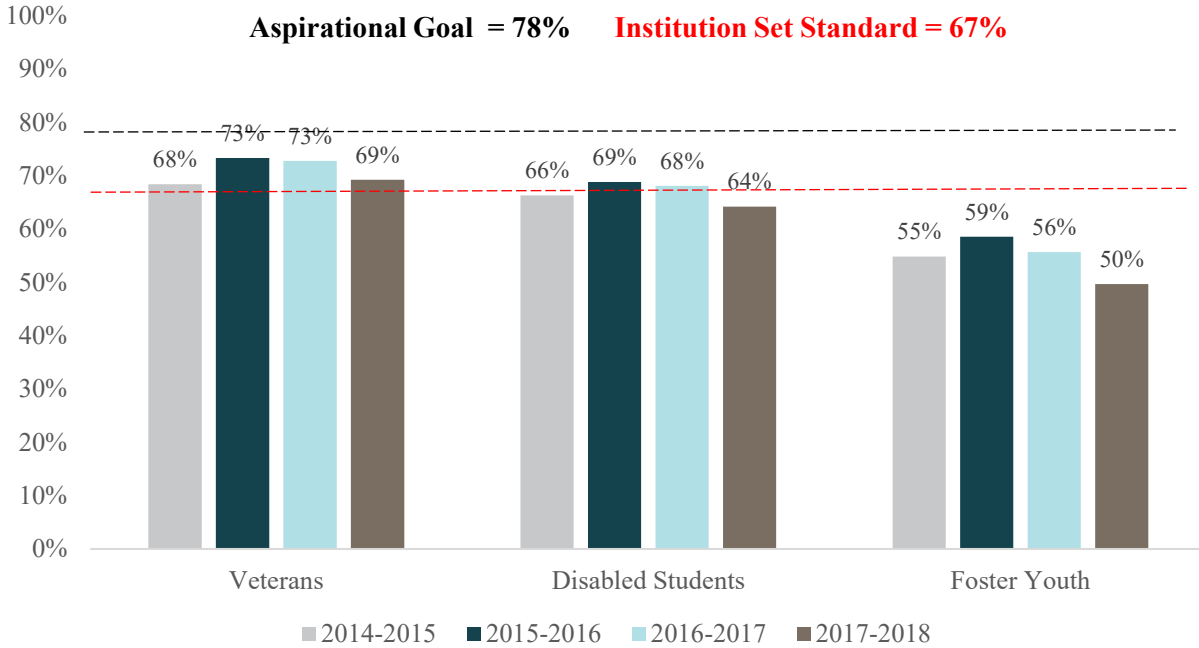
Certificate Completion by Socio-Economic Status
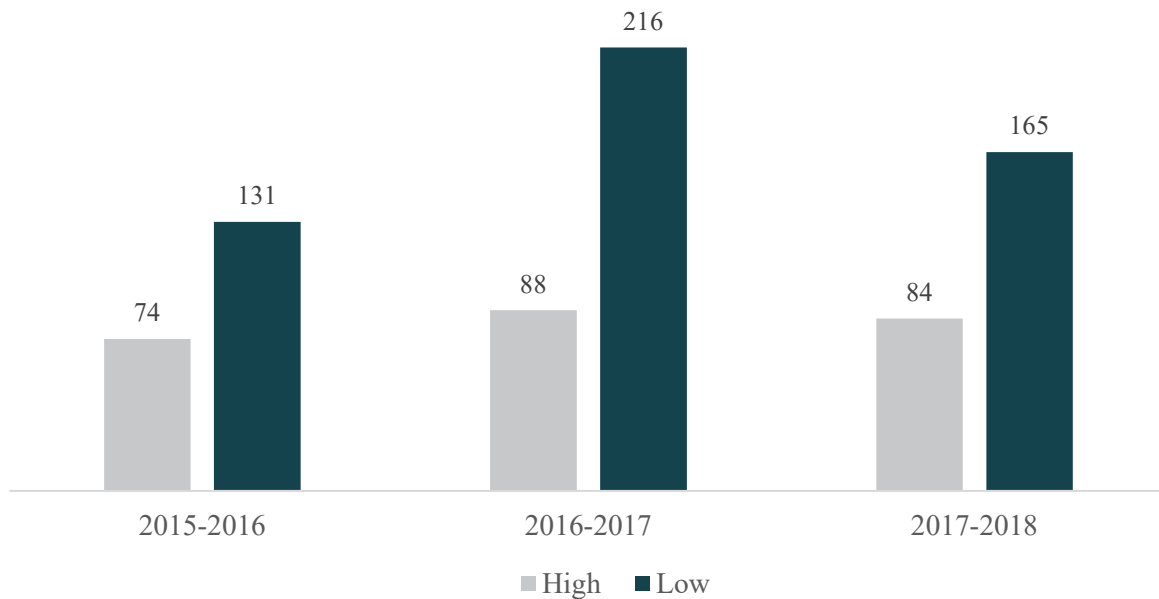
Source: CCCCO Student Success Metrics
Note: Students were deemed low socio-economic status if they received the College Promise Grant/BOG waiver during the academic year.

Certificate Completion by Special Populations

The number of certificates awarded to veterans showed an uptick in 2016-17 and then fell the following year. The number of disabled students who received certificates between 2014-15 and 2017-18 has not been consistent enough to determine a trend. However, this population and the foster youth population are two groups of students on which the College can focus some additional resources.

Certificate Completion by Special Populations

	2014-2015	2015-2016	2016-2017	2017-2018
Veterans	23	21	42	34
Disabled Students	13		27	13

Legend: ■ Veterans ■ Disabled Students ■ Foster Youth

Source: CCCCO Student Success Metrics

Degree Completion

Degree completion rates were calculated as the number of students who earned an Associate of Arts or Associate of Science degree, including an Associate Degree for Transfer (ADT), and had an enrollment in the selected or previous academic year. Students earning more than one degree are de-duplicated and only counted once.

Degree Completion by Year
The College reset both the institution-set standard (ISS) and the aspirational goal for this metric in 2018-2019 to 780 and 969 respectively. The number of students earning degrees has nearly doubled between 2015 and 2018, from 432 degrees in 2015-2016 to 808 degrees in 2017-2018.

Degree Completion 2015-2016 to 2017-2018

Aspirational Goal = 969   **Institution Set Standard = 780**
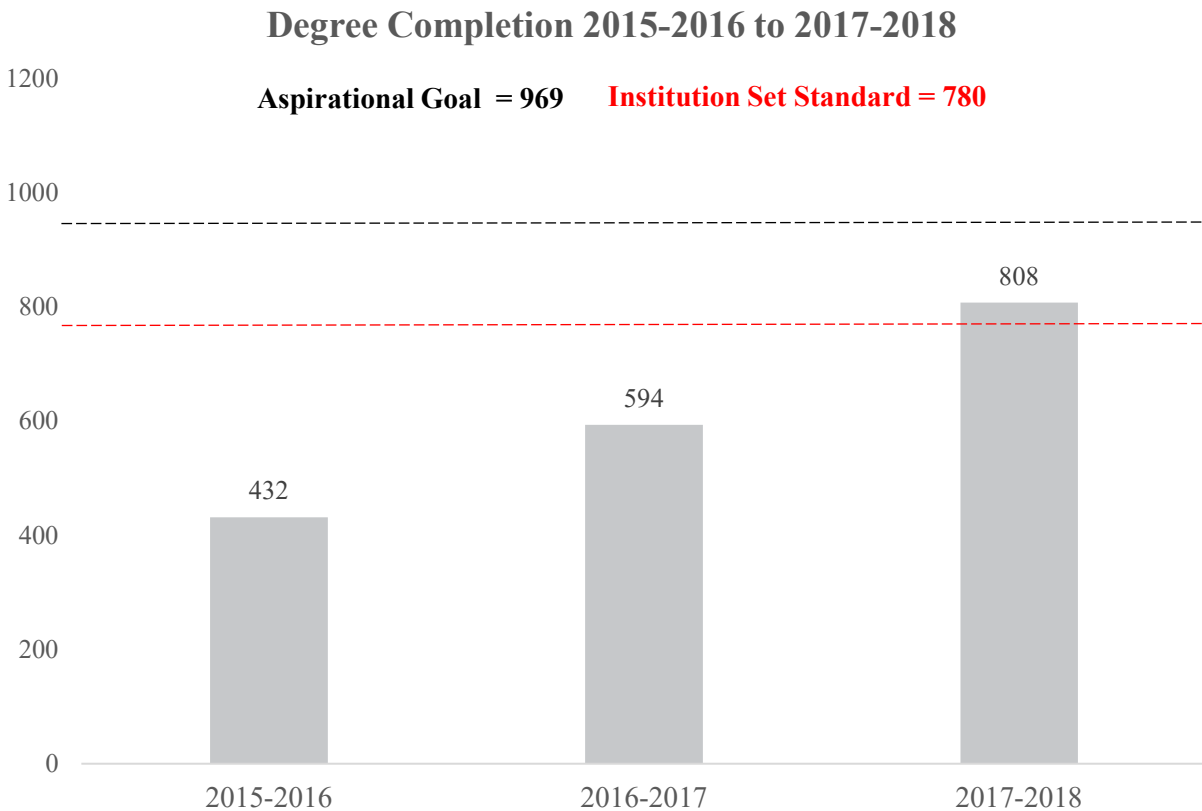
Source: CCCCO Student Success Metrics

Degree Completion by Age

Overall, the trend from 2015-2016 to 2017-2018 is that all age groups increased with respect to degree completion. The single largest increase was for students aged 20-24 years old who earned 437 degrees in 2017-2018, an increase of 224 degrees from 2015-2016.

Degree Completion by Age
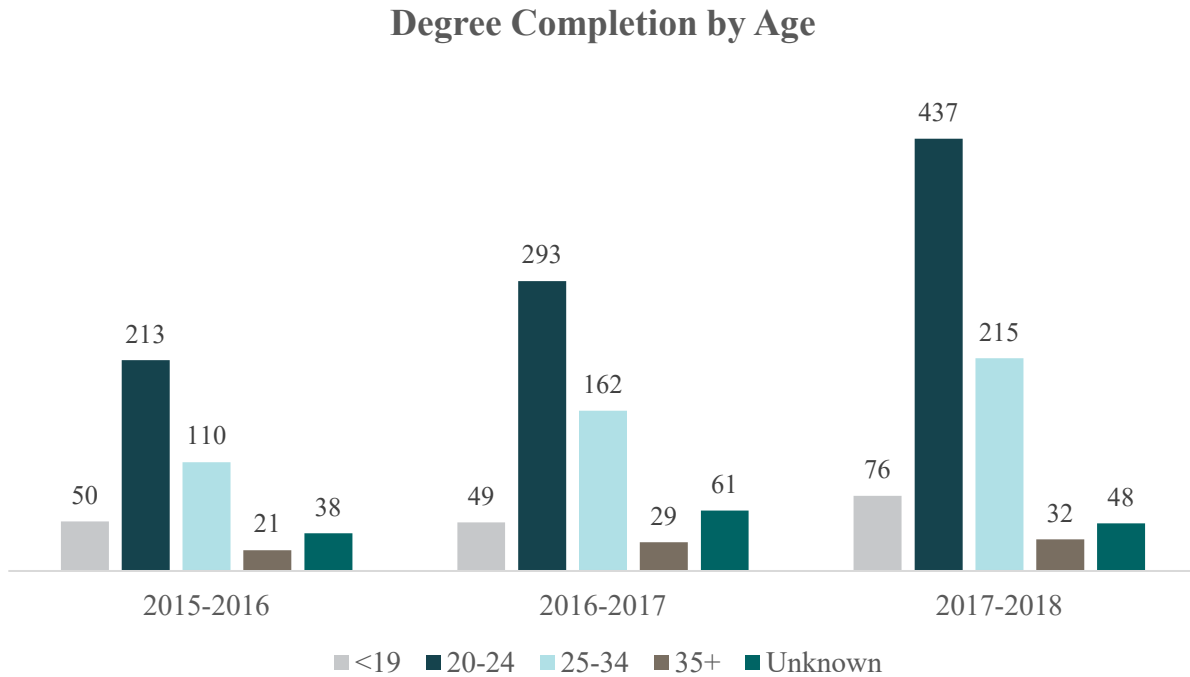
Source: CCCCO Student Success Metrics

Degree Completion by Ethnicity

Overall, the trend in degree completion by ethnicity generally increased for all groups from 2015-2016 to 2017-2018. The single largest increase was for Hispanic students who earned 534 degrees in 2017-2018, an increase of 261 degrees.

Degree Completion by Ethnicity

	2015-2016	2016-2017	2017-2018
African American	55	69	93
Asian	18	15	21
Filipino		19	17
Hispanic	273	385	534
White	54	71	88
Multi-ethnic		15	31
Unknown	32	15	19

Legend: ■ African American ■ Asian ■ Filipino ■ Hispanic ■ Pacific Islander ■ White ■ Multi-ethnic ■ Unknown
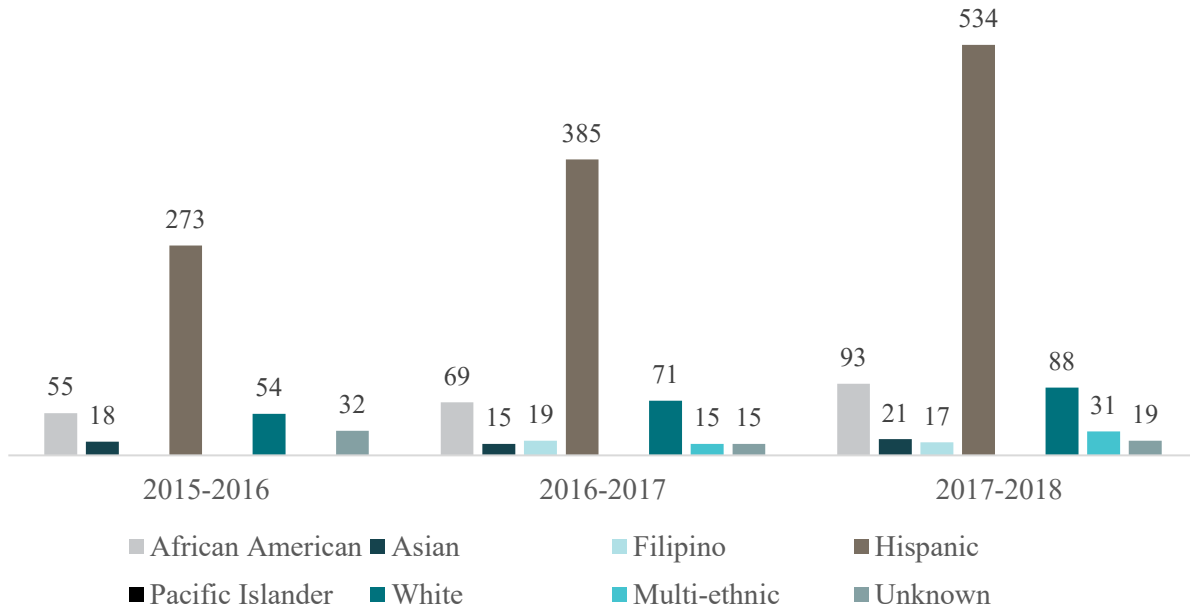
Source: CCCCO Student Success Metrics

Degree Completion by Gender

Disaggregated by gender, the overall trend is an increase in degree completion for both female and male students from 2014-2015 to 2017-2018. Female students experienced the largest increase in degrees completed with 508 degrees in 2017-2018, an increase of 278 degrees since 2014-2015.

Notably, the California Community Colleges Student Success Metrics include a masking process when a disaggregated cohort group has fewer than ten; the data are then suppressed and the next largest group is masked in order to prevent identification of the small group through simple addition. In the case of this data, male students make up the largest group in the unknown category earning associate degrees.

Degree Completion by Gender
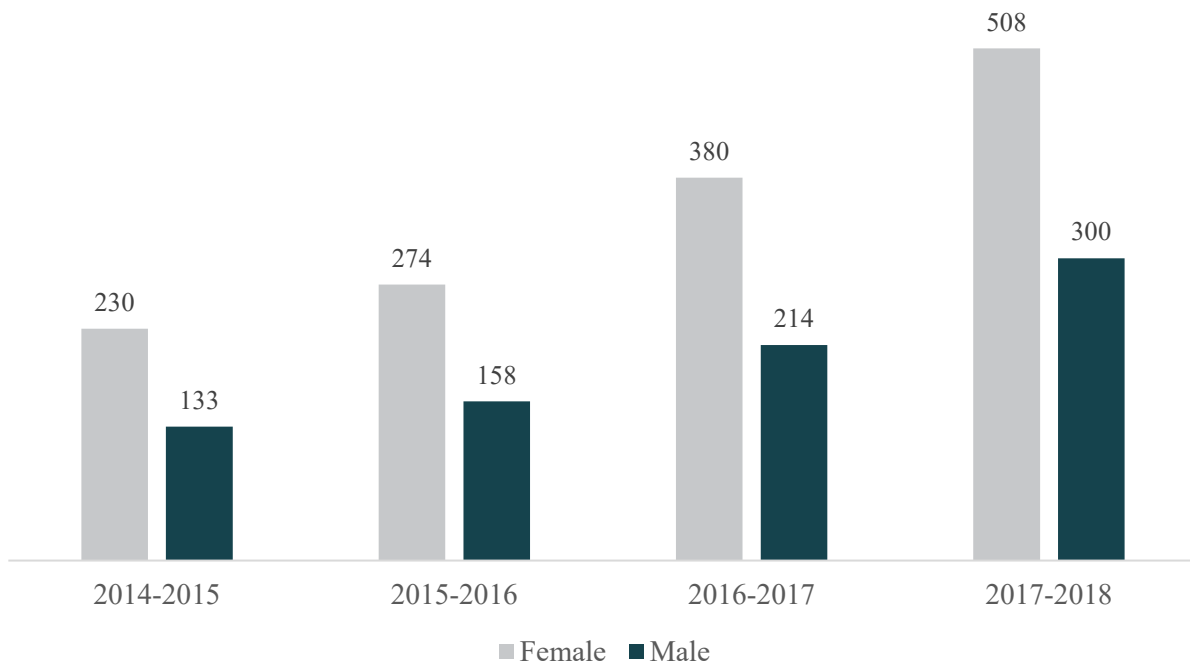
Source: CCCCO Student Success Metrics
Note: Due to a masking process included in the methodology for the CCCCO Student Success Metrics, response categories with fewer than 10 counts are suppressed and then grouped with the next smallest category. In this instance, those students who selected 'unknown' have been grouped in the Male student category.

Degree Completion by Socio-Economic Status

A significantly larger number of students with low socio-economic status (SES) successfully complete a degree, which is expected given that the majority of students at the College are in the low-SES group. The number of students with low SES who complete a degree has more than doubled between 2014-2015 and 2017-2018. Students with low SES earned the largest increase in degrees with 720 in 2017-2018, an increase of 393 degrees. Low socio-economic status was defined as a student receiving the California Promise Grant or the Board of Governor's Fee Waiver.

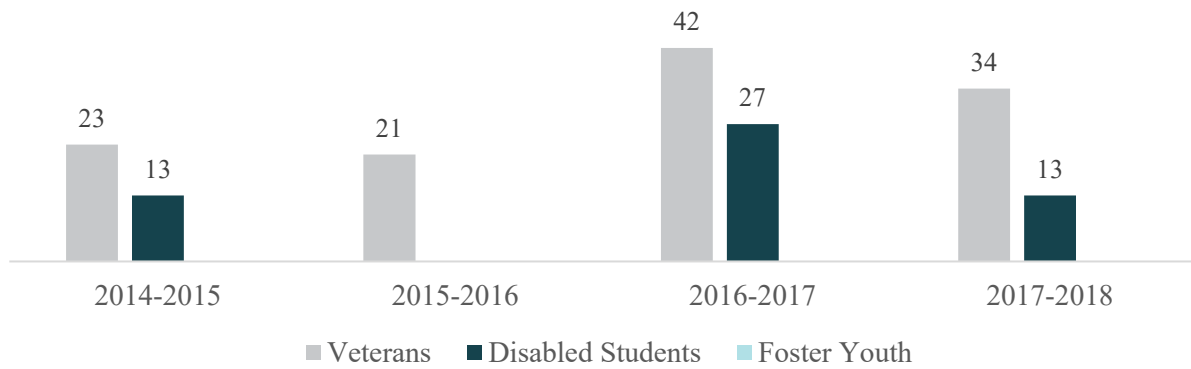## Degree Completion by Socio-Economic Status
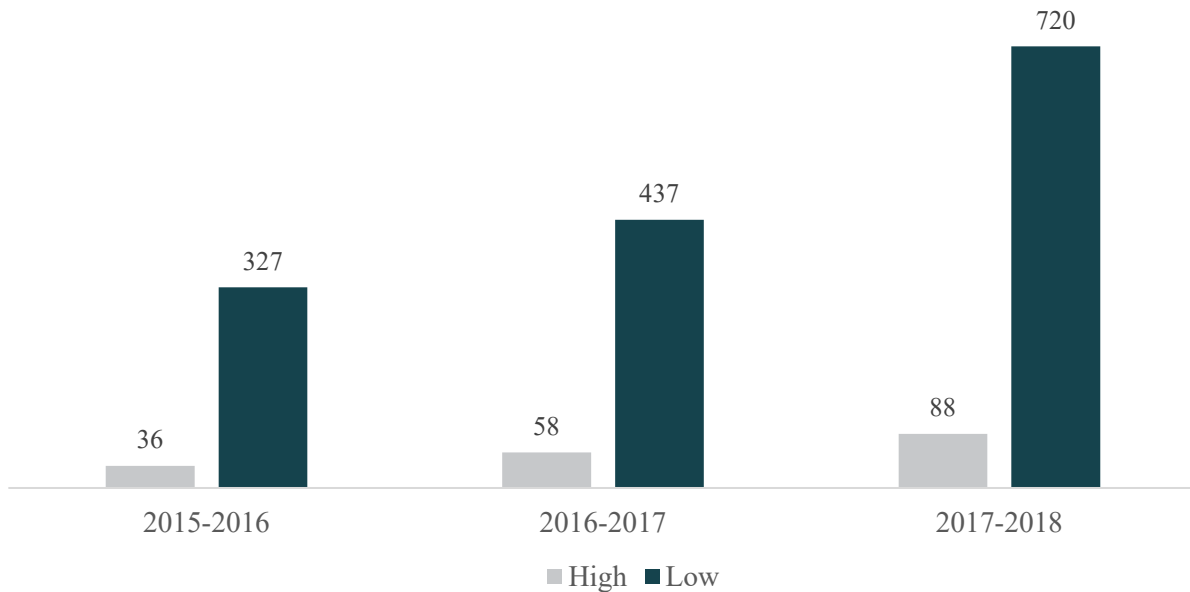
Source: CCCCO Student Success Metrics
Note: Students were deemed low socio-economic status if they received the College Promise Grant/BOG waiver during the academic year.

Degree Completion by Special Populations

The number of degrees awarded to veteran students and disabled students increased between 2014-2015 and 2017-2018. Similarly, there was an increase in awards conferred to foster youth students between 2016-2017 and 2017-2018.

Degree Completion by Special Populations

	2014-2015	2015-2016	2016-2017	2017-2018
Veterans	18	20	34	29
Disabled Students	28	38	34	48
Foster Youth			12	15
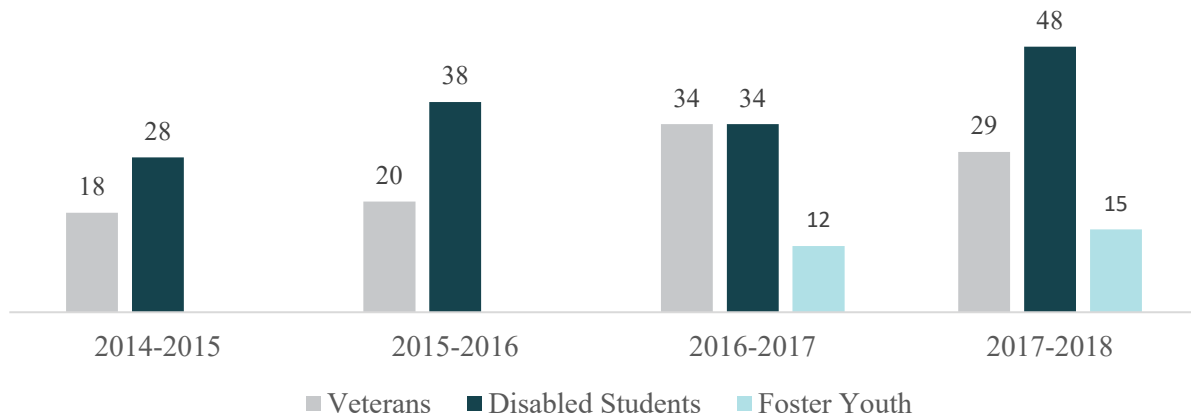
Source: CCCCO Student Success Metrics

Transfer to Four-Year University

Transfer rates are calculated as the number of students who completed at least 12 units and transferred to a UC, CSU, private in-state college, or out-of-state college.

Transfer by Year
Overall, student transfers to four-year institutions increased by 21 students between 2015-2016 and 2016-2017. Students transferring to a University of California or California State University increased by 73 while students transferring to private in-state or out-of-state colleges decreased by a total of 52 between 2015 and 2017. The College is seeing a steady increase in transfer rates from 2014-2015 through 2016-2017.

Transferred to 4-Year Institution

Aspirational Goal = 1,270   **Institution Set Standard = 920**
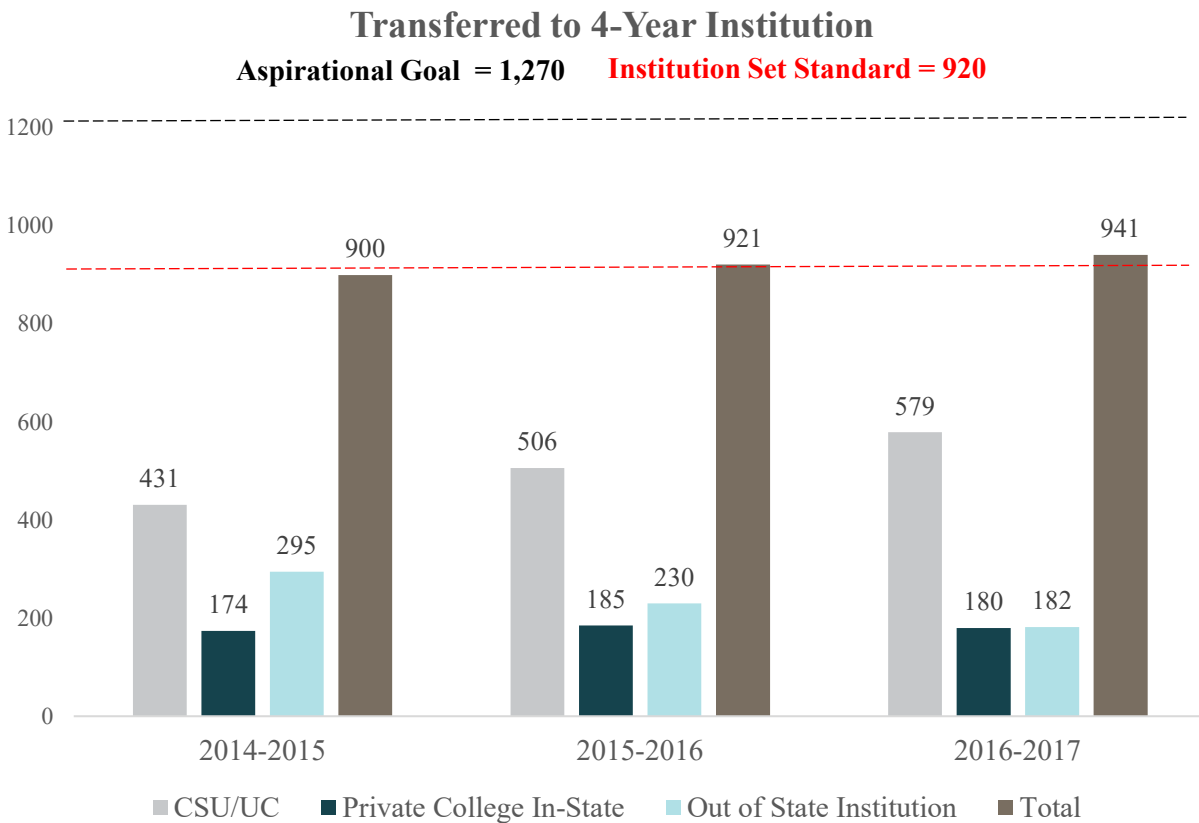
Source: CCCCO Student Success Metrics

Transfer by Age
When disaggregated by age, transfer rates ranked from largest to smallest are 20-24 year olds with 489 students, 25-34 year olds with 253 students, < 19 year olds with 143 students, unknown age with 39 students, and 35+ year olds with 29 students. Longitudinally, students 20-24 years old displayed the largest increase (+62) while students < 19, 25-34, and 35+ years old decreased between 2015-2016 and 2016-2017.

Transferred to 4-Year Institution by Age
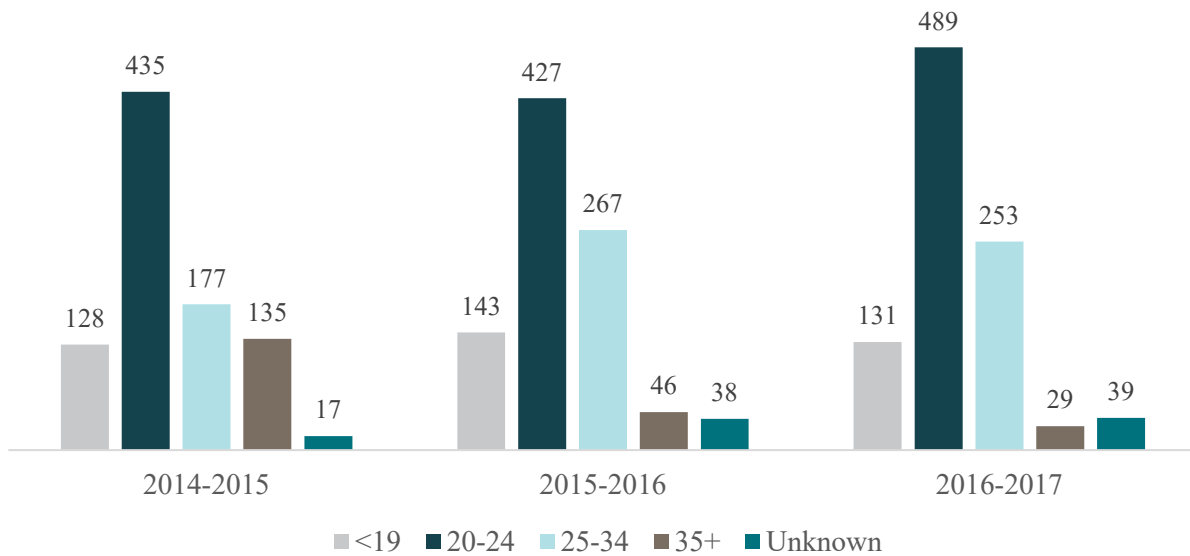
Source: CCCCO Student Success Metrics

Transfer by Ethnicity
Disaggregated by ethnicity, transfer rates for student groups ranked from largest to smallest are 544 Hispanic students, 184 White students, 93 African American students, 41 Asian students, 27 multi-ethnic 27 students, 19 unknown ethnicity students, and 18 Filipino students.

Transferred to 4-Year Institution
by Ethnicity
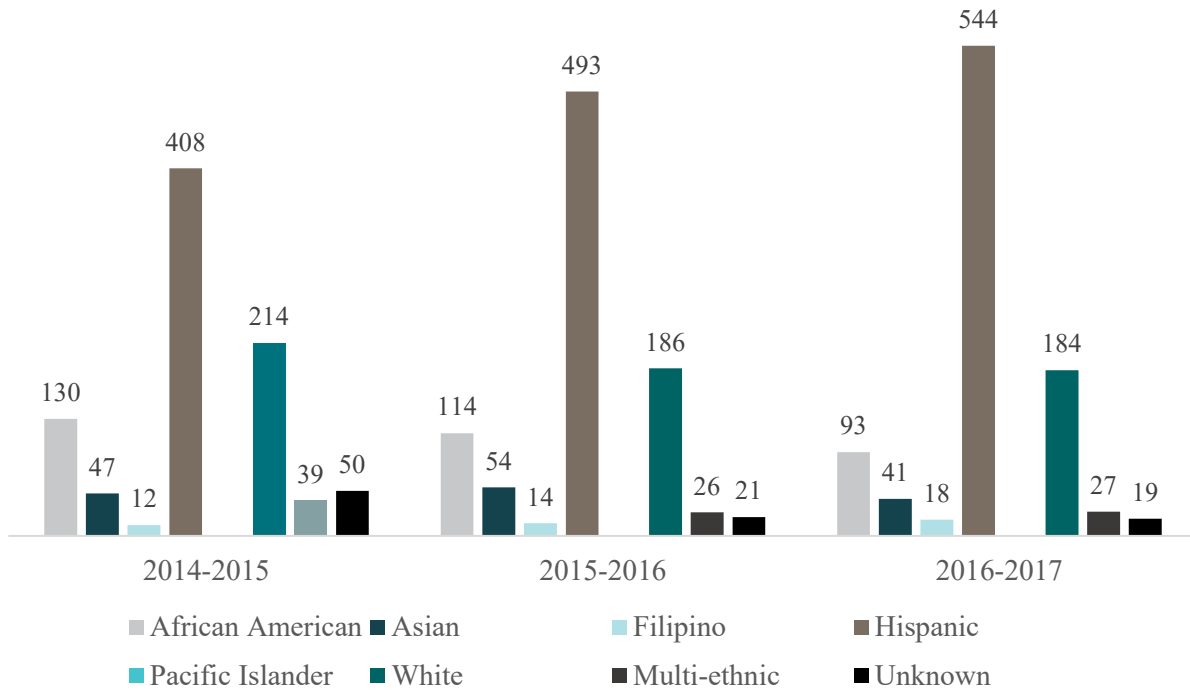
Source: CCCCO Student Success Metrics

Transfer by Gender

Disaggregated by gender, 455 female students transferred compared to 486 male students. The male student transfers increased by 144 between 2014-2015 and 2016-2017, while female student transfers decreased by 73 in the same time period.
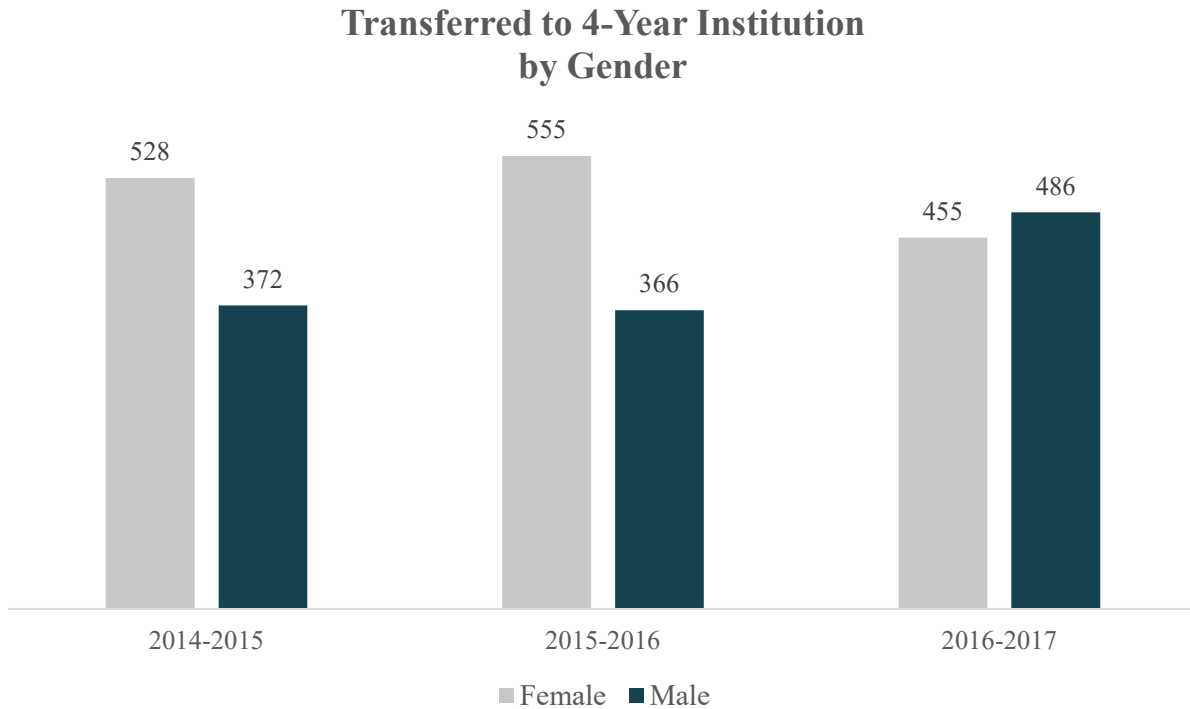
**Transferred to 4-Year Institution by Gender**

Source: CCCCO Student Success Metrics

Note: Due to a masking process included in the methodology for the CCCCO Student Success Metrics, response categories with fewer than 10 counts are suppressed and then grouped with the next smallest category. In this instance, those students who selected 'unknown' have been grouped in the Male student category.

Transfer by Socio-Economic Status

Student transfer rates to four-year colleges and universities disaggregated by SES indicate that a significantly larger number of students with low SES successfully transfer. This result is expected given that the majority of students at the College are in the low-SES group. In addition, the number of students who transfer from both the low-SES and high-SES groups has increased between 2014-2015 and 2016-2017. Low socio-economic status was defined as a student receiving the California Promise Grant or the Board of Governor's Fee Waiver.

Transferred to 4-Year Institution by Socio-Economic Status

Year	High	Low
2014-2015	178	722
2015-2016	167	754
2016-2017	182	759

■ High ■ Low
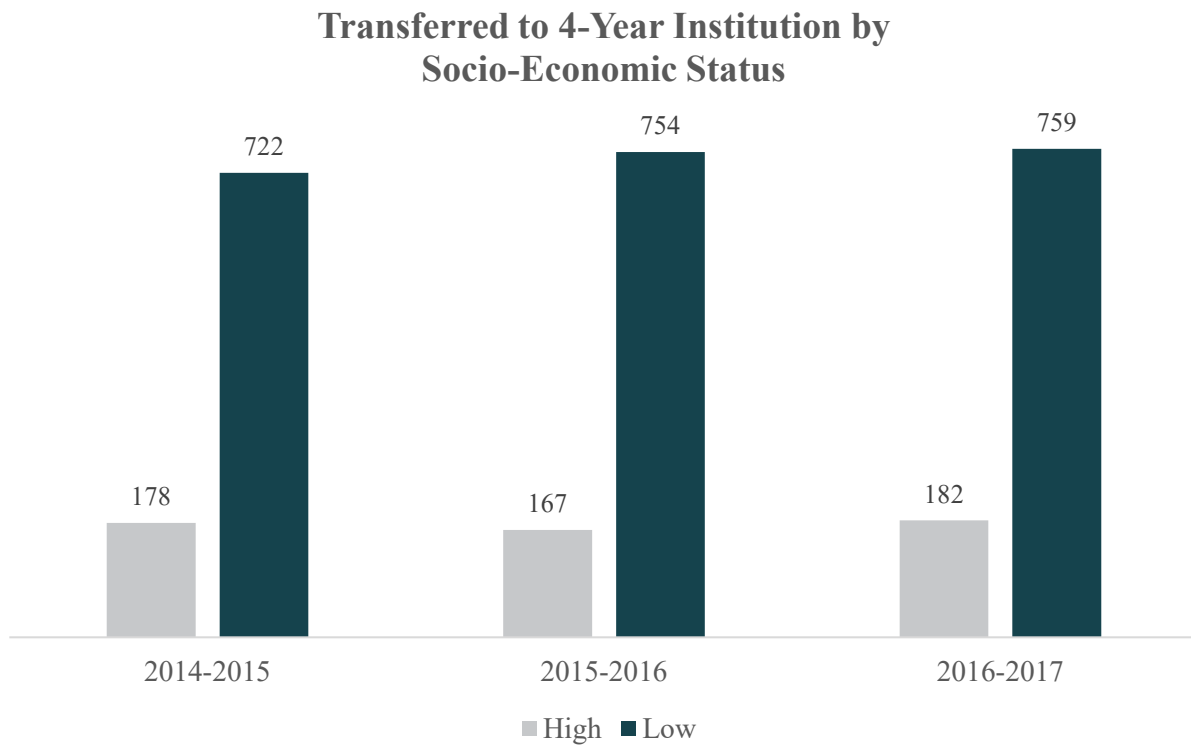
Source: CCCCO Student Success Metrics
Note: Students were deemed low socio-economic status if they received the College Promise Grant/BOG waiver during the academic year.

Transfer by Special Populations

The number of veteran students and disabled students who transferred to a four-year university peaked in 2015-2016 and fell in 2016-2017. Foster youth students did not show any transfers during this three-year period.

Transferred to 4-Year Institution by Special Populations
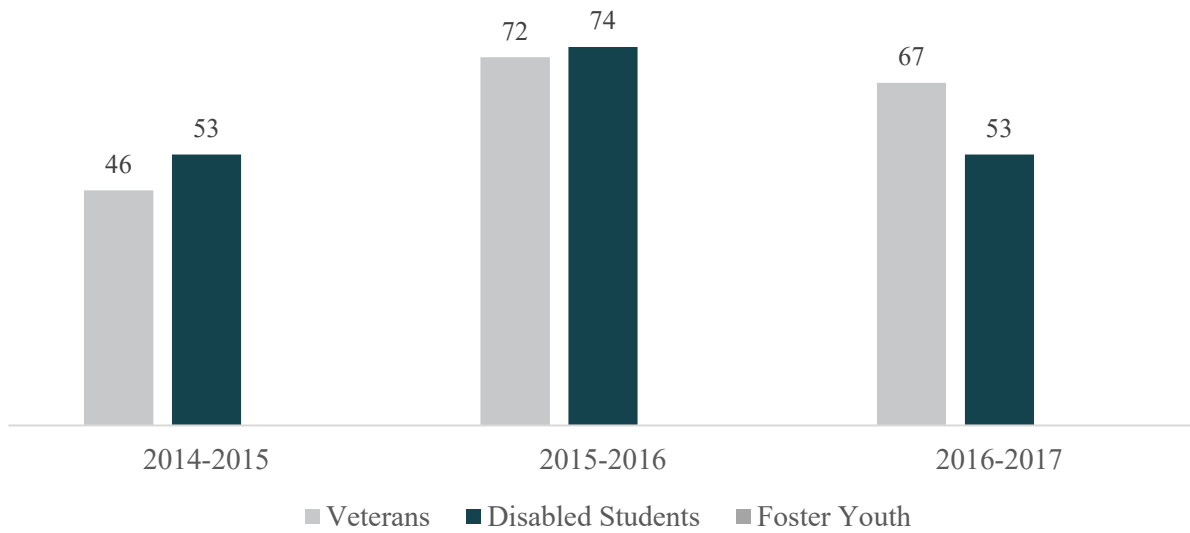
Source: CCCCO Student Success Metrics

Additional Student Success Data

Retention Rate

Student retention rate is defined as a student completing a course section with a grade of A, B, C, D, F, P, IA, IB, IC, or IPP. The overall retention rate for the College has remained relatively unchanged at approximately 86% from 2014-2015 to 2018-2019.

Overall Retention Rate

87%	87%	86%	85%	86%

| 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
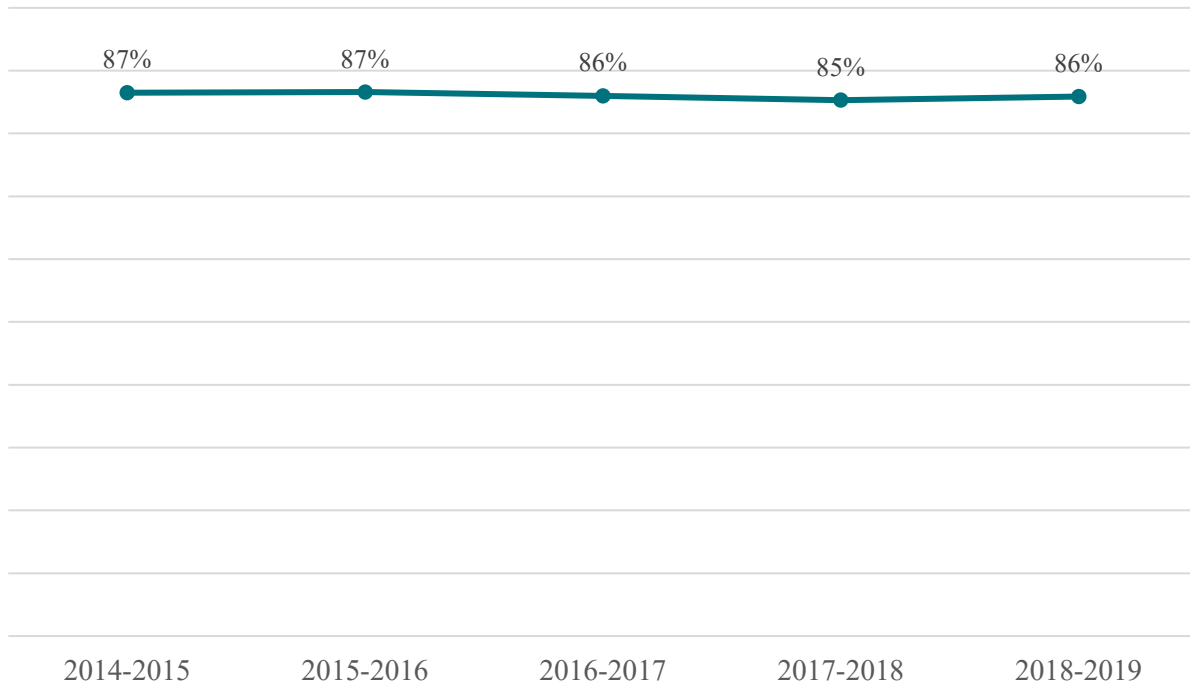
Source: MIS referential files

Retention Rates by Modality

The retention rates for students enrolled in face-to-face classes are generally higher than hybrid or purely online classes (approximately 86% compared to 83% and 82% respectively). However, there have been moderate increases in both hybrid and online course retention rates between 2013-14 and 2017-18, with the last year reported showing identical retention rates for all three modalities.

Retention Rates by Modality
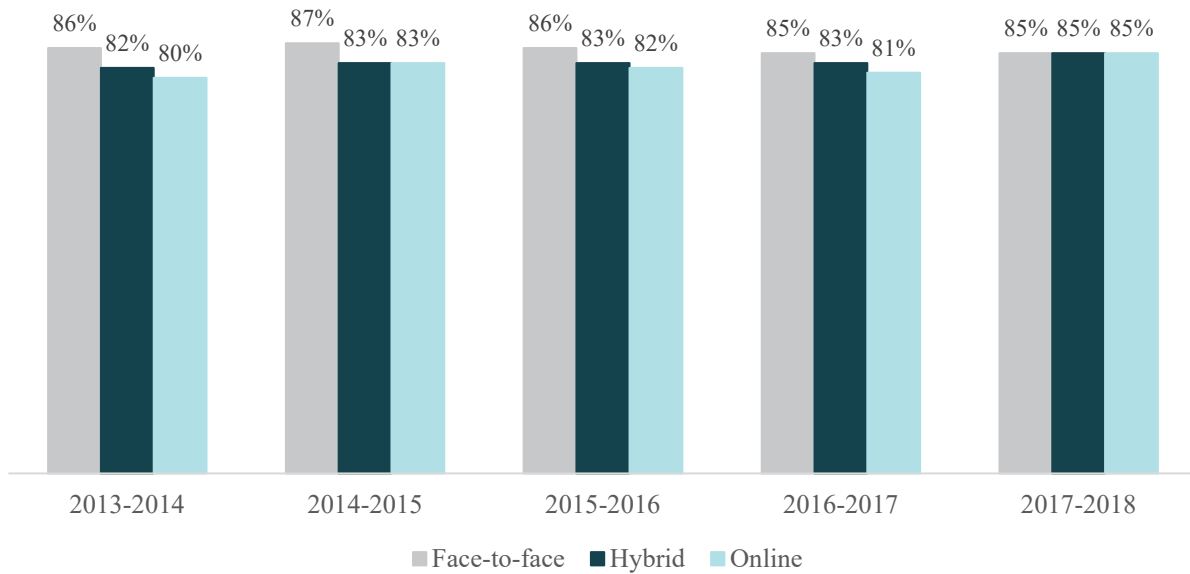
Source: RCCD Fall 2018 Moreno Valley College Distance Education Report

Fall to Spring Persistence Rate

Fall to spring persistence rates represent students who enrolled during a fall semester and subsequently enrolled in the following spring semester. The persistence rate for MVC peaked in 2013-2014 at 64% and dropped to 60% in 2017-2018 but started to rise again in 2018-2019. Beginning in fall 2018, Moreno Valley College initiated a call center to contact students enrolled in fall who had not yet enrolled during the winter/spring enrollment window. In addition, the College instituted an earlier enrollment window that allowed students to enroll for two terms: winter/spring and summer/fall. Lastly, the College also sends letters to students who have applied but not enrolled. Based on these interventions the fall to spring retention rate improved, the average units per students increased, and the percentage of full-time (12+ units) enrollment increased.

Fall to Spring Retention Rates

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
64%	64%	62%	62%	60%
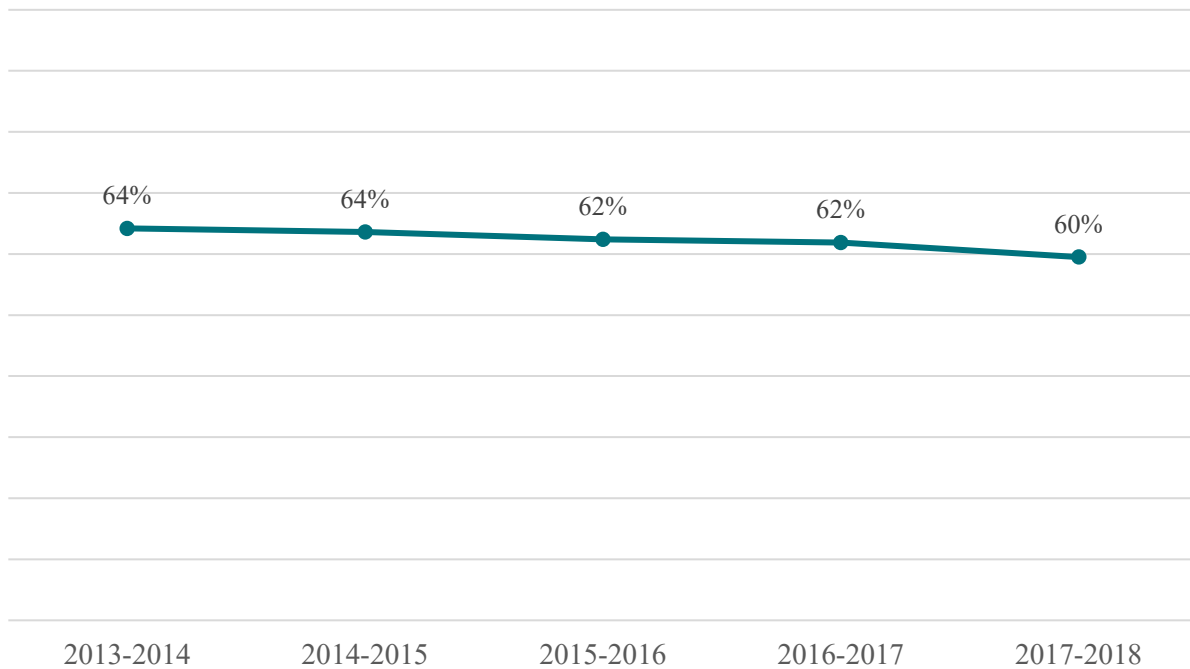
Source: MIS referential files

Number of First-Time Students Completing 12+ units in First Semester
The number of first-time students completing 12+ units during their first semester has increased each year up to 328 students in 2018-2019.

Attempted 12+ Units First Term
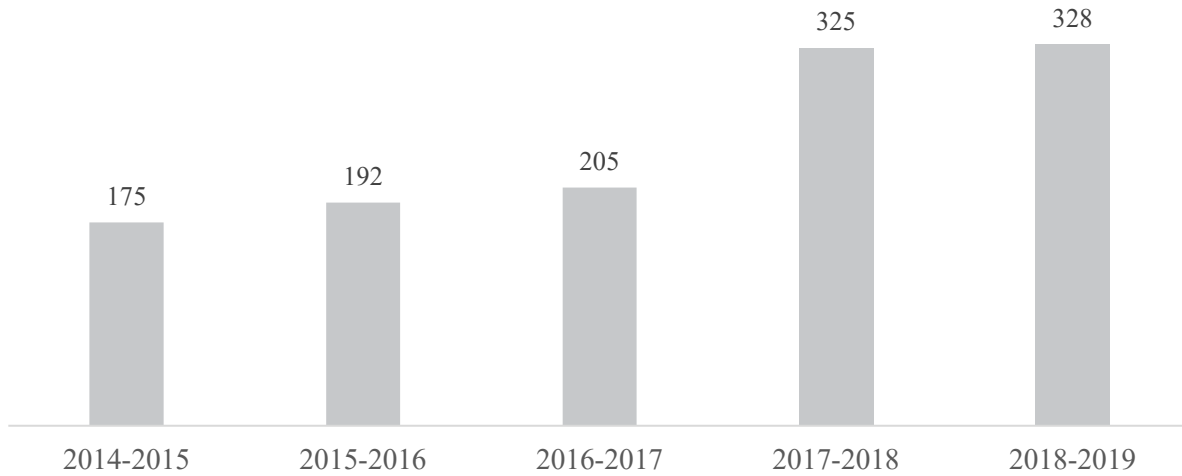
Source: RCCD Strategic Plan

Number of Students Completing 24+ Units in First Year
The number of first-time students completing 24+ units in the first year has increased by 26 students (+9.9%) from 2017-2018 to 2018-2019.

Attempted 24+ Units First Year

Year	Value
2014-2015	176
2015-2016	159
2016-2017	184
2017-2018	261
2018-2019	287
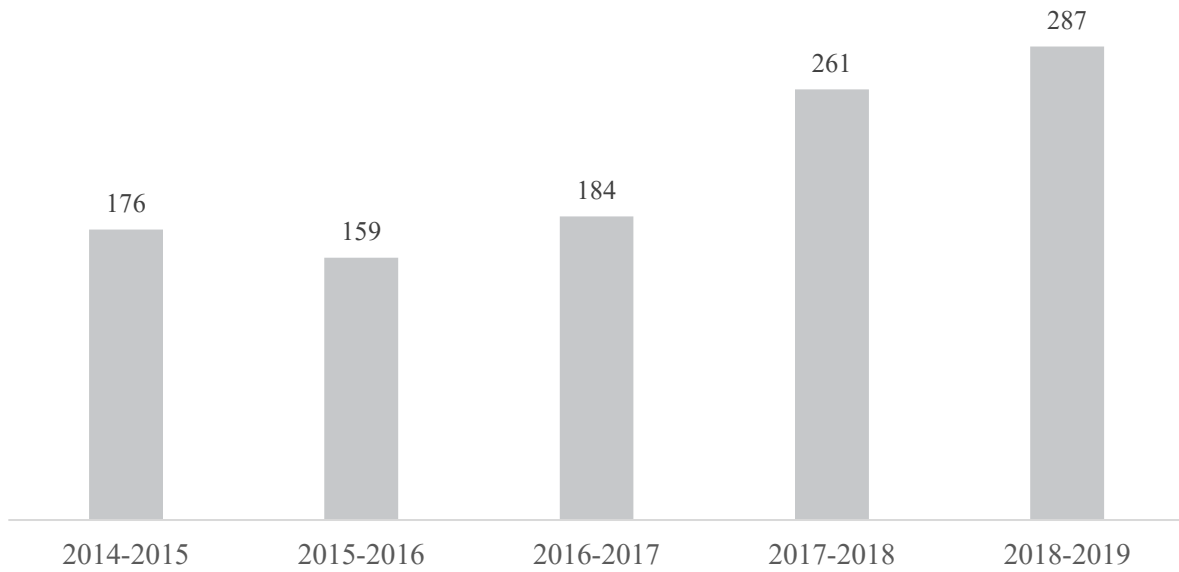
Source: RCCD Strategic Plan

Exam Pass Rates

Exam pass rates were calculated for college programs requiring a licensure exam in order to attain certification and employment. Each program has set an ISS for exam pass rates and monitors student performance on an annual basis. Exam pass rates for the paramedic, dental hygiene (state), and dental hygiene (national) programs have consistently been above the set standard. The EMT program has exceeded its set standard as of 2017-2018, and the dental assistant program failed to exceed its set standard in only one year (2015-2016).

Exam Pass Rates 2015-2016 to 2017-2018

Program	Institution Set Standard	2015-2016	2016-2017	2017-2018
Paramedic	80%	100%	91%	95%
EMT	90%	79%	86%	91%
Dental Hygiene (National Board Exam)	90%	100%	100%	93%
Dental Hygiene (California State Exam)	90%	100%	100%	100%
Dental Assistant	70%	80%	55.8%	100%
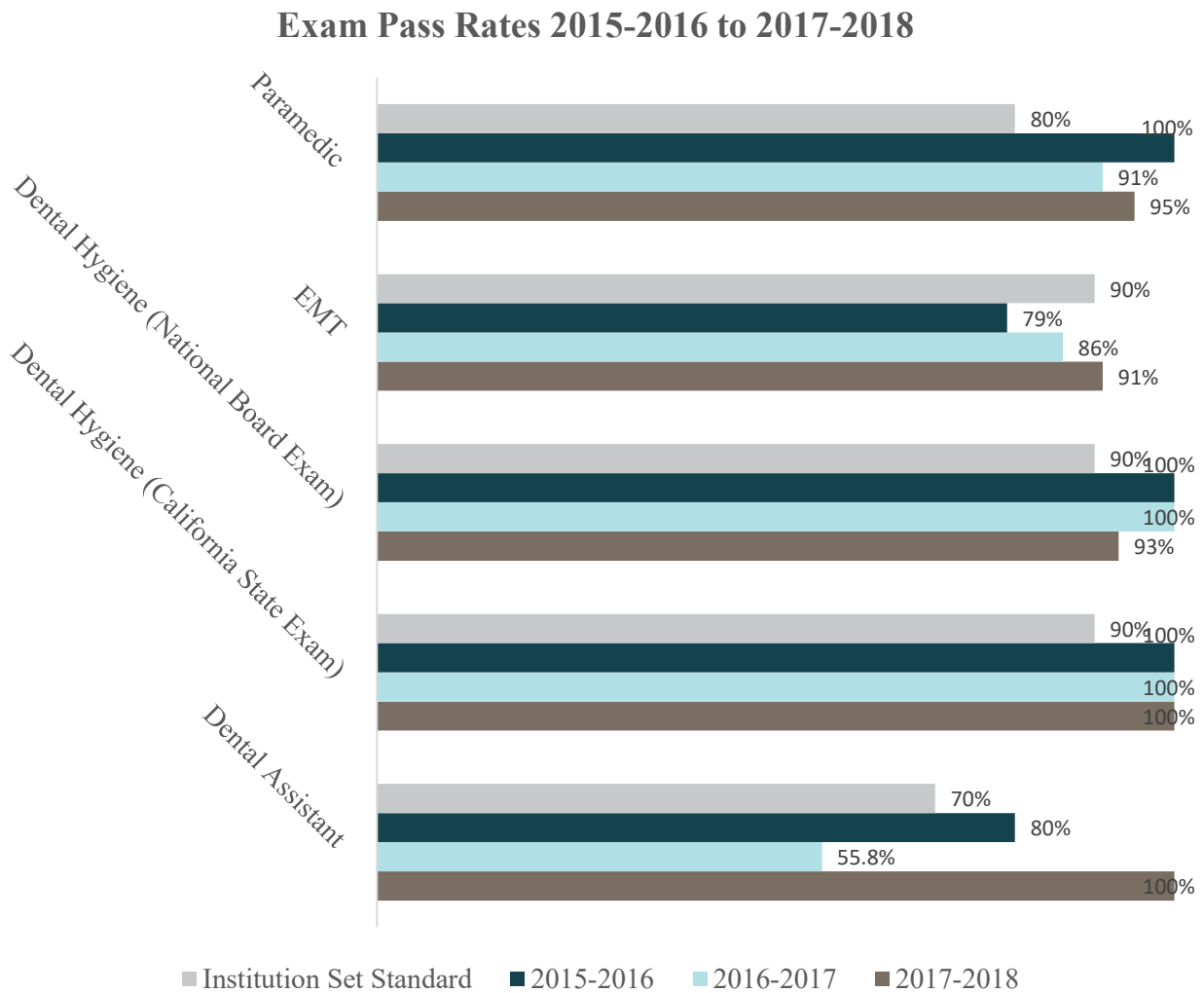
Source: College program data

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Job Placement Rates
Job placement rates were calculated on the number of students completing certificate programs and CTE degrees. The data for job placement have historically been collected at the program level through survey instruments. As of the 2019 ACCJC Annual Report, job placement data are now based on Perkins Indicator Reports from the California Community Colleges Chancellor's Office. Based on this data, all programs meet their ISS except for Human Services (67% job placement vs. 70% set standard).

Job Placement Rates 2017-2018
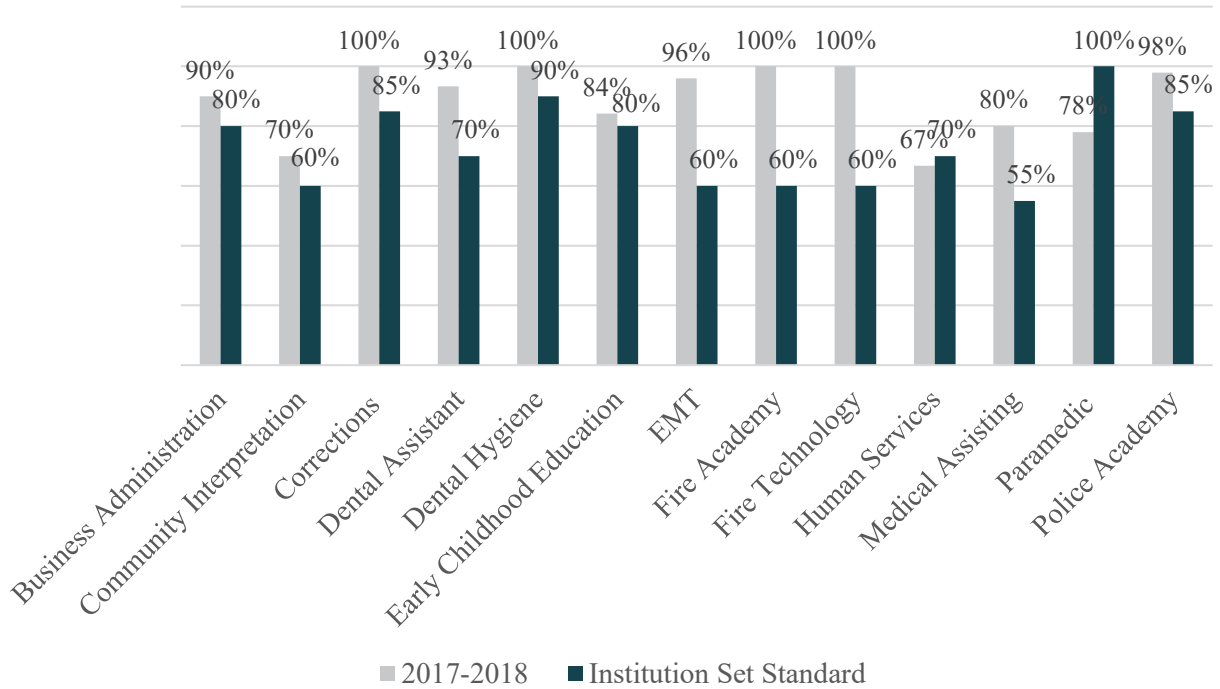
Source: CCCCO Perkins Employment Rates

C. Organization of the Self-Evaluation Process

The evidence gathering, narrative writing, fact checking, and editing was a collaborative effort driven by the Strategic Planning Council and the four Standard Subcommittees: Institutional Mission and Effectiveness Subcommittee, Student Learning Programs and Services Subcommittee, Resources Subcommittee, and Leadership and Governance Subcommittee. Over 100 individuals contributed content and analyzed the report at Accreditation Retreats, FLEX events, President's Management Council, one-on-one sessions with staff, ASMVC presentations with students, and open campus forums, as well as through online feedback. Invitations to participate were extended to faculty, staff, administrators, and students, ensuring that all constituents engaged in the process. The timeline is a graphic summary of the process of preparing the Institutional Self-Evaluation Report.

