

Peer Review Team Report

Moreno Valley College
Riverside Community College District
16130 Lasselle Street
Moreno Valley, CA 92551

This report represents the findings of the peer review team that visited
Moreno Valley College from March 2 to 5, 2020.

Rowena M. Tomaneng,
Ed. D Team Chair

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**Moreno Valley College
Comprehensive Evaluation Visit**

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Summary of Evaluation Report

INSTITUTION: Moreno Valley College

DATES OF VISIT: March 2 - 5, 2020

TEAM CHAIR: Dr. Rowena M. Tomaneng

A 9-member accreditation team visited Moreno Valley College (MVC), one of the three colleges in the Riverside Community College District (RCCD), March 2 to 5, 2020, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education (USDE) regulations. The team evaluated how well the College is achieving its stated purposes, provided commendations and recommendations for institutional improvement related to the Standards, and submitted recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair reviewed team chair training materials with the co-facilitators of ACCJC's spring 2020 Team Chair training and conducted two pre-visit meetings via zoom on January 14, 2020 and via phone on February 11, 2020. During these meetings, the chair and team assistant met with College leadership and key personnel involved in the self-evaluation preparation process. Eight members of the evaluation team attended ACCJC's Team Training Workshop on February 4, 2020. The ninth member of the team was confirmed on February 6, 2020, and completed ACCJC's Team Training with the team's ACCJC Staff Liaison on February 11, 2020.

The evaluation team received the MVC's Institutional Self-Evaluation Report (ISER) and related evidence several weeks prior to the site visit. Team members found that the ISER provided sufficient detail on the processes used to address Eligibility Requirements, Commission Standards, and Commission Policies, as well as its activities related to ongoing quality improvement. The College continued its progress between the time of writing and the team visit and provided additional evidence before and during the site visit. The Team confirmed that the ISER was developed through broad participation by the College community including faculty, staff, students, and administration. The College also prepared a Quality Focus Essay (QFE) with two areas for improvement, which the team reviewed at the end of this report.

Prior to the visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. On February 4, 2020, team members spent the afternoon discussing their initial observations and preliminary review of the written materials and evidence provided. From March 2 to 5, team members visited the two college sites (MVC campus and Ben Clark Training Center) and the Riverside Community College District, and collaborated on their evaluations. MVC hosted a welcome reception for the team on March 2, 2020 in the Student Academic Services Building, which included students, classified professionals, faculty, and administration. The visiting team was also given a campus tour of the

academic and student services buildings, including the Parkside Complex which serves 36% of instruction.

During the visit, team members held more than 34 individual/group meetings and interviews with approximately 150 students, faculty, classified staff, and administrators. Team members visited classrooms, tutoring and student support centers, labs, library, bookstore, cafeterias, and other learning venues, as available, at all sites. During two open forums on March 3, 2020 approximately 150 faculty, staff, and students shared their perspectives about the College with members of the evaluation team. Team members also attended the Riverside Community College District (RCCD) Governing Board meeting on March 2, 2020, with presentations on Districtwide enrollment and the RCCD Security and Safety Plan.

The team found the College well-prepared for the visit and felt generously welcomed by the entire MVC community. The team was impressed with the culture of the college and spirit of collaboration between administrators, faculty, classified professionals, students, and external community members. The team appreciated the College's swift and candid responsiveness to requests for additional information, the depth of engagement within all employee groups in the accreditation reaffirmation process, and the widespread demonstration of a deep commitment to serving their students and community.

The team found that the College satisfies the majority of Standards, Eligibility Requirements, Commission Policies and USDE regulations, but provided 2 recommendations to meet the standard and 4 recommendations to improve institutional quality and effectiveness. The evaluation team also identified a number of advanced practices for which the College excels in meeting the Standards that are documented in 2 commendations for MVC.

Major Findings and Recommendations of the 2020 External Evaluation Team

College Commendations

College Commendation 1:

The team commends the College for providing exceptional equitable access and services for students regardless of location as shown at the Ben Clark Training Center (BCTC). (II.C.3)

College Commendation 2:

The team commends the College and its leadership for encouraging innovation by administrators, faculty, staff, and students leading to institutional excellence. Examples of its quality technological innovation are the iMAKE Innovation Center and iMAKE Mobile Innovation Center. (III.C.4, IV.A.1)

College Recommendations

Recommendations to Meet Standards:

College Recommendation 1:

In order to meet the standard, the team recommends that the College ensure that Distance Education courses consistently adhere to the policies established by the College concerning substantive instructor initiated contact with students. (*Policy on Distance Education and Correspondence Education, II.A.7*).

College Recommendation 2:

In order to meet the standard, the team recommends the college formally document their decision making process and widely communicate the results of decisions across the institution (IV.A.6).

Recommendations to Improve Quality:

College Recommendation 3:

In order to improve institutional effectiveness, the College should integrate planning and resource allocation process into a more systematic and comprehensive process across Instruction, Student Services, and Administrative Services. (I.B.9, III.D.3)

District Commendations

District Commendation #1: The team commends the District and the District Budget Advisory Council for their vigorous, data-driven, process to finalize a Budget Allocation Model that provides clear information and rationale for decision-making that is perceived by all constituents as fair, equitable and transparent. (IV.D.2, IV.D.3)

District Recommendations

District Recommendation 1:

In order to improve institutional effectiveness, RCCD should fully implement its cyclical review of Board Policies. (IV.C.7)

District Recommendation 2:

In order to improve institutional effectiveness, RCCD should formalize BOT professional development including new trustee orientation, in their policies and practice. (IV.C.9)

District Recommendation 3:

In order to improve institutional effectiveness, the District should continue implementation of the new leadership roles, governance committees, and decision-making practices and conduct an evaluation of their integrity and effectiveness to complete the cycle. (IV.D.7)

Introduction

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 extend 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.

Eligibility Requirements

1. Authority

The team confirmed that Moreno Valley College is a comprehensive two-year community college in a three-college district authorized to operate as a postsecondary degree-granting educational institution by the State of California, the Board of Governors of the California Community College System, and the Governing Board of Riverside Community College District. The College has maintained continuous accreditation by ACCJC since 2010.

Conclusion: The College meets ER 1.

2. Operational Status

The College's Office of Institutional Effectiveness provides extensive data, detailing student enrollment from the 2010-2011 academic year onward, showing steady growth in student headcount and in course and program fill rates. Program reviews for degree-granting programs provide further documentation of students' active enrollment and completion rates in certificates and programs.

Conclusion: The College meets ER 2.

3. Degrees

The team confirmed that the College offers 52 associate degrees (2019-2020 catalog and RCCD curriculum handbook) across a range of disciplines which are normally two years in length. A significant proportion of the students at MVC are enrolled in such programs.

Conclusion: The College meets ER 3.

4. Chief Executive Officer

MVC has a CEO who has been appointed by the Board and reports to the Chancellor of RCCD, who has the authority to administer Board policies, and whose full-time responsibility is to the institution. MVC's CEO does not serve as the chair of the Governing Board.

Conclusion: The College meets ER 4.

5. Financial Accountability

The team has confirmed that MVC through the RCCD Chancellor and Vice Chancellor of Business Services engages a qualified external auditor to conduct audits of all financial records. All audits are certified and all explanations of findings are documented appropriately. Resulting audit reports are made available.

Conclusion: The College meets ER 5.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies
The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative

The College posted information and a link to the ACCJC third-party comments form on the website in advance of the accreditation site visit. Information about the Visiting Team, Visiting Team Schedule, and open forums were also posted on the website.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College provided evidence that it has established institution-set standards for course completion, licensure passage rates for instructional programs. The College regularly assesses performance against set standards. Institutional Set Standards were established through MVC’s

participatory governance process. The College uses course completion as one of its performance measures. The College has set standards for degrees and certificates. Additionally, the college has job placement rates for program completers. The College has four programs with third party accreditors.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College’s credit hours, degree program lengths, and certificate program lengths are aligned with practices established in higher education. The College’s courses and programs are approved by the institution’s Curriculum Committee and information is posted to the College website and contained within the College Catalog and curriculum documents such as official course outlines of record. The College complies with norms of hours to unit relationships, required rigor, and practice in U.S. higher education. Tuition at the College is uniform per unit with fees established for labs and instructional material fees when required. The College does not offer any clock-hour based courses.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the <i>Commission Policy on Transfer of Credit</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Awarding of credit from other institutions requires the student to meet with a counselor to determine if any coursework is applicable to the student’s current program of study. The College makes decisions on course-to-course articulation through a common articulation process (ASSIST). College counselors and transcript evaluator use the Transfer Evaluation System to articulate MVC’s courses with the CSU System.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
<input type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.

For Correspondence Education:	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

Narrative:

The College offers multiple opportunities for faculty to develop the requisite skills for ensuring quality Distance Education. The College has a policy on regular and effective contact and offers training for faculty teaching online. However; online courses reviewed by the team, 14% of the courses met the college’s definition of instructor-initiated and substantive interaction. (II.A.7)

In order to meet the standard, the team recommends that the College ensure that Distance Education courses consistently adhere to the policies established by the College concerning substantive instructor initiated contact with students. (*Policy on Distance Education and Correspondence Education*)

The College provides learning support services for distance education commensurate with on-site services, and regularly evaluates the quality of these services. The College does not offer Correspondence Education. (II.C.) The Distance Education Plan, the Distance Education Committee, and the Curriculum Committee contribute to ensuring that online course outlines parallel those conducted on campus. The College’s policies and processes for “defining, creating,

and validating” online coursework comply with ACCJC’s Policy on Distance Education and Correspondence Education.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The institution has clear procedures for student complaints and has a systematic process for using this feedback for continuous improvement. The procedures are outlined in the College Catalog, College website, and in publications within the Student Services division. Complaints are logged (and maintained) within the Student Services division and shared appropriately with concerned parties.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1) (vii); 668.6.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Information about programs, locations, and policies is communicated to students and the public via the College Catalog, College website, and Student Handbook. The College website provides information about research and data gathering, planning, and the status on accreditation, including annual reports. The College does not misrepresent program costs or job placement and employment opportunities, offer money in exchange for enrollment, or guarantee employment in order to recruit students.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV

	program requirements. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[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.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College and District demonstrates compliance with Federal Title IV regulations, and USDE requirements. The college loan default rate is regularly monitored and reported, and 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. All college contractual relationships related to student support, library, tutoring, and other areas of the College align with Accreditation Standards.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Moreno Valley College's mission statement expresses a comprehensive and targeted commitment to equitable student learning in the community the institution serves. That commitment drives all facets of the College's processes, which are facilitated by data collection from a variety of sources. The results of these processes determine whether the College continues to achieve its mission. The College would benefit from formally documenting and communicating these processes. The mission is reviewed on a regular cycle, updated, approved by the Board of Trustees, and communicated widely.

