

**MORENO VALLEY CAMPUS**

*Riverside Community College District*



## 2009 INSTITUTIONAL SELF-STUDY REPORT IN SUPPORT OF INITIAL ACCREDITATION

**Submitted by:**

Moreno Valley Campus  
Riverside Community College District  
16130 Lasselle Street  
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**Submitted to:**

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



Murals by local artist and RCC alumnus Tim Taylor

**Riverside Community College District**

Gregory W. Gray, Ed.D., Chancellor

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# CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

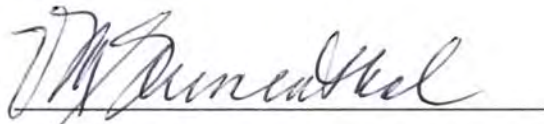
DATE: June 16, 2009

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

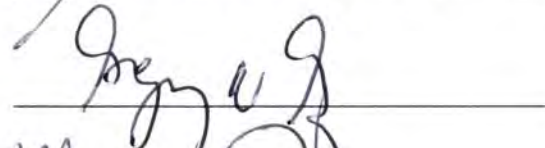
FROM: Moreno Valley Campus, Riverside Community College District

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

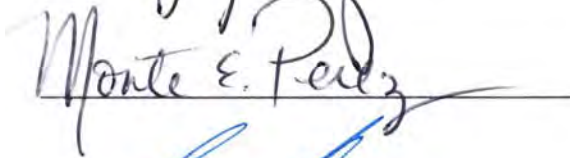
We certify that there was broad participation by the college community, and we believe the self-study report accurately reflects the nature and substance of this institution.



Virginia Blumenthal  
President, Board of Trustees  
Riverside Community College District



Gregory W. Gray, Ed.D.  
Chancellor  
Riverside Community College District



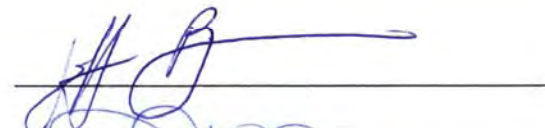
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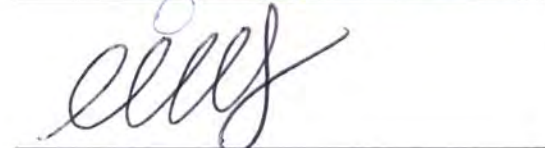
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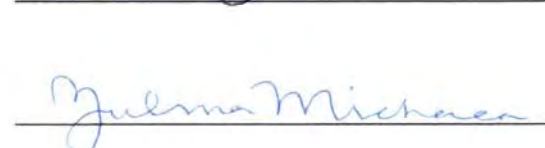
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# ELIGIBILITY REQUIREMENTS

## MORENO VALLEY CAMPUS

Moreno Valley College affirms it is in compliance with the eligibility requirements for initial accreditation and that this self-study report constitutes part of the application for full college status sent to the California Community Colleges Chancellor's Office in May 2007.

### **#1 – Authority**

Moreno Valley College is part of the Riverside Community College District (RCCD). Riverside City College holds the current accreditation for all district campuses and educational centers. Riverside City College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California Department of Education and the California Community Colleges Chancellor's Office.

### **#2 – Mission**

On June 20, 2006, the RCCD Board of Trustees approved the Moreno Valley College mission statement:

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

The Moreno Valley College mission statement appears in the Educational and Facilities Master Plan and is published in the Moreno Valley College Catalog. In 2008, the Moreno Valley Strategic Planning Committee reaffirmed the mission statement, which was subsequently approved by the Board of Trustees.

### **#3 – Governing Board**

Moreno Valley College is one of three educational institutions in the Riverside Community College District. The district is governed by a publicly elected five-member Board of Trustees, joined by a nonvoting student trustee. Members are elected for four-year terms which are staggered. Board members have no employment or personal financial interest in the institution.

### **#4 – Chief Executive Officer**

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

### **#5 – Administrative Capacity**

Moreno Valley College has 15 academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the college's mission and purpose. In addition to the president, administrative appointments include vice presidents of educational services and of business services; deans of instruction, student services, health sciences, and public safety education and training; an associate dean of library/learning resources; directors of the law enforcement training program, fire technology/fire academy program, Title V, the Middle College High School; a supervisor of student services; a director of plant operations and maintenance; and an assistant custodial manager. An organizational chart is included in this report.

## **#6 – Operational Status**

Moreno Valley College has been operational since it opened its doors in March 1991. In fall 2008, there were nearly 11,000 students enrolled in classes which are held six days per week. Many are actively pursuing occupational certificates, associate degrees, and/or transfer to four-year institutions. A smaller proportion of students have other goals, including personal development, career enrichment, or development of academic skills.

## **#7 – Degrees**

To meet its stated mission, Moreno Valley College offers the Associate of Arts and Associate of Science degrees and a variety of certificates, primarily in health, human, and public services. The institution has over 24 degree and/or certificate programs. The requirements for these programs can be taken completely at Moreno Valley College and its off-campus educational sites.

## **#8 – Educational Programs**

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

## **#9 – Academic Credit**

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

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

The 2009-10 edition of the catalog contains the board-approved comprehensive statement of General Education student learning outcomes (SLOs) for students enrolled in each of the academic programs offered. Additionally, student learning outcomes have been developed for many programs. The curriculum is districtwide: courses taught at Moreno Valley College list student learning outcomes on the course outlines of record, and the SLOs are achieved and assessed by a variety of methods. Coordinated by department and discipline faculty and by administrators, every course, regardless of its location and delivery system, follows the course outline of record.

## **#11 – General Education**

All degree programs require a minimum of 23 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The institution's general education program is scrutinized for rigor and quality by the college and district Academic Senates, the Matriculation Committee, and appropriate constituencies; furthermore, the district adheres to the requirements for mathematics and writing effective at the state level as of 2009.

## **#12 – Academic Freedom**

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

### **#13 – Faculty**

Moreno Valley College has 70 full-time faculty and over 300 part-time faculty. All faculty must meet the minimum requirements for their disciplines based on regulations for the minimum qualifications for California community college faculty established in California Code of Regulations, Title 5. Many hold terminal degrees. Clear statements of faculty roles and responsibilities exist in the faculty handbooks (Faculty Survival Guide and Online Faculty Handbook) and the Agreement between the Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA. Faculty carry out program review, develop student learning outcomes, and assess student learning.

### **#14 – Student Services**

Moreno Valley College prides itself on strong student service programs, providing a comprehensive array of services for all its students, as well as basic skills courses for those students requiring preparation for college-level work. Each department works to support the mission of the college and the academic success of the students.

### **#15 – Admissions**

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

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

Moreno Valley College provides long-term and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of students. The library is staffed to assist students in the use of college resources. Internet access and online computer search capabilities are available without charge to students in the library, student support programs, and computer laboratories. The institution is committed to enhancing its learning resources, regardless of location or delivery method.

### **#17 – Financial Resources**

Moreno Valley College, through the Riverside Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The Moreno Valley College Strategic Planning Committee includes a Resources Subcommittee which ensures the college has the financial resources and plans for financial development adequate to support the mission through educational programs and services, to improve institutional effectiveness, and to assure financial stability.

### **#18 – Financial Accountability**

The Riverside Community College District regularly undergoes, and makes publicly available, an annual external financial audit for the district and its educational centers by a contracted certified public accountant. The audit is conducted in accordance with the standards contained in Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. To support appropriate and effective utilization of the Moreno Valley College budget, a vice president of business services was hired in summer 2006.

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

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

academic personnel, learning resources, facilities, and financial development, as well as procedures for program review, assessment, and institutional improvement. Through the Moreno Valley College Academic Planning Council, the strategic planning committee and its four subcommittees, and the Moreno Valley College Academic Plan and Long Range Educational and Facilities Master Plan, the college is in a constant state of review and improvement. The college and district systematically evaluate how well and in what ways the college is accomplishing its purpose, including assessment of student learning and documentation of institutional effectiveness.

#### **#20 – Public Information**

Moreno Valley College publishes its own catalog, but the district is continuing its practice of publishing a schedule of classes that contains separate listings of courses offered at each college. These documents, along with the website and other appropriate publications, publicize accurate and current information about the institution that announces its mission and goals; admission requirements and procedures; academic calendar and program length; rules and regulations affecting students, programs, and courses; degrees offered and degree and graduation requirements; costs and refund policies; available learning resources; grievance procedures; names and academic credentials of faculty and administrators; names of members of the Board of Trustees; and all other items relative to attending the institution.

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

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



# INTRODUCTION



# RESPONSE TO THE 2007 SITE VISIT RECOMMENDATIONS

In May 2004, the Moreno Valley Campus applied for and received eligibility to be an independent college. In May 2007, the Moreno Valley Campus submitted an Institutional Self-Study Report in Support of Candidacy for Initial Accreditation. During October 8 – 11, 2007, the Moreno Valley Campus received an ACCJC site visit. During January 9-11, 2008, the Commission met and forwarded the following recommendations:

## **DISTRICT RECOMMENDATION 1:**

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

- Align with the district mission statement (Standards IA.1 and IIID.1);
- Provide a framework for the college's/campuses' strategic plans (Standard IB.4); and
- Drive the allocation of district resources for the college, campuses, and district office (Standard IIID.1; Eligibility Requirement 19). The need to connect budget and planning remains unfulfilled from the 2001 accrediting recommendations.

## **DESCRIPTION**

On October 21, 2008, the Board of Trustees approved the Riverside Community College District Strategic Plan 2008-2012. The plan includes a revised mission statement, one that drives the district's strategic themes and that provides a template for each college's individual mission statements. The overarching themes and strategies in the plan offer a foundation for each college's strategic planning process and also clarify the district's role in the planning process. In addition, the Riverside Community College District Mission Statement confirms, as a general principle, the support role of the district offices in the planning process.<sup>i</sup> The themes and strategies in the adopted strategic plan, although not identical, parallel and complement the strategic planning initiatives of the California Community Colleges and the three colleges within the district.

The District Strategic Planning Committee, composed of voting members from various constituency groups and the co-chairs of each college's strategic planning committee, addresses planning issues that affect all three colleges.<sup>ii</sup> The specific process for moving items or issues through the district's decision-making processes begins with the program review and strategic planning processes at the college level or with the program review of the district's administrative units. The Office of the Associate Vice Chancellor for Institutional Effectiveness provides the program review templates to the colleges and to the district offices.<sup>iii</sup> Each college has adopted individual strategic planning processes that link comprehensive program reviews (every four years) and annual program reviews to the allocation of resources at the colleges.<sup>iv</sup> In 2007-08 and again in 2008-09, the administrative units at the district offices completed their program reviews. Each unit submitted its program review to the appropriate vice chancellor, who prioritized the requests for the chancellor to consider. The funding for these requests comes from the district office allocation provided in the budget allocation process, recently adopted and used in 2008-2009 to allocate funds to the colleges and to the district offices. The budget allocation process allows each segment of the district to distribute new financial resources using the strategic planning processes developed by each college and the district offices.<sup>v</sup>

The District Strategic Planning Committee (DSPC) reviews and makes recommendations regarding the allocation of state capital outlay and local bond money, any requests not anticipated in original strategic plans, or programs that affect at least two colleges or the district. The DSPC analyzes the impact that new initiatives have on the existing programs and on budgets, planning, and policies. Once the DSPC makes its recommendation, the new college program is eligible for funding, which appears as a budget line item not previously allocated to the colleges.<sup>vi</sup> Essentially, the District Strategic Planning Committee makes recommendations to the chancellor, who ultimately makes his recommendation to the Board of Trustees on items or issues that affect all three colleges or the district offices.

The representatives from each college's strategic planning committee serve as the "feedback mechanism" between the college committees and the District Strategic Planning Committee.

The agendas for the District Strategic Planning Committee meetings have a place for each college and the district to report their planning initiatives. The individual college representatives also report the activities and actions of the District Strategic Planning Committee to the college strategic planning committees. Again, each college has a place on its strategic planning committee agenda for this purpose.<sup>vii</sup>

## EVALUATION

With the formal adoption of the Riverside Community College District Strategic Plan and the implementation of the budget allocation process, the district has provided the framework for each college's mission and strategic planning process. The process clearly connects the planning with budget allocations at all levels of district operation. In fact, the budget allocation process reflects many of the district's strategic themes. It also offers incentives for enrollment efficiency and provides resources for new programmatic initiatives.<sup>viii</sup> Moreover, the program review templates supplied by the district and the nature of data made available to various district constituencies have been modified as a result of the recommendations coming from the strategic planning committees at each college.<sup>ix</sup>

In March 2009, the District Strategic Planning Committee adopted a process for the annual review of the District's Mission Statement. Moreover, the District's Strategic Plan includes strategies and specific outcome measures to assess the strategic themes identified in the plan. The Office of Institutional Effectiveness will provide a formal "Report Card" assessing the progress on these themes, which will be reported to the Board of Trustees in September 2009 and annually thereafter.<sup>x</sup> Because the data used to validate the progress of most of the district's strategic themes derive from the college activities (in fact, the district folded the strategic initiatives of the three colleges into the district's plan), it is critical that each college continue to align its strategic initiatives with the district themes. At present only informal processes at the college level exist to align the district themes and the colleges' strategic planning initiatives. A more formal alignment will occur as the district and colleges assess their strategic planning outcomes.

## PLAN

- District Strategic Planning Committee will review the district mission statement annually in the fall and forward its recommendation to the Board of Trustees. (Office of Institutional Effectiveness)
- District Strategic Planning Committee will annually review in fall the status of the outcome measures related to the District's Strategic Plan and report findings to the Board of Trustees. (Office of Institutional Effectiveness)
- District Strategic Planning Committee will meet and discuss the alignment of the district and college strategic plans annually in November. (Office of Institutional Effectiveness)

## DISTRICT RECOMMENDATION 2:

The teams recommend that the district and college/campuses develop, implement, and assess a resource allocation model that

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

## DESCRIPTION

In September 2007, a district task force comprising the chief business officers from each college and the district along with representatives from various college constituencies developed a Budget Allocation Model (BAM) that the district adopted in fall 2008. The task force disseminated the proposed model with its various permutations throughout the district for comment and revision.<sup>xi</sup> In fact, the model continues to be refined and modified as each college assesses its processes. To ensure continued assessment and review, the original task force has evolved into the District Budget Advisory Council (DBAC), formed in spring 2009, that meets regularly and addresses budget-related issues. In addition, this committee continually evaluates and revises the adopted BAM process to make it more effective. The results of this evaluation are reported to the various college and district strategic planning committees. The district used the model to allocate financial resources for the 2008-09 academic year, and the district budget (2008-09) outlines the rationale and provides the allocations to each district entity in the introductory material.<sup>xii</sup>

## EVALUATION

The budget allocation process, a model that continues to be improved as the district assesses its effectiveness, provides an open and transparent method for allocating resources. The process aligns closely with the strategic planning processes at both the district and college levels.

Discussion about the budget allocation process continues in several key areas. First, the unspent money at each college cycles back to the district's reserves at the end of each academic year and is re-allocated. The District Budget Advisory Council (DBAC, formerly the BAM Task Force) has begun discussion about the possibility of "college" reserves and is evaluating a process by which colleges can retain positive budget variances in select expenditure categories.<sup>xiii</sup> Second, the DBAC continues to discuss the process used to budget "set-asides" and/or money for other district initiatives before the district allocates funds to the various district entities, including the three colleges.<sup>xiv</sup> Third, the district determines the number of new faculty positions for each college and allocates funds as part of the budget allocation process. While district and college oversight must occur to ensure compliance with the 50% law and with the full-time faculty obligations required by the state chancellor's office, at present the colleges, while they do have the ability to fund new positions from internal savings and cost-cutting measures, do not have the authority to fill those positions. For the 2008-09 academic year, the district allocated new faculty positions to the colleges.<sup>xv</sup> However, unfilled positions from retirement and resignations remain under the control of the colleges. Fourth, the amount of money allocated to District entities continues to be a concern. Once the district inserted the actual financial amounts allocated to the various district entities, over 30% of the unrestricted fund went to the district offices in 2007-2008. The district Budget Advisory Council and the chancellor's cabinet discussed and reviewed the district's organizational structure and, as a result, reduced the amount to about 20% in 2008-09 by further clarifying the district and college functions and by reallocating positions and offices to the colleges.