Plan	Spring 2018	Assembled Teams; District presentation to BOT (4/3); ACCJC ISER Training (5/2)
Structure	Summer 2018	Established Team site for collaboration; Refined the gap analysis process, Created an evidence system
Inform	Fall 2018	Accreditation kick off presentation at FLEX (8/23); Gap analysis training with all Standard Subcommittees; Advanced ISER Training with Gohar Momjian (11/30)
Gather	Winter 2019	Gap analysis/evidence locating workshops (Weekly); Established plans for identified gaps
Organize	Spring 2019	Updated and engaged faculty at FLEX (2/8); President's Management Council Writing Lab (4/4); Accreditation Retreat (4/18); ACCJC Conference 4/30-5/3); Completed intro data; Identified highlights and gaps; Synthesized contributions
Write and Refine	Summer 2019	Drafted QFE; Faculty lead meetings with the President; Evidence repository established and links added; District faculty leads collaborative meetings (6/11-8/20); District meeting for BOT presentation (8/8)
Edit and Approve	Fall 2019	Updated and engaged faculty at FLEX (8/22); Presentations to governance committees; Shared ISER with staff, students, and faculty; District presentation to BOT (9/3); DSPC feedback (10/25); Senate, SPC, President's Cabinet, & BOT first and second reads and approvals (Nov-Dec); Launched communication campaign; Submitted report
Prepare	Winter 2020	Visiting team preparations
Host	Spring 2020	Engagement at FLEX (2/7/20); Site visit (3/3-3/5)

Moreno Valley College 2020 Institutional Self-Evaluation Report
Accreditation Teams
Carlos Lopez, Accreditation Liaison Officer
Sara Nafzgar, Faculty Co-Chair

STANDARD I MISSION, ACADEMIC QUALITY, INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY	
Co-Chair: Deanna Murrell	Assistant Professor, Counseling
Co-Chair: Jennifer Cruz	Administrative Assistant II
Carlos Lopez	Vice President, Academic Affairs
IA 1-4 Mission	
Carlos Lopez	Vice President, Academic Affairs
Deanna Murrell	Assistant Professor, Counseling
IB 1-4 Academic Quality	
Art Turnier	Dean of Instruction, Public Safety Education Training
Evelyn Gonzalez	Enrollment Services Assistant
IB 5-9 Institutional Effectiveness	
MaryAnn Doherty	Dean, Grants and Business Services
Evelyn Gonzalez	Enrollment Services Assistant
Cathy Hasson, Ed.D.	Data Analysis Consultant
Daniell Study	Institutional Research Specialist
Jaime Rodriguez (Until 6/19)	Institutional Research Specialist
Giovanni Sosa, Ph.D. (Until 6/19)	Dean, Institutional Effectiveness
Dyrell Foster, Ed.D.	Vice President, Student Services
Carlos Lopez	Vice President, Academic Affairs
IC 1-6 Institutional Integrity	
Carlos Ponce	Assistant Director, Student Financial Services
Sabina Fernandez	Instructional Program Support Coordinator
Jeff Rhyne	Professor, English
Jennifer Floerke	Associate Professor, Communication Studies
Richard Garcia	Counselor
Ann Pfiefle	Professor, History
Sonya Nyrop	Associate Professor, Reading
IC 7-14 Institutional Integrity	
Nikki Cook	Employment Placement Coordinator
Deanna Murrell	Student Financial Services Counselor

STANDARD II	
STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES	
Co-Chair: Jennifer Reynoso	Reading Paraprofessional
Co-Chair: Dan Clark, Ph.D.	Professor, English
Debbi Renfrow (Fall 2019)	Associate Professor, Librarian
Dyrell Foster, Ed.D.	Vice President, Student Services
IIA 1-16 Instruction Programs	
Ed Alvarez	Director, First Year Experience
Micki Grayson	Director, TRiO Programs
Melody Graveen Ed. D.	Dean of Instruction, Career Technical Education
Art Turnier	Dean of Instruction, Public Safety Education Training
Vincent Alonzo	DE Support Specialist & Educational Technologies Trainer
Sonya Nyrop	Associate Professor, Reading
Debbie Moon	Dental Hygiene
Peggie Negrete	Instructional Department Specialist
Anya Marquis	Associate Professor, Geography
Cheryl Honoré	Professor, Accounting
Sabean Scott	Instructional Department Specialist
Nicolae Baciuna	Associate Professor, Mathematics
Chui Zhi Yao	Professor, Mathematics
AnnaMarie Amezquita	Dean of Instruction
IIB 1-4 Library & Learning Support Services	
AnnaMarie Amezquita	Dean of Instruction
Ann Yoshinaga (Until 6/19)	Associate Dean, Academic Support
Melanie James	Assistant Professor, English
Tom Vitzelio	Associate Dean, Academic Support
Jeff Rhyne	Professor, English
Debbi Renfrow	Associate Professor, Librarian
Joel Webb	Technical Services and Digital Asset Librarian
IIC 1-8 Student Support Services	
Dyrell Foster, Ed.D.	Vice President, Student Services
Sandra Martinez	Director, Student Financial Services
Micki Grayson	Director, TRiO Programs
Sue Tarcon	Director, Health Services
Eugenia Vincent	Dean, Student Services
MichaelPaul Wong, Ph. D.	Dean, Student Services Counseling
Carrie Patterson	Assistant Professor, Communication Studies
Fernando Nahón Valero	Assistant Professor, Spanish
Julio Gonzalez	Director, Middle College High School
Jamie Clifton	Director, Enrollment Services

STANDARD III RESOURCES	
Co-Chair: Laura Dunphy	Assistant Professor, Business
Co-Chair: David Bobbitt	Financial and Technical Analyst
Nathaniel Jones, Ph.D.	Vice President, Business Services
IIIA 1-15 Human Resources	
Silvester Julienne	Human Resources Liaison
Audrey Mae Hernandez	Administrative Assistant III
Andrew Sanchez, Ed.D.	Dean, Grants & Equity Initiatives
Edd Williams	Professor, English
IIIB 1-4 Physical Resources	
Ron Kirkpatrick	Supervisor, Grounds Facilities
Robert Beebe	Director, Facilities
Art Turnier	Dean of Instruction, Public Safety Education Training
IIIC 1-5 Technology Resources	
James Bow	Information Tech Analyst
Lisa Bonilla	Instructional Media Specialist
Julio Cuz	Manager, Technology Support Services
Donnell Layne	Director, STEM Innovation Center & Makerspace
Jason Kennedy	Assistant Director, STEM Innovation Center
Melody Graveen Ed. D.	Dean of Instruction, Career Technical Education
IIID 1-16 Financial Resources	
Nathaniel Jones, Ph.D.	Vice President, Business Services
Alfred Cardoza	Financial Technical Analyst
David Bobbitt	Financial Technical Analyst
Art Turnier	Dean of Instruction, Public Safety Education Training
Dyrell Foster, Ed.D.	Vice President, Student Services
MaryAnn Doherty	Dean, Grants and Business Services
Laurie Crouse	Administrative Assistant, Vice President Business Services
Julie Hlebasko	Manager, Food Services

STANDARD IV LEADERSHIP AND GOVERNANCE	
Co-Chair: Sean Drake	Associate Professor, Mathematics
Co-Chair: Sandra Maciel	Administrative Assistant III
AnnaMarie Amezquita	Dean of Instruction
IV A 1-7 Decision-Making Roles and Processes	
Jennifer Floerke	Associate Professor, Communication Studies
Angela Rios	Student Employment Personnel Specialist
Sean Drake	Associate Professor, Mathematics
AnnaMarie Amezquita	Dean of Instruction
Abel Sanchez	Associate Professor, Biology
IVB 1-6 Chief Executive Officer	
Dyrell Foster, Ed.D.	Vice President, Student Services
Jennifer Floerke	Associate Professor, Communication Studies
Jeff Rhyne, Ph.D.	Professor, English
IVC 1-13 Governing Board	
AnnaMarie Amezquita	Dean of Instruction
IVD 1-7 Multi-College Districts and Systems	
Robin Steinback, Ph.D.	President
TECHNOLOGY AND EVIDENCE SUPPORT TEAM	
Susan Lauda	Administrative Assistant
Sharlena Segura	Administrative Assistant IV
Julio Cuz	Manager, Technology Support Services
Noelle Hansen	Web Applications Technician
Eden Andom	Executive Assistant to the President
DISTRICT CONTRIBUTORS	
Aaron Brown	Vice Chancellor, Business and Financial Services
Christopher Blackmore	Associate Vice Chancellor, IT & Learning Services
Hussain Agah	Associate Vice Chancellor, Facilities Planning & Development
Lijuan Zhai, Ph.D.	Associate Vice Chancellor, Educational Services & IE
Monica Esqueda	Coordinator, District Safety & Emergency Planning
Rebeccah Goldware	Vice Chancellor, Institutional Advancement & Economic Development
Rebecca Turner	Executive Administrative Assistant, Vice Chancellor's Office
Sheila Pisa, Ed.D	Interim Dean, Distance Education
Susan Mills, Ph.D.	Vice Chancellor, Educational Services and Strategic Planning
Terri Hampton, Ph.D.	Vice Chancellor, Human Resources and Employee Relations
Thomas Allen	Special Assistant to the Chancellor
Wolde-Ab Isaac, Ph.D.	Chancellor

D. Organizational Information

President

President
Moreno Valley College
Robin Steinback

- Administrative Assistant I (Vacant)
- Executive Administrative Assistant — Eden Andom

Vice President, Academic Affairs — Carlos Lopez

- Dean, Institutional Effectiveness (Vacant)
  - Outcomes Assessment Specialist (Vacant)
- Dean of Instruction — Anna Marie Amezquita
- Dean of Instruction Career & Tech. Ed. — Melody Graveen
  - ECE Center Manager — Sandra Rivas
  - Director, STEM Innovation Ctr/Maker Space — Donnell Layne
  - Makerspace Project Supervisor — Jason Kennedy
- Dean of Instruction, Public Safety Education & Training — Arthur Turnier
  - Outcomes Assessment Specialist — Dominique Moise-Swanson (PT)
- Associate Dean, Academic Support — Tom Vitzelio (Interim)

Vice President, Student Services — Dyrell Foster

- Dean, Student Services — Eugenia Vincent
- Director Enrollment Services — Jamie Clifton
- Director, Health Services — Sue Tarcon
- Director, Middle College High School — Julio Gonzalez
- Dean, Grants & Student Equity Initiatives — Andrew Sanchez
  - Director, First-Year Experience — Ed Alvarez
  - Director, TRIO Programs — Micki Clowney
  - Assistant Director, Upward Bound — Andel Orta-Perez
- Dean, Student Services (Counseling) — Michael Paul Wong
- Director, Disability Support Services — Lawanda Hall
- Director, Student Financial Services — Sandra Martinez
  - Assistant Director, Student Financial Services — Juan Ponce

Vice President, Business Services — Nathaniel Jones

- Assistant Manager Food Services — Julie Hlebasko
- Sergeant Safety & Police — Richard Henry
- Director Facilities — Robert Beebe
  - Asst. Custodial Manager — Kenneth Morgan
  - Grounds Supervisor — Robald Kirkpatrick
- Manager Technology Support Services — Julio Cuz
- Dean, Grants & Business Services — Mary Ann Doherty

PT=Permanent Part-Time Employee

r10/2019

Academic Affairs

Instructional Programs Support Coordinator
Sabina Fernandez

Vice President, Academic Affairs
Carlos Lopez

Administrative Assistant IV
Susan Lauda

Dean of Instruction, Career & Technical Education
Melody Graveen

- Administrative Assistant III
Renita Batiste
- ECE Center Manager
Sandra Rivas
- Administrative Assistant II
Pilar Martinez
- Dental Education Center Administrative Assistant
Natalie Valcarcel
- Dental Education Center Administrative Assistant
Jennifer Riddle
- Employment Placement Coordinator
Nikki Cook
- Grants Administrative Specialist
Devoree Ealy

- Director, STEM Innovation Center/Makerspace
Donnell Layne
- Makerspace Project Supervisor
Jason Kennedy
- Learning Center Assistant
Abraham Cifuentes
- Learning Center Assistant
Gerardo Serrano
- CTE Laboratory Technician (Vacant)
- CTE Laboratory Technician (Vacant)
- Instructional Department Specialist
Mary Gallardo
- Marketing & Media Technician
Veronica Valdez

Dean of Instruction, Public Safety Education & Training
Arthur Turnier

- Administrative Assistant III
Julie Perez
- Outcomes Assessment Specialist
Dominique Moise-Swanson (PT)
- Customer Service Clerk
Rhonda Patterson
- Customer Service Clerk
Barbara Williams (PT)
- Instructional Department Specialist
Jan Ponder
- Outreach Specialist
Rebecca Jacques (PT)

Associate Dean, Academic Support
Tom Vitzelio (Interim)

- Administrative Assistant II
Lorraine Grippin
- Learning Center Assistant
Angelo Aquino
- SI Coordinator
Victoria MacDonald
- STEM Student Success Coordinator (Vacant)
- Tutorial Services Technician
Donna Plunk

Dean of Instruction
Anna Marie Amezquita

- Administrative Assistant III
Sandra Maciel
- Instructional Department Specialist
Sabean Scott
- Instructional Department Specialist (Vacant)
- Instructional Department Specialist (Vacant)
- Learning Center Assistant
Cheryl Ternoir (PT)
- Library Operations Assistant
Mark Robinson
- Learning Center Assistant
Sharon Hill (PT)
- Laboratory Technician I
Casey Jacobi

- Administrative Assistant II
Jennifer Cruz
- Laboratory Technician II
Howaida Al-Ali
- Laboratory Technician II
Carmen Medina
- Customer Service Clerk (Vacant)
- Reading Paraprofessional
Jennifer Reynoso (PT)
- Library Technical Assistant II
Tonette Brown
- Laboratory Technician II
Tracy Pinckard
- Library Clerk I
Ayesha Razo

Dean, Institutional Effectiveness
(Vacant)

- Outcomes Assessment Specialist (Vacant)
- Institutional Research Specialist
Daniell Study
- Institutional Research Specialist (Vacant)

Student Services

Vice President Student Services Dyrell Foster

Administrative Assistant IV Sharlena Segura

Administrative Assistant I (Vacant)

Student Activities Clerk Barbara Retana

Director, Middle College High School — Julio Gonzalez

- Administrative Assistant I Lori Alford
- Educational Advisor Anthony Alvarez
- Outreach Specialist Delia Miller

Dean, Student Services — Eugenia Vincent

- Administrative Assistant III Shantine Alex
- Applications Support Technician Nathaniel Finney
- Veterans Services Specialist Lizette Tenorio

Director, Health Services — Susan Tarcon

- College Health Registered Nurse Laurie Gilbert
- Medical Office Receptionist
- Guadalupe Gonzalez (PT)

Dean, Student Services (Counseling) — Michael Paul Wong

- Administrative Assistant III Denita Moore
- Enrollment Services Assistant Dylan Dolan
- Disability Specialist Joseph Gonzales
- Academic Evaluations Specialist (Vacant)
- Counseling Clerk I Jennifer Granados (PT)
- Enrollment Services Assistant Evelyn Gonzalez

- Counseling Clerk III Karla Navarro
- Student Success and Support Program Assistant Carmen Valencia
- Counseling Clerk II Nathalie Madero
- Placement Coordinator Andrew Graham
- Support Services Specialist Aide (Vacant)
- Academic Evaluations Specialist Arlene Serrato
- Academic Evaluations Specialist Ana Manaog

Director, Disability Support Services — Lawanda Hall

- Administratie Assistant II Christina Arthur
- Disability Specialist Melody Save
- Sr. Interpreter Jennica Jackson (PT)
- Support Services Specialist Aide Laura Coronel

Dean, Grants & Student Equity Initiatives — Andrew Sanchez

- Administrative Assistant III Audrey Mae Hernandez

Director, First-Year Experience — Ed Alvarez
- Enrollment Services Assistant Melissa Lopez (PT)
- Student Success Coach Theresa Pham

- Counseling Clerk I Sandra Tapia
- Counseling Clerk I (CalWORKs) Abreesha Jones (PT)
- Student Resource Specialist Mashonda Salsberry
- Student Success Coach Peggy Negrete

- CalWORKs Specialist Nicole LeDuff (PT)

Director, TRIO Program — Micki Grayson
- Assistant Director, Upward Bound Angel Orta-Perez
- Outreach Specialist Kimberly Williams
- Educational Advisor (Vacant - PT)
- EOPS/Care Specialist Koko Randolph
- Student Success Coach Sylvia Livingston

Director, Student Financial Services — Sandra Martinez

- Asst. Director, Student Financial Services Juan Ponce
- Senior Financial Aid Advisor (Vacant)
- Financial Services Advisor Angela Grimsby
- Student Employment Personnel Specialist Angela Boland
- Customer Service Clerk Brooke Coston
- Student Financial Services Lead Analyst (Vacant)

- Student Financial Services Analyst Jonathan Castro
- Financial Aid Advisor Deborah Engel
- Financial Aid Advisor Micaela Murphy
- Student Financial Services Analyst Olayide Coston
- Student Services Technician (Vacant)
- Student Financial Services Outreach Specialist (Vacant)

Director, Enrollment Services — Jamie Clifton

- Student Services Technician Michael Fiedler
- Student Services Technician Sandra Sydlik (BCTC)
- Student Services Technician Christy Pollard (BCTC)
- Student Services Technician Mariana Santoyo
- Admissions & Records Operations Assistant Mariel Arelis
- Admissions & Records Operations Assistant Nancy Valdovinos

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Business Services

Vice President Business Services
Nathaniel Jones

- Administrative Assistant IV — Laurie Crouse
- Financial & Technical Analyst — David Bobbit
- Financial & Technical Analyst — Alfred Cardoza
- Support Center Technician — Christina Leon
- College Safety & Emergency Planning Coordinator (Vacant)
- Human Rsources Liaison — Silvester Julienne
- Bookstore (Contract)

Sergeant Safety & Police — Richard Henry

- Senior Officer Safety & Police — Shaun Frantz
- Senior Officer Safety & Police — Sam Weston
- Officer Safety & Police — Don Anderson
- Officer Safety & Police — Julie DeAnda
- Officer Safety & Police — Taylor Kleveno
- Community Service Coordinator — Jose Dassow
- Community Service Aide I — Ye'Vell Hopkins (PT)
- Community Service Aide I — Antoinette Rowley (PT)

Assistant Manager Food Services — Julie Hlebasko

- Food Service Worker III — Patrick Younquist
- Food Service Worker IV — Christoper Ferrell (PT)
- Food Service III — Katrina Bunting (PT)

Dean, Grants & Business Services — Mary Ann Doherty

Assistant Custodial Manager — Kenneth Morgan

- Senior Custodian — Danny Mena
- Custodian — Rodney Black
- Custodian — Areli Escobar
- Custodian — Terry Janecek
- Custodian — Tracy Campbell
- Custodian — Albert Edwards
- Custodian — Adrian Wardlow
- Custodian — Jose Rodriguez
- Custodian — Terrel Jones

Director, Facilities — Robert Beebe

Facilities Administrative & Utilization Specialist — Linda Myers

Grounds Supervisor — Ronald Kirkpatrick

- Senior Groundsperson (Vacant)
- Groundsperson — Julio Hernandez
- Groundsperson — Paul Douma
- Sprinkler Repair Person — Theo Mabon
- Groundsperson — Hector Carbajal Santana
- Groundsperson — Joseph Botello

Maintenance

- Maintenance Mechanic (HVAC) — Gary Morries
- Maintenance Mechanic (General) — Mark Kaptur
- Maintenance Mechanic — Aaron Niles

Manager, Technology Support Services — Julio Cuz

- Instructional Media/Broadcast Technician — Brian Thomas (PT)
- Instructional Media Assistant — Lisa Bonilla
- Information Technology Analyst — Alan Wohlfarth
- Information Technology Analyst — James Bow
- Computer Technician — Cesar Vasquez
- Web Applications Technician — Noelle Hansen

Functional Maps

The Functional Maps ([Function_Map_1-4](#)), which were revised in spring 2019 with broad participation through the districtwide governance process, delineate and clarify the scope and roles of the three colleges and those of the Riverside Community College District Office. After assessing the previous functional maps, the colleges and the District Office identified the need for a more detailed approach to function mapping beyond simply indicating primary (P), secondary (S), and shared (SH) responsibilities. Two important purposes of the functional map revision were to collaboratively determine the appropriate level of support that flows from the District to the three colleges and to increase alignment with the revised accreditation standards. In addition to describing the responsibilities of the District Office in providing adequate resources to the colleges, the maps detail critical regulatory, advocacy, coordination, guidance, and leadership functions. The Functional Maps are living documents and the district taskforce will review and revise them as necessary each academic year.

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Moreno Valley College (MVC) is a public two-year California community college accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ER1_Accreditation-ACCJC-letter_7-3-14, ER1_MVC-FollowUp-Report-2017). The College first earned independent accreditation in 2010; prior to that date, it operated as a campus of Riverside City College. In addition, the College is approved under the regulations of the California Department of Education and the California Community Colleges Chancellor's Office. Moreno Valley College is one of three colleges within the Riverside Community College District and governed by a local board of trustees as described in Standard IV.

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

Moreno Valley College has served students since 1991 when it opened as a campus of Riverside City College. The Integrated Strategic Plan (ER2_ISP_18-23) shows the College has experienced 16.4% growth since 2013-2014 and served 14,772 students during the 2017-2018 academic year. Student completion outcomes have improved with students earning 675 degrees and 941 students transferring to a four-year college or university based on 2017-2018 data. This is an increase of 96.8% and 4.6% respectively since 2014-2015. Student completion data indicate that the College is serving students and is fully operational. Additional evidence and analysis of this work appear in the evidence and analysis of Standards I and II in this report.

Eligibility Requirement 3: Degrees
Substantial portions of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Moreno Valley College offers 52 associate degrees and 34 certificates included in the 2019-2020 college catalog across a wide range of disciplines. All degrees require at least 60 semester units, include general education, and are normatively two years in length. The requirements for all Associate of Arts (AA), Associate of Science (AS), Associate Degree for Transfer (ADT), Certificate of Achievement, and Certificate of Proficiency are listed in the college catalog (ER3_Catalog-Degree-Cert), on the website (ER3_Programs-Website), in the RCCD Curriculum Handbook (ER3_RCCD-Curriculum-Handbook), and in Board Policy/Administrative Procedure 4025: Criteria for Associate Degrees and General Education (ER3_BPAP4025_Philosophy-Criteria-Gen-Ed). Evidence of meeting this eligibility requirement appears in the narrative for Standards I.A, I.C, and II.A.

Eligibility Requirement 4: Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The RCCD Board of Trustees appointed Dr. Robin Steinback as president of Moreno Valley College in June 2017 (ER4_BOT-Agenda_6-17). The president reports directly to the RCCD Chancellor and is responsible for administering all applicable law, regulations, policies, and procedures and for making required decisions as delegated by the Chancellor. The president is empowered to make the necessary decisions by the Board of Trustees (ER4_BPAP2430_Deleg-of-Authority). Evidence of the president's authority, as delegated by the RCCD Board of Trustees, is described in the narrative for Standards IV.B and IV.C.

Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Moreno Valley College, through the Riverside Community College District, is funded through processes and plans that ensure adequate resources to support the mission of the College. This funding supports the educational programs and services for students, maintains institutional effectiveness, and assures financial stability. Fiscal accountability is delegated to the RCCD Chancellor and the Vice Chancellor of Business Services and is supported through both internal and external auditing (ER5_BP6250_Budget-Management, ER5_BP6300_Fiscal-Management, ER5_RCCD-Final-Audit-Reports). Evidence and analysis of internal fiscal policies, processes, and plans as well as external audit reports are detailed in Standard III.D of this report. Lastly, the College is Title IV compliant and certifies its compliance annually.

Evidence List

Function_Map_1-4
ER1_Accreditation-ACCJC-letter_7-3-14
ER1_MVC-FollowUp-Report-2017
ER2_ISP_18-23
ER3_Catalog-Degree-Cert
ER3_Programs-Website
ER3_RCCD-Curriculum-Handbook
ER3_BPAP4025_Philosophy-Criteria-Gen-Ed
ER4_BOT-Agenda_6-17
ER4_BPAP2430_Deleg-of-Authority
ER5_BP6250_Budget-Management
ER5_BP6300_Fiscal-Management
ER5_RCCD-Final-Audit-Reports

F. Certification of Continued Institutional Compliance with Commission Policies

Moreno Valley College certifies that it continues to be in compliance with the federal regulations noted below and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment
Regulation citation: 602.23(b).

Moreno Valley College maintains an accreditation page on its website (Policies_1_Accreditation_Webpage) that includes posting of all communication with the Commission including notice of the Commission's March 2020 team visit. Local and campus communities are able to provide feedback via the college accreditation webpage. In addition, the College has solicited input and comments through campus governance and operational committee meetings. Beyond governance committees, the College held accreditation workshops and information sessions during the fall 2018 semester (Policies_1_Accred-Workshop_F18) and fall 2019 semester (Policies_1_Flex-Agenda_F19) and presented to the RCCD Board of Trustees about the accreditation process and timeline (Policies_1_BOT-Agenda_9-3-19). The College complies with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* on third-party comments.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Evidence of compliance with performance and reporting with respect to student achievement is documented in Standards I.B and II.A. MVC integrates data on student performance and achievement in the program review process, strategic planning, and assessment process. These data are linked to the planning, resource allocation, and decision-making processes. As part of the 2018-2023 Integrated Strategic Plan, the College has set performance standards that are aligned with the California Community Colleges Student Success Metrics (Policies_2_ISP_18-23). These locally defined and approved goals exceed the levels set forth in the California Community Colleges Vision for Success. In addition, the College sets and reviews institution-set standards (Policies_2_ACCJC-Report_19) and Policies_2_Senate-ISS-Review_3-18-19) which include required job placement and test outcome rates for students who complete programs. The College complies with the Commission *Policy on Standards and Performance with Respect to Student Achievement*.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Credit hours, degree program lengths, and certificate program lengths are aligned with practices established in higher education. MVC programs comply with California state law and regulations, third-party accreditor requirements, California Course Identification Numbering System Requirements (C-ID), and four-year university transfer requirements. Third-party accreditors for programs at MVC include the Commission on Dental Accreditation (Policies_3_CODA_Dental_Hygiene_2019, Policies_3_2016_CODA_Dental_Assistant), Commission on Accreditation of Allied Health Education Programs (Policies_3_CAAHEP-Paramedic-EMT), and California State Fire Marshal and State Board of Fire Services (Policies_3_Regional_Fire_Academy_2015). Credit hours are vetted and set through the college and district curriculum committees. Additional sources of review of appropriate credit hours include external program accreditation, career and technical education advisory committees, and transfer institution requirements (Policies_3_RCCD_Curriculum_Handbook, Policies_3_BPAP4040_Pro-Cur-Cour-Dev).

The College complies with norms of hours to unit relationships, required rigor, and practice in U.S. higher education. This information is posted to the college website and contained within the college catalog and curriculum documents such as official course outlines of record. Degrees, certificates, and credits comply with the Commission's policies, standards for higher education, and California Community College Chancellor's office regulations. Fees and tuition are the same for all college programs and set by the state of California. MVC complies with the Commission's policies in *Credits, Program Length, and Tuition*.

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

The College maintains information related to transfer policies, acceptance of transfer units, Advanced Placement (AP), International Baccalaureate (IB), College-Level Examination Program (CLEP),and other testing results on the website, within the catalog (Policies_4_Catalog-Transfer-Policies, Policies_4_Credit_Other_Institutions), and in other program-level documents. In addition, the College makes use of the Course Identification Numbering System (C-ID) in order to assist students transferring credit into or out of the college. MVC provides clear information through these sources to students on the transfer of credit. Additional evidence of college policies is detailed in Standard II.A.10. The College complies with the Commission *Policy on Transfer of Credit*.

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Moreno Valley College has processes, policies, and procedures for defining, creating, and validating distance education (DE) coursework consistent with U.S. Department of Education (USDE) definitions and aligned with California State regulations and California Community Colleges California Virtual Campus – Online Education Initiative (CVC-OEI) recommended practices. Evidence of college policies related to distance education appears in Standard II.A.2. The District updated Administrative Procedure 4105: Distance Education (Policies_5_AP4105_Draft) to reflect changes in the Title 5 and ACCJC Standards and Appendix H. The policy has been approved through the college and district governance

processes and is pending Board of Trustees review and approval which is expected in October 2019. In addition, the College maintains Board Policy 5040: Student Records, Directory Information and Privacy (Policies_5_BPAP5040_Student-Privacy) to ensure instructor-initiated regular and substantive contact occurs, verify student identity in DE courses, and protect student information in compliance with FERPA. The College complies with the Commission *Policy on Distance Education and Correspondence Education*.

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

The college catalog and website include clear policies and procedures for student complaints related to instruction and grade-related matters (Policies_6_AP5522_Student-Grievance) and a grievance process for matters other than instruction, grades, or discipline (Policies_6__AP5524_Other-Grievance). Evidence of these policies and procedures appear in Standard I.C.2 and Standard II.C. Student complaint files are maintained in the office of the Dean of Student Services and demonstrate implementation of processes described in college administrative procedures. In addition, information about the complaint process can be found in the student handbook (Policies_6_Complaint_SH) and on the college Standards of Conduct page (Policies_6_Conduct_OL), which also includes the web-based student complaint form. The College adheres to BP/AP 3430: Prohibition of Harassment (Policies_6_BPAP3430) and AP 3435 Handling complaints of unlawful Discrimination, Harassment or Retaliation: (Policies_6_BPAP3435), which provide policy detail on how students can lodge complaints. The District's Title IX webpage also includes information regarding the complaint process (Policies_6_Title_IX).

The College's accreditation webpage (Policies_6_Accreditation-Webpage) includes a link to the ACCJC complaint webpage. The College complies with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.

Moreno Valley College provides accurate, current, and appropriately detailed information to students and the public about its programs, locations, and policies in the college catalog and via the college website (Policies_7_Catalog_19-20, Policies_7_Accreditation-Webpage). To ensure accuracy, the catalog is revised annually through an extensive process involving district and college personnel. Should additions or corrections be needed, the College produces a catalog addendum that is published via the college website. Evidence that the College meets institutional disclosure and advertising and recruitment requirements appears in Standard I.C. The College complies with the Commission *Policy on Institutional Disclosure and Advertising and Recruitment Materials*.

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

The College provides evidence of compliance with USDE Title IV regulations, including audit findings, in the Institutional Self-Evaluation Report in Standards III.D.10 and III.D.15. The College and the District maintain standard practices with respect to financial responsibility, recordkeeping, and accountability. The audit results are reported each year and presented at an open meeting of the District Board of Trustees (Policies_8__RCCD-Final-Audit-Reports). The college loan default rate is regularly monitored and reported. The rate for MVC has declined over the last three years as a result of additional support provided to students through the college financial aid office (Policies_8_NSDLS-Loan-Default_06-16). Evidence of compliance also appears in Eligibility Requirement 5, Standard III.D.10, and Standard III.D.15.

All college contractual relationships related to student support, library, tutoring, and other areas of the College align with Accreditation Standards. Evidence of compliance with contractual standards can be found in Standard II.B.4 for library and learning support services and III.D.16 for other contractual agreements.

Moreno Valley College complies with the Commission *Policy on Institutional Compliance with Title IV* and *Policy on Contractual Relationships with Non-Regionally Accredited Organizations*.

Evidence List

Policies_1_Accreditation_Webpage
Policies_1_Accred-Workshop_F18
Policies_1_Flex-Agenda_F19
Policies_1_BOT-Agenda_9-3-19

Policies_2_ISP_18-23
Policies_2_ACCJC-Report_19
Policies_2_Senate-ISS-Review_3-18-19

Policies_3_CODA_Dental_Hygiene_2019
Policies_3_2016_CODA_Dental_Assistant
Policies_3_CAAHEP-Paramedic-EMT
Policies_3_Regional_Fire_Academy_2015
Policies_3_RCCD_Curriculum_Handbook
Policies_3_BPAP4040_Pro-Cur-Cour-Dev

Policies_4_Catalog-Transfer-Policies
Policies_4_Credit_Other_Institutions

Policies_5_AP4105_Draft
Policies_5_BPAP5040_Student-Privacy

Policies_6_AP5522_Student-Grievance
Policies_6__AP5524_Other-Grievance
Policies_6_Complaint_SH
Policies_6_Conduct_OL
Policies_6_BPAP3430
Policies_6_BPAP3435
Policies_6_BPAP3435
Policies_6_Title_IX
Policies_6_Accreditation-Webpage

Policies_7_Catalog_19-20
Policies_7_Accreditation-Webpage

Policies_8__RCCD-Final-Audit-Reports
Policies_8_NSDLS-Loan-Default_06-16

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

I.A.1: The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Moreno Valley College's current mission statement clearly defines its purpose, population, types of degrees and certificates, and commitment to student learning and achievement:

> 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

The mission statement appears on the college website and is published in primary documents including the college catalog and Comprehensive Master Plan (IA1_Mission-Webpage). In addition, the mission statement appears in Riverside Community College District Board Policy 1200 (IA1_BP1200_Mission). The statement indicates that the institution's broad educational purpose is to "provide comprehensive support services, developmental education, and academic programs" that lead to transfer to four-year institutions, associate degrees, certificates in career and technical education, and post-employment opportunities. This portion of the statement also identifies the types of degrees and certificates offered. The mission statement broadly defines the intended student population as a "diverse, multicultural community of learners." Lastly, the mission statement demonstrates the College's commitment to student learning and achievement through student realization of their goals and promotion of citizenship, integrity, leadership, and global awareness.

Analysis and Evaluation

The College's mission statement describes the institution's educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. The updated mission, vision, and values more precisely reflect the vision of the College moving forward.

> **I.A.2**: **The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

Evidence of Meeting the Standard

Moreno Valley College (MVC) makes extensive use of data to continuously assess its effectiveness in accomplishing its mission and in directing institutional priorities in meeting the educational needs of students. Evidence of this work includes the 2019 Comprehensive Master Plan Update, the alignment of data and goals in the 2018-2023 Integrated Strategic Plan, assessment of student learning, initiatives to improve student access to financial aid, and curriculum development to improve developmental course outcomes. The College completed a Comprehensive Master Plan (CMP) in 2014 which included both a Facilities Master Plan and an Educational Master Plan. The CMP was driven by the college mission, included analyses of internal and external data, and made recommendations for college programs and future facilities to meet its mission (IA2_CMP_2015). Enrollment trends, significant changes in the California Community Colleges system with respect to the adoption of the Guided Pathways Framework, and a fundamental change to the funding model prompted the College to update the CMP between spring 2019 and fall 2019. The result is the 2019 CMP update which sets new priorities with respect to educational programs and facilities through 2030 (IA2_CMP-Page).

The 2018-2023 Integrated Strategic Plan includes goals and objectives relating to access, equity, student success, community engagement, professional development, and institutional effectiveness. Included within these goals are SMART (Specific, Measurable, Attainable, Relevant, and Time Bound) objectives that measure student outcome metrics, such as degree and certificate attainment; equity metrics for closing equity gaps where identified; and pathways metrics, such as the number of units first-year students complete. Furthermore, the College will produce an annual report as part of an ongoing assessment cycle of progress toward institutional outcomes (IA2_ISP-18-23). The report is intended to capture both quantitative and qualitative progress in meeting goals and objectives. In addition, the report will be shared with the college community during the spring term each year through the participatory governance process. This review will include an opportunity to obtain feedback and to make changes to college goals and objectives as needed (IA2_SPC-Agenda-F-Retreat).

The assessment of student learning at the course, program, and institutional levels occurs on a regular cycle and is coordinated by the MVC Assessment Committee. The committee meets regularly each year and is led by a faculty outcomes and assessment coordinator. The coordinator produces reports on the annual completion of course, program, and institution level outcomes which are reviewed by the committee and shared with the campus community (IA2_Outcomes-

and-Assessment). Moreover, results of the process that require changes or resources are incorporated into the program review process.

A portion of the mission statement pledges that MVC will "provide comprehensive support services" to help students accomplish their goals. Acknowledging that finances can be a significant barrier for students in achieving the goals stated in the mission, the College enhanced the financial aid support services available to students. In the 2017-2018 academic year, the College analyzed Cal Grant eligible student data provided by the California Student Aid Commission (CSAC). When the data revealed that a large number of potentially eligible students did not apply for financial aid, the Student Financial Services Department implemented early information sessions, and students were notified via email (IA2_Financial-Aid-Letter) of potential eligibility, important deadlines, and potential increase in awards. Students were also informed of the impact of unit load on award amount, encouraging students to attempt additional units. The data analysis combined with increased advocacy resulted in significant growth in state award allocation. A result of these efforts is that total aid awarded to students increased by nearly $3.4 million (+20.9%) from 2016-2017 to 2018-2019 (IA2_CCCCO-DataMart-FinAid).

The mission also indicates that the College offers developmental education in order for students to reach their educational goals. An analysis of English composition course completion rates prior to fall 2012 indicated that students who started in developmental coursework never attempted or completed the transfer level and degree graduation requirement course. In fact, African American and Latinx/Hispanic students were significantly disproportionately impacted. This prompted English faculty at MVC to begin exploring curricular redesign and improving placement practices in order to increase English composition completion rates for all students and close equity gaps. Accelerated developmental courses were piloted in fall 2012, leading to the elimination of all courses two and three levels below transfer in 2016. In addition, multiple measures assessment and placement practices were put in place for English in 2017. Further analysis and changes to California Education Code (AB 705) prompted the English faculty to move toward early adoption of placing students directly into English composition with a co-requisite support course if suggested by students' high school GPA and coursework. Data from the California Community Colleges Chancellor's Office Student Success Metrics indicate that the rate of first-year students completing English composition have steadily increased since 2014-2015 (IA2_English_Math_FirstYear_SSM).

Analysis and Evaluation

The College consistently evaluates how well it is accomplishing its mission and meeting the needs of students. The MVC Strategic Planning Council regularly reviews data related to strategic initiatives, outcome data is integrated in the college program review process, and data is used by service programs and academic areas to identify areas for improvement and change. Moreover, the 2018-2023 Integrated Strategic Plan includes an annual evaluation cycle for assessing progress toward strategic goals in support of the college mission.

> **I.A.3: The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

Evidence of Meeting the Standard

Moreno Valley College programs and services are aligned with its mission. The College offers academic programs and student support services that enable students to earn degrees and certificates, transfer to four-year colleges and universities, find employment, and receive ongoing professional training. As of 2019-2020, MVC offers 52 degrees, including 17 Associate Degrees for Transfer, and 34 California Community Colleges Chancellor's Office approved certificates (IA3_Certs-Degrees-Page). In addition, the College offers courses that satisfy general education requirements and lower-division transfer requirements, serve students' developmental education needs, and provide advanced professional training necessary to maintain their employment or improve their earnings.

As a complement to the courses and programs offered, the College provides student and academic support services aligned to the college mission in order to support students in meeting their educational goals. These services include academic support services, such as tutoring, supplemental instruction, and the library as well as student services, such as orientation, counseling, educational planning, and others (IA3_Student-Services-Webpage).

The college mission guides decision making, planning, and resource allocation. Evidence of alignment between the mission and programs and services as well as the mission and decision-making, planning, and allocating resources is the MVC program review process. The mission statement is embedded within the program review process through program level analysis of student outcome and service data (IA3_Program Review Webpage). The program review process, implemented through Nuventive Improve, asks programs to respond to prompts linked to strategic plan objectives, analyze student enrollment and outcome trend data, identify equity gaps, analyze and discuss student learning outcomes at both the course and program levels, and connect resource allocation requests with strategic goals and objectives (IA3_PR-Data-Dashboard, IA3_IPR-Training-Manual). One result of the program review process is resource requests based on identified needs and aligned to both strategic goals and the college mission. Each area of the College (Academic Affairs, Student Services, Business Services, and President's Office) engages in a process for ranking and allocating requests based on college strategic goals.

Analysis and Evaluation

The College has robust academic programs, academic support services, student support services, program review process, and resource allocation processes that align with its mission. The mission statement drives program review through analysis of achievement, outcomes, and service data, much of which is disaggregated for identification of equity gaps.

> **I.A.4: The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

Evidence of Meeting the Standard

The Moreno Valley College Mission is published widely in multiple locations including the college catalog (IA4_Catalog-Mission), student handbook (IA4_Handbook-Mission), webpage (IA4_Mission-Vision-Values), comprehensive master plan (IA4_CMP-Mission), and the 18-23 Integrated Strategic Plan (IA4_ISP_2018-2023). In addition, printed versions of the statement appear on bulletin boards, in offices, and classrooms at the College.

Revised Mission Statement

The current college mission statement was updated in 2013 and approved through the college governance process, the district governance process, and the Board of Trustees (IA4_BOT-Mission_11-19-13). Following the College's established cycle for review outlined in the 2014 Self Evaluation Report Update letter (IA4_Mission-Review), MVC started a review of its mission, vision, and values during 2018-2019. This review was led by MVC's Strategic Planning Council Standard I Subcommittee and continued through fall 2019 (IA4_StdI-Agenda_5-18-19, IA4_Academic-Senate_9-16-19). This effort included a review of the current mission, vision, and values statements; additional analysis included mission statements from other institutions of higher education, current student demographics and outcome data, and goals/objectives included in the 2018-2023 MVC Integrated Strategic Plan (IA4_ISP_2018-2023). The updated mission, vision, and values statements were approved by MVC's Strategic Planning Council and Academic Senate in October 2019 (IA4_SPC-Mission). The new mission, vision, and values statements, along with a five-year cycle for reassessment and evaluation, are expected to be approved through the college governance process and the Board of Trustees in December 2019.

The review cycle for updating the mission, vision, and values statements is aligned to the College's strategic planning cycle. The statements will be assessed the year before MVC engages in updating the Integrated Strategic Plan so that any changes to the mission can be incorporated into the College's planning processes.

Analysis and Evaluation

The College widely publishes the college mission statement and engages in a thorough process of review. With the fall 2019 mission-vision-values update and review timeline, the College is fully aligned with this standard.

Conclusions on Standard I.A. Mission

The mission is appropriate to higher education; emphasizes student learning; indicates the population served, the types of awards offered, and its educational purpose; and is published widely. Moreno Valley College engages in a regular cycle of evaluation and assessment and consistently uses data to assess progress in achieving its mission. The mission statement drives planning, program review, resource allocation, and decision-making; furthermore, it is periodically reviewed and updated as needed.

Evidence List

IA1_Mission-Webpage
IA1_BP1200_Mission

IA2_CMP_2015
IA2_CMP-Page
IA2_ISP-18-23
IA2_SPC-Agenda-F-Retreat
IA2_Outcomes-and-Assessment
IA2_Financial-Aid-Letter
IA2_CCCCO-DataMart-FinAid
IA2_English_Math_FirstYear_SSM

IA3_Certs-Degrees-Page
IA3_Student-Services-Webpage
IA3_Program Review Webpage

IA3_PR-Data-Dashboard
IA3_IPR-Training-Manual

IA4_Catalog-Mission
IA4_Handbook-Mission
IA4_Mission-Vision-Values
IA4_CMP-Mission
IA4_ISP_2018-2023
IA4_BOT-Mission_11-19-13
IA4_Mission-Review
IA4_StdI-Agenda_5-18-19
IA4_Academic-Senate_9-16-19
IA4_SPC-Mission

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

> **I.B.1: The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

Evidence of Meeting the Standard

Moreno Valley College (MVC) engages in sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement through formal college committees. The governance structure is purposefully designed to create systematic and regular dialog about academic quality. The best examples of assuring academic quality include the college outcomes and assessment processes, the program review cycle, the MVC Integrated Strategic Plan, the Student Equity and Achievement plan, and the MVC Comprehensive Master Plan.

The Assessment Committee is responsible for supporting a culture of assessment throughout the College, reviewing college assessment policies/procedures, disseminating outcomes assessment data campus wide (IB1_Assessment_Comm_Webpage), and regularly communicating with college governance and leadership (IB1_Standing-Senate-Report). The program assessment process is submitted via Nuventive Improve (formerly TracDat) and includes prompts related to student learning outcomes (SLO) assessment, performance target achievement, and action plans for changes as a result of analysis (IB1_Assessment-Template). In addition, the committee holds regular outcomes assessment coaching sessions each academic year to promote analysis of student and program learning outcomes. The committee produces reports relative to course, program, and institution-level learning outcome assessment.

The Instructional Program Review Committee facilitates annual program review for instructional programs. The review process includes both comprehensive program reviews (CPR) every three years along with annual program updates. The reviews include analysis of student learning outcomes at the course and program levels as well as data related to student enrollment, success, and completion (IB1_IPR-Page). The peer review process for CPRs is evidence of dialog among college faculty relative to program review, student outcomes data, learning outcomes at the course and program levels, and resource allocation (IB1_PRC-Feedback). In addition, disciplines and departments receive formative feedback from the deans of instruction as part of the process (IB1_PR-Dean-FB)

The purpose of the Strategic Planning Council (SPC) and its subcommittees is to develop and monitor progress on strategic initiatives and institutional effectiveness. The committee is structured through subcommittees that are aligned to accreditation standards in order to maintain regular dialog related to institutional effectiveness (IB1_SPC-Committee, IB1_Std1-Subcommittee, IB1_Std2-Subcommittee, IB1_Std3-Subcommittee, IB1_Std4-Subcommittee). The committees are charged with evaluating progress toward institutional strategic goals and objectives and monitoring of targets via annual evaluation process that is embedded within the current Integrated Strategic Plan (IB1_ISP_18-23). The overarching SPC hosts committee retreats and campus forums on strategic plan updates and communicates with other governance committees.

The Student Equity and Achievement Committee (SEA) promotes, initiates, coordinates, and recommends strategies which enhance student equity and student academic achievement at MVC. These goals and activities are aligned to strategic goals and priorities (IB1_SEA-Committee, IB1_SEA-Plan). The SEA committee holds regular meetings to discuss student success, equity initiatives, and data during the academic year. In addition, the committee held a two-day planning session that included faculty, staff, students, and administrators to review data and brainstorm initiatives for the new 2019 Student Equity and Achievement Plan.

The College engaged in updating its Comprehensive Master Plan (CMP) during spring 2019. The CMP serves as the College's primary planning document for academic programs, student services, and facilities (IB1_CMP-Update). The process for updating the CMP has included multiple campus constituent forums that included students, faculty, staff, and administrators. The College held two community forums as part of the CMP planning process during the spring 2019 semester that included representatives from the city of Moreno Valley, the Riverside Transit Authority, Moreno Valley Unified School District, Val Verde Unified School District, and other community leaders.

In addition to the examples above, MVC communicates data via multiple venues on an annual basis through State of the College presentations prior to the start of each semester, through professional development presentations, the development and approval of college plans, and intersegmental summits. During the fall 2019 State of the College presentation, the President shared data on student outcomes with the entire College (IB1_State-of-College_F19). Furthermore, primary planning documents like the Integrated Strategic Plan (ISP) include data on student outcomes and goals in support of the mission. In addition, data on student

achievement is shared annually with intersegmental partners during the Education Summit that includes K-16 faculty and administrators from primary feeder districts and transfer partners.

Analysis and Evaluation

The College engages in regular and broad-based dialog relative to student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College engages in a regular cycle of improvement through assessment and improvement through analysis of student learning outcomes at the course, program, and institutional level. In addition, service areas within the College establish and regularly evaluate service area outcomes in order to improve these functions for students and the community. All outcomes and assessment work and progress are reported within the annual and comprehensive program review cycle. Equity data is discussed broadly and comprehensively at MVC. The Student Equity and Achievement Committee is charged as the caretaker of student equity planning and activities intended to close gaps that appear in disaggregated outcome and performance data. In addition, equity metrics are embedded within the MVC Integrated Strategic Plan and mirrored in the Student Equity and Achievement Plan. Lastly, broad dialog related to these efforts occurs through governance committees, campus forums, all-college FLEX events, and via core planning documents.

>   **I.B.2: The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

Evidence of Meeting the Standard

Moreno Valley College defines and assesses student learning outcomes for all instructional programs, student support, and learning support services through student learning outcomes (SLO) and service area outcomes (SAO) assessment. All courses offered at MVC have defined SLOs. Course SLOs are assessed, and reports of these assessments are posted to the MVC Assessment Committee SharePoint site (IB2_Assessment-Comm-Webpage). Through comprehensive instructional program reviews, SLOs and PLOs are updated, and course and program assessment are reported (IB2_Inst-Prog-Review).

Annual assessment plans are embedded within the program review process to ensure completion of assessment activities and document changes made as a result of outcomes assessment. Templates that assist faculty in assessing their course SLOs are readily available through the college assessment website, and the Assessment Committee holds coaching workshops each year (IB2_FLEX-Fall-19). As of fall 2019, 490 out of 506 active courses (97%) have assessment results (IB2_Oct-2019-SLO-Report).

All associate degrees and certificates offered through the College have program learning outcomes (PLO), which are listed in the college catalog (IB2_PLOs-Catalog_2019-20). As of fall 2019, 49 out of 60 active programs (82%) have program level outcomes assessment results. Moreover, the majority of college programs have accomplished mapping of SLOs to PLOs, and these mappings are used to develop assessment activities for program learning outcomes. Mapping of course SLOs to PLOs for degrees was completed for Area of Emphasis degrees in

fall 2015, and progress on mapping all degree programs has continued since that date. As of fall 2019, 46 out of 60 programs have their course SLOs mapped to their PLOs (IB2_PLO-Report-Sept-2019). Furthermore, PLO mapping and related assessments have been included in comprehensive program review since 2017. The integration has led to an increase in the assessment and mapping of program learning outcomes, and the College expects that over the next few cycles of program review all programs will have assessed and mapped their PLOs. Program level assessments in the CTE areas with external accrediting bodies (Dental Assistant, Dental Hygiene, Emergency Medical Services, and Fire Technology) are included in both the college assessment process and third-party accreditation review.

Institution-level learning outcomes (ILO) are comprised of four General Education SLOs (GELOs) plus one additional outcome and have been 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 General Education assessment data. This work led to the revision of the General Education SLOs in 2012. Assessment of ILOs at the College is undertaken by the Assessment Committee and reported out through its minutes and reports to the Academic Senate. MVC ILOs are Critical Thinking, Information Competency and Technology Literacy, Communication, Self-Development and Global Awareness, and Integrated and Applied Learning (Institutional Learning Only).

To date four of five ILOs have been assessed and shared with the College via reports to the governance committees (IB2_Assessment-Agenda_9_17_19, IB2_GELO-Assessment_14-19). In addition, the Assessment Committee is planning to assess the fifth ILO, Integrated and Applied Learning, during the 2019-2020 year.

All student services units have developed SLOs and/or SAOs. Assessment of SAOs occurs through both the use of student satisfaction surveys and analysis of usage and outcomes metrics related to each program or service (IB2_Student-Services-PR-Page, IB2_Student-Financial-PR, IB2_Student-Health-Psych). Business services units have also developed SAOs (IB2_Bus-Services-SAOs, IB2_Bus-ServPR_19). These units have conducted surveys and analysis of outcomes and made changes based on these results.

Analysis and Evaluation

The College has established continuous assessment of learning outcomes at the course, program, and institution levels. All courses have SLOs and assessment of these outcomes is regular and systematic. Program level outcomes have been developed for all degree and certificate programs. PLO mapping and assessment reporting is required in the college program review process, and the number of programs with assessment results has significantly improved since 2017. In addition, the College is engaged in the assessment of its ILOs and has assessment results of four out of five of these outcomes. Lastly, Student Services and Business Services have established Service Area Outcomes that are evaluated on a continuous basis.

> **I.B.3: The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

Evidence of Meeting the Standard

The MVC institution-set standards (ISS) are metrics established, monitored, and supported through the college governance structure, including the Academic Senate (IB3_AS-Minutes_3-18-19) and Strategic Planning Council (IB3_SPC-Minutes_3-28-19). The College has ISS in student achievement, licensure exam pass rates, and job placement rates in specified programs, and these metrics are posted to the college accreditation website (IB3_Annual-Report-Page). The student achievement standards have both floors and aspirational goals. The exam pass rates and job placement rates have established floors.

In order to assess the effectiveness of the college mission in supporting student achievement, the floors and aspirational goals, along with additional outcome metrics, are reviewed annually. Beginning with the 2019 ACCJC Annual Report and the 2018-2023 Integrated Strategic Plan, MVC has worked to align outcome metrics where possible with district and state metrics. One result of this work is that student course success rates, certificate completion, and degree completion are now aligned to California Community Colleges Student Success Metrics. The data related to the college ISS are reviewed by the Student Equity and Achievement Committee and the Academic Senate (IB3_AS-Minutes_4-15-19).

Metrics related to student achievement and equity are reflected in the 2018-2023 Integrated Strategic Plan (IB3_MVC-ISP_18-23); however, in order to align with the RCCD strategic planning goals, the updated goals are significantly more aspirational than those included in the 2019 ISS. The College will align its new aspirational ISS goals with ISP goals in the 2020 ACCJC Annual Report and will be aligned to the RCCD Strategic Plan goals for Moreno Valley and exceed the goals included in the statewide Vision for Success.

The ISS represent floor benchmarks that indicate the need for intervention whenever metrics fall below this value. Based on the 2019 ACCJC Annual Report, the Human Services job placement rate is currently below its ISS (67% actual vs. 70%). The program has been below the set standard for three years in a row, and the program has made changes to curriculum, worked with general education disciplines to create contextualized courses for Human Services students, created additional industry connections through the program's advisory committee, and provided additional support services. These changes have resulted in an improvement of the job placement rate from 42% to 67% over this period, and this progress is expected to continue.

Analysis and Evaluation

The College sets its institution-set standards with floors and aspirational goals and assesses outcomes against these standards. These metrics are evaluated annually, and where the College identifies areas where it is performing below a floor, action plans are created to improve those outcomes. In addition, where the College has achieved or exceeded its aspirational goal, new goals are set based on trend analysis through discussion with campus constituents and the college governance process. For example, for the 2019 reporting period the College had significantly outperformed its ISS for the number of degrees in previous years (500) by awarding 808 degrees. As a result of the review process, the Student Equity and Achievement Committee recommended an increase in the ISS for degrees based on data from the 2017-2018 academic year and trend

analysis from previous years. The new ISS for this metric is 780 degrees per year. In addition, similar analysis led to the recommendation of an aspirational goal for this metric of 969 degrees. Lastly, the goals/objectives related to student completion are included in the 2018-2023 MVC Integrated Strategic Plan, which is published on the website, shared with the campus community, and evaluated on an annual cycle.

I.B.4: The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The use of data in support of student learning and achievement is integral to the work of Moreno Valley College. The MVC Office of Institutional Effectiveness supports the production and use of data and is charged with collecting and reporting both quantitative and qualitative data related to progress, or lack thereof, toward meeting objective targets and accomplishment of initiatives. A dean, one full-time institutional research specialist, one part-time research specialist, and one full-time outcomes assessment coordinator lead the office, which assists faculty, staff, and administrators by reporting on student outcome data, supporting business intelligence dashboards for program review (IB4_Prog-Review-HB, IB4_PR-Data-Dashboard), providing assistance and training in research and the interpretation of data, preparing mandatory reports in support of grant funded projects as well as other mandatory annual reports, and generating ad-hoc reports based on specific campus research requests (IB4_Annual-Report-Page, IB4_RCCD-Vision-Goal-Alignment).

Examples of the use of data in support of student outcomes and learning include the 2019 MVC Comprehensive Master Plan (CMP) update, the 2018-2023 Integrated Strategic Plan (ISP), and the Enrollment Management Dashboard. The CMP includes data on facilities use and projected space needs based on expected growth at the College through 2030 (IB4_CMP-Draft_19). The 2018-2023 ISP was created based on a review of the previous ISP along with student demographic, enrollment, outcomes, and equity data (IB4_ISP-Data-Appendix). These data were used along with the California Community Colleges Vision for Success goals and the Riverside Community College District Strategic Plan goals to establish the College's target goals/objectives related to access, equity, student success, and enrollment. Furthermore, the ISP includes an annual assessment and evaluation cycle (IB4_ISP-Evaluation-Cycle).

In order to plan schedules that support student course taking and completion, MVC uses an Enrollment Management Dashboard (EMD), which includes data on all scheduled sections each term and historical data on enrollment and course sections offered from 2010 onward. Data included in the dashboard are enrollment, number of course sections, fill rates, full-time equivalent student apportionment (FTES), faculty teaching load (FTEF), efficiency (FTES/FTES and WSCH/FTEF), time of day course summaries, and faculty costs per course section (IB4 Enrollment-Management).

Two specific examples demonstrate the use of data to organize and change institutional processes to support student learning and achievement: financial aid awarding data and curriculum changes in the English composition and mathematics pathways.

As discussed in Standard I.A.2, the MVC Financial Aid Office made use of institutional data to significantly increase the awarding of financial aid to students (IB4_CCCCO-FinAid-Report).

In addition, English and mathematics faculty made use of completion data to drive assessment and placement changes that led to early adoption of Multiple Measure Assessment and Placement (MMAP) and curricular changes that led to accelerated pathways through developmental coursework. Notable in this work was the English discipline adopting a co-requisite support course model a full year ahead of the implementation required by Assembly Bill 705 (AB 705). Initial data produced by the MVC Office of Institutional Effectiveness indicated similar success rates for students taking English composition and English composition with the support course and an increase in the number of students completing this critical transfer-level course (IB4_Fall-18-CoReq-Report).

Beyond internal data production and analysis related to student learning and outcomes, the College also actively seeks to incorporate external reports. One recent example of this is a report published by the Brookings Institute titled, "Advancing Opportunity in California's Inland Empire" (IB4_Brookings-Institute-Report). An early draft of this report along with the Riverside Community College District External Scan assisted in the development of the 2018-2023 Moreno Valley College ISP. In addition, the report is being used to inform the Educational Master Plan component of the 2019 CMP update.

The District Office of Institutional Reporting makes available standardized internal data sets to provide information to MVC for program review and planning purposes. 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. District institutional reporting validates Integrated Postsecondary Educational Data System (IPEDS) data; 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. In addition, the District produces annual "Quick Look" data snapshots that include basic facts about each college, enrollment, student demographics, degree and certificates awarded, overall RCCD budget, and financial aid awarded (IB4_RCCD-Quick-Facts).

Analysis and Evaluation

The College and District support the use of data through departments and staff who produce and provide quantitative and qualitative data and provide assistance and training in the interpretation of data. The College utilizes student outcome and assessment data in collegewide and program level planning through the CMP, ISP, and program review to support student learning and achievement.

> **I.B.5: The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and**

student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Through the annual program review process, each academic, student services, and administrative unit shows how goals and resource allocation requests are aligned with the college mission, strategic goals, and other data related to student learning and achievement. Instructional faculty assess student learning outcomes and achievement through the Nuventive Improve assessment software in which relevant data is embedded as part of each discipline's program review process. The Instructional Program Review Committee provides training, maintains a training manual (IB5_Program-Review-Manual), and oversees all policies and practices related to program review. All instructional programs complete a comprehensive program review at least every three years (IB5_Sociology-Comp-PR) and an annual update in between (IB5_APR-Samples-F19). Career and Technical Education programs complete the program review cycle every two years in order to maintain currency to industry standards. The Assessment Committee works closely with the Instructional Program Review Committee in support of all policies and practices related to student learning outcomes assessment. Student Services appoints a liaison to serve on these committees to ensure alignment of student services and instructional program reviews in regard to timelines and processes.

College-level student achievement data is disaggregated and evaluated through the institution-set standards and the assessment of college planning initiatives like the Integrated Strategic Plan and the Student Equity Plan. Data disaggregated by program type, course type, degree/certificate completion, ethnicity, gender, and age are distributed to all faculty by the Office of Institutional Effectiveness through the instructional program review process (IB5_PR-Data-Dashboard). Mode of delivery data for retention and success is disaggregated for inclusion and appears in the College's Distance Education Plan draft (IB5_DE-Plan-Draft).

Analysis and Evaluation

Moreno Valley College is engaged in regular program review, assessment of SLOs, and review of disaggregated student achievement data. Program review data are disaggregated by program type, course type, and a number of common equity categories. Findings from reviews are published and made accessible to multiple stakeholders within the College. While MVC does disaggregate enrollment, success, and retention data for high-level analysis included in the distance education plan, this disaggregation by mode of delivery should also be included at the discipline level within the program review process.

> **I.B.6: The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

Evidence of Meeting the Standard

The College maintains a Student Equity Plan (IB6_SEA-Exec-Summary) which is updated every three years. The Student Equity Plan disaggregates and analyzes learning outcomes and achievement for subpopulations of students. Performance gaps are identified, and strategies and activities are implemented to address disproportionate outcomes. The Student Equity Plan is maintained by the Student Equity and Achievement Committee (IB6_SEA-Committee), which promotes, initiates, coordinates, and recommends strategies to enhance student equity and student academic achievement at the College. The Student Equity and Achievement Committee structure and bylaws were reviewed and approved by the Strategic Planning Council and the Academic Senate (IB6_Senate-SEA). The purpose of this committee is to align institutional goals and priorities for enhancing student equity and achievement on campus; improve implementation of goals and objectives related to student equity and achievement; increase communication and coordination to leverage resources to have a greater impact on student equity and achievement; minimize duplication of efforts; coordinate the data management for outcomes assessment and evaluation of the College's efforts to achieve student equity and achievement; and provide seamless delivery of services that support student equity and achievement (IB6_Goals-VFS-Alignment). Responsibilities for promoting student equity and achievement may include the following:

- Reviewing, integrating, and coordinating student success initiatives (SSSP, Student Equity, and BSI)
- Identifying and assessing student needs in order to enhance student success and student equity
- Analyzing MVC student success data with an equity lens
- Reviewing and recommending outcomes assessment and evaluation
- Exploring current research on student success and equity
- Promoting or recommending instructional and student support programs and services
- Recommending professional development activities and topics

When the College identifies performance gaps, it implements strategies and resources to mitigate the gaps. Based upon campus-based research, the following subgroups are the College's primary equity target populations:

- African American/Black students
- Foster Youth students
- Students with disabilities
- LGBTQ students
- Veteran students
- Male students

Some of the strategies that the College has implemented to mitigate student equity gaps for the aforementioned subpopulations include the First-Year Experience (FYE) program (IB6_FYE), which integrates academic enrichment and student support services to enable students to complete successfully the transition from high school to college. The FYE program includes a Summer Bridge program designed to jump-start students' academic success, awareness of college resources, and development of personal factors that contribute to success; priority registration for the fall, winter, and spring semester of the first year; one-on-one counseling

appointments and educational planning; student success peer leader support; and community building and student engagement activities and events throughout the year. The program targets the College's primary equity populations and serves over 500 students each year. Students who participate in the program also benefit from MVC's Promise Initiative (IB6_Promise), which covers the cost of tuition/fees and provides textbook vouchers during the first year at Moreno Valley College.

The College has also scaled support for the Umoja Community, which is dedicated to increasing the number of educationally underserved students who transfer to a four-year college or university and return to the community as leaders and mentors for future generations (IB6_Umoja). The MVC Umoja community takes a proactive approach to reaching and serving African American males and other at-risk students. The program now serves over 700 students each year. The College also provides direct support for other primary equity populations through the Guardian Scholars Program, which serves current and former foster youth (IB6_Guardian-Scholars), Disability Support Services (IB6_DSPS) and Veterans Resource Center (IB6_Veterans). In support of LGBTQ students, the College provides Ally training (IB6_Ally-Training) for faculty, staff, and administrators; it collaborates with ASMVC and the Pride Alliance Club to promote campus awareness, tolerance, and solidarity to foster a safe and judgment-free learning environment (IB6_Harvey-Milk), and it provides information regarding local resource support (IB6_LGBT-Resources).

In recognition of its responsibility to create a college-going culture in the community and to address equity gaps early, MVC implemented a middle school young men of color conference intended to motivate, inspire, and empower young men of color to pursue higher education through topics that address understanding themselves in the context of the broader society; understanding the importance of education; and discussing strategies to be successful in life through education. In partnership with local school districts, the program covered three days, hosted ten middle schools, and served approximately 600 students (IB6_Middle-School-Program, IB6_Middle-School-Breakout).

In addition to the Student Equity and Achievement budgeted allocation for 2019-2020 of $2,910,802 from the Riverside Community College District to the College, some program operating budgets have been integrated whereby funding to support certain aligned activities are supported between multiple programs and funding sources. Furthermore, programs and services in both the division of Academic Affairs and Student Services have contributed from their college general fund to help institutionalize student equity plan activities. As indicated in the budget section of the Student Equity Plan (IB6_Student-Equity-Plan-Budget_19-20), student equity resources received as part of this plan are prioritized and distributed purposefully to maximize equity outcomes for disproportionately impacted student populations at Moreno Valley College. The Student Equity and Achievement committee is charged with studying the College's performance gaps and evaluating the efficacy of strategies to address them. Each program and department also assesses its performance, impact, and effectiveness each year through the program review process. Certain college programs and departments also evaluate and assess individual classes and programs with a student equity lens by disaggregating data by subpopulations.

Analysis and Evaluation

Moreno Valley College actively responds to equity gaps identified through the analysis of disaggregated data. The College is committed through the goals identified in the Integrated Strategic Plan and the Student Equity Plan to implementing strategies which include allocation of human, fiscal, and other resources to mitigate achievement gaps. The College reviews and evaluates the efficacy of those strategies on an ongoing basis.