Findings and Evidence:

MVC's new mission, vision, values statements (approved October 2019) describe its educational purposes, intended student population, the types of degrees and other credentials it offers, and commitment to student learning and achievement. Its educational purpose and intended student population groups are well described in the "LIONS" values statements: Learner-Centeredness, Inclusivity, Openness & Equity, Neighborliness & Community Focus, and Sustainability. The types of degrees and other credentials are mentioned in the vision statement: "Moreno Valley College will be recognized as a leading institution in transforming and enriching our students' lives through timely completion, transfer, and workforce development." The mission statement describes the College's commitment to student learning "Moreno Valley College is committed to educating and empowering our students, providing equitable access to education, and serving our communities." The College's mission statement is publicized on its website and in documents such as the College's catalog and Comprehensive Master Plan (CMP). (I.A.1)

The College uses data to determine how effectively it is accomplishing its mission by aligning the 2018-23 Integrated Strategic Plan (ISP) Strategic Plan Goals and Objectives to "represent an enactment of the Moreno Valley College Mission, Vision, and Values." The current ISP still refers to previous mission, vision, and values, but the Strategic Plan Goals are still related to the new mission, vision, and values in a way that the mission can still be evaluated adequately. The College uses data to determine whether the mission directs institutional priorities in meeting the educational needs of students through its Comprehensive Master Plan. The CMP used data to support recommendations for the college to meet its mission. (I.A.2)

MVC's programs and services are aligned with its mission through the Program Review process. In Program Review, each program is required to review the program-level mission statement and align it to the college mission. Resource requests are linked to strategic goals and objectives. The team suggests that the resource ranking and allocation process be well documented and communicated since there was some lack of clarity. (I.A.3)

The team reviewed the publication of the College's mission statement and found it is widely publicized in multiple locations. These locations include the College catalog, student handbook, the Comprehensive Master Plan, the College website, and various locations on campus. The mission, vision, and values were approved by the college governance process in October 2019 with Board of Trustee approval in December 2019. The College's ISER states that the review for updating the mission, vision, and values statements is scheduled a year before the start of updating the Integrated Strategic Plan. (I.A.4)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Moreno Valley College's commitment to sustained, substantive and collegial dialog is facilitated through various College committees, which are structured to encourage and focus on student learning. Such dialog has resulted in a number of changes in policies and procedures to facilitate student learning and completion. The College would benefit from formally documenting and communicating these changes to policies and procedures. The College has also initiated a number of practices to identify and address equity gaps.

Findings and Evidence:

The College's Assessment Committee and Instructional Program Review Committee facilitate collegial dialog relating to student outcomes, academic quality, and continuous improvement of student learning and achievement. The Strategic Planning Council ensures institutional effectiveness by establishing subcommittees that are aligned to accreditation standards. The Student Equity and Achievement (SEA) Committee promotes discussion of student equity and the Integrated Strategic Plan does incorporate some Student Equity Plan metrics, which include goals for Disproportionately Impacted Groups, so dialog about equity may occur at the Strategic Planning Council. (I.B.1)

MVC has student learning outcomes (SLO) for all courses. All courses have at least one course SLO assessed with the exception of two courses. All associate degrees and certificates have program learning outcomes (PLO) listed in the College's catalog. Eighty-two percent of PLOs have assessment results. The College is in the process of mapping SLOs to PLOs. The College also has four ILOs assessed with the fifth ILO assessed currently in progress. The College states in the ISER that Student Services and Business Services have established Service Area Outcomes that are evaluated on a continuous basis. (I.B.2)

The College established institutional-set standards (ISS) and stretch goals for student achievement, licensure exam pass rates, and job placement rates in specified programs as outlined in the ACCJC Annual Report. The College has also set goals for metrics related to

student achievement and equity in their Integrated Strategic Plan. Metrics from the ACCJC Annual Report and Integrated Strategic Plan are assessed annually to determine progress towards meeting goals. The ACCJC Annual Report and ISP Dashboard are posted on the College website to show progress toward strategic goals in support of the mission. (I.B.3)

MVC's Office of Intuitional Effectiveness supports the production and use of data. The Office of Intuitional Effectiveness utilizes data dashboards as a way to disseminate data to the College. Examples of the use of data in support of student outcomes and learning include the Comprehensive Master Plan, Integrated Strategic Plan, and the Enrollment Management Dashboard. The College also uses district-level and external reports for decision-making. The College has also used data to increase student financial aid, and English and math faculty enlisted completion data in their review of, and ultimate changes to, assessment and placement changes such as the early adoption of Multiple Measure Assessment. (I.B.4)

The College's program review process shows how goals and resource allocation requests are aligned with the College mission, strategic goals, and other data related to student learning and achievement. Data for instructional program views are disaggregated and distributed through the Program Review Dashboard. The College has recently started to disaggregate student outcomes by mode of delivery. (I.B.5)

MVC disaggregates and analyzes learning outcomes and achievement for subpopulations of students through their Student Equity Plan. The Student Equity Plan identifies performance gaps and supports activities that close these gaps. Some activities that the College has implemented to support disproportionately impacted groups are the scaling up of the Umoja Community, the creation of the Guardian Scholars Program, and student services that support LGBTQ+ students. The Student Equity and Achievement Committee involved a large number of college constituents in the development of the Student Equity Plan (I.B.6)

The College's Strategic Planning Council (SPC) is responsible for overseeing the review and evaluation of policies and practices with its Standard IV Subcommittee leading the evaluations. The policies and practices review process is outlined in the Leadership and Governance Handbook. The ISER states that all programs at the College evaluate their policies and practices through the annual program review process. The team encourages that the College follows through with their improvement plan to create a regular evaluation of College policies and practices. (I.B.7)

MVC communicates its strengths and weaknesses through the president's biannual State of the College and monthly newsletter. The Integrated Strategic Plan is where the college communicates the priorities of the College and the evaluation of Strategic Goals. The College also broadcasts college data through the Key Performance Indicators and Student Equity Plan. The College shares learning outcomes results and program review reports on the college website. The team encourages that the College continues with the progress of their improvement plan to communicate and document assessment and evaluation activities. (I.B.8)

The College's planning process integrates the College mission, Comprehensive Master Plan (CMP), Integrated Strategic Plan (ISP), program review, student learning outcomes assessment.

Institution wide long-term goals are set in the CMP and ISP, while short-term goals are set at the program-level through program review. Program resource requests are submitted in program reviews and aligned to the College's Strategic Goals. However, program review and resource allocation processes are not consistent and documented clearly across Instruction, Student Services, and Administrative Services. The team recommends the College integrates planning and the resource allocation process into a comprehensive process across Instruction, Student Services, and Administrative Services. (I.B.9)

Conclusions:

The College meets the Standard.

Recommendation to Improve Quality:

College Recommendation 3:

In order to improve institutional effectiveness, the College should integrate planning and resource allocation process into a more systematic and comprehensive process across Instruction, Student Services, and Administrative Services. (I.B.9, III.D.3)

I.C. Institutional Integrity

General Observations:

The College provides accurate and timely information to the public and its students through a variety of print and electronic sources regarding awards, total cost of education, and its commitment to education and learning. The College reviews its policies, procedures and publications on academic freedom, honesty, responsibility and integrity while complying with accreditation standards and external accrediting agencies.

Findings and Evidence:

MVC shares information including its mission statement, student and institutional learning outcomes for instructional areas, educational programs and various student services via printed and electronic publications (catalog, class schedule, website, handbooks). MVC is expanding its communication method via social media such as Grad Guru, Facebook, Twitter and Instagram. Annual review of the catalog and schedule of classes by the Catalog Reviewers ensures accuracy the clarity, accuracy, and integrity of information provided to the public and students. Instructional Department Specialist requests syllabus from faculty in order to ensure clarify, accuracy and integrity are met. Student learning outcomes SLO is assured primarily through the instructional program review and curriculum approval processes. MVC's Accreditation page on the website and the catalog include accurate and current information about the College's accreditation status. (I.C.1)

The College annually publishes an online version of its Catalog and provides printed version upon request. The Production of the catalog is led by the Office of Instruction and with the support of the Instructional Program Support Coordinator. The Catalog contains the mission

statement, requirements for admission, degrees, certificates, transfer information, student fees, and other financial obligations and major policies and procedures affecting students such as academic regulations including academic honesty, non-discrimination, acceptable transfer of credits, grievance and complaint procedures, sexual harassment, and refund of fees and all other “Catalog Requirements”. (I.C.2)

MVC communicates matters of academic quality to its students and the public through catalog, its student learning outcomes report and the program review website. Evaluation of student achievement is embedded in the comprehensive program review that occurs every three years. MVC Student Scorecard which is located on the College’s website include job placement, degree and certificate completion, and transfer rate. (I.C.3)

The College describes its degrees and certificates regarding their purpose, content, course requirement and expected learning outcomes in the catalog and also on the webpage. The catalog provides general requirements for certificates, degrees, and transfer, along with career opportunities for students. This is linked to the counseling web page where students can obtain information regarding making appointments with the counselors. (I.C.4)

The College reviews institutional policies, procedures, and publications to ensure that the content is reviewed for its accuracy and updated as needed. The Board Policies (BP) and Administrative Procedures (AP) are reviewed regularly based on established schedule that is tracked at the District level. (I.C.5)