Because this process of separating district functions from college functions is ongoing, budget allocations continue to be revised.<sup>xvi</sup> It should be noted, however, that a significant part of the 20% allocated to the district supports operations at the colleges, for example, information technology services and human resources. Although the district continues discussion on these issues, the district in consultation with the colleges has implemented a budget allocation process that undergoes revision and modification within a basic philosophical framework. More important, it is a process that allows for, in an open and transparent manner, continued discussion of budget issues as they surface.

## PLAN

- The District Budget Advisory Council will continue to assess the budget allocation process. (Ongoing: district, Office of Administration and Finance; college, vice president of business services)

### **DISTRICT RECOMMENDATION 3:**

The teams recommend that college, campus, and district administrators and faculty delineate, document, and assess:

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

### **DESCRIPTION**

The district's organizational structure delineates the roles and responsibilities among the district entities. A review of the district's organizational charts elucidates the areas of responsibility and reporting lines in a clear and coherent manner.<sup>xvii</sup> In addition, each college has its own organizational chart that clarifies the areas of administrative responsibility. Each college has a president and vice presidents, which have different titles at the colleges, to administer the areas of business services, academic affairs, and student services. Moreover, each of the administrative positions in the district and those at the colleges have job descriptions. The job descriptions of the CEOs of the colleges and of the chancellor underwent revisions before the district advertised for a college president at Riverside City College and for a chancellor.<sup>xviii</sup> Both positions were filled in 2009. The organizational structure of each college differs slightly based on the specific needs of the college. The CEOs of each college have authority to manage their institutions, and they serve as members of the chancellor's cabinet, which has bimonthly meetings to discuss district and college issues and also serves to complete the feedback loop between the district and the colleges.

To ensure that the district clarifies the areas of responsibility for each entity, the academic affairs/education services vice presidents of each college and the academic affairs associate vice chancellors at the district office developed a "Function Map" that illustrates in detail the distribution of responsibility between and among the colleges and the district entities.<sup>xix</sup> The maps show which entities have primary, secondary, and shared responsibilities. Assessment and feedback on how well the district entities provide service occur through annual administrative program reviews, which include assessments in the form of surveys of all district administrative units.<sup>xx</sup>

Faculty, staff, and students participate in the decision-making process by serving on the strategic planning committees and other specific committees at the college level and on the District Strategic Planning Committee. (See responses to Recommendation 1 and Recommendation 2 for more information about how the feedback loops work in the areas of planning and budget allocation.) In addition, several districtwide committees exist in the areas such as curriculum, assessment, budget advisory, and program review. Each of these committees has clear charges. A complete list of districtwide committees as well as their charges and membership undergo annual updates.<sup>xxi</sup> The District Academic Senate addresses issues affecting all three colleges, and the students have likewise developed their own college and district governance processes.<sup>xxii</sup>

### **EVALUATION**

The district and the individual colleges have delineated and clarified the roles and responsibilities among the district entities within each college. Moreover, the district continues to assess and to separate district functions from college functions. For example, the Open Campus Office, which was located on the Riverside City College Campus but provided the infrastructure for alternative delivery courses in the entire district, has relocated to a facility off the campus in close proximity to the District Office. The District Budget Advisory Council continues to review, assess, and im-

prove the resource allocation process.<sup>xxiii</sup> As the changes occur, each college assesses the impact of the changes on its internal processes. Moreover, each college has its own mechanism for assessing its internal processes.

As the district continues to decentralize some services (while maintaining centralized services in areas where it is appropriate and efficient) and as each entity undergoes additional cycles of program review and administrative unit assessment, the district and the colleges uncover new issues and concerns. The evolution of the campuses into colleges required change and reorganization, but is complete as each campus now operates as an independent college. As the multicollege district matures, discussions will continue to be collaborative and passionate. The administrative and instructional program reviews, both comprehensive and annual, provide an opportunity for the various college and district entities to have open discussion, to assess the relationship between district and college autonomy in an effort to maintain an optimum balance and effectiveness, and to propose changes through the strategic planning and committee processes now in place.

The effect of these changes and of clarifying the roles and responsibilities among the district entities has strengthened autonomy of the three colleges and has allowed a clearer understanding of the role of the district to provide support for the educational and student service activities at each college. In fall 2009, to ensure that the changes are effective, the Office of Institutional Effectiveness will send a survey to the employees of the district to assess their awareness of the lines of authority and their evaluation of the effectiveness of the functions and the lines of authority as delineated at the individual colleges and at the district offices. The results will be disseminated to district and college constituencies and will be used to inform future planning.

## PLAN

- In fall 2009, the district will survey all employees to assess the effectiveness of the functions and the lines of authority as delineated at the individual colleges and at the district office. The results will be distributed to all district and college constituencies and will be used to inform future planning. (Office of Institutional Effectiveness)

## DISTRICT RECOMMENDATION 4:

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

## DESCRIPTION

The district has developed "Administrative Procedures" (AP) to implement board policies that clearly specify personnel selection procedures for all categories of employees. All of the procedures include input from appropriate college/campus constituent groups. In fact, during the 2008-2009 academic year, as a result of wide-spread discussion among and between various district and college entities, the district refined and used the newly developed CEO selection procedures to hire a district chancellor and a president at Riverside City College. In Fall 2008, the Office of Diversity and Human Resources began the process of collecting and revising all hiring policies and labeling them with an appropriate administrative procedure number.<sup>xxiv</sup> The processes for hiring the chancellor and the CEOs of the colleges have separate administrative procedure numbers. Each of these procedures needed revision to reflect the changes necessary for a multicollege district. In spring 2009, all of these procedures went through the shared governance process to receive input from the appropriate district entities before the district adopted them as formal administrative procedures. In addition, the Board of Trustees has adopted AP 3420, Equal Employment Opportunity Plan, to assist in the recruitment of district employees.

## EVALUATION

Prior to the 2008-2009 academic year, the district's hiring policies and procedures existed in various policies and documents. For example, the hiring processes for full-time tenure track faculty, for management (administrative) employees, and for classified employees were included in the regulations for Affirmative Action Policy 3099/4099. The temporary/one-year faculty hiring policy existed in an agreement with the Academic Senate, and the part-time faculty hiring procedure in the collective bargaining agreement. Also, no formal procedures existed for hiring CEOs in the district. Now all district recruitment and hiring procedures have been collected and formalized as part of official board policy and administrative procedures. These procedures now include a separate process for hiring administrative positions, the CEOs of the colleges, and the chancellor. Moreover, the Board of Trustees adopted a formal process for the periodic review and assessment of all board policies/administrative procedures (Board Policy/Administrative Procedure 2410).

## PLAN

- None needed. Periodic reviews will be conducted to maintain optimum effectiveness. (vice chancellor of the Office of Diversity and Human Resources)

## DISTRICT RECOMMENDATION 5:

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

## DESCRIPTION

On July 28, 2008, at a special Board of Trustees meeting, Dr. Narcisa Polonio, a consultant from the Association of Community College Trustees, led a follow-up discussion of the board's self-assessment on April 26, 2008, which included a discussion of the board's self-assessment tool.<sup>xxv</sup> The discussion at the July meeting built upon the Board's Special Planning Meeting of April 26<sup>th</sup>. At the June 11, 2008, Special Board Meeting, the board met with Interim Chancellor Buysse and new Interim Chancellor Hendrick to discuss the goals and priorities for the Chancellor's Office. As a result of the April 26<sup>th</sup> and the June 11<sup>th</sup> discussions, at the July 28<sup>th</sup> meeting the board directed Interim Chancellor Hendrick to address five (5) goals and priorities.<sup>xxvi</sup> These goals, which closely align with the district's strategic themes and initiatives, result from the board's self assessment. Also, in May 2009, the Board of Trustees again applied Board Policy 2745 to assess itself. Each member of the board completed an anonymous self-assessment instrument.<sup>xxvii</sup> Then, at a special board meeting on May 19, 2009, Dr. Cindra Smith, who is recognized nationally for her expertise in governing boards and trustee development, facilitated a discussion of board effectiveness based on the results of the self-assessment tool.<sup>xxviii</sup> At the June 16, 2009, meeting, the board reported plans and actions based on the results of its self-assessment.<sup>xxix</sup>

## EVALUATION

The Board of Trustees implemented its self-assessment process in 2008, but no formal reporting of the results was conducted. However, during the Special Meetings of April 26, June 11, and July 28, 2008, the board structured part of its discussion on one of the seven dimensions of board effectiveness and management oversight, by assessing its relationship with the interim chancellor and focusing on the chancellor's search. Given the issues facing the district in 2008, it was particularly relevant that the board focused its attention on one dimension over the others and worked closely with the interim chancellor. Additionally, the specific goals and priorities given to the interim chancellor reflect

other dimensions of the board's self-assessment process. Moreover, the board's willingness to listen to constituency groups and to modify its search process for the chancellor (a clear example of the board's self-assessment activities related to Constituency Interface and District Policy Leadership), resulted in a successful chancellor search and in codifying the search process into Administrative Procedures 2431.<sup>xxx</sup>

At its May 19, 2009, meeting, the board again initiated its self-assessment process and reported the results of that process to the various entities in the district. The board asked staff to collect material (topics and presentations) from its regular board meeting agendas and from its committee meeting agendas that reflect the seven (7) dimensions of board effectiveness outlined in Board Policy 2745.<sup>xxxi</sup> Additionally, the calendars of board members reflect their attention and commitment to several dimensions of their effectiveness including the Constituency Interface, Community College System Interface, and Economic/Political System Interface. The president of the Board of Trustees summarized the way in which the board has used these presentations and discussion topics along with sessions/meetings with leaders at the local, state, and federal levels to gain a sense of the board's effectiveness and asked the members of the board to complete a self-assessment survey, and to begin the self-assessment discussion in open session during the May 19, 2009, Special Board Meeting.<sup>xxxi</sup> The results of this self-assessment process were then reported to the public and the institution at the June 16, 2009, board meeting.<sup>xxxi</sup>

## PLAN

- The self assessment of the Board of Trustees will become part of the board's annual calendar. In May of each year, the Board of Trustees will conduct its self-evaluation and report the results, plans, and action, if any, in June. (Office of the Chancellor)

## CAMPUS RECOMMENDATION 1:

The team recommends that Moreno Valley College complete development and implementation of its planning processes, integrate it with budget allocation, and communicate the process and results to all constituents. This planning process includes integrating program review, educational planning, human, physical and fiscal resources into a comprehensive plan from which data can be obtained. The results should be analyzed to help assess institutional effectiveness, student learning and success, physical resources needs, priorities for funding and areas for improvement. (Standards I.B.3, I.B.5, II.A.1.c, II.A.2.a, II.A.2.b., II.A.2.c, II.3A.2, II.A.6, II.A.2.e, III.A.6, III.B.1.a, IV.2.a., IV.A.5).

## DESCRIPTION

Moreno Valley College has developed planning processes which are integrated with budget allocation, implemented them, and communicated the results to all constituents. These comprehensive strategic planning processes provide an avenue for faculty, staff, and students to contribute at all steps of the planning and decision-making processes. The college utilizes planning to address fiscal, physical, educational, and human resources so that constituents are fully aware of the college's direction and priorities for the coming year.

Strategic planning starts with program and administrative reviews which are submitted to the Academic Planning Council (APC), a standing committee of the Academic Senate, and to the appropriate administrative units in student and business services. After these reviews are discussed by the APC, the vice president of educational services, the dean of students, the vice president of business services, and managers of Facilities Department, the APC develops priorities for submission to the Moreno Valley Strategic Planning Committee (MVSP), the Academic Senate, and President's Cabinet (president and vice presidents). The President's Cabinet and the Academic Senate review the recommendations which are returned to the strategic planning committee. The strategic planning committee forwards

these recommendations to the appropriate strategic planning subcommittees which are aligned with the four accreditation standards: (1) institutional mission and effectiveness, (2) student learning programs and services, (3) resources, and (4) leadership and governance.

The subcommittees, comprised of faculty, staff, and students, and supported by administrators, review the proposals and recommendations forwarded by the APC, as well as those forwarded by student and administrative services. After discussion, the subcommittees make recommendations to the MVSP. The MVSP adopts or rejects subcommittee recommendations by a vote of faculty and staff co-chairs from all subcommittees and student representatives (totaling 6 full-time faculty, 1 part-time faculty, 6 classified staff, and 2 students). Managers from student services, administrative services, and instruction participate in the MVSP but are not voting members.

Once the MVSP recommends action, it is sent to the Academic Senate and the president of the college for review and action. The Academic Senate can use this opportunity to discuss their support or opposition to a recommendation with the president and his cabinet. The president has the authority to accept the recommendation if it is Moreno Valley specific, or take it to the district strategic planning committee for action. The president only forwards recommendations to the DSPC that require new funding above the college's base budget or Measure C funds. If the president does not accept the recommendation of the MVSP, he may request that the strategic planning committee conduct further work in order to modify its recommendation.

This process has worked well for Moreno Valley College. For example, the institutional mission and effectiveness subcommittee reviewed the college's mission statement and sent a recommendation to continue the current mission statement. The strategic planning committee accepted the recommendation, which was supported by the Academic Senate and president and then forwarded to the district strategic planning committee for adoption.<sup>xxxiv</sup> The student learning subcommittee recommended priority hires for faculty in 2008-09, as forwarded by the APC. Again, these recommendations were subsequently supported by the senate.<sup>xxxv</sup> The resources subcommittee, moreover, recommended funding requests for facilities priorities—all of which were adopted by the strategic planning committee.<sup>xxxvi</sup> The president and Academic Senate supported these recommendations and forwarded them to the district strategic planning committee. Finally, the leadership and governance subcommittee recommended changes to the strategic planning process that were adopted by the strategic planning committee and supported by the Academic Senate and president.<sup>xxxvii</sup>

All of these recommendations and decisions are communicated to faculty, staff, and students through the minutes prepared by the strategic planning committee and subcommittees. The president reports the results of the district strategic planning committee to the Academic Senate and to the strategic planning committee. The MVSP co-chairs (a faculty member and the vice president of educational services) are voting members of the district strategic planning committee, as is the president, a classified representative, and the president of the Academic Senate.

Finally, Moreno Valley has implemented and evaluated the academic master plan for 2005-2010 and the Educational and Facilities Master Plan developed in January 2008. Data on these two plans have been collected and evaluated by the strategic planning committee, academic senate, associated students, and classified staff. These data are collected annually through program review and ongoing institutional assessments on student achievement, persistence, retention, and completion. The results of these evaluations can be found in Standard IV.

## EVALUATION

This recommendation has been met.

The results of the decisions and actions taken by the strategic planning committee, Academic Senate, and the president are evaluated annually. The last evaluation was conducted in the spring of 2009. (See Standard IVA.) The president guided this discussion with the Associated Students, Academic Senate, MVSP, and Classified Staff Employees Association on the degree to which Moreno Valley College achieved its goals over the last five years. These goals

were aligned with the district's strategic plan and came from Moreno Valley's Long Range Educational and Facilities Master Plan and the Academic Master Plan for 2005-2010. The stakeholders also evaluated the effectiveness of Moreno Valley College's strategic planning processes.