> **I.B.7: The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

Evidence of Meeting the Standard

The Leadership and Governance Handbook (IB7_Lead-Gov_HB) outlines the process by which the College evaluates its governance, decision-making processes, and other institutional policies and practices across all areas of the institution. The Strategic Planning Council (SPC) is the central deliberative collegial consultation body (IB7_SPC). Its purpose is to provide recommendations and information, facilitate transparency, and solve problems related to participatory governance and the decision-making process. The primary functions of the SPC are as follows:

- Function as clearinghouse for potential or actual participatory governance issues
- Provide information to and model best practices for participatory governance committees
- Serve as a forum for discussion of the progress of identified participatory governance committees that report to it
- Review policies and administrative regulations related to participatory governance and recommend modifications or new policies or administrative regulations as needed
- Coordinate the systematic evaluation of governance and administrative structures, processes, and services
- Lead the integration of plans by monitoring alignment among them and recommending corrective action when necessary.

The Standard IV Subcommittee of the Strategic Planning Council is charged with evaluating the college governance structure and processes. The committee established a two-year cycle of governance structure assessment. In fall 2019, the committee conducted an assessment of the governance structure through survey instruments being completed by each committee (IB7_Senate-Agenda_10-7-19, IB7_Std-IV-Survey). The survey responses were compiled and returned to each committee for dialog and for change if indicated by the results (IB7_Governance-Survey-Results). The Standard IV Subcommittee will also use the survey results to inform revisions to the Leadership and Governance Handbook.

The College also participates in the regular review of Riverside Community College District Board Policies and Administrative Procedures. The District maintains a board policy–administrative procedure tracker that indicates which policies or procedures are under review and where they are in the governance process (IB7_BP-Tracker). One recent example is the MVC

Academic Senate's review of proposed changes to Administrative Procedure 4040: Library and Learning Services (IB7_AS-Min-Lib_10-7). The college librarians reviewed the changes with the members of the senate and received their feedback to take back to the team updating this procedure. This procedure will return to Academic Senate for a second read and approval. After this, the process moves to the District governance process for review and approval.

Finally, as discussed in Standard I.B.1, all units at the College conduct an annual program review that allows all areas of the institution to evaluate their effectiveness in supporting the academic quality and the accomplishment of the mission as well as evaluate their policies and practices. Resource requests and allocation are tied to the program review process.

Analysis and Evaluation

The College evaluates its policies and practices through the Strategic Planning Council and the program review process to determine whether it is supporting student success in alignment with the college mission, goals, and strategic plan. Through the program review process and an annual review of the college governance and decision-making process, the College sustains a commitment toward the regular evaluation and improvement of all areas of the College. The process of evaluation of policies and practices can be improved through more formalized, structured, and regular assessment.

> **I.B.8: The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

Evidence of Meeting the Standard

The College broadly communicates the results of its assessment and evaluation activities frequently and through multiple mechanisms. In addition to hosting various open forums throughout the year, the president provides a biannual State of the College presentation to the campus community in which assessment results and future priorities are shared to promote an understanding of the College's strengths and weaknesses. Timely updates are communicated regularly throughout the year in the president's newsletter (IB8_President's-Newsletter) and these resources, including the Monthly President's Report to the RCCD Board of Trustees, (IB8_PO-Board-Report_10-15-19), are available on the President's Office page (IB8_President's-Office). Assessment and evaluation activities are published broadly through program and department review reports and other reports that are widely available on the college website. College data such as the Key Performance Indicators (IB8_Key-Performance-Indicators), the Integrated Strategic Plan (IB8_ISP_18-23), and the Student Equity Plan (IB8_SEA-Plan-Draft) are published and disseminated widely both on the college website and within various committees and groups. These varied methods of sharing data related to the strengths and weaknesses of the College allows for analysis, discussion, and feedback among various governance committees and groups. The data and resulting discussions inform the overall direction and priorities for the College.

Learning outcomes assessment results are communicated by the MVC Assessment Committee via email to the campus community and a monthly report to the Academic Senate. These reports include outcomes and assessment results for course level SLOs (IB8_SLO-Report_10-19) and program level assessments (IB8_PLO-Report_9-19). In addition, the Instructional Program Review Committee provides reports on program review completion to the campus via email, during its committee meeting, and by a monthly report to the Academic Senate (IB8_CTE-PR-S19).

The completion of program review reports is another way that the College broadly communicates the results of its assessment. The reports are reviewed by the Program Review Committee, and, once accepted, are posted on the college website for public viewing. In Academic Affairs the reports, plans, and resource requests are reviewed by the supervising dean of instruction, and resource requests are ranked within each dean's area. From there, the plans and resource requests are then evaluated within each major area of the College (Academic Affairs, Student Services, and Business Services) and ranked. The ranked requests for each major area are then reviewed, merged, and ranked by the president through the President's Cabinet. Final rankings and funded projects are communicated to the campus community.

Analysis and Evaluation

The Integrated Strategic Plan communicates the priorities for Moreno Valley College, and the president's newsletter provides a monthly summary of activities that highlights achievement toward the College's strategic planning goals. The College broadly communicates the priorities and the results of all of its assessments and evaluation activities so that the campus community has a shared understanding of its strengths and weaknesses and progress toward institutional goals. The College can do more to communicate changes as a result of the assessment and evaluation process through large campus forums, the college website, and through the governance process.

> **I.B.9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard

Moreno Valley College's mission drives the college goals, which are embedded throughout all college planning and focused to achieve the college strategic plan objectives. The planning process integrates the Comprehensive Master Plan (CMP), Integrated Strategic Plan (ISP), program review cycle, student learning outcomes assessment, and resource allocation. Each program and service conducts an in-depth self-examination of its effectiveness every three years as part of the comprehensive program review process and updates this evaluation through the annual program review process. Career and Technical Education programs engage in this process every two years in order to ensure currency to industry standards and direction. The program

review training provided to faculty (IB9_IPRC-New_Faculty) explains that program review is a multipurpose process used for analysis, planning, resources requests, and reporting efforts designed to improve intuitional effectiveness and academic quality.

The long-term planning driver of achieving the college mission is the CMP. The plan identifies the long-range needs for educational programs and services, including human, physical, technology, and financial resources. The 2015 (IB9_CMP_15) and updated 2019 plan (IB9_CMP-Draft_19) is composed of both the educational master plan and the facilities master plan. The educational master plan describes the current programs and services of the College, the growth of these programs, services needed to serve expected population growth through 2030, and opportunities for new program development. The facilities master plan describes the buildings and site changes that will be needed to support expected population and programmatic growth. The 2019 CMP Update focused on three primary goals: Creating a comprehensive campus environment, planning for equitable student success and Guided Pathways, and enhancing the economic and social opportunities for the community. The current CMP draft is expected to be completed by December 2019.

The ISP is the mid-term driver toward achieving the college mission and advancing the institution toward attainment of CMP goals (IB9_ISP_18-23). This five-year plan includes goals in five areas: Student Access and Equity, Student Learning Success and Completion, Community Engagement and Partnerships, Professional Development, and Institutional Effectiveness and Resources. Moreover, the plan is integrated horizontally across other college plans, such as the Student Equity Plan, as well as vertically with the District Strategic Plan and the State Chancellor's Office Vision for Success. In addition, strategic goals are integrated in the college program review and resource allocation process.

While the Comprehensive Master Plan and Integrated Strategic Plan set both institution wide long-term and mid-term goals, the annual program review process provides the mechanism for disciplines, departments, and services to set goals and request resources from the bottom up. The program review process is aligned to the college mission through the integration of strategic planning goals (IB9_Program-Review-HB). Resource requests are also aligned to individual strategic goals (IB9_Resource-Request-ISG, IB9_Dental-Assisting-PR, IB9_Sociology-Comp-PR).

Analysis and Evaluation

The College sustains an integrated planning, outcomes assessment, program review, and resource allocation process that is focused on advancing the mission. Programs and services conduct program review on an annual basis with a comprehensive program review every three years, and every two years for CTE programs. The College's Comprehensive Master Plan drives the institution long term in meeting the needs of the community through planning for growth in programs, personnel, technology, equipment, and facilities. The College's strategic plan and process integrate program review, institutional planning, and resource allocation into a comprehensive set of mid-term goals focused on improving student outcomes, closing equity gaps, and improving institutional effectiveness. Overall, MVC sustains an integrated process for

continuous planning and improvement leading to improved academic quality and institutional effectiveness and achievement of the mission.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Moreno Valley College is engaged in continuous dialog and assessment to improve institutional effectiveness and student learning and achievement. The College uses the program review and outcomes assessment processes to analyze information and data to determine whether it is supporting student success in alignment with the college mission, goals, and strategic plan. These processes facilitate dialog within and among disciplines, departments, and units that allow for continuous improvement and that address equity gaps. Through the program review process and an annual review of the college governance and decision-making process, the College sustains a commitment toward regular evaluation and improvement of all areas of MVC. The College integrates planning, assessment, and resource allocation to advance the mission and communicates the priorities and the results of these activities with the campus community.

Improvement Plans

The College recognizes that more work is needed in the areas of disaggregation of data by delivery mode (Standard I.B.5), regular evaluation of its policies and practices (Standard I.B.7), and the communication and documentation of practices, policies, and assessment activities (Standard I.B.8). As a result, the following improvement plans, along with timelines, responsible parties, and resources needed, will be completed:

Disaggregation of Data by Delivery Mode (Standard I.B.5):

The College will include disaggregated data by method of delivery (fully online, hybrid, and face-to-face) in program review dashboards for enrollment, success, retention, and completion metrics by spring of 2020. This data will be available for the fall 2020 program review cycle. While data disaggregated by mode of delivery had been available during the program review process prior to 2016, those data were not included in the program review data dashboards. This improvement plan will be led by the Office of Institutional Effectiveness and the dean of Institutional Effectiveness. As of fall 2019, the College is currently in the hiring process for the vacant dean of Institutional Effectiveness position. Required resources include dedicated staff time from the Office of Institutional Effectiveness for inclusion in the existing program review data dashboards for each program and discipline as well as training for faculty and staff about using this data in their program review assessments.

Regular Evaluation of College Policies and Practices (Standard I.B.7):

As noted in Standard I.B.7, the College engages in significant activities to evaluate its existing policies and practice; however, more can be done to improve by examining additional important college policies and practices in a regular cycle of evaluation. Namely, the College will identify additional policies and practices in need of regular evaluation. Currently, these include the local curriculum process, the program review and resource allocation process, and the outcomes and

assessment of learning and service area outcomes processes. In addition, the methodology and cycle of review for regular evaluation and assessment will be established. The College will identify all additional practices, policies, and processes to include in a regular cycle, the methodology for assessing these practices, and the timeline for the ongoing cycle by spring 2020. Moreover, the College will begin to assess these practices during the same term in order to be able to make any indicated changes by the 2020-21 academic year. The responsible parties for this work include the Office of Institutional Effectiveness, the dean of Institutional Effectiveness, Strategic Planning Council Standard I Subcommittee, and governance and operational committees associated with each process or practice. Necessary resources include staff time, funding for additional non-contractual work, and survey instrument technology such as Survey Monkey.

Communication and Documentation of Assessment and Evaluation Activities (Standard I.B.8):

The College currently engages in significant efforts to communicate the results of assessment and evaluation activities as discussed in Standard I.B.8 but acknowledges that more can be done to document existing processes that are evaluated and broadcast any changes as a result of these activities. In order to improve, the College will identify those processes that are currently not well-documented on campus by spring 2020, develop a communication plan for informing the campus community about the results of assessment and evaluation activities by spring 2020, and execute this plan beginning fall 2020. The responsible parties for this work include the vice president of Academic Affairs, vice president of Student Services, vice president of Business Services, and leadership of relevant governance committees (Curriculum Committee, Strategic Planning Council Standard I Subcommittee, and Assessment Committee). Necessary resources include staff time and funding for any additional non-contractual time needed to complete the documentation and communication planning process.

Evidence List

IB1_Assessment_Comm_Webpage
IB1_Standing-Senate-Report
IB1_Assessment-Template
IB1_IPR-Page
IB1_PRC-Feedback
IB1_PR-Dean-FB
IB1_SPC-Committee
IB1_Std1-Subcommittee
IB1_Std2-Subcommittee
IB1_Std3-Subcommittee
IB1_Std4-Subcommittee
IB1_ISP_18-23
IB1_SEA-Committee
IB1_SEA-Plan
IB1_2019 CMP Update
IB1_State-of-College_F19

IB2_Assessment-Comm-Webpage
IB2_Inst-Prog-Review
IB2_FLEX-Fall-19
IB2_Oct-2019-SLO-Report
IB2_PLOs-Catalog_2019-20
IB2_PLO-Report-Sept-2019
IB2_Assessment-Agenda_9_17_19
IB2_GELO-Assessment_14-19
IB2_Student-Services-PR-Page
IB2_Student-Financial-PR
IB2_Student-Health-Psych
IB2_Bus-Services-SAOs
IB2_Bus-ServPR_19

IB3_AS-Minutes_3-18-19
IB3_SPC-Minutes_3-28-19
IB3_Annual-Report-Page

IB3_MVC-ISP_18-23

IB4_Prog-Review-HB
IB4_PR-Data-Dashboard
IB4_Annual-Report-Page
IB4_RCCD-Vision-Goal-Alignment
IB4_CMP-Draft_19
IB4_ISP-Data-Appendix
IB4_ISP-Evaluation-Cycle
IB4_Enrollment-Management
IB4_CCCCO-FinAid-Report
IB4_Fall-18-CoReq-Report
IB4_Brookings-Institute-Report
IB4_RCCD-Quick-Facts

IB5_Program-Review-Manual
IB5_Sociology-Comp-PR
IB5_APR-Samples-F19
IB5_Program Review Dashboard
IB5_DE-Plan-Draft

IB6_SEA-Exec-Summary
IB6_SEA-Committee
IB6_Senate-SEA
IB6_Goals-VFS-Alignment
IB6_FYE
IB6_Promise
IB6_Umoja
IB6_Guardian-Scholars
IB6_DSPS
IB6_Veterans
IB6_Ally-Training
IB6_Harvey-Milk

IB6_LGBT-Resources
IB6_Middle-School-Program
IB6_Middle-School-Breakout
IB6_Student-Equity-Plan-Budget_19-20

IB7_Lead-Gov_HB
IB7_SPC
IB7_Senate-Agenda_10-7-19
IB7_Std-IV-Survey
IB7_AS-Min-Lib_10-7
IB7_Governance-Survey-Results
IB7_BP-Tracker
IB7_AS-Min-Lib_10-7

IB8_President's-Newsletter
IB8_PO-Board-Report_10-15-19
IB8_President's-Office
IB8_Key-Performance-Indicators
IB8_ISP_18-23
IB8_SEA-Plan-Draft
IB8_SLO-Report_10-19
IB8_PLO-Report_9-19
IB8_CTE-PR-S19

IB9_IPRC-New_Faculty
IB9_CMP_15
IB9_CMP-Draft_19
IB9_ISP_18-23
IB9_Program-Review-HB
IB9_Resource-Request-ISG
IB9_Dental-Assisting-PR
IB9_Sociology-Comp-PR

C. Institutional Integrity

I.C.1: The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Moreno Valley College prominently publishes its mission statement on the college website (IC1_Mission) as well as in printed materials including the college catalog and on bulletin boards through the campus. The college mission statement is reviewed on a regular cycle of no longer than every five years through processes that include college governance, district governance, and the Board of Trustees.

The College provides information about its educational programs and student support services through multiple mediums including the college website, college catalog, and student handbook. The Instructional Program Support Coordinator ensures the clarity, accuracy, and integrity of information about educational programs and student support services. The integrity of the information is maintained through annual reviews of the catalog and systematic reviews of the schedule of classes for each term (IC1_Catalog-Reviewers). Additionally, relevant committees and coordinators, directors, deans, and staff are responsible for reviewing and updating information related to their programs and services. Information about Student Services is available on the Student Services webpage (IC1_Student-Services). Each Student Services department reviews material prior to sharing it with the public, and the department coordinates with the College's webmaster to update information as needed.

The clarity, accuracy, and integrity of student learning outcomes is assured primarily through the instructional program review and curriculum approval processes. Annual updates to disciplines' program reviews require assessment and review of student learning outcomes. Faculty are expected to submit their syllabi, which state the student learning outcomes, to the Dean of Instruction office via email each semester (IC1_Syllabus-Request). Procedures for the evaluation and improvement of instruction of associate and of full-time faculty include a requirement to review syllabi for accuracy and clarity of communicating student learning outcomes (IC1_Associate-Faculty-Evaluation-Form). The improvement of instruction process further requires a conversation about the evaluation with the faculty member undergoing evaluation, allowing faculty to discuss how teaching practices and syllabi support student learning of the published learning outcomes for each individual course.

MVC is diversifying its communication with students, faculty, and staff by using multiple communication channels. Recognizing the efficacy of social media and digital nudging applications, MVC implemented the Grad Guru app for mobile devices to communicate events, deadlines, and services to students clearly and accurately (IC1_Grad-Guru). It also committed to regular updates with relevant content on the MVC website and on Facebook (IC1_MVC-Facebook), Twitter (IC1_MVC-Twitter), and Instagram (IC1-MVC-Instagram) accounts. The

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web applications tech ensures accuracy and clarity of information on educational programs and student services after approval by appropriate program faculty, staff, or managers.

The MVC accreditation webpage shares clear and accurate information about its accreditation status including past institutional self-evaluations and visiting team reports. It is easily available and is one click away from the MVC homepage (IC1_Accreditation-Page). The accredited status of the College is published in additional places including the catalog (IC1_Accreditaiton-Catalog).

Analysis and Evaluation

Information related to the College's mission, learning outcomes, educational programs, and student support services is reviewed through ongoing processes to assure its clarity, accuracy, and integrity. Departments and offices are responsible for maintaining information about their respective programs and services. The College's accreditation status is accurately shared on the college website and catalog.

> **I.C.2: The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)**

Evidence of Meeting the Standard

Moreno Valley College provides an online catalog for students and the public that is easily accessible on the college website (IC2_Catalog-2019-20). Additionally, print copies are available upon request. To ensure that the information provided is precise, accurate, and current, the Office of Instruction and the Instructional Program Support Coordinator work closely with area experts during the annual review and update of the catalog. The table below provides evidence of the college catalog alignment with the Eligibility Requirement (ER 20).

Table IC2.1 Moreno Valley College Alignment with Eligibility Requirement #20

Eligibility Requirement 20	2019-2020 Moreno Valley College Catalog
General information	
Official Name, Address, Telephone Number, and Website	Pg. vii
Educational Mission	Pg. 2
Representation of Accredited Status with ACCJC	Pg. 3
Course and Program Offerings	Courses Pgs. 113-198
Student Learning Outcomes for Programs and Degrees	Embedded within each description of degree, certificate, program Pgs. 37-111
Academic Calendar	Pg. x
Academic Freedom Statement	Pg. 3
Available Student Financial Aid	Pgs. 23-26

Available Learning Resources	Pgs. 27-32
Names and Degrees of Administrators and Faculty	Faculty Pgs. 203-207 Administrators Pgs. 207-208
Names of Governing Board Members	Inside front cover
Requirements	
Admissions	Pg. 4
Student Tuition, Fees, and Other Financial Obligations	Pgs. 8-9
Degrees and Certificates	ADT Pgs. 62-73, 84-85 AOE Pgs. 83-112 Certificates Pgs. 92-112
Graduation and Transfer	Graduation Pgs. 33-58 Transfer Pgs. 59-78
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Pgs. 12-18
Nondiscrimination	Pgs. 221-225 English and Spanish
Acceptance and Transfer of Credits	Pg. 10
Transcripts	Pg. 10
Grievance and Complaint Procedures	Pgs. 18-20
Sexual Harassment	Pgs. 221-225 English and Spanish
Refund of Fees	Pgs. 4,10

Analysis and Evaluation

Students and prospective students are provided with a comprehensive compilation of college information in the college catalog, which is easily accessible on the college homepage. All ER 20 requirements are accurate and regularly updated.

> **I.C.3: The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

Evidence of Meeting the Standard

Moreno Valley College assesses Student Learning Outcomes (SLO) and evaluates student achievement regularly. SLO assessment for each course is documented in Nuventive and is completed at least every four years by discipline faculty. Assessment results and data are discussed in discipline meetings (IC3_Math-Meet-Minutes) where areas of achievement and areas of concern are identified, and action plans are created where needed. Student achievement is also evaluated through the program review process. Each academic program and career and technical education (CTE) program assess their outcomes annually.

In addition to the SLO assessment data, the College assesses student learning and achievement through the comprehensive program review cycle, which is every three years for academic

programs and every two years for CTE programs. The comprehensive program review includes an assessment of course completion and degree and certificate completion. The program review reports are available and accessible on the college website (IC3_Program-Review-Page) for students, prospective students, and the public to view. Current data on job placement, degree and certificate completion, and transfer can be found on the MVC Student Success Scorecard (IC3_Stud-Successs-Scorecard) which is posted on the college website.

In addition, learning and achievement data and targets are embedded within the RCCD Strategic Plan. This plan was shared to the colleges via Chancellor's Forums, presented at the District Strategic Planning Council, and approved by the Board of Trustees in September 2019. (IC3_BOT-DSP-SEP_9-3-19). In addition, Student Equity goals and targets have been set in alignment with the District Strategic Plan, and the MVC Student Equity Plan reflecting these goals and targets was also approved by the Board of Trustees in September 2019.

Analysis and Evaluation

Moreno Valley College collects assessment data on SLOs and student achievement, analyzes that data, integrates it into college planning, and makes it available to institutional constituents and the public.

> **I.C.4: The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

Evidence of Meeting the Standard

Moreno Valley College publicizes information about degrees and certificates in the online and printed college catalog, printed marketing materials, and on specific program websites. The college catalog provides detailed information for each ADT, AOE, and certificate program. A description of the degree or certificate is provided, a list of courses required is included, and the program learning outcomes are listed (IC4_ADT-AOE-Cert). Additionally, the College provides information through the academic programs, degrees, and certificates webpage (IC4_ADT-Degrees; IC4-Certificates) which is also linked to the counseling webpage. Printed materials are also used to advertise the degree and certificate options for students and the public (IC4_ADT-Brochure).

Analysis and Evaluation

Moreno Valley College provides detailed descriptions of the degrees and certificates available to students on the website and in printed materials to include purpose, content course requirements and expected learning outcomes.

> **I.C.5: The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

Evidence of Meeting the Standard

Institutional policies, procedures, and publications are regularly reviewed and updated as needed to assure the information is accurate and reflects the current reality of the College. A cycle of review (IC5_BP_Tracker) for Board policies and Administrative Procedures at the district level has been established.

Through annual reviews of the catalog (IC5_Catalog-Prod-Timeline) and systematic term reviews of the schedule of classes, the Instructional Program Support Coordinator (IPSC) ensures clarity, accuracy, and integrity of information about educational programs and student support services. The coordinator works with others on campus including the Office of Instruction, the Articulation Officer, and the Curriculum Chair to ensure that representation of the mission, programs, and services is both accurate and consistent. The IPSC works with the other coordinators in the district to check for shared curriculum accuracy. Catalog reviews and approvals are tracked (IC5_Catalog-Review-Approve) through completion. When established criteria (IC5_Addendum-Criteria) are met, an addendum to the college catalog is added when changes occur outside of the review timeline.

Analysis and Evaluation

The District and the College have practices in place to review policies, procedures, and publications. These practices assure accurate representation of the College's mission, programs, and services.

> **I.C.6: The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

Evidence of Meeting the Standard

Moreno Valley College informs all prospective, incoming and continuing students of costs associated with enrolling. Costs are published on the website (IC6_Tuition-Fees-Webpage), in the catalog, in the class schedule, on the course registration site (IC6_EduNav-Cost), and on the college bookstore website (IC6_Bookstore-Prices). In addition, the cost of attendance is available through the Net Price Calculator (IC6_Net-Price-Calc) and the Student Financial Services Consumer guide (IC6_SFS-Consumer-Guide). Gainful Employment Disclosures (IC6_Gainful-Employment) are published on the college website and contain information about average time to completion, total cost, and average student loan debt for CTE programs.

In addition to informing current and prospective students about the total cost of education, the Student Financial Services (SFS) department assists students in reaching their educational goals by providing information and assistance for financial aid programs to offset tuition, fees, textbooks, and other required expenses (IC6_Financial-Aid).

Analysis and Evaluation

The information provided about all tuition, fees, and cost of attendance is accurate and readily available to students. The College informs current and prospective students regarding the cost of education and then takes seriously the role of connecting students to financial resources to make enrollment possible.

> **I.C.7: In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

Evidence of Meeting the Standard

Moreno Valley College assures institutional and academic integrity by upholding Board Policy 4030: Academic Freedom (IC7_BP4030_Academic-Freedom) which states, "Academic Freedom, in its teaching aspect, is fundamental for the protection of the right of the teacher in teaching and of the student's freedom in learning." In addition, BP/AP 3050: Institutional Code of Professional Ethics (IC7_BPAP3050_Ethics) outlines expectations for ethical behavior from employees of the District, including that, "They shall do everything they can to demonstrate a commitment to excellence in education and without compromise to the principles of ethical behavior." The College publishes governing board policies on academic freedom and responsibility in the catalog (IC7_Academic-Freedom-Catalog) and in the schedule (IC7_Academic-Freedom-Schedule).

The Course Outline of Record (COR) serves as another mechanism for assuring the free pursuit and dissemination of knowledge while assuring academic integrity. The COR for each course details course objectives, course content, methods of instruction, and methods of evaluation (IC7_COR-Example-Eng1A). The COR is reviewed and updated at least every four years and faculty are obligated contractually to structure an atmosphere that adheres to the COR while allowing intellectual freedom for all constituencies, including faculty and students.

Analysis and Evaluation

Moreno Valley College publicizes information about academic freedom as stated in Board Policy 4030 in the online and print version of the college catalog and in the schedule of classes. The information is easily accessible to students, staff, faculty, and the public.

> **I.C.8: The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

Evidence of Meeting the Standard

Moreno Valley College has established policies and procedures that promote honesty, responsibility, and academic integrity. Board Policy and Administrative Procedure 3050: Institutional Code of Professional Ethics (IC8_BPAP3050_Code-of-Ethics) states that "students are expected to abide by ethical behavior and decision making in their treatment of District employees, other students, and members of the public." BPAP3050 continues, "Employees of the District shall be committed to the principles of honesty and equity." Additionally, Board Policy 5500: Standards of Student Conduct (IC8_BPAP5500_Student-Conduct) clearly defines the conduct subject to discipline including plagiarism, cheating, furnishing false information, forging, attempting to bribe or threaten, and buying/selling authorization codes. Finally, Administrative Procedure 5520: Student Discipline Procedures (IC8_BPAP5520_Discipline-Procedures) states the consequences for dishonesty and serves to provide a prompt and equitable means to address violations of the Standards of Student Conduct.

The policies related to academic integrity are published on the MVC Standards of Conduct webpage (IC8_Stand-Conduct-Webpage), in the student handbook (IC8_Student-Conduct-Handbook), and the college catalog (IC8_Stand-Conduct-Catalog).

Faculty, classified staff, and managers can report violations of the Standards of Student Conduct when students are disruptive or violate the Student Code of Conduct. An academic dishonesty form (IC8_Academic-Dishonesty-Form) is used to share information related to the violation with the vice president of Academic Affairs. The College also has established a Behavioral Intervention Resource Team (BIRT) to address distressed, disruptive, or dangerous behavior in students (IC8_BIRT). The team offers assistance, education resources, and consultation to faculty and staff in an effort to positively affect student retention and campus safety. MVC strives to facilitate open communication and accountability and offers students a complaint form (IC8_Student-Complaint-Form). This form can be used to share information regarding a concern or complaint a student may have regarding an office on campus or an encounter with a college employee.

The College also adheres to a Student Grievance Policy. The purpose of the student grievance procedure is to provide an impartial review process and to ensure that the rights of students are properly recognized and protected. The student grievance procedures consist of Informal Problem Resolution, Administrative Review of the Complaint, Request for Review by the Grievance Hearing Committee, Grievance Hearing Committee Process, and Final Action; the is a student grievance process for instruction and grade related matters (IC8_AP5522-Grievance_Grade) and a student grievance process for matters other than instruction, grades or discipline (IC8_AP5524_Grievance-Non-Grade). Employee grievances are handled through the appropriate employee contracts and procedures.

Analysis and Evaluation

District Board Policies clarify expectations of honesty and integrity for all constituencies and include types of conduct that constitutes cause for discipline and procedures by which misconduct is to be handled. The student handbook and college catalog state students'

responsibilities and the consequences of academic dishonesty. The MVC Standards of Conduct page outlines the student code of conduct as well as methods of reporting concerns or misconduct for both students and college employees.

> **I.C.9: Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

Evidence of Meeting the Standard

Moreno Valley College faculty adhere to Board Policy 4030: Academic Freedom (IC9_BO4030_Academic-Freedom) which acknowledges that "academic professionals need the freedom to explore ideas that may be strange or unpopular, endeavors proper to higher education; while also maintaining the responsibility of related subject matter to the classroom" (BP 4030). The College publishes this information in the catalog.

Additionally, Riverside Community College District employees are guided by the standards set forth in Board Policy and Administrative Procedure 3050: Institutional Code of Professional Ethics (IC9_BPAP3050_Professional-Ethics) that states, "Employees shall exercise judgments that are dispassionate, fair, consistent, and equitable. They shall exhibit openness and reliability in what they say and do as educational leaders."

Moreno Valley College's academic freedom policies are published in the college catalog (IC9_Academic-Freedom) and the faculty contract (IC9_Faculty-Contract_15-18) which was recently extended through 2021 (IC9_MOU-FA-Extension_18-21).

As part of the Improvement of Instruction process, peer reviewers assess whether or not faculty distinguish between personal conviction and professionally accepted views by evaluating subject-matter proficiency. Furthermore, the student evaluation survey (IC9_Student-Evals) is used to ensure that information is presented in a fair and objective manner. Students are asked to rate how strongly they perceive the syllabus communicates the course's focus, requirements and policies; how strongly the perceive the work in the course corresponds to the course description and objectives as described in the college catalog; and how strongly they perceive the course materials and instructional strategies are connected to course objectives.

Analysis and Evaluation

Moreno Valley College supports academic freedom as is evident in district board policies and the college catalog. The statements about academic freedom and professionalism provide guidance that allows faculty to use professional judgment to present information fairly and objectively.

> **I.C.10: 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 and student handbooks.**

Evidence of Meeting the Standard

The College is a publicly funded, open access institution. Although the College does not seek to instill specific beliefs or world views, Moreno Valley College students are expected to follow the standards set forth in Board Policy 5500: Standards of Student Conduct (IC10_BP5500_Student-Conduct). Moreno Valley College publishes the code of conduct in numerous places, including the college Standards of Conduct webpage (IC10_Stand-Conduct-Webpage), the catalog (IC10_Stand-Conduct-Catalog), and the student handbook (IC10_Student-Conduct-Handbook). The procedures define the conduct that is subject to discipline and identifies potential disciplinary actions including but not limited to the removal, suspension, or expulsion of a student.

Each of the employee agreements (CSEA, CCA, CTA/NEA) and employee handbooks contain specific codes of conduct. Faculty responsibilities and duties are described in the faculty contract (IC10_Faculty-Contract_15-18), and staff responsibilities/duties are described in the agreement between RCCD and California School Employees Association (IC10_CSEA_15-18). Management responsibilities are included in the RCCD Management Handbook (IC10_Management_Handbook).

Analysis and Evaluation

Moreno Valley College works to ensure a safe, welcoming, and productive learning environment. MVC has a student code of conduct as well as methods of reporting concerns or misconduct for both students and college employees. Students, staff, faculty, and administrators are provided with guidance on expected codes of conduct; however, the College does not require conformity to specific beliefs or world views as a publicly funded, open access institution.

> **I.C.11: Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

Evidence of Meeting the Standard

Not applicable. Moreno Valley College does not operate in foreign locations.

Analysis and Evaluation

Not applicable. Moreno Valley College does not operate in foreign locations.

> **I.C.12: The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

Evidence of Meeting the Standard

To ensure compliance with Title V and the Educational Code, Moreno Valley College adheres to all RCCD Board of Trustees Policies and Administrative Procedures as well as the accreditation standards set forth by the Accrediting Commission of Community and Junior Colleges (ACCJC). In accordance with the Riverside Community College District Board Policy and Administrative Procedure 3200: Accreditation (IC12_BPAP3200_Accreditation), the College's president and Academic Senate work together to ensure the institution complies with requirements for public disclosure, institutional reporting, team visits, and approval of substantive changes.

All information relating to accreditation, including compliance with set standards, recommendations and reports, requirements for public disclosure, and notice of team visits is located on the college accreditation website (IC12_Accreditation-Page). The accreditation page is easily accessible and one click away from the home page. The date of the upcoming comprehensive peer review visit and the link for third-party comments are available on this page. All reports submitted follow a shared governance process and adhere to the guidelines and deadlines set forth by the Commission. The last Self Evaluation Report was submitted to the Commission in January 2014. The Commission took action to reaffirm the College's accreditation in July 2014 with the requirement of a follow-up report which was submitted by the deadline of October 2015.

The MVC Disclosure Information page (IC12_MVC-Disclosure-Info) shows that the College has made public all required reports and documents required by ACCJC and other agencies with disclosure requirements.

Analysis and Evaluation

Moreno Valley College meets the requirements set by ACCJC to maintain full accreditation status. The accreditation web page, which is available for public viewing, contains easily accessible current and archived accreditation information. All reporting deadlines are consistently met.

> **I.C.13: The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

Evidence of Meeting the Standard

Moreno Valley College demonstrates honesty and integrity in its relationships with external agencies and maintains full compliance with regulations and statutes specific to each external agency. The College participates in the completion of required annual, quarterly, and mid-term reports both internally and externally. The College clearly communicates its accredited status, the accrediting agency location and contact information, and changes in status on the college website (IC13_External-Agencies).

Full compliance is maintained with the following agencies:
- Accrediting Commission for Community and Junior Colleges (ACCJC)
- Western Association of Schools and Colleges (WASC)
- U.S. Department of Education (Financial Aid)
- Commission on Dental Accreditation (CODA)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- California State Fire Marshall and State Board of Fire Services

Analysis and Evaluation

Clear, accurate, and timely communication is maintained with all accrediting agencies. Any changes to the College's accredited status are clearly communicated to the Commission, students, and the public in a timely manner.

> **I.C.14: The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

Evidence of Meeting the Standard

Moreno Valley College is an institution of higher education that is open access and state funded. The College's financial audit statements (IC14_Annual-Fiscal-Report_19) and other fiscal budget reports demonstrate that funds are not generated for financial returns for investors, and the College does not support external interests nor have a parent organization.

RCCD's annual financial reports (IC14_RCCD-Final-Audit-Reports) including Accreditation Annual Fiscal Reports, Adopted Budgets and Presentations, Audit Reports, Monthly Statements, and other financial documents are posted on the District webpage.

Analysis and Evaluation

The College is a non-profit, state funded institution with a mission committed to student achievement and student learning. The financial statements are public and demonstrate that the decisions regarding finance are transparent and connected to ensuring high quality education.

Conclusions on Standard I.C. Institutional Integrity

Moreno Valley College demonstrates institutional integrity through the accuracy of its published documents, relationships with the Commission and third-party accreditors for specialized programs, compliance with all related regulatory and legal requirements, and in its communication with the public.

Evidence List

IC1_Mission
IC1_Catalog-Reviewers
IC1_Student-Services
IC1_Syllabus-Request
IC1_Associate-Faculty-Evaluation-Form
IC1_Grad-Guru
IC1_MVC-Facebook
IC1_MVC-Twitter
IC1-MVC-Instagram
IC1_Accreditation-Page
IC1_Accreditaiton-Catalog

IC2_Catalog-2019-20

IC3_Math-Meet-Minutes
IC3_Program-Review-Page
IC3_Stud-Successs-Scorecard
IC3_BOT-DSP-SEP_9-3-19

IC4_ADT-AOE-Cert
IC4_ADT-Degrees
IC4-Certificates
IC4_ADT-Brochure

IC5_BP_Tracker
IC5_Catalog-Prod-Timeline
IC5_Catalog-Review-Approve
IC5_Addendum-Criteria

IC6_Tuition-Fees-Webpage
IC6_EduNav-Cost
IC6_Bookstore-Prices
IC6_Net-Price-Calc
IC6_SFS-Consumer-Guide
IC6_Gainful-Employment
IC6_Financial-Aid

IC7_BP4030_Academic-Freedom
IC7_BPAP3050_Ethics
IC7_Academic-Freedom-Catalog
IC7_Academic-Freedom-Schedule
IC7_COR-Example-Eng1A

IC8_BPAP3050_Code-of-Ethics
IC8_BPAP5500_Student-Conduct
IC8_BPAP5520_Discipline-Procedures
IC8_Stand-Conduct-Webpage
IC8_Student-Conduct-Handbook
IC8_Stand-Conduct-Catalog
IC8_Academic-Dishonesty-Form
IC8_BIRT
IC8_Student-Complaint-Form
IC8_AP5522-Grievance_Grade
IC8_AP5524_Grievance-Non-Grade
IC9_BO4030_Academic-Freedom
IC9_BPAP3050_Professional-Ethics
IC9_Academic-Freedom
IC9_Faculty-Contract_15-18
IC9_MOU-FA-Extension_18-21
IC9_Student-Evals

IC10_BP5500_Student-Conduct
IC10_Stand-Conduct-Webpage
IC10_Stand-Conduct-Catalog
IC10_Student-Conduct-Handbook
IC10_Faculty-Contract_15-18
IC10_CSEA_15-18
IC10_Management_Handbook

IC12_BPAP3200_Accreditation
IC12_Accreditation-Page
IC12_MVC-Disclosure-Info

IC13_External-Agencies

IC14_Annual-Fiscal-Report_19
IC14_RCCD-Final-Audit-Reports

Standard II: Student Learning Programs and Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

II.A.1: All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Moreno Valley College offers instructional programs that are consistent with its mission to inspire, challenge, and empower the diverse, multicultural community of learners to realize their goals; promote citizenship, integrity, leadership, and global awareness; and encourages academic excellence and professionalism. To accomplish this mission, MVC provides instruction in courses and programs that help students to transfer, earn associate degrees, complete certificates in career and technical fields, and demonstrate college readiness, and all instructional programs culminate in student attainment of identified student learning outcomes.

MVC has developed 17 Associate Degrees for Transfer (ADT) in majors including Administration of Justice, Anthropology, Biology, Business Administration, Communication Studies, Computer Science, Early Childhood Education, English, History, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, Spanish, and Studio Arts. The ADTs align general education and lower division major requirements with upper division major requirements at the transfer universities thereby simplifying the path for students who desire to transfer to other higher education programs. The College offers 45 associate degrees (AA/AS), and 24 state-approved certificates in Career and Technical Education areas including but not limited to Business Administration, Computer Information Systems, Office Technologies, Photography, Community Interpretation, Dental Assistant, Dental Hygiene, Early Childhood Education, Education Paraprofessional, Medical Assisting, Social Work, Human Services and Counseling Practices, Emergency Medical Services, Fire Technology, and Law Enforcement (IIA1_Curr-Patterns-Catalog). Both the associate degree and the certificate provide instruction in skills and knowledge needed to enter a skilled or professional occupation. Associate degree programs require completion of at least 60 units of credit. Certificate programs leading to an associate in

science degree require a minimum of 18 units but vary in number of units required; most can be completed in two semesters. Certificates can lead to employment, and each course required for a certificate must be completed with a "C" grade or better. All certificate courses can be counted toward the degree as well as the major. All course and program offerings align with the stated mission of the institution.

All RCCD courses, including Distance Education (DE), have course outlines of record and go through a curricular process that ensures they are in fields of study that are consistent with the colleges' missions and are appropriate to higher education. The DE Addendum in the RCCD Curriculum Handbook shows that DE proposals must be reviewed and approved by the curriculum committee as a separate action from the course outline (IIA1_Curr-HB-DE). Student learning outcomes are listed for all courses and these courses are assessed at the colleges to determine if these outcomes are being met. Additionally, Distance Ed courses must be approved by at least two of the three colleges' curriculum committees and Administrative Procedure 4105: Distance Education (IIA1_AP4105_DE-Draft_5-17-19) states, "Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate curriculum committee approval is mandatory if any portion of the instruction in a course or a section of a course is designed to be provided through distance education."

Student attainment of identified student learning outcomes at the course and program levels are evaluated during a regular cycle of assessment. As discussed in Standard I.B.3 above and Standard II.A.3 below, student learning outcomes are assessed regularly and included in the program review reporting and planning process. Moreover, program level student learning outcomes are mapped and assessed in order to ensure overall program quality (IIA1_Program-Mapping).

In addition, the data included in the introduction of this document includes numerous metrics related to student outcomes and achievement that are embedded within college program review data and planning documents. Moreover, the college is currently engaged in the development of a strategic plan dashboard for the reporting of progress towards MVC Integrated Strategic Plan objective goals. Importantly, the majority of the metrics used for dialog and analysis at the College come directly from the California Community College Student Success Metrics and are aligned with the RCCD Strategic Plan goals.

Analysis and Evaluation

Moreno Valley College's program development and curriculum process ensure that instructional programs, regardless of location or means of delivery, are consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. As the demand for Distance Education grows and the ability to provide alternative access is enhanced, the Distance Education Curricular Approval process is undergoing revision. As part of this process, a separate DE addendum document exists and is currently being updated. To ensure that the policies with respect to DE curriculum development remain current and relevant, they are undergoing revisions with input from the colleges' Distance Education Committees.

II.A.2: Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Moreno Valley College faculty, including full-time and part-time faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, college faculty conduct systematic and inclusive program review, using student achievement data in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success. Moreno Valley College adheres to the district Curriculum Handbook (IIA2_RCCD-Curriculum-Handbook) which outlines the process for curriculum development, review, approval, and modification. 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. The handbook states that curriculum development, review, and approval originate with faculty, and the policies ensure that the content is appropriate to the College's mission and the standards of higher education. Currently, distance education courses follow the same curriculum development, approval, and modification process as face-to-face courses. While the handbook provides materials regarding effective DE teaching methods and the expectations of regular and substantive interactions, the College is examining a minor modification to the process when adding distance education mode of delivery to a course outline. This change would add a step to the process, including the review and recommendation from the Distance Education Committee, before newly proposed DE curriculum is brought to the Curriculum Committee for consideration.

As evidenced in the assistant professor job posting (IIA2_Fac-Job-Requirement), developing and assessing curriculum are explicitly stated duties. Once a course is approved through the curriculum process, it is assessed using student achievement data. Examples of data analysis can be seen in the dental assisting comprehensive program review (IIA2_Dental-Assisting-PR), which happens every 2 years, and the sociology comprehensive review (IIA2_Sociology-Comp-PR), which happens every three years. Each have annual updates in between the comprehensive reviews. If an improvement plan is needed, it is documented and revisited in the next evaluation cycle. If a resource request is made, it is connected to the mission of the college, and the requests are used in institutional planning (IIA2_Resource-Planning).

Part of the program review process requires the review and update of CORs on a two-year cycle for CTE courses and every four years for all others; it also includes an analysis of the needs of the program or discipline, and these results are used in institutional planning. The Communications Studies Discipline meeting minutes (IIA2_COM-District-Meeting-Minutes)

show discussions about using language that aligns with CSU/IGETC, removing advisories, updating methods of evaluation, connecting to General Education outcomes, adding objectives, and redefining SLOs. These areas are directly connected to ensuring program currency, improving teaching and learning strategies, and promoting student success.

At MVC, disciplines consistently use program review to document the need for curricular changes, resources, or professional development and the resulting improvement. One example is the Journalism program review (IIA2_Journalism-PR) which was the mechanism for expanding to ensure program currency. A second example is outcomes assessment used for improvement is the English program review (IIA2_English-PR). In Spring 2016, the English program review data showed that African American students were disproportionately placed two and three levels below transfer. A follow-up action plan outlined three six-hour "Pathways to Success" workshops, focusing on adjusting pedagogy to support targets groups, notably African Americans. In Spring 2017, English noted the need to curricular changes to the basic skills pathway by including information on the exclusion of 60A and 60B (courses two level below transfer) and the need for additional professional development under the Basic Skills and Student Outcomes Transformation Grant to "increase success and retention by providing relevant, challenging thematic, culturally relevant, active learning approaches, attention to the affective dimension, and sense of student community." English has since held five semesters-long communities of practice and three intersession institutes focused on those topics where participation for part time faculty is common (IIA2_Comm-of-Practice). All associate faculty are encouraged to participate continuous review and improvement of courses and programs, and they can be compensated up to three hours annually for professional development and up to three hours annually for program and course curriculum development and evaluation (IIA2_PT-Assessment).

Another example of ownership over the improvement of the learning experience includes building and strengthening local partnerships. In 2019, the College hosted the 4th annual Education Summit (IIA2_EDUSummit_19), bringing together representatives from Moreno Valley USD, Val Verde USD, and MVC to build bridges between secondary and post-secondary institutions to increase student success in college.

Analysis and Evaluation

The curriculum process, learning outcomes assessment, and program review ensure that faculty regularly evaluate and improve content and methods of instruction. The College follows a standard district wide curriculum process that ensures all college courses and methods of instruction meet generally accepted standards in higher education. This is accomplished by discipline expert faculty functioning as the source of all College curriculum. The courses within the curriculum are then reviewed at the department, college, and district level to ensure appropriate levels of rigor and practices to U.S. higher education.

College faculty also participate in an annual and comprehensive instructional program review process. The process includes the analysis of student enrollment and achievement data. This data is disaggregated by established student equity categories and analyzed for possible disproportionate impact. In addition, when improvement is indicated through the analysis of

program review data, plans and resource requests are developed in order to close any indicated achievement or equity gaps. These plans and requests include the improvement of teaching and learning strategies for faculty and students, new or replacement instructional equipment, and improvement of teaching classrooms and laboratories.

>**II.A.3: The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

Evidence of Meeting the Standard

The identification and assessment of learning outcomes for courses, programs, certificates, and degrees is a process that involves coordination among multiple committees. When a new course is introduced or major modifications are made to existing courses, the Curriculum Committee evaluates and approves the Course Outline of Record (COR), ensuring that appropriate Student Learning Outcomes (SLOs) are included. The curriculum approval process (IIA3_Curriculum-Approval-Process) guides the decision making. All CORs are reviewed, approved, and stored in CurricuNET. Updates to the COR are required every four years, and they can happen more frequently as needed based on changes required for articulation, changes related to accreditation, advisory committee feedback for Career and Technical Education, or other college or discipline needs. Next, the Assessment Committee is responsible for ensuring that the approved learning outcomes for courses are clearly identified and regularly assessed. To ensure that assessment is done using established institutional procedures, one-on-one assessment coaching sessions are offered throughout the year with the Assessment Chair (IIA3_Assesment-Session-Email) and a template (IIA3_Assessment-Template) is provided to promote consistent, meaningful inquiry.

Moreno Valley College has increased its assessment of courses from 89% in May 2016 (IIA3_SLOs_16) to 97 percent in October 2019 (IIA3_SLOs_19). A challenge still exists when part-time faculty teach a class as they are not required to formally assess courses. To encourage participation, the College offers three hours of pay (IIA3_Adjunct-Assessment) and the Assessment Chair personally visits faculty to extend an invitation to help complete the process. Once the assessment project is completed, the information is entered and related documentation uploaded in Nuventive. Finally, the Program Review Committee works to ensure that Program Learning Outcomes (PLOs) are assessed as part of the regular program review process. The Program Review Guide (IIA3_Program-Review-Guide) is available to assist with the process, ensuring that the review is thorough and thoughtful, following established institutional procedures. The Psychology (IIA3_Psych_Comp-PR) and Dental Assistant (IIA3_Dental-Assistant-PR) Program Reviews are examples that show that all course level SLO and PLO assessment data are regularly assessed. The evaluation forms (IIA3_Comp-IPR-Eval-Form) used by the Program Review Committee show a check for data analysis, SLO and COR updates, and alignment of programs to the college mission. All program reviews are accessible on the college website (IIA3_PR_Page).

Two mechanisms exist to ensure that students in every class section receive a course syllabus containing approved COR requirements. The Faculty Information Handout (IIA3_Faculty-Info) states that professors should "make sure each syllabus includes the Student Learning Outcomes (SLOs) for the course, as listed in the course outline of record available from CurricuNET." Furthermore, an email (IIA3_Syllabus-Email) is sent each semester that directs faculty to send their syllabi to syllabusMVC@mvc.edu to be stored in an online repository. The improvement of instruction process for both adjunct and full time faculty (IIA3_Associate-Faculty-Evaluation; IIA3_Tenure-Track-IOI) includes a review of all syllabi to confirm they contain learning objectives consistent with the CORs. The learning outcomes for online and hybrid courses match the learning outcomes for the same courses taught face to face.

Analysis and Evaluation

The institution has strengthened its assessment of learning outcomes for courses, programs, certificates and degrees using established institutional procedures. In addition to increasing the percentage of completed course assessments and program reviews, the evaluation of the processes resulted in meaningful changes to the process. For example, the Instructional Program Review Committee recommended a change to the deadline for reports from the spring to the fall semester. The purpose of changing the due date for reports was to have a uniform deadline for program review across the College and to better align program review deadlines with Business Services deadlines for resource requests. The simple adjustment increased clarity and efficiency across the College. Second, in 2016-2017 the TracDat system was updated to allow easier access to data and provide data in an accessible format. With the updates, faculty now have the opportunity to filter data by program, course, ethnicity, age and gender. Disaggregating data this way provides the ability to create more targeted action plans for disproportionately impacted populations. Third, a detailed, step-by-step guide was created to assist faculty using Nuventive Improve and Nuventive Impact/Sharepoint to complete their program review. Finally, to reduce redundancy, the Annual Program Review became an Annual Check and the Comprehensive Program Review cycle is now every three years. CTE cycles have not changed; all programs are reviewed and reported to the board biannually. The more frequent CTE comprehensive report cycle ensures that programs are responsive to advisory committee feedback and current with external accreditor requirements.

> **II.A.4: If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Evidence of Meeting the Standard

Moreno Valley College offers pre-collegiate level courses in ESL and mathematics. The English and reading disciplines phased out the last pre-collegiate level courses in the 2018-2019 academic year, and mathematics and ESL have restructured their curriculum to minimize the pre-collegiate level courses that they offer. Moreno Valley College also offers some non-degree credit courses where credit can be earned, but the credit is not counted toward the associate degree. A small number of noncredit courses, which are numbered in the 800s, are also offered.

Pre-collegiate curriculum is distinguished from college-level curriculum in multiple places. First, the course outline of record (COR) indicates whether a course is either degree applicable, non-degree credit, or non-credit (IIA4_College-Level-COR). The college catalog also indicates which classes are applicable toward a degree and which are identified as non-degree credit (IIA4_Catalog-Non-Degree), as does the class schedule (IIA4_Schedule-Non-Deg). Course sequencing for math, English, ESL, and reading is described in multiple places including the college website, the student handbook (IIA4_Course-Sequence-Handbook), the college catalog (IIA4_Course-Sequence-Catalog), and the schedule of classes (IIA4_Course-Sequence-Schedule).

With the introduction of AB 705, English, ESL, and math disciplines followed district curriculum processes in order to restructure curriculum, to eliminate many pre-collegiate courses, to streamline course sequences, and to offer co-requisite courses with college-level courses. The restructuring eliminated the majority of basic skills course offerings after revising placement practices based on California Acceleration Project recommendations for multiple measures placement. Changes to placement were advertised and all previously placed students were given the opportunity to receive a new placement (IIA4_Placement). Furthermore, faculty teaching the courses distinguish the SLOs of the co-requisite support course from those of the college-level course in their syllabi. These courses are intended to help students develop skills necessary to succeed in college-level degree-applicable courses. For example, English 91, the co-requisite for English 1A, provides instruction and support in reading skills and processes, writing skills such as more practice in the writing process and sentence clarity, and development of the affective domain of student learning, including helping students learn about and understand the various support centers and programs available to students (IIA4_Eng-91-COR). Full-time and part-time faculty have been actively engaged in response to AB 705, hosting and attending a variety of professional development workshops (IIA4_Pro-Dev-AB705). Additionally, for the last several years there has been district wide collaboration with multiple Communities of Practice meetings at multiple campuses for Mathematics, English (IIA4_District-Collab) and district collaboration for ESL (IIA4_ESL-Collab). An AB705 district-wide taskforce was also created that included representation from all three campuses (IIA4_AB705-Taskforce-Collab).

As well as faculty-led changes to curriculum and course offerings carried out through the curriculum process, Moreno Valley College also directly supports students in learning the knowledge and, skills necessary to advance to and succeed in college-level curriculum through a variety of student support services, including the Tutoring Center, the Learning Center (which encompasses the Math Lab and the Writing and Reading Center), the Library, and STEM Center. Supplemental Instruction and embedded tutoring are available and encouraged for all faculty teaching pre-collegiate courses and have been expanded to provide support in college-level courses.

Analysis and Evaluation

The College distinguishes its pre-collegiate curriculum from college-level curriculum, and it supports students in learning the knowledge and skills necessary to advance to college-level curriculum. There is a clear path from pre-collegiate courses to college-level courses, and, where they exist, those courses have been designed through the curriculum process to teach requisite

skills to succeed in the college-level curriculum. The College also directly supports students in learning the knowledge and skills necessary to advance to and to succeed in college-level curriculum through revision to placement rules, co-requisite support courses, and academic and student support services.

> **II.A.5: The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

Evidence of Meeting the Standard

The curriculum process is guided by multiple Board Policies and Administrative Procedures. For example, BP/AP 4020: Program, Curriculum, and Course Development ([IIA5_BPAP4020_Pro-Cur-Cou-Dev](#)) states, "The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings." As content experts, faculty ensure appropriate breadth, depth, rigor, course sequencing, and synthesis of learning starting with the curriculum review and approval process and continuing with program review exploration of SLOs, PLOs, and mapping. Board Policy and Administrative Procedure 4100: Graduation Requirements for Degrees and Certificates ([IIA5_BPAP4100_Grad-Requirements](#)) mandates that a student must demonstrate breadth competence in reading, in written expression, and in mathematics and satisfactorily complete at least 60 semester units of college work to earn the Associate in Arts or Sciences degree. Board Policy and Administrative Procedure 4025: Philosophy and Criteria for Associate Degree and General Education ([IIA5_BPAP4025_Criteria-AA-and_GE](#)) stipulates degree and program requirements, including the number of semester credits required for completion, and these requirements are clearly described in the college catalog ([IIA5-Degree-Req-Catalog](#)). The college evaluators verify all candidates' completion of criteria for degrees and certificates.

The District's process for developing its programs and curriculum is found in the RCCD curriculum development guidelines ([IIA5_RCCD-Curriculum-HB-Draft](#)) and in the Program and Course Development Handbook ([IIA5_PCAH-6th-Edition](#)). To respond to changing needs and in order to support and facilitate Riverside Community College District's goal of earlier enrollment windows for students, a revised timeline ([IIA5_Curriculum-Timeline](#)) was proposed that also includes new parameters for submitting catalog addenda. In addition, rigor and course sequencing are evaluated at the discipline, department, college, district levels as part of this process. For example, the College Math Department has regularly updated and assessed its courses and sequencing for the STEM and statistics pathways. As part of this work, course prerequisites are analyzed as part of the discipline faculty review. Lastly, synthesis of learning is demonstrated via capstone courses in degree and certificate programs. Examples include capstone performance courses in the performing arts, and portfolio classes in studio art.

Time to completion for college degrees follow practices common to American Community Colleges. Degrees require the completion of at least 60 semester units and are designed to be

completed in two years of full-time attendance. Similarly, most college certificates require at least 16 semester units and are designed to be completed within a single year. Time to completion data for students is included in the College's gainful employment reporting (IIA5_CTE-Gainful-Employment, IIA5_ECE-Gainful-Employment). In order to improve time to completion and reduce excess accumulated units, the College has set specific goals in the Integrated Strategic Plan for these metrics (IIA5_ISP-Access-Equity-Success).

The MVC Curriculum Committee (IIA5_Curriculum-Comm) works with the District Curriculum Committee to ensure that the college curriculum is sound, that all degrees and programs demonstrate appropriate length, breadth, depth, rigor, sequencing, and time to completion, and that it complies with all regulations that help students to achieve their educational and professional goals. Before the committee makes recommendations to the Academic Senate regarding credit and non-credit curriculum, the disciple and the department approve the proposals. One example of this is the approval of curricular revisions following AB705 in which faculty collaborated districtwide to develop a coreq model. The Corequisite Professional Development Workshop (IIA5_Coreq-Workshop_4-21-17, IIA5_CR-Sign-In_4-21-17) is evidence of college and districtwide dialog to ensure that support courses are appropriate to practices common to higher education. The Curriculum Committee also has responsibility for the processes involved in meeting all quality assurance standards for Distance Education courses. To add oversight and accountability, in fall 2019 a District DE Addendum workgroup was formed to create a document used in the DE course approval process. It is expected to be complete in spring 2019. The additional review and approval step will require the Distance Education Committee to review the DE addendum (IIA5_DE-Addendum) and then make a recommendation to the Curriculum Committee.

The College also ensures that MVC courses are articulated with transfer institutions using ASSIST. Major preparation courses for CSU and UC campuses are found on the online student-transfer information system showing how course credits earned at a Moreno Valley College can be applied when transferred to a CSU or UC campus. The MVC Catalog further specifies policies regarding program academic standards in the Graduation and Requirements for College Transfer sections (IIA5_Catalog-Grad-Transfer).

Analysis and Evaluation

The College's degree and certificate programs follow common practices of American higher education with respect to depth, breadth, rigor, length, sequencing, time to completion, and synthesis of learning. The college catalog is updated annually, at a minimum, and the College engages in a cycle of annual and comprehensive program review. In addition, the College publishes catalog addenda that include updated courses and programs to meet emerging needs of career and technical education and public safety. The practices outlined in the RCCD Curriculum Handbook and Program and Course Development Handbook combined with the Curriculum Committee's faculty expertise ensure academic quality and rigor for all college degrees and programs. In addition, the college designs degree and certificate pathways that can be completed in the normative time for American community colleges. The college is also tracking student time to completion and has initiatives in place through pathway creation, student support, and scheduling in order to allow students to complete their studies in a timely fashion.

II.A.6: The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Moreno Valley College's 2015-2018 strategic planning goals address the College's commitment to ensure that students complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Goal 1 Teaching and Learning: Provide a positive environment and necessary resources to support teaching excellence, learning and the achievement of students' educational goals.
- Objective 1.1: Implement a process to ensure all students have a Comprehensive Student Educational Plan (CSEP) after completing 15 units of degree applicable course work or prior to the third semester of enrollment, whichever comes first.
- Objective 1.2: Decrease time in remediation and ensure students successfully complete degree applicable or transfer courses in English and math within the first three semesters.

Similar goals are included in the 2018-2023 Moreno Valley College Integrated Strategic Plan, specifically under Goal II – Student Learning, Success, and Completion. Specific measurable objectives include (IIA6_ISP-Access-Equity-Success):
- Increasing the number of students attaining the California Community College Vision for Success Completion definition by 62% overall (I.7)
- More than doubling the number degrees and certificates earned by students (II.1).
- Increasing the number of students completing 12+ units in their first term and 24+ units in their first year (II.2).
- Reduce excess accumulated units and median time to completion (II.5).

Moreno Valley College has made great strides in assisting students in completing certificate and degree programs within established expectations in higher education: one year for a certificate and two years for an associate degree. The first step is ensuring that courses are offered regularly, in appropriate sequence, and at various times to meet the needs of the College's student population. This is accomplished using the Enrollment Management Dashboard (IIA6_Enrollment-Management) which allows enrollment tracking throughout RCCD for all sections offered between summer 2010 through the current term. This tool assists with the complex task of increasing enrollment within space restrictions so that course scheduling decisions are data informed. The program synthesizes information that must be accounted for including FTES/WSCH, section capacity, room capacity, course capacity, time distribution, online offerings, fill rates, outcome rates, enrollment counts, waitlist counts, FTEF calculations, and numerous other variables. More recently, the implementation of EduNav is enhancing planning efforts for both students and the college. For students, it allows immediate feedback related to how program or schedule changes impact time to completion (IIA6_EduNav-Launch). The program makes educational plan recommendations that will assist students with choices geared toward timely completion. In the near future, it will also provide data that will help the college with efficient schedule development.

The second step is creating a strategic enrollment management framework that addresses all aspects of the student experience including recruitment/marketing, admissions, orientation, financial support, classroom experience, academic support, co-curricular support, and retention. In 2017, an Enrollment Management Taskforce composed of faculty, administration, and staff was created to address enrollment management challenges. After analyzing data and exploring corrective strategies (IIA6_Enrollment-Taskforce), immediate changes (IIA6_Enrollment-Management-Debrief) were implemented to increase the number of students that pursue full-time education and obtain a certificate or degree in a timely manner. Those strategies are addressed in detail in Standard II.C.1, II.C.2, and II.C.3.

In 2018, a Welcome Center (IIA6_Welcome-Center) was added to the campus to accommodate the needs of new, continuing, transferring, and returning students with enrollment, WebAdvisor, EduNav, assessment appointments, counseling appointments, financial aid questions, and other services. In 2020, the Welcome Center will move from the current modular building to a new, larger center at the front of the campus.

In May of 2019, Moreno Valley College launched two-term enrollment, allowing students to enroll for two terms at once: Summer/Fall and Winter/Spring. Additionally, the registration window was adjusted from May for summer, November for winter, January for spring, and July for fall, to October for Winter/Spring and March for Summer/Fall so that students are on campus during the enrollment period, where they are more likely to receive registration announcements and assistance (IIA6_Admissions-Records-Timeline). Previously, enrollment windows occurred during breaks, which made it challenging for students to seek guidance and assistance.

Beginning in the fall of 2017, the College started efforts to adopt the Guided Pathways Framework in order to improve student degree, certificate, and transfer completion. Through the 2017 – 2018 academic year the College reviewed its data related to Guided Pathways key performance indicators and produced an initial assessment of adoption of the elements of Guided Pathways (IIA6_GP_Key-Performance-Indicators, IIA6_Guided-Pathways-Work-Plan). During the 2018-2019 academic year, MVC held a number of work group sessions to design and plan major elements of the institutional change required to adopt the frame in order to better support students and improve student completion of their educational goals. The College has created a set of Guided Pathways Design principles, outlined a new six-school structure to support students with embedded student success centers/teams, and has worked to modify its onboarding process for students (IIB6_Guided-Pathways-Webpage). Elements of these strategic changes will be included in the Quality Focus Essay.

Analysis and Evaluation

Increasing enrollment and accelerating time to completion at a campus with a large percentage of part-time students has been a priority at Moreno Valley College. The coordinated effort among multiple entities has included leveraging technology, rethinking processes, analyzing timelines, implementing additional student support programs, and streamlining student support services in the Welcome Center. The switch to two-term registration has provided enhanced long-term planning ability for both the students and the College. This system, coupled with EduNav capabilities, informs and empowers students to complete certificate and degree programs within

a period of time consistent with established expectations in higher education. In the future, the College will assess the model and explore the possibility of implementing one-year registration.

> **II.A.7: The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

Evidence of Meeting the Standard

Moreno Valley College considers the needs of its students at all phases of the student experience. Beginning with course scheduling, the 8-week courses, classes at Ben Clark Training Center, evening and Saturday classes, high school concurrent enrollment, and classes offered with or without extra support (i.e., Eng 1A + Eng 91) are examples of course structures that are created to meet the needs of the College's diverse student population.

In terms of delivery modes, the College employs an appropriate mix of online, face-to-face, and hybrid courses and supports professional development so that faculty are equipped to teach all students in a variety of delivery modes. College faculty working with the administration review enrollment trend data in order to plan future term schedules, including the needed proportion of courses by each delivery mode. As noted in the analysis of enrollment included at the beginning of this report, the number of distance education sections have nearly doubled between 2013-2014 and 2017-2018 based on student enrollment demand. Prior to teaching a hybrid or online course, faculty must complete sufficient training to become certified. They can do so via the Online Canvas Academy (OCA) ([IIA7_Canvas-Academy-Guide](#)), face-to-face training with a Distance Education Support Specialist and Education Technologies Trainer, or through training provided by @One or another institution.

To ensure best practices, the District developed A District   Guide to Recommended Best Practices to Achieve Regular and Effective/Substantive Contact in Distance Education ([IIA7_RCCD-Reg-Substantive-Draft](#)). Faculty are required to read this guide as well as the Summary of Regulations before being assigned a DE class when they approve their teaching assignment. An update to the guide was created to reflect changes in the Title 5 and ACCJC requirements, and it has been approved by all three DE Committees in the District. In addition, a DE checklist for online and hybrid classes was created and disseminated to deans, department chairs, the DE Committee, and faculty at the fall 2019 FLEX activities. The document is intended to ensure that faculty are including elements in their Canvas courses that meet Title 5 regulations and ACCJC standards.