The College accurately informs current and prospective students regarding the total cost of education. The printed and online catalog provides students with specific program costs. Such information is available on the website as well as the college bookstore’s website. Career Education (CE) programs provide Gainful Employment Disclosures on the website including information such as average time of completion, and total cost. NetPrice Calculator and the Student Financial Services Consumer guide out of the Financial Aid office assist students to estimate their total cost of education. (I.C.6)

BP 4030 regarding academic freedom guides the institution in assuring institutional and academic integrity. The policy governs faculty in the classroom, research and publications, and student’s freedom in learning. It assures an atmosphere where freedom of inquiry and information and knowledge dissemination occur for all. The policy is published in the College Catalog and in the schedule of classes. (I.C.7)

The College establishes and publishes policies and procedures that promote honesty, responsibility and academic integrity. BP 3050: Institutional Code of Professional Ethics states, “Employees of the District shall be committed to the principle of honesty and equity”. BP and AP 5500: Standards of Student Conduct clearly defines the conduct subject to discipline including plagiarism, cheating, furnishing false information. AP 5520: Student Discipline Processes states the consequences for dishonesty and serves to provide a prompt and equitable means to address violations of the Standards of Student Conduct. In addition, MVC’s Behavioral Intervention Resource Team (BIRT) addresses distressed, disruptive, or dangerous behavior in students. (I.C.8)

BP 4030, Academic Freedom is published in the catalog and outlines the expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline. 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. The College also utilizes student evaluation to ensure that information is presented in a fair and objective manner. (I.C.9)

Policies are in place at MVC regarding academic freedom, standards of behavior, and professional code of ethics, the College is a publicly funded, open access institution; therefore, it does not require conformity to codes of conduct that seek to instill specific beliefs or world views. Employee handbook contains specific code of conduct. (I.C.10)

College does not operate in a foreign location, therefore Standard 1.C.11 is not applicable.

BP 3200, Accreditation, serves as a guide for the College in complying with Eligibility Requirements, Accreditation Standards, Commission policies and guidelines, requirements for public disclosures, institutional reporting, team visits, and prior approval of substantive changes. The College discloses all information required by the Commission on its accreditation webpage. (I.C.12)

MVC documents honesty and integrity in its relationship with external agencies and maintains full compliance with regulations and statutes specific to each external agency including ACCJC, WASC, US Department of Education (FA), Commission on Dental Accreditation (CODA), Commission on Accreditation of Allied Health Education Programs (CAAHEP), and California State Fire Marshall and State Board of Fire Services. College reporting to all of its accrediting agencies is consistent, timely and accurate and they are communicated via College's website. (I.C.13)

The College's commits to high quality education, student achievement and student learning. The financial audit statement, annual financial reports including ACCJC annual fiscal report are publicly communicated via the website ensuring that the College is committed to the success of its students rather than generating financial returns. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Moreno Valley College is a comprehensive two-year public college offering an array of transfer and CTE programs, certificates, and courses to meet higher education standards. The College develops, implements, evaluates, and revises instructional programs to promote student learning and success on site and through distance education. Course Outlines of Record, academic and CTE programs, student learning outcomes, and achievement data, are systematically reviewed. The review processes inform policies and practices in enrollment management, articulation, course offerings, opportunities for faculty development, and pedagogic practices.

Findings and Evidence:

The team reviewed the College's instructional programs, including distance education, and found that they are offered in fields consistent with the institution's mission, are appropriate to higher education, and culminate in defined learning outcomes. The College offers 17 Associate Degrees for Transfer (ADT), 45 associate degrees, and 24 state-approved CTE certificates.

The College's courses have course outlines of record that are approved through a curricular review process, regardless of location or means of delivery. Distance education addenda are reviewed and approved by the Curriculum Committee and by at least two of the three District curriculum committees. In addition, regular assessment cycles determine student achievement of learning outcomes at the course and program levels and are included in the program review process. (II.A.1)

Faculty, including full time and adjunct faculty, regularly engage in systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, ensuring program currency, improving teaching and learning strategies, and promoting student success. The team reviewed the district Curriculum Handbook, which guides the College's curricular processes, and is intended to ensure faculty establish, maintain, review, and improve quality course offerings. The curriculum handbook includes policies for ensuring that the course content is appropriate to the college's mission and to higher education standards. In addition, faculty job announcements expressly state faculty responsibility for curricular development and assessment. Resource requests are connected to the mission through program review as evidenced in the dental assisting and sociology program reviews.

Course outline of record reviews and updates occur every four years and every two years for CTE courses. This review includes the distance education addendum. (IIA.2)

The team reviewed the College's learning outcomes processes and found that the College has established institutional procedures for improving assessment practices. 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.

The curriculum committee approves courses outlines of record and ensures that SLO assessments are included. The assessment committee ensures that SLOs are identified and regularly assessed through the program review process. Evidence from the SLO assessment report shows that 97% of courses have at least one SLO assessed by October 2019. Upon review of syllabi and corresponding assessed SLOs in Nuventive and in the Course Outline of Record, the majority of courses have learning outcomes listed in the syllabus; however, attention should be made to ensure that learning outcomes are listed correctly and consistently across all syllabi. The college reports that all programs have identified program learning outcomes; however, only 82% have assessed program level outcomes and have mapped their course SLOs to PLOs.

The college has worked on improving the program review process as evidenced by changing the deadline for reports from the spring to the fall semester to better align with resource requests. The college also updated the method of tracking assessments which now allows filtering of data by program, course, ethnicity, age and gender allowing faculty to develop targeted action plans. The college also moved annual program review to an annual check and the Comprehensive Program Review was moved to every three years. (II.A.3)

The college's pre-collegiate curriculum is distinguished from college-level curriculum as evidenced in the course outline of record, the college catalog, the class schedule. The sequencing for math, English, ESL, and reading is found on the college website, in the student handbook, college catalog, and the schedule of classes. The College's tutoring center, Learning Center, Library, and STEM center support advancement to college-level courses. The College also provides embedded tutors and supplemental instruction to faculty in both pre-collegiate and college-level faculty.

The college supports students to succeed in college-level as evidenced through AB 705 adoption of revised placement rules, co-requisite support courses, and academic and student support services. The college distinguishes pre-college level curriculum from college level curriculum and supports students in learning the knowledge necessary to succeed in college level curriculum. (II.A. 4)

The College'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. Through the curriculum development and program review processes, faculty members ensure program and degree quality and currency. The team reviewed the relevant Board policies and administrative procedures (4100, 4020, 4025) and the college catalog and found that the college's degrees and programs follow appropriate practices. (II.A.5)

The team reviewed the College's 2015-2018 strategic planning goals and the 2018-2023 Moreno Valley College Integrated Strategic Plan, which specify the College's commitment to scheduling courses in a manner that facilitates timely completion of degree and certificate programs. The College assists students in completing certificate and degree programs in one and two years, respectively and ensures regular rotation of course offerings through the Enrollment Management Dashboard tracking tool. Implementation of EduNav has assisted both students and the college in schedule planning. The College is focused on creating a comprehensive framework

for managing all facets of enrollment management, from recruitment and marketing to retention, including the Guided Pathways Framework to improve completion. (II.A. 6)

The team confirmed that the College uses a variety of delivery modes and teaching methodologies to support student equity and success. The College has expanded distance education professional development, including an Instructional Designer, on-site Distance Education Support Specialist/Educational Technologies Trainer and an Online Educational Resources Initiative liaison. The College also provides students access to online and on-campus equitable learning support services, such as tutoring and library resources. The College has a policy on regular and effective contact and offers training for faculty teaching online. However; online courses reviewed by the team, 14% of the courses met the college's definition of instructor-initiated and substantive interaction. (II.A.7)

The team reviewed the College's tools for determining satisfaction of pre-requisites and placement, such as Webcap, which measures Spanish proficiency for placement. It also reviewed College's use of the California Chemistry Diagnostic Test for chemistry pre-requisites. The College does not require department-wide and/or program exams. College faculty and publishers review these tools to both ensure they are reliable and unbiased. (II.A.8)

The team reviewed Board Policy and Administrative Procedures 4020: Program, Curriculum, and Course Development and the College Catalog which articulate the process for establishing the appropriate units of credit and clock hours of instruction for each credit hour. The College ensures degrees and certificates are awarded on the basis of achievement of stated program outcomes; course outcomes are mapped to program outcomes to reflect a clear connection between credits earned and degrees and certificates awarded. (II.A.9)

The team reviewed the college catalog, the articulation webpage, and the transfer resource webpage as evidence that the college provides clear information to students about transfer of credit policies. Board policy 4325 and the policy the awarding of military provide evidence of the college's policies for awarding of credit for prior learning. The team reviewed board policy 4050, the articulation handbook and the articulation website as evidence of the college's communication with and agreements with local K12 agencies. (II.A.10)

The team reviewed the College's general education learning outcomes, which cover critical thinking, information competency and technology literacy, communication, and self-development and global awareness. These GE SLOs are included in all degree and transfer programs to "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." The four GE learning outcomes are assessed on a five-year cycle; one per year with the fifth year utilized to assess the fifth Institutional Learning Outcome.

The team reviewed the assessment committee website, minutes, and program outcome tracking draft template as evidence that the college assesses general education learning outcomes. The college The college has recently established a new process in mapping and assessing GE learning outcomes. (II.A.11)

The team reviewed the District Board Policy (BP 4025) which provides the philosophy and criteria for associate degree and general education along with the College's philosophy of general education. General Education is a component of all degree programs. The College Catalog clearly spells out the philosophy for general education along with the general education learning outcomes. General education core competencies include natural sciences, social and behavioral sciences, humanities, language and rationality. GE learning outcomes include critical thinking, information competency and technology literacy, communication, and self-development and global awareness. The GE learning outcomes are assessed by the assessment committee. (II.A. 12)

The team reviewed the College's 2018-2019 catalog, which outlines and articulates degree and certificate requirements. These requirements include achievement of learning outcomes as the basis for earning credit. The Curriculum Committee, Assessment Committee, and program review process are responsible for tracking the development and regular assessment of outcomes mastery. One measure of achievement is the 2019 Career and Technical Education Employment Outcomes Survey, which shows that CTE students are mastering outcomes relevant to workforce success. Degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Faculty measure mastery of core competencies through evaluation of student learning outcomes. (II.A.13)

CTE programs engage in the annual program review process which include analysis of success rates, degree and completion rates, and labor market data. CTE programs also work with advisory committees twice a year to ensure programs of study are current and meet workforce standards. The team reviewed advisory committee minutes as evidence that the CTE programs and courses meet employment standards. One notable achievement is the recognition of eleven disciplines by the Workforce and Economic Development Division at the California Community College Chancellor's Office. (II.A.14)

The team reviewed AP 4021 as evidence of the program discontinuance policy. The College provided an example of the process via the closure of the physician's assistant program where the college ensured students completed the program prior to closure. (II.A.15)

The team reviewed the College's program review process, which is the main instrument for the regular evaluation and improvement of instructional programs. Courses and programs are updated every five years and CTE courses and programs are updated every two years. Course and program level outcomes are updated and reviewed through the annual program review process. The Instructional Program Review Committee (IPRC) is charged with overseeing the process and ensuring reports are complete and acceptable. (II.A.16)

Conclusions

The College meets the Standard, except II.A.7.