Program reviews are submitted to the Academic Planning Council and to the appropriate administrative bodies as the first step toward completing the strategic planning process for academic, student services, and administrative services units. This ensures that the entire strategic planning process is transparent. All program review recommendations coming from academic departments, student services, and administrative units are communicated openly to the entire campus as these recommendations and their rationales are considered by the strategic planning subcommittees, the MVSP itself, Academic Senate and the President's Cabinet.

As a result of these self-evaluations, the college is implementing two actions. First, an updated strategic plan needs to be developed and adopted in 2009-2010. This plan will include fiscal, human, physical, academic, and technology planning to 2015. Second, the strategic planning process is to be reviewed annually to encourage active participation of more faculty and staff.

## **PLAN**

- The college will develop a new strategic plan in the fall of 2009 to be implemented from July 1, 2010, to June 30, 2015.
- The college will evaluate the accomplishment of its goals and the strategic planning processes on an annual basis. The next evaluation will take place in spring 2010.

## **CAMPUS RECOMMENDATION 2:**

The team recommends that the campus institutionalize the established systematic process to identify and assess student learning outcomes and use outcome assessment data to improve learning. (Standards II.A.2.a, II.A.2.b, II.A.2.c., II.C.2.).

## **DESCRIPTION**

Moreno Valley College, through college and district processes, has institutionalized a systematic process to identify and assess student learning outcomes; the college uses the assessment data to improve learning.

The process starts with instructional and student services program reviews that require the identification, implementation, and evaluation of student learning outcomes for courses and programs. The comprehensive program review directs disciplines and programs to "develop a student learning outcomes plan" for individual courses. In addition, courses that meet general education requirements are reviewed using a district matrix for the correlation of course student learning outcomes to districtwide, general education student learning outcomes.

The district process is implemented by the district's Office of Institutional Effectiveness that supports the three college's student learning outcome activities with training and sharing of student learning outcomes across the curriculum. Riverside Community College District has one curriculum, except for certificate and other special programs. The unified curriculum allows for assessment of student learning outcomes to be shared among the three colleges.

Moreno Valley College has student learning outcomes for 497 of its 574 courses. Fifty-four percent of the college's courses (293 of 547) and four percent of its programs (2 of 48) have ongoing assessment.<sup>xxxviii</sup> SLOs have been identified and ongoing assessment is taking place for 90 percent of student and learning support activities.

Over the last two years, the Fire Technology and Peace Officer Certificate Programs have become models for assessment of student learning outcomes and use of data to improve student learning. These programs are being used to demonstrate to faculty in other programs how assessment of student learning outcomes can result in instructional improvement and student success.

## EVALUATION

This recommendation has been met.

Moreno Valley College recognizes that there is still a great deal to do to complete assessment of student learning outcomes for 100% of courses and programs to advance student learning outcomes at the college. To assist faculty in the assessment of student learning outcomes and the improvement of student success, the college established the Office of Institutional Research and Assessment. This office has a full-time faculty student-learning-outcome specialist, a position filled through joint funding from Title V and Basic Skills, who will work with faculty and department heads to establish comprehensive assessment of student learning outcomes for the college. Moreno Valley College has established the support for total completion of student learning outcomes by 2012. The work of the Student Learning Outcome Specialist within the college and district Offices of Institutional Research and Institutional Effectiveness will be instrumental in completing the student learning outcome evaluation process by 2012.

## PLAN

- The Student Learning Outcome Assessment Specialist will meet with faculty to assist them in identifying student learning outcomes and developing assessment strategies. The outcomes specialist will help collect data and jointly analyze the student learning outcome data with individual faculty members, as well as with departments and programs. The outcomes specialist will also provide reports to faculty and departments on the progress of improving instruction and student services delivery using assessment data.
- An evaluation of progress will be conducted by the Office of Institutional Research and Assessment in 2010 and 2011 to ensure the completion of student learning outcome assessments and consequent improvement of instructional and student services by 2012.

## CAMPUS RECOMMENDATION 3:

The team recommends that the campus clarify a written code of ethics for all employees. (Standards III.A.1.d).

## DESCRIPTION

There are several board policies that clarify the code of ethics for all employees. These Board Policies (BP) are listed below:

- BP 2712: Conflict of Interest Code
- BP 2715: Code of Ethics/Standards of Practice
- BP 3050: Institutional Code of Professional Ethics
- BP 4030: Academic Freedom

- BP 5500: Standards of Student Conduct
- BP 7120: Recruitment and Hiring
- BP 7700: Whistleblower Protection

In addition there is a Faculty Ethics Statement and a Classified and Management Handbook that contains all the Board Policies on Ethics and Standards of Practice.

#### **EVALUATION:**

This recommendation has been met.

Moreno Valley College faculty, staff, and managers have these handbooks and policies available to them through the Office of Human Resources and Diversity as well as through the district website.

#### **PLAN**

None is needed.

#### **CAMPUS RECOMMENDATION 4:**

The team recommends that a written policy be developed which provides participation in the decision making by faculty, staff, administrators, and students. The policy must delineate the manner in which individuals bring forward ideas from their constituencies. The role of leadership and the institution's governance and decision-making structures and processes should be evaluated on a regular basis and the results communicated back to the constituencies in order to promote improvement and institutional effectiveness (Standards IV.A.2, IV.A.2.a., IV.A.5).

#### **DESCRIPTION**

Moreno Valley College has established a very effective strategic planning process and provided a written policy to all constituencies on how to participate in the process. The written policy, which is reviewed and communicated to constituents annually, delineates the roles of the president, faculty, Academic Senate, and students in governance and decision making.<sup>xxxix</sup>

The written policy was evaluated and updated in the spring of 2009 as part of the college's self-assessment of its goals and strategic planning processes.<sup>xl</sup> This self-assessment was completed by the president at the same time the college's strategic goals were evaluated, the result of which revealed that college constituents fully understood the strategic planning process and the roles of the Academic Planning Council, administrative units, the President's Cabinet, the Academic Senate, the Moreno Valley Strategic Planning Committee, including its subcommittees, and appropriate district entities.

#### **EVALUATION**

This recommendation has been met.

The written policy was revised to include clarity about the roles of the Academic Senate and the president, especially with regard to the alignment of recommended actions by the strategic planning committee and the allocation of re-

sources. This clarification has provided a stronger link between the Academic Senate and the president in the decision making of the college.

The strategic planning committee agreed that an assessment of college goals and the effectiveness of the strategic planning process occur annually, the next one of which is to be conducted in spring 2010.

## **PLAN**

- The strategic planning written policy will be reviewed annually. In addition, bylaws for the strategic planning committee are completed and will be reviewed for approval in the fall of 2009.

## **CAMPUS RECOMMENDATION 5:**

The team recommends that the campus and district leadership continue to dialogue and reach agreement on a clear delineation of campus and district functions, processes, and resource allocation (Standards IV.B.3.a, IV.B.3.b, IV.B.3.c, IV.B.3.g).

## **DESCRIPTION**

Moreno Valley College and Riverside Community College District have reached agreement on the delineation of district and college functions, processes, and resource allocation policies and procedures. This ongoing dialogue ensures that Moreno Valley College has achieved full college autonomy and authority.

The district embraces its central role to “support the strategic goals of the campus.” In doing so, two documents have delineated that agreement. First, the district and college functional map has been completed and endorsed by the college and district. Second, a student services transition plan has been adopted and implemented to distribute student services and categorical services from the district to the college over a period of time. Both documents are blueprints that are continually evaluated to ensure that economies of scale are achieved and that the proper decision-making authority of the colleges and district are delineated.

Moreno Valley College has autonomy over its budget and can allocate funds across all budget categories. This college-level locally based decision making is supported by the District Budget Advisory Council (DBAC) as it applies the district- and college-adopted Budget Allocation Model.

In addition, Moreno Valley College’s strategic planning process, which includes the participation of the Academic Senate, provides the structure within which the college makes all decisions regarding the allocation of resources. These decisions are based on the college’s annual program reviews which include facility priorities, reorganization of instruction, student services, administrative services, and the development of new initiatives recommended by the strategic planning committee and approved by the president. When projects require funds beyond the college’s allocation, recommendations are forwarded to the District Strategic Planning Committee for recommendation/action.

## **EVALUATION**

This recommendation has been met.

The college and district will continue to delineate responsibilities in order to serve students efficiently. This sharing of authority must be done as the district and colleges reorganize to meet fiscal challenges in California and to ensure that instruction, student services, and administrative services are implemented efficiently and effectively to meet student needs. Ongoing discussions and annual reviews will be conducted by the district and college staff.

## PLAN

- College committee chairs will continue to meet with district committee members to discuss the clarification and distribution of college-based and district-based decision making. Evaluating the district and college strategic planning processes will be integral in this discussion.
- The president will meet every two weeks with the chancellor regarding the effectiveness of district and college functions, processes, and resource allocation policies and procedures.

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## List of Supporting Documents and References (Response to Previous Recommendations)

- <sup>i</sup> See the Riverside Community College District Strategic Plan 2008-2012.
- <sup>ii</sup> See the Operational Guidelines for the Riverside Community College District Strategic Planning Committee (revised and formally adopted February 27, 2009) for a complete list of voting members.
- <sup>iii</sup> See the program review templates provided by the Office of Institutional Effectiveness.
- <sup>iv</sup> See the flow charts for each college's strategic planning process in the Operational Guidelines for the Riverside Community College Strategic Planning Committee.
- <sup>v</sup> See the Operational Guidelines for the Riverside Community College District Strategic Planning Committee for a complete overview of the operating procedures and function of the RCCDSPC and of the roles and processes of the college committees and District Offices.
- <sup>vi</sup> See the District Budget 2008-2009 for the line items for new initiatives.
- <sup>vii</sup> See the minutes of the strategic planning committees of the district and the three colleges.
- <sup>viii</sup> See the Introduction to the Riverside Community College District Budget for 2008-2009 for an explanation of the budget allocation process used to provide resources to the colleges and district offices.
- <sup>ix</sup> See the Riverside City College suggested changes to the program review templates as an example. The District Program Review Committee addresses the recommended revisions.
- <sup>x</sup> At the time of this report, March 2009, the data for "Report Card" has not been collected. The Visiting Teams will have access to this report when they visit in October 2009.
- <sup>xi</sup> See the Riverside Community College Budget Allocation Model Information—i.e., the membership, the minutes, including the various revisions of the model, and actions of the BAM committee.
- <sup>xii</sup> See the Introduction to the Riverside Community College District Budget 2008-09.
- <sup>xiii</sup> See the minutes of DBAC for February and March, 2009.
- <sup>xiv</sup> See Exhibit G of the Riverside Community College Budget 2008-2009 for details.
- <sup>xv</sup> See Exhibit G of the Riverside Community College Budget 2008-2009 for details.
- <sup>xvi</sup> Review the Riverside Community College Function Map.
- <sup>xvii</sup> See the district's and each college's organizational charts.
- <sup>xviii</sup> See the job descriptions for the president of Riverside and for the chancellor.
- <sup>xix</sup> Review the Riverside Community College District Function Map.
- <sup>xx</sup> See sample survey from administrative program reviews.
- <sup>xxi</sup> See the Academic Senate web page for a complete list of committees, membership, and charges.
- <sup>xxii</sup> See the various student government organizational charts.
- <sup>xxiii</sup> Even though a review of the minutes of the Budget Allocation Model Committee and the District Curriculum Committee indicate areas of disagreement, the minutes also demonstrate an open and transparent discussion to resolve those differences.
- <sup>xxiv</sup> See index of Board Policies and Administrative Procedures that specify the hiring procedures for all categories of employees in the district. Except for the position of chancellor (AP 2431) and the position of president (AP 7121), all other procedures for recruitment and hiring fall under Board Policy/Administrative Procedure 7120.
- <sup>xxv</sup> See the Board Self-Assessment Form.
- <sup>xxvi</sup> See the minutes of the Special Board of Trustees meeting of April 26, 2008, and of July 28, 2008, for the results of the planning meeting and a list of the goals for the chancellor.
- <sup>xxvii</sup> See the board self-assessment packet.
- <sup>xxviii</sup> See RCCD Board of Trustees Self Assessment Highlights
- <sup>xxix</sup> See the minutes of the June 16, 2009, Board of Trustees meeting.
- <sup>xxx</sup> See AP 2431 – Chancellor Selection
- <sup>xxxi</sup> See BP 2745 – Board Self Evaluation
- <sup>xxxii</sup> See Agenda and Minutes for May 19, 2009 Special Board Meeting
- <sup>xxxiii</sup> See Agenda and Minutes for June 16, 2009 Board Meeting
- <sup>xxxiv</sup> See MVSPC minutes, November 20, 2008.
- <sup>xxxv</sup> See Approval of Priority Hires.
- <sup>xxxvi</sup> See Program Review Request Memo to faculty and staff (Braymer/Romali)
- <sup>xxxvii</sup> See revised strategic planning process recommended by the Leadership and Governance Subcommittee, "Evaluation of Moreno Valley Goals and Strategic Planning Process."
- <sup>xxxviii</sup> See Institutional Research Report on SLO progress.
- <sup>xxxix</sup> See revised chart, "Strategic Planning Process and Process Narrative."
- <sup>xl</sup> Summary of Evaluation of Goals from the Academic Master Plan (2005-2010) and the Long Range Educational and Facilities Master Plan.

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Julio Cuz, STEM Communications and Web Development Manager  
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The Steering Committee acknowledges the essential input of  
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The artwork was coordinated by Angela Thomas, Instructional Media/Broadcast Technician; Mark Knight, Information Architect; Jerry Sepulveda, Instructional Media Center Part-time Employee; Don Foster, Associate Professor, Music; Jeff Rhyne, Assistant Professor, English; Lisa Conyers, Vice President, Educational Services; Gustavo Segura, Instructional Media/Broadcast Coordinator; and Heidi Velarde, Instructional Media Center Part-time Employee. The formatting was facilitated by Mark Knight, Julio Cuz, and Matthew Barboza.

# HISTORY OF MORENO VALLEY COLLEGE

The planning for a **Moreno Valley College** began 20 years ago. On March 16, 1987, 112 acres of privately owned land in Moreno Valley were donated to the college by the Robert P. Warmington Company; in 1989, 20 more acres were added to the site. The initial construction phase (Phase I), provided the buildings which marked the opening of the campus in 1991: the Library, the Student Services Building, the Science and Technology Building, and the Tiger's Den. The Humanities Building (Phase II) opened in 1996. Planning is currently underway for a multi-use Student Academic Services Building (Phase III), and a Network Operations Center will be operational in 2010.

During the 18 years it has offered classes, Moreno Valley College has come to be a campus of approximately 10,000 students (fall 2008 headcount) and to be described in terms of its distinct occupational programmatic emphases—health and public services. In accordance with the Riverside Community College District mission and master plan Moreno Valley College has developed many site and curricular partnerships with the greater Moreno Valley community. Representative of our efforts are agreements with the Riverside County Regional Medical Center, the March Joint Powers Authority, the Ben Clark Public Safety Training Center partners, and other educational and professional-training entities. The college's nationally accredited programs—Physician Assistant, Dental Hygiene/Assisting, and Paramedic—are exemplary.

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

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

The racial-ethnic composition of the student body mirrors the evolving diversity of the service area: 40 percent Hispanic, 30 percent white, 14 percent African American, 8 percent Asian, and 8 percent other. Moreno Valley College students are taught by 70 full-time and over 300 part-time instructors from six academic departments. The college continues to make progress in ensuring that student learning is supported and assessed, and, to that end, student learning outcomes are now imbedded in goals and objectives at every level: course, program, student support, and institutional. A curriculum-centered strategic planning process and locally based shared governance guide the work of the faculty. Faculty and staff, the very supportive community, and the students themselves have participated resourcefully and resolutely in making Moreno Valley College what it is today: a campus which has matured sufficiently to serve its community as an accredited college.