To gauge faculty perception of whether the College is prepared to deliver instruction in a way that maximizes success, the Distance Education Committee ([IIA7_DE-Minutes](#)) administered surveys to examine the needs of faculty who are teaching, or are interested in teaching, online. The results ([IIA7_ Instructional-Design-Survey-1](#), [IIA7_ Instructional-Design-Survey-2](#)) suggested a preference for greater education regarding design and compliance issues. The College responded by supporting training events both on and off campus. The survey results were used to bring forward a request from the Distance Education Committee that the College hire an Instructional Designer to further support faculty in addressing pedagogical issues related

to effective teaching in the online mode. In the fall of 2019, the District hired staff to assist faculty at all three campuses. The District employs both technical trainers and Instructional Designers that keep hours at each college for workshops and drop-in assistance with online courses. Emails regarding these trainings go out on a weekly basis and an online calendar is published for District training sessions held at each college and via ConferZoom. The faculty's creation of the survey and resulting request for support illustrate dedication to deliver what is best for the students and a desire to ensure that the College is well equipped. Likewise, the prioritization to fund the position illustrates an administration that is responsive to the needs of faculty.

To support the growth in DE and the adoption of a new Learning Management System (Canvas), members of the Distance Education Committee participated in training to better understand the OEI rubric (IIA7_OEI-Train-the-Trainer). Additionally, faculty were invited to participate in the intensive Peer Online Course Review (POCR) course training (IIA7_POCR-Training) hosted by @One that focused on application of the OER Course Design Rubric. Following the trainings, the DE Committee began sharing the best practices learned. Workshops (IIA7_Distance-Ed-Trainer_18) and one-on-one sessions (IIA7_DE-Email-Invite) followed whereby faculty were invited to voluntarily have online and hybrid courses examined for compliance to ADA standards, effective and substantive contact, and other pedagogical considerations. Additionally, the College supported seven faculty members' attendance at the June 2019 Online Teaching Conference. The attendees presented the highlights of the conference to the campus at fall FLEX (IIA7_FLEX_Fall-19). MVC has supported additional training efforts by dedicating a space for small group trainings and for hosting a viewing room for online conferences, such as the CCC Digital Learning Day in February 2019 and the Can Innovate conference in October 2019. MVC also hosted a FLEX conference with Pat James, former Executive Director of CVC-OEI, and Bob Nash, Academic Dean for CVC-OEI, in August 2019. This event was live-streamed to all RCCD colleges (IIA7_Fall-Flex-Flyer).

Moreno Valley College provides equitable learning support services for DE students and traditional on-campus students. Students registering for DE courses are encouraged to review student readiness modules on the DE website. Based on an analysis of first-time students' success in DE courses, a pilot of the California Virtual Campus – Online Education Initiative's (CVC-OEI) student orientation course, Quest for Success, was conducted in fall 2019. Twenty-three faculty and over 1000 students participated in the pilot (IIA7_Quest-For-Success).

In addition to on-campus SI and tutorial services, students have 24/7/365 access to NetTutor (IIA7_Online-Tutoring), a comprehensive online tutoring service for all college courses. Currently enrolled MVC students can join a live tutorial, submit a question in the Q&A center, or submit a paper to the paper center. The online tutors are fully trained experts in the courses for which they tutor. In addition, a link to the MVC Library is built into all Canvas courses' main navigation menu to provide online students access to library resources. Furthermore, in fall 2019, Wellness Central, an online health and wellness resource for students, was integrated into all MVC Canvas courses (IIA7_Wellness-Central). This resource, exploring the six dimensions of wellness (emotional, social, physical, academic, financial, and spiritual) and identifying local mental health resources, was developed and made available through the CVC-OEI ecosystem;

Wellness Central is of particular benefit to DE students who may not be able to utilize on-campus services at the MVC Health Services.

In support of equity and success for all students, workshops, online trainings, conferences, one-on-one sessions, and educational summits are devoted to best practices for the diverse and changing needs of Moreno Valley College's student population. Some were general, such as the FLEX training (IIA7_Fall-Flex-Reluctant) that explored strategies to build rapport and increase engagement with students who appear to be reluctant. The training also included instruction on gamification of content and incorporation of technology in the classroom. Others were more content specific, targeted at understanding needs and learning styles of predominant subpopulations such as day-long summits that addressed "Nontraditional Students," with a special focus on veteran students and formerly incarcerated students (IIA7_Diversity-Summit-19); readdressing inequities and intrusive support practices for men of color (IIA7_Equity Summit_18); and Socioeconomic Diversity (IIA7_Diversity-Summit_18). Acknowledging the fact that the institution serves a large subpopulation of students that use Disability Support Services, in 2018, DSS created and hosted two sections of an eight-week online course titled Universal Design for Learning. Twenty-seven faculty completed the course.

The English discipline has also provided professional development on Culturally Responsive Teaching and Student Ready Classrooms (IIA7_Culturally-Responsive) in which Communities of Practice ("the CoP") were established with 5 cohorts since Spring 2018 focused on co-requisite support and culturally responsive teaching. More recently, discipline wide, full-day institutes during the intercessions focus on best practices and culturally responsive teaching. Overall, 42 part-time English faculty attended 1,277 hours, and 9 full-time English faculty attended 468 hours of professional development in 2018-2019. Similarly, the management team is engaged in culturally responsive leadership training with the goal of developing a culturally sustaining institution. In fall 2019, Guided Pathways, the Faculty Development Committee, the Diversity Committee, and Student Equity and Achievement hosted a guest presenter for a campus wide professional learning workshop (IIA7_Culturally-Responsive-PD) titled, "Creating a Culturally Responsive Campus."

Through the Student Equity Plan (IIA7_Student-Equity-Plan_19-22), Moreno Valley College has identified disproportionately impacted student populations and extra support systems (Puente, Umoja, Guardian Scholars, EOP&S) have been established in support of equity in success. The First Year Experience (FYE), an equity based program, which served 585 students in 2018-2019, provides a robust Summer Bridge Program that includes for-credit courses and community building activities to increase students' academic and personal success through a structured environment (IIA7_FYE-BOT_8-21-18). Knowing the importance of accessible, similarly situated role models, Peer Leaders are an integral component of the mission of First Year Experience to holistically impact all new students' progress throughout their first year. Students who work as Peer Leaders use their knowledge and perspective as experienced college students to help connect new students to staff, faculty, and academic and support resources that are essential during the first year at Moreno Valley College (IIA7_FYE-Peer-Leaders_18). Additionally, The College Promise Program linked to the FYE Program makes the cost of college close to free for a target population and includes wraparound support for all its participants.

Analysis and Evaluation

The College supports equity in success for all students. MVC uses a variety of delivery modes and teaching methodologies to address the various learning styles and needs of the student population. As the demand for online education is increasing, the need for well-qualified Distance Education instructors is also increasing. The College has responded by supporting training and providing an on-site Distance Education Support Specialist/Educational Technologies Trainer who provides assistance over the phone, online, in one-on-one office visits, in the Distance Education Support Center, and regular group training sessions, as well as an Instructional Designer. To increase accessibility and affordability, the College employs an Open Educational Resources Initiative (OERI) liaison to support faculty in the design and implementation of OER. As support and education opportunities for faculty teaching in the online environment are increasing, additional focus on enhancing those systems for students is also needed. Students have access to learning support services on-campus and online as well as programs that serve specific student populations. These programs and trainings to support various student groups were created because of the College's commitment to meet the needs of all students through equitable teaching practices and an equity-focused classroom environment.

> **II.A.8: The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

Evidence of Meeting the Standard

There are no departmental course or program examinations given at the College. In terms of evaluating a student's prior learning for pre-requisites, the College adopted a new computerized placement test program 2018 called Webcap to gauge Spanish proficiency and placement. The Spanish placement test, which is administered via the MVC Assessment Center, measures competency levels for those who wish to enroll in Spanish courses higher than SPA-1 Introduction to Spanish but need to determine the appropriate starting level. The results show a recommendation of the appropriate Spanish class. An adaptive computer-based test is not timed but can take up to 1.5 hours to complete. The exam's publisher ensures test reliability and a reduction in test bias. In addition, RCCD validated the cutoff scores suggested by the exam's publisher by calibrating the cutoff scores to correlate with a combination of curriculum, staff, and typical incoming student ability during fall 2018. The scores were used to establish the cutoff scores for student readiness for the next highest course, which corresponded with the publisher's suggestions. The calibration process is reevaluated over time to account for changes in incoming students, teaching staff, and curriculum.

The chemistry discipline uses the California Chemistry Diagnostic Test (Form 1997), a paper and pencil test that is used to determine students' preparedness for Chemistry 1A. This assessment, which is described on the college website (IIA8_Chem-Diagnostic), has been used in the District since 2005 and is administered through the Assessment Center. Chemistry faculty in the District reviewed the test in the 2018-2019 academic year and determined it to be an appropriate assessment of prior learning and indicator of preparedness for Chemistry 1A with

respect to lecture material. During fall 2019, the District office began coordination with the Vice Presidents of Academic Affairs at each college to develop a validation plan for the Chemistry and Spanish tests.

Analysis and Evaluation

Moreno Valley College does not use departmental course or program exams, and it has no plans to add them in the future. Where tools are used to gauge prior learning, the publisher and the relevant disciplines evaluate the effectiveness of those tools to ensure reliability and a reduction in test bias.

> **II.A.9: The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

Evidence of Meeting the Standard

Board Policy 4020: Program, Curriculum, and Course Development ([IIA9_BPAP4020_Pro-Cur-Cou-Dev](#)) outlines the role of the Chancellor in establishing procedures consistent with federal regulations to assure that curriculum at the District has "an appropriate minimum number of clock hours of instruction for each credit hour it claims." The publicly accessible Course Outline of Records ([IIA9_COR-Example-Eng1A](#)) include requirements related to minimum hours of work per unit of credit awarded, grading criteria, objectives, and SLOs.

The Graduation Requirements section of the catalog ([IIA9_Catalog-Grad-Requirements](#)) lists the Program Learning Outcomes for all areas of emphasis. The achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates. To ensure that courses offer the content to support the program's learning outcomes, each program must map course SLOs to PLOs. Explicit instructions ([IIA9_PLO-Mapping-Instructions](#)) are provided to faculty to help them examine whether Program Level Outcomes are covered sufficiently through the required courses. If it is found not to be the case, then alteration of courses is required. The Music ADT mapping example ([IIA9_Mapping_ADT-Music](#)) shows how mapping is addressed in the program review process to ensure that all programs have made a clear connection between successful completion of SLOs and PLOs and the attainment of degrees and certificates.

Analysis and Evaluation

The awarding of credit, degrees, and certificates is clearly connected to student attainment of learning outcomes. There is transparency regarding how units of credit are awarded; and SLO and PLO assessment and program review are the mechanisms to ensure that the policies are followed in ways that reflect generally accepted norms or equivalencies of higher education. The College does not offer courses based on clock hours, but rather it follows federal standards for clock-to-credit hour conversions.

II.A.10: 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. (ER 10)

Evidence of Meeting the Standard

The College makes available to its students in multiple places transfer policies and procedures including in the catalog (IIA10_Transfer_Catalog_2019-20), the college articulation webpage (IIA10_Articulation), and multiple Transfer Center resources (IIA10_Transfer-Resource; IIA10_Transfer-Resources-Webpage). To facilitate mobility of students without penalty, Moreno Valley College has multiple processes for accepting transfer credits to fulfill degree requirements. The student handbook states that Advanced Placement (AP) test credit, certain CLEP exams, and coursework completed at regionally accredited U.S. colleges and universities that may be used to fulfill some CSU GE and IGETC requirements. Coursework must be evaluated through the office of evaluations or by the Moreno Valley College articulation officer. International coursework may only be applied to IGETC if the international institution has United States regional accreditation. The catalog also describes the process for evaluating and awarding military credit (IIA10_Military-Credit). Additionally, Board Policy 4235 (IIA10_BPAP4235_Credit-by-Exam) entitles students with previous course(s), work experience, or independent study in certain courses to petition for credit by examination (IIA10_Credit-by-Exam-Form).

In accepting transfer credits to fulfill degree requirements, Moreno Valley College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. RCCD has evaluators who evaluate all incoming college transcripts. Equates are placed in the colleague system once a course has been evaluated. If, for some reason, the evaluator has trouble determining if a course is equivalent, the course information is forwarded to an articulation officer who decides where the course should be placed. The process is called "Pass-along" and it is faculty driven. If the course is one the MVC does not offer, the process of Reciprocity is used and they course is applied in the GE pattern. If it is a CTE course, it is sent to the department/discipline to be evaluated by the faculty in that discipline. The approvals are recorded in Colleague. The College also participates in the statewide Course Identification Numbering system (C-ID), and C-ID numbers are clearly listed in the college catalog. The designation is used to identify comparable courses at other community colleges and universities, clarifying the coursework that can easily transfer from and to other institutions. This system facilitates mobility by ensuring that courses are comparable in content and scope despite unique titles or local course numbers.

As reflected in the CCCCO report (IIA10_CCCO-Articulation) submitted annually, Moreno Valley College maintains articulation agreements with all California State Universities (CSUs), Universities of California (UCs), many local private colleges, and various out-of-state colleges to facilitate the awarding of transfer credit earned. The articulation agreements with California

State University and University of California campuses include major preparations and departmental agreements, and CSUGE and IGETC certifications. The College has 15 local private university articulation and the College is working on UC pathways articulation so students will have a better chance of transferring to a UC.

Recognizing the importance of supporting the articulation of courses between the Riverside Community College District and secondary education institutions, Board Policy 4050: Articulation (IIA10_BPAP4050-Articulation) endorses and supports a process through which high school students are provided the opportunity to earn college credit for articulated courses thereby permitting a smooth transition from secondary to post-secondary education. The Articulation Handbook (IIA10_Articulation-Handbook) describes the process of establishing course-to-course articulation agreements between secondary districts and Riverside Community College District and the process for students to receive articulated credit. Moreno Valley College also provides course equivalency handouts (IIA10_Course-Equivalency) for some programs to guide students as they create an educational plan with a counselor.

Analysis and Evaluation

Approved policies and procedures to address the transfer of classes from and to other institutions are transparent and accessible in multiple places. Board Policies and other policies listed in the student handbook delineate the processes for articulation evaluation. Moreno Valley College's articulation policy ensures that students are not unnecessarily required to duplicate coursework in college, reduces the demand on impacted courses, and creates a smooth transition.

> **II.A.11: The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

Evidence of Meeting the Standard

The College's general education student learning outcomes (GE SLOs) in the areas of critical thinking, information competency and technology literacy, communication, and self-development and global awareness are included in degree and transfer programs (IIA11_Assessment-Comm-Page). The general education requirements reflect the conviction of the College that those who receive their degrees must possess certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. Evidence of that conviction is the effort to track assessment of GE SLOs and ILOs (IIA11_GE-SLOs, IIA11_ILOs), increase assessment, and further enhance efforts moving forward. The Assessment Committee began work at the end of the fall semester to develop general education mapping questions and a survey related to the GE mapping (Evidence if available before evidence freeze). The survey was sent to instructors who are teaching courses that are mapped to the GE SLOs with the purpose of assessing one of the four GE SLO each year on a five-year cycle. The fifth Institutional Learning Outcome, Integrated and Applied Learning, will be assessed in year five. Summarized survey data will be used to determine whether General Education Learning

Outcomes are covered sufficiently through the related general education courses. The results will be stored in Nuventive Improve.

The catalog lists all PLOs (IIA11_Catalog-PLOs) including certificate PLOs (IIA11_Catalog-Certificate-PLOs). In the mapping process, student learning outcomes (SLOs) are mapped to program learning outcomes (PLOs), ensuring appropriateness of SLOs to the program and all outcomes are assessed. Assessment data for courses and programs, including assessment of learning outcomes, are stored in Nuventive Improve. Additionally, the MVC Curriculum Committee ensures that all CORs and PLOs have appropriate learning outcomes and are linked to GE SLOs, where appropriate (IIA11_COR-GE-SLOs). Any course in a degree of transfer program is required to align with at least one general education student learning outcome. A course outline of record (COR) can be found for every course in CurricuNET.

Analysis and Evaluation

Primarily through the catalog, MVC makes clear to students the program learning outcomes for each program available. Through the work of the MVC Curriculum Committee and under the direction of the assessment coordinator, the College has developed, has implemented, and regularly evaluates the program learning outcomes, including GE SLOs where appropriate.

> **II.A.12: The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

Evidence of Meeting the Standard

The District Board Policy and Administrative Procedure 4025: Philosophy and Criteria for Associate Degree and General Education (IIA12_BPAP4025_Gen-Ed-Philosophy) guides the College's general education philosophy which is described in Graduation Requirements section of the catalog (IIA12_Grad-Reqs-Catalog_18-19). General education prepares students to be able to demonstrate an understanding of how knowledge is discovered and constructed in the natural sciences, the social and behavioral sciences, the humanities, and language and rationality. General education student learning outcomes emphasize critical thinking, information competency and technology literacy, communication, and self-development and global awareness. Board Policy 4100: Graduation Requirements for Degrees and Certificates (IIA12_BPAP4100_Grad-Deg-Cert) explains eligibility for graduation as students who have completed "the subject requirements for graduation and who have maintained a 2.0 grade point

average in subjects attempted" and who have completed "general education residency and competency requirements set forth in Title 5 regulations."

The Philosophy for the Associate Degree in the college catalog (IIA12_Associates-Catalog_2019-20) states that, in addition to accumulation of units, the degree symbolizes students' development of certain capabilities and insights including "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."

The College abides by the standards for programmatic and curriculum development outlined in the ASCCC Program and Course Approval Handbook (IIA12_PCAH-6th-Edition). The College has a process (IIA12_Inclusion-Exclusion) that must be initiated by faculty regarding the inclusion or exclusion of courses in general education.

Analysis and Evaluation

The general education philosophy is reflected in the degree requirements. Evaluation of course inclusion in the GE pattern follows a process to ensure that the course aligns with the philosophy. General Education is a required component of all degree programs and it is articulated in the college catalog.

> **II.A.13: All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

Evidence of Meeting the Standard

The 2018-2019 Moreno Valley College Catalog (IIA13_Catalog-Degree-Cert) outlines requirements for each degree and certificate, including required courses within the discipline and/or related disciplines and elective courses. The College also offers associate degrees for transfer to the CSU (IIA13_ADT). These degrees are designed so that upon successful completion of the required core courses and elective choices, students will have been exposed to, and in some cases mastered at the appropriate degree level, key theories and practices within a field of study.

As described in Standard IIA9, the curriculum review process ensures all courses and programs have appropriate student learning outcomes (SLOs) as the basis for awarding credit. The curriculum committee analyzes the appropriateness of student learning outcomes included in the course outline of record. The assessment committee tracks the regular and ongoing assessment of all learning outcomes to ensure that all SLOs are assessed every two years for CTE courses and every four years for all other courses. The program review mapping process (IIA13_PLO-Mapping-Instructions) delineates which outcomes have been introduced, assessed, and mastered

at the appropriate degree level. The music (IIA13_Mapping_ADT-Music) and math (IIA13_Mapping_ADT-Math) mapping examples show all course level SLOs are mapped to PLOs to identify the courses in which key theories and practices within the field of study are covered. The 2019 Career and Technical Education Employment Outcomes Survey (CTEOS) (IIA13_CTEOS_19) is evidence that CTE students are engaged in coursework and training connected to student learning outcomes and competencies that enable them to be successful in the workforce.

Analysis and Evaluation

As shown in the catalog, all associate degree programs include a focused study on one area of inquiry or discipline, and the curriculum and program development processes ensure that the key theories and practices within a field of study are addressed. The mapping process provides a clear summary of the depth of study appropriate to the degree level for each course in the program. The CTEOS results showed that completing CTE studies and training is related to positive employment and wage outcomes, with 90% of respondents being satisfied or very satisfied with their training. These results can be attributed to the significant increase in wages and employment closely related to the program of study, which would not be possible without mastery, at the appropriate degree level, of key theories and practices within the field of study.

> **II.A.14: Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

Evidence of Meeting the Standard

Moreno Valley College Career and Technical Education (CTE) programs can typically be completed in two to four semesters and enable students to acquire technical and professional competencies that position them to achieve economic self-sufficiency. A comprehensive description of offerings can be found in the CTE Handbook (IIA14_CTE-Handbook-2017-19). To ensure relevancy and effectiveness, all CTE programs complete an annual program review check and a biennial comprehensive program review. Part of the program review process requires faculty to analyze success rates, degree and certificate completion rates, and labor market data. Moreno Valley College has invested heavily in developing programs that are needed in the local area and will result in living wage employment. The careful planning and support for students pursuing certificates in career and technical education fields resulted in eleven of Moreno Valley College's Career & Technical Education disciplines being cited for excellence by the Workforce and Economic Development Division at the California Community Colleges Chancellor's Office (IIA14_CTE-Excellence).

Twice a year, the College works with various advisory committees (IIA14_CTE_Advisory-Members_5-1-19) comprised of business owners and practitioners to ensure that students are receiving the most current industry training that meets industry and workforce standards. The minutes (IIA14_Advisory-Committee_5-1-19) and breakout sessions (IIA14_CIS-Advisory;

IIA14_Entrepreneurship-Advisory; IIA14_Business-Advisory) show that groups review curriculum and entry level competencies to confirm alignment with prevailing practices.

Some programs, including all public safety certificate programs (including EMT/Paramedic), Dental Hygiene, Dental Assisting, and Fire Academy, have external accreditors that also ensure that the students possess skills needed to meet licensure and certification requirements. Current accreditation status for those programs are published on the accreditation page (IIA14_External-Accreditors). Evidence that students are receiving appropriate education to pass external certification exams and find living wage employment can be found in the most recent data from the four programs:

CTE Program	17/18 Exam Pass Rate	2016 Job Placement
Dental Assistant	100%	87%
Dental Hygiene	100% CA State Exam	100%
Emergency Medical Technician	91%	96%
Paramedic	95%	100%*

*Most recent Paramedic program job placement rate is based Perkins data from 2014.

Additional evidence demonstrating that students completing college programs with the requisite skills that lead to employment is the California Community Colleges Career and Technical Education Outcomes Survey (IIA14_CTEOS_2019). Based on the 2019 report, the College is effective in supporting students in their employment goals:
- 89.7% of CTE students were satisfied or very satisfied with their education and training;
- 71.6% of CTE students secured employment in a job that was close or very close to their program of study;
- Student hourly wage improved from $14.00 per hour before training to $23.00 per hour after training.

In addition to providing necessary skills to ensure currency and compliance with local industry needs and external accreditation standards, the CTE webpage (IIA14_CTE-Webpage) provides career exploration resources and community job postings to assist students with decision-making and job placement.

Analysis and Evaluation

Through ongoing review and improvement of programs and collaboration with advisory committees, graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards. The innovative work combined with strong pass rates and job placement rates are some of the reasons Moreno Valley College's Career and Technical Education programs have experienced explosive growth.

> **II.A.15: 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.**

Evidence of Meeting the Standard

A program at Moreno Valley College may be considered for discontinuance according to the criteria described in District Administrative Procedure 4021: Program Discontinuance. (IIA15_AP4021_Program-Discontinuance). If a program is discontinued, the administrative procedure states, "The discontinuance procedure will allow currently enrolled students to complete their Program(s) of study in accordance with the rights of students as stipulated in the college catalog."

As of October 1, 2016, the Moreno Valley College Physician Assistant Program was officially closed. The Physician Assistant Program was discontinued when the accreditor's licensing standard changed, requiring that all candidates must attend a specialized medical training program associated with a medical school. The letter to students in the Physician Assistant Program and the letter from ARC-PA (IIA_15_PA-Teach-Out), is evidence that all classes were taught out so that students could complete their education in the program.

Analysis and Evaluation

The College has a policy in place to determine if and when a program should be eliminated or requirements should significantly change. Consideration is given to the service the program provides to the College and community, and in the event of discontinuation, a task force is assembled to assist the process and ensure that enrolled students may complete their education in a timely manner with a minimum of disruption. The Physician Assistant example shows that board policy is followed and that students are supported through the transition.

> **II.A.16: The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

Evidence of Meeting the Standard

Program Review is the primary way that the institution engages in regular evaluation and improvement of all instructional programs. A check for course-level outcomes occurs annually and the Comprehensive Program Review cycle is every two years for CTE programs and every three years for all others (IIA16_Program-Review-3-Yr). The one-year annual update is used to report major developments and changes, ensure course outlines of record have been updated in the last four years, monitor SLO assessment, evaluate success and retention rates for significant changes since the last comprehensive report, and submit resource requests. The Comprehensive Program Review (CPR) is used to report on the aforementioned areas and adds a component of in-depth analysis of success and retention rates by gender, ethnicity, and age group. In addition, the CPR includes action plans to improve student success and retention rates. Degree and certificate completion are assessed; new program or discipline objectives are written to set concrete goals, providing transparent measures for evaluation of continuous improvement; PLO mapping is completed; and labor market analysis (for CTE disciplines) is reported. Reminders

regarding deadlines and assistance (IIA16_IPR-Training_Email) are emailed to the entire campus each semester. The Instructional Program Review Committee (IPRC) is tasked with reviewing all reports for completeness, noting any recommendations and determining whether to accept the report with or without changes. The report evaluation form (IIA16_Comp-Prog-Review-3_Yr-Eval) is used to guide the committee's discussion and is revised on a regular basis. Faculty are invited to attend report acceptance meetings (IIA16_CTE-Program-Review-Schedule-S19) and the IPRC Chair also compiles and shares the feedback with the discipline and the Dean of Instruction or the Dean of CTE (IIA16_IPR-Dean-Email; IIA16_IPR-Acceptance).

Analysis and Evaluation

In previous years, significant follow-up with faculty was needed to ensure that timely completion of the program review process happened across every discipline and program. In 2018, the Program Review Coordinator and committee made changes to create a culture focused on continuous, documented improvement of programs and courses to enhance learning outcomes and achievement for students. Efforts included an updated guidebook with clear, systematic instructions; scheduled training sessions; and one-on-one appointments so that all faculty are appropriately prepared to execute the process. Moving forward, the College is clarifying practices for one additional part of the program review process. It is focused on increasing transparency in program resource allocation decision-making and establishing stronger reporting related to the impact of provided resources on student learning and achievement.

Conclusions on Standard II.A. Instructional Programs

Moreno Valley College consistently and meaningfully engages in developing, modifying, and assessing instructional programs to promote student learning and success. These ongoing processes involve curriculum review including Course Outlines of Record; program reviews; assessment of student learning including learning outcomes and achievement data; and coordination with various community and industry agencies. The College uses data from these processes to adapt enrollment management practices, articulation policies, course offerings, faculty development opportunities, and teaching pedagogy.

Evidence List

IIA1_Curr-Patterns-Catalog
IIA1_AP4105_DE-Draft_5-17-19

IIA2_RCCD-Curriculum-Handbook
IIA2_Fac-Job-Requirement
IIA2_Dental-Assisting-PR
IIA2_Sociology-Comp-PR
IIA2_EDUSummit_19
IIA2_COM-District_Meeting-Minutes
IIA2_English-PR
IIA2_PT-Assessment

IIA2_Comm-of-Practice

IIA3_Curriculum-Approval-Process
IIA3_Assesment-Session-Email
IIA3_Assessment-Template
IIA3_SLOs_16
IIA3_SLOs_19
IIA3_Adjunct-Assessment
IIA3_Program-Review-Guide
IIA3_Psych_Comp-PR
IIA3_Dental-Assistant-PR

IIA12_Grad-Reqs-Catalog_18-19
IIA12_BPAP4100_Grad-Deg-Cert
IIA12_Associates-Catalog_2019-20
IIA12_PCAH-6th-Edition
IIA12_Inclusion-Exclusion

IIA13_Catalog-Degree-Cert
IIA13_PLO-Mapping-Instructions
IIA13_Mapping_ADT-Music
IIA13_Mapping_ADT-Math

IIA14_CTE-Handbook-2017-19
IIA14_CTE-Excellence
IIA14_CTE_Advisory-Members_5-1-19
IIA14_Advisory-Committee_5-1-19

IIA14_CIS-Advisory
IIA14_Entrepreneurship-Advisory
IIA14_Business-Advisory
IIA14_External-Accreditors
IIA14_CTE-Webpage

IIA15_AP4021_Program-Discontinuance
IIA_15_PA-Teach-Out

IIA16_Program-Review-3-Yr
IIA16_IPR-Training_Email
IIA16_Comp-Prog-Review-3_Yr-Eval
IIA16_CTE-Program-Review-Schedule-S19
IIA16_IPR-Dean-Email
IIA16_IPR-Acceptance

Library and Learning Support Services

II.B.1: The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Moreno Valley College offers various academic support services to assist all students and improve overall course and program success. The free services are available to all students, regardless of location or means of delivery. Students enrolled in classes at Ben Cark Public Safety Training Center (BCTC) can access all services online and on the Moreno Valley College campus. On site, students at BCTC have a full-service Student Support Center to assist with testing and online library services. Additionally, students have access to Admissions and Records services and a full-time counselor. Services provided by Financial Aid, Veterans Services, and Disabled Student Services are available at BCTC upon request.

To encourage student learning and achievement, information about academic resources is provided directly to students through a variety of channels. Students on Academic Standing are notified through direct messaging, required referral to one-on-one meetings with Counseling faculty, individual phone calls from the Counseling Department, and targeted workshops. The services include:

Library

The 9,965 square foot library contains the following on campus resources: study tables, six study rooms, three copy machines, approximately 21,000 print titles, textbook reserves, TV and Video/DVD players for viewing, and 43 internet accessible computer workstations. The Library collects data on circulation usage, information service to individuals, and gate counts. During the 2017-2018 academic year, the library was open 68 hours during a typical week in an academic session, with an annual average of 128,550 entries to the library facility, and to total of 8,465 transactions and consultations (IIB1_ACRL-Library-Statistics-18).

Aligning with the library's student-centered philosophy is a wide array of support, ranging from a one-unit course to a one-hour workshop. A variety of one-hour workshops (IIB1_Lib-Workshops) are offered multiple times each week throughout the semester on subjects such as searching the catalog, finding articles through databases, using ebooks, and evaluating sources.

For greater depth, students can enroll in a 1-unit, CSU/UC transferable course, offered in both face to face and online formats, that teaches the fundamentals of the effective use of libraries, electronic databases, and information retrieval. Students learn how to determine an information need, access information from appropriate sources, evaluate sources and organize it ethically to create new knowledge.

Professors are supported with Credo Information Literacy Courseware (IIB1_Credo-Canvas) consisting of 28 modules and quizzes that faculty can incorporate into courses. These modules provide quality instruction and clear assessment opportunities for subjects such as choosing a topic, searching techniques, evaluating information, and citing sources. These modules can be used to assess the information literacy skills of students, which is one of MVC's General Education Program Student Learning Outcomes. The modules are available to all faculty and all students, and they are especially helpful for distance education courses.

Students and faculty can utilize the Library's website 24/7 from anywhere there is an internet connection. From the website, they can access approximately 220,000 e-books, 65 online databases (IIB1_Library-Databases) and numerous quick links and research guides to address frequently asked questions (IIB1_Library-Guides). An audiobook database was also recently added as an additional resource to support student online learning. This easy access increases student autonomy and streamlines the information-giving process for librarians. The College also ensures that the Library reference desk is properly staffed so that students are assisted in a timely manner when in the library. To meet the needs of students, hours have expanded to include evening, early morning, and Saturdays. In support of educational programs, regardless of location or means of delivery, the library subscribed to Text a Librarian between 2011 and 2016. It was marketed through posters, bookmarks, the library website, and orientations, yet the usage of the service was very low. As DE offerings and technology literacy is increasing, the College is exploring new reference management systems that will support students 24/7 by chat, text, and email.

Academic Support Programs

As part of College's commitment to student learning and success, the institution has developed a network of academic support programs to support students and faculty. This network of resources and services play a vital role in MVC's learning support service structure and ensures that students have the support they need to succeed. The Learning Center Advisor committee minutes (IIB1_LC-Advisory-Mtg_3-1-19) demonstrate ways the group ensures that all academic support centers have standardized policies and procedures for training, assessment, marketing, and operations. The committee consists of the associate dean of Academic Support, faculty, and leads from each of the academic support programs. Currently, the College's academic support network consists of 6 areas: The Learning Center which houses the Business and Information Technology Systems (BITS) Computer Lab, the Math Lab, Supplemental Instruction (SI) and the Writing and Reading Center, the STEM Academic Center, and Tutorial Services. These areas provide student with access to resources throughout the week and on weekends. Academic Support works closely with faculty to build trust and to establish a collaborative approach to meeting the needs of students.

Consolidating all learning support programs under academic support ensure that resources and services will be provided in seamless and consistent manner for students (IIB1_Academic-Support-HB). All tutors, Supplemental Instruction Leaders, and writing consultants are required to complete a rigorous training program that is in line with the training standards set by CRLA.

Currently, MVC is applying for International Tutor Training Program Certification through the College Reading and Language Association (CLRA) (IIB1_CRLA-Certification). In addition, the College provides additional training for academic support staff through two tutor-training courses. All writing tutors are required to complete Writing Tutor Training (ENG-4), a mandatory, discipline-specific, two-unit tutor training course (IIB1_ENG-4-Syllabus). Currently, all prospective tutors are highly encouraged to complete a one-unit tutor-training course Interdisciplinary Learning Assistance 1(ILA-1), taught by a qualified faculty member (IIB1_ILA1-Syllabus) to enhance their knowledge of peer tutoring; however, with the formal approval of the college's CRLA application and the implementation of the approved training program in 2020, all tutors will be required to take the ILA 1 Tutor Training Course.

The Learning Center

The Learning Center (LC) was opened in winter 2017 to increase access to students who had limited access to the open computer labs, and the largest computer lab at the College which was only accessible to students enrolled in a Computer Information Science (CIS) course. The LC integrated the Business and Information Technology Systems (BITS) Computer Lab, the Math Lab, Supplemental Instruction, and Writing and Reading Center into one central location. The LC (IIB1_Learning-Center) offers an array of services intended to support student success and achievement. Students are provided with academic support in Math, Writing, and Reading, Supplemental Instruction (SI), and computer science. The center is supported by and staffed with faculty, peer-tutors, a reading para-professional, and learning center assistants. It is open six days a week, including Saturdays, in support of weekend students. The mission of the center is to

provide access to resources needed to achieve academic success and to promote educational excellence.

Business and Information Technology Systems Computer Lab

The Business and Information Technology Systems Computer Lab gives students open computer access to work on college courses. Students have access to multiple desktop computer stations each with internet access, a full suite of programs including Microsoft Office to support course work as well as course specific software from computer program. The computers are networked to three print machines, and there is one machine dedicated to making copies only. In addition, CIS, CAT, and BUS faculty are present in the computer lab to assist and support students enrolled in gaming, entrepreneurial, computer information science, and programming classes.

Math Lab

The Math Lab (IIB1_Math-Lab) offers walk-in tutoring service for all Moreno Valley students seeking support with math courses. Math faculty and peer-tutors are available to work one on one or in small groups with students needing support. The lab also provides math support for non-math courses such as business, chemistry, economics, and physics.

Supplement Instruction and Embedded Tutoring

Supplemental Instruction (SI) and Embedded Tutoring (ET) target courses where there is a high student demand and low success rate based on data provided by Institutional Effectiveness (IIB1_SI-ET). In the 2018-2019 academic year, SI/ET was offered for 62 sections covering 23 courses supporting a total of 734 students (IIB1_SI-Attendance-Data_18-19). These courses were primarily in gateway STEM and Basic Skills areas including mathematics, chemistry, physics, and English. Embedded tutors are student peers who assist faculty in the classroom, facilitating small group activities. Students who attended ET and SI sessions did better than those who did not and exceed the College's established standard for course success (IIB1_SI-Success_SF-18).

The 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 (IIB1_WRC). The WRC is an interdisciplinary writing center that offers writing support for students in courses from all discipline at the College. By supporting all student writers at their individual levels, the WRC encourages access to and success in higher education for all students. The WRC reading component offers students resources and strategies to improve their academic reading skills. They offer walk-in and appointment-based tutoring to students in all disciplines and work to develop contain area specific reading skills.

STEM Academic Center

The Moreno Valley College STEM Center opened in fall 2018 providing space for STEM students to study and use resources such as anatomy, biology and chemistry models, microscopes with slides, textbooks, graphing calculators, Dell gaming computers, Apple computers, and Cintiq tablets (IIB1_Stem-Center). In addition to offering a place for studying and accessing STEM resources, the Center is used by the STEM club for meetings and holding workshops with community, industry, and university representatives (IIB1_STEM-Workshop, IIB1_STEM-Webinar, IIB1_STEM-UCR). It is open 24 hours a week, providing an additional meeting space for the STEM counselor and science faculty to hold office hours.

Tutorial Services

Tutorial services is a multidisciplinary center that provides tutoring support to students in a variety of disciplines (IIB1_Tutorial-Services). Tutorial Services appointment-based system allows students to meet one-on-one or in small groups with a peer tutor. Students are provided two sessions per course per week with additional hours for EOPS and Foster Youth students. In addition to tutoring, Tutorial Services also has resources available for student check out including graphing calculators, laptops, scientific models, and textbooks. The center offers students access to printing, word processing and course specific computer software. Tutorial Services also oversees the College's online tutoring program NetTutor. This service is available to all students, and it is especially promoted in distance education courses so students have access to academic support services off campus. The use of NetTutor continues to grow at Moreno Valley College. The 2018-2019 academic year saw an increase in the numbers students using the services as well as the number of discipline being served (IIB1_Net-Tutor).

With the implementation of AB 705, a greater need for academic support services is anticipated. The Library Learning Center (LLC) included in the 2015 adopted Comprehensive Master Plan (IIB1_MVC-CMP-Lib_2015) acknowledged the need to provide enhanced instructional support services, proposing a new facility to consolidate campus computer labs into a single location. The updated 2019 Comprehensive Master Plan, which includes the Facilities Master Plan (IIB1_Facilities-Plan-Lib_19) that was approved by the RCCD Board of Trustees on June 11, 2019, represents significant expansion of space for both the library and academic support services in order to meet the expected enrollment growth through 2030. This move is expected to have numerous benefits including improved accessibility, a more inviting atmosphere, and adequate physical space to meet the needs of a growing student population.

Analysis and Evaluation

The institution supports student learning and achievement through continual evaluation and expansion of library and other student learning support services. Additionally, the institution has been able to use Federal Work Study, Student Equity, Basic Skills Initiative, RCCD Foundation, and general funds to provide additional support for these programs. Through Moreno Valley College's Comprehensive Master Plan, the College plans to invest significantly in the future expansion of academic support services, which includes a new Library and Learning Resource Center Building. Construction of the new Welcome Center and the remodel of the Student

Services building are the first steps to address the space challenges and expansion needed to properly implement the Guided Pathways framework.

> **II.B.2: 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**.

Evidence of Meeting the Standard

Moreno Valley College uses the Collection Development Policy outlined in AP4040 (IIB2_BPAP4040_Library-and-Learning) to determine the selection and purchase of educational equipment and materials to support student learning. The review and approval process for the revised BPAP 4040 started in fall 2019. The Collection Development Policy (IIB2_Collection-Dev) outlines the purpose of the Moreno Valley College Library to support and complement the college mission by providing a wide range of lower division, undergraduate resources; basic information literacy training; a computer commons; and encouragement. The librarians work regularly with faculty to set up course pages, design workshops, and acquire databases and other resources that are best suited to help students attain student learning outcomes. If faculty or others with appropriate expertise determine that the library is missing an important resource, the individual is encouraged to submit a resource recommendation (IIB2_Library-Purchase-Recommendation). Through this process, in 2017-2018, librarians selected and purchased mobile chargers and cords for library use requested by the students. Additionally, the Librarians use the Annual Program Review process to request materials needed to support the library. As a result of that process, during the 2018-2019 academic year, $25,000 was allocated to the Library. The library used the money to add ten Lenovo laptops for library use and fifty Chromebooks for semester check out (IIB2_Library-Additions). The money is also being used to convert two rooms into smart workstations. To ensure appropriate expertise in decision making, there is Library faculty representation on the Curriculum Committee, Standard II Subcommittee of SPC, Distance Education Committee, Library Services Platform migration workgroups, and numerous faculty, administrative, and staff search committees.

Tutors and faculty were surveyed to find out what materials are most requested from students using services. The feedback provided informed the decisions so that the purchases of supplies and equipment were based on student needs. Supplies are tracked (IIB2_Learning-Center-Inventory; IIB2_Inventory-Log) and periodically evaluated. As shown in the logs, the Learning Center, Tutorial Services, and STEM Center provide texts, computers, tablets, calculators, models, and posters. The Learning Center also offers transcription equipment, graphing calculators, white boards, textbooks and headsets for student use. The 40 computers in the Business Information Technology Systems computer lab contain courses specific software to support students in programming, gamming, website development and office technology courses. The Learning Center maintains specialized computers to support students with disabilities in compliancy with Disabled Student Services guidance. STEM Center equipment and resources are recommended by the STEM faculty and support all STEM courses. This provides students access to up to date resources and technology to improve student success. Tutorial Services houses a variety resources which cover major of disciplines offered at the College. Academic

Support works closes with faculty and technical services to ensure that the most current textbooks are purchased for student checkout and access by tutor.

Analysis and Evaluation

The Moreno Valley College Library is guided by the Collection Development Policy in decisions regarding the selection and maintenance of educational materials. Purchases made in recent years have been the result of recommendations made by faculty, including librarians, and other learning support service professionals. While physical space limits the acquisition of educational equipment and materials, focus has been placed on enhancing online collections to support student learning. Feedback from students and faculty is used to determine the equipment and materials needed to achieve the missions of the College and academic support services. Through Moreno Valley College's Comprehensive Master Plan, the College plans to invest significantly in the future expansion of academic support services, which includes a new Library and Learning Resource Center Building.

> **II.B.3: The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

There are multiple ways that the library and other learning support services evaluate the effectiveness of meeting student needs.

Library

The library uses surveys as one way to evaluate and improve services. For example, in fall 2018, a survey (IIB3_Library-Faculty-Survey_18) was shared with faculty to seek input on how students access materials on reserve in the library. In spring 2019, students were surveyed (IIB3_Library-Survey_S19) regarding their experiences with textbooks and the reserves collection. The results of those surveys were used to justify moving the textbooks on reserve from closed circulation to open stacks. Library meeting minutes (IIB3_Library-Dept-Minutes_4-30-18) show discussions focused on the evaluation of services. When a need is identified, the primary mechanism for resource allocation is through the program review process or other funding streams. Additionally, the library completes an annual data survey required by the state Chancellor's Office (IIB3_Library-Data-Survey_17-18). This survey is a detailed report of the library personnel, expenditures, collection, and services.

Academic Support Programs

Assessment of Learning Support Services is regular and ongoing. The minutes from the MVC Learning Center Advisory meetings show discussion of the evaluation of services in meeting identified student needs (IIB3_LC-Advisory-Mtg_11-29-18). The College has been intentional in

collecting data from faculty and students regarding the services so that the decision-making process at the LCA meeting can be collaborative and evidence driven. In 2016, the Office of Institutional Effectiveness gathered data to analyze the effectiveness of academic support services at Moreno Valley College. The findings from the study illustrated that significantly more students sought tutoring in the fall than in the spring. It also revealed peak periods and the subjects that were in the highest demand. Perhaps most important, the data revealed that students who received tutoring in four of the top five courses in which students seek tutoring, did better than those who did not receive tutoring (IIB3_Tutorial-Services-Data_Aug-16). This information was used to assist in the completion of the Academic Support Program review (IIB3_Academic-Support_PR) and provided assessment data for budgeting and staffing decisions going forward regarding those impacted areas of tutoring. The Academic Support Programs will be conducting another comprehensive Institutional Effectiveness assessment in spring 2020 as they prepare for the 2020 Program Review cycle.

In addition to the comprehensive 3-year assessments, Academic Support conducts multiple surveys to show evidence that their services are being used and that they contribute to the attainment of students leaning outcomes. Multiple surveys serve as evidence that the services contribute to the attainment of students leaning outcomes. Surveys conducted in fall 2018 for both faculty and students regarding Supplemental Instruction/Embedded Tutoring (IIB3_End-of-term-Instructor-Survey_F18) support the value of the services. Faculty agreed or strongly agreed (60% and 40% respectively) that sessions were adequate in length to cover course content and necessary study skills. The majority (83%) encouraged students to attend outside SI sessions by allowing for in-class announcements of the sessions. Student surveys for embedded tutoring revealed that ninety-two percent of students completing the survey felt that embedded tutoring helped to improve their overall grade in the class. Over 87 percent felt that embedded tutoring helped improve the way they studied for their course and over 90 percent were satisfied with embedded tutoring (IIB3_Tutor-Survey). A survey conducted in 2018 (IIB3_SI-Success-Rates_Spring-F18) showed a statistically significant difference in passing rate when comparing students that passed while attending SI (80% in spring/59% in fall) and students that passed while not attending SI (56% in spring/40% in fall). The average GPA for SI and non SI groups is also tracked and disaggregated by course (IIB3_SI-Grade-Report).

Results of these evaluations were used to determine that additional resources and training should be directed toward the SI/Tutoring budget so that the College could maximize the benefit of such services. In addition to ongoing trainings (IIB3_SI-Leader-Workshop-Agenda_F18; IIB3_Workshop-ESL-Learner_5-17-19, IIB3_LS-Tutor-Training-Workshop-18), the Introduction to Tutor Training (ILA-1) course was implemented in winter 2018. This is a faculty taught, one-unit, 18-hour course providing current and future tutors and mentors a foundation of best practices and a familiarity with student learning outcomes in the courses for which they tutor.

A survey was conducted for Tutorial Services (IIB3_Academic-Support-Survey_16). One hundred sixty-two students completed the survey. Forty-one percent focused on homework assistance and 35% focused on test preparation. Ninety-three percent of those who took the survey felt that they were given the tools to be more successful in their courses. An Academic Support Faculty Survey was conducted in spring 2016 (IIB3_Academic-Support Fac-Survey-

). Twenty-four faculty responded. All respondents were familiar with tutoring and 67% percent were familiar with Supplemental Instruction. Sixty-seven percent were either satisfied or very satisfied with the services offered. Twenty-two percent were neither satisfied nor dissatisfied and eleven percent were dissatisfied.

The findings from the spring 2019 usage data (IIB3_Tutorial-Services-Log_S19) show that usage is increasing and that significantly more students sought tutoring. It also revealed peak periods and the subjects that were in the highest demand. This information was used to inform budgeting and staffing decisions going forward regarding those impacted areas of tutoring.

Analysis and Evaluation

The library and learning support services continually evaluate their programs and use the results for improving those programs and for measuring their contribution to attainment of student learning outcomes. Following the evaluation of Academic Support Services in 2016, the plan for improvement focused on increasing visibility and strengthening the training of those providing those services. Efforts started with the creation of the Learning Center to provide a more unified space and process for receiving assistance. Following that was the implementation of the ILA-1 course to equip tutors and SI leaders with additional strategies for peer tutoring.

Discussions regarding how to increase student use of services and plan accordingly for qualified staffing are ongoing. The data shows that the support services are being utilized and that they do contribute to student success. While the number of hours and visits are steady and growing, there is opportunity to increase the number of unduplicated students. It is clear that once students experience the service, they use it multiple times for a great number of hours. Creating that first experience that leads to the follow up visit is critical. Thus, discussions about how to simplify access and institutionalize funding are ongoing. Going forward, the College expects to significantly increase unduplicated student count as the service space increases, the visibility changes, and the new marketing campaigns begin.

> **II.B.4: 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard

The College collaborates with multiple entities to support the library and other learning support services. The library has contracts with Advanced Copy Systems for printing and copying, Cybrarian for computer control software, Online Computer Library Center for EZProxy support, Innovative Interfaces for Integrated Library System, and various vendor agreements for electronic resources, print monograph purchases, and the change machine.

The decision to join the statewide migration to a modern cloud-based library services platform (LSP) called Alma is an example of evaluating services to ensure effectiveness. The legacy system (Millennium) that was implemented nearly 25 years ago was not designed with digital resources and the internet in mind. When the California Community Colleges Chancellor's Office and CCC Technology Center selected to contract with ExLibris for Alma, the recommendation for MVC to join was made and the administration agreed (IIB4_LSP-Participation). This much-needed upgrade is a more reliable cloud-based and mobile friendly system that will provide students with much improved access to digital resources. Additionally, it will provide simplification of staff workflows, will allow sharing of resources among the other California community colleges, and will align the MVC library platform with those of the UCs and CSUs.

Academic Support has a contract with Net Tutor for online tutoring (IIB4_NetTutor-Agreement) and utilizes the SARS appointment scheduling system to schedule tutoring sessions in the Writing and Reading Center and Tutorial Services. In addition to appointment scheduling for tutor sessions, SARS is used to reserve rooms for study groups, as well as embedded tutor and Supplemental Instruction sessions.

Analysis and Evaluation

Moreno Valley College assumes full responsibility both directly and through contractual agreement for service maintenance, security, and reliability of the resources and services. The College conducts an ongoing review for quality assurance and to determine whether services are utilized, adequate, and accessible. When it is determined that a resource or service is not suitable for the intended purposes, as was the case with the library services platform, there are multiple methods for initiating change.

Conclusions on Standard II.B. Library and Learning Support Services

Moreno Valley College offers a variety of learning support services and adapts these services based on ongoing evaluation of their effectiveness and of the needs of the College. The Library offers resources and assistance to students including study areas, computer access, and text sources. To better meet the needs and schedules of all students, the Library has extended its hours. Students and faculty needing more specific assistance with library resources and information technology have access to LIB-1 or Credo, respectively. The College has also centralized numerous student services into one location, the Learning Center, where students can access support in writing, reading, math, computer science, and supplemental instruction/embedded tutoring. Students also have access to Tutorial Services on-campus and NetTutor online. Furthermore, the STEM Center provides resources and assistance for students in STEM courses and a meeting space for the STEM club. The 2019 Comprehensive Master Plan provides expanded space and centralized support for Library and Learning Support Services that will greatly enhance the ability of the College to meet student needs.

Evidence List

IIB1_ACRL-Library-Statistics-18
IIB1_Lib-Workshops
IIB1_Credo-Canvas
IIB1_Library-Databases
IIB1_Library-Guides
IIB1_Academic-Support-HB
IIB1_CRLA-Certification
IIB1_ENG-4-Syllabus
IIB1_ILA1-Syllabus
IIB3_LC-Advisory-Mtg_11-29-18
IIB1_Learning-Center
IIB1_Math-Lab
IIB1_SI-ET
IIB1_SI-Attendance-Data_18-19
IIB1_SI-Success_SF-18
IIB1_WRC
IIB1_Stem-Center
IIB1_Tutorial-Services
IIB1_Net-Tutor
IIB1_MVC-CMP-Lib_2015
IIB1_Facilities-Plan-Lib_19

IIB2_BPAP4040_Library-and-Learning
IIB2_Collection-Dev
IIB2_ Library-Purchase-Recommendation
IIB2_Library-Additions
IIB2_Learning-Center-Inventory
IIB2_Inventory-Log

IIB3_Library-Faculty-Survey_18
IIB3_Library-Survey_S19
IIB3_Library-Dept-Minutes_4-30-18
IIB3_Library-Data-Survey_17-18
IIB3_LC-Advisory-Mtg_11-29-18
IIB3_Tutorial-Services-Data_Aug-16
IIB3_Academic-Support_PR
IIB3_End-of-term-Instructor-Survey_F18
IIB3_Tutor-Survey
IIB3_SI-Success-Rates_Spring-F18
IIB3_SI-Grade-Report
IIB3_SI-Leader-Workshop-Agenda_F18
IIB3_Workshop-ESL-Learner_5-17-19
IIB3_LS-Tutor-Training-Workshop-18

IIB4_LSP-Participation
IIB4_Net-Tutor-Agreement

B. **Student Support Services**

II.C.1: The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Moreno Valley College regularly evaluates the quality of student support services in order to demonstrate their support of student learning and accomplishment of the college mission. In order to facilitate integration and cross-divisional dialog, ensure alignment with instructional program review processes, and maintain a common timeline, the Division of Student Services appoints a liaison to serve on the Instructional Program Review Committee to ensure alignment with institutional program review processes and timelines. All student support services programs participate in the collegewide program review process. They evaluate student support services annually, assessing service area outcomes and student learning outcomes, and monitoring student success data (IIC1_Counseling-PR-2018; IIC1_Disability-Services-PR-18) All resources and completed Program Review documents are available on the Student Services Program Review page (IIC1_SS-PR-Webpage). The program review process includes an overview of the program and services provided, annual accomplishments and contributions to the campus and students, external conditions that impact the program/department (such as state and federal regulations), and changes in structure and function since the last completed review. This process is conducted to fully evaluate strengths and weaknesses and opportunities for growth and improvement in services. Program review evaluations are supported by data and tied to department and college goals and mission. The reviews also include budgeting, resources, and staffing to support the outcomes of the program.

Once completed, program review documents are submitted in accordance with the Student Services Administrative Program Review Timeline, and requests for resources and recommendations made by the program review process are submitted to the area deans, Student Services Council, and the vice president for Student Services for evaluation, and prioritization for funding and staffing (IIC1_SS-PR-Timeline). The Strategic Planning Council reviews each of the vice president's resource allocation requests for their respective divisions and the council makes a recommendation to the college president. In addition, the President's Cabinet has worked to connect funding decisions directly to program review. Within Student Services, the Student Services Council was created last year to explicitly link review of program reviews department by department in Student Services to resources (IIC1_Student-Services-Council).

In addition to the program review process, student support services areas collect data to evaluate and improve program quality. The methods of data collection include surveys (IIC1_DSS-Survey, IIC1_FYE-Summer-Bridge-Survey, IIC1_Counseling-Survey) to obtain quantitative and qualitative data, and larger campus discussions to include multiple responses. Once evaluations are completed, the teams review results in department meetings and campus committees. Recommendations are then made for improving and adjusting services and programs to meet student needs. Through these evaluation processes, MVC ensures that all student support

services support student learning and enable the College to meet its mission. Recently, the program review process identified the need for students to be able to submit financial aid documents online. In spring 2019, the financial aid office, in collaboration with the Riverside and Norco Colleges, launched financial aid mobile service (IIC1_Mobile-Financial-Aid). The ability to complete outstanding financial aid tasks online with secure document uploads from any device and e-sign capabilities eliminated the previous need to be on campus to complete a financial aid application. Student Financial Services also publishes a newsletter (IIC1_SFS-Newsletter) containing information about aid, employment, workshops and other relevant content, providing another stream of information for students and the entire campus community.

Adjustment to the College's matriculation process is a second example of evaluating and enhancing the quality of student support services following the assessment of program review data. MVC changed the policy to move the college application deadline from two weeks before the start of the term to the first day of each term. The expanded window allowed additional time to assist interested students. As a result of this change, 814 students applied to the College between 08/14/17 and 08/28/17, which is the time period that the college application period would have been previously closed. Overall, 271 students (33.29%) enrolled in courses that semester for an average of 6.44 units, and 43 (15.86%) of those students enrolled in 12 or more units.

Lastly, MVC identified students who applied to the College but did not register for classes and invited them to attend the Transition to Success (T2S) enrollment event where they were guided through assessment, orientation, advisement, and registration in a single day (IIC1_T2S). During the six T2S Enrollment Days, over 700 students completed the matriculation process and enrolled in classes. In addition, MVC implemented a Registration Help Center from 2-7 pm Monday-Thursday during the registration period through the first day of the semester where staff and peer leaders assisted students with completing the matriculation process.

Analysis and Evaluation

The College conducts consistent evaluation of the quality of student support services and demonstrates that these services support student learning and ensure completion of their educational goals. When the program review process identifies needs and gaps, changes are implemented. For example, the evaluation and redesign of multiple services resulted in making financial aid more accessible and providing additional support for and acceleration of the registration to enrollment process.

> **II.C.2: The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Evidence of Meeting the Standard

Moreno Valley College regularly identifies and assesses learning support outcomes for its student population and uses that data to improve programs and services. Student Services

Program Reviews are a mechanism for reflective assessment and planning, and all reports are available to the public on the college website (IIC2_SS-PR-Webpage). Student Health and Psychological Services is a strong example of how program review (IIC2_Health-Psych-Serv-PR_17-18) is used to continuously improve student support services. One of its Service Area Outcomes (SAOs) 2 states the "department will provide students with services to promote physical and emotional well-being," and, since 2016, action plans have been developed and assessed for this outcome. Through that ongoing work, a collaborative effort has emerged, aimed at cultivating a mental health and wellness infrastructure and culture across campus. The 2018-2019 planning notes (IIC2_Mental-Health-Planning_18-19) regarding the promotion of a mental health and wellness culture at MVC show that collective effort and engagement are evident at every conceivable level.

Chancellor Isaac and the RCCD Board of Trustees have been supportive of the strategic efforts of the development of an RCCD Student Mental Health Services Strategic Plan. President Steinback has provided grant opportunity awareness, supported the hiring of a Mental Health Services Supervisor, and featured Wellness Central, a free online health and wellness resource for staff and students, in her newsletter (IIC2_President-Newsletter_9-19). Kognito On-Line Mental Health Promotional Trainings, in-class presentations, workshops, online resources, the Peer Health Educators and Active Minds Student Club, and Mental Health Outreach Events have extended services beyond the walls of the Student Health and Psychological Services building. Each of these components can be tied directly to the program review outcomes and assessment process.

An analysis of student data led to MVC taking the lead within the District to initiate a proposal to allow current students owing a balance of $100 or less to enroll in the subsequent registration period. Data informed the College that there were 8,108 students districtwide that owed outstanding fees for the winter/spring 2019 registration period and 4,260 students districtwide (52.5%) that owed less than $100; 1,160 of those students were MVC students. Any unpaid outstanding balance results in a hold on a student record and makes the student ineligible to register. It was proposed and approved through the districtwide enrollment management committee that the district establish a threshold of $100 for currently enrolled students who owe outstanding fees. As a result of this change in policy, 4,260 RCCD students (and 1,160 MVC students) were eligible to register for the winter/spring 2019 terms (IIC2_Outstanding-Fee-Proposal). The Student Services Division coordinated faculty, staff, students, and administrators to work a phone bank where 853 calls were made; 294 students were contacted and 209 of those students stated that they were going to register/did register for either/both of the winter/spring terms (IIC2_Enrollment-Call-Center-Stats).

Furthermore, the College used assessment data to identify students who had an active program of study in AA/Social & Behavioral Studies and had completed at least 60 or more degree applicable units. Review of the data revealed that nearly half of the students who were eligible to apply for a degree or certificate did not do so. The College initiated an automatic awarding process for degrees and certificates for the 2017-18 year, and, as a result, the total number of awards (ADT, AA, AS, and Certificates) increased 35% from 1,520 in 2016-17 to 2,318 in 2017-18 (IIC2_Auto-Award-Notes-18SPR, IIC2_RCCD-Auto-Award_6-18).

The institution also utilizes nationally recognized surveys to assess student engagement and the campus climate. The College is administering the Survey of Entering Student Engagement (SENSE) during the fall 2019 semester. To inform the Guided Pathways framework, the results of the SENSE survey will allow MVC to better assess students' "front door" experiences in college. The survey is designed to provide a clear picture of both student behaviors in the earliest weeks of college and the institutional practices that affect students during this critical time. Specifically, SENSE data should be useful in improving course completion rates and the rate at which students persist beyond the first term of enrollment. In March 2020, the College will receive access to raw data files, standard reports, and key findings which will include college-specific information in the form of benchmark comparisons, and aspects of highest and lowest student engagement (IIC2_SENSE-Procedure-Guide).

During the fall 2019 semester, the College will also participate in the National Assessment of Collegiate Campus Climates (NACCC) Survey, through the USC Race and Equity Center. This qualitative climate study is a 15-minute web-based survey and includes the following six content areas essential to understanding racial climate on campus: Impact of External Environments; Mattering and Affirmation; Cross-Racial Engagement; Encounters with Racial Stress; Racial Learning and Literacy; Appraisals of Institutional Commitment (IIC2_NACCC-Survey). MVC will receive the data in spring 2020, which will assist the College in utilizing and analyzing the data results which will further assist in addressing existing racial and equity achievement gaps for disproportionately impacted student populations.

As a result of evaluating the quality of student support services and striving to enhance accomplishment of the mission of the institution, some key achievements that resulted from the work conducted by the student services division include strengthened onboarding processes, which includes the establishment of the following programs: Transition 2 Success (T2S) on-site orientation program, the Registration Assistance Center (IIC2_Registration-Help-Center), which is intended to provide one on one support to assist students through the application process to registration, the Call Center to provide personal contact to assist students with the registration process, mobile financial aid, and Welcome Day, established to connect students and their families to the campus prior to the start of the fall semester and encourage student use of services to ensure their first-semester success (IIC2_Welcome-Day-Flyer).

Analysis and Evaluation

The College identifies and assesses learning support outcomes and uses assessment data to continuously improve student support programs and services. Regular review cycles ensure that proposed changes to methods or requests for resources are timely and reflect the current needs of the students and the College. Data is used both to inform changes and to track the outcomes related to implementation.

> **II.C.3: 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. (ER 15)**

Evidence of Meeting the Standard

Moreno Valley College assures equitable access to appropriate, comprehensive, and reliable student support services for all students and has established a wide array of quality student support services to assist students in achieving their academic goals. The College offers student support services on the main campus, the Ben Clark Training Center (BCTC), and online. Ongoing program reviews (IIC3_SS-Program-Review) and assessment of SAOs (IIC3_SLOs-for-SS) are used to determine student needs for services regardless of location or mode of delivery (IIC3_SS-PR-Timeline), and these reports are published on the college website (IIC3_SS-PR-Webpage).

When an assessment of services revealed a need for students to access services after regular business hours, services were extended two days during the week until 6 p.m. in major service areas such as Admissions, Financial Aid and Counseling. Extended evening hours for Admissions, Financial Aid and Counseling were also extended until 7 p.m. the week before and during the first week of each semester. Student support services are also available at the Ben Clark Training Center (BCTC) during regular business hours. In addition to academic and instructional personnel, one full-time counselor and classified staff members (3.5 FTE) from student services are permanently housed at BCTC to provide quality services and to support student learning.

The College is accessible to students with disabilities. Disability Support Services (DSS) hired a Technology/Alternative Media Specialist to ensure that all technology is accessible for students with disabilities. Adaptive computer technology hardware and software are available for student use in the high-tech center and various labs across campus. In addition, the DSS office produces course materials in alternate formats as needed for access of students with disabilities.

Through a collaborative partnership with both Val Verde Unified School District and Moreno Valley Unified School District, students at local high school campuses also have access to on-site matriculation services provided by the College (IIC3_Dual-Apply, IIC3_Dual-Approval). In fall 2017, the College launched the CCAP Dual Enrollment program which allowed high school students in the program to earn high school and college credit simultaneously. For fall 2018, 168 students enrolled in eight courses offered at five different high schools. In addition, 179 juniors and seniors were enrolled in the Middle College High School, in which 85 seniors (100%) graduated in spring 2019; and 28 seniors (33%) earned one or more associate degrees along with their high school diploma (IIC3_Dual-Enrollment-PPT). While the high school is the primary resource, students can also access on campus and online MVC services.

Moreno Valley College assures equitable access to student support services for DE students and traditional on-campus students. Through the college website, students can view the schedule of classes, student handbook, college catalog, and financial aid services (IIC3_MVC-FATV). Students also have the ability to apply to the College online, and once their application is complete, all students are provided with access to resources via their RCCD My Portal where student have access to email, online orientation, educational planning tools, online registration, pay fees, and purchase their parking permits and textbooks online. With financial aid mobile service, students have the ability to complete outstanding financial aid tasks online with secure

document uploads from any device and e-sign capabilities eliminated the previous need to be on campus to complete a financial aid application (IIC3_Mobile-Financial-Aid).

DE students and traditional on-campus students also have access to the E-SARS appointment scheduler, which allows students to schedule counseling appointments, orientations, and placement appointments on-line. To continue to meet the needs of students' complex schedules, Counseling Services has purchased the Zoom connector for SARS, which will allow students to schedule online counseling through Zoom Conference. Full implementation of online counseling will occur over the 2019-20 academic year, starting with training for all counselors and moving Zoom Conference to the E-SARS appointment scheduler, eventually offering scheduling and full academic, career, and transfer counseling via the site.

Once in coursework, students can view their active class schedule and access Canvas for online courses. Once classes are completed, students can view their grades, file for graduation, view unofficial transcripts, and order official transcripts online, including e-transcripts to be sent to other institutions. In addition, all students are encouraged to download GradGuru (IIC3_GradGuru), the college's official mobile app. GradGuru ensures students receive customized notices about events, important deadlines, and campus information via their mobile device.

The College recently completed an assessment of its website (IIC3_Website-Rec) and will begin a complete website upgrade during spring 2019 to make it easier to navigate and assist students in finding information and services to meet their needs. Currently, each academic program is clearly outlined with certificate and degree options, course descriptions, and access to course outlines. Each student services program has a webpage that provides essential information regarding its services, telephone and email contact information, and campus location.