Recommendations to Meet Standards:

College Recommendation 1

In order to meet the standard, the team recommends that the College ensure that Distance Education courses consistently adhere to the policies established by the College concerning substantive instructor initiated contact with students. (*Policy on Distance Education and Correspondence Education, II.A.7*)

II.B. Library and Learning Support Services

General Observations:

Moreno Valley College provides adequate library, learning and other support services to students and college personnel responsible for student learning and support. Library and learning support services and resources are provided to all students at no cost. The library and learning support services are aligned with the college's overall mission to support student success. The library has comprehensive resources available online for students with access twenty-four hours a day, seven days a week. Tutoring services partners with a third party vendor to offer online services available twenty-four hours a day, seven days a week and accessed through canvas. Students taking courses at the Ben Clark Public Safety Training Center (BCTC) can access services either online or at the Moreno Valley College campus. Students at the BCTC may also access testing and online library services at the onsite Student Support Center.

Findings and Evidence:

The team found MVC supports student learning and achievement through the provision of comprehensive library, learning and other support services. Online library support services and tutoring are available twenty-four hours a day, seven days a week. MVC provides academic support programs through tutorial services, the Writing and Reading Center, Math Lab and the Learning Center to name a few, that are designed to meet the individualized learning needs of students. Finally, the college assesses the effectiveness of these library and learning support services, which has resulted in the expanded hours of many of these services, in order to meet the needs of students. The Learning Center Advisory Committee reviews existing services and areas for increased delivery of services to students. (II.B.1.)

MVC relies on the expertise of faculty, including librarians and other learning support services professionals, to select learning support materials and equipment that assists the institution in achieving its mission. In the fall 2019, the college implemented a revised Board Policy and Administrative Procedure 4040: Collection Development Policy. This policy and procedure outline the process for how librarians work with faculty to select materials that support enhanced student learning outcomes. (II.B.2.)

MVC uses assessment to ensure the library and learning support services are meeting the needs of students. The college uses the results of these assessments to make adjustments in services to better serve students. In addition, these assessments also demonstrate they are contributing to the achievement of student learning outcomes. The college assessed faculty and students in fall 2018 to gauge the effectiveness of supplemental instruction and embedded tutoring (Fall 2018- End of

Term Instructor Survey). In the spring 2018, college also assessed student success rates for those students who attended supplemental instruction sessions (Spring 2018- SI Success Rates) (II.B.3.).

MVC has agreements with outside entities to provide support for its services, library and student learning. The college ensures these services are aligned with its overall mission of providing quality learning services to students. In addition, the college through its planning processes takes responsibility for and reliability of these services. The college evaluates these services to ensure they are effectively meeting the needs of the college. Evidence for this work is highlighted in the library services platform (LSP Participation) and NetTutor Agreement. (II.B.4.)

Conclusion:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Moreno Valley College has a broad spectrum of student support services focused on student learning and achievement. These services are broadly available in face-to-face and online modalities. The college regularly assesses the quality of services and makes adjustments as necessary to more effectively support students. The college ensures equitable and reliable access to services at all locations. The delivery of student support services is appropriate based on the identified needs of students at each location, including online. The college delivers appropriate admissions and counseling support for students and evaluates the admissions and placement instruments to measure their effectiveness, while working to minimize biases in these processes. The college has policies and procedures for maintaining student records, permanently, securely and confidentially, while also securely backing up files. The college maintains policies and publishes them appropriately as it pertains to the release of student records.

Findings and Evidence:

The team found Moreno Valley College regularly evaluates the quality of student support services through the program review process and the collection of targeted surveys focused on specific programs. The student support services programs offered in both face-to-face and online modalities support student learning and are aligned with enhancing the mission of the college. The team found evidence of regular planning through the college's program review process and assessment through regular student surveys. (II.C.1.)

MVC develops and assesses learning support outcomes for its students and provides well-designed services to meet their needs. The college uses assessment data to appropriately make adjustments to improve student support programs and services. The team found evidence of the assessment in learning support outcomes and assessment data in the following documents:

Student Services Program Review Webpage, Student Health and Psychological Services Survey and 2018-2019 Mental Health Planning. (II.C.2.)

MVC assures equitable access to all students through the provision of comprehensive and reliable student support services programs, both in face to face and online modalities. In addition, the college assessed the need for additional evening hours and scheduled additional hours accordingly. The team found documentation of this work in the College Catalog- Student Support Services, Student Services Program Reviews, assessment of Service Area Outcomes (SAO's), and student surveys. The team particularly recognized the provision of equitable services regardless of location as part of its site visit to the Ben Clark Training Center (BCTC). The College leases the Center from the County of Riverside to support 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 19 safety training partners including the Riverside County Sheriff's Department and Riverside County Fire Department - California Department of Forestry and Fire Protection (Cal-Fire). BCTC offers comprehensive instructional programs and student services for the students on site supporting their success. Faculty and staff at BCTC accomplish this by intentionally and actively participating in the MVC's participatory governance committees. (II.C.3.)

MVC offers a broad spectrum of co-curricular that align with the college's mission and contribute to social and cultural experiences for students. The team found these programs are conducted with sound educational policy and standards of integrity. The college maintains responsibility for these programs, including the financial operations. The team found evidence of this work in the Student Support Services and Co-Curricular Programs page. Some of the broad range of programs highlighted include: Student Activities; Umoja, Puente, Veteran's, Second Chance (formerly incarcerated), Guardians Scholar (former or current foster youth) and CalWORKS. (II.C.4.)

MVC provides academic counseling and advising services to support student development and success. MVC, through the Counseling Department provides guidance courses to new and returning students. The curriculum of these courses focuses on personal development, academic preparation, career exploration and transfer preparation. These courses also focus on assisting students to prepare for completion of their designated educational goals. Many counselors are bilingual (English/Spanish) and participate in multiple opportunities for year-round professional development. The team found documentation in the Counseling Department's- Guidance Courses Webpage, Student Services Program Review- Counseling, Student Educational Plans and Counselor Trainings. (II.C.5.)

MVC has and adheres to admission policies aligned with its mission. The college, through the Guided Pathways framework, is aligning the advising component of Student Services into programs of study. This is with the goal of ensuring students have clear pathways to completion of their educational goals. The documentation highlighting this work is found in Board Policy and Administrative Procedure 5010: Admissions; Board Policy 5011: Admission and Concurrent Enrollment of High School and Other Young Students; Guided Pathways Work Plan and Guided

Pathways Presentation. Finally, better advising of students in developing clear pathways is a goal MVC has committed to in its Quality Focus Essay. (II.C.6.)

MVC regularly evaluates admissions and placement instruments and practices to measure their effectiveness and minimization of biases. In order to align the college with the requirements of Assembly Bill 705, the college re-designed their onboard processes to better direct students to appropriate course placements (Moreno Valley College- Onboarding Chart). The faculty and MVC also implemented an assessment test for non-native English speakers with the required bias assessments including: Content Validity Study, Cultural Bias Study and Initial Cut Score. (II.C.7.)

MVC maintains student records permanently, securely and confidentially, while also maintaining a system of secure backup of all files. In addition, the college publishes and follows established procedures for release of student records. The college follows Board Policy and Administrative Procedure 5040: Student Records. This policy and procedure outline the process for the release of student records and defines directory information. The college also follows legal requirements outlined in the Family Educational Rights and Privacy Act (FERPA), California Education Code and California Code of Regulations for the maintenance and storage of student academic records. Finally, the college follows Board Policy and Administrative Procedure 5045: Challenging Content and Access Log. This policy and procedures outline the process for students to contest information in their academic records file. (II.C.8.)

Conclusion:

The College meets the Standard.

College Commendation 1:

The team commends the College for providing exceptional equitable access and services for students regardless of location as shown at the Ben Clark Training Center (BCTC). (II.C.3)

Standard III

Resources

III.A. Human Resources

General Observations:

Moreno Valley College coordinates with the District Human Resource department to ensure that 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 College has consistent processes in place to ensure faculty have knowledge in the subject area and that

appropriate experience and skills are required for the position. Faculty job descriptions include wording that indicates support for the mission as well as responsibility for development and review of curriculum and student learning outcomes assessment. There are consistent processes in place to ensure that 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. 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 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.