# STUDENT LEARNING OUTCOMES AND OUTCOMES ASSESSMENT RIVERSIDE COMMUNITY COLLEGE DISTRICT

## The District Assessment Committee: A Brief History and Current Role

The District Assessment Committee (DAC) was formed in December 2000 as a subcommittee of the Academic Senate. It was made up of faculty from each of the campuses and from a broad cross-section of disciplines. Membership has always included administrative staff from institutional research and effectiveness. With the formation of three college-based senates, DAC is now a subcommittee of the District Academic Senate. DAC's original charge included the following: 1) study outcomes assessment and become a resource for educating the Riverside Community College District (RCCD) community about assessment methodology and techniques; 2) develop an assessment plan for the district consistent with the new ACCJC accreditation standards and help implement it; and 3) provide assistance to the Program Review and Curriculum committees as they jointly worked to support the Board-approved (June 2002) curriculum-centered strategic planning framework.

After a decade of work, DAC's charge has evolved, in response to both external and internal exigencies. DAC continues to stay current on outcomes assessment theory and practice, and it provides assistance to those at RCCD engaged in outcomes assessment. Having developed an assessment plan for the district that has received commendation from the visiting ACCJC team, DAC also supports implementation efforts—at the institution level by providing leadership in: 1) defining and assessing general education and degree outcomes, including the completion of an assessment of the critical thinking outcome that is part of general education (see ); 2) facilitating ongoing outcomes assessments at the course and program levels (in consultation with the Program Review Committee [PRC] and the District Academic Senate) by providing guidelines, workshops, and individual assistance; 3) increasing knowledge of developing outcomes and assessing these at all levels of the institution, including administrative units at the college and district levels; 4) disseminating information about best assessment practices; and 5) responding to requests for information about RCCD assessment activities to a number of interested parties, including RCCD faculty (particularly strategic planning and accreditation committees), staff, students, and the ACCJC. DAC works to communicate these activities in a variety of ways, including presentations at meetings, annual assessment reports, and constant monitoring of the DAC website (<http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm>).

A common RCCD curriculum and a districtwide planning process necessitate district coordination of outcomes assessment efforts, yet DAC has always encouraged faculty to develop college-specific assessment processes—particularly ones that are consistent with ACCJC accreditation standards. Since Moreno Valley and Norco have been given candidacy status, college-based assessments have increased significantly, and new assessment techniques and sites for “doing assessment” continue to emerge. DAC continues to discuss how it will support the systematic and ongoing assessment of student learning in any new structure. However, one tenet of DAC will not change as it supports the work of outcomes assessment at RCCD: DAC will continue to serve largely in a supporting rather than evaluative role, recognizing, however, that communication and guidance can never be entirely evaluation-free.

In light of these changes, DAC's current charge reads:

Accrediting bodies including the Accrediting Commission for Community and Junior Colleges (ACCJC) are placing a great deal of emphasis on student learning outcomes. New accreditation standards for community colleges make assessment a critical and mandatory component of institutional self-study.

The District Assessment Committee (DAC) works to support outcomes assessment as a vital method for improving teaching and learning. By supporting the collaborative efforts of practitioners to improve teaching and learning, a secondary effect of our work is to ensure we meet standards set by accrediting bodies such as the Accrediting Commission of Junior and Community Colleges. To accomplish our goals, the District Assessment Committee (DAC) interacts in outcomes assessments at all levels of the institution with its primary function at the district level. DAC provides support to faculty, administrators, and staff working collaboratively to develop assessment outcomes, engage in assessment activities, and develop reports indicating how results of assessments are used to improve student learning. We also work to ensure that outcomes assessment is embedded in all major processes of the institution, particularly planning and resource allocation.

### **Current Status of Student Learning Outcomes Development at RCCD**

The district and its colleges have made considerable progress in the establishment of student learning outcomes at the district, college, program, and course levels:

- General education SLOs for academic and occupational degree programs have been established for the district and colleges as a whole. Approved by the Board of Trustees in December 2006, these SLOs were aligned with course-based SLOs during summer 2008 and continue to be part of discipline assessment dialogues.
- In fall 2008, an assessment of the critical thinking SLO of general education was completed and the results were publicly disseminated. The report "Assessing Critical Thinking at RCCD" by Dr. Arend Flick is available at the DAC website at <http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/projects.cfm>
- Specific SLOs for disciplines or programs as a whole have been established for most instructional disciplines, college-based administrative units, district-based administrative units, and all student support units.
- Course outlines of record for courses in the district have been updated to include integrated student learning outcomes. These SLOs inform the content, topics, methods of instruction, and methods of evaluation for each course outline of record.
- 40 of the disciplines that have completed a comprehensive program review are engaged in the assessment plans they put forth in that document.

#### **RCCD General Education Student Learning Outcomes for Academic and Vocational Degree Programs**

1. **Critical Thinking** (including problem-solving, argumentation, evaluation of rival hypotheses, generalizing appropriately, identification of assumptions and biases)
2. **Information Skills** (including computer literacy and effective location and use of information)
3. **Communication Skills** (including the ability to write, read, listen, and speak effectively)

4. **Breadth of Knowledge** (including the understanding of the basic content and modes of inquiry of the major knowledge fields, the use of the symbols and vocabulary of mathematics, the ability to respond to and evaluate artistic expression)
5. **Application of Knowledge** (including life-long learning, the ability to set goals for personal and professional development, the ability to transfer academic and technical skills to the workplace)
6. **Global Awareness** (including the demonstration of teamwork skills, understanding of diversity and of alternate viewpoints, appreciation for civic responsibility).

These outcomes are posted in every classroom at Moreno Valley College.

### **Activities and Evidence Regarding Effectiveness of SLOs and Assessment Outcomes Projects, 2001-2008**

The District Assessment Committee's involvement in the development and refinement of assessment guidelines for disciplines undergoing program review has been discussed above. Activities leading to more effective assessment of student learning have included the following:

- In the 2001-02 school year, the District Assessment Committee secured a commitment from eight faculty members (English, History, Mathematics, and Computer Information Systems) for several classroom-based assessment projects. These faculty members were trained in assessment methods before starting their projects.
- The following year (2002-03), these classroom-based assessment projects were completed and evaluated. The committee also developed an assessment plan for the district and continued to offer workshops and training sessions on assessment.
- In 2003-04, DAC administered the CCSEQ (Community College Student Experiences Questionnaire) to a representative sample of students as an indirect measure of student learning gains, and developed an inventory of institutional effectiveness measures.
- In 2004-05, DAC continued to consult with disciplines undertaking program review and conducted additional training sessions and workshops on assessment, including an all-day workshop.
- In 2005-06, DAC worked to define more clearly its assessment requirements for disciplines undergoing program review, administered the CCSEQ a second time, and began discussion with an occupational education taskforce regarding the implementation of SLOs in occupational programs.
- In 2007, 2008 and early in 2009, DAC continued to create ways to help disciplines integrate outcomes assessment into a systematic and ongoing process. These included:
  - 1) a new single page form to help faculty track assessment activities. The new Planning Guide can be accessed at <http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm>
  - 2) four ways for assessing learning have been posted on the assessment website. These methods help full-time and part-time faculty who are the only discipline representatives at their college assess learning in their courses
  - 3) working with the Program Review Committee in reviewing templates for all program review reports
  - 4) implementing a review and ranking of all quadrennial and annual program review reports

Evidence of progress in the development and utilization of SLOs and assessment projects to enhance student learning include:

- development of a six-step rubric for describing program and instructional discipline assessment efforts as a way of encouraging progress in undertaking assessment projects and refining SLOs
- collection of data on perceived student learning gains via two administrations of the CCSEQ (in 2004 and 2006)
- annual surveys of graduates on their achievement of GE SLOs and analysis of the survey and its implications for teaching and learning
- successful implementation of classroom-based assessment plans for disciplines as part of their program review
- inclusion of appropriate SLOs within integrated course outlines for nearly all courses in the district
- progress towards inclusion of course outline SLOs within all instructor syllabi for all courses taught in the district
- launching an eportfolio pilot project engaging twenty faculty members and their students across the district
- funding through a Title V grant of outcomes assessment specialist (OAS) positions at two campuses in the district (Moreno Valley and Norco). One key function of the OAS job description is to assist disciplines with the development, collection, analysis, and interpretation of SLO data.

Although outcomes assessment and development of formalized SLOs at Riverside Community College District began as a response to extrinsic pressures, faculty and administration recognize the intrinsic purpose of developing appropriate SLOs and conducting outcomes assessment as an embedded element of practitioner inquiry.

## DISTANCE EDUCATION

During the 2008—2009 academic year, the Moreno Valley Campus offered 151 sections of online, hybrid, and telecourses in 16 different disciplines. The following table provides an overview.

Academic Term	Discipline	Number of Sections	Mode of Delivery
<p style="text-align: center;"><b>Summer 2008</b></p> <p><u>29 sections:</u></p> <ul style="list-style-type: none"> <li>• 22 online</li> <li>• 6 hybrid</li> <li>• 1 telecourse</li> </ul>	Art	1	Hybrid
	Business Administration	3	Online
	Computer Applications & Office Technology	1	Hybrid
	Computer Information Systems	1	Online
	English	3	Hybrid
	History	3	Online
	Humanities	3	Online
	Management	1	Online
	Marketing	2	Online
	Mathematics	1	Online
	Music	3	Online
	Physical Education	2	Online
	Political Science	3	Online
	Psychology	1	Telecourse
Reading	1	Hybrid	
<p style="text-align: center;"><b>Fall 2008</b></p> <p><u>46 sections:</u></p> <ul style="list-style-type: none"> <li>• 25 online</li> <li>• 20 hybrid</li> <li>• 1 telecourse</li> </ul>	Art	1	Hybrid
	Business Administration	3/1	Online/Hybrid
	Computer Applications & Office Technology	1	Hybrid
	Computer Information Systems	2	Online
	English	3/10	Online/Hybrid
	History	3	Online
	Humanities	2	Online
	Management	3	Online
	Marketing	2	Online
	Mathematics	3/3	Online/Hybrid
	Music	2	Online
	Physical Education	1	Online
	Psychology	1	Telecourse
	Reading	4	Hybrid
Sociology	1	Online	

<b>Winter 2009</b> 19 sections: <ul style="list-style-type: none"> <li>• 11 online</li> <li>• 8 hybrid</li> </ul>	Art	1	Hybrid
	Business Administration	1	Online
	English	1/5	Online/Hybrid
	History	3	Online
	Humanities	2	Online
	Music	2	Online
	Reading	2	Hybrid
	Sociology	2	Online
<b>Spring 2009</b> 57 sections: <ul style="list-style-type: none"> <li>• 30 online</li> <li>• 27 hybrid</li> </ul>	Art	1	Hybrid
	Business Administration	5/1	Online/Hybrid
	Computer Information Systems	4/1	Online/Hybrid
	English	3/10	Online/Hybrid
	History	3	Online
	Humanities	2	Online
	Management	1	Online
	Marketing	2	Online
	Mathematics	5/5	Online/Hybrid
	Music	2	Online
	Physical Education	1	Online
	Political Science	4	Hybrid
	Reading	4	Hybrid
	Sociology	2/1	Online/Hybrid

Fully online courses are presented in a multimedia instructional format which allows for increased student participation and flexibility. Hybrid and televised courses combine face-to-face class meetings with distance delivery for enhancement of instruction and increased distribution of resources. All modes of distance delivery—including supplementary online learning resources and course document distribution (“web-enhancement”) to traditional classes—are intended to enrich communication between the student and instructor and meet current and future educational needs. Moreno Valley faculty participate in the approval of all distance education courses by way of the Curriculum Committee to ensure rigor and depth equivalent to other modes of delivery. As with all courses offered, the Moreno Valley faculty also review assessment levels and outcomes data in making decisions to ensure that pedagogically sound methods of achieving real student learning are employed.

The district Open Campus supports online instruction via the Web CT/Blackboard platform and requires and provides training for all instructors interested in using distance education methods. The Moreno Valley College Center for Faculty and Professional Development, opened in fall 2007, makes available still more opportunities for full- and part-time faculty looking to broaden their skills and awareness of trends.

## ORGANIZATION OF THE SELF-STUDY

The Moreno Valley Campus participated actively during the writing of the previous Self-Study for Reaffirmation of Accreditation for Riverside Community College (2001), while simultaneously conducting a “shadow” accreditation in anticipation of its campus-to-college accreditation process. Through the shadow process, campus dialogue was initiated, campus-to-college planning issues framed, and campus accreditation leadership emerged. The co-chairs of the 2007 self-study were a faculty member from the 2001 executive committee and an administrator from the 2001 steering committee. These co-chairs, selected in 2005, set out to activate the Moreno Valley Campus for its initial full self-study process with the objective of broad-based participation, adequate and inclusive training, and interactive team meetings. The administrative co-chair remained in place for the ensuing self-study process, and was joined by a new faculty co-chair—their broad outreach culminating in this 2009 Self-Study Report in Support of Initial Accreditation.

Committee assignments for the self-study were drawn from the rosters of the four strategic planning subcommittees, which align with seven accreditation standard subcommittees: I. Institutional Mission and Effectiveness, II.A. Instructional Programs, II.B. Student Support Services, II.C. Library and Learning Support Services, III. Resources, and IV. Leadership and Governance. Faculty and staff co-chairs of these standard subcommittees were created by identifying accreditation liaison relationships with the strategic planning subcommittee chairs already in place. Subcommittee assignments were flexible, and all college personnel were encouraged to join more than one standard subcommittee. Each subcommittee was assigned administrative support personnel.

The modalities of convening the accreditation subcommittees were varied: face-to-face meetings, online discussion boards, an all-faculty tour of the college’s off-campus sites (March Dental Education Center, Riverside County Regional Medical Center, the Ben Clark Public Safety Training Center, Nuview Bridge Early College High School), and even “Walk and Talk” team building which involved accreditation questions printed on slips of paper and passed out during scheduled campus walks. From the outset, energy was high and the prevailing spirit hopeful. Participation by classified staff members exceeded expectations; and inventiveness by faculty to keep the process interesting rarely waned. The accreditation co-chairs prepared a video of accreditation activities and outcomes which was screened at the strategic planning committee. The college president made rounds of departmental and shared governance meetings, encouraging discussion and recording updates on outcomes objectives in relation to the Educational and Facilities Master Plan. Student representatives were provided regular updates and responded to invitations to attend accreditation meetings with notable participation rates. As is often the case in carrying out large projects, core persons became indispensable, and, thanks to the conscientious transparency of the self-study editor, all input was considered for the narrative and explanations provided when modifications to original submissions were preferred for the final draft.

The self-study process provided notable movement forward on our journey from campus to college, issuing in the following outcomes:

- The Accreditation Steering Committee and the standard subcommittees became more familiar with the use of district resources and grew to recognize the nature of district services and data. Participants—particularly faculty—took advantage of training provided in interpreting institutional data.
- Along with the consideration of the six accreditation themes (institutional commitments; evaluation, planning, and improvement; student learning outcomes; organization; dialogue; institutional integrity), a seventh emerged—basic skills. That theme, too, was tracked in the self-study draft and its significance to Moreno Valley College’s mission brought into perspective. As part of the self-study process, a two-day basic-skills retreat was held to discuss strategies for faculty across the disciplines to reinforce skills and thus contribute to increased performance levels, ultimately to be reflected in improved rates for course, program, and

degree completion, and transfer. A follow-up Student Services retreat provided a forum to discuss the strategic alignment of appropriate support for developmental course offerings.