In addition to on-campus SI and tutorial services, students have 24/7/365 access to NetTutor (IIC3_Online-Tutoring), a comprehensive online tutoring service for all college courses. Currently enrolled MVC students can join a live tutorial, submit a question in the Q&A center, or submit a paper to the paper center. The online tutors are fully trained experts in the courses for which they tutor.

Analysis and Evaluation

Moreno Valley College assures equitable access for its students by providing appropriate, comprehensive, and reliable services to students. Through MVC's Comprehensive Master Plan, the College plans to invest significantly in the future expansion of student services, which includes a new Welcome Center Building, the remodeling of the existing Student Services Building, and a new administration and student support services building at the Ben Clark Training Center. The complete college website upgrade will be student-centered and will make it easier for students to navigate and find information to further support their success.

> **II.C.4: Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or**

athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The Moreno Valley College offers a wide array of co-curricular programs that support the mission and contribute to the social and cultural dimensions of the educational experience of students. Part of the mission of the College is to "inspire, challenge, and empower" the students. A review of the student support services and co-curricular programs page (IIC4_Co-Curricular-Prog) shows that all programs align with this goal. The College supports a wide range of co-curricular support programs such as Student Activities, Honors, Puente, Umoja, EOPS, Guardian Scholars (current or former foster youth), Veteran's Services, CalWorks, Second Chance (formerly incarcerated) and others. In addition to providing a community, each program is aligned with the mission and is uniquely designed to "encourage academic excellence" that leads to "Baccalaureate Transfer, Associate Degrees in Arts and Sciences, Certificates in Career and Technical Education Fields, and Post-Employment Opportunities."

The Student Activities Office offers students opportunities to become involved in campus life, whether joining student government or becoming a member of campus clubs. The Associated Students of Moreno Valley College (ASMVC) is a strong example of a co-curricular program that aligns with the mission, promoting citizenship, integrity, leadership, and global awareness and encouraging academic excellence and professionalism. The ASMVC brochure (IIC4_ASMVC-Brochure) shows varied opportunities for students through participation in student government and co-curricular programs. Through Associated Students, students can gain valuable leadership experience through participation on the Student Senate, Student Court, Inter-Club Council, Board of Commissioners, and the Multicultural Advisory Council. Student leaders also serve on various college governance committees as well (IIC4_ASMVC-Shared-Gov). The event calendar (IIC4_ASMVC-Calendar) reveals an active body, contributing to shared governance, cultural celebrations, information sessions, and community wide events.

Through ASMVC, the College supports over 22 student clubs on campus, that represent various academic, social, and cultural interests. The roster of student-led clubs (IIC4_Clubs) reflects the diversity of organizations designed to meet the needs and interests of the student body. To be recognized as a club, specific criteria (IIC4_Club-Requirements) related to membership, purpose, integrity, and supervision must be met. Each student club is obligated to create and have approved its own constitution and by-laws (IIC4_ASMVC-Bylaws). Additional governing documents (IIC4_Gov-Docs) are used to provide structure for the student government and student clubs.

The Annual Program Review (IIC4_SS-Prog-Rev) is the primary means of ensuring that a program is suited to the College's mission and contributes positively to the experience of students. As demonstrated by the sample Student Services program reviews (IIC4_Umoja-PR; IIC4-Puente-PR), accomplishments and major changes are acknowledged, assessment of Service Area Outcomes are reported, and action plans are documented. Furthermore, the mission statements of the programs are also closely connected to the mission of the College.

The Human Services Food Bank and Clothing Closet (IIC4_HS-Food-Clothes) is an example of a co-curricular program collaboration that exemplifies the College's values of respect for collegiality, dedication to integrity, appreciation of diversity, and commitment to community building. To address food insecurities and the need for proper and professional clothing attire for a job interview, the Human Services Club partnered with the Guardian Scholars Program to share space and work toward a common goal.

Co-curricular programs are supported by student fees and supplemented by the general fund. Moreno Valley College has responsibility for the control of the program, including their finances. MVC evaluates the quality and effectiveness of its co-curricular programs through its program review process. The College is also guided by the following District Board Policies and Administrative Procedures related to co-curricular programs: BPAP 5400: Associated Students Organization (IIC4_BPAP5400_Assoc-Stud-Org), BPAP 5420: Associated Students Finance (IIC4_BPAP5420_Ass-Stud-Fin), and BPAP 5420: Extra-Curricular Activities (IIC4_BPAP5430_Extra-Curricular). Educational administrators ensure that all co-curricular programs and services comply with all college, district, state, and federal educational policies and standards of integrity.

Analysis and Evaluation

MVC's co-curricular programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. They contribute significantly to student life and the campus culture. The outcome assessment results show that they are a worthy investment to support students and the mission. MVC has exercised appropriate oversight ensuring effectiveness and financial integrity.

> **II.C.5: The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs help students understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

Evidence of Meeting the Standard

Moreno Valley College employs 17 full-time counselors, 16 part-time counselors, and 1 educational advisor to support student development. All counselors are qualified to provide academic, career, vocational, and personal advising. Several of the counseling staff and faculty are bilingual speakers (Spanish/English). Counselors and educational advisors provide one-on-one and small group career and educational planning, evaluation of transcripts, preparation for transfer, and degree and certificate completion information. In addition, counselors, advisors and counseling programs provide orientations (IIC5_Orientation) and resources (IIC5_IGETC; IIC5_CSU; IIC5_Student-Ed-Plan) to students to ensure they understand program and policy requirements within their programs of study as they relate to degree completion and transfer requirements. Information is published in the catalog directing students (IIC5_Advising-Catalog) to Counseling Center services. Furthermore, the counseling department offers guidance courses

([IIC5_Guidance-Courses-Page](#)) each term to new and continuing students that focus on personal, academic, and career exploration and development along with useful and accurate information about transfer, degree, and certificate policies and procedures.

The Counseling Department at Moreno Valley College is open and staffed year-round. During the fall and spring semesters, counselors are available from 8 a.m. to 5 p.m. on Monday and Thursday, from 8 a.m. to 6 p.m. on Tuesday and Wednesday, and from 8 a.m. to 12 p.m. on Friday. Counseling faculty are employed in various programs on campus: general counseling, CalWORKs, DSS, EOPS/Care/NextUp, Student Success and Support Programs (SSSP), Career/Transfer Center, Umoja, Puente, FYE, and Veterans Services. Staff for these programs is comprised of experienced professionals including both contract and part-time counselors as well as classified student support staff members.

Moreno Valley College provides ongoing professional development, training, and support for counselors and educational advisors including attending bi-weekly department meetings and training for new hires with the Assistant Chair of Counseling to prepare personnel responsible for the advising function and to review RCCD and MVC academic requirements and policies. Counselors attend a monthly district meeting and a monthly college meeting to stay current on changing issues. Additionally, new counselors are prioritized to attend Ensuring Transfer Success, the UC counseling workshop, and the CSU counseling workshop, which are both day-long trainings on transfer processes to UC and CSU. Counselors also attend 1-2 day-long professional development retreats in which they receive trainings on topics such as EduNav and AB 705.

The College regularly evaluates counseling through a variety of means. Student satisfaction surveys described in II.C.1 provide students with an opportunity to evaluate services provided by the various programs. Counseling is also evaluated using Service Area Outcomes (SAOs) for each program ([IIC5_Counseling-PR-2018](#)). SAOs for counseling are assessed annually. All counseling faculty are reviewed through the Improvement of Instruction process according to procedures in the faculty contract to ensure they are providing relevant and up-to-date information, accurate advising, and quality service. Tenure review includes student survey responses.

Analysis and Evaluation

Counseling and advising programs are integral to supporting and encouraging academic, social, personal, and career development and success of students. Moreno Valley College provides counseling services to students from admissions and enrollment through completion of the students' educational goals (degree, certificate, transfer, or personal). The programs and services are evaluated on a regular basis to ensure timely and accurate information is provided to students.

> **II.C.6: The institution has adopted and adheres to admission policies consistent with its mission that specify qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

Evidence of Meeting the Standard

Moreno Valley College adheres to admission policies consistent with its mission to provide educational opportunities to students from diverse economic, cultural, and educational backgrounds. These policies follow RCCD Board Policy approved by the Board of Trustees, particularly BP 5010: Admissions (IIC6_BPAP5010_Admissions) and BP 5011: Admission and Concurrent Enrollment of High School and Other Young Students (IIC6_BP5011_Add-Concurrent). These requirements are published in the college catalog and on the Admissions & Records website. The matriculation services outlined in BP 5010 and 5011 meet the SB 1456 (2012) requirements for mandatory matriculation and priority enrollment. Admission to the institution is coordinated through the Admissions and Records Office. The College also publishes clear degree and certification completion and transfer requirements in the catalog. All degree programs at Moreno Valley College publish program pathways to assist students in planning their academic progress, including their general education requirements. Additional services for students seeking to transfer to four-year colleges and universities is provided through the general counseling, the Transfer Center, and guidance courses.

In adopting the Guided Pathways framework, Moreno Valley College is re-structuring itself to implement a standard for organizing all programs of study into fields of interest by schools. Student success teams, which will include counselors and educational advisors with discipline faculty and student support service staff, will be formed around these fields of interests and schools. Counselors and discipline faculty are currently working together to develop program maps to enhance clarity of program requirements, thereby improving accuracy and consistency for student advising in each program area. The implementation process is outlined in the Quality Focus Essay in this Institutional Self-Evaluation Report. Guided Pathways will ensure that students have a concise plan and pathway toward degree completion, certificate and transfer goals (IIC6_GP-Work-Plan; IIC6_GP-Presentation).

In addition, by fall 2020, all fully matriculated students will have access to EduNav, a web-based educational planning and registration system, where students can view their course requirements and progress toward their degree, certificate, or educational goal. All prospective and current students may make an appointment with a counselor or advisor for additional academic, career, and personal counseling related to the student's education goal (IIC6_EduNav-Appt).

Analysis and Evaluation

The College adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees and certificates and meet transfer goals.

> **II.C.7: The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (ER 13)**

Evidence of Meeting the Standard

Moreno Valley College evaluates admission policies and procedures on a regular basis. The Administrative Procedures are reviewed every two years and are updated as needed. To ensure established cut scores are effective and accurate for placement, the Assessment Center evaluates placement instruments and practices to validate their effectiveness. The move from Accuplacer, to MMAP, to college-level placement is evidence of ongoing evaluation and improvement.

For many years, the institution relied upon Accuplacer assessment results to determine placement in ESL, English, reading, and mathematics coursework. The College Board vetted Accuplacer to minimize test bias. Starting in 2016, Moreno Valley College included multiple measures in student placement for ESL, English, reading, and mathematics. These multiple measures included a review of the student's high school transcripts and GPA. The research showed that the use of Multiple Measures Placement significantly increased the number of students placing into transfer- level English and math courses and that the multiple-measures students were succeeding (IIC7_MMAP). This work to assess the effectiveness of admissions and placement practices occurred at MVC long before changes in California education code (AB 705). In 2018, when AB 705 took effect, requiring that colleges maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe, placement instruments were examined and a modified onboarding process was established (IIC7_Onboarding-Chart). Currently, the CCCApply application identifies any applicant that is a high school senior or high school graduate within the last ten years. This group is then asked about the highest math and English completed, the grades in each course, and overall GPA. Using prior performance as a method for placement, the assessment process is expedited and students can enroll directly into transfer-level math and English courses with or without a co-requisite, depending on placement survey results. Both the College and the District have been proactively informing students about the improvements to the placement process and encouraging them to complete the new placement survey for transfer-level classes in math and English. Outreach efforts have included sending a letter (IIC7_Placement-Letter), creating informative videos on the college webpage (IIC7_Transfer-Level-Outreach), and posting signage around the campus. Furthermore, MVC is continuing with local studies on the effectiveness of the placement.

MVC uses the Proficiency Test in English as a Second Language (PTESL), a timed paper/pencil test which provides placement into unit credit-bearing ESL courses and is designed for non-native English speakers. The test measures a student's knowledge of the English language and readiness to take college-level classes and also features multiple measures. This test has had the approval of the Chancellor's Office for over twenty years. The ESL discipline has also developed a computerized version of the PTESL (CPTESL), which, in 2017, received probational approval and completed the required studies: Content Validity Study, Cultural Bias Study, and Initial Cut-Score—e.g. Modified Angoff Method. With the implementation of AB 705, the process for improving the computerized version of the PTESL is ongoing and pending the recommendations of the AB 705 ESL Advisory Board.

Moving forward and under the requirements of AB 705 for placement into ESL courses, ESL faculty are creating a guided self-placement (GSP) instrument for use in fall 2020 when new

course outlines of record are in place and courses are offered. The GSP will ask students to answer approximately ten questions regarding language and academic background, persistence, and use of language skills. The GSP instrument will provide reading and writing samples reflecting course-level work and ask students which they are most comfortable with. Until more specific direction is provided from the Chancellor's Office, the discipline will continue offering the PTESL in addition to the GSP instrument.

Analysis and Evaluation

The College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. Moreover, Moreno Valley College leads in innovative placement practices, implementing effective processes such as MMAP even before they are mandated.

> **II.C.8: 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.**

Evidence of Meeting the Standard

Moreno Valley College has published policies and procedures designed to maintain student records permanently, securely, and confidentially. The College maintains student records according to (IIC8_BPAP5040_Student-Records). This policy governs the release of student records and defines directory information. The administrative procedures detail the established protocol for release of student records. Additionally, the College follows the Federal Family Educational Rights and Privacy Act (FERPA), California Educational Code, California Code of Regulations, and Title 5 regarding the maintenance and storage of student academic records. The College follows Board Policy 5045: Student Records: Challenging Content and Access Log (IIC8_5045BPAP_Challenging-Content) for procedures to contest information in a student's file.

To ensure accuracy and security of records, the institution adheres to state and federal statutes regarding the maintenance of hard copy and electronic records. All Admissions and Records (A&R) staff members are trained to ensure accuracy of registration transactions. Faculty members are required to ensure all students who are attending their class are officially enrolled. All staff computer stations are password protected and behind a district firewall with enterprise-level anti-virus software running, and other network security procedures are in place as needed to keep information secure. Only employees in possession of a key are allowed entry in the area where Admissions & Records (A&R) records are stored. All records are kept in locked cabinets when not directly monitored by A&R personnel. The District FERPA online page (IIC8_FERPA) details the rights of the student to access his or her records and the obligations of the College to maintain them in compliance with applicable federal and state laws. To ensure the College follows established procedures, all faculty and staff must sign a FERPA agreement upon hire, and all those working with student records sign a confidentiality agreement. Student workers are trained on FERPA regulations. Access rights to student information are granted according to job classification and the needs of the College. Privileges granted are documented.

Analysis and Evaluation

The institution adheres to established policy and procedures for the maintenance of student records permanently, securely, and confidentially.

Conclusions on Standard II.C. Student Support Services

Moreno Valley College's student support services are centered on student learning, achievement, and equity. College faculty consistently evaluate student learning and outcomes through the outcomes and assessment process. In addition, evaluations of student support services through the program review process, the assessment of service area outcomes and student learning outcomes occur on a systematic and regular cycle. The adoption of the Guided Pathways framework has improved student access to areas such as registration, financial aid, and education planning both online and face-to-face. Services and support focus on equitable access to appropriate, comprehensive, and reliable services to assist all students in achieving their academic goals. Additionally, students have a wide array of co-curricular programs that support the college mission and contribute to the social and cultural dimensions of the educational experience of students. The College has policies and procedures in place designed to maintain student records permanently, securely, and confidentially. Through Moreno Valley College's Comprehensive Master Plan, the College plans to invest significantly in the future expansion of student support services, which includes a new Welcome Center Building and plans to renovate the existing Student Services Building which will provide additional space for a number of growing student services and programs.

Evidence List

IIC1_Counseling-PR-2018
IIC1_Disability-Services-PR-18
IIC1_SS-PR-Webpage
IIC1_SS-PR-Timeline
IIC1_Student-Services-Council
IIC1_DSS-Survey
IIC1_FYE-Summer-Bridge-Survey
IIC1_Counseling-Survey
IIC1_Mobile-Financial-Aid
IIC1_SFS-Newsletter
IIC1_T2S

IIC2_SS-PR-Webpage
IIC2_Health-Psych-Serv-PR_17-18
IIC2_Mental-Health-Planning_18-19
IIC2_President-Newsletter_9-19
IIC2_Outstanding-Fee-Proposal
IIC2_Enrollment-Call-Center-Stats
IIC2_Auto-Award-Notes-18SPR
IIC2_RCCD-Auto-Award_6-18
IIC2_SENSE-Procedure-Guide
IIC2_NACCC-Survey
IIC2_Registration-Help-Center
IIC2_Welcome-Day-Flyer

IIC3_SS-Program-Review
IIC3_SLOs-for-SS
IIC3_SS-PR-Timeline
IIC3_SS-PR-Webpage
IIC3_Dual-Apply
IIC3_Dual-Approval
IIC3_Dual-Enrollment-PPT
IIC3_MVC-FATV
IIC3_Mobile-Financial-Aid
IIC3_GradGuru
IIC3_Website-Rec
IIC3_Online-Tutoring

IIC4_Co-Curricular-Prog
IIC4_ASMVC-Brochure
IIC4_ASMVC-Shared-Gov
IIC4_ASMVC-Calendar
IIC4_Clubs
IIC4_Club-Requirements
IIC4_ASMVC-Bylaws
IIC4_Gov-Docs
IIC4_SS-Prog-Rev
IIC4_Umoja-PR
IIC4-Puente-PR
IIC4_HS-Food-Clothes
IIC4_BPAP5400_Assoc-Stud-Org
IIC4_BPAP5420_Ass-Stud-Fin
IIC4_BPAP5430_Extra-Curricular

IIC5_Orientation
IIC5_IGETC
IIC5_CSU
IIC5_Student-Ed-Plan
IIC5_Advising-Catalog
IIC5_Guidance-Courses-Page
IIC5_Counseling-PR-2018

IIC6_BPAP5010_Admissions
IIC6_BP5011_Add-Concurrent
IIC6_GP-Work-Plan
IIC6_GP-Presentation
IIC6_EduNav-Appt

IIC7_MMAP
IIC7_Onboarding-Chart
IIC7_Placement-Letter
IIC7_Transfer-Level-Outreach

IIC8_BPAP5040_Student-Records
IIC8_5045BPAP_Challenging-Content
IIC8_FERPA

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

> **III.A.1: The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard

Moreno Valley College (MVC) assures the integrity and quality of its programs and services by employing academic and classified personnel who meet educational and training criteria and qualifications in accordance with established state and District Board Policies and Administrative Procedures. The Human Resources and Employee Relations (HRER) Department in the Riverside Community College District (RCCD) participates in selection process to ensure that hiring procedures (IIIA1_RCCD-HR-Policies-Page) are consistently applied.

Moreno Valley College relies on Board Policy and Administrative Procedure 7120: Recruitment and Hiring (IIIA1_BP7120_Recruitment-Hiring) for procedures establishing the process for recruitment and selection of employees. It states, "every department, program or discipline in the District, conducts an annual program review identifying needed positions for the coming fiscal year." AP 7120c (IIIA1_AP7120c_Fac-Hire) indicates that job descriptions should consider "both the needs of the discipline and the college," and that "statistical data and narrative that takes into account the college's mission and goals" should be included in the request for a position. The College works closely with HRER to ensure that every search process results in high-quality employees. MVC follows clearly and publicly stated recruitment and hiring procedures that have been established for each category of employee to ensure that all have the appropriate education, training, and experience to support programs and services at the College: faculty (IIIA1_AP7120c_Fac-Hire; IIIA1_AP7120d_PT-Faculty); classified and confidential staff (IIIA1_AP7120b_Classified); and managers/administrators (IIIA1_AP7120a_Manager-Admin)

Job descriptions include not only state-mandated minimum qualifications but also specifically required and preferred qualifications required for the job. Faculty job announcements clearly indicate a requirement of discipline expertise, effective teaching abilities, and participation in

committee work, curriculum and program development, and student activities as evidenced by the full-time sociology faculty announcement (IIIA1_Fac-Job-Description) and the part-time Faculty announcement (IIIA1_PT-Fac-Job-Description).

The job announcements for classified/confidential staff and administrators clearly indicate requirements for appropriate education, training, and experience as illustrated in the following job announcements: classified/confidential (IIIA1_IDS_Job-Posting) and management (IIIA1_Management-Job-Description).

Screening of applications is completed using HRER screening documents (IIIA1_Classified-Recruit-Screening) created for each recruitment based on the specific job description in a specified area. Part-time faculty members hired at Moreno Valley College are also screened for minimum qualifications or are certified to possess equivalent qualifications through a process established by the Academic Senate and the Board of Trustees (IIIA1_BPAP7211_Equivalencies), as evidenced by the Intent to Hire form (IIIA1_Intent-to-Hire).

Following administrative procedures, HRER advertises positions within the District and to the public. All open positions are listed on the RCCD careers website and advertised in various standard publications including CCC Registry, CalJobs, Higheredjobs, and CHE online. Additionally, advertisement of positions is expanded to include specialized publications that can help broaden the diverse pool of applicants to meet the needs of the College (e.g., Diversity Trio, AsiansInHigherEd.com, BlacksInHigherEd.com, DisabledInHigherEd.com, HispanicsInHigherEd.com, LGBTinHigherEd.com, NativeAmericansinHigherEd.com, WomenAndHigherEd.com, VeteransInHigherEd.com, and ChronicleVitae.com).

The needs of the institution in serving its student population are reflected in the shared importance with which faculty, staff, and managers participate in the selection of new employees. At the start of each hiring process, HRER verifies that search committee members have attended training on equitable hiring practices, recruitment, and selection of diverse candidates. An HRER professional and hiring manager attend the first screening committee meeting to present information regarding the screening process, Equal Employment Opportunity requirements, and confidentiality compliance. Applicants who meet minimum qualifications are forwarded to the screening committee for consideration of an interview. Interviews may include oral interviews, skills tests, and/or demonstrations. The College defines and evaluates "effective teaching" in its hiring processes through a teaching/skills demonstration that may be included in the interviews. The selection committee identifies candidates for final consideration, and those individuals are forwarded, unranked, to the hiring manager for final interviews. Reference checks and/or background checks are conducted based upon the standard set forth in California's 2018 Fair Chance Act (IIIA1_Fair-Chance-Act) and Board Policy (IIIA1_BPAP7126_Background). Finally, all hiring decisions resulting from recruitment and selection processes are approved by the Board of Trustees.

Analysis and Evaluation

The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving the student population. The hiring procedures for management, faculty, confidential employees, and classified staff are published in respective documents located on the HRER website. Job descriptions and recruitment brochures accurately reflect position duties, responsibilities, and authority.

> **III.A.2: Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard

Moreno Valley College takes great care in recruiting, selecting, and employing faculty who reflect the community it serves. In accordance with Board Policy and Administrative Procedure 7120c (IIIA2_BP7120c_FT-Faculty-Hiring), MVC subject matter experts (SMEs) write job announcements that align with specific needs at the College and support its mission. Full-time faculty job descriptions (IIIA2_Fac-Job-Description) indicate instructional and non-instructional duties and responsibilities including developing and/or updating curriculum; conducting student evaluations of teaching effectiveness; participating in assessment of course learning outcomes to improve teaching and learning; and participating in department and/or institutional assessments of student learning. The College then uses these factors in hiring and promotion decisions.

Faculty applicants must meet minimum qualifications published by the California State Chancellor's Minimum Qualifications Handbook (IIIA2_Minimum-Qualifications) or equivalent requirements verified through the equivalency process of the RCCD Academic Senate (IIIA2_BPAP7211_Min-Quals-Equiv). Any teaching position applicant who does not possess qualifications identical to the minimum qualifications specified in the Board of Governors' Disciplines List may petition for equivalency. Equivalency is not a waiver of minimum qualifications; equivalency may be granted in cases where the individual's qualifications are not identical to the minimum qualifications specified in the Disciplines List but are equal to or exceed those qualifications in substance (IIIA2_AP7211_Min-Quals).

MVC evaluates faculty qualifications via a rigorous application and screening process. In alignment with posted hiring procedures, faculty candidates are evaluated based on subject area knowledge, effective teaching, ability to enhance overall college effectiveness, and sensitivity to racial and cultural diversity. Steps to ensure faculty members have knowledge of their subject matter include a review of previous experience, transcripts, interviews, teaching demonstrations, and reference and background checks. The application for faculty and executive positions requires applicants to list all appropriate degrees and other training, professional and teaching experience, scholarly activities, and other relevant service, honors, or activities. Undergraduate transcripts, graduate transcripts, and contact information for professional references are collected

so that the screening committee and HRER may verify qualifications and coursework based on degrees awarded from an accredited institution as they relate to the position for which applicants have applied. Applicants may also be asked to submit other materials (e.g. letters of reference, teaching evaluations, papers, writing samples) as further evidence of their qualifications and potential to contribute to the college mission. As part of the interview process, the screening committee often asks the candidates to present a sample lesson, teaching demonstration, counseling session, or other role play in order to demonstrate subject-area knowledge and teaching effectiveness.

Analysis and Evaluation

Moreno Valley College has consistent processes in place to ensure faculty have knowledge in the subject area and appropriate experience and skills required for the position; degrees are verified by HRER staff. Faculty job descriptions include support for the mission as well as responsibility for development and review of curriculum and student learning outcomes assessment.

> **III.A.3: Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

Evidence of Meeting the Standard

MVC employs qualified academic and classified personnel in accordance with state and district hiring Board Policies (IIIA3_BPAP7120_Recruit-Hiring) to perform duties required to sustain institutional effectiveness and academic quality. Administrative Procedures are in place, like those described in III.A.2, to identify qualifications needed to perform duties required to sustain institutional effectiveness and academic quality for classified and confidential staff and management staff. This is evident in the 2018 recruitment of the vice president of Academic Affairs (IIIA3_Management-Job-Description) and the 2019 recruitment for the instructional department specialist for math and natural sciences (IIIA3_IDS-Job-Posting).

Through an application template, applicants for classified staff and administrative positions submit information acknowledging relevant degrees, employment experience, and certifications and provide documentation, such as transcripts, verifying conferred degrees to assist the screening committee in properly assessing and evaluating qualifications. Evidence of qualifications consists of educational degrees, training, work experience, certifications, licenses, or professional memberships. HRER ensures that applicants being considered meet the minimum education and experience requirements as outlined in the job posting. The search committee carefully considers minimum qualifications and/or desired qualifications as well as departmental needs during the screening (IIIA3_Classified-Screening, IIIA3_Management-Screening, IIIA3_Faculty-Screening) and interviewing of applicants. Minimum and desirable qualifications are established to consider the institution's needs.

Analysis and Evaluation

Moreno Valley College has consistent processes in place to ensure administrators and other employees responsible for educational programs and services possess qualifications necessary to perform the duties required to sustain institutional effectiveness and academic quality. Educational administrators and faculty hired by RCCD possess the minimum qualifications pursuant to California Education Code and the California State Chancellor's Minimum Qualifications. Classified managers, classified staff, and confidential staff possess the minimum education and experience requirements, or the equivalent, as outlined in the classification.

> **III.A.4: Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. (ER 6)**

Evidence of Meeting the Standard

Administrative procedures are in place to verify that degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies for each category of employee, including faculty, classified and confidential staff, and management staff. The job postings indicate the need for any required degree to be from an accredited institution (IIIA4_Accredited-Institution). The college catalog displays faculty and administrators and their respective degrees from accredited or evaluated institutions (IIIA4_MVC-Catalog-Faculty).

Verification of degrees from an accredited institution is completed by RCCD's HRER office. The HRER office requires applicants who possess degrees from non-U.S. institutions to obtain an evaluation of these degrees by a professional degree evaluation service (IIIA4_Foreign-Transcript_Eval). Equivalency of degrees from non-U.S. institutions is verified by a certified evaluation service that evaluates foreign credentials. This is the responsibility of the applicant as presented in the memorandum of understanding (IIIA4_Foreign-Transcripts-MOU) whereby the applicant is responsible for establishing via an outside agent that degrees from outside institutions are equivalent.

Analysis and Evaluation

Moreno Valley College follows established district procedures ensuring that administrators and other employees possess qualifications necessary to sustain institutional effectiveness and academic quality.

> **III.A.5: 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.**

Evidence of Meeting the Standard

MVC assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals for each employee class. The College conducts employee evaluations following established policies and procedures, jointly monitored by appropriate college and district staff. The intervals, criteria, and evaluation processes are set forth by RCCD Board Policy and Administrative Procedures 7150: Employee Evaluations (IIIA5_BPAP7150_Employee-Evaluations), the Management Handbook (IIIA5_Management-Handbook), the Confidential Handbook (IIIA5_Confidential-Handbook), the Classified Handbook (IIIA5_Classified-Handbook), and collective bargaining agreements with CSEA (IIIA5_CSEA-CBA_15-18; IIIA5_CSEA_TA_CBA_2021), CCA, CTA, and NEA (IIIA5_CCA-CTA-NEA_15-18). Negotiation between RCCD and the faculty associations are ongoing, and the agreement is expected to be updated soon. Classified and confidential employee evaluations are conducted in accordance with Article XII, titled "Performance Evaluation." Management employee evaluations are conducted in accordance with the procedures identified in the Management Handbook (IIIA5_Managment-HB).

Performance evaluation at MVC is a shared process that is optimized by continuous communication between employees and supervisors about work expectations, goals, and performance. The College uses written criteria for evaluating personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. District HRER sends the evaluations schedules (IIIA5_Annual-Eval_19), evaluation forms (IIIA5_Evaluation-Form, IIIA5_PT-Faculty-Evals_F19), and the evaluation instructions (IIIA5_Eval-Instructions) to MVC deans and managers who coordinate the evaluation process. Evaluation processes and tools are designed to assess knowledge, skills, and abilities of personnel, encourage improvement, and provide opportunities for effective follow-up.

Faculty

Because evaluation for the purposes of continuous improvement is foundational to the life of teaching and learning, established procedures and templates (IIIA5_RCCD-IOI-Webpage) are utilized to evaluate regular/contract faculty, associate faculty, and early childhood education faculty. All faculty engage in the Improvement of Instruction (IOI) process for the purpose of continuous improvement and development. Contract faculty (tenure-track) are scheduled to meet during the first six weeks of employment and are evaluated formally during the first semester of employment and in the fall semester of each of the following three years. Regular faculty (tenured) are evaluated once every three years, usually in the spring semester. Categorically funded faculty are evaluated during the first semester of hire and once every three years thereafter, usually in the fall semester, in a manner consistent with the evaluation process for contract faculty. Evaluations are completed using the Scope and Process Summary form (IIIA5_Scope-and-Process) and Peer Review Committee cover sheet (IIIA5_Committee-Cover-Sheet).

The IOI committee monitors and assists faculty members in meeting the responsibilities for the position under which they were hired. The committee provides an assessment and evaluation of

faculty professional strengths and areas needing improvement and makes reasonable efforts to encourage and aid in overcoming any deficiencies. The purpose of this process is to evaluate faculty professional competencies and qualifications consistent with the job announcement or assignment made by the College and to contribute such information to the process of decision-making for the retention of contract faculty and continued improvement of all faculty.

Part-time faculty members are evaluated during the first term of hire, once a year for the next two years, and at least once every three years thereafter. The part-time faculty evaluation process assesses the professional performance of the part-time faculty and advises the faculty member of their professional strengths and weaknesses. The evaluation ensures that the part-time faculty member is teaching courses in a manner consistent with the official course outlines of record and with the standards of the discipline and department. This process is evidenced in the Improvement of Instruction Associate Faculty Evaluation Cover Sheet and Observation forms (IIIA5_Associate-Faculty-Eval-Form).

Management

The College's management evaluation process strives to meet institutional needs, promote innovation, encourage initiative, develop individual professional competencies, and assist in the determination of promotion and retention. The formal evaluation process is systematic, timely, and objective; it recognizes management strengths and is designed to address deficiencies and improve management performance when necessary.

Classified management employees serve a probationary period of nine months. During the nine months, probationary management employees are evaluated at the second, fifth, and eighth months of employment via the Performance Evaluation for Probationary Management Employees form (IIIA5_RCCD_Prob-Man-Eval). An annual evaluation is done in the first and second years, and a comprehensive evaluation is completed every three years (IIIA5_Management-Evaluation). The criteria included in the Management Evaluation Process measure employee performance in six distinct competency areas: strategic priorities, communication, resource management, professionalism, collaboration, and mission advocacy.

Staff

Following BP/AP 7150: Employee Evaluations, classified and confidential employees are evaluated using Article XII "Performance Evaluations" of the Agreement between RCCD and RCCD-CSEA. The staff evaluation process recognizes the employee's job knowledge, skills, and contribution to the College and District. The process allows for documenting unsatisfactory performance, including creating professional development plans and reporting where employee-performance improvement is needed. All staff are evaluated systematically and at stated intervals: permanent classified employees receive a written evaluation at least once each year (IIIA5_Classified-Confidential-Eval); probationary employees receive written evaluations at the end of the second month and each third month thereafter during the probationary period (IIIA5_Probationary-Eval); and promoted employees receive written evaluations at the end of the second and fifth months in their new positions (IIIA5_Promo-Eval-Form).

The performance of a confidential employee is reviewed and evaluated as established by the Confidential-Classified Employees Handbook (IIIA5_Confidential-Handbook). When performance deficiencies are noted, an explanation for such markings and recommendations for ways to improve performance are provided. Probationary confidential employees receive a written evaluation at the end of the second month and each third month thereafter (IIIA5_Probationary-Eval); permanent confidential employees receive a written evaluation at least once each year (IIIA5_Classified-Confidential-Eval).

The supervising manager or administrator discusses the evaluation with the staff member, and the employee receives a copy of the evaluation at the time of this meeting. If a rating of "needs improvement" or "unsatisfactory" is given, the supervisor will include an explanation for the rating(s) and provide in writing ways to improve performance. Corrective actions taken following performance evaluations are formal, timely, and documented.

Analysis and Evaluation

The College follows district policies and procedures that ensure evaluation processes are in place to accurately measure the effectiveness of personnel leading to job performance improvement. The College evaluates personnel in every category of employment on a regular basis. Employees engage in a formal evaluation process that is systematic, timely, and objective, recognizing the strengths and deficiencies of staff for the purposes of quality assurance and effectiveness.

> **III.A.6: The evaluation of faculty, academic administrators, and other personnel** ~~**directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**~~ *(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

> **III.A.7: The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

Evidence of Meeting the Standard

Riverside Community College District has policies and practices in place to ensure that sufficient numbers of qualified personnel are working to maintain effective and efficient operations. Board policies and administrative procedures regarding full-time (IIIA7_AP7120c_Full-Time-Fac-Hiring) and part-time hiring (IIIA7_AP7120d_Part-Time-Fac-Hiring) provide the structure and method for hiring qualified employees and ensuring that there are adequate staff to manage operations. Specifically, the number of full-time faculty hires is determined by the District each year and is based upon funding from the state and the District's budget allocation model.

Following the District's policies and procedures, MVC maintains a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services. The College works with the District to maintain compliance with Education Code section 84362(d). The College also adheres to California Code of Regulations, Title 5, section 51025, requiring community college districts to adjust the number of full-time faculty from the prior year's number in proportion to the amount of growth in funded credit Full-Time Equivalent Students (FTES); the Full-Time Obligation Guide (IIIA7_FON-Guide) explains the Faculty Obligation Number (FON) calculation used by the College and District.

Through the program review and the strategic planning process, MVC identifies, prioritizes, and addresses full-time faculty hiring needs. These needs are identified by disciplines and departments, justified in instructional program reviews, prioritized in the Academic Planning Council (APC), and submitted to the Strategic Planning Council (SPC) for review. The president makes the final decision and reports back to SPC the decision and rationale. There is also a policy in place regarding the recruitment and hiring of part-time faculty. Each discipline and department determines the subject area needs for additional part-time faculty and communicates them to the department chair. The department chair will request access from HR to review the current applicant pool for the required discipline.

Analysis and Evaluation

Observing established administrative procedures and following planning and prioritization processes to determine appropriate staffing levels, MVC assures that the appropriate number of faculty are hired to effectively support programs and services.

> **III.A.8: An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

Evidence of Meeting the Standard

Moreno Valley College follows employment policies and practices that provide for oversight, evaluation, orientation, and professional development of part-time faculty. The MVC Faculty Development Committee organizes and provides FLEX activities in the fall and spring for all faculty including part-time faculty, along with activities directed toward all personnel. Part-time faculty participate in numerous professional development activities throughout the year starting with an orientation (IIIA8_PT-Faculty-Orientation, IIIA8_ New-Faculty-Orientation) and continuing with the first-year faculty professional growth series (IIIA8_Pro-Growth-Series) consisting of monthly sessions to familiarize new full-time and part-time faculty with processes, protocols, personnel, and offices. The College also offers targeted development to part-time faculty working in the school districts (IIIA8_Dual-Enrollment-PD). In addition, the District offers three hours of compensation annually to facilitate part-time faculty participation in discipline-directed assessment training and course level and/or program level assessment projects.

Furthermore, part-time faculty are invited to attend the MVC Diversity Summit (IIIA8_Diversity-Summit) and MVC Education Summit (IIIA8_Ed-Summit). Activities have included workshops and guest speakers sponsored by the Faculty Development Committee, the Student Equity Committee, and the Diversity Committee. Additionally, individual instructional departments and programs invite part-time faculty to discipline-specific professional development and regular meetings. Part-time faculty are included in discipline-specific professional development activities as well; examples are part-time English faculty participating in Communities of Practice (IIIA8_Comm-of-Practice_19) focusing on culturally responsive pedagogy and part-time math faculty attending 3CSN conferences.

Part-time faculty are invited to be voting members of the Faculty Association and Academic Senate. Part-time faculty are invited and encouraged to attend MVC Senate Meetings and participate in standing committees and ad-hoc committees. Senate meetings and committee meetings are opportunities for all college stakeholders to have input and discuss matters affecting the entire College. Starting in 2018, MVC included part-time faculty in the faculty recognition ceremony as a way of integrating them into the life of the institution and acknowledging their contributions to it (IIIA8_Faculty-Recognition).

Analysis and Evaluation

MVC and RCCD employ policies and practices that provide orientation, oversight, evaluation, and professional development opportunities for part-time faculty, and the College provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

> **III.A.9: The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

Evidence of Meeting the Standard

The College has a sufficient number of staff to support its mission and work. Moreno Valley College employs 126 full-time equivalent (FTE) classified and confidential staff in support of its programs and operations.

The College relies on departmental program review and Board and Administrative Policies to ensure that adequate numbers of qualified personnel are hired to maintain effective and efficient operations. The College's resource allocation practices provide the structure and method for hiring qualified employees and ensuring that there are sufficient staff to manage operations. Departmental program reviews may include requests for staff or other critical resources. Board Policy and Administrative Procedure 7120b (IIIA9_AP7120b_Classified-Confidential) regarding Classified and Classified-Confidential Recruitment and Hiring establishes procedures to ensure the hiring of staff with appropriate qualifications to support the operations of the institution.

Once the need for a position is established and the job description is developed, the classified hiring procedures are used to ensure that staff have the appropriate qualifications for the position. The position criteria, minimum qualifications, and selection processes are included in the

recruitment postings for all staff positions, and minimum qualifications are verified through application documents. Candidates for positions go through robust screening, interviewing, and selection processes as outlined in the Classified and Confidential Employee Hiring Procedures. The applicants who are moved forward are reviewed and interviewed by a screening committee; the interview process includes an oral interview which may also include a skills test. Finalists are invited to second-level interviews. Prior to a final offer of employment, references and criminal background checks are completed.

Analysis and Evaluation

Moreno Valley College has processes and practices that make certain the appropriate number of staff are available to support its operations, and the established hiring procedures serve to ensure that qualified staff are selected for positions at the College.

> **III.A.10: The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)**

Evidence of Meeting the Standard

MVC maintains a sufficient number of administrators with the necessary skills and experience to provide continuity and effective administrative leadership and services that support the College's mission and purpose. Moreno Valley College employs 30 administrators and managers. The institution's organizational charts, as presented in Section D in the beginning of this self-evaluation report, shows that the College employs a sufficient number of managers and administrators to support college operations and programs.

The need for additional administrators is identified in instructional and/or administrative unit program review documents. The prioritization process within the unit ranks requests for additional administrators. Hiring requests are then forwarded to the Strategic Planning Council and President's Cabinet. The College's planning, governance, and resource allocation processes, along with board policies and administrative procedures, provide the structure and method for hiring qualified employees and ensuring that there are sufficient administrative staff to manage operations. The administrative program review timeline (IIIA10_APR-Timeline) and program review example (IIIA10_DOI-PR_19) demonstrate that the institution has a processes for evaluating and maintaining continuity and effective administrative leadership and services that support the institution's mission and purposes.

Administrative Procedure 7120a: Academic and Classified and Administrators Recruitment and Hiring establishes procedures to ensure the hiring of administrators with appropriate preparation and expertise (IIIA10_AP7120a-Recruitment). Senior management and the area supervisor review and revise job descriptions as necessary and ensure that minimum qualifications, job duties, and requirements are clearly stated. HRER staff review applications to ensure applicants meet minimum qualifications. Managers undergo structured interviews as well as job-specific

simulation activities. Final candidates are forwarded for second-level interviews with the appropriate area administrator.

Analysis and Evaluation

The College follows policies and practices through unit program reviews as well as board policies and administrative procedures to determine the appropriate number, qualifications, and organization of administrators to meet the College's mission and to provide efficient support for programs, services, and operations.

> **III.A.11: The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

Evidence of Meeting the Standard

Personnel policies are developed and adopted by the Board of Trustees. Riverside Community College District's written personnel policies are publicly available on the HRER Board Policies webpage and Board of Trustees Policy Manual website (IIIA11_RCCD-BOT-Policy-Manual). Any changes to policies and procedures are publicized electronically and disseminated districtwide. Faculty and classified staff employment contracts are established through the collective bargaining process and are adopted by the Board after ratification by the respective constituencies. The bargaining unit contracts are available for all employees online via the district website. Employees are given hard copies of these contracts as well as links to important informational areas during the new hire orientation. Information is provided to new and part-time faculty during FLEX orientation and the new faculty professional growth series.

MVC's employment process use equitable recruitment guidelines that are monitored by the HRER Office. Employment opportunities are publicly advertised with clear and established application deadlines.   Search committee members are required to participate in an EEO training program prior to participation to ensure equitable process during employee searches.

The College follows written and established guidelines to ensure fair and equitable treatment of all employees. The HRER Office provides all new employees with the written personnel policies and procedures related to ethical behavior as part of the new hire paperwork:
- BP/AP 3518: Child Abuse Reporting (IIIA11_BPAP3518_Child-Abuse-Reporting)
- BP 7100: Commitment to Diversity (IIIA11_BP7100_Commitement-Diversity)
- BP 3550: Drug Free Environment (IIIA11_3550BPAP_Drug-Free)
- BP 3420: Equal Employment Opportunity (IIIA11_BPAP3420_Equal-Employment)
- AP 3435: Handling Complaints of Unlawful Discrimination, Harassment or Retaliation
- (IIIA11_AP3435_Handling-Complaints)
- BP/AP 3050: Institutional Code of Ethics (IIIA11_BPAP3050_Code-of-Ethics)
- BP/AP 3410: Nondiscrimination (IIIA11_BPAP3410_Nondiscrimination)
- BP/AP 3430: Prohibition of Harassment and Retaliation
- (IIIA11_3430BPAP_Harrassment-Retaliation)
- BP/AP 7370: Political Activities (IIIA11_BPAP7370_Political-Activity)

- BP/AP 7700: Whistleblower Protection (IIIA11_BPAP7700_Whistleblower)

The College regularly reviews its personnel policies with the District. Board policy sections are regularly reviewed and revised, if necessary, as discussed in detail in Standard IV.C.7. The CTA and CSEA contracts are negotiated on three-year terms (IIIA11_CCA-CTA-NEA_15-18, IIIA11_CSEA_18-21). After ratification, new contracts are available online with hard copies distributed to individuals upon request.

Analysis and Evaluation

Moreno Valley College, in collaboration with HRER, establishes, publishes, and adheres to written personnel policies and procedures that are publicly accessible, fair, and equitably and consistently administered.

> **III.A.12: Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

Evidence of Meeting the Standard

Through college and district policies and practices, MVC creates, implements, and maintains appropriate programs, practices, and services that support its diverse personnel. To support diversity and equity, the College adheres to district personnel policies including Board Policy 7100: Commitment to Diversity (IIIA12_BP7100_Commitment-Diversity), Board Policy and Administrative Procedure 3410: Nondiscrimination (IIIA12_BPAP3410_Nondiscrimination), Board Policy and Administrative Procedure 3420: Equal Employment Opportunity (IIIA12_BPAP3420_Equal-Employ), Administrative Procedure 3445: Handling Accommodations for Persons with Disabilities for Non Classroom Process and Activities (IIIA12_AP3445_Accomodations-Non), and Administrative Procedure 3447: Reasonable Accommodation Process for Employment (IIIA12_AP3447_Accomodations-Emp).

Working with the HRER Office, the College regularly assesses employment equity and diversity records of faculty, classified and confidential staff, and administrators and complies with recruitment and hiring practices. The HRER's Diversity, Equity and Compliance (HRER/DEC) Office collects data on the District and colleges and provides monthly and annual reports about their employment diversity record (IIIA12_EEO-Update). The District also facilitates Equal Employment Opportunity (EEO) training for potential search committee members prior to service to ensure that a diverse pool of personnel is eligible to participate in the hiring process.

The College and District provide and coordinate trainings and workshops designed to facilitate understanding and awareness of diversity and inclusion in their work and learning environments. Some of the trainings are imposed by regulatory bodies such as Assembly Bill 1825 Sexual Harassment Training and Education, which was enacted in 2005 and requires employers to provide two hours of training and education to all supervisory employees once every two years. Additionally, the 2018 Senate Bill 1343 Employers Sexual Harassment Training Requirements

expanded the required sexual harassment prevention training requirement to include all employees by January 1, 2020. Accordingly, the District has been providing sexual harassment prevention training to all employee groups beginning 2019 and every two years thereafter. Moreover, the College hosts various trainings, workshops, and awareness activities for faculty, staff, students, and the larger surrounding community focused on enhancing cultural responsiveness and creating work and learning environments that are inclusive.

Beyond compliance with Board Policies supporting diversity, the College also shares as one of its core values an appreciation for diversity. These commitments are realized in several college events such as the Diversity Summit, One Book/One College speakers and film screenings, and professional development and retreats for administrators, staff, and faculty. Many of the college wide diversity-related activities are primarily led by MVC's Diversity Committee.

Analysis and Evaluation

The College, in partnership with the District's HRER Department, ensures that its recruitment and selection processes provide equal opportunity for all qualified applicants to receive full and fair consideration to compete for employment with MVC. These same principles are extended to the College's existing workforce as equal employment principles guide the process for promotional and transfer opportunities.

> **III.A.13: The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

Evidence of Meeting the Standard

The District has a written code of professional ethics for all employees and the members of its Board of Trustees that deal with fair and ethical treatment of personnel and students. Professional ethics are detailed in Board Policy 3050: Institutional Code of Professional Ethics (IIIA13_BP3050_Pro-Ethics), and Board Policy 2715: Code Of Ethics/Standards Of Practice (IIIA13_BP2715_Standards-of-Practice). In addition, the Faculty Handbook addresses instructors' responsibilities in classrooms and laboratories, incorporating such specific guidelines as the California Education Code and the California Code for Title V.

The District sustains its ethics codes through its policies and procedures, employee education, and supervision. When allegations of unethical conduct are brought forth, the District conducts fair and impartial administrative inquiries to determine the facts. Employees who are determined to have violated the District's policies and procedures are subject to disciplinary action up to and including termination. New employees are provided information regarding what district policies and procedures are, how to locate them, and, lastly, what their responsibilities are for upholding them.

Analysis and Evaluation

To foster an atmosphere of respect and trust throughout the District, policies and procedures require all employees and members of the District's Board of Trustees to engage in professional

and ethical conduct. The requirement is communicated through orientation, trainings, and supervision. The District's policies and procedures related to discipline of academic and classified personnel dictate the enforcement of consequences should an employee be found in violation of the policies and procedures.

> **III.A.14: The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

Moreno Valley College provides ongoing training opportunities for professional development for all personnel. Staff are invited to participate in conferences related to Guided Pathways work (IIIA14_BSILI_2018, IIIA14_Institutional-Transform) and other topics relevant to achieving the mission of the College. MVC hosts regular staff retreats (IIIA14_Staff-Retreat_S19, IIIA14_Staff-Retreat_18, IIIA14_Staff-Retreat_17) where topics such as leadership, health and wellness, serving specific student populations, safety and security, and CSEA/SPC updates are addressed. Eligible employees receive step increases for completion of approved coursework at a regionally accredited college or university (IIIA14_Training-Dev). Confidential and classified staff are also eligible to request funds from the staff development plan, which is a planned learning program, activity, or experience that has as its major purpose the maintenance or increase in employees' job-related knowledge and skills that contribute to the employees' ability to effectively carry out their job duties and responsibilities. The RCCD Training and Development page (IIIA14_RCCD-Pro-Dev) shows staff development opportunities that provide positive reinforcement and enhancement to employees' morale, self-esteem, self-improvement, and upward mobility.

For faculty, AP 7160a: Professional Growth-Full Time Faculty-Salary Advancement and Sabbatical Leave (IIIA14_AP7160a_Advance-Sabbatical) defines professional growth as those academic, scholarly, and professional endeavors planned, developed, and carried out by a full-time faculty member, including, but not limited to, course work and instructional programs completed at regionally accredited colleges and universities; professional publications; creative work; independent study; intensive preparation workshops and institutes; and return to industry. Additionally, Moreno Valley College has a faculty professional development coordinator and committee tasked with identifying and coordinating workshops and trainings for FLEX week, which takes place bi-annually in the fall and spring semesters (IIIA14_FLEX-Agenda_F19). As discussed in Standard II.A.7, professional development topics have included reducing equity gaps for men of color, improving outcomes for formerly incarcerated students, implementing culturally sustaining pedagogy in the classroom, and bridging curriculum and services with K-14 partners. Participants are asked to complete a survey (IIIA14_PD-Survey, IIIA14_Flex-Feedback) regarding their experiences after each professional development event or training, and the data are used to assess the events and enhance future training.

Moreno Valley College administrators also participate in professional development programs. Each year, the college president hosts day-long trainings for managers, in which the topics are aligned with strategic planning efforts. For example, during fall 2019, managers attended a full-day retreat titled "Building a Culturally Responsive Institution Thorough Culturally Responsive Leadership" (IIIA14_Management-Retreat). Administrators also regularly attend professional development conferences throughout the year to enhance their knowledge and leadership within their respective areas of responsibility.

The District offers professional growth programs for its employees. The goal is to assist employees in attaining new skills and proficiencies beyond those presented at the time of initial employment. Eligible employees receive step increases for completion of approved coursework at a regionally accredited college or university. Lastly, the District has developed university partnership programs with multiple local academic institutions which offer various programs and employee discounts to faculty, associate faculty, administrators, and classified and confidential employees. Participating institutions include Brandman University, California Baptist University, and the University of Redlands. Evidence of the development opportunities and University Partnership Programs can be found on the RCCD Training and Development page (IIIA14_Training-Development).

Analysis and Evaluation

MVC and RCCD provide multiple opportunities each year for faculty, staff, and administrators. These opportunities are designed to support the professional growth and development of these employees. In addition, significant off-campus professional development is supported for all constituent groups. Recently, the College has started to work in aligning the professional development engaged in by all constituencies in order to have greater impact on student outcomes and institutional culture. During the 2019-2020 academic year, all constituent groups are participating in Culturally Sustaining Pedagogy, Service, or Leadership development. While campus professional development activities are assessed, communication of the assessment of the effectiveness of professional development, particularly on teaching and learning, can be better communicated. In addition, improved coordination of all professional development activities (faculty, staff, administration, and students) is needed.

> **III.A.15: 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.**

Evidence of Meeting the Standard

The HRER Department is responsible for ensuring the security and confidentiality of personnel records and recruitment and selection documents. All personnel records are maintained in either physically locked cabinets or a cloud-based, electronically encrypted data management system and secured from unauthorized access under the supervision of RCCD's vice chancellor of Human Resources and Employee Relations. Pursuant to California Education Code Section 87031, California Labor Code Section 1198.5, and AP 7145: Personnel Files (IIIA15_AP7145_Personnel-Files), employees have the right to reasonably request access to

their personnel files. The District's procedures allow noncurrent employees access to view a personnel file in the following circumstances:

- Employees on leaves of absence
- Employees who voluntarily left the District through termination or layoff
- Former employees who have potential legal claims against the District involving their employment relationship
- A Collective Bargaining Association representative who is specifically identified and has written authorization from the identified employee.

The District's procedures strictly prohibit access to employee personnel files by anyone other than HRER staff, an employee, or an authorized Collective Bargaining Association representative except for management employees, law enforcement agencies (applies only to current or former employees applying for a peace officer position), and official persons presenting court orders to release information contained in a personnel file. Additionally, the Collective Bargaining Agreements between the District and classified employees (IIIA15_CSEA-CBA) and faculty (IIIA15_FA-Agreement) contain guidance on the content and inspection of personnel files.

Analysis and Evaluation

The College complies fully with this standard by ensuring the security and confidentiality of its personnel records. All employees have access to their own personnel files upon request in accordance with law.

Conclusions on Standard III.A. Human Resources

Through compliance with policies and procedures, the College effectively and efficiently invests its human resources to achieve its mission and to improve academic quality and institutional effectiveness. Moreno Valley College, working with the District, demonstrates organized and effective processes and practices in all aspects of its relationship with its employees, beginning with hiring and continuing with professional development and job performance evaluations. The practices are conducted with a focus on equity and continuous improvement in support of student success.

Improvement Plan

The College and the District engage in significant activities in providing effective human resources in order to execute their respective mission; however, one area of improvement for MVC is in the organization of professional development across all campus constituent groups.

Create and Overarching Professional Development Structure at MVC (Standard III.A.14):

The College believes that it meets the elements of Standard III.A.14 with respect to providing high quality professional development; however, as indicated in Goal IV.1 of the 2018-2023 MVC Integrated Strategic Plan, there is a need to create a coordinated collegewide

professional development structure and plan. Historically, separate committees or campus entities for each constituent group led professional development: Professional Development Committee for faculty, campus CSEA leadership for classified staff, Associated Students of Moreno Valley College for students, and the campus executive team for administrators. Given these separate entities, professional development was not often coordinated across these groups. However, the College has recognized this issue and has started to work to bridge these separate efforts. In fact, this work has started during the 2019-2020 academic year with a coordinated effort to move toward becoming a culturally sustaining institution through providing faculty training in culturally responsive pedagogy, classified staff with training in culturally responsive service, and administrators with training in culturally responsive leadership. The College intends to formalize this initial work into an ongoing structure in order to maintain this level of coordination.

To advance this work the College will determine an effective solution for coordinating separate professional development loci on campus. Moreover, an annual professional development plan will be produced to inform the campus community about common professional development goals along with unique opportunities for each constituent group. The College will complete an analysis of its professional development efforts by fall 2020 and make a recommendation on the form of the overarching professional structure for coordinating this work campuswide. During spring 2021, a unified professional development plan will be completed for the 2021-2022 academic year. Additional work will focus on aligning these efforts with the RCCD Strategic Plan goal with respect to professional development and the Human Resources and Employee Relations districtwide professional development plan. Responsible parties include the Professional Development Committee leadership, deans of instruction and student services, campus CSEA leadership, vice president of Academic Affairs, vice president of Student Services, and representatives from student leadership. Resources needed for this work include staff time and funding for any needed non-contractual work.

Evidence List

IIIA1_RCCD-HR-Policies-Page
IIIA1_BP7120_Recruitment-Hiring
IIIA1_AP7120c_Fac-Hire
IIIA1_AP7120d_PT-Faculty
IIIA1_AP7120b_Classified
IIIA1_AP7120a_Manager-Admin
IIIA1_Fac-Job-Description
IIIA1_PT-Fac-Job-Description
IIIA1_IDS_Job-Posting
IIIA1_Management-Job-Description
IIIA1_Classified-Recruit-Screening
IIIA1_BPAP7211_Equivalencies
IIIA1_Intent-to-Hire
IIIA1_Fair-Chance-Act
IIIA1_BPAP7126_Background

IIIA2_BP7120c_FT-Faculty-Hiring
IIIA2_Fac-Job-Description
IIIA2_Minimum-Qualifications
IIIA2_BPAP7211_Min-Quals-Equiv
IIIA2_AP7211_Min-Quals

IIIA3_BPAP7120_Recruit-Hiring
IIIA3_Management-Job-Description
IIIA3_IDS_Job-Posting
IIIA3_Classified-Screening
IIIA3_Management-Screening
IIIA3_Faculty-Screening

IIIA4_Accredited-Institution
IIIA4_MVC-Catalog-Faculty

IIIA4_Foreign-Transcript_Eval
IIIA4_Foreign-Transcripts-MOU

IIIA5_BPAP7150_Employee-Evaluations
IIIA5_Management-Handbook
IIIA5_Confidential-Handbook
IIIA5_Classified-Handbook
IIIA5_CSEA-CBA_15-18
IIIA5_CSEA_TA_CBA_2021
IIIA5_CCA-CTA-NEA_15-18
IIIA5_Managment-HB
IIIA5_Annual-Eval_19
IIIA5_Evaluation-Form
IIIA5_PT-Faculty-Evals_F19
IIIA5_Eval-Instructions
IIIA5_RCCD-IOI-Webpage
IIIA5_Scope-and-Process
IIIA5_Committee-Cover-Sheet
IIIA5_Associate-Faculty-Eval-Form
IIIA5_RCCD_Prob-Man-Eval
IIIA5_Management-Evaluation
IIIA5_Classified-Confidential-Eval
IIIA5_Probationary-Eval
IIIA5_Promo-Eval-Form
IIIA5_Confidential-Handbook
IIIA5_Classified-Confidential-Eval

IIIA7_AP7120c_Full-Time-Fac-Hiring
IIIA7_AP7120d_Part-Time-Fac-Hiring
IIIA7_FON-Guide

IIIA8_PT-Faculty-Orientation
IIIA8_New-Faculty-Orientation
IIIA8_Pro-Growth-Series
IIIA8_Dual-Enrollment-PD
IIIA8_Diversity-Summit
IIIA8_Ed-Summit
IIIA8_Comm-of-Practice_19
IIIA8_Faculty-Recognition
IIIA9_AP7120b_Classified-Confidential

IIIA10_APR-Timeline
IIIA10_DOI-PR_19
IIIA10_AP7120a-Recruitment

IIIA11_RCCD-BOT-Policy-Manual
IIIA11_BPAP3518_Child-Abuse-Reporting
IIIA11_BP7100_Commitement-Diversity
IIIA11_3550BPAP_Drug-Free
IIIA11_BPAP3420_Equal-Employment
IIIA11_AP3435_Handling-Complaints
IIIA11_BPAP3050_Code-of-Ethics
IIIA11_BPAP3410_Nondiscrimination
IIIA11_3430BPAP_Harrassment-Retaliation
IIIA11_BPAP7370_Political-Activity
IIIA11_BPAP7700_Whistleblower
IIIA11_CCA-CTA-NEA_15-18
IIIA11_CSEA_18-21

IIIA12_BP7100_Commitment-Diversity
IIIA12_BPAP3410_Nondiscrimination
IIIA12_BPAP3420_Equal-Employ
IIIA12_AP3445_Accomodations-Non
IIIA12_AP3447_Accomodations-Emp
IIIA12_EEO-Update

IIIA13_BP3050_Pro-Ethics
IIIA13_BP2715_Standards-of-Practice

IIIA14_BSILI_2018
IIIA14_Institutional-Transform
IIIA14_Staff-Retreat_S19
IIIA14_Staff-Retreat_18
IIIA14_Staff-Retreat_17
IIIA14_Training-Dev
IIIA14_RCCD-Pro-Dev
IIA14_AP7160a_Advance-Sabbatical
IIIA14_FLEX-Agenda_F19
IIIA14_PD-Survey
IIIA14_Flex-Feedback
IIIA14_Management-Retreat
IIIA14_Training-Development
IIIA15_AP7145_Personnel-Files
IIIA15_CSEA-CBA
IIIA15_FA-Agreement

B. Physical Resources

    III.B.1: The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Moreno Valley College provides courses and student services at two locations: Main campus (16130 Lasselle Street) (IIIB1_MVC-Map) and the Ben Clark Training Center (16791 Davis Ave) (IIIB1_BCTC-Map). The main campus has ten permanent structures and 35 modular/portable buildings that include classrooms, student services offices, instructional offices, and gathering areas, totaling 154,915 assignable square feet (asf). The Ben Clark Training Center has a mix of permanent and modular facilities that the College leases from the County of Riverside including classrooms, class laboratories, offices, a lounge, conference rooms, and an athletic/physical education space. The space leased totals nearly 32,211 asf. The College assures that campus facilities are safe and sufficient to support its mission by facilities master planning, major and minor capital improvement projects, and regular preventative and corrective maintenance.

Through facilities master planning, new buildings, renovations, site and utilities/infrastructure improvements are identified based on current and projected future needs determined by data analysis and stakeholder engagement (IIIB1_Facilities-Master-Plan). The facilities master plan (FMP) indicates the facilities development that are envisioned over a more than ten-year time horizon to enable institutional activities in support of its student focused mission to occur in safe and adequate spaces across the campus. In collaboration with the District, the College develops 5-year Construction Plans (IIIB1_RCCD-Five-Yr-Const-Plan) and Scheduled Maintenance Plans (IIIB1_Sched-Maint). MVC evaluates its physical resources to ensure they are sufficient for providing a safe and effective educational and work environment. To do so, the College uses FUSION Space Inventory (IIIB1_FUSION-Space-Inventory) to track the current condition of facilities, assess the need for maintenance and renovation, and outline budgets for planned projects that will address and improve the College's physical resources and, thus, its academic mission. Further, through ongoing facilities maintenance and inspections, facilities are assessed and needed corrections, repairs, and improvements are made (IIIB1_Fire-Alarm-Test_19, IIIB1_Elevator-Inspections, IIIB1_EMWD-Inspection, IIIB1_Work-Orders). Additionally, the Resources Subcommittee (IIIB1_RSC-Minutes_3-20-19, IIIB1_RSC-Minutes_5-17-19), which oversees both physical resources and safety, reviews the Facility Condition Index (IIIB1_FCI-Report) and Scheduled Maintenance Prioritization Reports (IIIB1_Sched-Maint).

In addition to ensuring sufficient physical resources, Moreno Valley College is committed to assuring that all facilities are safe. In coordination with the District Risk Management Department, with input from the District's Joint Powers Authority (JPA), Business Services/Facilities Management reviews and updates the District's Injury and Illness Prevention Plan (IIIB1_IIPP). The College's compliance with the Injury & Illness Prevention Plan ensures routine facility inspections are performed and all unsafe or access-related deficiencies are

repaired in a timely manner. Results of inspections by the JPA or Safety Net of the entire college premises are reported to the District Risk Management Department and college safety and emergency coordinators, respectively.

The MVC Safety and Emergency Planning Coordinator is a member of the District Safety and Security Council. The coordinator communicates recommended safety policy and procedure changes to the District Safety and Security Council for the purpose of adoption and implementation and addresses all recommendations from the JPA and the Risk Management Department. After an incident involving property damage, remediation of unsafe or damaged facilities is coordinated with the District Risk Management Department and JPA utilizing a panel of remediation experts and contractors. The facilities maintenance and operations staff and the facilities planning and development staff continuously conduct facilities condition assessments and perform needed corrective maintenance and/or repairs. The Division of Business Services, in conjunction with RCCD Facilities Planning and Development, provides support of these areas to ensure that facilities are maintained through deferred maintenance projects, capital outlay, and other state funding and that the College's strategic priorities align with the physical development and maintenance of the campus. Finally, Business Services/Facilities Management work through strategic planning that occurs in compliance with OSHA and ADA standards.

In the event of an emergency or safety issue, students, faculty, and staff have a variety of options to report to Facilities. For non-emergency issues, Facilities has a work order system link on its webpage (IIIB1_Facilities-Work-Order). For a more urgent situation, Facilities also has phone numbers listed for its main office as well as extensions for management personnel. RCCD Risk Management, in conjunction with MVC leaders, recently completed crisis communication training and created the Crisis Communication Quick Reference Guide to report safety and/or emergency issues on campus (IIIB1_RCCD-Crisis-Comm-Chart). The Risk Management Department shares a newsletter containing relevant risk management news and trainings (IIIB1_RMN-Newsletter). Additionally, the College and District have distributed a document to all management staff with personal contact information for all other management staff for use in emergencies. The College has an administrator on duty during normal class hours, in the evenings, and on weekends. Administrators can call Facilities personnel on department issued cell phones, and there is posted signage (IIIB1_Facilities-Sign) on campus that lists the phone numbers for Facilities services.