Findings and Evidence:

Moreno Valley College has a well-established process for recruitment and selection of employees. This process is outlined in detail in the District's Board Policy and Administrative procedures BP/AP7120. The team verified and confirmed that AP7120a outlines the hiring process for academic and classified administrators and AP7120c outlines the hiring process for full-time faculty. The team also confirmed that the College/District has appropriate hiring criteria for classified staff and part-time faculty. Full-time faculty job descriptions include the responsibility for curriculum oversight and student learning outcome assessment. The team observed that for part-time faculty, review of curriculum and assessment of learning outcomes was not outlined in job descriptions. (III.A.2)

Through the District's Human Resource office, open positions are advertised on appropriate venues, as well as special publications to attract a diverse pool of applicants. The team confirmed that the College has a process to verify the qualifications of applicants, including any required degree to be from an accredited institution. This ensures that the faculty selected for hire have the adequate and appropriate knowledge for their subject area, effective teaching skills, the ability to enhance overall college effectiveness, and sensitivity to racial and cultural diversity. Educational administrators and faculty hired by the College 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.1, III.A.2, III.A.3, III.A.4)

MVC has a process in place to evaluate all employees systematically and at stated intervals. The evaluation process is set forth by Board Policy and Administrative Procedures 7150: Employee Evaluation. The District Human Resource Office sends out evaluation schedules, forms and instructions to deans and managers who coordinate the evaluation process. Evaluation for faculty is completed at least once every three years using an Improvement of Instruction (IOI) process that leads to improvement of job performance. Management employees are evaluated annually for the first and the second years and a comprehensive evaluation conducted every three years, while classified staff are evaluated annually. (III.A.5)

Standard III.A 6 is no longer applicable. (III.A.6)

The number of full-time faculty hires is determined by the District each year and is based upon funding from the State and District budget allocation model. MVC identifies, prioritizes, and addresses full-time faculty hiring needs through program review and strategic planning process. The College adheres to the District's policy in place for hiring full-time faculty as well as California Code of Regulations requiring colleges to adjust the number of full-time faculty in proportion to growth in funded credit FTES. (III.A.7)

MVC has developed practices that ensures that part-time faculty are appropriately oriented into instruction and to the College's student population. Part-time faculty participates in numerous professional development activities throughout the year beginning with an orientation specifically for part-time faculty. The College also has a first-year faculty professional growth series consisting of monthly sessions to familiarize new faculty with processes, protocols, personnel, and offices of the College. (III.A.8)

MVC has policies and processes in place to ensure that staff and administrators hired have the appropriate qualifications and that a structured orientation is provided. The team confirmed that both hiring for staff and administrators are bounded by the Board Policy and the respective Administrative Procedures. Hiring is prioritized by unit program review and then reviewed by the Strategic Planning Council to ensure that the college has sufficient number of staff and administrators to support the mission of the college and to provide efficient support for program services and operations. (III.A.9, III.A.10)

Through the District's Human Resource office, all new employees are provided with written personnel policies and procedures as part of the new hire paperwork. The team confirmed that these policies and procedures are easily accessible on the District website and is available for all employees. (III.A.11)

The team verified and confirms that MVC and the District, has the following personnel policies to support diversity and promote an understanding of equity and diversity; Board Policy 7100: Commitment to Diversity, Board Policy and Administrative Procedure 3410: Nondiscrimination, Board Policy and Administrative Procedure 3420: Equal Employment Opportunity, Administrative Procedure 3445: Handling Accommodations for Persons with Disabilities for Non Classroom Process and Activities, and Administrative Procedure 3447: Reasonable Accommodation Process for Employment. The District's Diversity, Equity and Compliance Office collects data on the District and colleges and provides monthly and annual reports about their employment diversity record. The College provides various trainings, workshops, and an annual Diversity Summit, and awareness activities focused on enhancing cultural responsiveness and creating work and learning environments that are inclusive. The District EEO Update document disaggregates data for Moreno Valley part-time and full-time faculty, and classified and executive workforce and underrepresentation by job category as well as methods for recruiting and selecting diverse and highly qualified employees. (III.A.12)

The College has a number of different policies and procedures that outline requirements of employees and members of the Board of Trustees to engage in professional and ethical conduct. The District's policies are communicated through orientation, trainings, and supervision,

however, Board Policy and Administrative Procedure 3050, Institutional Code of Professional Ethics, does not contain any consequences for violation. The District's policies and procedures related to discipline of academic and classified personnel does not dictate the enforcement of consequences should an employee be found in violation of the policies and procedures. (III.A.13)

MVC provides ongoing training opportunities for professional development for all personnel. Regular staff retreats are hosted where topics such as leadership, health and wellness, serving specific student populations, safety and security, and CSEA/SPC updates are addressed. The District has a Training and Development webpage that shows staff development opportunities to provide positive reinforcement and enhancement to employees' morale, self-esteem, self-improvement, and upward mobility. The College also has a process in place where eligible employees receive step increases for completion of approved coursework at a regionally accredited college or university, and confidential and classified staff are also eligible to request funds from the staff development plan. Professional development needs for faculty are identified through surveys and employee's feedback regarding their experiences after each professional development event or training, and the data are used to assess the events and enhance future training. (III.A.14)

The District's Human Resource Department is responsible for ensuring the security and confidentiality of personnel records and recruitment and selection documents. Pursuant to California Education Code Section 87031, California Labor Code Section 1198.5, and Administrative Procedure 7145: Personnel Files, employees have the right to reasonably request access to their personnel files. The District has procedures that strictly prohibit access to employee personnel files by anyone other than human resource staff, the employee or an official person presenting court orders to release information contained in a personnel file. (III.A.15)

Conclusion:

The College meets the Standard.

III.B Physical Resources

General Observations:

Moreno Valley College is one of the three colleges of the Riverside Community College District that provides courses and student services at two locations. The main campus located on 16130 Lasselle Street 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) 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 Ben Clark Training Center located on 16791 Davis Avenue, has a mix of permanent and modular facilities totaling nearly 32,211 asf, including classrooms, class laboratories, offices, a lounge, conference rooms, and an athletic/physical education space. The College leases the Center from the County of Riverside to support 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 19 safety training partners including the Riverside County Sheriff's Department and Riverside County Fire Department - California Department of Forestry and Fire Protections (Cal-Fire).

On March 2, 2004, the voters of Riverside Community College District approved Measure C, a \$350 million bond measure designed to provide funds to improve facilities and safety at the Moreno Valley, Norco, and Riverside City Colleges. Moreno Valley College is engaged in a well-vetted facility master planning process that resulted in an updated Facilities Master Plan after a series of workshops with different constituency groups across the campus.

Through its facilities master planning, new buildings, renovations, site and utilities/infrastructure improvements were identified based on current and projected future needs determined by data analysis and stakeholder engagement. Its Facilities Master Plan is informed by the Educational Master Plan and other college operational plans, such as the Strategic Plan.

The College has safe and sufficient physical resources across both the Main campus and the Ben Clark Training Center campus locations to offer the courses, programs, and learning support services to meet the mission of the College. The effort and care invested to maintain and improve the facilities to provide a safe and supportive environment is evident. The College has appropriate safety personnel that provide for student, employee, and community safety and security. Processes have been established to report and correct facility deficiencies and safety concerns.

Findings and Evidence:

The team reviewed processes and procedures that the college has in place for regularly evaluating that it has sufficient resources at both of its locations. The team confirmed that the college engaged in a well-vetted facility master planning process that ~~was~~ resulted in a recently updated Facilities Master Plan after a series of workshops with different constituency groups across the campus. Through its 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. In addition, the College also engages in major and minor capital improvement projects, and regular preventative and corrective maintenance using its five-year construction and scheduled maintenance plans. The most recent five-year construction plan was adopted in July 2019 and reflects funding projects from 2021 - 2025.

The College has an Injury and Illness Prevention Plan that ensures routine facility inspections and reports of unsafe conditions for timely repair. The college also uses a work-order system used by faculty, staff and students to report unsafe facilities. There are multiple ways to access the work order system including an online system, telephone calls to the appropriate office and in person reports. Regardless of how a work order is submitted, it will be placed into the electronic system for tracking purposes.

In conjunction with the District Office, the College recently developed a Crisis Communication Quick reference guide for emergency situations. The District operates the Riverside Community

College District (RCCD) College and Safety & Police Department which provides services to all of the District's colleges and offsite locations to meet safety and security needs. MVC operates in compliance with its Handbook: Emergency Operations which is based on RCCD policy as well as the RCCD District Emergency Operations Plan (previous version approved August 2016, current version in draft form since October 2019) to ensure the safety and security of campus communities. All crime reporting requirements and statistics for each campus location are available on the College's website (The Clery Report). Based on the Clery Report, which is easily accessible on the College website, there is little to no crime on campus. (III.B.1)

The Facilities Master plan was recently updated in the spring of 2019. The plan articulates how the College envisions its growth over the next ten years. Each MVC learning site is covered in the current Facilities Master Plan. The Plan is aligned with the College mission, as well as program and service needs. The process of updating the Facility Master Plan engaged over 50 stakeholders in numerous workshops, interviews and focus groups to ensure that the plan aligns with the College's institutional mission and strategic priorities. The College uses its comprehensive master plan (EMP and FMP) as the primary document when planning new construction and renovation projects. The Facilities Master Plan was recently updated and the Educational Master Plan is currently under review. (III.B.2)

The College consults program review when developing its comprehensive program plan to understand the effectiveness of its facilities in supporting its programs and services. The EMP is regularly updated to take into account programmatic and educational needs of the college. The College's facilities department utilizes an inventory system called FUSION to report and assess the condition of its facilities. This also includes maintaining a five-year scheduled maintenance plan that is updated annually. State resources for scheduled maintenance are allocated to the colleges by the District office using the scheduled maintenance project prioritizing and scoring list. The prioritization of the projects takes into account the type of project, facilities condition index, and the impact and severity. To ensure alignment with College needs, the five-year scheduled maintenance and construction plans are reviewed by the Resources Subcommittee, the Strategic planning Committee and then approved by the President. (III.B.3)

The team reviewed the College's planning process and found that the college plans supports institutional goals. These goals are set through a robust collegial process that is informed by the department program reviews. Long-range capital projects are linked to institutional planning and include projections of total cost of ownership. The facilities maintenance and operations staff are involved in all planning for new facilities to ensure that total cost of ownership considerations is adequately addressed in all planning. The College defines total cost of ownership to include both direct and indirect cost of the physical asset as well as related personnel cost. The College and District also developed tools to aid in allocating resources for priority and urgent concerns and through the Resources Subcommittee, has adopted the metrics established by the Association of Physical Plant Administrators to measure the effectiveness of TCO, and a TCO template was created for use as a part of the Resource Allocation Process. (III.B.4)

Conclusion:

The College meets the Standard.