- The accreditation process underscored Moreno Valley College's very successful record of new-program development and the influence of the health and public service disciplines on community outreach and outcomes assessment documentation. Occupational program directors, seasoned in learning outcomes assessment, were suggested as mentors to other faculty with less experience in measuring competencies and attainment levels—with opportunities immediately available through the program review process and, as of fall 2007, through the new Center for Faculty and Professional Development.

The self-study process has activated multifaceted dialogue at the college and beyond. Dating back to the shadow accreditation self-study in 2001, and carrying through to the present report of 2009, this dialogue has fostered professional acquaintanceships, mobilized enrollment management, and focused our overarching responsibility to provide not only university-equivalent transfer courses and rigorous occupational training but also precollegiate skills building to those who are underprepared. By way of our dialogue and evidence collection, we have asked if our resources and processes support student learning, if we continuously assess student learning, and if we are pursuing excellence and improvement. By way of our dialogue and teammanship, we have committed, moreover, to keeping alive the exciting self-reflection now systemized and to maintaining our signature responsiveness to the needs of our vibrant and supportive community.

# TIMELINE

## 1999 – 2001

Moreno Valley Campus participates in previous Institutional Self-Study for Reaffirmation of Accreditation with “Shadow Self-Study” in preparation for Institutional Self-Study in Support of Initial Accreditation.

## Fall 2004

District Coordinating Committee convenes.  
District guidelines for campus timelines established.  
Emergency Medical Services Program accredited.

## Spring 2005

Moreno Valley Campus steering committee selected.  
Accreditation standards interwoven into strategic planning subcommittee structure.  
Self-study training begins at the district level.  
July: Dental Hygiene Program re-accredited for seven years.

## Summer 2005

District training for Moreno Valley Campus steering committee.

## Fall 2005

September 8	ACCJC Accreditation Training
October 6 – 7	District Faculty/Administration Accreditation Retreat
October 21	Progress report to District Academic Planning Council
December 9	Campus Retreat: Accreditation Update—“A Chicken in Every Pot” (SLOs)

## Winter 2006

January 8	“Accredited Institution,” accreditation overview to classified staff
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## Spring 2006

	Website designed and implemented for weekly questions and discussion boards.
March 9 – 10	“Charting Our Course with Strategic Planning and Self-Study” retreat
Mar 23, Apr 20, May 25	“Walk & Talk” accreditation meetings
May 19	“Accreditation Attack” non-retreat
May 26	Strategic Planning “SOS”: Subcommittee and Accreditation Standards

## Summer 2006

July 26	Accreditation Training for Classified Staff
July 2008	Dental Assisting Program accredited.

## Fall 2006

Weekly meeting format established: Thursdays, 12:50 – 1:50 p.m.: Standards I, II, III, IV  
Wednesdays, 2:45 – 3:30 p.m. data interpretation

Draft report developed.

Evidence verification ongoing.

August 25	All-campus retreat: Update on Self-Study
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### Winter 2007

Editing and evidence verification ongoing.  
.January 10 Fact Book orientation session

### Spring 2007

Editing discussions ongoing.  
February 9 "Charting Our Course Through Self-Study" (cont): all-faculty campus meeting  
February 27 Accreditation meeting for campus classified staff  
February 28-29 "Accreditation Marathon" (district representatives invited to 8-hour drop-in session)  
April 3 Presentation to the Academic Senate  
April 5 Presentation to ASRCC-MV  
April 6 Presentation to the Strategic Planning Committee  
April 6 - 7 Final draft available for drop-in viewing  
April 19 - 20 All-campus retreat on basic skills (resulting from self-study dialogue)  
May Physician Assistant Program reaccredited for five years.  
May 29 Self-Study Report submitted to RCCD Board of Trustees

### Fall 2007

October 8 - 11 ACCJC Team Visit for Candidacy

### Winter 2008

January 9 -11 Awarded Candidacy for college status by the ACCJC

### Spring 2008

Reconvened Standard Committees, reflective of updated Strategic Planning Subcommittee structure  
Selected Accreditation Steering Committee leadership

### Summer 2008

Completed second complete cycle of Administrative Unit Program Review (second year)

### Fall 2008

Standard Subcommittees convened, writing carried out

### Winter 2009

Self-Study editing

### Spring 2009

March 4 "Managers' Accreditation Marathon"  
March 4 "Sneak Preview of the 2009 Self-Study Report: Video "Attack of the Killer Tomatoes/Accreditors," and working session for faculty and staff  
March 9 Working session for ASRCC-MV  
March 11 - 17 Formatting sessions  
April 6 Presentation to Academic Senate  
April 23 Presentation to Strategic Planning Committee  
April 24 Student Services retreat  
April 24 - June 5 Hardcopy final draft available for drop-in viewing  
June 16 Presentation at Board of Trustees committee meeting  
June 23 Board of Trustees board meeting: Signatures

## ABSTRACT OF THE MORENO VALLEY COLLEGE SELF-STUDY

**Institutional Commitments:** This self-study is the expression of a college that is committed to its mission of serving “all who can benefit” from instruction in its service area. This is a three-pronged commitment: 1) to a liberal arts and sciences curriculum that prepares students to be free, informed, and responsible citizens of a democracy and to transfer to four-year schools; 2) to an array of career and technical education programs responsive to a growing economy and community, with a special emphasis on health care and public services; 3) to helping incoming students complete the foundation of basic skills essential for further academic, economic, and social success in an information-driven economy.

**Evaluation, Planning, and Improvement:** Virtually every standard and substandard of this self-study responds to utilizing information from program reviews, integrating college planning and budgeting processes, and evaluating and reporting outcomes of the recommendations resulting from the review-driven planning. The district and the college have put into place a comprehensive program review process, both cyclical and annual. The self-study repeatedly highlights the college’s commitments to make instructional program review the engine that drives the strategic planning process and to put student learning at the heart of instructional program review. Instructional program review should inform the development of program review goals for every unit of campus. Student services, facilities, budget, and administrative services—all coordinate their efforts with the college mission of student learning and development.

The means of this coordination—again, inescapable in every standard—is the Moreno Valley Strategic Planning Committee and its subcommittees. The self-study, especially in Standard I, describes at length the participatory and effective role this body plays. Its central role is reflected in this self-study in the call on the Strategic Planning Committee to take the first action on a “plan” item.

As for evaluation and improvement, Standards I, III, and IV all express a desire to build on Moreno Valley College’s culture of collegial and open communication by developing formal and transparent report-back procedures, so that the relationships between program review requests and strategic priorities, between strategic plans and institutional results, are clear and accounted for. Likewise, the college builds upon the district’s exceptionally strong base of data services in two ways: through faculty-development training in data retrieval and interpretation and through increased responsiveness on the part of data-collection personnel to the needs of the faculty, disciplines, and departments at Moreno Valley College. The self-study makes the case that continuous and sustainable improvement on both of these fronts—institutional report-back mechanisms and timely availability of meaningful data—is the cornerstone to the evaluation and improvement of institutional effectiveness.

**Student Learning Outcomes:** Of course the ultimate measure of institutional effectiveness is student learning. Standards I and IIA describe and assess the rapid progress of Moreno Valley College in enacting an outcomes-based approach to student learning. This commitment to student learning outcomes is evident in the college’s participation in the districtwide Assessment and Curriculum Committees. By fall 2007, virtually all district course outlines of record had incorporated student learning outcomes that reflect the range of cognitive levels in Bloom’s Taxonomy. Developing student learning outcomes is only the first, and easiest, step in successful outcomes-based learning; the real challenges are effective outcomes assessments and, above all, adjustments to delivery of instruction based on those assessments. Several districtwide disciplines—notably mathematics and English—led the early way in outcomes assessment projects. Geography, Fire Technology, and a host of other college-specific programs or districtwide disciplines now also demonstrate exceptionally well how improvement of student learning is central to assessment of student learning outcomes. At the same time, Moreno Valley College is working to promote best-practices delivery of instruction on several fronts: from basic skills offerings, to an array of learning communities that focus on the learning needs of underserved populations, to the college’s Center for Faculty and Professional Development. Student Services has also developed demonstrable student learning outcomes as appropriate. At the

same time, challenges remain for continued progress: confronting the challenge posed to transfer mission by the limited basic skills of the majority of entering students; expanding transfer-level offerings in the liberal arts and sciences; continuing to bolster support for part-time instructors and ultimately improving the ratio of full-time to part-time instructors.

**Organization:** The self-study documents the organizational advances made in preparation for the transition to college status. The Moreno Valley Strategic Planning Committee held its first meeting in spring 2005. The Moreno Valley Academic Senate was installed in fall 2005, its members elected according to the process stipulated by the newly ratified senate constitution. And in fall 2006, a new campus administrative structure went into effect, headed by a president and two vice presidents. These developments reflect the larger restructuring of the district as it prepared for the shift from to a multicollege district. In all the standards, though perhaps notably in Standards I, III, and IV, the self-study regards the changing organizational landscape as an opportunity for Moreno Valley College to acquire more autonomy and equity. Especially in the matter of budget, greater control and equity has provided more flexibility and responsiveness in achieving the college's specific educational missions. While the college has special role as the healthcare college in the district, it firmly supports the single district general education curriculum, which will afford the greatest options and continuity to all RCCD students. Reflecting the commitment to being a learner-centered institution that is driven by instructional program review and participatory strategic planning, Moreno Valley College will continue improving the transparency and responsiveness of the its governance structure.

**Integrity:** Moreno Valley College already enjoys a culture of openness. As every researcher knows, integrity requires precision and an attention to detail; it means getting the facts and using them appropriately. The self-study reflects such a commitment to integrity on at least three levels. First, planning is data driven. Standard IIA, especially, stresses the importance of accurate, timely data for successful, learner-centered program review and outcomes assessment. Second, the relation between plans and actions is transparent. Standards I, IIID, and IV all insist on maintaining a strategic planning process and a governance structure that are open, responsive, and answerable. Third, an institution with integrity maintains an accessible, complete, and accurate self-representation to its public. Standard IIB, especially, considers the accuracy and accessibility of public documents.

**Dialogue:** Despite efforts at stylistic continuity, this self-study is bursting with a diversity of voices; as the lists of contributors reveal, almost everybody at the college took the opportunity afforded to participate. The Organization and Timeline of the Self-Study, above, itemizes the stages and varieties of participation that went into the development of this document. Here, the self-study reflects above all Moreno Valley College's culture of openness, of fearlessness even. Faculty, administrators, and staff—all are confident about their strengths and sure of their future, yet for that reason they feel free to be hard on themselves. This is a self-study in the real sense of self-critique. Self-critique should not be confused with negativity; rather, it is an expression of the college's commitment to excellence, which can only be achieved through honest, open discussion and reflection.

This is *our* self-study, an opportunity to identify both strengths and weaknesses, so as to build on the former and tackle the latter. We know we are doing a good job in many areas, and we say so. This pride comes across especially in the extensive descriptions of our educational programs and student services throughout Standard II. But we want to do an even better job. The process of producing this self-study has galvanized us, and the document itself now provides us with a blueprint for progress. The List of Plans at the end of this document is an expression of our ambition. The plans are about making things that already work, work even better. And where we see serious challenges, we rise to the occasion with a real investigation of possible solutions. This is especially important with regard to our fundamental mission—student learning. Our career and technical education programs are models of success, our transfer offerings solid and growing, our student services comprehensive and accessible.

# THEMES

## INSTITUTIONAL COMMITMENTS

The Moreno Valley College Mission Statement reflects the needs of the intended student population, in fact, “all who can benefit” from instruction:

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

All members of the Moreno Valley College community take this mission seriously as they strive together to meet these needs. Throughout this self-study, this institutional commitment is reflected in the all the programs and services the college offers. The Moreno Valley College mission is integrated into the strategic planning process, which is overseen by the Moreno Valley Strategic Planning Committee, in consultation with the Academic Senate and other stake-holding groups, both at the college and in the community. Thus, Moreno Valley College has put review of its mission at the center of its whole planning and decision-making process, and it uses that mission to guide its actions.

A site survey carried out by the Riverside County Economic Development Agency in 1997 indicated that surrounding community needed programs in health-related fields. This led to one aspect of the college's mission: the commitment to those individuals seeking life-long learning, especially in health and public services. Not only does Moreno Valley College provide programs in health and public services, but also cooperation between the college and three feeder high schools has resulted in the creation of “health career academies,” making Moreno Valley College part of an articulated pathway from K-12 education to area employment. Moreover, the three early and middle college high schools affiliated with Moreno Valley College have developed career pathways in the health sciences. Thus evident is the institutional commitment to provide programs that lead to degrees and certificates in health and public service careers, as well as the commitment to prepare students to enter these programs and to assist them with transfer or continuing education after completion.

Through the strategic planning process, curricular approval, and assessment practices incorporated into program review, the college illustrates its commitment to the “pre-collegiate” part of its mission: basic skills programs. Many steps have been taken by the college to increase success in basic skills, such as expanded offerings of guidance courses, learning communities, tutoring and tutorial workshops, cooperative efforts to improve basic skill preparation in its feeder schools, and an ESL one-stop registration process. In April 2007, faculty, staff, and administrators convened for a two-day basic skills retreat with the purpose of identifying campus resources and of gaining a clearer understanding of student potential. Furthermore, the college has a high-functioning Basic Skills Committee, the chair of which holding 50 percent reassignment to develop coherent and responsive basic skills programs. Additionally, to promote student success

*Institutional  
Commitments  
(Continued)*

and transfer, the college coordinates with its service-area high schools in at least three broad areas: transferable courses, middle-college high school programs, and articulated preparatory curricula.

A full liberal arts and sciences transfer curriculum remains the core commitment of Moreno Valley College. The college provides rigorous university-transfer courses in full compliance with university articulation agreements and student expectation. Whether students transfer or not, the associate degree provides students with the core of humanistic general education knowledge and competencies essential to their responsible participation in a democratic society. Career and educational training is important; education for citizenship essential. And even from a purely practical standpoint, general education gives students the critical thinking skills and flexibility necessary to respond to the constantly evolving skill sets demanded by technological advances in today's information-driven economy. The district's policies and practices as they relate to contractual agreements with external entities support the Academic Master Plan and the strategic plan, which were developed in alignment with the college's mission statement. Since the Moreno Valley College mission statement is integrated into the Strategic Planning Process, it is regularly reviewed and will be adapted as needed. These various structures and processes are referenced throughout this self-study, with specific references in Standards I, II, and III.

**EVALUATION,  
PLANNING, AND  
IMPROVEMENT**

The five recommendations of an earlier visiting team from the Accrediting Commission for Community and Junior Colleges (ACCJC) reflected the need for a focus on ongoing evaluation, planning, and improvement. Riverside Community College reported on the responses to these recommendations in the Interim Report submitted in 2002 and in the Mid-Term Report submitted in 2004. A brief summary of the development and implementation of the strategic planning process now used throughout the district is available in the brochure published in January 2007 by the Riverside Community College District (RCCD) Office of Academic Affairs, "Riverside Community College District: Strategic Planning Process 2001—2006." This brochure also describes the RCCD Strategic Initiatives for 2005—2010 and provides an overview of the General Education Student Learning Outcomes for Academic and Vocational Degree Programs throughout the district.

Moreno Valley College has embraced the strategic planning process and uses the Moreno Valley Strategic Planning Committee as a central mechanism to integrate the work of all members of the college community in achieving its mission. In fact, the development and recent affirmation of the Moreno Valley College Mission Statement itself is a reflection of the theme of evaluation, planning, and improvement. At the time the college was preparing for the 2001 accreditation visit, the Moreno Valley subcommittee prepared a "shadow" mission statement to the RCC mission statement to reflect the uniqueness of the Moreno Valley Campus. This mission statement was shared with members of the campus community and refined into the statement that was included in the Eligibility Application for College Status in May 2004. Subsequent evaluation of the mission statement by the Moreno Valley Academic and Student Senates, and the Community Partners, refined the mission statement into the format that was eventually approved by the Moreno Valley Strategic Planning Committee and the RCCD Board of Trustees. The planning process provided the mechanism needed to improve the prior draft of the mission statement.