Analysis and Evaluation

The College, in coordination with the District, has multiple plans and procedures to evaluate and manage physical resources to ensure they are safe and sufficient. Regular inspections, a transparent reporting process, and accurate inventory tracking inform planning and maintenance of a safe infrastructure. In the event that an issue associated with access, safety, security, campus environment, and/or health is noted, there are processes for rectifying them in a timely and effective manner. Facilities personnel operate in a culture of accountability and are encouraged to report any safety concerns they encounter in their daily work across the campus. This culture of accountability supports the College's efforts to address, in a proactive and timely manner, any safety issues that may arise.

III.B.2: The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

In the spring of 2019, Moreno Valley College reopened its Comprehensive Master Plan (CMP) and significant changes were made to reflect the growing needs of the College and the community it serves. A part of the CMP is the Facilities Master Plan (IIIB2_Facilities-Master-Plan) which articulates how the College envisions its facilities evolving over the next ten plus years and how that evolution aligns with the institutional mission and strategic priorities. Numerous workshops (IIIB2_FMP-Planning-Workshops) were hosted so that campus and community members could review and provide feedback on the drafts. Professional consultants, architects, and engineers participated in program planning and design of capital projects and, when appropriate, evaluate existing facilities and building conditions. Moreno Valley College contracted with the DLR group to create the updated Facilities Master Plan (FMP). Other consultants also participated in the College's life-cycle assessments to determine whether it would be more fiscally responsible to maintain current equipment and/or facilities or replace said physical resources with new ones. The RCCD Board of Trustees approved the College's FMP on June 11, 2019 (IIIB2_BOT-Action-18-23-FMP).

In addition, MVC uses the following primary documents to ensure that the needs of programs and services across the College are duly considered when planning new construction and renovation projects, allocating funds for maintaining, replacing, or purchasing new equipment: the Educational Master Plan (EMP) (IIIB2_EMP_8-19), FUSION Space Inventory (IIIB2_FUSION-Space-Inventory), Facility Condition Index Scores (IIIB2_FCI-Report), technology databases, and discipline and department program review documents. Of greatest priority in the Scheduled Maintenance Project List (IIIB2_SM-Approved-Projects_18, IIIB2_SM-Approved-Projects_17) are projects related to immediate safety and ADA/OSHA compliance issues. One example of prioritizing of projects related to safety is the installation of Lock Bloks (IIIB2_Lock-Blok-Purchase, IIIB2_Lock-Blok) on classroom doors to be used in the event of an incident or lockdown. A second example is the prioritized work to upgrade the fire detection/alarm system for Science and Technology, Library, Student Services, and Humanities buildings (IIIB2_Fire-Detection).

In accordance with the priorities outlined in the FMP, the College works to implement capital facilities projects that will maintain, upgrade, and/or replace physical resources. Each of the information sources discussed in the previous paragraph influence facilities planning across the College, allowing Business Services to plan for the renovation and construction of facilities to fulfill the College's mission, budget for all such capital outlays, and target relevant local and state sources to help the College fund these needs. One example of this is updated Library and Student Services interior lighting project to result in energy and cost savings (IIIB2_Prop-39_FormB). A second example of plans to maintain physical resources to ensure continuing quality and safety is the elevator modernization project (IIIB2_Elevator-Modernization; IIIB2_NOA-Elevator), which is made possible through the combination of scheduled

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maintenance and Measure C funds. Finally, the College's commitment to ensure that the needs of programs are considered when planning its buildings is demonstrated in the Library Learning Center (IIIB2_LLC-Capital-Outlay_5-20-18), a facility that would provide much needed additional library, student support and activities space that bolster Guided Pathways implementation.

Analysis and Evaluation

The College's process for planning, acquiring, building, maintaining and upgrading, or replacing its physical resources align with Standard III.B.3 and is guided by the Facilities Master Plan as well as Five-year Construction and Scheduled Maintenance Plans, which are informed by regular inspections, reports, and planning with professional consultants. MVC works diligently to identify and prioritize projects, adjusting future budget allocations as needed to reconcile any unexpected costs associated with unforeseen safety and compliance expenditures. The recent Space Needs Analysis created by the DLR Group that was included in the Facilities Master Plan update revealed that the College is operating as efficiently as possible, with an 86% cap load ratio and a high percentage of portable and modular spaces. To account for expected enrollment increases and to grow into a comprehensive college that can meet the needs of faculty, students, and staff, significant physical space growth in classrooms, instructional labs, offices, AV/TV, and library and study areas is needed.

> **III.B.3: 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.**

Evidence of Meeting the Standard

When developing the Comprehensive Master Plan (CMP), Moreno Valley College consults program reviews to better understand the effectiveness of physical resources in supporting programs and services, and to determine the College's greatest facility needs. Each department submits its requests for equipment and upgrades annually. An example of this process is the request to convert unused lab space to a physics lab. Supported with enrollment data analysis, the Dean of Instruction created a resource request through program review (IIIB3_Physics-Lab). The project was approved in April, and the lab was created by the end of June using funds from salary savings. The College regularly updates its Educational Master Plan (EMP), taking into consideration all programmatic and educational needs, and develops its Facilities Master Plan (FMP) to support the Educational Master Plan (IIIB3_Ed-Master-Plan-Draft_8-19). This will ensure that the infrastructure will be developed to meet the need for new buildings which are identified in the FMP. Additionally, the FMP helps to identify future utilities needs and evaluate alternative campus systems aimed at reducing energy consumption and cost, as well as enhancing sustainability.

The College evaluates its facilities on a regular basis. In addition to using on-site observation and work order records, the MVC Facilities Department utilizes FUSION Deficiencies List (IIIB3_FUSION-Deficiencies) and FUSION Facility Condition Index (IIIB3_Fusion-FCI) report

to assist with the assessment of the condition of its facilities. The College maintains a five-year scheduled maintenance plan that is updated annually. When state resources for scheduled maintenance and instructional equipment are provided to the District, they are allocated to each college. Prioritization of the lists is based on a newly developed allocation model that take into account the type of project, facilities condition index, and the impact and severity (IIIB3_Sched-Maint-Alloc-Model). The Five-year Scheduled Maintenance and Five-year Construction Plans (IIIB3_RCCD-Five-Yr-Const-Plan) are presented to the Resource Subcommittee and Strategic Planning Committee and then approved by the President's Cabinet to ensure alignment with the needs of the College and the Facility Master Plan.

The College works with the District Business and Financial Services Department to develop funding strategies using statewide bonds, the District's local bonds and/or other possible funding sources (e.g., Federal grant resources – that funded or Correctional Simulation facility at the Ben Clark Training Center). Deficiencies and improvement projects are funded from various sources such as Scheduled Maintenance (State), Measure C (Local Bond) and multiple campus budgets. Projects identified as code/fire/life safety issues receive priority. Scheduled Maintenance funding has been reduced substantially over the past three years. This makes funding larger projects more difficult; however, Moreno Valley College was able secure funding for two major life safety projects. The projects are the modernizations of three elevators and upgrading the fire alarm system. The total cost of these projects is $1.2 million. The College allocated two years of Scheduled Maintenance funds as well as $1 million in Measure C funding to pay for these important projects. Both projects are in progress.

Analysis and Evaluation

The combination of evaluations, surveys, and data analysis provides a picture of the feasibility and effectiveness of physical resource decisions in supporting institutional programs and services. Data and information from a multiplicity of sources form the basis for assuring the effectiveness of the College's physical resources to adequately support the teaching and learning environment. The College's processes and structures are robust and consistently updated.

> **III.B.4: Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

Evidence of Meeting the Standard

As discussed previously, long-range capital plans support institutional improvement goals reflected in the Comprehensive Master Plan which includes the Facilities Master Plan (FMP) (IIIB4_Facilities-Master-Plan) and the Educational Master Plan (EMP) (IIIB4_CMP-Education-Draft). The FMP is informed by and linked to the EMP as well as other college plans such as the Integrated Strategic Plan and Student Equity Plan. Implementation of long-range capital plans depends on the availability of state and local funding such as the State Capital Outlay Program and Local General Obligation Bonds. As funding becomes available, the College follows the designated order from the Five-year Construction Plan (IIIB4_RCCD-Five-Yr-Const-Plan) submitted to the state by the District each year. The prioritization is informed by the phasing sequencing reflected in the FMP. For example, the College is implementing two priority projects that are part of Phase I of the FMP, the Welcome Center/Student Services Renovation project

and the Education Center Phase I Building at Ben Clark Training Center, with resources from remaining Measure C funds. Both projects are currently in design and are expected to be completed sometime in 2021.

Per Board Policy and Administrative Procedure 6600: Capital Construction (IIIB4_BPAP6600_Capital-Construction), the College, in conjunction with District Facilities Planning and Development, considers the needs identified in the EMP regarding future academic and student services programs and the effects of such programs on construction needs. The Five-Year Construction Plan (IIIB4_FYCP_2020-2024-BOT_6-19-18) is updated, reviewed, and approved annually by the Board of Trustees and the California Community Colleges Chancellor's Office in accordance with the California Community Colleges Facilities Planning Manual.

The College uses an integrated planning strategy that considers the total cost of ownership that includes direct and indirect costs of physical assets such as acquisition, maintenance, and depreciation. Facilities maintenance and operations staff are involved in both the planning and design of new facilities to ensure that life cycle and total cost of ownership considerations are adequately addressed in the planning and design decisions related to energy, maintenance, safety, personnel, and durability of facilities and equipment. Major capital needs are funded through the State Capital Outlay program and general obligation bond funds, while operations and maintenance expenses are funded through annual general fund budget allocations, schedule maintenance and instructional equipment funds, and general obligation bond funds. The allocation of these resources is largely through the annual budgeting processes and informed by program review (IIIB4_TCO, IIIB4_IRPA-Summary_16-17, IIIB4_IRPA-Summary_17-18). The College and District have developed tools to aid allocating resources for priority facilities needs that are linked to institutional priorities (IIIB4_Allocation-Model).

Analysis and Evaluation

The College's Facilities Master Plan, Five-Year Construction Plan, and annual budgets show that long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Conclusions on Standard III.B. Physical Resources

The College has inclusive processes for evaluating physical resources to ensure that they support its programs and services and achieve its mission. Multiple procedures are in place to guide improvements in safety and quality of physical spaces, and total cost of ownership as primary criteria. When there is a need for additional space, maintenance/repairs or reorganization of existing space is identified, creative solutions are found to work within the framework of what is physically and fiscally possible. For example, the College made space for a lactation room, an Honor's Center, a Learning Center, a physics lab, a pop-up art gallery, a Welcome Center, and a STEM Center in response to campus needs. While the College has been highly effective in the utilization of space, evaluation of its use has resulted in tremendous planning for future growth.

Evidence List

IIIB1_MVC-Map
IIIB1_BCTC-Map
IIIB1_Facilities-Master-Plan
IIIB1_RCCD-Five-Yr-Const-Plan
IIIB1_Sched-Maint
IIIB1_FUSION-Space-Inventory
IIIB1_Fire-Alarm-Test_19
IIIB1_Elevator-Inspections
IIIB1_EMWD-Inspection
IIIB1_Work-Orders
IIIB1_RSC-Minutes_3-20-19
IIIB1_RSC-Minutes_5-17-19
IIIB1_FCI-Report
IIIB1_Sched-Maint
IIIB1_IIPP
IIIB1_Facilities-Work-Order
IIIB1_RCCD-Crisis-Comm-Chart
IIIB1_RMN-Newsletter
IIIB1_Facilities-Sign

IIIB2_Facilities-Master-Plan
IIIB2_FMP-Planning-Workshops
IIIB2_BOT-Action-18-23-FMP
IIIB2_EMP_8-19
IIIB2_FUSION-Space-Inventory
IIIB2_FCI-Report

IIIB2_SM-Approved-Projects_18
IIIB2_SM-Approved-Projects_17
IIIB2_Lock-Blok-Purchase
IIIB2_Lock-Blok
IIIB2_Fire-Detection
IIIB2_Prop-39_FormB
IIIB2_Elevator-Modernization
IIIB2_NOA-Elevator
IIIB2_LLC-Capital-Outlay_5-20-18

IIIB3_Physics-Lab
IIIB3_Ed-Master-Plan-Draft_8-19
IIIB3_FUSION-Deficiencies
IIIB3_Fusion-FCI
IIIB3_Sched-Maint-Alloc-Model
IIIB3_RCCD-Five-Yr-Const-Plan

IIIB4_Facilities-Master-Plan
IIIB4_CMP-Education-Draft
IIIB4_RCCD-Five-Yr-Const-Plan
IIIB4_BPAP6600_Capital-Construction
IIIB4_FYCP_2020-2024-BOT_6-19-18
IIIB4_TCO
IIIB4_IRPA-Summary_16-17
IIIB4_IRPA-Summary_17-18
IIIB4_Allocation-Model

C. Technology Resources

III.C.1: Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Moreno Valley College uses multiple processes and services to ensure that technology needs are appropriately supported and evaluated, including councils, committees, advisory groups, and surveys. Because technology infrastructure must be compatible among the colleges in the Riverside Community College District (RCCD), many decisions about the College's technology acquisition and usage are understandably influenced by the RCCD Information Technology Strategy Council (IIIC1_ITSC-Minutes-2-19-19). MVC has representation on the Information Technology Strategy Council (ITSC), which oversees strategic decisions involving the provision of information services and technology; it also advises and informs the Chancellor's Executive

Cabinet and the District Strategic Planning Council about how to use technology to advance the institutional goals of the District and the College (IIIC1-Info-Tech-Org-Chart). The RCCD Strategic Technology Plan (IIIC1_RCCD-Strategic-Tech-Plan_19) shows the alignment of District technology goals with the five technology goals of MVC. These five goals, including their objectives, plans, and assessment, can be found in the MVC Technology Plan and are summarized below:

1. Effectively plan and deliver technology resources that enable all constituencies to achieve their academic and professional goals. (Supports College Goals #4, #5, and #7.)
2. Apply formal standards and procedures to guide planning and implementation of the College's technology resources. (Supports College Goals #4 and #5.)
3. Improve and increase student, faculty, and staff access to various and cutting-edge technologies. (Supports College Goals #3, #5, and #6.)
4. Improve IT operational efficiency and communication to students, faculty, and staff. (Supports College Goals #4 and #5.)
5. Maintain up-to-date technology resources throughout the college. (Supports College Goals #4, #5, and #7.)

The Moreno Valley College Technology Resources Advisory Group (TRAG), comprised of faculty, classified staff, administration, and student representatives, reviews the College's strategic plan and campus adoption of technology in support of strategic goals and objectives. The TRAG also contributes to decision-making regarding the various forms of technology that are used by the four major divisions of the College including Business Services, Academic Affairs, Students Services, and the President's Office. The group drafts, maintains, and assesses the College's Technology Plan (IIIC1_MVC-Technology-Plan). The TRAG sent notifications via the college mailing list (IIIC1_Tech-Plan-Feedback-Request_1, IIIC1_Tech-Plan-Feedback-Request_2) to inform the campus about upcoming projects, to request input for various issues or requests, and to invite participation in any technology-related issues to improve the College's learning process to support students as well as administrative and instructional areas. During a committee structural reorganization in 2017, the TRAG became part of the larger Resources Subcommittee instead of its own entity. This reorganization was implemented as a process improvement to better align technology, physical, and financial resource allocation decision making.

Technology Support Services (TSS) works diligently to identify its technology needs as well as monitor, evaluate, and assess technology usage through college wide surveys (IIIC1_Tech-Survey_S16, IIIC1_Tech-Survey_S15). Survey results are used to identify gaps and limit redundancies in technology resource planning and allocation. For example, the 2015 and 2016 technology surveys suggested that document cameras were frequently requested in classrooms, so the equipment was prioritized, purchased, and installed in all classrooms (IIIC1_Audio-Visual-Upgrades). When technology surveys identified the need for a faster network and internet connection upgrade, the College's fiber connection was upgraded from a shared 1GB speed connection to a 10GB speed connection in the fall of 2018. In addition, assessment of technology needs led the College to focus on greater uniformity in technology adoptions, more awareness of the importance of system wide integration of technology, and improvement of the user's experience with technology. For example, the College and District adopted Office365 for

students, faculty, administrators, and staff (IIIC1_ITSC-Minutes_9-16-16). This adoption allowed all constituents to move much of their computing to the cloud and not be as constrained to individual computers. Students benefited greatly, given that a significant portion of MVC students lack access to up-to-date software for word processing, communicating via email, and creating spreadsheets and presentations.

At MVC, TSS offers support and assistance to all users in both administrative, student support and instructional areas. TSS offers online resources and information on how to get technical support on its webpage (IIIC1_TSS-Page). Via its website, TSS also provides users with contact information needed to submit service requests and provide resources along with other helpful links. TSS offers support and assistance in the areas of IT (desktop), audio/visual, and web development. TSS is housed in the Network Operations Center where a District Network Specialist is also available on a full-time basis. Users can submit service requests through the ServiceDesk or they can contact the District Helpdesk directly.

Finally, the College makes provisions for disaster recovery and security to ensure continuity of operational functions, academic programs, and support services. The hardware and software infrastructure of the College as a whole, including its distance education (DE) system, is fully backed up to ensure consistent delivery of instruction and services with minimal loss of service and/or data in case of a disaster.

Analysis and Evaluation

The College's technology infrastructure, equipment (hardware & software), and support services are appropriate and adequate to meet the academic and administrative computing and information technology needs of the campus stakeholders. The approach to new technology adoptions has improved significantly with greater collaboration between the District and the College regarding priorities, system requirements, and training needs, among other topics. In the past, MVC struggled to document and track all the technology used across all departments. This gap in accounting made it challenging to determine if the College was accurately identifying technology needs. The College has made systematic efforts to better track computer and audio/visual inventory and use that data to inform planning and resource allocation decisions.

> **III.C.2: The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

Evidence of Meeting the Standard

The College, in conjunction with the District, has spent significant financial capital in designing, building, and maintaining its technology infrastructure to provide students, faculty, staff, and administrators with the hardware and software required for their work in fulfillment of the college mission and strategic planning goals. The MVC Technology Plan (IIIC2_MVC-Tech-Plan-Update) provides clear guidelines for life cycle replacements to ensure technology across the College is reasonably current and adequate for its constituents. The plan is approved by the Strategic Planning Council (IIIC2_SPC-Tech-Plan-Approval) and an update of the plan is

currently (2019-2020 academic year) in progress, which will align with the updated District IT plan.

TSS works with the District IT department, which provides backend network support, to prioritize districtwide projects that meet college service needs: such decisions are informed by feedback provided by the College through the Resources Subcommittee. For computers systems and other hardware, the College has developed a funding model for a five-year computer replacement plan and is in the process of revising it. Additionally, units may request new and/or upgrades to existing technology through the program review resources request process for funding consideration.

Evidence of improvement in planning and implementation is reflected in Moreno Valley College's Integrated Strategic Goals 2018-2023 (IIIC2_ISP18-23), where technology has been identified as a key component. MVC has dedicated a substantial portion of its financial and staffing resources to ensure that students, staff, faculty, and administrators have the technology they need to fulfill the College's educational mission and strategic goals. It has also prioritized the effective use of state-of-the-art technology and innovation throughout the College, allowing for regular refresh of technology assets.

Appendix C of the previously cited Technology Plan provides a list of technology upgrades through 2017. One major accomplishment in technology was the development of the new Network Operations Center (NOC) facility located at the north side of the main college campus. The NOC is a new building with a state-of-the-art data center that was planned with room for growth. It houses servers, UPSs, and other networking equipment that supports the College's IT infrastructure as well as office space for the TSS personnel, including IT, A/V, Web, and Networking Support. In addition to the NOC, other technology enhancements at the College include, but are not limited to, audiovisual and computer upgrades, and a new separate 10 Gigabyte internet connection, which allows the College to be independent and users to enjoy a fast, more stable, and reliable connection. With the new NOC, this major change allows MVC to be a backup site for the entire District in case of network connectivity failure at one of the other points of connectivity. This upgrade took place in June 2018. Between summer 2014 and spring 2015, all instructor computers in the classrooms were replaced with new systems with faster hard drives, dedicated video cards, and faster CPUs to allow for better performance. During spring 2015, Phase I of the audio/visual upgrade project took place in 18 classrooms and in spring 2017, Phase II was completed, which included the remaining 18 classrooms. The upgrades consisted of the following: an audio system, push-button panels to manage all devices, larger projection screens, document camera, and high definition inputs and outputs for any device.

Additionally, the College was the recipient of Strong Workforce Local and Regional funds and a Hispanic Serving Institution (HSI) III Science, Technology, Engineering & Math (STEM) Grant titled "Advancing STEM Through Career Technical Education (CTE)." The purpose of these funds was to add technology-focused certificates and degree pathways, which would allow students to enter well-paying STEM jobs. As a result, state-of-the-art technology was purchased with these funds to support the development of the skillset needed by students entering technical fields. New technology purchased included 3D printers, laser cutter/printers, vinyl cutter/printers, CNC routers, Bio printers, resin printers, 50 Alienware computers, 30 iPAD Pros, and 14

Microsoft Surface Pros. The equipment purchased supports the College's newly developed Cyber Hub classroom, the iMAKE Mobile Innovation Center, and the iMAKE Innovation Center (IIIC2_iMake-Innovation).

Any substantial technology requests require consultation, which at times includes the District Office of Information Technology, to ensure that any new requests meet the standards of compatibility, security, and maintenance established by the College and the District. For example, when purchasing a software application such as EduNav, the College alone could not make this decision since that technology would have to be shared by all three of the District's colleges counseling and admissions offices of the District. The District and colleges have shifted to more cloud-based information processing and storage for its constituents, which has increased the impact and utility of that software.

Analysis and Evaluation

Through district and college planning and program review processes, the College identifies campus technology needs and meets them in an efficient and effective manner aimed at fostering consistency, reliability, and security as well as high levels of operational support and service. Technology is systematically replaced or upgraded as institutional operating and educational needs dictate. The College has processes in place for to prioritize needs when making decisions about technology purchases.

> **III.C.3: The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

Evidence of Meeting the Standard

Moreno Valley College, in collaboration with the District, allocates resources to ensure that its technological infrastructure and equipment are implemented and maintained throughout its campus locations. Allocation of technology resources is made based on the program review process, where units submit their technology resource requests with other resource requests with their program reviews. Funding decisions are made at the department, divisional, or college level (IIIC3_IRPA_15-16, IIIC3_IRPA_16-17, IIIC3_IRPA_17-18). Funding decisions are shared with the College's shared governance bodies and campus wide at budget forums (IIIC3_Budget-Forum_5-28-19, IIIC3_Budget-Forum_12-3-18). These processes ensure that both the MVC Lasselle campus and the Ben Clark Training Center (BCTC) receive sufficient technology resources and technical support and assistance (IIIC3_TSS-Link).

The College and District provide a system for backup and disaster recovery using backup hardware and software resources. The District's enterprise application virtual machine (VM) servers are backed up using the VEEAM Backup and Replication Suite, sending backups to a NetApp storage area network (SAN) as the storage repository. Servers are incrementally backed up each day to the SAN at MVC. Synthetic full backups are also created weekly to maintain backup integrity and reliability and to speed recovery times in the event of a disaster; these backups are retained for 14 days. Application specific backups via the VEEAM suite are

maintained for time-critical services such as Ellucian Colleague, SharePoint, and other databases operating in a full recovery model. These backups occur every few hours to allow exact point-in-time recovery of critical information. A full tape backup of the student information system, Ellucian Colleague, is performed on a monthly basis with the tape stored in a fire resistant safe at the District (IIIC3_Production-Backup-Log, IIIC3_Tape-Backups, IIIC3_Backup-Logs_18-19, IIIC3_VEEAM-Backup-Guide, IIIC3_Cisco-datasheet, IIIC3_Cisco-Quote-PO).

To facilitate disaster recovery, critical enterprise applications backups for the College are sent to a repository at MVC; the VEEAM Backup and Replication suite sends backups daily. Also, the College has a server infrastructure running VMWare which allows VMs to be migrated temporarily to other sites should a long-term outage occur. The District contracts for a rapid hardware replacement service which allows for replacement within 24 hours of critical infrastructure should a catastrophic failure or disaster occur (IIIC3_HA-Datasheet, IIIC3_Disaster-Recovery, IIIC3_NetApp-SnapMirror, IIIC3_Cisco-Service, IIIC3_Cisco-Quote-PO). In addition, technology maintenance occurs during regularly scheduled monthly downtimes for applying upgrades and patches along with other maintenance activities.

Where feasible, the network layout at Moreno Valley College includes redundant fiber optics links to each facility. Spare network switches are maintained for each core location allowing rapid replacement when necessary. The District also maintains support agreements on critical network infrastructure with Cisco Systems that guarantee replacement in a four-hour time span. CENIC delivers Internet connectivity to the College, and the Internet connections are maintained in an active-active configuration with circuits being utilized to serve students, faculty, and staff. In the event of a lost connection, Internet traffic will failover to a remaining connection that the District maintains (IIIC3_RCCD_WAN, IIIC3_RCCD-Account-Snaphot, IIIC3_RCCD-CENIC-Status). In addition, a new fiber connection was added to BCTC on January 2017 for faster and better internet connectivity. Now there is a dedicated, reliable connection for all departments at BCTC.

Technology maintenance occurs during regularly scheduled monthly downtimes for applying upgrades and patches along with other maintenance activities. Scheduled downtimes are announced to the College and, when applicable, the District. Announcements are also sent via social media sites as needed. In addition, District IT keeps the College updated regarding any upcoming changes, upgrades, and downtimes either at TSS managers meetings or via email.

Analysis and Evaluation

The College assures that technology resources at its main campus and at Ben Clark Training Center are allocated and maintained to assure reliable access, safety, and security primarily through the following institutional practices and procedures: program review, regularly scheduled maintenance and upgrades, service request process, system security features such as firewalls and anti-virus software, and systems of redundancy and backups.

> **III.C.4: The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Evidence of Meeting the Standard

Technology surveys (IIIC4_Tech-Survey-S15, IIIC4_Tech-Survey_16) allow the College to monitor, evaluate, and assess its technology usage among staff, faculty, and administrators as well as provide an opportunity for all staff, faculty, and administrators to submit requests for professional development. The results have been used to prioritize training as needed. The technology surveys are also sent to students via the Email Blast system, which sends an email to all MVC students to their student email account. Typical questions asked of students are in the areas of distance education (e.g., use of Blackboard/Canvas); use of and access to computers on campus; experiences with lab locations, the wireless network, and MVC'S website; and general questions on what technologies or services are needed on campus to better serve students.

Additionally, the professional development committee solicits feedback (IIIC4_PD-Topic-Request) for desired training to prepare meaningful schedules for the fall and spring faculty FLEX days. As a result of the feedback from the surveys, the College has provided professional development training for faculty, administrators, and staff in the use of software and equipment, including platforms such as Galaxy, 25Live, Colleague, Excel, SharePoint, website updates, document camera operation, and more. Users can access tutorials and training resources at the TSS site (IIIC4_TSS-Resources), and webinars are offered to provide training on specific programs or practices (IIIC4_Respondus-Email). Throughout the year, experts on campus are available for formal training (IIIC4_DE-Training) and drop-in training as needed. Furthermore, whenever a user needs technical support, the user can submit a service request through the ServiceDesk or contact the Helpdesk directly (IIIC4_TSS-Link).

Students can get technical support for their online classes (Distance Education) by calling the Canvas support line or getting assistance online at the DE page (IIIC4_Canvas-Support). Also, students can call the RCCD Helpdesk (IIIC4_RCCD-Helpdesk) to get assistance when having issues accessing the wireless network. Students can also visit the Learning Center and/or Tutorial Services for additional assistance.

The College has adopted several new online platforms in recent years, including the switch to Canvas and EduNav. To equip users with appropriate instruction for the new environment, MVC provided EduNav resources on the website (IIIC4_EduNav-Webpage) including a detailed guide (IIIC4_EduNav-Student-Manual), a quick reference guide (IIIC4_EduNav-Quick-Reference), and more targeted content, such as instructions for changing the program of study (IIIC4_EduNav-Change-Program). To ensure a smoot transition and proper campus wide training, emails are sent to all students, faculty and staff regarding EduNav resources and daily workshops (IIIC4_EduNav-Email). As is discussed in Standard I.C.1, Student Services leveraged technology with the adoption of Grad Guru in 2019, which ensures that students receive customized notices on their phones about events, important deadlines, and campus information such as Mobil Financial Aid, where students can complete tasks online to streamline the financial aid application process.

Efforts to improve training have been significant in the last year, including the enhanced online resources given to faculty and students, as well as the financial support for training locally, online, and at statewide conferences. The expertise of those employed on campus has been

utilized as a good source of instruction and support for faculty, administration, students, and staff. Additionally, the College hosts professional development training events for staff, two faculty FLEX three-day programs, ongoing sessions, and events throughout the year. Further, the Comprehensive Master Plan envisions additional space for engagement centers that can provide training, orientation, and resources for students navigating academic systems such as WebAdvisor, Canvas, MyPortal, Office 365, and EduNav.

Analysis and Evaluation

The College provides technology training and support for its faculty, staff, students, and administrators on a regular and as-needed basis. Instruction is aimed at the enhancing the effective use of technology in academic, student support, and administrative areas of operations. Although the training is appropriate, the College is working toward a more integrated training platform to streamline the provision of technology training and support for its campus community.

> **III.C.5: The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

Evidence of Meeting the Standard

RCCD Board Policy and Administrative Procedure 3720: Computer and Network Use outlines the acceptable use of technology in the teaching and learning processes (IIIC5_BPAP3720_Computer-Use). AP 3720 details general principles, network computing safeguards, system protections, forbidden activities, and penalties for abuse and contains the computer network use agreement form that all district employees must sign when they are hired. Board Policy 3720 is also referred to in the Student Employment Handbook, and student employees are asked to sign the form. Furthermore, a reference to AP 3720 is published in the student handbook (IIIC5_BPAP3720-Student-HB), the college catalog (IIIC5_BPAP3720_Catalog), and the online instructions for connecting to the wireless network (IIIC5_Wireless-Terms). These guidelines are reinforced when students log into the College's wireless Internet connection and are presented with RCCD's Terms and Conditions.

Moreno Valley College adheres to California Education Code and federal guidelines for ADA and Section 508 compliance. All faculty teaching online or hybrid courses must use the district learning management system, Canvas, and must complete training. Part of the training is instruction on best practices for using technology in the teaching and learning process and ways of meeting ADA requirements by ensuring equitable accessibility to materials for all students. A districtwide accessibility team was formed to develop a plan to ensure that all Canvas courses are accessible (IIIC5_RCCD-DE-Access-Draft). Administrative Procedure 3445: Handling Accommodations For Persons With Disabilities For Non Classroom-Related Activities (IIIC5_AP3445_Accom-Non-Class) and Board Policy and Administrative Procedure 3725: Establishing and Maintaining Web Page Accessibility (IIIC5_AP3725_Web-Accessibility) demonstrate that the College is committed to providing access beyond the classroom, ensuring a process exists for reasonable accommodation to all programs and activities.

To reinforce the initial lessons in the certification training, additional resources are regularly offered: emails regarding targeted training (IIIC5_Regular-DE-Training); a checklist for teaching in hybrid and online courses (IIIC5_DE-Checklist); an instructor resources shell (IIIC5_Instructor-Resources-Shell) embedded into Canvas containing the distance education (DE) newsletter, guides, tutorials, and answers to frequently asked questions; and the hosting of a conference (IIIC5_Universal-Design-Conf_17) with DE experts to teach about universal design and other issues pertinent to technology in the teaching and learning process.

Analysis and Evaluation

The College follows District policies and procedures for the appropriate use of technology in the teaching and learning process. These policies and procedures are readily available on the RCCD website and are publicized in college documents available to faculty, staff, and students. Ongoing education opportunities are provided to refine skills.

Conclusions on Standard III.C. Technology Resources

Moreno Valley College is committed to ensuring that its technological infrastructure meets the needs of the institution. The College continuously plans for, updates, and replaces technology and integrates these processes into the Integrated Strategic Plan. MVC assures safety and security through meticulous backup systems, reliable Internet connectivity, and policies and procedures on the appropriate use of technology. The College also maintains adequate technology resources at all locations. To ensure that these resources are used effectively, the College provides ongoing technology support and training for faculty, staff, students, and administrators.

Evidence List

IIIC1_ITSC-Minutes-2-19-19
IIIC1-Info-Tech-Org-Chart
IIIC1_RCCD-Strategic-Tech-Plan_19
IIIC1_MVC-Technology-Plan
IIIC1_Tech-Plan-Feedback-Request_1

IIIC1_Tech-Plan-Feedback-Request_2
IIIC1_Tech-Survey_S16
IIIC1_Tech-Survey_S15
IIIC1_Audio-Visual-Upgrades
IIIC1_ITSC-Minutes_9-16-16
IIIC1_Resource-Support-Request
IIIC1_TSS-Page

IIIC2_MVC-Tech-Plan-Update
IIIC2_SPC-Tech-Plan-Approval
IIIC2_ISP18-23

IIIC2_iMake-Innovation

IIIC3_IRPA_15-16
IIIC3_IRPA_16-17
IIIC3_IRPA_17-18
IIIC3_Budget-Forum_5-28-19
IIIC3_Budget-Forum_12-3-18
IIIC3_TSS-Link
IIIC3_Production-Backup-Log
IIIC3_Tape-Backups
IIIC3_Backup-Logs_18-19
IIIC3_VEEAM-Backup-Guide
IIIC3_Cisco-datasheet
IIIC3_Cisco-Quote-PO
IIIC3_HA-Datasheet
IIIC3_Disaster-Recovery
IIIC3_NetApp-SnapMirror

IIIC3_Cisco-Service
IIIC3_Cisco-Quote-PO
IIIC3_RCCD_WAN
IIIC3_RCCD-Account-Snaphot
IIIC3_RCCD-CENIC-Status

IIIC4_Tech-Survey-S15
IIIC4_Tech-Survey_16
IIIC4_PD-Topic-Request
IIIC4_TSS-Resources
IIIC4_Respondus-Email
IIIC4_DE-Training
IIIC4_TSS-Link
IIIC4_Canvas-Support
IIIC4_RCCD-Helpdesk
IIIC4_EduNav-Webpage

IIIC4_EduNav-Student-Manual
IIIC4_EduNav-Quick-Reference
IIIC4_EduNav-Change-Program
IIIC4_EduNav-Email

IIIC5_BPAP3720_Computer-Use
IIIC5_BPAP3720-Student-HB
IIIC5_BPAP3720_Catalog
IIIC5_Wireless-Terms
IIIC5_RCCD-DE-Access-Draft
IIIC5_AP3445_Accom-Non-Class
IIIC5_AP3725_Web-Accessibility
IIIC5_Regular-DE-Training
IIIC5_DE-Checklist
IIIC5_Instructor-Resources-Shell
IIIC5_Universal-Design-Conf_17

C. Financial Resources

Planning

III.D.1: Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Moreno Valley College is part of the three-college Riverside Community College District (RCCD), with District financial services provided in a centralized manner. The Board of Trustees (BOT) has adopted budget development principles and practices that are designed to maintain the financial integrity of the District and the colleges. These principles and practices are codified in various board policies, including but not limited to: BP 6200: Budget Preparation (IIID1_BP6200_Budget-Prep); BP 6250: Budget Management (IIID1_BP6250_Budget-Management); BP 6300: Fiscal Management (IIID1_BP6300_Fiscal-Management); BP 6307: Debt Issuance and Management (IIID1_BPAP6307_Debt-Issuance-Manage); and BP 6320: Investments (IIID1_BP6320_Investments). BP 6200 establishes the budget preparation criteria found within each year's adopted budget as the guiding principles used in budget preparation within the District. The District maintain a reserve of a minimum of 5 percent of the sum of the projected beginning fund balance for a particular fiscal year and the estimated revenues for that year. The fund balance target amount is the first item funded in the budget in any fiscal year.

The District Budget Advisory Council (DBAC) is a standing participatory governance committee which serves as the primary advisor on fiscal and budget matters to the District Strategic

Planning Council (DSPC). DBAC provides a collaborative forum for the exchange of information necessary to inform strategic decisions regarding budget and fiscal policies, procedures, planning, budget development, and resource allocations within the District. DBAC works toward continuous evaluation and quality improvement of the budget allocation process by systematically assessing the effectiveness of resource allocation methodologies within approved principles and guidelines to advance the mission and goals of RCCD.

A District budget allocation model (BAM) is the computational tool used to allocate general fund unrestricted resources to the colleges. The former foundation of the BAM was based on a Full-Time Equivalent Student (FTES) model to reflect how resources from the state were allocated to the colleges under SB 361 and modified to take into consideration the costs associated with the unique instructional programs and organizational structures at each college in order to derive the known cost of producing FTES at each college. The individual FTES rates per college were then applied against the target FTES for each college. The District identified a need to make substantive changes to the BAM as a result of the new Student-Centered Funding Formula (SCFF), but, more importantly, to make the model intrinsically based on the core institutional principles of fairness, equity, and transparency. As such, the DBAC embarked on a year-long effort in 2018-2019 to develop a new model based on these core principles (IIID1_BAM-Phase-I_8-19). The core principles have been defined as follows:

- Fair – Resource allocation decisions will be informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner.
- Equitable – Resources will be distributed in a manner that adequately supports the full array of programs offered at each college while ensuring compliance with statutory and regulatory requirements: efficient and strategic use of resources is expected, and inefficiencies will not be subsidized or supported.
- Transparent – Resource allocation decisions will be made in an open and consultative manner with representative stakeholder groups and that it is simple, easy to administer and communicate as possible.

While the new SCFF changes the way, the state allocates apportionment to the districts, the primary portion of the formula is still based on FTES (70%). Therefore, the revised BAM was developed with FTES as the primary allocation basis, using the concept of "FTES as Currency" whereby each FTES generated has a value (or currency) that can be assigned based on a standard or "exchange rate" for each instructional program or discipline. In general, the BAM uses the "exchange rates" to allocate resources to the colleges. For example, the program exchange rate for the dental hygiene program will be different than a political science program exchange rate due to different cost structures for each program. Ultimately, the College will develop a similar methodology to allocate within the disciplines at the College. The DBAC spent 2018-2019 gathering historical discipline cost and FTES data, developing the methodology and testing different methodology scenarios, culminating in the Board of Trustees adopting phase 1 implementation of the BAM in June 2019 (IIID1_BAM-Principles, IIID1_FY_2019-20_Final_Budget).The DBAC agreed that phase 1 implementation will not result in budget modifications to the colleges in 2019-2020 to allow for development of the "exchange rates" per discipline and while the other components of the BAM are being assessed and developed.

By the end of the 2019 fall term, it is expected DBAC will perform the following for implementation in the 2020-2021 budget: 1) develop discipline exchange rates; 2) provide a factor for comprehensive college progress; 3) consider factoring in the equity and student success components of the SCFF; 4) treat District Office costs based on agreed upon service level expectations; 5) implement scaling of the Guided Pathways; and 6) ensure alignment of resource allocation with strategic objectives.

Based on MVC budget planning processes, the College has had sufficient resources to support existing instructional programs and support services (receiving nearly 80% of all College resources) and has been able to allocate resources to address institutional plans. The College has consistently ended the fiscal year with a healthy ending balance, as shown in the Year End Fund Balance Reports (IIID1_Q4-Financial_18, IIID1_Q4-Financial_19, IIID1_Q4-Financial-Categorical, IIID1_Q4-Financial-General_19). In addition to the College's unrestricted general fund, MVC receives restricted funds for federal grants (e.g., Department of Education Title III and V grants); state-funded categorical programs (e.g., Student Success & Support program); local income such as material fees, parking, and Health Center revenue; local auxiliary-related commission revenue; and ASMVC and RCCD Foundation revenue. The College's restricted and unrestricted general fund budget for the 2018-2019 fiscal year totaled $78.5 M (IIID1_Budget-Forum_5-19, IIID1_Budget-Forum_12-18). The District budget for all total available funds was $427,637,410 (IIID1_Adopted-Budget_FY19-20).

The Budget Forums show the College's budget development process ensures funding is set aside for resource needs in support of collegewide plans, in alignment with the College's strategic plan goals and objectives and in response to departmental plans developed through the assessment and program review processes. The District Accounting and Finance department allocates resources to Colleges and the District Office based on the Budget Allocation Model (distributed largely in proportion to generated enrollment measured by Full Time Equivalent Students at each college). Through the budget development process, the College can reallocate resources among its four organizational divisions, as well as among the various units within each of the division, based on need, strategic/institutional priorities and available resources. Significant cost increases, additions and/or reductions in extramural resources are the key drives of resource reallocations. Area vice presidents may reallocate resources provided to their division in response to unit requests as part of the program review process within the limit of the divisional resources. Requests that exceed available divisional resource limits that strategically and/or operationally a priority are forwarded to the President's Cabinet for funding consideration. The President's Cabinet makes decisions on which staffing and resource requests that have been submitted for consideration. The funding decisions of the Cabinet are communicated to the College through the Strategic Planning Council, the Resource Subcommittee and campus budget forums.

While the District and College actively seek to allocate resources strategically, the budgeting process is largely based on incremental budgeting. Full-time personnel costs are funded at the staffing level provided in the prior fiscal year (including adjustments for Cost of Living Adjustment (COLA), benefit cost increases, and salary increases related to collective bargaining agreements). Supplies and other staff expenses are funded at the same dollar amount as received in the prior year. Resources received in excess of the prior year are put in college reserves that

the President's Cabinet uses to fund resource requests and make strategic investments aimed as facilitating educational improvements, student access, success and equity and innovation.
In order to increase resources, some programs and/or units will seek and obtain grants and other extramural funds (IIID1_Budget-Decision_19). Hence, the College develops fundraising and grant proposals to support strategic, educational and facilities master plans. In collaboration with the District Office, the College identifies, pursues, and informs the college community about grant and categorical opportunities that support district and college plans.

In compliance with the California Community Colleges Chancellor's Office (CCCCO) and in alignment with the CCCCO's criteria for fiscal health, the District has established a minimum prudent balance of 5 percent of unrestricted general funds compared to expenditures from those funds (2018-2019 adopted budget). Beyond this prudent reserve, the District has set-aside additional funds in fiscal year 2018-2019 as a hedge against the increasing fixed costs anticipated in the out years (IIID1_BAM-Principles-8).

Analysis and Evaluation

One of the College's strengths is the way it approaches financial planning. College finances are managed conservatively to ensure students' needs are met on both a short- and a long-term basis. College funds are sufficient to support educational improvement and innovation. The District's Audit Report confirms the financial stability of the District and College. The College has sufficient funding and financial plans to support programs and services and improve institutional effectiveness.

> **III.D.2: The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

The college mission is the basis for all financial planning and decision-making at the College. As described in Standard I.A.3, the College's strategic planning process begins with the review and revision of the mission statement, which forms the foundation from which all strategic goals, objectives, and action steps are developed. Planning on the level of academic and student services programs and administrative units also begins with the college mission, and all funding requests and allocation requests must include a justification that demonstrates an alignment between the Integrated Strategic Plan goal (IIID2_ISP_18-23) and a specific program review objective.

As detailed in Standard I.B.9, comprehensive program reviews are conducted every three years by general education divisions of the College and every two years by career and technical education programs. In addition, annual program reviews are performed by every division. These reviews are central for both short and long-term planning and are the baseline documents for programs and units to outline resource needs. On an annual basis, resources are requested via the

resource allocation request process, which requires the request to reference the relevant sections of the College's ISP and are submitted via Nuventive Improve beginning fall 2019. As detailed in Standard III.D.1, requests go through the participatory governance process whereby funding requests are reviewed, prioritized, and funded or referred to the next institutional level for funding consideration.

The budget development and planning processes of the College ensure that financial resources are used to address college goals and objectives. The process of institutional planning and the integration of those plans are institutionalized within the college culture. The SPC processes ensure that requests for funding are supported by data and that funded requests are in alignment with the college mission and the institutional strategic planning goals. Financial decisions related to program review and resource allocation requests go through the participatory governance structure (e.g., Academic Senate and Strategic Planning Council) prior to recommendations being presented to the president to approve funding in alignment with budget priorities while ensuring these priorities can be accomplished within a balanced budget.

The District policy on Fiscal Management (IID2_BP6300_Fiscal-Management) ensures sound financial practices and financial stability. The policy requires records adhere to generally accepted accounting principles and governmental accounting standards and the California Community Colleges Budget and Accounting Manual.

Appropriate financial information is disseminated throughout MVC in a timely manner during meetings of the Strategic Planning Council and Resources Subcommittee (IIID2_SPC-Minutes_9-27-18, IIID2_RSC-Minutes_5-15-19, IIID2_Budget-Forum_12-3-18, IIID2_Budget-Forum_5-28-19). Funding decisions are communicated to the college community at aforementioned college budget forums and through reports to the shared governance bodies (IIID2_RSC-Minutes_4-18-18, IIID2_RSC-Minutes_3-21-18, IIID2_RSC-Agenda_4-14-19). Appropriate financial information is also disseminated to the Board of Trustees who approve the budget (IIID2_Adopted-Budget_BOT).

Analysis and Evaluation

Based upon the College's planning model, financial planning and decision-making are directly tied to the college mission and goals. Resource allocation decisions are made through program review and the participatory governance process, which allows for input from constituents throughout the College. As detailed in Standard III.D.1, financial planning is centralized through the District, and the policies and procedures are designed to ensure sound financial practices. To maintain financial stability, the District has instituted a plan for a 5% reserve within the District and a college reserve of a minimum of 1% of previous year expenditure across all funds.

> **III.D.3: 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.**

Evidence of Meeting the Standard

Both the District and College follow clearly defined policies, guidelines, and processes for financial planning and budget development, as described in Standard III.D.1. The District's budget is driven by the DBAC charge and the BAM, which allocates state-funded apportionment to the colleges based upon specific historical FTES-related criteria. The DBAC is a standing committee which serves as the primary advisor on fiscal and budget matters to the District Strategic Planning Council (DSPC). DBAC provides a collaborative forum for the exchange of information necessary to inform strategic decisions regarding budget and fiscal policies, procedures, planning, budget development, and resource allocations within the Riverside Community College District (RCCD). Members of the DBAC include district and college administrators, faculty, and classified team members. The council works toward continuous evaluation and quality improvement of the budget allocation process by systematically assessing the effectiveness of resource allocation methodologies within approved principles and guidelines to advance the mission and goals of RCCD and MVC (IIID3_DBAC).

The MVC Standard III Subcommittee reviews and monitors resources and expenditures and makes recommendations through the vice president of Business Services to the President's Cabinet related to discretionary budget availability and requests received through the program review process. The College's participatory governance processes, as described in Standard III.D.2, ensure that data-based requests for funding are supported by alignment with the college mission, Comprehensive Master Plan, and Integrated Strategic Plan goals and objectives. Plans are disseminated through participatory governance meetings, collegewide forums and the college website (IIID3_Budget-Forum_12-3-18, IIID3_Budget-Forum_5-28-19, IIID3_RSC-Agenda_5-15-19, IIID3_RSC-Minutes_4-18-18, IIID3_RSC-Minutes_3-21-18).

Analysis and Evaluation

The College has established guidelines and processes for financial planning and budget development that are clearly defined and widely communicated to the college community. Each of the identified district and college committees include wide constituency group representation. In addition, the information is accessible through collegewide forums and on the college website.

Fiscal Responsibility and Stability

> **III.D.4: Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Evidence of Meeting the Standard

The College's planning processes incorporate revenue projections, economic forecasts, cost estimation and analyses, financial modeling, and review of external stakeholder feedback/input which allow for a realistic assessment of financial resources available. As discussed in Standard III.D.2, the college community receives financial information through reports to the shared governance bodies as well as multiyear college budget forums. The budget forums outline the

financial forecast for the College, including available funds and ongoing and anticipated fiscal commitments.

These processes can be seen in the development of the MVC Comprehensive Master Plan Update. To facilitate the completion of this update, an institutional planning effort informed by robust internal and external scans provided a realistic assessment of the recent trends associated with key institutional drivers such as enrollment, regional demographic data, and expenditure patterns. Reviews of financial resource availability and past financial results were integral to the process. During spring 2019, the College held more than 30 meetings with college faculty, staff, students, and administration; city of Moreno Valley representatives; Riverside County partners; local industry partners; and K-12 school district partners. The meetings provided opportunities for stakeholders to participate in a realistic assessment of currently available resources and resources needed to support future plans (IIID4_CMP-Page, IIID4_CMP-Update_3-21-19).

The District's overall budget and the College's resource allocation process ensure that institutional plans in support of the College's strategic plans are funded with available resources. As described in Standard III.D.1-3, the College receives its general fund allocation based upon the BAM. It then allocates/reallocates general fund resources among the four divisions based on a projection of the available resources and the unit program reviews, which are tied to the district and college strategic plans. As detailed in Standard III.D.1, units conduct annual and comprehensive program reviews to assess resource needs. Current resources are reviewed and requests for additional resources are submitted based upon the results of the annual and comprehensive reviews IIID4_IRPA_15-16, IIID4_IRPA_16-17, IIID4_IRPA_17-18).

Analysis and Evaluation

The planning and budgeting process is robust and transparent. Information about available funds is provided to planners and decision-makers throughout the process, and this access results in planning that reflects realistic assessments of financial resource availability. Institutional planning is conducted in accordance with a realistic assessment of available funds, and continuous monitoring of available financial resources is undertaken and reported to the institution at regular intervals.

> **III.D.5: 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. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

Both the District and the College have controls in place that assure effective oversight of all financial matters. MVC uses an accounting software program called Galaxy, managed by the Riverside County Office of Education, to account for budgets and expend resources. Budgets use an account code structure to appropriately record and account for transactions. Purchase requisitions are created electronically by the College via Galaxy through an automated approval

process, and those approval requirements are built into the system based on account code structure. Control mechanisms are in place to ensure that requisitions cannot be approved unless sufficient resources are available. Approvals are in place for all requisitions depending upon the classification of the expenditure and origin of the budget. Only authorized individuals can enter requisitions into the system, and all requisitions are scrutinized and approved by appropriate administrators, including grant project staff, as well as Business Services. This oversight ensures that expenditures comply with board policies, regulations, and other relevant accounting standards. Requisitions are converted into purchase orders by the District purchasing team. All departments have access to the Galaxy financial system, and any college employee can request viewing access to the system and can develop real-time reports if needed (IIID5_FDB View-Financial-Summary, IIID5_Q4-Financial Reports_FY19, IIID5_Fiscal-Workshop-Managers). This ensures that accurate and timely financial information is readily and widely available for planning and decision-making. Periodically, internal controls are assessed and then improvements made. An example of the review of internal control was the development of Administrative Procedure 6301: Cash and Cash Equivalent (IIID5_AP6301_Fiscal-Management) that was developed in response to qualitative data and feedback related to handling gift cards and cash equivalent at the colleges. While this was not an audit finding, regular communication between the colleges and the District Controller enabled a team approach to implementing strong internal controls.

An independent certified public accounting firm annually conducts a financial and compliance audit (IIID5_District-Audit_17-18, IIID5_District-Audit_16-17, IIID5_District-Audit_15-16) of the District's financial activity in accordance with California Education Code 8848. The annual financial and compliance audit is conducted in accordance with generally accepted auditing standards and is intended to obtain reasonable assurance that financial statements are free of material misstatement. This process includes examining and testing supporting documentation as well as examining internal controls. During the annual external financial audit process, accounting principle application is verified and ensures that management's estimates provide reasonable assurance of detecting material misstatements that could affect the financial statements as a whole. As part of the audit process, the adopted budget (IIID5_Adopted-Budget_19-20) is compared to actual expenditures in an effort to identify any variance. The College is required to explain variances of any significance to the auditors to determine if funds were expended on educational programs and activities as originally planned and intended.

Acceptance of grant funds requires board approval. The College works with the District Fiscal and Business Services to upload the grant budget into the Galaxy system. Only authorized individuals can enter requisitions into the system, and all requisitions are scrutinized and approved by appropriate grant project staff and administrators as well as the College's Business Services area. In conjunction with a representative from the District's Office of Grants and Sponsored Programs, the grant project staff monitor fund expenditures to make certain that they are in compliance with the terms and conditions of the grant and other relevant accounting standards. Regular reporting is completed in accordance with grant specifications detailed in the Best Practices in Grant Management (IIID5_Best-Practices-Grant) and BP/AP 3280: Grants (IIID5_BPAP3280_Grants) and AP 3285: Grants-Implementation (IIID5_3285_Grants-Imp).

All contracts are reviewed by the District's General Counsel and executed by the RCCD Vice Chancellor of Fiscal and Business Services. Per BP 6100: Delegation of Authority to the

Chancellor 6100 (IIID5_BPAP6100_Deleg-Authority), BP 6340: Audits (IIID5_BP6400_Audits), and BP/AP 6340 Bids and Contracts (IIID5_BPAP6340_Bids-Contracts), the vice chancellor is given the authority to approve contracts in accordance with board policies. The vice chancellor submits a report to the Board on a monthly basis listing all contracts that have been approved for board ratification.

Analysis and Evaluation

The internal control structures in place at the College and the District demonstrate effective control mechanisms and ensure information for sound financial decision-making is dependable and timely. Financial management practices are aligned with generally accepted accounting principles, auditing guidelines, and federal guidelines. Ongoing business process analysis and related process refinements support continuous improvement of internal control systems.

> **III.D.6: Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard

As discussed in Standard III.D.5, the District's financial management system, Galaxy, is used to generate accurate periodic financial and budget reports, including monthly financial reports, CCFS-311 and CCFS-311Qs, Budget Adjustments, Education Protection Account, Gann Limit, Tentative and Final Budgets, Project Commitments Summary Report, etc. (IIID6_Adopted-Budget_19-20, IIID6_Monthly-Financial_11-30-18, IIID6_Annual-Financial_17-18, IIID6_Annual-Financial_16-17).

An audit of the District's financial statements and supplementary information, including reports on compliance, is conducted in the fall of every year in accordance with Board Policy 6250: Budget Management (IIID6_BP6250_Budget-Management) and BP 6300: Fiscal Management (IIID6_BP6300_Fiscal-Management). An independent certified public accounting firm performs this audit. The audit is designed to provide reasonable assurance as to whether the financial statements are free of material misstatement. The audit considers the District's internal controls over financial reporting, a consideration which includes examining on a test basis evidence supporting the amounts and disclosures on financial statements. The audit assesses the accounting principles used and significant estimates made by management as well as evaluates the overall basic financial statement presentation (IIID6_Audit-Report_FY15-16, IIID6_Audit-Report_16-17, IIID6_Audit_Report_FY17-18). The BOT's Resources Committee is charged with monitoring the audit process and reviewing the final audits. These processes ensure a high degree of credibility and accuracy.

The College's budget sufficiently supports all instructional programs. Funds are allocated in a manner that will realistically achieve the stated goals for student learning. When assessment of student learning indicates that additional budget allocations are necessary to support improvement, the resource allocation request process is utilized for the request, prioritization, and funding of programmatic needs. In FY 17-18, nearly $800,000 in requests were funded in

support of needs expressed through the College's program review processes; these funds supported facilities, technology, equipment, and other institutional needs (IIID6_Budget-Forum_5-28-19).

Analysis and Evaluation

The College's financial management system and processes have a high degree of credibility as demonstrated through the budget allocation model, regular and transparent budget performance reporting, and District financial audit reports.

> **III.D.7: Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Evidence of Meeting the Standard

As described in Standards III.D.5 and III.D.6, the District is audited each year by an external certified public accounting firm, which performs audits for financial integrity, internal controls, and compliance for all funds including Foundation, Associated Students, and auxiliary accounts. The audit is designed to provide reasonable assurance of the quality and reliability of financial statements being free of material misrepresentations. The audit considers the District's internal controls over financial reporting including examining, on a test basis, evidence supporting the amounts and disclosures on financial statements. The audit assesses the accounting principles used and significant estimates made by management as well as evaluates the overall basic financial statement presentation. The District submits and certifies audits to the U.S. Department of Education and coordinates and facilitates the presentation of the external audit to the Board, ensuring accountability.

The BOT regularly receives reports regarding the District and College's budgets, fiscal conditions, financial planning, and audit results (IIID7_Monthly-Financial IIID7_Q3-Financial-Report, IIID7_Q4-Financial-Report). The BOT Resources Committee is charged with monitoring the audit process and reviewing the final audits. All board agendas, attachments, and minutes are publicly available on the District website.

The District's audit findings over the past several years have been minimal, and all recent audits have resulted in unmodified opinions (IIID7_District-Audit_17-18, IIID7_District-Audit_16-17, IIID7_District-Audit_15-16). The audit reports are presented to the Board of Trustees annually. Subsequently, the audit reports are posted on the RCCD website immediately following board approval. The presentation of the audit report at board meetings and posting the reports online reflects the District's value of transparency reflected in BAM Principles #1 (IIID7_BAM-Principles). Audit reports for the previous period ending June 30th are presented to the Board in December, which highlights the District's commitment to timely communication of this financial information.

Analysis and Evaluation

The District resolves all audit findings in a timely fashion. Information about college and district audit results is provided college and districtwide on a regular basis.

> **III.D.8: The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

Evidence of Meeting the Standard

The College's financial and internal controls are largely evaluated by the annual external audit overseen by the District. The District contracts with an accounting firm to perform annual audits of all funds of the District including special, categorical and grant funds, and the local general obligation bond (Measure C) expenditures. The auditors prepare the statements and findings to provide the District feedback on its processes. Also included in the audit are findings and recommendations for improving any identified internal control weaknesses. Recommendations and corrective action responses to audit findings include the timeframe projected for implementation of corrective action. The auditors conduct exit interviews to discuss all findings and weaknesses, if any. The auditors also present the audit reports to the Board of Trustees Resources Committee in order to provide clarity regarding the financial statements (IIID8_Audit-Report_FY15-16, IIID8_Audit-Report_FY16-17, IIID8_Audit_Report_FY17-18).

The College supports and participates in the audits and implements recommendations from them. MVC regularly audits financial transaction compliance including purchases, travel, and personnel action documents. Identified issues are used to improve internal controls but also to create staff training and development (IIID8_Fiscal-Training-Managers). Recently, the College hired an additional financial and technical analyst to support several key financial duties including conducting monthly expenditure reconciliation and financial monitoring and reporting. These efforts are intended to further enhance and improve the College's internal controls and systems. Additionally, the College's Business Services units annually conduct an administrative program review (IIID8_Business-Services). When program review identifies issues pertaining to internal controls, improvements are made to College processes to strengthen internal controls, such as the need for monthly financial reconciliation. As a result of identifying this need through Program Review, Business Services requested and was approved to hire an additional Financial and Technical Analyst and establish a monthly financial reconciliation process.

Analysis and Evaluation

The College's financial and internal control systems are regularly evaluated and assessed. While repeated audits have found the College's financial and internal control systems to be sound, college and district staff seek to regularly assess and refine processes to ensure ongoing improvement.

III.D.9: The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The College, in collaboration with the District, maintains sufficient cash flow and reserves to sustain financial stability in accordance with board policy and state requirements. A five percent reserve level has been established by the California Community Colleges Chancellor's Office as a "prudent" level. The Board of Trustees has Board Policy 6200: Budget Preparation (IIID9_BP6200_Budget-Prep) in place to specify the minimum reserve level. This policy meets the prudent reserve threshold, and, in recent years, reserve levels have exceeded the prudent reserve minimum; specifically, in the FY 18-19 budget year, the District had reserves beyond the five percent BOT required reserve. Additionally, over the past two years, colleges have been expected to hold a 1% reserve for emergencies and as a contingency (IIID9_MVC-Reserves). The District has established and funded this college-level reserve. College leadership discusses the reserve amount and determines the need for additional resource allocation for its reserves. The College seeks to develop a college policy for the use and management of this reserve this year. (IIID9_Cabinet-Finacial)

Long-term financing for capital outlay projects has been achieved in the form of general obligation bonds (IIID9_Measure-C-Audit_17-18). Currently, the District is considering pursing a new bond measure for 2020. The capital outlay fund has a substantial cash balance committed to specific future capital projects.

Furthermore, MVC has sufficient insurance to cover its needs. The College participates in Joint Powers Authorities (JPAs) for its property, liability, and worker's compensation activities. Additionally, the District maintains a self-insurance fund to provide for safety management and uninsured losses. The District's self-insurance fund (IIID9_RCCD-Actuarial-Report) is maintained as a reserve against uninsured loss and safety loss control. The District maintains an irrevocable trust for its Other Postemployment Benefits (OPEB) obligation, including retiree health benefits (IIID9_OPEB-Page, IIID9_OPEB-AAC-Agenda_3-11-19, IIID9_ACCJC-Fiscal_19).

Analysis and Evaluation

The College maintains healthy ending balances, and the District's unrestricted fiscal reserves exceed the five percent minimum level required board policy. The College and District have appropriately planned for both anticipated and unforeseen circumstances and have strong funded reserves to provide fiscal stability in the event of unforeseen circumstances or conditions.

III.D.10: 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.

Evidence of Meeting the Standard

In collaboration with the District, the College ensures that resources are appropriately managed in accordance with the following Board Policies:
- BP/AP 6307: Debt Issuance and Management (IIID10_BPAP6307_Debt-Issuance)
- BP 6320: Investments (IIID10_BP6320_Investments)
- BP/AP 3280: Grants (IIID10_BPAP3280_Grants)
- AP 3281: Grants-Federally Funded Guidelines (IIID10_AP3281_Grants-Fed)
- AP 3282: Grants-Time and Effort Reporting For Federally Funded Grants (IIID10_AP3282_Grants-Time-Effort)
- AP 3283: Grants-Cost-Transfers (IIID10_AP3283_Grants-Cost-Transfers)
- AP 3284: Grants-Participant Support Costs (IIID10_AP3284_Grants-Part-Cost)
- AP 3285: Grants-Implementation (IIID10_AP3285_Grants-Imp)

This is largely accomplished through fund accounting methods, financial monitoring and reporting, transaction review and approvals, and informal and external auditing. College staff review and approve transactions; these transactions are then reviewed and approved at the District. If errors are found, they are corrected. Financial reports are prepared and submitted to funding agencies, the State Chancellor's Office, the Citizen Bond Oversight Committee (IIID10_BPAP6740_Cit-Bond-Oversight), and other stakeholders. Revenue and expense transactions are recorded in the District's electronic general ledger system (Galaxy) based on its established chart of accounts. Reports are run, reviewed, and used to inform fiscal decision-making. Budget, fund, and/or expense transfers are made to ensure high fiscal data integrity. Furthermore, contracts are reviewed and approved by the College and the District including legal advisors. Foundation funds and expenditures are managed by the Foundation and overseen by its Board. The Foundation is audited annually just like the College and District (IIID10_Audit-Report_FY15-16, IIID10_Audit-Report_FY16-17, IIID10_Audit_Report_FY17-18). Further, grant board policies and administrative procedures 3280 and 3281ensure that all grant proposals submitted by the District and the College are in alignment with College Strategic priorities and goals during the proposal development process (IIID10_BPAP3280_Grants, IIID10_AP3281_Grants-Fed). Additionally, the District's Office of Grants and Sponsored Programs perform and provide various post award functions and/or services aimed at ensuring compliance of all grants. Currently, all District grant policies, procedures and systems related to pre-award and post-award grant activities are being reviewed by a district-wide Grant Task Force consisting of District and college representatives. The Grant Task Force anticipates making recommendations regarding both policies and procedures to enhance pre and post award services intended to increase the efficiency and effectiveness of District and College grant efforts.

MVC complies with federal regulations and requirements for managing financial aid. The Student Financial Services office determines eligibility and enters the awards into the Student Information System (Colleague), which are then disbursed through Bank Mobile. Drawdowns are made by an assigned staff member in the RCCD Business Services department. Federal funds are requested via G5 three days prior to a disbursement. All disbursements follow a set annual schedule. Financial aid reconciles to federal and state data systems after each disbursement and monthly, per fund type. Business Services reconciles the general ledger with

federal and state accounting systems (COD and G5) after each disbursement and monthly, per fund type. RCCD complies with all federal and state business services regulations, including those outlined in the Blue Book and participates in the annual financial audit with results reported to the Department of Education by the auditor and through the EZ audit program. Financial Aid is housed in a separate account for each college per source (Federal, State, Institutional) see Exhibit E of the Adopted Budget - Student Federal Grants and State of California Student Grants and Local Student Scholarships (IIID10_Exhibit E-Budget_19-20).

The College practices effective oversight of grants as well. Staff responsible for categorical and grant-funded programs comply with District Board Policy and Administrative Procedure 3280: Grants (IIID10_BPAP3280_Grants), AP 3281: Grants-Federally Funded Guidelines (IIID10_AP3281_Grants-Fed), and AP 3282: Grant-Time and Effort Reporting For Federally Funded Grants (IIID10_AP3283_Grants-Time-Effort). They also regularly attend state, regional, and nationwide conferences and participate in webinars that provide guidelines and interpretations of regulations to ensure compliance. Examples of improvements resulting from staff professional development include alignment with federal procurement guidelines as well as time and effort reporting improvements.

Analysis and Evaluation

The College and the District exercise effective oversight and control over all financial and business activities of the College and the District respectively. There are systems and structures in place to provide checks, balances, and financial monitoring and reporting. Internal controls are routinely assessed by the College and the District Business Services to ensure that they are working as intended and to ensure compliance with generally accepted accounting principles and auditing guidelines. The District receives unmodified reports from the auditors on compliance and has had no findings related to federal Title IV regulation requirements.