III.C Technology Resources

General Observations:

Because technology infrastructure is shared between the colleges of the Riverside Community College District (RCCD) it must be compatible among the colleges in the District. Therefore, many decisions about the College's technology acquisition and usage are understandably influenced by the RCCD Information Technology Strategy Council, on which Moreno Valley College has representation. The team confirmed that IT Services are comprehensive, and the MVC Technology Plan (last updated Spring 2017) and RCCD Strategic Technology Plan (last updated Spring 2018) both outline respective missions, parameters of services, policies, and ways in which college and district working units cooperatively share responsibilities and resources. Both MVC facilities, the Main Campus and Ben Clark Training Center, are connected to college and district resources.

As is the nature of technology, these needs are constantly evolving, requiring structures and processes that connect the assessment of needs with planning processes and a certain level of agility in response to these planning processes. The complexity of the technology and the variety of services reliant upon it prevents an overly simple process from being effective. Despite this complexity and the constant demand for more and better technology solutions, the College has developed systems and processes that ensure a level of responsiveness that serves the College mission.

Findings and Evidence:

The College has developed structures to ensure that the changing technology needs of the campus are met on a continuous basis. The Technology Support Services (TSS) department provides a wide variety of services including technical support, hardware and software support, infrastructure management and maintenance, communications network management, and support of instructional platforms, desktop, and mobile applications. The integration with the regular planning and review processes of the College ensures that the application of technology, including hardware, software, and infrastructure, is both appropriate and adequate to support both academic programs and administrative services. Reading the local and district Technology plans and meeting with the Resources Committee confirmed the adequacy and propriety of the technology resources and levels of support available to maintain operations. (III.C.1)

Through meetings with the Resources Subcommittee, review of past Resource sub-committee minutes and review of the MVC Technology Plan, the Team confirmed that there are functional processes in place to continuously plan for, update and replace technology to ensure the College's technological infrastructure, quality, and capacity are adequate to support MVC's mission, operations, programs, and services. (III.C.1, III.C.2)

MVC maintains a significant instructional presence at two locations, in addition to its online offerings. As part of the institutional review and planning processes, the College ensures that the technology resources and services available at each of these locations meets the standards for

technology and infrastructure that have been established. Current policies and practices ensure reliability, disaster recovery, privacy and security of its technology systems and data. (III.C.3)

The College ensures that faculty, staff and students have access to appropriate training and materials offered in a variety of formats to support their use of technology. Data from user surveys, Help Desk calls, and program reviews highlight the training and support needs of each group so these can be included in the appropriate planning processes. The Team met with several constituent groups including the Academic Senate Executive Board, the ASO Executive Board and other constituent groups in addition to reviewing reports and minutes from other campus committees which all supported the assertion made in the ISER that the MVC community felt that the community technology needs are being met. The team commends the College and its leadership for encouraging innovation by administrators, faculty, staff, and students leading to institutional excellence. Examples of its quality technological innovation are the iMAKE Innovation Center and iMAKE Mobile Innovation Center. (III.C.4)

The institution relies upon a variety of sources of policy and procedure to govern the use of technology in the teaching and learning processes. Sources of policy related to technology include but are not limited to RCCD Board Policy and Administrative Procedure 3720, FERPA, and the Student Handbook, as well as specific policies on the appropriate use of technology that have been developed by the institution. The policies are reinforced multiple times as faculty, staff and students access the College network. (III.C.5)

Conclusions:

The College meets the Standards.

College Commendation 2

The team commends the College and its leadership for encouraging innovation by administrators, faculty, staff, and students leading to institutional excellence. Examples of its quality technological innovation are the iMAKE Innovation Center and iMAKE Mobile Innovation Center. (III.C.4, IV.A.1)

III.D Financial Resources

General Observations:

The District and the College clearly value integrated planning and has documentation that shows financial resources meet instructional, student services, and student success initiatives. Processes for financial planning and budgeting are clearly defined, with resource allocation based on program review and institutional effectiveness. District Policies and Administrative procedures also facilitate the College's strong internal financial controls and financial management practices that ensure Moreno Valley College's financial affairs reflect financial health and stability. District and college policies and procedures further 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.

Findings and Evidence:

The evaluation team noted that financial resources support and sustain student learning programs and institutional effectiveness. MVC's budget allocation process is linked to its strategic plans and goals, as well as program review processes, and decisions for funding requests are derived from data analysis and tied to those priorities. The College and District uses its budget development principles adopted by the Board of Trustees to maintain financial integrity. Participatory governance process is also used effectively, which allows for input from constituents throughout the District. For example, the District Budget and Advisory Committee (DBAC), is a participatory governance committee that serves as the primary advisor on budget and fiscal matters. DBAC is made up of faculty, staff and managers from all three colleges including District Office Staff. In order to align to its new strategic plan, the District revised its budget allocation model (BAM) in the fall of 2019. The new BAM recognizes that instructional costs vary based on special instruction. For example, certain CTE programs have higher cost than other programs. This new BAM takes into account the varying cost of disciplines, their efficiencies and cost effectiveness of the instructional deliveries. The College has used the concept of "FTES as Currency" whereby each FTES generated has value (or currency) that is assigned based on exchange rate. (III.D.1)

Financial planning for MVC is centralized through the District. The District's policies and procedures for budget development aligns with the mission and strategic goals which are the foundation for resource allocation. 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). The strategic planning process begins with the review of the mission statement, comprehensive program review and annual review by every department.

The team noted that the District budget process is well defined, transparent and allows for significant input from all constituency groups. This occurs at the District Budget Allocation Committee (DBAC) which provides a collaborative forum for the exchange of information necessary to inform strategic decisions regarding the budget and fiscal policies. Distribution of resources at the college level is informed by needs through the program review process, strategic and institutional priorities and available resources. Significant cost increases, additions and/or reductions in extramural resources are the key drivers 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. Based on various interviews during the visit the team observed that the College has mechanisms and processes used to ensure constituent participation in financial planning and budget development, however, these processes and mechanisms are not systematic across Instruction, Student Services, and Administrative Services. In order to improve institutional effectiveness, the team recommends that the College

should integrate planning and resource allocation process into a comprehensive process across Instruction, Student Services, and Administrative Services. (III.D.2, III.D.3)

Fiscal Responsibility and Stability

The evaluation team noted that one of the College's strengths is the way it approaches financial planning to improve institutional effectiveness. College finances are managed to ensure students' needs are met on both a short-and a long-term basis and College funds are sufficient to support educational improvement and innovation. The District's Audit Report also confirms the financial stability of the District and College, and the College has consistently ended the fiscal year with a healthy ending balance, as shown in the Year End Fund Balance Reports (III.D.4)

The team reviewed the college's purchasing policies and procedures and found that there are internal control mechanisms in place, with appropriate approval authorities for each unit. Financial compliance and audits are conducted annually by an independent certified public accounting firm. The firm reviews and evaluates the college and districts internal control over compliance and did not identify any significant deficiencies of material weakness. (III.D.5)

MVC uses its financial management system Galaxy to generate accurate financial and budget reports. The team reviewed the annual external audit report for fiscal year 2015/2016, 2016/2017, and 2017/2018 and found no material deficiencies identified in the report. Audit reports are presented to the BOT at the end of every audit in December and also provided throughout the college by posting on the District website. The **Board** of Trustees resource committee is charged with monitoring the audit process and reviewing its final report. The College internal controls are evaluated by the external auditor as part of the District's audit process. On a regular basis, MVC audits its financial transactions and issues identified are used to conduct staff training and development. (III.D.6, III.D.7, III.D.8)

The district maintains 5% reserve; the college also maintains a 1% reserve. The College participates in Joint **Powers Authorities** (JPA) for its risk management activities. The College and the district employ various strategies to control and mitigate anticipated financial risk such as OPEP liabilities. (III.D.9)

The College has in place board policies and administrative procedures specified for fiscal monitoring, and reporting of grants. College staff reviews and approves transactions, and there is also additional review and approval at the District level, by district staff. The team reviewed the College's practices and found that there is effective oversight for grants, financial aid programs, bond programs, and the foundation funds. The College's accounting structure is such that allows for separate tracking and monitoring of these restricted programs. The District Office of Grant and Sponsored Programs performs additional monitoring in addition to college personnel overseeing grants. The team reviewed the external auditors report on compliance for federal and state grants and found no deficiencies. (III.D.10)

Liabilities

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. The District has oversight responsibility for ensuring that debt payments made for general obligation bonds (Measure C) are made from obligation associated with retiree health benefits by establishing an irrevocable trust with 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 CalPERS and contributes at least \$150,000 annually toward the obligation described in Board Policy 7380: Retiree Health Benefits. 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. The Riverside Community College District Board of Trustees unanimously voted to place Measure A, a \$715 million college improvement bond, on the March 3, 2020 ballot. If approved by 55% of voters, Measure A would provide local funding to address the facilities needs at all three colleges. (III.D.11, III.D.12, III.D.13)

The team reviewed and noted that the College is in compliance with requirements for the District to conduct an annual independent performance audit to ensure that the proceeds of the bonds deposited into the General Obligation Bond Funded Capital Outlay Projects – Measure C Bond Program have been expended only for the authorized bond projects. The team reviewed the District updated bond project list, and its annual independent performance audit validated that expenditures are charged to the District Measure C General Obligation Bond Funded Capital Outlay Projects, and also that the expenditures have been made in accordance with the bond project list approved by the voters through the approval of Measure C in March 2004. 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 team also reviewed the Foundation Accounts Summary Report and validates that the College works with the District Foundation to ensure that gift funds are used in accordance with donors wishes. (III.D.14)

The College's most recent official default rate of 9% is within federal guidelines and the College has in place processes to assist delinquent borrowers. Such services include monthly communication via email, in-person counseling, and helping students get direct contact with loan service providers. (III.D.15)

Contractual Agreements

The College has a number of contracts to support its mission and to assist students in meeting their goals. Contractual agreements at the College include outside agency contracts for personnel and professional services, instructional and student support service agreements, and contracts for information technology licenses. All contractual obligations engaged by the College with external organizations are governed by Board Policy and Administrative Procedures 6340, established to ensure that agreements are consistent with the mission and strategic goals of the college. The team confirmed that the College has well-established contracting processes in place to ensure the integrity of contracts and that federal guidelines are met. The District possesses a

general counsel on staff that reviews all contractual agreements for potential legal liability, standards of conduct, and any other potential exposure and complications. Both the Vice President of Business Services or Vice Chancellor of Business and Financial Services must approve all contracts before they are processed. (III.D.16)

Conclusion:

The College meets the Standard.