Evaluation,  
Planning, and  
Improvement  
(Continued)

The theme of evaluation, planning, and improvement is imbedded in the entire Moreno Valley Campus Self-Study document and reflects the college's commitment to its mission statement. Each section of the self-study also offers examples of how evaluation, planning, and improvement at Moreno Valley College reflect and respond to the RCCD Strategic Initiatives. The longest section, Standard II (Student Learning Programs and Services) discusses instructional programs, educational support services, and library and learning resources, and it provides concrete illustrations of the ongoing utilization of the strategic planning process. Standard III (Resources) provides additional examples of the integral nature of evaluation, planning, and improvement, such as the development of a educational master plan for the college and the role of the strategic planning committee in implementing the plan through and the promotion of collaboration among the nine strategic planning subcommittees. The narrative section devoted to Standard IV (Leadership and Governance) describes both the history and the current organization framework for Moreno Valley College. Standard IV, especially, highlights the role of collaboration and systematic feedback in effective planning and implementation of improvements that support the college's mission.

**STUDENT  
LEARNING  
OUTCOMES**

Student Learning Outcomes (SLOs)—both course/program outcomes and broader general-education competencies—guide the activities of Moreno Valley College and the Riverside Community College District. The district and the campus have incorporated SLOs into nearly all courses and programs. Standards IB, IIA and IIB provide many examples of how SLOs are incorporated at Moreno Valley College. The districtwide disciplines, through comprehensive instructional program review, oversee quality control and the establishment of clear and appropriate student learning outcomes. The program review process, which was significantly revised in 2000-01, continues to be refined so as to focus on student learning outcomes and assessment, and the program review guide directs disciplines to “develop a student learning outcomes assessment plan.” The district and college Curriculum Committees assist in this task by approving the course outlines of record (CORs) for each course offered in the district and college, respectively. Instructors at Moreno Valley College are required to provide students with a syllabus that includes the student learning outcomes for the course.

The move to an outcomes-based learning culture has highlighted the importance of outcomes assessment. Accurate assessment is the first step to improving learning outcomes. Assessment is fostered in the district through the coordinated faculty and administrative leadership of the District Assessment Committee, the Program Review Committee, and the Curriculum Committee. The District Assessment Committee (DAC) was formed with the goal of using outcomes assessment to improve instruction and learning, and in the past eight years the DAC has developed a statement of assessment principles, an assessment glossary, an assessment website, and an initial comprehensive district assessment plan. The DAC has offered many presentations and FLEX workshops on designing and assessing student learning outcomes. In addition to these districtwide efforts, the services provided by the college learning laboratories and tutorial services are routinely evaluated to ensure that student needs are met and student learning outcomes are addressed. Administrative units must also implement assessment plans as part of their annual program review.

Student Learning Outcomes (Continued)

In conformity with state requirements, career and technical education programs at Moreno Valley College rely on advisory committees composed of area professionals for assistance in developing effective student learning outcomes and assessment guidelines for particular programs and vocational courses. Several of the college's career and technical education programs follow the guidelines of representative professional organizations in the formulation of student learning outcomes and assessment procedures; those programs which hold national accreditation status follow mandated outcomes and assessment procedures.

The Moreno Valley Title V grant gathers and disseminates data pertinent to its mission to improve delivery of instruction to students in Hispanic-serving institutions. Title V assists faculty with outcomes assessment, monitors the effect of basic skills programs, evaluates Title V pilot project outcomes, and explores Title V student learning outcomes compared with those of nonparticipant students, and maintains appropriate data.

To help ensure that student learning outcomes are at the forefront of all educational efforts of the district, the plan for tenure-track faculty hiring relates new faculty positions to the college's institutional mission, insists on clearly stated criteria, and stipulates that hires "[m]aintain a broad knowledge" of the subject matter, and that they "design pedagogy related to learning outcomes." All faculty are regularly evaluated to improve delivery of instruction and promote student learning and higher achievement of student learning outcomes.

Improvement of student learning outcomes is one of the goals set out in the "RCCD Strategic Initiatives for 2005-2010." Moreno Valley College responded to these initiatives in 2006 and updated its response in 2007. The Instructional Programs Subcommittee of the Moreno Valley Strategic Planning Committee is responsible for monitoring college progress towards achieving this goal. There has been broad participation in reviewing student learning outcomes as part of the annual program review updates developed by discipline representatives at the college. The noninstructional units also participate in program review, developing service area outcomes as standards for expected attainment of student service initiatives. References to student learning outcomes can be found throughout this self-study, with particular emphasis in Standards I and II.

**ORGANIZATION**

The organizational environment and structure at Moreno Valley College is inclusive and engaging. It is also complex: a mixture of district-based and local college committees involve administration, faculty, staff, and students. An overview of the local environment includes the President's Cabinet, the Management Council, the Academic Senate, the Associated Students, the Academic Planning Council, and the Moreno Valley Strategic Planning Committee, with each of these entities having comparable district counterparts. District organizations that involve faculty and staff are the Faculty Association (CCA/CTA/NEA) and the California School Employees Association (CSEA). At the heart of this organizational structure, indeed the very reason for its existence, are the academic programs and services indicated by Moreno Valley College's mission.

In 2001, the RCCD Board of Trustees approved a detailed learner-centered curriculum framework that became the organizing framework for the strategic planning process used throughout the district. By using the strategic planning process, Moreno Valley College has made inclusive, informed, and intentional efforts to define student learning outcomes

Organization  
(Continued)

at the course, program, and institutional level. The foundation of the framework is made up of the academic and student support units. Each discipline or unit within a department completes an annual program review, in which trends are examined to assess staffing, facilities, and equipment needs. In the academic areas, the faculty chairs and assistant chairs of the six multidisciplinary departments gather the information, rank requests, and present them at the Moreno Valley College Academic Planning Council (consisting of department chairs, assistant chairs, and the dean of instruction) where all requests are considered and prioritized. Noninstructional areas follow a similar process with the appropriate managers facilitating the request process. All disciplines and programs, both instructional and student services, participate in the program review process, which revolves around the development and assessment of student learning outcomes. These program reviews are critical in linking the learner-centered curriculum to the resources that will make the student learning outcomes achievable. Once finalized, all instructional and noninstructional program review information concerning resources is conveyed, if applicable, to both the college and district strategic planning committees, and ultimately to the RCCD Board of Trustees. The board, in turn, consults with one or both of the participatory governing collaborators—the Academic Senate and the Strategic Planning Committee—in setting policy for the district.

The Academic Senate is the organizational structure representing the Moreno Valley College faculty. The senate makes recommendations to the Board of Trustees concerning policies and procedures related to academic and professional matters. The Academic Senate president serves on the District Academic Senate where district academic decisions are made, especially those related to the commitment to the one-curriculum concept. The college also elects two faculty representatives to serve on each district senate subcommittee, and each department elects a representative to the Curriculum Committee, the chair of which serves on the districtwide committee.

Based on the concept of keeping program review (which ties to the learner-centered curriculum) at the center of the strategic planning process, the Moreno Valley Strategic Planning Committee was originally created with nine subcommittees that were formed to align with the major accreditation substandards. In 2008, the subcommittees were reorganized to mirror the four accreditation standards. Every full-time employee, as well as representatives from the Associated Students of the Moreno Valley College, serves on at least one of the following subcommittees, with administrators serving as resource personnel: Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, and Leadership and Governance. These subcommittees, having representation from faculty, staff, and students, are designed to make recommendations to the Moreno Valley Strategic Planning Committee which votes to forward these recommendations to the college administrators and the District Strategic Planning Executive Committee for approval.

Once information has gone through the appropriate planning channels, it makes its way to the twice monthly cabinet meetings which are convened by the president and include the vice presidents. In addition, it goes to the Moreno Valley Management Council (president, vice presidents, deans, directors, and Academic Senate and associated students representation), which the president convenes monthly. In addition, The vice president of educational services meets weekly with the deans and regularly attends Academic Senate meetings. Other administrators have developed a similar practice of attending the Senate meetings.

Organization  
(Continued)

The administration connects to the district organization by way of district committees. The president reports to the district chancellor. In 2006, two vice presidents were added at Moreno Valley College, in order to gain greater control of college-specific decision-making. Each of the vice presidents relates professionally with the offices of the respective district vice chancellors and attends meetings where district resource decisions are made. The president and vice presidents advocate for Moreno Valley College in these forums and report back to their constituents at the college through meetings of their cabinets and councils, the Academic Senate, and the Strategic Planning Committee.

The ultimate decision-making body in the RCCD's organizational structure is the Board of Trustees, composed of five persons elected at large by members of the college's voting district. The board has organized itself by establishing four subcommittees: Resources, Governance, Planning, and Teaching and Learning. These subcommittees—with representation from faculty and from noncampus-specific staff and administration—review proposals and resolutions to be brought before the board at its monthly meetings. References to the theme of organization are found throughout this self-study, with the most specific references in Standards I, II, and IV.

**DIALOGUE**

Open dialogue has been crucial to the development of Moreno Valley College. References to this theme are found throughout this self-study, with many specific references in Standard II, but also in the other standards—for example, the development of the mission statement (Standard I), assessment and utilization of resources (Standard III), and participatory governance (Standard IV). Moreno Valley College engages in intracampus dialogue, intercampus dialogue, and dialogue with the communities the college serves.

Using the organizational structure that has been described in the previous essay, the whole Moreno Valley College community is involved in the strategic planning process and thus in self-reflective dialogue about student learning and institutional processes. This formal structure complements a culture of openness that operates at many levels at the college. Dialogue and input from the whole community were integral to the development of the Moreno Valley College Mission Statement. Informal dialogue occurs at meetings and retreats held throughout the academic year among various sectors of the Moreno Valley College community, including

- all-faculty meetings and retreats
- discipline and department meetings
- Academic Planning Council meetings
- Academic Senate
- strategic planning committee and subcommittee meetings
- staff meetings (admissions, counseling, student services, library)
- administrative meetings
- career and technical education meetings and retreats
- FLEX day activities
- online forums and discussion boards.

Moreno Valley faculty meetings provide opportunities for dialogue across disciplines and

Dialogue  
(Continued)

departments on college-based matters. Department meetings serve as forums for planning, staffing, and scheduling as well as for discussion of specific pedagogical and institutional issues concerning all department members. In spring 2007, the vice president of educational services inaugurated Wednesday afternoon open-door meetings. Throughout the self-study, dialogue occurred in a variety of modes: through online communications on WebCT and email, in standard committee face-to-face meetings, and twice-weekly focus group discussions.

Moreno Valley College communicates with its sister colleges through a district committee structure. Districtwide discipline meetings promoting dialogue among members from different colleges are held at least twice yearly to assure integrity of student learning outcomes for each discipline as identified by program review and to encourage development, assessment, and revision of course SLOs. The District Assessment Committee, the Program Review Committee, and the district Curriculum Committee are instrumental in the work of maintaining the one-curriculum concept throughout the district. College FLEX day meetings provide a further opportunity for all faculty to assess their progress in meeting student needs according to the mission of the institution. The Office of Institutional Research not only provides the state chancellor's office with mandatory data reports but also communicates with each college and assists with data requests for program review. The Academic Senate, Academic Planning Council, and Moreno Valley Strategic Planning Committee all have district counterparts to encourage communication and collaboration among the colleges. Regular districtwide meetings of noninstructional program administrators (student services, library/learning resources, and facilities, for example) provide further essential avenues for input into student and institutional needs.

Dialogue with the community is achieved through regular meetings with our Moreno Valley Community Partners group. The Moreno Valley College advisory committees for career and technical education programs embrace inclusive, informed, and intentional dialogue. These advisory committees are made up of both college personnel and area representatives in the fields involved, and meetings are convened at least once a year to review each program. As required, career and technical education programs at Moreno Valley College rely on advisory committees of area professionals for assistance in developing effective student outcomes and assessment guidelines for particular programs and courses. Often community involvement is integral to the program. For example, the childcare infrastructure in the local community relies primarily on the Early Childhood Education (ECE) program to provide trained personnel. Another example is the Dental Hygiene program; it was designed and developed in close consultation with its advisory committee and in direct response to the needs of the local dental community.

**INSTITUTIONAL  
INTEGRITY**

Moreno Valley College, as a part of the Riverside Community College District, strives to maintain and promote institutional integrity. Promoting real tolerance and appreciation of diversity is part of the fundamental educational mission of any college that seeks to educate the whole person. This is especially important at Moreno Valley College, which is the most ethnically diverse college of the Riverside Community College District.

Moreno Valley College values equity and diversity in regards to its students, faculty, administrators and staff. The faculty, administrators, and staff reflect the commitment to

Institutional Integrity  
(Continued)

diversity in hiring. Moreno Valley staff, faculty, and administrators receive diversity training prior to participating on hiring committees. The nondiscrimination policy listed in the catalog is given in both English and Spanish; it also appears in the student handbook and in the course schedules. (Application for admission is available in both English and Spanish on the district website.)

College and district publications are accessible, appropriate, and well presented. The Catalog, updated yearly, provides information about educational courses, programs, and transfer policies. Moreno Valley College considers this document a contract with the students and adheres to published information as an indicator of institutional integrity. Curricular patterns for all degrees and certificates are published in the Catalog and provided on the district website. The district schedule of classes, published each session (fall, winter, spring, summer), includes separate sections for course offerings at each college.

Course syllabi are distributed by instructors to their students at the beginning of each session. The syllabi are also filed with the instructional department specialists. The Faculty Survival Guide itemizes what a good syllabus contains, which includes student learning outcomes and a notice of services available for students with documented disabilities. Similar information on best practices for syllabi is available on the 4faculty.org website. The college and district websites provide students with easy access to most of the information they might need, including open classes, application resources, and PDF versions of the Catalog and the schedule. The Student Handbook provides more detailed information on degree patterns and directs students to work out specific educational plans with the counselors. Additionally, the Student Handbook includes a paragraph on academic freedom that stipulates the student's freedom from "unlawful discrimination" and the student's "right to learn."

The Faculty Handbook includes the Board of Trustees endorsed academic freedom statement. The statement addresses the rights and responsibilities of the faculty, including their responsibility to protect the academic freedom of students. The Senate Code of Ethics for faculty was adapted from the American Association of University Professors' Statement on Professional Ethics (1987) and from the CTA Code of Ethics of the Education Profession (1968). The college also adheres to Board of Trustees policies that deal with discrimination, harassment, and nepotism.

Moreno Valley College expects academic honesty on the part of students. The Student Handbook includes a statement that describes expectations of student honesty, defines plagiarism and cheating, and specifies the disciplinary consequences of academic dishonesty. Many instructors include references to plagiarism and cheating in their syllabi.

Moreno Valley College Student Service programs and activities include a number of initiatives that focus specifically on reaching out to diverse student populations, further illustration of the college's commitment to institutional integrity. Such programs as Disabled Student Services, the Educational Talent Search, Outreach, and Extended Opportunity Programs and Services, Title V Cooperative Grant Programs, the Puente Program, and the Renaissance Scholars demonstrate some of the ways the college provides the services to the community described in the mission statement. The college also sponsors clubs and organizations representing gender, religious, sexual orientation, and ethnic diversity.

Institutional Integrity  
(Continued)

Institutional integrity is also demonstrated in the manner in which the district and the campus treat employees. Board Policy 7120 covers fairness in hiring procedures for full-time faculty, classified and confidential staff, managers and administrators. This policy encompasses the following: Steps for Recruitment and Hiring, Dissemination of the Affirmative Action and Staff Diversity Policy, Complaint and Grievance Procedure, and Protection Against Retaliation. Faculty pay is determined by contract and is clearly defined. Board policy requires a "wide dissemination of job announcements" and details requirements to assure that women, minorities, and underrepresented groups receive notification.