> **III.D.11: The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. 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.**

Evidence of Meeting the Standard

The College and District collaborate to ensure financial solvency of the institution through thoughtful financial planning, budgeting, revenue and expense monitoring, and reporting (IIID11_Proj-Gen-Fund_Y18, IIID11_Financial-Summary). The College and District maintain a prudent level of reserves, have strong internal financial controls, and employ various strategies to control and/or mitigate anticipated financial risks such as OPEB liability. During college budget planning, the relationship between ongoing revenue and ongoing expenditure has always been carefully considered. As a result, MVC has had sufficient resources to support existing instructional programs and support services and has been able to allocate resources to address institutional plans, as evidenced by the College's contingency and "carry-over" funded reserves.

The College pursues grants and other extramural funding opportunities to diversify its revenues (IIID11_Funding_Opportunities_19-20). The College and District engage in lobbying and advocacy efforts at the state and federal levels to influence decisions that could have financial implications for both.

Long-range plans are established to meet Integrated Strategic Plan objectives. Budgets and resource allocation decisions are informed by institutional planning (e.g., program review, strategic and master plans). When MVC makes short-term financial decision, it does so with thoughtful consideration of the long-term fiscal health of the College in mind. Thus, the College maintains a reasonable and prudent reserves. The District has oversight responsibility for ensuring that debt payments made for general obligation bonds (Measure C) are made from the Bond Interest and Redemption Fund with local property tax collections. The District performs multi-year budget projection scenarios for the General Unrestricted Fund, and the annual budget provides a multi-million dollars allocation set-aside for increases in OPEB, retirement plan obligations, and load banking obligations, which are documented in financial reports and policies (IIID11_OPEB-Page; IIID11_OPEB-Minutes_3-11-19; IIID11_Annual-Acc-Report_19).

The adopted budget includes assessments based on payroll to fund the Self-Insurance Funds for liability and workers' compensation premiums. The District is a member of several Joint Powers Authorities (JPAs) and pays annual premiums for its property, liability, health, and workers' compensation coverage. The JPAs have budgeting and financial reporting independent of its members.

The District has established an unrestricted general fund contingency in excess of five percent, and the College maintains an additional contingency within its operating budget (minimum of 1% of the previous year all fund expenditures (approximately $600,000 for MVC). The District's annual budget provides for the payment of long-term financial obligations such as CalPERS and CalSTRS at the statutory rates. In addition, the District has planned for the long-term financial obligation associated with retiree health benefits by establishing an irrevocable trust with CalPERS and contributes at least $150,000 annually toward the obligation described in Board Policy 7380: Retiree Health Benefits (IIID11_BPAP7380_Retiree-Health).

Analysis and Evaluation

As evidenced by both the district and college reserves and unmodified audit reports, financial management and resource allocation is fiscally prudent and responsible ensuring that the instructional and student support needs of the institution are met in the short and long run. The District and College maintain reasonable levels of reserves that exceed required minimum levels.

III.D.12: 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. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

As required by Governmental Accounting Standards Board (GASB) Statement 45 Prior to June 30, 2017 and (GASB) Statement 75 after July 1, 2017, the District annually reports post-employment benefit liability (IIID12_Audit-Report_FY15-16, IIID12_Audit-Report_FY16-17, IIID12_Audit-Report_FY17-18). The District provides post-retirement/ employment health care benefits for employees in accordance with BP/AP 7380: Retiree Health Benefits (IIID12_BPAP7380_Retiree-Ben). For fiscal year 2017-2018, the District contributed $6,209,619 to the Plan, of which $3,585,234 was used for current premiums and $2,624,385 were additional contributions used to fund the OPEB Trust (IIID12_Audit-Report_FY17-18, IIID12_OPEB-Contribution_6-30-18, IIID12_OPEB-Contribution_6-30-17). The last actuarial valuation was on June 30, 2018 and an annual actuarial update was on June 30, 2019. The net OPEB obligation for the past two years ending June 30 was $43,453,968 in 2018, and $43,140,724 in 2019 (IIID12_Audit-Report_FY17-18).

The District implemented an irrevocable trust for its OPEB obligation in spring 2016, and the District conducts an actuarial study on at least a biannual basis and an annual update every other year (IIID12_GASB-75-Actuarial-Val, IIID12_GASB-75-Actuarial Report). The District, which contributes the legally-mandated employer rates for employee retirement systems, has also been impacted by employer rates for the state pension liabilities that resulted in increases to the California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS). The most recent audit states at June 30, 2018, RCCD's proportionate share of net pension liability was $120.28 million for CalSTRS and $75.19 million for CalPERS, for a total net pension liability of $195.47 million (IIID12_CalSTRS-CalPERS). The most resent actuarial study for post-retirement benefits on June 30, 2018, estimated the amount that should be accumulated under GASB No. 75 at $43.45 million and recognized $4.52 million as employer OPEB expense (IIID12_Audit-Report_FY17-18).

Analysis and Evaluation

The District identifies, plans, and allocates resources for payment of liabilities and future obligations, including OPEB. The District provides for the amount approved by the board for funding the annual OPEB obligation.

> **III.D.13: 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.**

Evidence of Meeting the Standard

The College has appropriate plans to repay locally incurred debt and ensures that the repayment schedule does not have an adverse impact on meeting all current and future financial obligations. In March 2004, the voters passed a local general obligation bond (Measure C) under Proposition 39 with an authorization of $350 million. Proposition 39 requires annual financial and performance audits and the establishment of a Citizen's Bond Oversight Committee (IIID13_Prop-39-Report_16-17, IIID13_Prop-39-Report_17-18, IIID13_BPAP6740_Bond-Oversight). In connection with the bond authorization, the BOT committed to not exceeding a

tax rate of $18 per $100,000 of assessed valuation for individual taxpayers. The District's Business Services unit works with the Riverside County Superintendent of Schools, the Riverside County Treasurers Office, and external bond financial consultants to establish property tax rates, which are at or below the BOT tax rate commitment but sufficient to generate adequate property tax collections to make annual debt service payments on the outstanding bonds. Annually, the District prepares its revenue and expenditure for the General Obligation Bond Resource (IIID13_Final-Budget_19-20). The expense budget includes an allocation for covering debt payments. The Board reviews and approves this budget as part of its adoption of the overall District budget.

Analysis and Evaluation

The College, in collaboration with the District, ensures the repayment of any locally incurred debt instruments that can affect the financial condition of the College. Property taxes are secured for repayment of bond issued debt, and the District annually calculates the property tax rates to ensure the repayment of outstanding local bond debt. The District allocates resources to cover this debt as part of its annual budget development and approval process.

> **III.D.14: 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.**

Evidence of Meeting the Standard

In accordance with Board Policy 6300: Fiscal Management (IIID14_BP6300_Fiscal-Management), BP 6320: Investments (IIID14_BP6320_Investments), BP/AP 6307: Debt Issuance and Management (IIID14_BPAP6307_Debt-Issuance), and BP/AP 6740: Citizens' Bond Oversight Committee (IIID14_BP6740_Citizens'-Bond-Comm), the District and College use fund accounting in its allocation and expenditure of resources and employ fund management, based on fund restrictions as well as expense category restriction (e.g., faculty salaries, employee benefits, etc.).

The College and District use restricted funds in accordance with funder/agency requirements and/or restrictions to ensure a high degree of integrity and minimize financial and reputational risk (IIID14_Bond-Funding, IIID14_Measure-C-Audit_17-18). College and District procedures and fiscal management structures facilitate the appropriate use of all funds, particularly restricted funds such as grant, lottery and categorical programs. Regular reviews and monitoring of expenditures by Business Services staff at both the College and District ensure that expenditures are consistent with the funding restrictions and align with the college mission and strategic goals. The College works with the District Foundation to ensure that gift funds are used in accordance with donors wishes which are reflected in the Foundation Accounts Summary Report (IIID14_Foundation-Report).

As part of the District's annual financial audit, random testing of financial transactions is performed to ensure proper accounting for receipt and expenditures of funds in the District and

proper internal controls for fiscal oversight at the College. Audit findings of significant deficiencies and/or instances of noncompliance are documented in the annual report to the District and external funding agencies (IIID14_Measure-C-Audit Report_16-17, IIID14_Measure-C-Docs, IIID14_Foundation-Audit_17-18, IIID14_Foundation-Audit_16-17). Any identified audit findings are addressed and corrected in a timely manner.

Analysis and Evaluation

The financial resources of the District and College are used with integrity and in a manner consistent with fund restrictions and purposes. Funding from external sources such as the MVC Foundation, grants, and state categorical programs are all used according to their intended purpose. Grant and foundation fundraising efforts are aligned with the College's Integrated Strategic Plan and serve the needs of college programs. The District is careful not to obligate future budget years with automatic debt payment, and, when it has been fiscally prudent to do so, future debts have been retired on schedule.

> **III.D.15: The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

Evidence of Meeting the Standard

Working collaboratively, the College and District monitor federal and state laws and regulations, revising practices and procedures as necessary to comply with mandated requirements and comply with all federal regulations for the William D. Ford Direct Loan program. As a result, the College's Cohort Default Rate is within stipulated limits, at 9% for the most recent official rate for the 2016 Fiscal Year (IIID15_NSDLS-Default). As part of the default management plan, delinquent borrowers are communicated with monthly via email regarding repayment options, deferment/forbearance options, servicer contact information, and school staff assistance. School staff assistance consists of in-person counseling and helping the student get in direct contact with their loan servicer to discuss repayment options or helping them submit a deferment/forbearance request form. The College works with loan servicers to update contact information and maximize communication with borrowers. The College's loan files are audited annually during the District's financial audit by its external auditor without findings.

Analysis and Evaluation

Utilizing the services of a management firm, the College monitors and manages student loan default rates, which are well within federal guidelines. Audits, which report no findings, demonstrate that the College complies with federal requirements, including Title IV.

Contractual Agreements

> **III.D.16: 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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Contractual agreements with outside entities are governed by Board Policy and Administrative Procedures 6340: Bids and Contracts (IIID16_BPAP6340_Bids-Contracts), which are established to ensure that agreements are consistent with the mission and strategic goals of the College. Contractual agreements at the College include but are not limited to grants, outside agency contracts for personnel and professional services, construction material and services, instructional and student support service agreements, and contracts for information technology licenses and services among others. Two examples of contracts that support the college mission include the contract with Fitness 19 (IIID16_Fitness-19) to maintain the quality of instruction in the Kinesiology program, and the contract with SecureCare (IIID16_Gallery-Storage) to store Popup Gallery equipment (walls, lighting, etc.) in support of the Art Gallery at MVC. All contracts are submitted for review by the District's General Counsel for issues pertaining to risk, potential legal liability, standards of conduct, and any other potential exposure and complications for the District and College. Any requirements or suggestions for changes in language, terms, and/or conditions are provided by the General Counsel to the contracting unit. Any recommended changes are sent to the originator of the contract to work with the contracting agency to make any necessary changes. Once a contract is in final form, it is then submitted to the MVC Business Services unit by the contracting division or department via a Contract Transmittal Form (CTF). The vice president of Business Services reviews each contract to ensure that it is consistent with the college mission and goals as well as for fiscal and/or adverse operational impacts.

Once that review is complete, if the contract is under the appropriate dollar threshold, it is sent to the MVC president, pursuant to the Public Contract Code and board policy, for review and signature; it is then submitted to the District Business and Financial Services for review of budget sufficiency and regulatory compliance. If the contract is over the dollar threshold, it is then reviewed and signed by the RCCD vice chancellor of Business and Financial Services. Finally, the contract is included on the BOT agenda for contract approval. 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.

Analysis and Evaluation

District and college policies and procedures ensure that all contractual agreements are reviewed and approved to minimize undue institutional risk and exposure and are aligned with the College's mission and strategic goals. The District possesses a General Counsel on staff that reviews and approves all contractual agreement in accordance with Board Policy and Administrative Procedures 6340. All contracts entered into by the College and/or District are handled in a timely and efficient manner and in accordance with Public Contact Codes.

Conclusions on Standard III.D. Financial Resources

Financial resources are adequate to meet instructional, student support, success programs and initiatives. Resources are allocated largely based on program review, which facilitates continuous institutional improvement and effectiveness. In accordance with District Board Policies and Administrative procedures, the College maintains strong internal financial controls and financial management practices that ensures that institution's financial affairs reflect integrity and ensures financial health and stability.

Evidence List

IIID1_BP6200_Budget-Prep
IIID1_BP6250_Budget-Management
IIID1_BP6300_Fiscal-Management
IIID1_BPAP6307_Debt-Issuance-Manage
IIID1_BP6320_Investments
IIID1_BAM-Phase-I_8-19
IIID1_BAM-Principles
IIID1_FY_2019-20_Final_Budget
IIID1_Q4-Financial_18
IIID1_Q4-Financial_19
IIID1_Q4-Financial-Categorical
IIID1_Q4-Financial-General_19
IIID1_Budget-Forum_5-19
IIID1_Budget-Forum_12-18
IIID1_Adopted-Budget_FY19-20
IIID3_Budget-Forum_12-3-18
IIID1_Budget-Decision_19
IIID1_BAM-Principles-8

IIID2_ISP_18-23
IID2_BP6300_Fiscal-Management
IIID2_SPC-Minutes_9-27-18
IIID2_RSC-Minutes_5-15-19
IIID2_Budget-Forum_12-3-18
IIID2_Budget-Forum_5-28-19
IIID2_RSC-Minutes_4-18-18
IIID2_RSC-Minutes_3-21-18
IIID2_RSC-Agenda_4-14-19
IIID2_Adopted-Budget_BOT

IIID3_DBAC
IIID3_Budget-Forum_12-3-18
IIID3_Budget-Forum_5-28-19
IIID3_RSC-Agenda_5-15-19
IIID3_RSC-Minutes_4-18-18

IIID3_RSC-Minutes_3-21-18

IIID4_CMP-Page
IIID4_CMP-Update_3-21-19
IIID4_IRPA_15-16
IIID4_IRPA_16-17
IIID4_IRPA_17-18

IIID5_FDB View-Financial-Summary
IIID5_Q4-Financial Reports_FY19
IIID5_Fiscal-Workshop-Managers
IIID5_AP6301_Fiscal-Management
IIID5_District-Audit_17-18
IIID5_District-Audit_16-17
IIID5_District-Audit_15-16
IIID5_Adopted-Budget_19-20
IIID5_Best-Practices-Grant
IIID5_BPAP3280_Grants
IIID5_3285_Grants-Imp
IIID5_BPAP6100_Deleg-Authority
IIID5_BP6400_Audits
IIID5_BPAP6340_Bids-Contracts

IIID6_Adopted-Budget_19-20
IIID6_Monthly-Financial_11-30-18
IIID6_Annual-Financial_17-18
IIID6_Annual-Financial_16-17
IIID6_BP6250_Budget-Management
IIID6_BP6300_Fiscal-Management
IIID6_Audit-Report_FY15-16
IIID6_Audit-Report_16-17
IIID6_Audit_Report_FY17-18
IIID6_Budget-Forum_5-28-19

IIID7_Monthly-Financial

IIID7_Q3-Financial-Report
IIID7_Q4-Financial-Report
IIID7_District-Audit_17-18
IIID7_District-Audit_16-17
IIID7_District-Audit_15-16
IIID7_BAM-Principles

IIID8_Audit-Report_FY15-16
IIID8_Audit-Report_FY16-17
IIID8_Audit_Report_FY17-18
IIID8_Fiscal-Training-Managers
IIID8_Business-Services

IIID9_BP6200_Budget-Prep
IIID9_MVC-Reserves
IIID9_Cabinet-Finacial
IIID9_Measure-C-Audit_17-18
IIID9_RCCD-Actuarial-Report
IIID9_OPEB-Page
IIID9_OPEB-AAC-Agenda_3-11-19
IIID9_ACCJC-Fiscal_19

IIID10_BPAP6307_Debt-Issuance
IIID10_BP6320_Investments
IIID10_BPAP3280_Grants
IIID10_AP3281_Grants-Fed
IIID10_AP3282_Grants-Time-Effort
IIID10_AP3283_Grants-Cost-Transfers
IIID10_AP3284_Grants-Part-Cost
IIID10_AP3285_Grants-Imp
IIID10_BPAP6740_Cit-Bond-Oversight
IIID10_Audit-Report_FY15-16
IIID10_Audit-Report_FY16-17
IIID10_Audit_Report_FY17-18
IIID10_Exhibit E-Budget_19-20

IIID11_Proj-Gen-Fund_Y18
IIID11_Financial-Summary
IIID11_Funding_Opportunities_19-20
IIID11_OPEB-Page

IIID11_OPEB-Minutes_3-11-19
IIID11_Annual-Acc-Report_19
IIID11_BPAP7380_Retiree-Health

IIID12_Audit-Report_FY15-16
IIID12_Audit-Report_FY16-17
IIID12_Audit-Report_FY17-18
IIID12_BPAP7380_Retiree-Ben
IIID12_Audit-Report_FY17-18
IIID12_OPEB-Contribution_6-30-18
IIID12_OPEB-Contribution_6-30-17
IIID12_Audit-Report_FY17-18
IIID12_GASB-75-Actuarial-Val
IIID12_GASB-75-Actuarial Report
IIID12_CalSTRS-CalPERS
IIID12_Audit-Report_FY17-18

IIID13_Prop-39-Report_16-17
IIID13_Prop-39-Report_17-18
IIID13_BPAP6740_Bond-Oversight
IIID13_Final-Budget_19-20

IIID14_BP6300_Fiscal-Management
IIID14_BP6320_Investments
IIID14_BPAP6307_Debt-Issuance
IIID14_BP6740_Citizens'-Bond-Comm
IIID14_Bond-Funding
IIID14_Measure-C-Audit_17-18
IIID14_Foundation-Report
IIID14_Measure-C-Audit Report_16-17
IIID14_Measure-C-Docs
IIID14_Measure-C-Audit_17-18
IIID14_Foundation-Audit_16-17

IIID15_NSDLS-Default

IIID16_BPAP6340_Bids-Contracts
IIID16_Fitness-19
IIID16_Gallery-Storage

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

IV.A.1: Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Evidence of Meeting the Standard

At Moreno Valley College, institutional leaders encourage and create innovation that leads to institutional excellence. This commitment is clear in the College's Vision and Value statements written at the opening of the Moreno Valley Strategic Plan 2018 – 2023: "We embrace Moreno Valley College's rich tradition of excellence and innovation in upholding the highest standard of quality for the services we provide to our students and communities. We are bound together to further our traditions and to build for the future on the foundations of the past." MVC, using its shared governance structures and institutional systems, encourages collaboration and promotes resourcefulness from all units at the College, regardless of role or title. Students, faculty, staff, and administrators are supported and encouraged to take the initiative for improving programs, services, and practices for which they are involved. The college planning process has as its foundation the annual program review (APR). Each area in the College including student services, instructional departments/areas, and administrative units participates in the annual program review. Through the APR process, units identify resource needs that will provide and support increased student achievement. Institutional leaders and APR writers seek and encourage involvement and input from all college constituents including faculty, students, administrators, and staff. The APRs are a way to plan for and celebrate innovation that leads to institutional excellence. The following accomplishments and activities serve as indicators that MVC leadership encourages and supports innovation and creativity among all at the College. Additional examples of the annual program review process and resource allocation appear in Standards I.A.2, I.B.4, I.B.6, II.A.2, and II.C.2.

MVC faculty, staff, students, and administrators attend and present at statewide and national conferences. One example is the Flying with the Swallows Project (IVA1_Flying-With-Swallows), a multi-year initiative that introduces undergraduate research-based experiences and activities into biology and chemistry courses through monitoring and studying the nests and diets of the local cliff swallow populations. The project encourages participation by low-income, underrepresented, and/or minority students who might not otherwise pursue studies in STEM disciplines. To date, 17 MVC students have participated in national conferences and five publications resulted from the project.

The College is recognized in the region as a leader in innovation and creativity for many reasons; most recently, the College has received praise for its iMake Mobile Innovation Center (IVA1_IMake-Mobile). MVC received a California Community Colleges Maker Implementation Grant from the California Community Colleges Chancellor's Office to establish a makerspace community, provide internships, and develop curriculum to prepare students with innovation and entrepreneurial skills to thrive in the regional economy. Using a design thinking process, the college community identified local regional partners such as the city of Moreno Valley, Base 11, and the Desert Regional Consortium to plan a makerspace, to conduct student activities to access student interest, and to engage faculty in the CCC Maker Initiative.

The Annual Education Summit and K-12/MVC Literacy Collaborative (IVA1_Ed-Summit-Agenda_3-7-19, IVA1_Ed-Summit-Program_3-11-19) offer further evidence of the College's commitment to supporting creativity and enterprise when improving practices, programs, and services. For the past four years, the College has collaborated with the feeder school districts to gather teachers, students, counselors, administrators, and staff together for an annual summit to discuss ways to improve services and to align programs and curriculum in support of student success.

Faculty receiving special projects show support of the College's innovation. While curriculum development is part of the faculty's job, for such an important task of innovating new support mechanisms to reduce equity gaps and assist students in completing transfer-level math and English, extra support helped faculty to feel that this work is important. The Basic Skills Student Outcomes and Transformation Funding Requests (IVA1_BSSOT-Request) and BSI Funding Requests (IVA1_BSI-Request) show the outcomes expected, the financial investment, and a report back as to how the information is used to benefit the campus community.

Systematic participative processes are used to promote discussion, planning, and implementation of plans. The Integrated Strategic Plan (ISP) 2018-2023 (IVA1_ISP) aligns with the District's planning process wherein structures for innovation are encouraged, particularly through professional development and grants, forums to share best practices, and use of data to inform decision-making. The strategic planning process is informed by committees such as the Program Review Committee, Assessment Committee, and the four Standard Governance Committees, along with deans and vice presidents. Reports are shared with the Strategic Planning Council for review and recommendations. SPC and Academic Senate approve college-level policies. Those recommendations are expressed to the college president, taken to the District Strategic Planning Council and, ultimately, the Board of Trustees.

The Strategic Planning Council (SPC) Bylaws (IVA1_SPC-Bylaws) show that it is the central deliberative collegial consultation body and is comprised of administrators, faculty, students, and staff. Its purpose is to provide recommendations and information and facilitate transparency and problem solving related to participatory governance and the decision making. There is evidence of participatory governance and shared decision making in multiple SPC meeting minutes (IVA1_SPC-Minutes_2-28-19; IVA1_SPC-Minutes_5-23-19) where plans are presented, revisions are discussed, and feedback is requested.

Analysis and Evaluation

When ideas for improvement have policy or significant college wide implications, the College uses systematic participative processes and shared governance bodies to assure broad based discussion, effective planning, and successful implementation. Governance bodies that participate in and contribute to the planning and implementation of ideas for improvement with institution-wide implications include the Strategic Planning Council and its four subcommittees, the Academic Senate, and the President's Cabinet. Amid these seven committees is representation from faculty, students, staff, and administrators. The Associated Students of Moreno Valley College (ASMVC) provides student representatives to Strategic Planning Council and its four subcommittees, Academic Senate, and the Board of Trustees.

As indicated in the Integrated Strategic Plan, the College will use a Plan-Access-Analyze-Improve cycle annually to evaluate performance and goal attainment. This cycle approach allows for flexibility and innovation in planning, so adjustments can be made where necessary when indicated by the data and achievement indictors. The annual reports will be shared with the college community via the shared governance structure, the College's administrative leadership team, and, more broadly, through campus forums, website technology, and retreats.

> **IV.A.2**: **The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

Board Policy and Administrative Procedures 2510: Participation in Local Decision Making (IVA2_BPAP2510_Local-Decision) describes the procedures that are to be established at the College to ensure that appropriate membership and college constituencies are represented and participate in decision-making processes. Moreno Valley College has established a strong participatory governance structure to ensure that BP/AP 2510 is met and everyone at the College has a voice in the decision-making process, regardless of rank or position. Additional Board Policies and Administrative Procedures guide the College including BP 2105: Student Trustee (IVA2_BP2105_Student-Trustee), BP 5400: Associated Students Organization (IVA2_BPAP5400_Ass-Stud-Org), BP 5405: Student District Consultation Council

(IVA2_BP5405_Stud-Dist-Con), and BP 2220: Committees of the Board
(IVA2_BPAP2220_Committees-of-Board).

The Strategic Planning Council bylaws (IVA2_SPC-Bylaws) and the Leadership and
Governance Handbook (IVA2_Lead-Gov-Handbook) specify the manner in which individuals
bring forward ideas and work together on appropriate policy, planning, and special-purpose
committees. Long-term planning engages the Strategic Planning Council and its four
subcommittees as well as the program review process. Using the program review process, all
departments are able to not only make requests for facilities, equipment, and resources but also
to include plans and ideas that will increase student success and support the college mission and
goals.

Each of the committees has representation from faculty, staff, administration, and students when
appropriate. As written in the standing committee bylaws and policies, committees are comprised
of faculty, staff, administrators, and, when appropriate, students. Students have a voice in college
governance and decision-making through the Associated Students of Moreno Valley College
(ASMVC). In addition to representation on college committees (IVA2_ASMVC-Shared-Gov),
the ASMVC calendar (IVA2_ASMVC-Calendar_F19) shows an active student body with regular
ASMVC Senate meetings, Interclub Council meetings, and community and campus events. In
addition to participation in those areas, membership on standing committees is assigned by the
Academic Senate in the case of faculty; ASMVC assigns student representatives; the Classified
Union makes recommendations for staff membership, and the college president assigns
administrative membership. Examples of these standing committees include Strategic Planning
and its four subcommittees, Curriculum Committee, Assessment Committee, Diversity
Committee, and Professional Development Committee.

The Committees of the Board also have representation from each of the constituent groups
including faculty, staff, administration, and students. For instructional matters, governance is
focused on Academic Senate, Assessment Committee, Curriculum Committee, and academic
departments.

Analysis and Evaluation

Using its participatory governance structure, the College implements policies and procedures
authorizing administrator, faculty, staff, and student participation in decision-making processes.
These decision-making processes involve a complex relationship among districtwide and local
committees, with participation from faculty, administration, staff, and students. There is student
representation on the Board of Trustees, Academic Senate, the Governance Committee of the
Strategic Planning Council, and the standing committees under Academic Senate such as the
Curriculum Committee.

The Leadership and Governance Handbook has relevant information, and the Leadership and
Governance subcommittee is working to update it. One improvement to the handbook is a
flowchart documenting the movement of ideas through the governance process. Additionally, the
committee has recognized that while the board policies address many of the processes on campus

and the District, they might be foreign or difficult to locate for the average person. The updated handbook aims to make them more accessible.

IV.A.3: **Administrators and faculty, through policy and procedures, 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.**

Evidence of Meeting the Standard

Board Policy/Administrative Procedure 3250: Institutional Planning (IVA3_BPAP3250_Institutional-Planning) authorizes the College to establish and implement a broad-based comprehensive, systematic, and integrated system of planning that involves faculty and administrators. Moreno Valley College's Leadership and Governance Handbook (IVA3_Leadership-Governance-HB) is a resource to faculty, staff, students, and administrators on all matters related to the leadership and governance process of the College. In the bylaws (IVA3_Leadership-Governance-Bylaws) of the participatory governance committees such as Strategic Planning Committee and its subcommittees, there is a description of the committee charge, the membership, and the processes for conducting business. The bylaws outline the substantive role played by administrators and faculty in institutional policies, planning, and budget development related to their areas of responsibility and expertise.

To align with BP/AP 3250, the College has established four distinct subcommittees of the Strategic Planning Council: Institutional Mission and Effectiveness Subcommittee, Student Learning Programs and Student Services Subcommittee, Resources Subcommittee, and Leadership and Governance Subcommittee. Each of the subcommittees serves a clearly defined purpose in institutional governance and follows a tri-chair leadership structure with a faculty chair, staff chair, and administrator chair. Student representation is also present on each of the subcommittees as part of the general membership. Faculty and administrators exercise a substantive voice through the committee membership and tri-chair responsibilities.

Board Policy 4005: Academic Senates (IVA3_BP4005_Academic-Senates) describes the Academic Senate as the organization representing the faculty voice in the formation of district policy on academic and professional matters. All faculty have an opportunity to participate in the development of district and college policies and procedures that impact teaching, learning and governance structures related to faculty roles and responsibilities.

Analysis and Evaluation

The College has developed and established a system recognizing and defining the roles of each constituent group participating in the decision-making process including budget development and planning.

IV.A.4: **Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Evidence of Meeting the Standard

Board Policy 4020: Program, Curriculum, and Course Development (IVA4_BPAP4020_Pro-Cur-Cou-Dev) gives the colleges the responsibility to create and modify curriculum and course content. Moreno Valley College depends on faculty, Academic Senate, and academic administrators to make recommendations and decisions in matters regarding curriculum and student learning programs and services.

The Moreno Valley College Curriculum Committee is a standing committee of Academic Senate and is chaired by faculty and co-chaired by the VP of Academic Affairs. Each department at the College is represented on the committee; student representatives are also involved in the committee. The Deans of Instruction regularly attend the meetings and are active participants. Faculty are responsible for the creation of new curriculum as well as curricular updates. The MVC Curriculum Committee carries the primary responsibility for recommending, reviewing, and accepting course curriculum and student learning programs and services. The role and responsibilities of the MVC Curriculum Committee are documented in the Curriculum Committee Handbook (IVA4_RCCD-Curriculum-Handbook) and in the Bylaws of the Curriculum Committee (IVA4_Curriculum-Bylaws).

The MVC Curriculum Committee is charged with the responsibility to approve all credit and non-credit courses and educational programs of the College and to make recommendations to the Academic Senate. The Curriculum Committee is also responsible for assuring that quality assurance standards are met for Distance Education courses and the agenda (IVA4_Curr-Agenda-DE) reflects that distance education courses have a separate approval process. All faculty and administrative members and representatives are responsible to ensure the college curriculum is sound complying with state and local regulations, and that it supports students in meeting their educational and professional goals. Once approved at the College, curriculum is approved at District Curriculum Committee before going to the Board of Trustees for final approval.

Analysis and Evaluation

The faculty and academic administrators, through policy and procedures articulated in Board Policy, Curriculum Committee bylaws, and the curriculum handbook and through well-defined committee structures, have distinct responsibility for recommendations about curriculum and student learning programs and services.

> **IV.A.5**: **Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

The Governance Handbook (IVA5_Leadership-Governance-HB), committee bylaws, and relevant committee websites describe the ways that the College ensures consideration of

appropriate and relevant perspectives in the decision-making and planning processes. When addressing and attending to instructional matters, governance focuses on instructional departments, the Academic Planning Council, the Curriculum Committee, and the Academic Senate (IVA5_Senate-Values-Reaffirmation; IVA5_AS-Constitution-and-Bylaws). When engaged in matters involving long-term planning, the College seeks involvement and participation from all stakeholders and implements action through the Strategic Planning Council and its four subcommittees. Students have a voice in college governance through the Associated Students of Moreno Valley College. Board Policy and Administrative Procedure 2510: Participation in Local Decision Making (IVA5_BPAP2510_Part-Local-Decisions) states that the "Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations." BPAP 2510 details the requirements and opportunities to participate in the decision-making processes of the District.

Instructional Departments: The department leadership and discipline faculty are responsible for the scheduling of courses, hiring of part-time faculty, and initiating plans for future changes in courses and programs. The multidisciplinary academic departments each use the instructional program review process 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.

Academic Planning Council: The purpose of the council is to assemble the seven departments within the College to assist in decision making on critical issues including enrollment management, allocation of resources, recommendations for faculty hiring, processes affecting student success, and instructional matters relating to teaching and learning.

Curriculum Committee: As a standing committee of the Academic Senate, the mission of the Moreno Valley College Curriculum Committee is to approve all credit and non-credit courses and educational programs of the College and to make recommendations to the Academic Senate related to them. The committee also carries the responsibility for engaging the processes used to assure standards for Distance Education courses. For shared courses across the District, the College has one vote on the Riverside Community College District Curriculum Committee. The MVC Curriculum Committee meets during the fall and spring semesters. All meetings are open to the college community and to the public.

Academic Senate: The Moreno Valley College Academic Senate is composed of elected faculty representatives and makes recommendations to college administration and to the Board of Trustees regarding academic and professional matters (defined by AB1725, Section 53200). It facilitates communication among faculty, students, administration, and the Board of Trustees in all matters related to community college education with special emphasis placed on §53200's "10+1," which defines the Academic Senate's purview regarding "academic and professional matters." This policy states that the Board of Trustees will rely primarily on the recommendations from the Academic Senate on six of the eleven areas, with any deviation justified by "a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate, and relevant context." The remaining five areas will be addressed through "mutual agreement" between the Academic Senate and academic administrators representing the Board. Academic Senate meets the first and third Mondays of each month during the fall and

spring terms. In compliance with the Brown Act, all meetings are open to the public. Faculty are encouraged to express their views and concerns on a regular basis to their elected senate representatives.

Strategic Planning Council and Subcommittees: The purpose of the MVC strategic planning process is to allow faculty, staff, students, and administrators an opportunity to participate in the College's planning process. These plans and goals reviewed at SPC are not operational but strategic and are captured in portions of the annual program reviews that are submitted through the strategic planning process for review and consultation. The membership of the Strategic Planning Council is diverse with faculty, staff, administrator, and student representation.

The four subcommittees of SPC are based on Accreditation Standards of Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, and Leadership and Governance. Each of the subcommittees has 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.

Associated Students of Moreno Valley College: The Associated Students of Moreno Valley College (ASMVC) is 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.

Board of Trustees: The Board of Trustees (BOT) works with faculty, administrators, and students from Moreno Valley College using a formalized committee structure to make decisions. The committees ensure consideration from relevant perspectives as evidenced by the membership: faculty, administrators, board members, students, and staff. Each of the committees has a charge aligned with the needs of the College: curriculum, budget, planning, and teaching. Using college forums and updates, the College ensures communication of progress toward goals and established timelines.

As the Board of Trustees webpage shows, there are five separate Board Committees, each with a distinct charge and responsibility (IVA5_BOT-Committees; IVA5_BOT-Committee-Listing).
- **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.
- **Teaching and Learning Committee**: addresses academic program issues and elements and issues that affect student services.
- **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 of strategic effectiveness measures.
- **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.

- **Facilities Committee**: reviews and addresses issues and elements around facility development, renovations, physical planning, and development.

Analysis and Evaluation

Moreno Valley College demonstrates the consistent prioritization of area of expertise in board and institutional governance structure and procedures. Collaboration with diverse perspectives occurs throughout the various committees at the College.

IV.A.6: **The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

Evidence of Meeting the Standard

Moreno Valley College fosters a strong culture of participatory governance to achieve its mission and vision. The processes for decision-making are documented in the MVC Governance Handbook (IVA6_Leadership-Governance-HB) which was updated the Leadership and Governance Subcommittee and approved by the Strategic Planning Council (SPC) in fall 2016. The SPC minutes (IVA6_Handbook-SPC_10-27-16) indicate that the handbook should be "a living, fluid document" that should be "updated and edited as applicable."

To communicate decisions and outcomes, the College uses a wide variety of systems including representative reports, email, the College website, SharePoint sites, and open forums. Members participating in college governance committees are responsible for regular consultation and communication with their constituent groups and departments.

Decisions regarding academic and teaching matters are addressed at Academic Senate. These decisions are documented in the MVC Academic Senate meeting minutes and openly available on the Senate website. Embedded and linked in these minutes are the specific actions, motions, and decisions made. Decisions and business that fall outside the purview of Academic Senate is addressed by SPC. Decisions regarding strategic planning and establishing priorities for strategic planning and budget are carried back to constituent groups via SPC representatives and advisory groups. Agendas are emailed to the college community as a whole prior to meetings and minutes are shared broadly via the SPC website (IVA6_SPC-Website-Minutes) after each meeting. Contained in the minutes are specific actions taken regarding motions and decisions.

The work done in Academic Senate and SPC is informed by the recommendations from several committees and advisory groups across the College. A list of college committees can be found on the college website (IVA6_Committees) and in the Governance Handbook. Each committee has posted bylaws and charters on its respective website (IVA6_Website-ByLaws-Example; IVA6_Faculty-Dev-Committee-ByLaws) documenting the specific charge, reporting structure, membership, and decision-making process.

Additional means of communicating include the President's State of the College address given twice a year: at spring and fall FLEX events (IVA6_State-of-College-Fall) when the entire college community is invited to attend. MVC leadership also hosts college forums to provide

updates on strategic initiatives and planning such as Guided Pathways (IVA6_Guided-Pathways-Update) and the Comprehensive Master Plan (IVA6_CMP-Open-House). These forums provide a platform for information sharing and encourage feedback, questions, and impressions from the college community. The MVC Business Services department provides regular college budget updates as well. In addition, the RCCD Chancellor visits the College each month to bring up-to-date information on the state of the District (IVA6_Chancellor-Forum).

Analysis and Evaluation

The participatory governance committee structure is encouraged and integrated into the College's decision-making processes. Committee outcomes and decisions are widely and openly communicated to the college community using a variety of communication systems including emails, websites, college forums, and representatives. Committees distribute agendas and minutes via email to the College and attach any presentations or pertinent data to the email. In addition, all committees need to have a website and post their information there. As of fall 2019, the Strategic Planning Council Standard IV Subcommittee is conducting an evaluation of the current set of governance committees and structure. The results of this evaluation may lead to changes to the College Leadership & Governance Handbook. Additionally, major revisions to the handbook, like were done in 2016, are not necessary; however, because of changes in leadership on the Standard IV Subcommittee, the updates and systematic annual checks have not occurred as planned. While the changes to the Governance Handbook will be minor, completing them and then sharing the document widely with the College community is an opportunity to create greater collective understanding of the governance and approval processes followed at MVC.

> **IV.A.7**: **Leadership roles and the institution's governance and decision-making policies, procedures, 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.**

Evidence of Meeting the Standard

Using various processes and structures, Moreno Valley College regularly evaluates the effectiveness of policies, procedures, and processes related to leadership roles and governance to ensure integrity and effectiveness. Specifically, the College uses strategic planning, the Leadership and Governance Committee, annual program reviews, and surveys to evaluate and assess the effectiveness of processes.

The MVC Strategic Plan is reviewed every four years so that a solid five-year plan can be built. The College just completed the update of the plan for 2018 – 2023. During the 2017-2018 academic year, SPC worked with college leaders and constituent groups to develop the 2018-2023 Strategic Plan. Recommendations, feedback, and input from stakeholders and advisory committees were requested and assembled to inform the development of the plan. Twice a year, SPC holds a whole committee retreat (IVA7_SPC-Retreat-Agenda_2-1-19; IVA7_SPC-Retreat-Agenda_8-30-19) for the purpose of reviewing and assessing work completed and work needed to be done. Every year, the Strategic Plan is visited at the SPC Fall Retreat to measure progress

made and work still needed. Adjustments and revisions to the plan are made as well to ensure that they reflect the values and vision for the College.

As part of the regular evaluation of policies and procedures, MVC's Leadership and Governance subcommittee is also charged with evaluating the effectiveness of the overall shared governance process. This is accomplished by the following:
- Reviewing and updating, on a quarterly basis or as needed, the College's Leadership and Governance Handbook
- Promoting a process of annual self-evaluation of each participatory governance committee
- Annually reviewing and maintaining participatory governance committee information and roster forms

Annually, all programs and college units engage in program review, making connections between data and practices to inform the effectiveness and integrity of policies and procedures. The program review reports are shared widely and are accessible to all via MVC's SharePoint site. The College uses these reports to inform necessary improvements and changes.

Additionally, the College evaluates its governance and decision-making structures. Through SPC, The Leadership and Governance Committee motioned to survey all Committee Chairs and members regarding their understanding and experiences in their respective committees (IVA7_Motion-for-Surveys, IVA7_Governance-Survey-Final). The goal of the survey was to contribute to culture in which information is used to reflect and improve organizational processes that support student learning and achievement. The results of the survey were shared and recommendations were made based on the findings (IVA7_Governance-Survey-Results).

Analysis and Evaluation

Governance and decision-making policies, procedures, and processes are regularly evaluated to ensure integrity and effectiveness. The College regularly uses tools and opportunities such as surveys, retreats, and annual program review to evaluate their work and progress. The results of these evaluations are widely shared and are used as the basis for improvements.

Conclusions on Standard IV.A. Decision Making Roles and Processes

The institutional leaders at Moreno Valley College encourage and create innovation that leads to institutional excellence. The governance structure and processes reflect a diverse perspective and campus wide engagement. Administrators, faculty, staff, and students all participate in their areas of expertise through various committee membership. The flexibility gained through the Plan-Access-Analyze-Improve model ensures current and data-driven decision-making. Information is disseminated widely through committee reports and forums and are accessible through the college website.

Improvement Plans

The College believes that it meets all standards with respect to decision-making roles and processes, while recognizing that improvement is needed with respect to documenting and clarifying college decision-making processes (Standard IV.A.6) and adopting a regular review process of college governance and decision-making (Standard IV.A.7). The Strategic Planning Council Standard IV Subcommittee is charged with maintaining the College Governance and Leadership Handbook as well as assessing the effectiveness of governance structures and processes. While the College experienced some leadership changes in this subcommittee over the last few years, subcommittee leadership has stabilized as of spring 2019. As indicated in this document, the subcommittee has taken up its charge and engaged in a timely cycle of assessment for updating the handbook and evaluating the governance structures as of fall 2019. In order to continue improving these processes, the College will engage in the following activities:

Updating of the College Leadership and Governance Handbook (Standard IV.A.6):

The College maintains and updates its Leadership and Governance Handbook; however, the current document does not include governance approval routing for existing plans, policies, or procedures or a process for determining new plans, processes, or procedures. The College will document the governance approval routing of existing plans, processes, and policies as well as create a process for the approval routing of new items. This work will be completed by fall 2020. The responsible parties include the leadership of the Standard IV Subcommittee, the Strategic Planning Council, and the Academic Senate. No additional resources are needed beyond the staff time already dedicated to the Strategic Planning Council and the Standard IV Subcommittee.

Adopt a Regular and Systematic Review of College Governance (Standard IV.A.7):

As indicated in the response to Standard IV.A.7, the College is currently engaged in the assessment of college governance structures and committees. As part of this effort, the College through the Strategic Planning Council and the Standard IV Subcommittee will create a timeline and cycle for regular assessment and evaluation of college governance committees, structures, and decision-making processes. The subcommittee has already begun this work with a cycle of assessment during fall 2019 and will complete the timeline by spring 2020. No additional resources are needed beyond the staff time already dedicated to the Strategic Planning Council and the Standard IV Subcommittee.

Evidence List

IVA1_Flying-With-Swallows
IVA1_IMake-Mobile
IVA1_Ed-Summit-Agenda_3-7-19
IVA1_Ed-Summit-Program_3-11-19
IVA1_BSSOT-Request
IVA1_BSI-Request
IVA1_ISP

IVA1_SPC-Bylaws
IVA1_SPC-Minutes_2-28-19
IVA1_SPC-Minutes_5-23-19

IVA2_BPAP2510_Local-Decision
IVA2_BP2105_Student-Trustee
IVA2_BPAP5400_Ass-Stud-Org

IVA2_BP5405_Stud-Dist-Con
IVA2_BPAP2220_Committees-of-Board
IVA2_SPC-Bylaws
IVA2_Lead-Gov-Handbook
IVA2_ASMVC-Shared-Gov
IVA2_ASMVC-Calendar_F19

IVA3_BPAP3250_Institutional-Planning
IVA3_Leadership-Governance-HB
IVA3_Leadership-Governance-Bylaws
IVA3_BP4005_Academic-Senates

IVA4_BPAP4020_Pro-Cur-Cou-Dev
IVA4_RCCD-Curriculum-Handbook
IVA4_Curriculum-Bylaws
IVA4_Curr-Agenda-DE

IVA5_Leadership-Governance-HB
IVA5_Senate-Values-Reaffirmation
IVA5_AS-Constitution-and-Bylaws
IVA5_BPAP2510_Part-Local-Decisions

IVA5_BOT-Committees
IVA5_BOT-Committee-Listing

IVA6_Leadership-Governance-HB
IVA6_Handbook-SPC_10-27-16
IVA6_SPC-Website-Minutes
IVA6_Committees
IVA6_Website-ByLaws-Example
IVA6_Faculty-Dev-Committee-ByLaws

IVA6_State-of-College-Fall
IVA6_Guided-Pathways-Update
IVA6_CMP-Open-House
IVA6_Chancellor-Forum

IVA7_SPC-Retreat-Agenda_2-1-19
IVA7_SPC-Retreat-Agenda_8-30-19
IVA7_Motion-for-Surveys
IVA7_Governance-Survey-Final
IVA7_Governance-Survey-Results

B. Chief Executive Officer

IV.B.1: **The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

Evidence of Meeting the Standard

Board Policy 2430: Delegation of Authority to Chancellor and Presidents (IVB1_Delegation-of-Authority) is evidence that the institutional chief executive officer (CEO) has primary responsibility for the quality of the institution in the Riverside Community College District. It states, "Each College President is responsible for carrying out the district policies. Each College President's administrative organization shall be the established authority on campus. The College President is the final authority at the college level." Additionally, AP 2430 outlines specific leadership expectations: "It is the role and responsibility of the President to provide leadership of campus level discussion and the shared governance process. The President leads decision making at the college level which directly affects the operation of the college. It is the responsibility of the President to establish and maintain a climate which encourages open discussion and communication across all levels on the campus. It is further the responsibility of the President to promptly communicate college and District decisions to all staff."

In 2016, Moreno Valley College initiated the search to find an exceptional leader for the position of president of Moreno Valley College. The presidential prospectus (IVB1_MVC-Pres-Search-

[16](#)) listed eight responsibilities that a qualified candidate shall work toward. In 2017, the Board of Trustees selected Robin Steinback, Ph.D. as Moreno Valley College's president. Following Board Policy 7155: Evaluation of President ([IVB1_BP7155_Evaluation-of-President](#)), the CEO has been evaluated annually by the Chancellor to ensure that she has fulfilled the primary responsibilities and provided effective leadership that enhances the quality of the institution.

As the CEO of the College, the president provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness through her leadership position as the chair of President's Management Council, a monthly meeting with the entire college management team, and weekly meetings with the President's Cabinet Executive Team ([IVB1_Management-Council-Agenda](#); [IVB1_Cabinet-Agenda](#)) in which the president is informed of and provides leadership for matters relating to the college strategic plan, institutional effectiveness, student success, teaching and learning, facilities, personnel, and budget.

Analysis and Evaluation

As the CEO, the college president effectively provides leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness, per Board Policy 2430, as well as through the organizational and governance structure of the College. The Board Policy and job description show CEO expectations that place primary responsibility for the quality of the institution under the CEO's purview.

> **IV.B.2**: **The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Evidence of Meeting the Standard

Board Policy 2430 that was discussed in IVB1 states, "The College President's administrative organization shall be the established authority on campus." The president plans and oversees the College's administrative organizational structure ([IVB2_MVC-President-Org](#)) that is configured to best support the mission of Moreno Valley College.

The college president's executive team comprises of three vice presidents overseeing business services, academic affairs, and student services. The president meets weekly with vice presidents as part of President's Cabinet and has individual monthly standing meetings with each vice president who report directly to the president. The president also has standing monthly meetings with all managers. They are evaluated annually in accordance with Board Policy 7150: Employee Evaluations ([IVB2_BPAP7150_Employee-Evaluations](#)) using the procedures outlined in the Manager Evaluation Guidelines ([IVB2_Management-Evaluation](#)).

Areas of the College are staffed and managed to reflect the institution's purpose, size, and complexity. To ensure that the College achieves its mission and improves institutional

effectiveness, the president delegates authority to administrators and others consistent with their responsibilities as listed in their job descriptions. The job description of the vice president of academic affairs (IVB2_VP-Academic-Affairs-Job) is evidence that the president is empowered to delegate responsibilities to administrators and others.

Analysis and Evaluation

The College has policies and procedures which provide for the delegation of authority from the CEO to administrators and others consistent with their roles and responsibilities. The president is key in determining the best structure to align with the mission of the College. Evaluation of the structure is ongoing and open to change as the needs of the College change.

> **IV.B.3**: **Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
> - **establishing a collegial process that sets values, goals, and priorities;**
> - **ensuring the college sets institutional performance standards for student achievement;**
> - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
> - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
> - **ensuring that the allocation of resources supports and improves learning and achievement; and**
> - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The college president guides institutional improvement of the teaching and learning environment. Through participation on the Strategic Planning Council (SPC), a participatory governance committee with broad based constituencies, the president guides the collegial process for setting college goals, values, and priorities. During the 2017-18 academic year, SPC revised the college strategic plan (IVB3_Strategic-Plan). At the start of the fall 2017 and spring 2018 terms, the Strategic Planning Council held two retreats to provide feedback about the 2015-18 Integrated Strategic Plan (ISP) and provide direction for the 2018-23 Integrated Strategic Plan. The committee was made clear that the development of the new plan had to be a participatory process across college constituencies. In addition, a recommendation was made that the planning and drafting phases of the new Integrated Strategic Plan should be done by a relatively small representative group of the college community. The President took this recommendation and created an Integrated Strategic Plan taskforce with representatives from the major college constituency groups. The taskforce led the planning effort and guided the updated plan through the college governance process, which included the President's Cabinet, Academic Senate, and SPC; the President attended each of the meetings in which the plan was discussed.

On an annual basis, the College reviews student achievement data, evaluates the data against set-standards, and establishes new targets for the upcoming year. While SPC makes the final

recommendation for set standards, it relies on recommendations from various governance committees as to what the College's institutional set standards and targets should be. Additional details related to the assessment of student achievement can be found in IB4. The president is actively involved in the planning process to ensure that educational planning is integrated with resource planning and allocation to support student learning and achievement. The president remains informed of categorical and grant funding to align resources with college planning efforts. For an example, as part of the resource prioritization process, the president meets vice presidents to review all resource requests and make recommendations for alternative funding to supplement program review resource allocation funding (IVB3_18-19-Budget-Decisions).

The College's resource allocation process is embedded within program review, with oversight from SPC. Under the recommendation of President's Cabinet, eligibility for resource allocation requires participation in outcomes assessment activities, which are designed to support and improve student learning and achievement (IVB3_Resource-Requests-Academic-Affairs; IVB3_Resource-Requests-Student-Services; IVB3_Resource-Requests-Bus-Services). Under the direction of the president, the instructional program review committee, and the Resources subcommittee, the College establishes procedures to evaluate overall institutional planning and implementation efforts. Lastly, the president attends planning workshops held by the Student Equity and Achievement workgroup, in which the workgroup reviews data trends on disproportionately impacted student groups, used to develop a multi-year student equity plan. The president reviews and certifies the Student Equity Plan on an annual basis (IVB3_Student-Equity-Plan).

Analysis and Evaluation

The college president guides institutional improvement and institutional effectiveness through existing board policies and procedures that delegate the authority to the president. As an active member of the MVC Strategic Planning Council and the District Strategic Planning Council, the president actively engages in collegial dialog that lead to improvement of teaching and learning.

> **IV.B.4**: **The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

The college president has the primary leadership role for accreditation. Board Policy 3200: Accreditation (IVB4_3200BPAP_Accreditation) asserts "those employees who are responsible for the functions related to the accreditation standards must be involved in the self-study and team visit." To meet that requirement, the CEO is instrumental in generating active, campus wide involvement of administrators, faculty, classified staff, and students in accreditation efforts. The president, along with the Strategic Planning Council (SPC), established a system of shared responsibility assuring compliance with accreditation requirements (IVB4_Accreditation-Team-Committees). Outside of the SPC subcommittees meetings, the president provides leadership in

promoting campus wide accreditation efforts through participation in accreditation planning retreats. The president ensures inclusive participation from faculty, staff, and administrative leaders that represent a well-balanced group of campus constituents (IVB4_Accreditation-Retreat-RSVP). The president creates the space and opportunity for inclusive and meaningful collaboration (IVB4_Accreditation-Retreat-Agenda). The president regularly displays a personal commitment to continuous quality improvement by creating a culture where others are encouraged, motivated, and supported to engage in the accreditation process.

The president ensures that the institution meets or exceeds eligibility requirements, accreditation standards, and commission policies by providing leadership in the development and implementation of a strategic plan that relies on institutional research and considers accreditation standards. The president assigns the vice president of Academic Affairs the role of the Accreditation Liaison Officer. The president has regular meetings with the Accreditation Liaison Officer, the Dean of Institutional Effectiveness, and the Faculty Lead Writer to stay abreast of matters related to accreditation.

The Strategic Planning Council, which includes representatives from faculty, classified employees, staff, and management and is charged with monitoring the College's compliance with the accreditation process, and on items related to college goals, success metrics, and trends. There are subcommittees structured around the accreditation process that report to the Strategic Planning Council: the Mission and Institutional Effectiveness Subcommittee, Student Learning Programs and Services Subcommittee, Resources Subcommittee, and Leadership and Governance Subcommittee (IVB4_SPC-Agenda). While the Accreditation Liaison Officer coordinates the production of the institutional self-evaluation report, and any additional follow-up, midterm, and annual reports that are required by the commission; the president reviews, signs off on all reports, and recommends the reports for approval by the Board of Trustees so that they are completed on time.

In addition to providing leadership over accreditation, the president plays an active role in informing the campus community of the accreditation process and the college's progress. This is accomplished through presentations at Faculty FLEX, campus wide college forums, and presentations to the management council (IVB4_Flex-Agenda_F19; IVB4_ACCJC-College-Forum; IVB4_President's-Council-Email; IVB4_President's-Council-Presentation). Additionally, accreditation is a standing item on both the weekly meetings of the President's Cabinet agenda and the monthly meeting of the President's Management Council (IVB4_Management-Council-Agenda).

Analysis and Evaluation

Under the president's guidance and through the participatory governance structure, faculty, staff, and administrative leaders ensure that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times by making the topic an integral part of committee meetings and campus forums. The president reviews and signs off on all reports and ensures that the reports are accurate and submitted on time. The college president is an active participant in the development of the institutional self-evaluation report through her role as an active member of the Strategic Planning Council.

IV.B.5: The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The college president assures that institutional mission and practices are consistent with state statutes, regulations, and governing board policies. The president is responsible for developing and monitoring the college budget and assumes fiscal responsibility. The president regularly attends Board of Trustees meetings, including closed sessions, and provides a report on the activities of the College (IVB5_Board-Agenda). The president also sits on the Chancellor's Cabinet, which meets weekly to discuss issues of importance to all three colleges and the District.

Board Policy 2430: Delegation of Authority (IVB5_BPAP2430_Delegation-of-Authority) specifies that authority flows from the Board of Trustees through the chancellor to the college presidents. As the "final authority at the college level," the president is responsible for assuring that the College is complying with statutes and regulations and carrying out the district policies. The Strategic Planning Council (SPC) flow chart (IVB5_SPC-Flow-Chart) details the process for faculty, staff, students, and administrators to submit ideas, projects, and goals that support the strategic goals of the district and the college master plans. The president coordinates with SPC to assure the alignment of the institutional mission with the Educational Master Plan, Strategic Plan, and the program review process. The annual program review is the mechanism for resource requests, increasing transparency in the allocation process and effective management of resources.

Board Policy 6100: Delegation of Authority (IVB5_BPAP6100_Delegation-Financial) demonstrates that the College has a policy regarding parameters for CEOs entering and signing contracts. Additional oversight of responsible fiscal decision-making occurs through the Resources Subcommittee where the budget allocation model and the resource request process are discussed. The minutes from a Resources Subcommittee meeting (IVB5_RSC-Minutes_10-17-18) show multiple examples of coordinated efforts to ensure effective control of budget and expenditures. For example, Moreno Valley College made the decision to move program review from fall to spring so the resource requests from program review could be incorporated in the spring budget development process. This modification streamlined a multi-faceted process and expedited approvals. A second example of effective oversight of the budget is apparent in the budget allocation model subgroup development of a model to allocate scheduled maintenance resources from the state across the three colleges. The purpose of the model is to aid more objective allocation of scheduled maintenance resources according to the direction of the chancellor.

The CEO uses multiple venues to communicate statutory and compliance expectations to provide for informed decision-making. She provides reports to the Academic Senate (IVB5_Senate-Mintues_5-20-19), President's Cabinet (IVB5_Cabinet-Agenda), President's Management Council (IVB5_Management-Council-Agenda), president's forums (IVB5_President's-

Forum_F18), and Strategic Planning Council (IVB5_SPC-Pres-Report_3-28-19) and during the president's address at back-to-college FLEX days (IVB5_Fall-2019-FLEX-Agenda).

The president also sits on the District Strategic Planning Council (DSPC), a districtwide participatory governance committee that focuses on districtwide planning issues such as budget, technology, and board policies and procedures (IVB5_DSPC-Minutes). When new, revised, and deleted board policies and administrative procedures are proposed through DSPC, the president provides feedback and reports back to the campus to ensure that institutional practices are consistent with institutional mission and policies. The College's executive team is comprised of the president and the three vice presidents. Weekly meetings always include an update of items the flow from the board, through the chancellor to the Chancellor's Cabinet to this agenda. Other agenda items come from other planning teams such as planning and budget, facilities, and strategic initiatives such as Guided Pathways, equity planning, and enrollment management (IVB5_Cabinet-Agenda). The executive team agenda helps to guide the executive team by tracking requests, recommendations, issues, and concerns through discussion to making a final decision and/or adopting an implementation strategy. Seldom does the president, or another member of the executive team, make a decision with collegewide impact without consulting this team.

The president uses multiple venues to communicate statutory and compliance expectations to provide for informed decision-making. She provides reports to the Academic Senate (IVB5_Senate-Mintues_5-20-19), President's Cabinet (IVB5_Cabinet-Agenda), President's Management Council (IVB5_Management-Council-Agenda), president's forums (IVB5_President-Forum), and Strategic Planning Council (IVB5_SPC-Pres-Report_3-28-19) and during the president's address at back-to-college FLEX days (IVB5_Fall-2019-FLEX-Agenda).

Analysis and Evaluation

The president assures that practices are consistent with institutional mission and policies. Systems exist to ensure that major decisions are not made in isolation and that they align with governing standards and policies. The president ensures that policies are followed and that changes are supported when they are fiscally responsible and inspire, challenge, and empower the College's diverse, multicultural community of learners.

> **IV.B.6: The CEO works and communicates effectively with the communities served by the institution.**

Evidence of Meeting the Standard

The college president communicates effectively with the campus internal community by actively informing students, staff, faculty, and managers of ongoing and future goals and projects. The president attends all Board of Trustees meetings and provides updates to the board during the informational report section of Board of Trustees meeting. On an annual basis, the College hosts two flex days for faculty and professional development days for classified staff. At the beginning of each event, the president provides opening remarks that include current and

future goals and projects that the College is focusing on (IVB6_Fall-2019-FLEX-Agenda). The president routinely attends Academic Senate meetings to further communication and stay informed about potential issues. The president holds regular meetings with representatives of bargaining groups which include the faculty association and the classified union. The president chairs a monthly managers meeting with all MVC administrators, and she shares board updates with managers and facilitates discussions on issues that impact the College (IVB6_Management-Council-Agenda).

The president shares information about the campus at events such as the president's forum (IVB6_President's-Forum), Welcome Day (IVB6_Welcome-Day), and the State of the College address (IVB6_State-of-College_19). She also emails monthly newsletters (IVB6_President's-Newletter_7-10; IVB6_President's-Newsletter_8-19) and encourages examination of information that is relevant to Moreno Valley College and higher education (IVB6_PPIC-Report). In support of Guided Pathways and other new initiatives and programs, President Steinback has led discussions about the reorganization of the College to better support its mission and vision. Constituents are evaluating the current structure (IVB6_GP-Open-Forum, IVB6_GP-Work-Plan) and a new model that best reflects the institution's purposes, size, and complexity is being developed.

The president advocates on behalf of the College within the community and has been instrumental in establishing and maintaining effective collaborations and partnerships that ultimately serve students well. The president facilitates a joint board presentation with local school boards; in fall 2018, the President led a joint presentation to the Moreno Unified School District Board of Education and the Riverside Community College Board of Trustees (IVB6_Joint-Board-MVUSD); similarly, in fall 2019, the President led a joint presentation to the Val Verde Unified School District Board of Education and the Riverside Community College Board of Trustees (IVB6_Joint-Board-VVUSD); the presentations highlight the collaborative and innovation partnerships between college faculty, staff and administrators, and those who represent each school district.

The president is active in the community and serves on the Executive Board for the Chamber of Commerce for the City of Moreno Valley. The president annually presents a "State of the College" to a number of local government and business organizations including:
- Moreno Valley City Council
- WakeUp Moreno Valley Business Meeting
- Rotary Club of Moreno Valley
- Soroptimist Club of Moreno Valley
- Moreno Valley Chamber of Commerce
- Hispanic Chamber of Commerce

In addition, the president annually attends the Superintendent's Luncheon for local school districts including Moreno Valley Unified School District and Val Verde Unified School District.

The president provides leadership and support for three annual community scholarship breakfasts, which are sponsored with Moreno Valley Unified School District and Val Verde

Unified School District. The Veterans Scholarship Breakfast, Martin Luther King Jr. Scholarship Breakfast, and Cesar Chavez Scholarship Breakfast (IVB6_MLK-Scholarship-Breakfast; IVB6_Veterans-Scholarship-Breakfast; IVB6_Cesar-Chavez-Scholarship-Breakfast) are sponsored by local businesses, highlight a keynote speaker, student speakers, and raise funds for student scholarships which are presented during each event.

The president also hosts an annual president's dinner (IVB6_President's-Dinner, IVB6_President's-Dinner-Message), which serves as the major fundraising community event for the College. There, the president unveils the College's vision for transforming and enhancing the community through positive educational and workforce initiatives. Over 200 elected officials, business and industry partners, and local educational partners from across the region attend the event.

Analysis and Evaluation

The president works and communicates effectively with internal and external campus community. The president keeps the internal community informed through different forums and represents the College within its service area by being involved in different community, business, and educational organizations.

Conclusions on Standard IV.B.

RCCD has clear policies on the responsibilities of the Chancellor as CEO of the District and the delegation of responsibilities to each college president. The college president, as the CEO of Moreno Valley College, ensures that district policies are carried out, the institution meets the requirements for accreditation, and additional statutes and regulations are implemented. The president provides effective leadership in the shared governance process, including communicating with the students, faculty, and staff as well as the larger community. The president guides the institution in processes to evaluate the teaching and learning environment and to use the results for improvement of academic and student services as well as institutional planning.

Evidence List

IVB1_Delegation-of-Authority
IVB1_MVC-Pres-Search-16
IVB1_BP7155_Evaluation-of-President
IVB1_Management-Council-Agenda
IVB1_Cabinet-Agenda

IVB2_MVC-President-Org
IVB2_BPAP7150_Employee-Evaluations
IVB2_Management-Evaluation
IVB2_VP-Academic-Affairs-Job

IVB3_Strategic-Plan
IVB3_18-19-Budget-Decisions
IVB3_Resource-Requests-Academic-Affairs
IVB3_Resource-Requests-Student-Services
IVB3_Resource-Requests-Bus-Services
IVB3_Student-Equity-Plan

IVB4_3200BPAP_Accreditation
IVB4_Accreditation-Team-Committees
IVB4_Accreditation-Retreat-RSVP
IVB4_Accreditation-Retreat-Agenda

C. Governing Board

IV.C.1: **The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

Evidence of Meeting the Standard

The five-member Board of Trustees (BOT), elected by the citizens of the Riverside Community College District (RCCD), governs in accordance with the authority granted and duties defined in Education Code Section 70902 (IVC1_Ed-Code-70902). The Board has a number of policies within its policy manual on the BOT webpage (IVC1_Board-Policies) that specifically address the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The BOT has the ultimate decision-making responsibility for adopting policies necessary for the efficient operation of the College and consistent with law as defined by BP 2410: Policy and Administrative Procedure (IVC1_BPAP2410_Admin-Procedure). BP and AP 2410 also call for periodic review and continual evaluation for BPs and APs. Based on the Chancellor's evaluation of the board policies (BPs) and administrative procedures (APs) in 2018-2019, the District and Board undertook the process of revising and renumbering the Board policies to be provide more clarity and to better align BPs and APs (IVC1_BOT-Minutes-2-19-19).

Further, the Board recognizes and approves the district and college missions in Board Policy 1200: District Mission (IVC1_BP1200_Mission), and the Board demonstrates its responsibility to quality improvement in BP/AP 3225: Institutional Effectiveness (IVC1_BPAP3225_Inst-Effectiveness). BP 2430: Delegation of Authority to Chancellor and Presidents defines the BOT's authority and the Board's delegation of authority to the CEO to administer policies and execute BOT action (IVC1_BPAP2430_Authority-Chanc-Pres). BP 2510: Participation in Local Decision Making defines the authority and responsibilities of the BOT, which has ultimate decision-making authority in areas designated by state and federal law (IVC1_BPAP2510_Local-Decision-Making). In addition, BP/AP 2200: Board Duties, Responsibilities, and Privileges outlines the authorities granted and duties defined (IVC1_BP2200_Board-Duties).