Recommendation to Improve Quality

See College Recommendation 3.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

The team found Moreno Valley College has decision making roles and processes that allow college leaders to create a supportive environment for administrators, faculty, staff and students. The institutional leaders support dialog and focus on improving practices that support student learning and achievement. The college uses its annual program review process for programs and services to identify resource needs that will drive its work in innovation and increasing student achievement.

Findings and Evidence:

Moreno Valley College has appropriate policies and systematic procedures assigning the CEO the authority over and responsibility for the institution, as well as delegation of duties to other qualified personnel. The team noted that President provides effective leadership in governance and operation of the College including encouraging innovative practices and engages in institutional planning, budgeting and resource allocation. The planning and processes outlined in the Moreno Valley Strategic Plan 2018-2023 and Annual Program Review (APR) provide the documentation that highlight clear decision-making roles at the college. **Participative** processes allow college leaders to create a supportive environment for administrators, faculty, staff and students for matters with institution-wide implications. Interviews also revealed that the College and its leadership encourages innovation by administrators, faculty, staff, and students leading to institutional excellence, as in the case of technological innovation with the iMAKE Innovation Center and iMAKE Mobile Innovation Center. (IVA.1.)

MVC has policies and procedures that allow administrator, faculty, student and staff involvement in decision-making procedures and participation in the implementation of appropriate policies that directly impact student interest. Board Policy and Administrative Procedures 2510 Participation in Local Decision Making highlights the processes the college ensures for constituent participation in college decision-making. (IV.A.2.)

MVC has policies and procedures that provide administrators and faculty a clear role in college governance. Institutional policies rely on administrator and faculty expertise that align appropriate with designated areas of responsibility. These policies and procedures are outlined in Board Policy and Administrative Procedures 3250: Institutional Planning as well as Moreno Valley College's Leadership and Governance Handbook. (IV.A.3.)

MVC has policies and procedures that create a clear structure for areas of responsibility for the implementation of curriculum and student learning programs and services. This structure is clearly outlined in Moreno Valley College's Board Policy 4020: Program, Curriculum and Course Development. (IV.A.4.)

MVC ensures the appropriate input and relevant perspectives in decision-making, including timely action on college planning, policies, curricular change and other considerations that impact the college operations. These processes are outlined in the college's Leadership and Governance Handbook. (IV.A.5.)

MVC has established procedures for college decision-making processes. The College's planning process, for example, integrates the College mission, Comprehensive Master Plan (CMP), Integrated Strategic Plan (ISP), program review, student learning outcomes assessment. Institution wide long-term goals are set in the CMP and ISP, while short-term goals are set at the program-level through program review. However, interviews revealed that governance leaders across constituencies did not have a shared understanding of decision-making processes in relation to program review and resource allocation. Additionally, interviews revealed the need to document and communicate broadly decision-making processes. In order to improve college wide decision-making and communication, the team recommends the college continues to work on their processes including documenting their work and communicating the results of these decisions to the institution. (IV.A.6.)

MVC has processes in place that regularly evaluates the effectiveness and integrity of the college's governance and decision-making structure. The college engages in strategic planning retreats, annual program reviews, surveys and dialog through the college's Leadership and Governance Committee to regularly assess the effectiveness of their college governance and decision-making. (IV.A.7.)

Conclusions:

Commendation 2

The team commends the College and its leadership for encouraging innovation by administrators, faculty, staff, and students leading to institutional excellence. Examples of its

quality technological innovation are the iMAKE Innovation Center and iMAKE Mobile Innovation Center. (III.C.4, IV.A.1)

Recommendation to Meet Standard

College Recommendation 2

In order to meet the standard, the team recommends the college formally document their decision making process and widely communicate the results of decisions across the institution (IV.A.6).

Standard IV.B. Chief Executive Officer

General Observations:

The President oversees the President's Management Council and President's Executive Cabinet, guiding the overall administration of the college. The President also participates on the Strategic Planning Council to guide the collegial process for setting college goals, values, and priorities and ensuring compliance with accreditation requirements as well as statues, regulations, and policies. Additionally, the President participates in districtwide participatory governance and leadership through the District Strategic Planning Council. The team further noted that the President regularly communicates with campus constituents and external community partners through participation on relevant governance committees, campus and community communications, and membership on community committees, councils, and boards. The President has been in this role since 2017 and her 30 years of academic affairs experience has strengthened teaching and learning at Moreno Valley College.

Findings and Evidence:

The team found that the college President effectively provides leadership in planning, organizing, budgeting, selecting/developing personnel, and assessing institutional effectiveness, per Board Policy 2430 and through the organizational and governance structure of the college. The team reviewed documents from the Cabinet and Management Council, which demonstrate the President's leadership in all areas of college planning and assessment. (IV.B.1)

The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The President delegates authority to administrators and others consistent with their responsibilities, as appropriate. In the team's review of the College's Organization Chart, the team found that the College President guides members of the Executive Cabinet (Vice-President of Academic Affairs, Vice-President of Student Services, and Vice -President of Business and Administrative Services) through regular one-on-one meetings and cabinet meetings. Interviews confirmed that the President appropriately delegates authority to staff and ensures that primary job duties and responsibilities as outlined in established job descriptions are met.

The team found that 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 that establishes and assesses college goals, values, and priorities. The team reviewed strategic planning and resource allocation documents that outline how the CEO guides institutional planning and improvement of teaching and learning. (IV.B.2.)

The President guides collegial dialog focused on improvement in teaching in learning at MVC through the Strategic Planning Council (SPC). The President developed a Strategic Plan Taskforce, which was charged with engaging the larger college community with recommendations for improvements in the college's participatory governance process. (IV.B.3.)

The President provides leadership in promoting campus wide accreditation efforts. The President is active college wide, along with the involvement of administrators, faculty, classified staff, and students in accreditation efforts. The evaluation team reviewed presentations at Faculty FLEX, campus wide college forums, and presentations to the Management Council. Additional evidence shows 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. The President, along with the Strategic Planning Council (SPC), established a system of shared responsibility assuring compliance with accreditation requirements. (IV.B.4.)

In reviewing the Strategic Planning Council (SPC) flow chart, minutes from a Resources Subcommittee meeting, reports to the Academic Senate, agendas from President's Cabinet and Management Council, the team found that the College President actively assures the implementation of regulations and governing board policies. (IV.B.5.)

The team also found evidence of extensive communication from the President to the internal and external College communities. The team reviewed several communications made by the College President during forums, Welcome Day, and the State of the College that provide current and important information about the College's programs and progress on institutional initiatives. The President also emails monthly newsletters and encourages examination of information that is relevant to MVC and higher education. In support of Guided Pathways (GP) and other new initiatives and programs, the President has led discussions about the reorganization of the College to better support its mission and vision. Constituents are evaluating the current structure of GP and a new model that best reflects the institution's purposes, size, and complexity is being developed. (IV.B.6)

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 board; for example, 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; 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. These presentations highlight the collaborative and innovation partnerships between college faculty, staff and administrators, and those who represent each school district. (IV.B.6.)

Conclusion:

The College meets the Standard.

Standard IV.C. Governing Board

General Observations:

The Riverside Community College District has a five-member Board of Trustees elected by the citizens of the district, and a non-voting student trustee determined through an election by all enrolled students. The Board enthusiastically supports the district, its students and the Inland Empire community they serve. Through their twice monthly meeting structure, the Board devotes one meeting per month for focused study on issues relevant to the district community that are driven through board committees that were recently aligned to reflect the District's strategic plan. This structure allows members to be engaged in developing a foundational knowledge to facilitate building consensus for taking action at the one business-focused meeting each month. Through established policies and procedures aligned with the District's mission, the Board has the ultimate authority for educational quality, legal matters, and financial integrity. While many policies have not been updated, the Board recently established a Policy Tracker for the regular review and revision of policies. The Chancellor reports directly to the Board and has delegated authority to implement and administer board policies. The Board holds the Chancellor accountable for the operations of the District through an annual performance evaluation.

Findings and Evidence:

The Board of Trustees has authority and responsibility for policies to assure academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the District as outlined in board policies (BP 2010: *Board Membership*, 2200: *Board Duties, Responsibilities and Privileges*, 2410: *Policy and Administrative Procedure*). The five-member governing board, elected every four years at staggered election actively ensures effective student learning and financial stability as demonstrated by their five committees and the approval of the mission and plans for the three colleges and the District. The role and function of the committees of the Board are delineated in BP/AP 2220 and serve to provide advice in areas that assist the Board in its responsibilities and effectuate the goals of shared governance. The Board's commitment to institutional effectiveness is further demonstrated by BP 3225: *Institutional Effectiveness*, which requires each college to adopt goals related to accreditation, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines. Furthermore, the Board asserts that the goals should not only be challenging and quantifiable, but focused on addressing achievement gaps for underrepresented populations and aligned with the workforce and economic needs of the state. Ample evidence was provided of presentations, workshops, and reports on student learning programs and services, institutional plans and effectiveness, and the financial status of the District. (IVC.1, IVC.5, IVC.8)

Board policy (BP) 2200: *Board Duties, Responsibilities and Privileges* outlines the roles and responsibilities for Trustees including acting "as a whole to represent the communities served by the District" and separating their roles as individuals from their role as a board member.