References to this theme are found throughout the Self-Study. The integrity with which college carries out its mission of offering academic programs and student support defines Moreno Valley College.



## DEMOGRAPHIC DATA

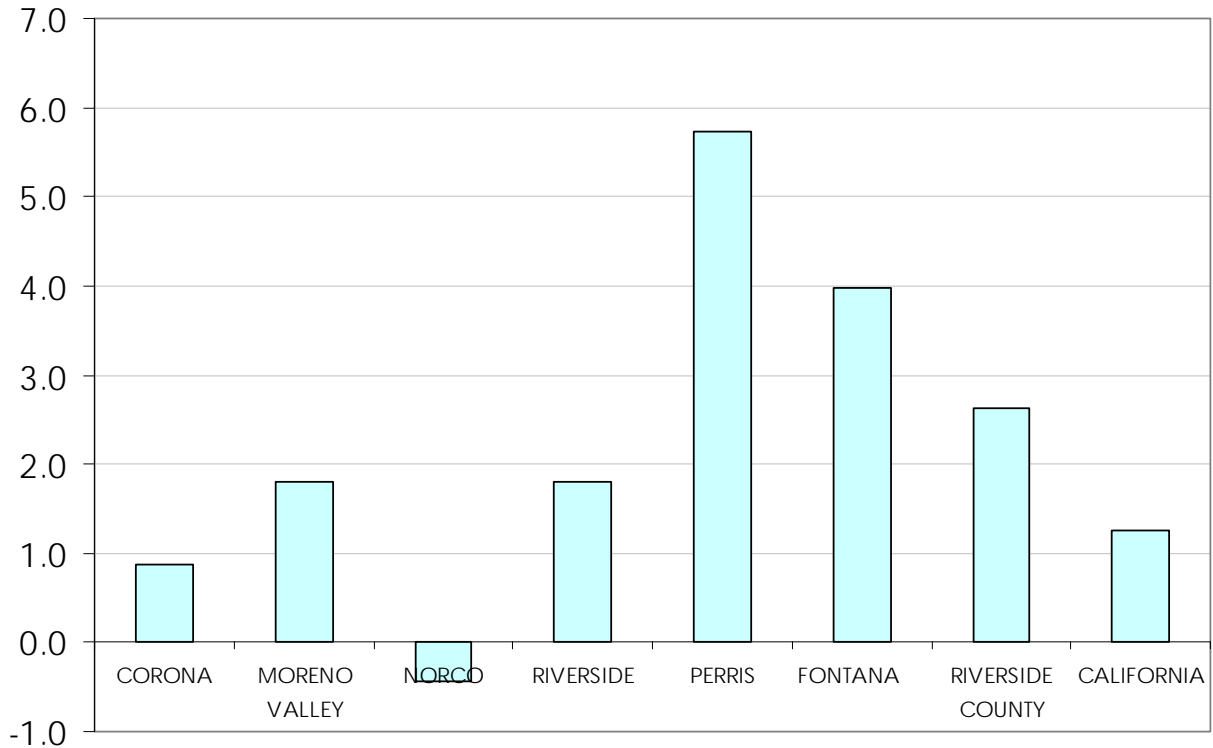
Riverside Community College District Service Area  
 City Population Estimates with Annual Percent Change  
 2007 & 2008

City/County	Total Population		Percent Change
	2007	2008	
<b>RIVERSIDE</b>	2,034,840	2,088,322	2.6
BANNING	28,293	28,348	0.2
BEAUMONT	28,271	31,477	11.3
BLYTHE	22,636	21,695	-4.2
CALIMESA	7,420	7,536	1.6
CANYON LAKE	10,979	11,051	0.7
CATHEDRAL CITY	52,151	52,465	0.6
COACHELLA	38,515	40,517	5.2
CORONA	146,147	147,428	0.9
DESERT HOT SPRINGS	24,907	26,068	4.7
HEMET	73,299	74,185	1.2
INDIAN WELLS	4,945	5,025	1.6
INDIO	77,208	81,512	5.6
LAKE ELSINORE	47,669	49,807	4.5
LA QUINTA	41,125	42,958	4.5
MORENO VALLEY	180,603	183,860	1.8
MURRIETA	97,329	100,173	2.9
NORCO	27,375	27,255	-0.4
PALM DESERT	49,789	50,907	2.2
PALM SPRINGS	46,893	47,251	0.8
PERRIS	50,701	53,605	5.7
RANCHO MIRAGE	16,957	17,057	0.6
RIVERSIDE	291,611	296,842	1.8
SAN JACINTO	34,371	35,672	3.8
TEMECULA	98,009	101,057	3.1
BALANCE OF COUNTY	537,637	554,571	3.1
<b>RIVERSIDE COUNTY</b>	<b>2,034,840</b>	<b>2,088,322</b>	<b>2.6</b>

Source: State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2007 and 2008*.  
 Sacramento, California, May 2008.

# Riverside Community College District Service Area General Population – Selected Cities 2007-08

**Percentage Growth, General Population, 2007-08  
Selected Cities in RCCD Service Area**

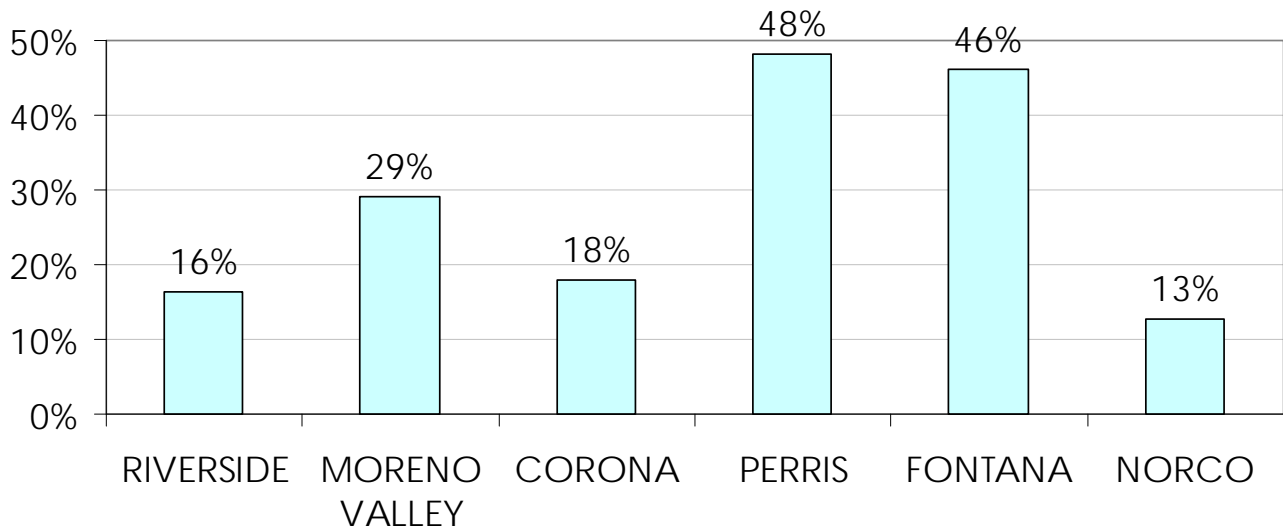


	Change from	
	2007	2007-08
<b>RIVERSIDE COUNTY</b>	188,498	2.6
CORONA	147,428	0.9
MORENO VALLEY	183,860	1.8
NORCO	27,255	-0.4
RIVERSIDE	296,842	1.8
PERRIS	53,605	5.7
<b>SAN BERNARDINO COUNTY</b>	2,055,766	1.5
FONTANA	188,498	4.0
<b>CALIFORNIA</b>	38,049,462	1.3

Source: State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2007 and 2008*. Sacramento, California, May 2008.

Riverside Community College District  
RCCD Service Area  
Population Changes for Selected Cities  
2000 - 2008

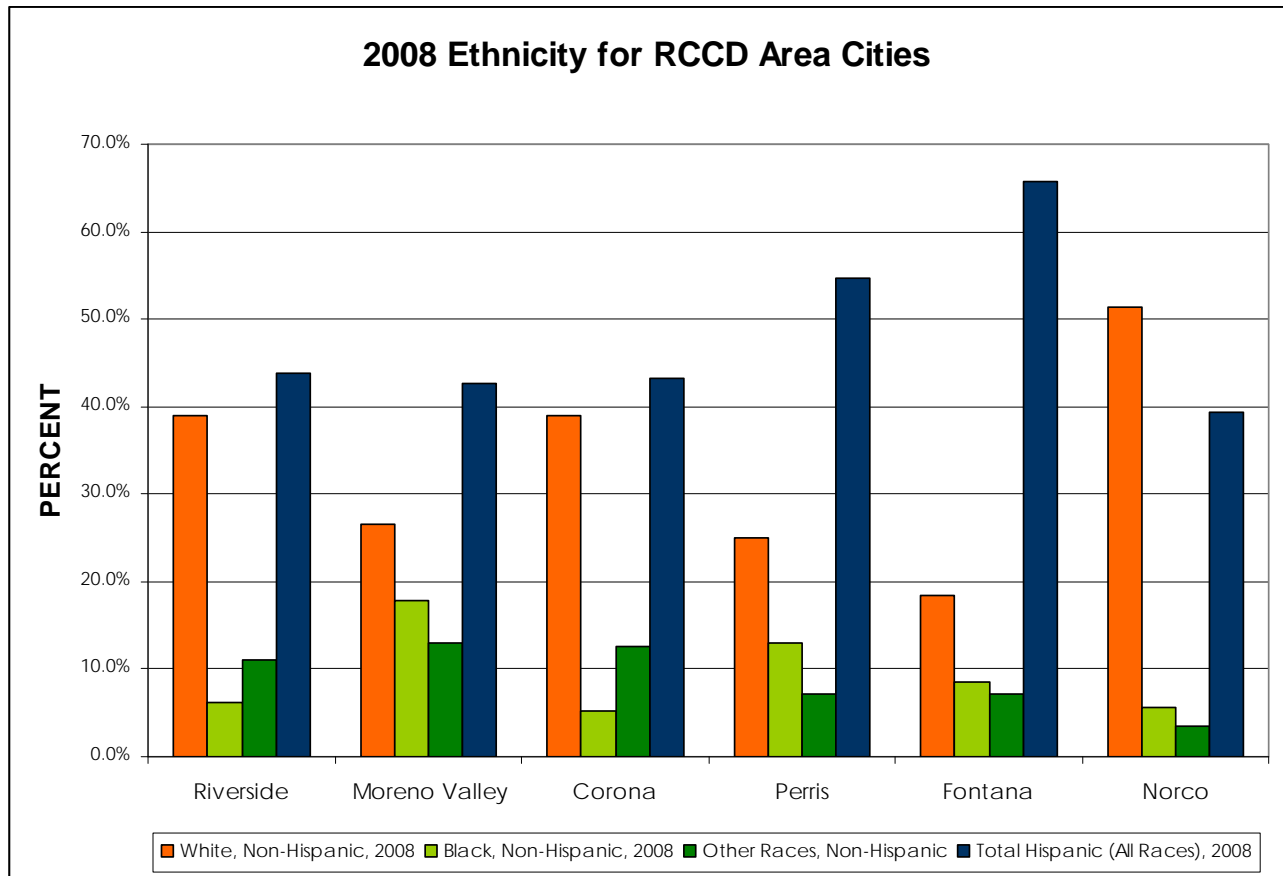
Percent Change, 2000-2008



	RIVERSIDE	MORENO VALLEY	CORONA	PERRIS	FONTANA	NORCO
<b>Population, 2000</b>	255,166	142,381	124,966	36,189	128,929	24,157
<b>Population, 2008</b>	296,842	183,860	147,428	53,605	188,498	27,255
<b>Percent Change, 2000-2008</b>	16%	29%	18%	48%	46%	13%

Source: RCCD Institutional Research, 2006; State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2005 and 2006*. Sacramento, California, May 2006.

Riverside Community College District  
 RCCD Service Area  
**Ethnicity**  
 2008

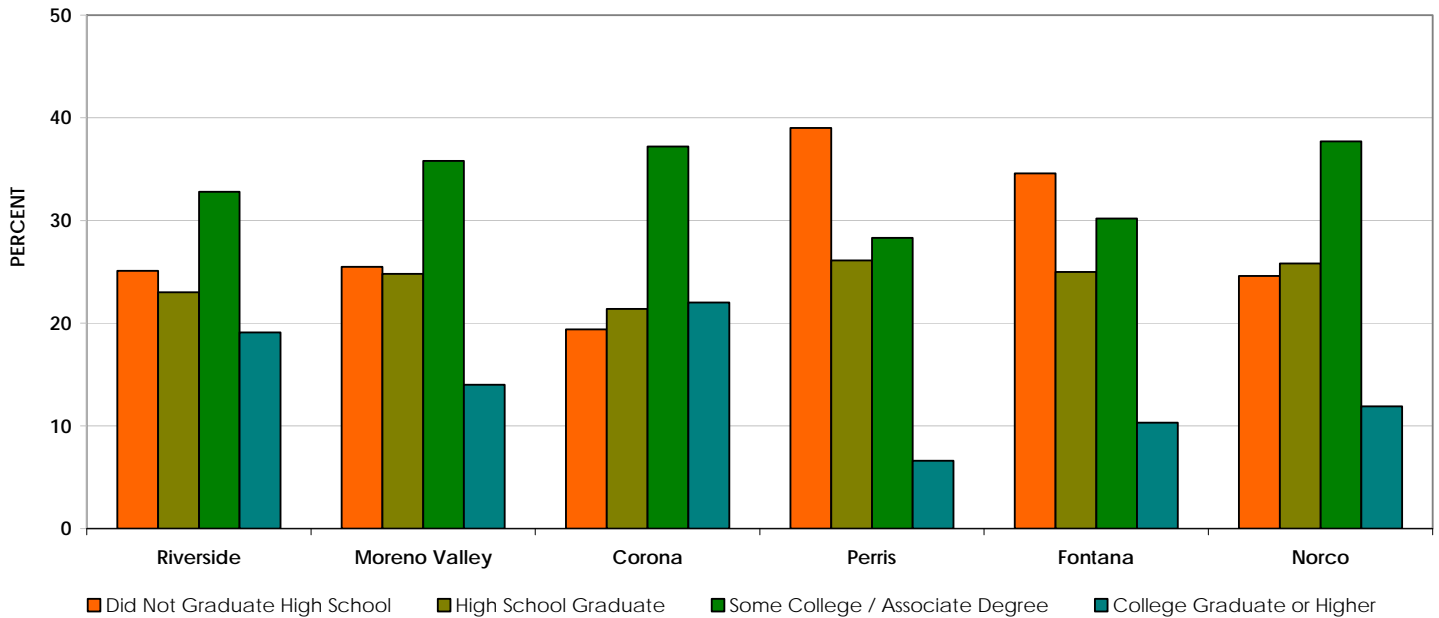


	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
<b>White, Non-Hispanic, 2008</b>	186,173	60,544	87,021	27,960	44,338	14,693
<b>Black, Non-Hispanic, 2008</b>	29,476	40,712	11,481	14,648	20,674	1,584
<b>Other Races, Non-Hispanic</b>	52,977	29,874	28,165	8,050	17,506	1,021
<b>Total Hispanic (All Races), 2008</b>	209,381	97,534	96,340	61,343	158,340	11,271
<b>Total Population, 2008</b>	478,007	228,664	223,007	112,001	240,858	28,569

Source: EMSI Fall Covered Employment – Fall 2008.