Analysis and Evaluation

Board policies delineate the Board of Trustee's accountability for academic the quality, integrity, effectiveness of learning programs and services, and financial stability.

> **IV.C.2**: **The governing board acts as a collective unity. Once the board reaches a decision, all board members act in support of that decision.**

Evidence of Meeting the Standard

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 2200: Board Duties, Responsibilities, and Privileges (IVC2_BP2200_Board-Duties) delineates the duties and responsibilities of the Board. One of the provisions in this policy explicitly states that the Board can only "act as a whole to represent the communities served by the District." The student trustee, who serves a one-year term, does not vote and does not participate in closed sessions but is empowered to ask questions and to discuss issues before the Board. The Board follows the Brown Act (California Code §54950-54963), which prohibits board members from conducting district business outside recognized and announced board meetings. Some actions, which are listed in BP 2330: Quorum and Voting (IVC2_BP2330_Quorom-and-Voting), require a two-thirds majority vote of the Board. Also, BP 2720: Communications among Board Members (IVC2_BP2720_Communication-Board) prohibits board members from communicating with one another in any form outside of regular board meetings "to discuss, deliberate, or take action on any item of [district] business."

Analysis and Evaluation

Board policies state that the trustees act as a collective unit and act in support of any decision that is made. While individual board members represent his or her own geographical areas, the Board as a whole supports decisions made by the BOT regardless of individual viewpoints. Members vote unanimously on nearly all items presented for approval, including the hiring of administrative personnel (IVC2_BOT-Vote_1-15-19, IVC2_BOT-Vote_5-21-19).

IV.C.3: **The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 2431: Chancellor Selection (IVC3_BPAP2431_Chancellor-Selection) specifies that the process will be "inclusive, transparent, and participatory." Representatives from each of the District's constituency groups participate in the selection (IVC3_Search-Committee). The Board adhered to this policy in selecting the current chancellor, as shown in a district memo of September 25, 2017 that described the beginning of the search (IVC3_Chancellor-Search) and Board of Trustee minutes November 21, 2017 at the end of the search process (IVC3_BOT-Chancellor_11-21-17).

BP/AP 2435: Evaluation of Chancellor (IVC3_BPAP2435_Eval-of-Chancellor) provides the framework for the chancellor's evaluation. This evaluation takes place annually and complies with the terms of the chancellor's employment contract. BP 2435 stipulates that the evaluation process is "jointly agreed to by the Board of Trustees and the Chancellor." Each year during closed sessions held during the May and June board meetings, the chancellor reviews his/her accomplishments of the previous year's agreed upon objectives and submits objectives for the upcoming year. In turn, the chancellor receives a written response/evaluation from the trustees through an attorney representing the District. The evaluation of the chancellor becomes part of the chancellor's personnel file which is maintained by the Human Resources and Employee Relation Office.

BP/AP 7121: President Recruitment and Hiring (IVC3_BPAP7121_Pres-Rec-and-Hiring) specifies the procedure for the selection of a college president. Similar to the selection of a chancellor, the policy specifies the committee composition, the screening and interview procedures, public forums, selection of finalists, and the negotiation and appointment of the president. The Board has followed this process in hiring the MVC president on July 17, 2017. BP 7155: Evaluation of President (IVC3_BP7155_Eval-of-President) states "the Chancellor shall establish a procedure for the annual evaluation of each College President."

Analysis and Evaluation

The BOT has used its selection processes, outlined in board policies, to hire the chancellor and college presidents. The timelines and documents of the most recent selection processes for the chancellor and college presidents demonstrate that the Board adheres to and honors its selection policies. In accordance with board policy, the Board annually evaluates the chancellor, and the results of the evaluations exist in board agenda and minutes. The chancellor establishes the procedure for the annual evaluation of the presidents, and the evaluations are placed in the appropriate personnel files.

IV.C.4: **The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

Evidence of Meeting the Standard

Several board policies offer evidence that the District meets this standard. Board Policy 2200 (IVC4_BP2200_Board-Duties-Resp-Priv) requires board members to serve as advocates for the District in the community. To reflect the public's interests, trustees must reside in the specific trustee area within the District's boundaries and are elected only by the voters who reside in the same trustee area, as indicated in the Trustee Areas Map and a list of current Board of Trustees members and the areas they represent (IVC4_BOT-Member-Areas). BP 2010: Board Membership (IVC4_BP2010_Board-Membership) offers prohibitions against member employment in the District or on other boards within the district boundaries. This prohibition helps to maintain the independence of its members. BP 2716: Political Activity (IVC4_BP2716_Political-Activity) restricts board members from using district funds to advocate for specific political activities. BP/AP 2710: Conflict of Interest (IVC4_BPAP2710_Conflict-of-Interest) and BP/AP 2712: Conflict of Interest Code (IVC4_BPAP2712_Conflict-of-Interest-Code) outline the responsibility of board members to maintain certain standards of conduct. BP/AP 2715: Code of Ethics/Standards of Practice (IVC4_BPAP2715_Ethics-Stand-of-Practice) requires board members to allow public input into deliberations and to maintain the highest quality of education.

Analysis and Evaluation

Composition of the governing board reflects public interest in the institution. Board policies regarding board membership, conflict of interest, codes of ethics, and standards of practice demonstrate that the Board's duty is to act in the interest of the students' educational welfare and to advocate for and protect the institution from undue influence or political pressure.

> **IV.C.5: The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

Evidence of Meeting the Standard

The Board of Trustees has approved an institutional mission identified in Board Policy 1200: District Mission (IVC5_BP1200_District-Mission) and has developed mission-directed policies such as BP 2200: Board Duties, Responsibilities and Privileges (IVC5_BP2200_Board-Duties-Rep-Priv) that states, "The primary function of the Board of Trustees is to make policy" and lists areas of responsibility including fiscal integrity, educational programs and services, and "quality institutional planning and evaluation." The Board of Trustees has ultimate responsibility in these areas.

During regular retreats the Board of Trustees reflects on its policy-making role and reviews previous board goals, student success data, priorities, and goal alignment to the district strategic plan (IVC5_BOT_3-9-19, IVC5_BOT_9-3-19). Minutes from the March 9, 2019 special meeting

list the topics included in the Chancellor's report to the trustees on student learning programs and the resources that support them.

The Board of Trustees ensures the quality of educational programs and services by approving the colleges' local goal alignment with Vision for Success (IVC5_BOT_5-21-19), monitoring progress on Guided Pathways implementation (IVC5_BOT-GP_5-1-18), and approving curriculum (IVC5_BOT-Curr_5-1-18). The Board assumes responsibility for financial integrity and stability through oversight that includes annual review, approval of the revised Budget allocation Model (BAM), most recently on June 11, 2019 (IVC5_BOT-BAM_6-11-19), and adoption of the budget for the district which occurred on September 17, 2019 for the FY 2019-2020 Final Budget. The same day, the Board also approved the Phase I implementation of the revised Budget Allocation Model (IVC5_BOT-Budget_9-17-19, IVC5_Approval-Email).

Analysis and Evaluation

Board policies establish the district and college missions and describe the Board's roles and responsibilities for all aspects of educational quality, legal matters, and financial integrity and stability. Meeting minutes demonstrate that the Board of Trustees regularly reviews and updates its goals and priorities based on updates provided by the colleges on student success data and strategic initiatives. The Board takes responsibility for the educational success of the students by providing stable and necessary resources to support student access and achievement.
The Board's goals align to the District Strategic Plan (DSP) and board responsibilities. In fall 2019, the Board is in process of updating alignment in light of approval of the DSP and the Board Self-Assessment in October 2019.

> **IV.C.6**: **The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

Evidence of Meeting the Standard

Board Policy 2410: Policy and Administrative Procedure (IVC6_BPAP2410_Policy-and-Procedure) states, "Copies of all policies and administrative procedures shall be readily available to District employees through the Chancellor's Office, the office of the General Counsel, each college president's office, or the District's web site." In accordance with this policy, the District regularly publishes on its website (IVC6_BOT-Homepage) all board policies and administrative procedures along with certified minutes and audio recordings of board meetings. The published policies cover the Board's size, duties, responsibilities, structure, and operating procedures.

- BP 2010: Board Membership (IVC6_BP2010_Board-Membership) states that the "Board of Trustees shall consist of five members elected by the qualified voters of the District" and outlines the structure of the Board, specifying procedures associated with each officer role;
- BP 2200: Board Duties, Responsibilities and Privileges (IVC6_BP2200_Duties-Resp-Privileges) itemizes the specific duties and responsibilities of the board, and the primary duties are also summarized on the introductory page of the board's website;

- BP 2310: Regular Meetings of the Board (IVC6_BPAP2310_Regular-Meetings) and BP 2320: Special, Emergency, and Adjourned Meetings (IVC6_Special-Meetings) delineate timing requirements and operating procedures for regular and special meetings that comply with Brown Act provisions; and
- BP 2345: Participation at Board Meetings (IVC6_BPAP2345_Participation) describes the parliamentary procedure followed and requirements for addressing the board.

Analysis and Evaluation

Board policies specify the makeup, duties and responsibilities, and operating procedures of the board, and processes are transparent and available to the public. The Board of Trustees' publicly accessible webpages on the District website include links to all board agendas and administrative actions.

> **IV.C.7: The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

Evidence of Meeting the Standard

Board of Trustees agendas and minutes, available on the RCCD website (IVC7_BOT-Agendas-Minutes), demonstrate that the BOT acts in a manner consistent with its policies. For example, the agenda and minutes from the regular board meeting of April 16, 2019 (IVC7_BOT-Minutes_4-16-19) explain items for information, discussion, and action, and they show board members fulfilling their responsibilities in accordance with policies.

Board Policy 2410: Policy and Administrative Procedure (IVC7_BPAP2410_Policy-Admin-Procedure) outlines the parameters for adopting and revising board policies and administrative procedures. The most recent revision date for each board policy and administrative procedure is identified at the end of the document. Board policies and administrative procedures undergo periodic review and revision. In fall 2018, the Chancellor instructed the vice chancellors to review all board policies and administrative procedures that impact their areas and to assess and recommend any changes to these policies. He has also charged the District's legal counsel to review board policies and administrative procedures for any changes recommended by the Community College League of California. In fact, at its February 2019 Governance Committee meeting (IVC7_BOT-BP_2-19-19), the Board reviewed a recommendation from the Chancellor to revise the architecture of some board policies to make them more functional and to provide more clarity. In addition, the District has developed a Board Policy Tracker, a spreadsheet that provides links to the specific policies and their revision/review dates (IVC7_Policy-Tracker). This tool allows the District administration and the Board to determine the status of each policy and will also allow the District to adjust its policies and administrative procedures to the new state funding model, which includes a performance-based component, as well as align its policies with the new Guided Pathways framework.

Analysis and Evaluation

As evidenced by meeting agendas and minutes, the RCCD Board of Trustees acts in a manner consistent with its policies and bylaws. In addition, the Board regularly assesses and revises policies following established procedure, ensuring the policies' effectiveness in fulfilling the mission. To enhance District alignment with the Standard, the Board is in the process of developing a more effective system for policy evaluation and revision.

> **IV.C.8: To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

Evidence of Meeting the Standard

The RCCD Board of Trustees regularly reviews key indicators of student learning and achievement as well as institutional plans for improving academic quality. The District Office of Institutional Research presents the findings of the Student Success Scorecard to the Board on an annual basis (IVC8_BOT-SSS-PPT_3-5-19). In addition to examining the data and analysis provided in those findings, the Board of Trustees reviews additional indicators of student learning. On May 16, 2017, the Board of Trustees approved the 2017-2018 Institutional Effectiveness Framework of Indicators for each college "to measure on-going conditions; and the District's goals for Fiscal Viability and Programmatic compliance" (IVC8_BOT-IEF-PPT_5-16-17).

In May 2019, the Board of Trustees reviewed and approved the colleges' local goal alignment with the system-wide Vision for Success (IVC8_BOT-VFS_5-21-19). The Integrated Strategic Plan (ISP) was approved by the Moreno Valley College Strategic Planning Council and Academic Senate during fall 2019 (IVC8_ISP-Approval-SPC-Senate). The ISP key performance indicators, metrics, and targets exceeded the statewide Vision for Success goals and aligned to the District Strategic Plan which was approved in October 2019 (IVC8_District-Strat-Plan-App). Additionally, the board reviews and approves the College's Comprehensive Master Plan (CMP) which was last approved in 2015 (IVC8_CMP-Approval_15). Due to significant local and statewide changes in the California Community Colleges system, the College updated the 2015 CMP between spring 2019 and fall 2019, creating new priorities for the educational programs and facilities planning through 2030. The complete Comprehensive Master Plan, comprised of a Facilities Master Plan and an Educational Master Plan, is expected to be completed by spring 2020. In June 2019, the Board of Trustees reviewed and approved the 2019-2030 Facilities Master Plan (IVC8_FMP-Approval_6-19), and the College's Educational Master Plan, which is currently in draft form, is expected to be reviewed and approved by spring 2020.

Analysis and Evaluation

The RCCD Board of Trustees regularly reviews student success indicators and institutional plans to improve the academic quality of each college. The Vision for Success from the state chancellor's office emphasizes the colleges' alignment of local goals with systemwide goals. The

Board has an engaged and nuanced understanding of how the colleges are moving in a direction consistent with statewide priorities aimed at improving student learning and achievement.

> **IV.C.9**: **The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Evidence of Meeting the Standard

RCCD uses a combination of methods to ensure that it fulfills Board Policy 2740: Board Education (IVC9_BP2740_Board-Education) which describes the commitment to "ongoing development as a Board" and indicates that the Board of Trustees will "engage in study sessions and provide access to reading materials," and, as budget permits, "support conference attendance or other activities that foster Board member education."

At its annual retreat, the Board receives both self-development training and information to help it establish its goals and targets, as shown in the minutes from the March 9, 2019 board retreat (IVC9_BOT-Retreat-Minutes_3-9-19). Trustees regularly receive information about California Community Colleges and state matters from the Community College League and representatives from various district and college constituencies. Occasionally, members attend conferences in Washington, D.C., and a delegation from the Board annually attends the Community College League of California and the Association of Community College Trustees legislative conferences. The BOT regularly sends representatives, especially new members, to the California Community Colleges Trustees orientation, held annually in Sacramento.

Board Policy 2100: Board Elections (IVC9_BPAP2100_Board-Elections) is the mechanism for providing for continuity of board membership and staggered terms of office. It specifies that a trustee's term of office is four years, with elections every two years to stagger terms of office "so that, as nearly as practical, one half of the Board members shall be elected at each Board member election." Eligibility requirements, dates of elections, and methods of dealing with vacancies are set forth in Board Policy 2110: Vacancies on the Board (IVC9_BP2110_Board-Vacancies), which includes requirements related to ample and timely publicity, interviews, selection by majority vote, and appointment.

Analysis and Evaluation

Board policies require ongoing training and development and provide for continuity of membership and staggered terms of office. To meet this requirement, members of the Board regularly attend conferences and participate in board development activities. Likewise, the policies for elections are followed each term.

> **IV.C.10**: **Board Policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performances, including full participation in**

board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board Policy 2745: Board Self-Evaluation (IVC10_BP2745_Board-Self-Evaluation) describes the process for board self-evaluation. BP 2745 establishes the Board of Trustees' "commitment to assessing its own performance as a Board in order to identify its strengths and areas it may improve its functioning." The BOT self-evaluation process is grounded in the principles of learner centeredness, continuous assessment, evidence-based assessment, and commitment to act. To model its commitment to continuous improvement the Board conducts the self-evaluation annually each May. The self-assessment tool, form, highlights, and goals and objectives are posted on the Board Self Evaluation page of the RCCD. The Board self-evaluation (IVC10_BOT-Self-Eval9-19) was administered by the Association of Community College Trustees (ACCT) on September 17, 2019. The Board subsequently reviewed the results of the self-assessment to identify potential areas for improvement and establish goals and priorities for the coming year (IVC10_BOT-Eval_10-1-19).

Analysis and Evaluation

Board Policy 2745 outlines the board self-evaluation process and describes the key principles and dimensions of effectiveness that guide this regular assessment. The Board has followed BP 2745 each year through 2017 and published the results on the district website; however, because the Board hired a new chancellor, who plans to restructure board committees and to modify the board self-assessment rubric, the Board did not conduct its May 2018 or May 2019 self-assessment. With the new student performance-based apportionment metrics and the new requirements for the Board to be more directly involved in student achievement goals and targets, the BOT will modify its assessment instrument to include student success, work force, and equity targets as part of its annual self-evaluation. The Board also added a section to assess its "full participation in board training" that goes beyond its assessment of receiving information from various state and federal agencies.

> **IV.C.11**: **The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

Evidence of Meeting the Standard

Board Policy 2715: Code of Ethics Standards of Practice (IVC11_BP2715-Code-of-Ethics) defines appropriate standards of ethical conduct and practices. BP 2715 also 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 BOT members fill out a Statement of Economic Interest (IVC11_Economic-Interest-Form) to verify that members' disclosed interests do not interfere with their duty to operate in an impartial manner. Although board members adhere to the code, in the event that one does not, BP 2715 provides a process for managing behavior deemed in violation of the policy.

The Board of Trustees maintains BP/AP 2710: Conflict of Interest (IVC11_BPAP2710_Conflict-of_Interest) and BP/AP 2712: Conflict of Interest Code (IVC11_BPAP2712_Conflict-Int-Code), pursuant to the requirements of the Political Reform Act of 1974, Government Code Section 81000. The Political Reform Act of 1974, California's conflict of interest law for public officials, requires certain designated public officials at all levels of government to publicly disclose their private economic interests and requires all public officials to disqualify themselves from participating in decisions in which they have a financial interest. Board members' interests are disclosed and reveal that no board member has any personal interest in the institution.

Analysis and Evaluation

The Board has sufficient safeguards in its policies and disclosure requirements to ethically secure and ensure the academic and fiscal integrity of the District and the colleges. Board member disclosure statements are stored at the chancellor's office and are available to the public upon request.

> **IV.C.12**: **The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

Evidence of Meeting the Standard

BP/AP 2430: Delegation of Authority to Chancellor and Presidents (IVC12_BPAP2430_Deleg-Authority) indicates that the Board of Trustees appoints the chancellor and delegates of 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. BP/AP 2430 also delineates the duties and responsibilities of the college presidents.

The chancellor provides regular reports at every BOT meeting, including information on institutional performance, as shown in recent minutes for April and August 2019 (IVC12_BOT-Chancellor_4-2-19, IVC12_BOT-Chancellor_8-6-19). In addition, at Board retreats, the chancellor reports on district goals (IVC12_Special-Board_3-9-19).

The Board has empowered the chancellor to administer its policies and procedures and holds the chancellor accountable through its annual evaluation, as described in Standard IV.C.3.

Analysis and Evaluation

The Board delegates to the chancellor full responsibility and authority for the operation of the district in administering board policies and procedures. In addition, the Board holds the chancellor accountable through regular reports at board meetings as well as the annual evaluation.

> **IV.C.13**: **The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

Evidence of Meeting the Standard

The Board of Trustees is committed to the accreditation process. Board Policy and Administrative Procedure 3200: Accreditation (IVC13_BPAP3200_Accreditation) outlines the process by which the Board is informed and involved in the accreditation process. Since the last accreditation cycle, when the Board approved the institutional self-evaluations for each of the colleges (IVC13_BOT-Approval_12-10-13), the Board has accepted the follow-up reports and accreditation responses for the District (IVC13_BOT-Min_6-16-15, IVC13_BOT-Min-ACCJC_2-21-17). As the colleges and the District began their preparation for the next accreditation cycle, they made a presentation to the Board, providing a comprehensive update on the 2020 accreditation requirements, changes, timelines, and responsibilities of the Board. The update included a link to the Roles and Responsibilities of Governing Boards in Accreditation (IVC13_BOT-Min_4-3-18). Another update from the colleges took place at the September 3, 2019 board meeting (IVC13_BOT-Min-Present_9-3-19). In fall 2019, board members participated in an accreditation workshop (IVC13_BOT-Accreditation_9-12-19) to provide the BOT with specific training on their roles in the accreditation process. The Board will approve the institutional self-evaluation for each college in November 2019 before the colleges' reports are submitted to the Commission. An example of the board participating in evaluation of governing board roles and functions in the accreditation process is one of the survey questions in the board self-evaluation process that asks board members to rate the board's involvement in the accreditation process (IVC13_BOT-Self-Assesment-Form).

Through its role as a policy-making body to assure the academic quality, integrity, and effectiveness of the student learning programs and services as well as the financial stability of the institutions, detailed in Standard IV.C.1, the Board shows its commitment to the colleges' efforts to improve and excel.

Analysis and Evaluation

The BOT has received ongoing updates on the accreditation status and processes from each of the three colleges and from the District. It has received training about the Board's roles and responsibilities in the accreditation process including a fall 2019 accreditation workshop for

board members, arranged by the Chancellor. Furthermore, the Board, through its role as a policy-making body, consistently supports the colleges' efforts in continuous quality improvement.

Conclusions on Standard IV.C. Governing Board

The Board of Trustees of the Riverside Community College District is an independent policy-making body that reflects the public interest through direct election of trustees. The Board develops and maintains policies and administrative procedures that identify its authority and responsibility to assure the academic quality, integrity, and effectiveness for student learning programs and services and the financial stability of the District and its colleges. The Board acts in a manner consistent with its policies. Policies and procedures also address the Board's acting as a collective entity as well as its selecting and evaluating of the chancellor. The Board is committed to reviewing and revising its policies, and the Chancellor has directed the vice chancellors to conduct a thorough and comprehensive review of all policies and administrative procedures. The Board recognizes that recent legislative changes require it to have more direct oversight of student success and equity by establishing and approving concrete district-level student success goals and targets and acknowledges that these targets have a direct fiscal impact on the institution. The Board also understands and is responding to the requirement that some of its policies will require significant revision to align with the legislative directives and that its self-assessment instrument requires revision that better reflects the BOT's changing oversight responsibilities.

Evidence List

IVC1_Ed-Code-70902
IVC1_Board-Policies
IVC1_BPAP2410_Admin-Procedure
IVC1_BOT-Minutes-2-19-19
IVC1_BP1200_Mission
IVC1_BPAP3225_Inst-Effectiveness
IVC1_BPAP2430_Authority-Chanc-Pres
IVC1_BPAP2510_Local-Decision-Making
IVC1_BP2200_Board-Duties

IVC2_BP2200_Board-Duties
IVC2_BP2330_Quorom-and-Voting
IVC2_BP2720_Communication-Board
IVC2_BOT-Vote_1-15-19
IVC2_BOT-Vote_5-21-19

IVC3_BPAP2431_Chancellor-Selection
IVC3_Search-Committee
IVC3_Chancellor-Search
IVC3_BOT-Chancellor_11-21-17
IVC3_BPAP2435_Eval-of-Chancellor

IVC3_BPAP7121_Pres-Rec-and-Hiring
IVC3_BP7155_Eval-of-President

IVC4_BP2200_Board-Duties-Resp-Priv
IVC4_BOT-Member-Areas
IVC4_BP2010_Board-Membership
IVC4_BP2716_Political-Activity
IVC4_BPAP2710_Conflict-of-Interest
IVC4_BPAP2712_Conflict-of-Interest-Code
IVC4_BPAP2715_Ethics-Stand-of-Practice

IVC5_BP1200_District-Mission
IVC5_BP2200_Board-Duties-Rep-Priv
IVC5_BOT_3-9-19
IVC5_BOT_9-3-19
IVC5_BOT_5-21-19
IVC5_BOT-GP_5-1-18
IVC5_BOT-Curr_5-1-18
IVC5_BOT-BAM_6-11-19
IVC5_BOT-Budget_9-17-19
IVC5_Approval-Email

IVC6_BPAP2410_Policy-and-Procedure
IVC6_BOT-Homepage
IVC6_BP2010_Board-Membership
IVC6_BP2200_Duties-Resp-Privileges
IVC6_BPAP2310_Regular-Meetings
IVC6_Special-Meetings
IVC6_BPAP2345_Participation

IVC7_BOT-Agendas-Minutes
IVC7_BOT-Minutes_4-16-19
IVC7_BPAP2410_Policy-Admin-Procedure
IVC7_BOT-BP_2-19-19
IVC7_Policy-Tracker

IVC8_BOT-SSS-PPT_3-5-19
IVC8_BOT-IEF-PPT_5-16-17
IVC8_BOT-VFS_5-21-19
IVC8_ISP-Approval-SPC-Senate
IVC8_District-Strat-Plan-App
IVC8_CMP-Approval_15
IVC8_FMP-Approval_6-19

IVC9_BP2740_Board-Education
IVC9_BOT-Retreat-Minutes_3-9-19
IVC9_BPAP2100_Board-Elections

IVC9_BP2110_Board-Vacancies

IVC10_BP2745_Board-Self-Evaluation
IVC10_BOT-Self-Eval9-19
IVC10_BOT-Eval_10-1-19

IVC11_BP2715-Code-of-Ethics
IVC11_Economic-Interest-Form
IVC11_BPAP2710_Conflict-of_Interest
IVC11_BPAP2712_Conflict-Int-Code

IVC12_BPAP2430_Deleg-Authority
IVC12_BOT-Chancellor_4-2-19
IVC12_BOT-Chancellor_8-6-19
IVC12_Special-Board_3-9-19).

IVC13_BPAP3200_Accreditation
IVC13_BOT-Approval_12-10-13
IVC13_BOT-Min_6-16-15
IVC13_BOT-Min-ACCJC_2-21-17
IVC13_BOT-Min_4-3-18
IVC13_BOT-Min-Present_9-3-19
IVC13_BOT-Accreditation_9-12-19
IVC13_BOT-Self-Assesment-Form

D. Multi-College Districts or Systems

IV.D.1: In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

Board Policy 1100: The Riverside Community College District (RCCD) (IVD1_BP1100_RCC-District) defines the District as the three colleges. The chancellor is the CEO of Riverside Community College District and provides leadership in setting and communicating expectations of educational excellence and integrity through chancellor's forums, FLEX presentations, and meetings with various councils, committees, and task forces (IVD1_Chancellor's-College-Forum-Dates, IVD1_Chancellor-Flex_F18). The chancellor assures support for the effective operation of the colleges through centralized District services in human resources, information technology, business and finance, educational services, and distance education (IVD1_District-Org). Even though some services are centralized at the District Office, staff members are assigned to each of the colleges in areas such as human resources and distance education.

Financial Services are centralized, but the District and the colleges work collaboratively on financial matters through the presidents and vice presidents at the colleges.

BP 2430: Delegation of Authority to Chancellor and Presidents (IVD1_BPAP2430_Authority-Chan-Pres) describes the responsibilities of the chancellor and states, "Authority flows from the Board of Trustees through the Chancellor to the College Presidents." Per BP 3100: Organizational Structure, "The Chancellor shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District" (IVD1_BPAP3100_Organizational-Structure). The RCCD Function Map delineates and clarifies the responsibilities and functions of the district/system with those of the colleges (IVD1_Function-Map_1-4).Furthermore, roles and responsibilities for decision-making inclusive of faculty, staff, and students in district and college governance are defined in BP 2510: Participation in Local Decision Making (IVD1_BPAP2510_Local-Desicion-Making).

Analysis and Evaluation

The chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District through regularly scheduled district and college meetings. Various board policies delineate roles and responsibilities between the District and the colleges, and an ongoing dialog about services occurs among the District Office and colleges on a regular basis. The revision process for the RCCD Function map provided an opportunity for rich conversations about responsibilities and services; the function map is a living document that will be updated as the system evolves.

> **IV.D.2**: **The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

Evidence of Meeting the Standard

The RCCD functional maps (IVD2__Standard-I-Function Map_04-26-19, IVD2__Standard-II-Function-Map_04-26-19, IVD2_Standard-III-Function Map_04-26-19, IVD2_Standard-IV-Function-Map-04-26-19), revised in spring 2019, clearly define, document, and communicate roles and responsibilities among the colleges and District Office. The revised functional maps offer a platform for collaboration and improving efficiency across the District.

To ensure that the colleges receive effective and adequate resources to support their institutional missions and functions in alignment with the Accreditation Standards, RCCD evaluates services provided by the District Office through the program review and planning processes and through surveys, such as the spring 2018 Strengths, Weaknesses, Opportunities, and Threats (SWOT) survey (IVD2_SWOT-Survey-Spring-2018). District functions of human resources, information

technology, business and finance, educational services, and distance education submit program reviews (IVD2_DO-PR-5-Year). As the District developed its Strategic Plan 2019-2024 and five-year program review and planning process, some units completed abbreviated reviews, in particular to ensure resource allocation in areas where time-sensitive changes were needed (IVD2_Dist-Stop-Gap-PR; IVD2_Dist-Distance-Ed-Prog-Review; IVD2_Dist-IT-Prog-Review).

In addition, these district areas work with the colleges on their institutional self-evaluation reports, as evidenced by district accreditation meetings of January 22, 2019, and May 14, 2019 (IVD2_Dist-Acc-Meeting_1-22-19, IVD2_Dist-Acc-Meeting_5-14-19). Additional feedback on level of services is provided through Chancellor's Cabinet discussions, meetings of the college presidents and chancellor, vice chancellors' meetings, districtwide vice presidents' meetings, and other venues.

Analysis and Evaluation

Since the last revision to the RCCD function map in January 2013, the District and three colleges have evolved from institutions in the process of becoming a multi-college district to a fully-fledged multi-college district with three independently accredited colleges. The revised functional maps outline this more mature relationship between the District and three colleges. Two important purposes of the functional map revision were to collaboratively determine the appropriate level of support from the District to the three colleges, now that the colleges are independent, and to align with the revised accreditation standards.

When constituents responded to the SWOT survey item "The District Office effectively meets the diverse needs of students at all three colleges," the score was 3.33 on a scale of 1-strongly disagree to 5-strongly agree. The score on "The District Office does a good job of advancing its mission" was 3.23. The score on "The District Office efficiently uses its resources" was 3.04. On a rating of district services, including legal, business, grants, risk management, facilities, public affairs, human resources, and fundraising, all scored between a 2 and 3 on a scale of 1-poor to 4-excellent. Based on these perceptions, while none of the services were rated as poor, there are clearly areas in which services can be improved. The results were discussed in DSPC so that managers can address any concerns in their planning processes.

The District Office has been building a revised model for program review and planning and expects to have drafts of program reviews for all vice chancellors' areas by spring 2020.

> **IV.D.3: The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.**

Evidence of Meeting the Standard

Board policies detail district fiscal policies, including budget management to support effective operations and sustainability of the colleges and District as well as the chancellor's authority and responsibility for effective control of expenditures.

Board Policy 6300: Fiscal Management (IVD3_BP6300_Fiscal-Management) refers to procedures for maintaining financial books and records, including these stipulations:

- "Fiscal objectives, procedures, and constraints are communicated to the Board of Trustees and employees."
- "The management information systems provide timely, accurate, and reliable fiscal information."

In alignment with this policy, the Board of Trustees receives a monthly financial report comparing prior year actual financial activity, adopted and revised budget information, and current year-to-date financial activity for each fund of the District, including allocations to the colleges. The Board of Trustees receives a monthly Capital Program Executive Summary report showing Measure C project commitments, quarterly CCFS-311Qs, the annual CCFS-311 financial and budget information required by the state Chancellor's Office, and the annual Tentative and Final Budget documents, as shown in recent agenda items for presentations about the District's budget as well as the state budget (IVD3_BOT-Min_9-4-18, IVD3_BOT-Min_2-5-19). Demonstrating that the District reviews and controls system wide expenditures, the most recent independent auditor reports for the District, Measure C, and Foundation express unqualified opinions on the financial statements, internal controls, and federal and state compliance as applicable for the fiscal year ending June 30, 2018 (IVD3_BOT-Audit_12-4-18). The auditor reported no findings or questionable costs associated with each of their audits.

In accordance with BP/AP 6100: Delegation of Authority (IVD3_BPAP6100_Delegation-of-Authority), the chancellor ensures effective control of expenditures through delegated authority, oversight, and consultation with districtwide committees. One such committee, with representation from the District Office and the three colleges including faculty, students, staff, and management, is the District Budget Advisory Council (IVD3_DBAC). This district council has developed the first phase of the Budget Allocation Model (BAM) to allocate unrestricted general operating funds in a fair, equitable, and transparent manner. DBAC continues its work through the fall 2019 on the second phase of the BAM, which is to develop FTES Exchange Rates, among other BAM components, for the allocation of resources in FY 2020-221, as shown in Standard III.D.1. For planning purposes, DBAC also receives regular updates on the status of the state budget development process and districtwide budget planning efforts, as shown in itemized materials and documents presented at DBAC meetings (IVD3_DBAC-Resources). In addition to committee updates, information is shared districtwide as evidenced in the RCCD-All email (IVD3_BAM-Email) announcing the approval of the Phase I implementation of the Budget Allocation Model (BAM).

Another districtwide committee is the District Enrollment Management Committee (DEMC) (IVD3_DEMC-and-Membership) which has responsibility for decisions concerning effective enrollment management. With the advent of the new California Student Centered Funding Formula, which changes the apportionment distribution model at the state level from one driven almost exclusively by FTES to one that incorporates student equity and success metrics, the DEMC has modified its membership to include college representatives from financial aid and other student services areas. In addition, the DEMC now discusses financial aid processes and procedures as well as student success goals and metrics.

The District Strategic Planning Council (DSPC) is another districtwide committee that is responsible for the development and coordination of district strategic planning (IVD3_DSPC-Webpage). The DSPC and the three college wide strategic planning committees develop, recommend, and maintain the strategic plan to ensure it is aligned with the goals, vision, and processes for the District. The committee addresses issues pertaining to long-range planning, and resource allocation and makes recommendations about district procedures and practices where they relate to strategic planning and long-term budgeting.

Analysis and Evaluation

Policies and procedures, including participation of representatives from the three district colleges, support adequate allocation and reallocation of resources for effective operations to meet the needs and priorities of the colleges and to sustain the District. As part of a recent review and revision of the budget allocation model, the District Budget Advisory Council recommended substantial changes to the phase 1 BAM revision project for implementation in FY 2019-2020, including ongoing work relative to development of FTES exchange rates and other revisions for phase 2 implementation in FY 2020-2021. Audit reports indicate that the district reviews and controls system-wide expenditures.

> **IV.D.4: The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.**

Evidence of Meeting the Standard

Board Policy 2430: Delegation of Authority to Chancellor and Presidents is evidence of delegation of responsibility and authority to the chancellor and college presidents (IVD4_BPAP2430_Authority-Chanc-CEO). BP/AP 2430 states that the Board of Trustees delegates to the chancellor the executive responsibility for providing leadership for the District, carrying out District programs, 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. Delegation of authority to the presidents flows through the Board and the chancellor. Other board policies identify areas of delegation of authority without interference to the college presidents. BP/AP 6100: Delegation of Authority (IVD4_BPAP6100_Deleg-of-Authority-Fin) stipulates that the college presidents retain certain authority for business procedures. For example, the policy states, "For contracts on their campus on public works projects, (excluding maintenance), the President may enter into and sign contracts less than $125,000. Anything over that amount must go through the competitive bidding process." BP/AP 7110: Delegation of Authority (IVD4_BPAP7110_Deleg-of-Authority_HR) relates to college presidents' authority in matters of human resources.

Analysis and Evaluation

The roles and responsibilities of the chancellor and the presidents are clearly defined, which can be seen in Section IVB of the RCCD Function Map. Through delegation of authority expressed in BP 2430 and BP 7110, a system exists that 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.

> **IV.D.5: District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.**

Evidence of Meeting the Standard

The District and the colleges have integrated their planning and evaluation to meet the instructional needs of students, both in the classroom and with necessary support services. The District Strategic Plan (DSP) requires the development of five-year comprehensive plans by district vice-chancellors that integrate the strategic plans of the three colleges and that outline needed improvements in district divisions that make their support efforts more effective and efficient (IVD5_RCCD_Strat-Plan-Draft_19-24).

The DSP, through an integrated planning process that incorporates MVC's Comprehensive Master Plan (IVD5_CMP-Draft_8-19) and Integrated Strategic Plan (IVD5_ISP_18-23), establishes collective student success and equity targets and includes a new Budget Allocation Model that provides a method for allocating and stabilizing resources for all district entities. The DSP establishes a new integrated planning structure that allows participation and engagement from MVC constituencies with district support services in five districtwide councils: Student Access, Success, and Guided Pathways; District Equity; Institutional Effectiveness and Planning; Resources; and Partnership and Communications. Each of these councils monitors and evaluates progress in meeting its established goals and targets.

Student success, access, and equity provide the principal basis for all district and college planning and drive the allocation of resources. Both the DSP and the MVC Integrated Strategic Plan identify student success, access, and equity as specific strategic goals. For example, the District's strategic goal of student success which states that the "District will provide clear pathways and support for achieving certificates, degrees, and transfer" is evidenced in Moreno Valley College's strategic goal: Student Learning, Success, and Completion (IVD5_MVC-ISP-Strat-Goal).

The College and District evaluate student learning and achievement through the review of the Student Success Scorecard Metrics (IVD5_Student-Success-Metrics_18, IVD5_Scorecard-Presentation_19). During development of the DSP, baseline metrics were developed for each goal and expanded to include analyses on Guided Pathways and dual enrollment. Furthermore, both RCCD and MVC utilize program review and assessment processes to measure institutional effectiveness. As part of the District Strategic Planning process, each district department completes a program review and plan on a five-year cycle. The District's plans address the goals and targets

in the District Strategic Plan 2019-2024 (IVD5_RCCD-SP-Goals) and align with the College's strategic plans (IVD5_MVC-ISP-Goals). At the college-level, each unit at MVC completes program review and outcomes assessment on an ongoing basis.

Analysis and Evaluation

The RCCD Strategic Plan 2019-2024 provides an overarching framework for the alignment of the colleges' and District Office's plans. The RCCD Strategic Plan, using historical data and past three years' average change, sets minimum annual standards for objectives in access, success, and equity (IVD5_Strat-Plan-ASE). The colleges' strategic planning targets will meet or exceed these targets, just as the RCCD targets meet or exceed the statewide Vision for Success targets. This alignment will be supported through the colleges' work, as they refresh their strategic plans and as the plans are monitored, assessed, and evaluated annually.

> **IV.D.6: Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

Evidence of Meeting the Standard

Board Policy 3250: Institutional Planning (IV6_BPAP3250_Institutional-Planning) describes a bi-directional flow of information to facilitate effective decision-making. It states that after college plans proceed through college academic planning councils and strategic planning committees, the plans are submitted, as appropriate, to district councils to consider and make recommendations. Planning recommendations for districtwide initiatives may also originate at district planning councils.

As addressed in BPAP 3250, an important mechanism for sharing planning information among the three colleges and the District is through the collaborative council/committee processes, which include the District Strategic Planning Council (IVD6_DSPSC-Membership), District Academic Senate (IVD6_DAS-Membership), and District Curriculum Committee (IVD6_DCC-Membership), with broad representation from all three colleges. Councils and committees meet on a regular basis, often monthly, to ensure timeliness of information sharing. The meeting minutes (IVD6_Dist-Strategic-Planning_4-19-19, IVD6_Dist-Senate-Minutes-3-25-19), IVD6_Dist-Curriculum-Minutes_5-7-19) reveal communication between the District and the colleges to aid decision-making. References to time constraints are common, reflecting an awareness of timely communication, as are examples of collegial dialog and recommendations, showing a focus on ensuring accuracy and completeness. Meeting minutes from all of the councils and committees are shared and available on the district website, as demonstrated by the minutes pages from DSPC (IVD6_DSPC-Minutes-Page), DAS (IVD6_DAS-Minutes-Page), and DCC (IVD6_DCC-Minutes-Page).

Another important mechanism for communication is administrative groups, such as the Chancellor's Cabinet, Vice Presidents of Academic Affairs meetings, and Vice Presidents of Student Services meetings. The Chancellor's Cabinet and Board of Trustees, as shown in minutes from May 21, 2019 (IVD6_BOT-Minutes_5-21-19), meet bi-monthly to ensure timely,

accurate, and complete information for decision-making. The chancellor holds monthly forums at each college, welcoming staff and students as well as faculty and managers, to communicate information on strategic planning, Guided Pathways, organizational structure, and budget (IVD6_Chancellor-College-Forums). The chancellor holds office hours before or after every forum to meet personally with college personnel on a drop-in basis. Anecdotal response to these forums has been very positive.

Finally, a number of work groups and task forces meet to communicate about issues affecting operations for areas such as Guided Pathways, AB 705, Early Enrollment, Student Online Planner (EduNav), and course capacities. These groups have broad representation to provide reporting to and from the respective audiences (IVD6_Task-Force-Collab).

Analysis and Evaluation

The processes for sustaining timely and accurate information among the District and colleges are multiple. The processes are periodically examined to determine if changes are needed for improved communication. For example, utilizing the analyses of District Strategic Plan Development Team E, the Council structure for the District was revised to align with the goals of the District Strategic Plan and to align more closely with the colleges' council structure through shared membership (IVD6_DSPC-Org-Chart).

> **IV.D.7: The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

During spring 2017, the District Strategic Plan Development Team A—Plan Review and Assessment Team developed an assessment of the RCCD Strategic Plan 2013-2016 (IVD7_Team-A-Assessment). This assessment focused on the composition of the 2013-2016 plan development team, plan development process, alignment with college plans, implementation, and outcomes. The recommendations, all of which were implemented to improve the districtwide planning process, included the following:
- Clearly define the District and the District Office
- Continue work on the function map
- Clarify the district strategic planning process and role(s) of DSPC
- Inventory and align districtwide committees within the planning processes
- Write district strategic plan as an overarching framework for the alignment of the colleges' and District Office's plans
- Create District Office Plan [vice chancellors' plans] which develops district strategies that are more directly in support of the colleges' goals
- For goals, indicate responsible parties, timeline, resources needed, measures, and targets; to the degree possible, utilize measures and targets of the colleges and include cost analyses when reporting data

- Assess, evaluate, and monitor the strategic plan; hold an annual DSPC retreat

In addition, in fall 2017, Team A assessed the RCCD Budget Allocation Model (BAM) and provided a recommended charge for the BAM revision. In the February 23, 2018 District Strategic Planning Council (DSPC) meeting (IVD7_DSPC-2-23-18), the DSPC charged the District Budget Allocation Committee (DBAC) with the BAM revision.

During spring and fall of 2018, the Function Map Task Force reviewed and provided a major revision to the previous function map to clarify district and college roles and responsibilities (IVD7_FMTF-Minutes-Meetings). The central principle guiding the recent function mapping work was that the colleges, along with the District Office, are the District. The District Office, as a distinct entity, has important roles to play to further the abilities of the colleges to fulfill their missions. Thus, the district strategic plan provides an overarching framework for the plans of 1) the District Office, 2) Moreno Valley College, 3) Norco College, and 4) Riverside City College. Similarly, the district plan delineates how the District will foster and support goals of student access, student success, and equity along with strategies for resource development and stewardship, system effectiveness, and partnerships.

College goals have been aligned with district goals as well as with the state Chancellor's Office Vision for Success goals (IVD7_BOT-Local-Goal-Alignment). The RCCD Chancellor has communicated the results of the assessments and evaluations, along with the revised district strategic plan and process, in open forums and strategic planning retreats.

As detailed in Standard IV.D.5, the District Office assessed its program review and planning process during fall 2018 to better align with districtwide strategic planning goals and targets and to develop five-year plans to better support the colleges in achieving goals for student achievement and learning.

Analysis and Evaluation

Team A's recommendations for the new plan and planning process focused on strengthening the regular evaluation process on college role delineations, governance, and decision-making processes to assist the colleges in meeting their goals of improving access, success, and equity. The assessment and revisions to the District Office strategic planning process have resulted in better-defined goals to support the colleges, and results are widely communicated. In addition, alignment of the colleges' and district's goals with the statewide Vision for Success goals has fostered a planning environment with a greater clarity of purpose and better means of monitoring, assessing, and evaluating progress.

Conclusions on Standard IV.D. Multi-College Districts or Systems

Board policy establishes the roles of the district chancellor in setting and communicating expectations of educational excellence and integrity, the authority and responsibility between the colleges and the District, and the delegation of responsibility and authority to college presidents. The central principle guiding district strategic planning and recent function mapping work is that

the District Office and the colleges together comprise the District. The District Office, as a distinct entity, has important roles to play to further the abilities of the colleges to fulfill their missions. Policies and practices have been established for communication among colleges and the District to support effective operations and decision-making. District program reviews and plans regularly evaluate district services. Resources are allocated through, in particular, a recently revised budget allocation model in which business services vice presidents from all three colleges participated to ensure that needs and priorities of the colleges were represented.

Evidence List

IVD1_BP1100_RCC-District
IVD1_Chancellor's-College-Forum-Dates
IVD1_Chancellor-Flex_F18
IVD1_District-Org
IVD1_BPAP2430_Authority-Chan-Pres
IVD1_BPAP3100_Organizational-Structure
IVD1_Function-Map_1-4
IVD1_BPAP2510_Local-Desicion-Making

IVD2 Standard-I-Function Map_04-26-19
IVD2 Standard-II-Function-Map_04-26-19
IVD2_Standard-III-Function Map_04-26-19
IVD2_Standard-IV-Function-Map-04-26-19
IVD2_SWOT-Survey-Spring-2018
IVD2_DO-PR-5-Year
IVD2_Dist-Stop-Gap-PR
IVD2_Dist-Distance-Ed-Prog-Review
IVD2_Dist-IT-Prog-Review
IVD2_Dist-Acc-Meeting_1-22-19
IVD2_Dist-Acc-Meeting_5-14-19

IVD3_BP6300_Fiscal-Management
IVD3_BPAP6100_Delegation-of-Authority
IVD3_DBAC
IVD3_DBAC-Resources
IVD3_BOT-Audit-12-4-18
IVD3_DEMC-and-Membership
IVD3_DSPC-Webpage

IVD4_BPAP2430_Authority-Chanc-CEO
IVD4_BPAP6100_Deleg-of-Authority-Fin
IVD4_BPAP7110_Deleg-of-Authority_HR

IVD5_RCCD_Strat-Plan-Draft_19-24
IVD5_CMP-Draft_8-19
IVD5_ISP_18-23
IVD5_MVC-ISP-Strat-Goal
IVD5_Student-Success-Metrics_18
IVD5_Scorecard-Presentation_19
IVD5_RCCD-SP-Goals
IVD5_MVC-ISP-Goals
IVD5_DSP-Alignment

IV6_BPAP3250_Institutional-Planning
IVD6_DSPSC-Membership
IVD6_DAS-Membership
IVD6_DCC-Membership
IVD6_Dist-Strategic-Planning_4-19-19
IVD6_Dist-Senate-Minutes-3-25-19
IVD6_Dist-Curriculum-Minutes_5-7-19
IVD6_DSPC-Minutes-Page
IVD6_DAS-Minutes-Page
IVD6_DCC-Minutes-Page
IVD6_BOT-Minutes_5-21-19
IVD6_Chancellor-College-Forums
IVD6_DSPC-Org-Chart
IVD6_Task-Force-Collab

IVD7_Team-A-Assessment
IVD7_DSPC-2-23-18
IVD7_FMTF-Minutes-Meetings
IVD7_BOT-Local-Goal-Alignment

H. Quality Focus Essay

Through ongoing assessment and integrated planning, Moreno Valley College (MVC) is committed to academic quality and improvement. In advancing this work, the College engaged in analysis of completion and momentum metrics and Guided Pathways Key Performance Indicators during 2017-2018. The analysis indicated that some metrics had improved (percentage of full-time first-time students and successfully completed transfer English in year 1) while others were declining or flat (average number of units attempted, persistence from term 1 to term 2, college-level course success rates, earned 24+ units in first year, etc.). Based on this analysis, the College has committed itself to ambitious improvement goals in the 2018-2023 Moreno Valley College Integrated Strategic Plan and formed a Guided Pathways workgroup. The workgroup is tasked with the design, implementation, and assessment of Guided Pathways initiatives across the College. Work in support of these goals is currently underway, and the College is in the process of scaling implementation of the Guided Pathways framework. In advancing this work, the College has engaged in self-assessment under the framework and identified two primary areas of focus for the Quality Focus Essay (QFE):

1. Redesign of College Academic Structures and Student Support Services; and
2. Student Learning and Professional Development.

Two Focus Areas:

Area 1: Redesign of College Academic Structures and Student Support Services

Analysis of the Guided Pathways Key Performance Indicators demonstrated that students accumulated an average of 92 units in 2017-2018 in order to earn an associate degree, and the median time to completion was over five years. In response to these data and results from a self-evaluation of elements of the Guided Pathways framework, the College identified the need to restructure academic areas of the College into a school structure, embed student and academic support services within these schools in a caseload/cohort model, redesign the student application and onboarding process with a career exploration emphasis, complete program maps for all college degree and certificate pathways, and implement EduNav, an electronic educational planning platform.

Six-School Structure

Through several Guided Pathways workgroup planning and design sessions, a six-school structure emerged that restructures current academic disciplines. The new school structure differs from the current department structure and will form the "back of house" structure to support students, faculty, and staff to improve student outcomes. The proposed school structure includes the following six schools: Science, Technology, Engineering, and Mathematics; Visual and Performing Arts; Communication, English, and World Languages; Public Safety; Humanities, Education, and Social and Behavioral Sciences; and Business and Health and Human Services.

Embed Student Support and Academic Support Services within Schools

Moreno Valley College recognizes that a key to student success is breaking down traditional silos separating academic affairs and student services. To this end, the College is designing and implementing student success teams that will be embedded within each school to support students. These teams will be composed of faculty academic counselors, para-professional student success coaches, academic discipline faculty mentors, peer mentors, data coaches, and administrator/classified support staff. The success teams will work in a case management model to support all students with a declared major or meta-major within the school. A primary support tool will be the creation and monitoring of a detailed student educational plan customized for each student. This plan is intended to provide a clear map or path to completing the student's educational goal in an efficient and timely manner and to reduce the number of excess non-degree applicable units. The teams will offer proactive support to students and serve as their initial point of contact when they encounter difficulties.

In addition, current plans call for the integration of academic support services within the school structure where it is appropriate. Planning for the integration of these services in the school structure is currently taking place and is expected to be completed by spring 2020. Early discussions include the possibility of placing supplemental instruction (SI), embedded classroom tutoring, and discipline-specific tutoring within each school. Broad based academic support services that support disciplines across the curriculum like the Writing and Reading Center and Math Lab may remain outside of the school structure.

Redesign the Student Application and Onboarding Process with a Career Exploration Emphasis

With the implementation of Assembly Bill 705, changes to assessment and placement of students into English, mathematics, ESL, and reading have provided an opportunity to restructure services within the MVC Assessment Center as well as the application process and onboarding of new students. Research conducted at the Community College Research Center (CCRC) related to Guided Pathways indicates that the integration of career assessment in the onboarding process can assist students in selecting a pathway early, thus reducing unproductive units and improving completion. To this end, the College is working to incorporate career exploration software, VitaNavis, during the orientation and matriculation process for students. This work will be based in the Assessment Center and supported by classified staff and faculty counselors.

In addition, the Guided Pathways workgroup has developed ten fields of interest (meta-majors) that group all college degrees and certificates within career-focused areas to assist students in choosing an initial pathway. Students who choose a specific degree or certificate pathway will receive a detailed educational plan that will include the courses they need to complete each term in order to reach their goal. Students who are undecided will be asked to select a field of interest in which to begin, and they will receive a first 15-unit trailhead education plan that will allow them to enroll in productive units for all pathways within this field of interest. The ultimate goal is for these less decided students to make a specific pathway selection at or before the completion of these first 15 units.

Complete Program Maps for All College Degree and Certificate Pathways

Beginning in spring 2019, a program mapping taskforce of faculty and counselors was formed to create clear and concise degree and certificate maps that are easy for students to navigate. Draft program maps were created by the taskforce members and then vetted with relevant discipline faculty for feedback and changes. Program maps were completed for all Associate Degree for Transfer programs in May 2019 through this process and drafts for all other degree and certificate programs were completed during summer 2019. These draft maps are being reviewed by discipline faculty during fall 2019 with expected completion by the end of the term. The term-by-term sequencing of courses included in these maps are intended to improve the timely completion of degrees and certificates and reduce the number of units to completion for students.

Implement EduNav (Electronic Educational Planning Platform)

During summer 2018, as part of Moreno Valley College's continuous review and assessment process, the College identified areas of improvement that affect student success: reducing the average units for completed degrees (#); moving from a "part-time student college" to a "full-time student college" by increasing average units taken per student; resolving the issue of undependable data for use in planning instructional offerings; and increasing student completion and retention rates.

MVC, along with the other two colleges in the District, undertook to identify an electronic student educational planning platform. EduNav was selected, and the software system is to provide an online student educational planning tool that provides a customized term-by-term education plan, integrates the student education plan with class registration, provides students with the impact in terms of time and money of selecting courses not on the plan, and reports future term course needs for instructional schedule planning. The timing for program adoption has aligned well with the College's Guided Pathways planning, as degree maps have been generated jointly between counseling faculty and other instructional discipline faculty. EduNav is slated to roll out to all students in spring 2020, and students will be able to use the tool to plan the shortest path to graduation. The tool will encourage students to take more units per term without taking unnecessary units while providing Academic Affairs with enrollment management data so that the right number of sections can be offered on the days and times that students most need them, supporting improved completion and retention of students.

The program mapping taskforce will begin the development of field of interest trailheads that will include the first 15 units students should enroll in. The trailheads will be developed intentionally to provide students with a schedule that allows them to explore careers and majors related to their field of interest while still completing courses toward their educational goal and achieving a momentum point.

Outcome metrics that will be tracked to assess the impact program maps, EduNav, and field of interest trailheads include the number of students attempting 15+ units by the end of the first semester, the number of students completing 30+ units during the first year, completion of college-level mathematics and English in the first year, and completion of nine core pathway units in the first year.

Area 2: Student Learning and Professional Development

As part of scaling Guided Pathways, Moreno Valley College is committed to exploring new and innovative ways to ensure student learning and providing professional development to faculty, staff, and administrators in support of this work. The College is in the beginning stages of providing active learning strategies and opportunities to students through the iMake Innovation Center and the creation of apprenticeships. In addition, professional development opportunities are focused on two primary areas: active learning strategies for faculty and students and closing equity gaps.

iMake Innovation Center

The College is opening the iMake Innovation Center, a maker-space, on campus near the end of fall 2019. This space is intended to provide faculty and students with a space for the creation of hands-on learning activities in a lab that provides equipment allowing for both additive andsubtractive creation objects. Students and faculty will be able to learn new skillsets to transform education from a passive lecture-based experience into an interactive and immersive design-based learning experience. The lab will open as an MIT certified maker space and is designed to support courses from across the curriculum. Specialized curriculum in entrepreneurship, design thinking, and introduction to engineering/STEM are also planned for this space.

Apprenticeship Program Creation

Moreno Valley College is in the initial stages of creating an apprenticeship program for students that will provide hands-on learning opportunities for students that lead directly to employment in better than living wage jobs. The planning for the program will occur during 2019-2020 with initial opportunities for students becoming available during 2020-2021. The goal of the apprenticeship program is to focus on nontraditional apprenticeship pathways including cyber defense occupations, healthcare occupations, and manufacturing and industrial technology occupations. These three areas are designated as priority sectors in the Inland Empire/Desert Region and show potential for significant job growth. The College, in partnership with the District, received three years of grant funding, totaling $165,000, through the American Association of Community Colleges (AACC) Expanding Community College Apprenticeship (ECCA) grant. This funding, in combination with Strong Workforce funding, will support hiring a full-time apprenticeship director to meet the grant goal of establishing 450 new apprenticeships during the next three years.

Professional Development

Professional development in support of the Guided Pathways framework will be focused on providing training in active based learning and on strategies for eliminating equity gaps. As noted above, the iMake Innovation Center will be a focal point on campus for providing professional development to faculty and staff in active based learning strategies like project-based learning, design thinking, and entrepreneurship. Initial opportunities in the center and on campus will begin during the spring of 2020. Initial focus will be on the possible uses for the

center in disciplines across the curriculum with additional focus on project-based learning and design thinking to begin in 2020-2021.

Equity initiatives at Moreno Valley College are deeply embedded within the institution and form a basis for all Guided Pathways work. In order to continue this equity focus, the College has aligned professional development during the 2019-2020 year around culturally responsive pedagogy for faculty, culturally responsive service for classified staff, and culturally responsive leadership for administrators. The goal of these efforts is to move college practices, policies, teaching, and services toward being a culturally responsive and sustaining institution.
The college-supported pilot work within the English discipline focused on culturally responsive pedagogy. This pilot program demonstrated increased student course retention and success rates for those faculty who received the training. Based on the impact of this work, the project is expanding during 2019-2020 campus wide. Faculty from across the institution will receive professional development in topics that include leveraging students' funds of knowledge, activity-based learning, inclusive classroom environments, non-punitive syllabi and policies, and equitable and racially unbiased assessment and grading.

Additional professional development will focus on Open Educational Resources (OER) as a tool to close equity gaps and improve success rates for students overall. Research on the use of OER indicates that students are more engaged and successful when these materials are used as the required materials for a class. The zero- and low-cost nature allows for students to have the materials on day one of a class instead of having to wait to purchase the required books. Moreover, faculty have the opportunity to modify appropriately Creative Commons licensed OER materials to suit their specific classes and participate in the ongoing development of existing or new OER works. Planning and professional development for faculty implementation, use, and creation of OER course materials started during 2018-2019 and will accelerate through 2023. Goals for the adoption of OER material by faculty will be set and include the possibility of the development of one or more zero textbook cost degree pathways (Z-Degree).

Assessment and Evaluation of Activities

Evaluating and assessment the College's progress toward implementation of the Guided Pathways Frame is a critical element of this work. Importantly, elements of this evaluation framework is already embedded within the 2018-2023 MVC Integrated Strategic Plan Goals and Objectives. These goals and objectives are aligned with and informed by the following plans and reports:
- CCC Vision for Success Goals
- CCC Student Success Scorecard
- ACCJC Institution Set Standards
- California Guided Pathways Key Performance Indicators
- CCCCO Institutional Effectiveness Partnership Initiative Goals
- CCC Strong Workforce Initiative
- RCCD Strategic Plan Goals
- 2015-18 MVC Integrated Strategic Plan
- Other locally determined objectives

The assessment of activities related to Guided Pathways implementation will be conducted on an annual basis as part of the assessment of the 2018-2023 Moreno Valley College Integrated Strategic Plan. The plan currently includes student outcome, equity, and momentum metrics related to assessment of Guided Pathways as follows.

Area 1 Goals and Objectives:
1. Increase the number of students completing degrees, certificates, and transfer;
2. Increase the number of students attempting 12+ units in the first term;
3. Reduce the number of excess accumulated units students earn for degree completion;
4. Reduce median time to completion of degrees, certificates, and transfer;
5. Improve completion rates of transfer-level English and math; and
6. Improve student access to higher education overall by annual unduplicated headcount.

Area 2 Goals and Objectives:
1. Create a college wide professional development structure to recommend professional development priorities based on strategic goals, and
2. Provide active learning opportunities to students by creating an apprenticeship program and promoting use of the iMake Innovation Center.

The College is also working to identify additional metrics as it works to incorporate a focus on the "Momentum Year" concept for students. These additional metrics include but are not limited to:
- Number and percent of students who complete 15+ units in their first term;
- Number and percent of students who complete 30+ units in their first year;
- Number and percent of students who complete 9+ units in their core pathway during their first year;
- Number and percent of first year students who remain undecided at the end of the first semester and end of the first year.

Beyond the additional metrics, the Office of Institutional Effectiveness will develop a guided pathways dashboard to provide easy access to the guided pathways metrics as well as the ISP metrics. This dashboard will include the ability to disaggregate student data by school, field of interest, specific major, demographic variables, and socio-economic metrics.

Moreno Valley College Guided Pathways Assessment and Evaluation Metrics:
(Included on 2018-2023 Integrated Strategic Plan)

Objective	Outcome	Baseline Year 2016-17	Goal (2022-23)	% Increase or Decrease
Increase fall-to-spring student persistence rates overall from 53 percent in 2017-18 to 63 percent in 2022-23 and closing equity gaps for disproportionately impacted groups	Overall 2017-18	53%	63%	10%
Objective	Outcome	Baseline Year 2016-17	Goal (2022-23)	% Increase or Decrease
Increase fall-to-spring student persistence rates overall from 53 percent in 2017-18 to 63 percent in 2022-23 and closing equity gaps for disproportionately impacted groups	Overall	579	1743	201%
Objective	Outcome	Baseline Year 2016-17	Goal (2022-23)	% Increase or Decrease
Improve completion of transfer level English and mathematics courses overall by 179 percent and by closing equity gaps for disproportionately impacted groups	Overall	137	382	179%

Moreno Valley College Guided Pathways Assessment and Evaluation Metrics Continued:
(Included on 2018-2023 Integrated Strategic Plan)

Objective	Outcome	Baseline Year 2017-18	Goal (2022-23)	% Increase or Decrease
Increase the number of students earning California Community Colleges Chancellors Office approved certificates by 101 percent and degrees by 101 percent overall.	Overall Degrees	1564	3146	101%
	Overall Certificates	754	1517	101%
Objective	Outcome	Baseline Year 2017-18	Goal (2022-23)	% Increase or Decrease
Increase overall successful course completion rate by 10 percent from 66 percent in 2017-2018 to 76 percent in 2022-23	Overall course completion success rate	66%	76%	10% points
Objective	Outcome	Baseline Year 2017-18	Goal (2022-23)	% Increase or Decrease
Increase the number of first-time full-time completing at least 12 units in first semester and at least 24 units during the first year from 325 in 2017-18 to 523 in 2022-23.	12+ units first semester	325	523	61%
	24+ units first year	261	420	61%

Moreno Valley College Guided Pathways Assessment and Evaluation Metrics Continued:
(Included on 2018-2023 Integrated Strategic Plan)

Objective	Outcome or Equity Population	Baseline Year 2017-18	Goal (2022-23)	Increase or Decrease
Reduce excess accumulated units students earn for degree completion and reduce median time to completion of degrees, certificates and transfer rate (2017-18 Graduating Class Baseline)	Average units to degree completion	94	82	-13%
	Median time to degree completion	5.2	4.0	-1.2 years
	Median time to transfer			

Action Plans

Action Plan 1: Redesign of College Academic Structures and Student Support Services

Task	Responsible Party	Timeline	Resources
Finalize Fields of Interest	- Guided Pathways Leads - GP Core Workgroup - Onboarding and Assessment Taskforce - Technology Support Services	2019-2020	- Professional Development - Technology-Analytics - Technology-Website Update - Financial – Marketing and Outreach
Develop and Implement First 15 Unit Trailheads	- Program Mapping Taskforce - Discipline Faculty	2019-2020	Human Resources – Special Projects
EduNav Implementation	EduNav Implementation Team	2019-2020	- Technology – Software - Financial – Ongoing License and Maintenance Fees
Embed Career Exploration as a Part of the Onboarding Process	- Onboarding and Career Exploration Taskforce - Dean of Counseling - Technology Support Services	2019-2020	- Technology – Software - Financial – Ongoing License and Maintenance Fees
Website Redesign	- Onboarding and Career Exploration Taskforce, - Web Applications Technician - Technology Support Services	2019-2021	- Technology – Software - Financial – Ongoing License and Maintenance Fees
Redesign Admissions Application (CCCApply)	- Onboarding and Career Exploration Taskforce, - Web Applications Technician - Technology Support Services	2019-2021	Technology – Software

Action Plan 1 Continued:

Task	Responsible Party	Timeline	Resources
Success Team Design and Implementation	• Guided Pathways Leads • Guided Pathways Core Workgroup • VP Student Services • VP Academic Affairs	2019-2021	• Human Resources • Financial Resources • Physical Resources for Student Success Centers
Implementation of School Structure	• Guided Pathways Leads • VP Academic Affairs • Academic Planning Council	Fall 2020	• Human Resources • Financial Resources • Physical Resources for Student Success Centers
Develop Guided Pathways Data Dashboard	• Dean of Institutional Effectiveness • Guided Pathways Leads	Fall 2020	• Human Resources

Action Plan 2: Student Learning and Professional Development

Task	Responsible Party	Timeline	Resources
Provide Professional Development Opportunities in Culturally Responsive Pedagogy, Service, and Leadership in Order to Support the College as a Culturally Sustaining Institution.	- Guided Pathways Leads - Deans of Instruction - Deans of Student Services - Professional Development Committees	2019-2020	- Professional Development - Financial Resources
Develop Apprenticeship Program	Dean of Career and Technical Education	2019-2020	- Human Resources - Financial Resources - Physical Resources for Student Success Centers
Provide Professional Development Opportunities in Active Learning Strategies Like Project-based Learning, Design Thinking, and Entrepreneurship.	- Guided Pathways Leads - Deans of Instruction - Deans of Student Services - Professional Development Committees Guided Pathways Leads, Deans of instruction, deans of Student Services, professional development committees	2019-2022	- Professional Development - Financial Resources
Provide Professional Development in the Use of Open Educational Resources	- Guided Pathways Leads - Deans of Instruction - Deans of Student Services - Professional Development Committees	2019-2022	- Professional Development - Financial Resources