Trustees are precluded from using district resources to support ballot measures or candidates in BP 2716: Political Activity. (IVC.2, IVC.4)

The Board followed its adopted policies and procedures for the selection of the Chancellor and two college presidents selected in the last three years (BP 2431: *Chancellor Selection*, BP/AP 7121: *President Recruitment and Hiring*). The Chancellor is evaluated at least annually as described in BP 2435: *Evaluation of Chancellor*. (IVC.3)

Board policies, administrative procedures, meeting minutes, and related materials are published on the District's website, as outlined in BP 2410. (IVC.6)

The Board acts in a manner consistent with its policies. However, a review of board policies indicates that many policies are outdated and need to be reviewed and revised to ensure alignment with the District's mission and its quality, integrity and effectiveness. For example, BP 1200: *District Mission* includes the mission statements for the District and colleges. It was last revised in 2013 and 2014 and needs to be updated to reflect the changes in the District and RCC mission statements. The Board and Chancellor have recently established a process for the regular review and revision of policies. A policy tracker is currently being developed and the Board approved a new architecture for reordering and renumbering the policies to provide more clarity. (IVC.7)

The Board receives regular reports and presentations regarding student learning and achievement and institutional plans that guide improving academic quality. Regular review on the key indicators of student learning and achievement are conducted through annual presentations on the Student Success Scorecard as well as other presentations on relevant information regarding student achievement and instructional quality. A review of Board meeting minutes confirm that the Board regularly reviews and approves major planning documents and is kept informed of ongoing initiatives, student achievements, and institutional progress through regular presentations from staff. (IV.C.8)

Board policy 2740: *Board Education* outlines the commitment to board member education, including providing an orientation for new trustees. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development. The District would benefit from a focused orientation customized towards RCCD for new members, as well as intentional professional development plans/activities for ongoing education for all Board Members. The need for improved Board professional development was identified in the Board's recent self-evaluation. Board member terms of office are also outlined in BP 2100: *Board Elections*, which outlines staggered terms to ensure continuity of leadership. (IVC.9)

Board policy 2745: *Board Self-Evaluation*, outlines the commitment to assessing and improving the Board's functioning in its fiduciary responsibility to meet the learning needs of the district community. The Board conducts their self-evaluation annually, prior to the end of June, under the guidance of an outside facilitator who produces a report that details ongoing activities and actions. In September 2019, a consultant from the Association of Community College Trustees facilitated the self-evaluation process and the results were reviewed in October 2019. The

assessment tool included four categories that align with the seven dimensions outline in adopted policy. In order to ensure completion of the assessment cycle, the Board should use the results to identify areas and actions to continuously improve. (IVC.10)

The BCC BP 2175: Code of Ethics/Standards of Practice provides a code of ethics for the Governing Board that includes a clearly defined policy for dealing with members that violate its code. BP 2170: Conflict of Interest also establishes a conflict of interest policy.

Board Policy 2715: *Code of Ethics Standards of Practice* provides a code of ethics for the Board that includes a clearly defined policy for dealing with members that violate its code. Board Policy 2710: *Conflict of Interest* also establishes a conflict of interest policy. The adopted board policy that aligns the conflict of interest code to the Political Reform Act was last revised in November 2008 and should be updated.(IVC.11)

Board policy 2430: *Delegation of Authority to Chancellor and Presidents* delegates authority to the Chancellor and college presidents. The Chancellor provides regular updates to the Trustees. (IVC.12)

As outlined in Board Policy 3200: *Accreditation* there was evidence that the Chancellor keeps the Board informed about accreditation and ensures they are involved in the process. The Board reviewed the institutional self-evaluation reports, substantive change reports, and presentations and workshops regarding the Board's responsibilities in the accreditation process. (IVC.13)

Conclusions:

The College meets the Standard.

Recommendations to Improve Quality:

District Recommendation 1

In order to improve institutional effectiveness, RCCD should fully implement its cyclical review of Board Policies. (IV.C.7)

District Recommendation 2

In order to improve institutional effectiveness, RCCD should formalize BOT professional development including new trustee orientation, in their policies and practice. (IV.C.9)

Standard IV.D. Multi-College Districts or Systems

General Observations:

Within the last seven years, the Riverside Community College District has evolved in its policies and procedures, to become a more robust and fully developed multi-college district supporting a District Office and three independently accredited colleges. Through established board policies, the Chancellor is charged with setting and communicating expectations for educational

excellence and integrity and works collaboratively with the college presidents to ensure the District Office supports the ability of the colleges to meet their identified goals and missions through the delegation of authority and responsibility, as well as mapping college and district functions to ensure clarity of roles, decision-making and communication. Through the adoption of a districtwide strategic plan, aligned with the plans at each of the three colleges, the District regularly plans and evaluates resources and services to ensure effectiveness of operations and the sustainability of the colleges and the district.

Findings and Evidence:

The Riverside Community College District is composed of three colleges as described in Board Policy 1100: *The Riverside Community College District*. The Chancellor provides leadership in setting expectations through regular communication with the colleges including open forums, open office hours, and presentations. Support for the colleges is provided through centralized district services such as educational services, business and financial services, human resources and employee labor relations, and advancement and economic development. The District's recently developed strategic plan established common goals that are aligned with the colleges' goals. Roles and responsibilities are defined in BP 2430: *Delegation of Authority to Chancellor and Presidents* and through a recently updated and detailed functional map. (IVD.1, IVD.2)

To ensure that the colleges are receiving adequate services, the District Office developed a five-year program review process that aligns with the adopted strategic plan. Another purpose is to implement a service-oriented approach from the District Office to support the colleges. In spring 2018, a survey was administered seeking input on strengths, weaknesses, opportunities, and threats. On a five-point scale, ratings for the quality of District support services ranged from 2.82 to 3.45. (IVD.2)

Each month, the Board of Trustees receives reports on finances comparing current and prior year activity and an executive summary of capital projects associated with Measure C. Quarterly and annual financial reports for the State Chancellor's Office are also shared with the Board and presentations on all tentative and final budgets are given prior to approval. (IVD.3)

The District Budget Advisory Council (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." DBAC membership is broadly representative of all colleges and constituent groups, including a student representative. As documented in the minutes and through discussions, DBAC worked over a two-year period to revise the Budget Allocation Model focusing on developing FTES exchange rates for broad categories such as, Liberal Arts, STEM, and CTE, as well as, unique areas, such as Nursing. The model is in its infancy yet all members of DBAC indicated that they believe the model accomplished their goal of providing a fair, equitable and transparent allocation model that will support the effective operations of the colleges. The District is commended for diligently working through various iterations and scenarios before finalizing the Budget Allocation Model to ensure that the model is both informative and supports decision-making. (IVD.3)

The Chancellor delegates full responsibility and authority to the college presidents to implement policies without interference and holds them accountable for college operations. BP 2430: *Delegation of Authority to Chancellor and Presidents* outlines this delegation of authority and

BP/AP 6100: *Delegation of Authority* further empowers the college presidents to handle business procedures including signing grant applications and public works contracts under \$125,000. (IV.D.4)

The new District Strategic Plan, approved in October 2019, is integrated with the strategic plans from each of the three colleges. Development began in 2017 with internal and external environmental scans, analysis of strengths, weaknesses, opportunities, and threats (SWOT), and the creation of a new District mission statement. A Guided Pathways Framework was used to align the colleges' and District mission, vision, values and goals. Furthermore, minimum annual standards for access, success, and equity across the District were set and the colleges' strategic planning targets were aligned. (IV.D.5)

Communication between the colleges and the district to ensure effective operations and decisions takes place through committees, Chancellor's Cabinet, and regular meetings between the District vice chancellors and the corresponding college vice presidents. The Chancellor holds monthly forums and open office hours at each campus. Planning information is shared through District committees including the Strategic Planning Council, the District Budget Advisory Council, the District Academic Senate, and the District Curriculum Committee. (IV.D.6)

In spring 2017, the District Strategic Plan Development Team assessed the 2013 RCCD Strategic Plan and made recommendations to clearly define the District and its services through functional mapping and alignment of the strategic plans for the District and the three colleges. Additionally, recommendations were made to inventory and align districtwide committees directly with planning processes to ensure institutional effectiveness and provide timelines, and targets to assess, evaluate and monitor the achievement of adopted goals. In fall 2017, the BAM was assessed and recommendations were made to revise the model. The District Strategic Planning Council charged the District Budget Advisory Council with the responsibility to revise the model. During the spring and fall of 2018, the Functional Map Taskforce clarified the roles and responsibilities of the District Office and the colleges. Out of these discussions, the decision was made to use the District Strategic Plan as an overarching framework for the college plans and to delineate how the District Office would support college goals. While the District Strategic Plan is still in its infancy, the District has made great strides towards implementation and should continue with the assessment cycle moving forward. (IV.D.7)

Conclusions

The District meets the Standard.

District Commendation #1: The team commends the District and the District Budget Advisory Council for their vigorous, data-driven, process to finalize a Budget Allocation Model that provides clear information and rationale for decision-making that is perceived by all constituents as fair, equitable and transparent. (IV.D.2, IV.D.3)

Recommendation for Quality Improvement:

District Recommendation 3

In order to improve institutional effectiveness, the District should continue implementation of the new leadership roles, governance committees, and decision-making practices and conduct an evaluation of their integrity and effectiveness to complete the cycle. (IV.D.7)

Quality Focus Essay

The MVC Quality Focus Essay (QFE) is a comprehensive document guiding the reader through the process by which the College identified problem areas by examining supportive data, and developed two Focus Areas (FA), with several specific goals for improving student achievement defined for each:

Area 1: Redesign of College Academic Structures and Student Support Services

- Six-School Structure that restructures current academic disciplines into 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: A primary support tool will be the creation and monitoring of a detailed student educational plan customized for each student; Include the possibility of placing supplemental instruction (SI), embedded classroom tutoring, and discipline-specific tutoring within each school.
- Redesign the Student Application and Onboarding Process with a Career Exploration Emphasis: The College is working to incorporate career exploration software, VitaNavis, during the orientation and matriculation process for students.
- Complete Program Maps for All College Degree and Certificate Pathways, including 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), software system that provides 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.

Area 2: Student Learning and Professional Development

- iMake Innovation Center is an MIT certified maker-space 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 for students that will provide hands-on learning opportunities for students that lead directly to employment in better than living wage jobs. 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.
- 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.

- Assessment and Evaluation of Activities especially in relation to implementation of the Guided Pathways Frame

The college also has a concrete plan to assess the activities outlined in the (QFE) annually in the years 2018-2023, aligned with the assessment of the Integrated Strategic Plan and Statewide Vision for Success Goals. The explicit metrics include student outcomes, equity measures, and momentum measures as a part of assessing the work in Guided Pathways.