# Riverside Community College District RCCD Service Area Educational Attainment 2000

**2000 Educational Attainment for RCCD Service Area Cities**



(Students from these cities accounted for 75% of all Fall 2005 students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
<b>Did Not Graduate High School</b>	64,047	36,307	24,243	14,114	44,609	5,943
<b>High School Graduate</b>	58,688	35,310	26,743	9,445	32,232	6,233
<b>Some College / Associate Degree</b>	83,694	50,972	46,487	10,241	38,937	9,107
<b>College Graduate or Higher</b>	48,737	19,933	27,493	2,388	13,280	2,875
<b>Total Population</b>	255,166	142,523	124,966	36,189	129,058	24,157

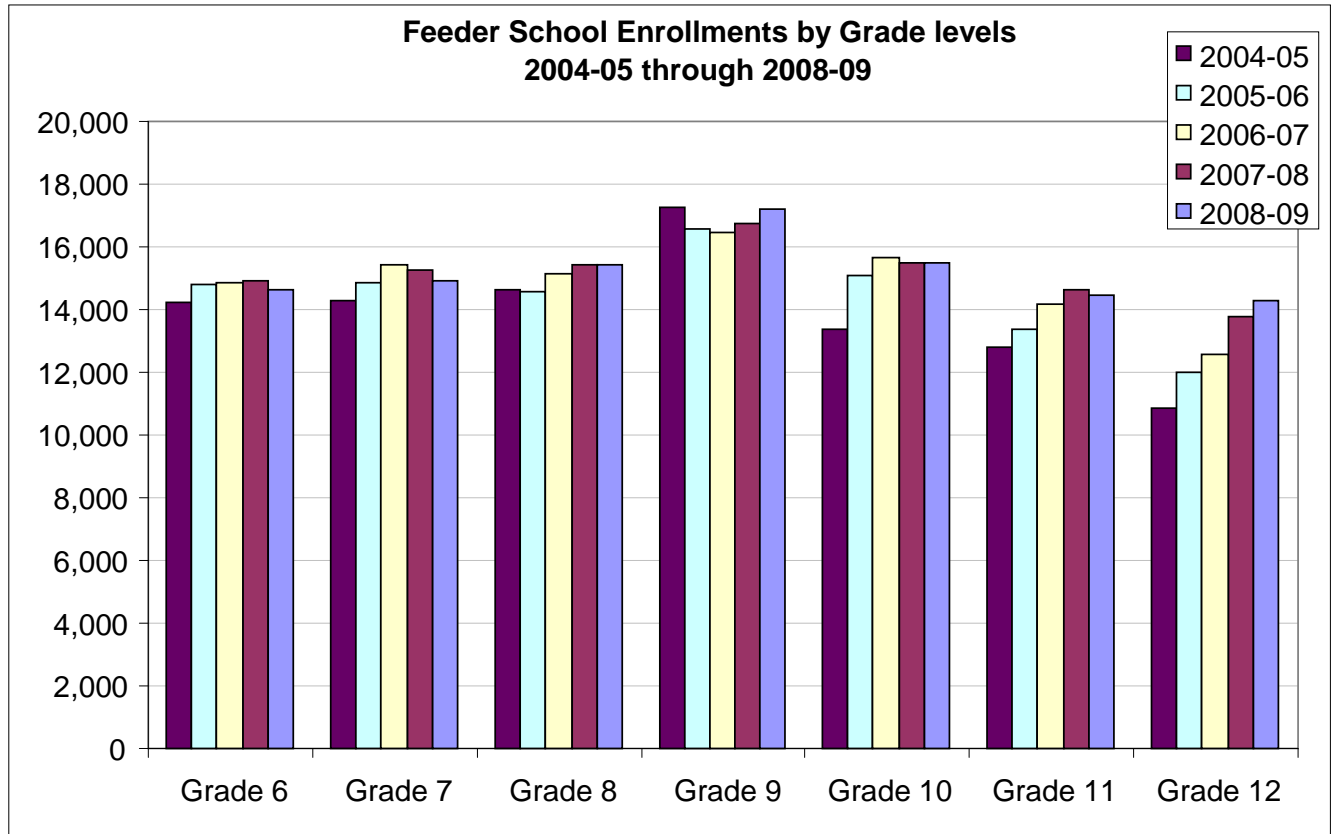
Source: State of the Cities Data Systems (SOCDS), <http://socds.huduser.org/index.html>

RCCD Service Area  
**Feeder School Enrollments**  
 by District and Grade Levels  
 2004-05 through 2008-09

Feeder District		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Alvord</b>	2008-09	1,508	1,520	1,611	2,216	1,464	1,204	1,040
<b>Alvord</b>	2007-08	1,506	1,605	1,601	2,156	1,484	1,211	1,000
<b>Alvord</b>	2006-07	1,590	1,601	1,625	2,119	1,545	1,167	905
<b>Alvord</b>	2005-06	1,564	1,625	1,542	1,910	1,201	1,265	1,302
<b>Alvord</b>	2004-05	1,650	1,548	1,671	1,754	1,142	1,437	1,152
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Corona-Norco</b>	2008-09	4,025	4,092	4,373	4,373	4,218	4,173	4,258
<b>Corona-Norco</b>	2007-08	4,020	4,105	4,149	4,140	4,101	4,101	4,038
<b>Corona-Norco</b>	2006-07	3,985	4,063	3,916	3,976	4,043	3,918	3,665
<b>Corona-Norco</b>	2005-06	3,833	3,719	3,724	3,892	3,842	3,597	3,266
<b>Corona-Norco</b>	2004-05	3,589	3,612	3,638	3,864	3,584	3,237	3,071
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Jurupa</b>	2008-09	1,565	1,566	1,627	1,706	1,679	1,543	1,517
<b>Jurupa</b>	2007-08	1,634	1,628	1,689	1,679	1,574	1,596	1,533
<b>Jurupa</b>	2006-07	1,613	1,724	1,660	1,568	1,654	1,669	1,372
<b>Jurupa</b>	2005-06	1,769	1,711	1,587	1,707	1,742	1,531	1,458
<b>Jurupa</b>	2004-05	1,735	1,638	1,708	1,765	1,581	1,561	1,322
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Moreno Valley</b>	2008-09	2,758	2,840	2,910	2,947	2,952	2,788	2,827
<b>Moreno Valley</b>	2007-08	2,878	2,956	2,993	3,000	2,952	2,878	2,794
<b>Moreno Valley</b>	2006-07	2,945	2,950	3,046	3,005	2,999	2,787	2,757
<b>Moreno Valley</b>	2005-06	2,891	3,007	2,922	3,272	3,121	2,837	2,246
<b>Moreno Valley</b>	2004-05	2,874	2,848	2,907	3,199	3,061	2,705	2,103
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Riverside</b>	2008-09	3,302	3,378	3,324	4,460	3,730	3,266	3,281
<b>Riverside</b>	2007-08	3,277	3,384	3,421	4,265	3,827	3,452	3,013
<b>Riverside</b>	2006-07	3,202	3,515	3,378	4,281	4,030	3,242	2,779
<b>Riverside</b>	2005-06	3,338	3,343	3,341	4,478	3,864	3,116	2,725
<b>Riverside</b>	2004-05	3,152	3,360	3,503	4,957	3,171	2,952	2,564
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Val Verde</b>	2008-09	1,488	1,502	1,566	1,521	1,446	1,463	1,382
<b>Val Verde</b>	2007-08	1,577	1,594	1,597	1,520	1,545	1,372	1,411
<b>Val Verde</b>	2006-07	1,539	1,589	1,510	1,535	1,385	1,365	1,120
<b>Val Verde</b>	2005-06	1,425	1,439	1,449	1,311	1,295	1,035	1,004
<b>Val Verde</b>	2004-05	1,245	1,284	1,216	1,697	837	923	635

Source: California Department of Education Data Quest web page; <http://data1.cde.ca.gov/dataquest>. Sacramento, California, April 2009.  
 RCCD feeder school districts include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde

RCCD Service Area  
 Feeder School District Enrollments  
 by Grade Levels  
 2004-05 through 2008-09

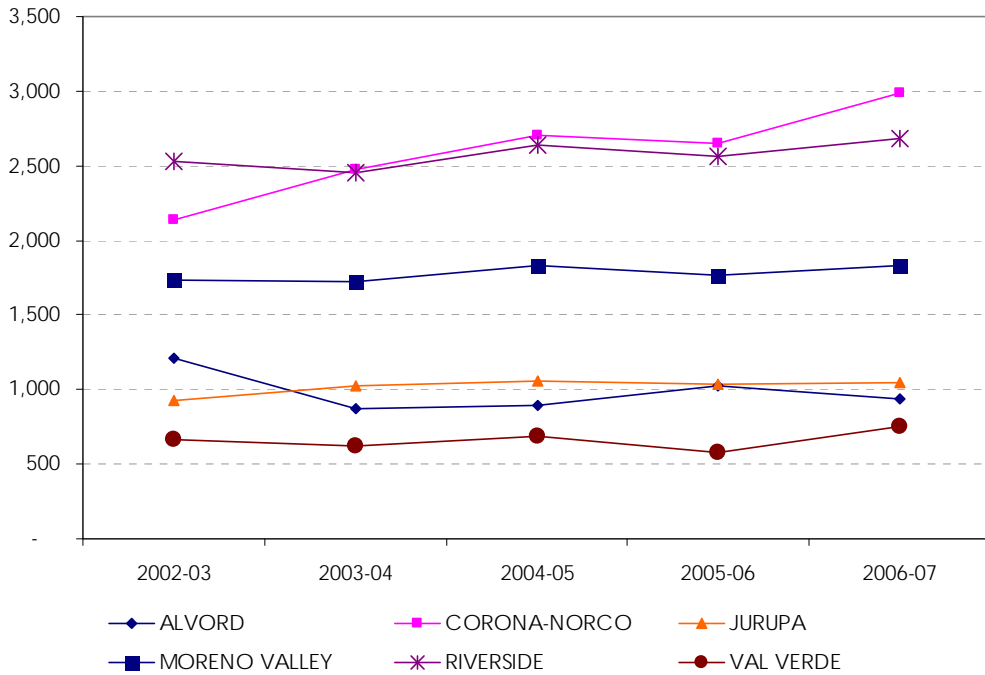


		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>District Totals</b>	2008-09	14,646	14,898	15,411	17,223	15,489	14,437	14,305
<b>District Totals</b>	2007-08	14,892	15,272	15,450	16,760	15,483	14,610	13,789
<b>District Totals</b>	2006-07	14,874	15,442	15,135	16,484	15,656	14,148	12,598
<b>District Totals</b>	2005-06	14,820	14,844	14,565	16,570	15,065	13,381	12,001
<b>District Totals</b>	2004-05	14,245	14,290	14,643	17,236	13,376	12,815	10,847

Source: California Department of Education Data Quest web page; <http://data1.cde.ca.gov/dataquest>. Sacramento, California, April 2009.  
 RCCD feeder school districts include Alford, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

# RCCD Service Area RCCD Feeder High School District Graduates 2002-03 through 2006-07

**Graduates from RCCD Feeder School Districts**

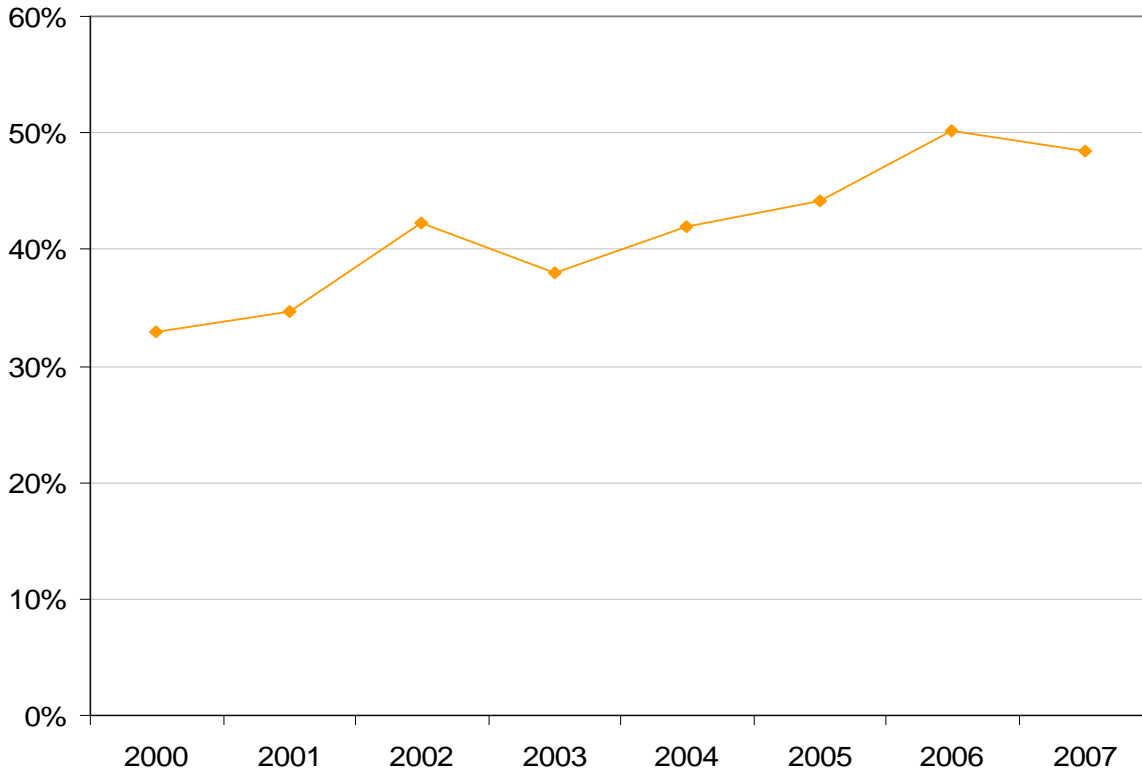


	2002-03	2003-04	2004-05	2005-06	2006-07	Change from 2002-03 to 2006-07
ALVORD	1,207	872	899	1,020	934	-23%
CORONA-NORCO	2,134	2,479	2,707	2,647	2,991	40%
JURUPA	923	1,029	1,055	1,034	1,044	13%
MORENO VALLEY	1,738	1,724	1,837	1,762	1,833	5%
RIVERSIDE	2,529	2,455	2,636	2,566	2,683	6%
VAL VERDE	664	618	685	578	752	13%
<b>TOTAL</b>	<b>9,195</b>	<b>9,177</b>	<b>9,819</b>	<b>9,607</b>	<b>10,237</b>	<b>11%</b>

Source: California Department of Education Data Quest web page; <http://data1.cde.ca.gov/dataquest>. Sacramento, California, August 2006.

# RCCD Service Area College Going Rates for RCCD Feeder Districts 2000 - 2007

**RCCD College Going Rates 2000-2007**



### College Going Rate

<b>2000</b>	32.9%
<b>2001</b>	34.7%
<b>2002</b>	42.2%
<b>2003</b>	37.9%
<b>2004</b>	42.0%
<b>2005</b>	44.2%
<b>2006</b>	50.2%
<b>2007</b>	48.4%

“College Going Rate” is the percent of recent high school graduates from our service area who are 19 years and under and attending any community college, California State University, or University of California Campus during the fall term for the first-time. High school districts in RCCD’s service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

Source: California Postsecondary Education Commission webpage; <http://www.cpec.ca.gov/>.

# RCCD Service Area Capture Rates for RCCD Feeder Districts 2000 - 2007

**RCCD Capture Rates, 2000-2007**



**Capture Rate**

<b>2000</b>	15.2%
<b>2001</b>	15.2%
<b>2002</b>	24.0%
<b>2003</b>	21.4%
<b>2004</b>	25.9%
<b>2005</b>	27.3%
<b>2006</b>	28.4%
<b>2007</b>	29.1%

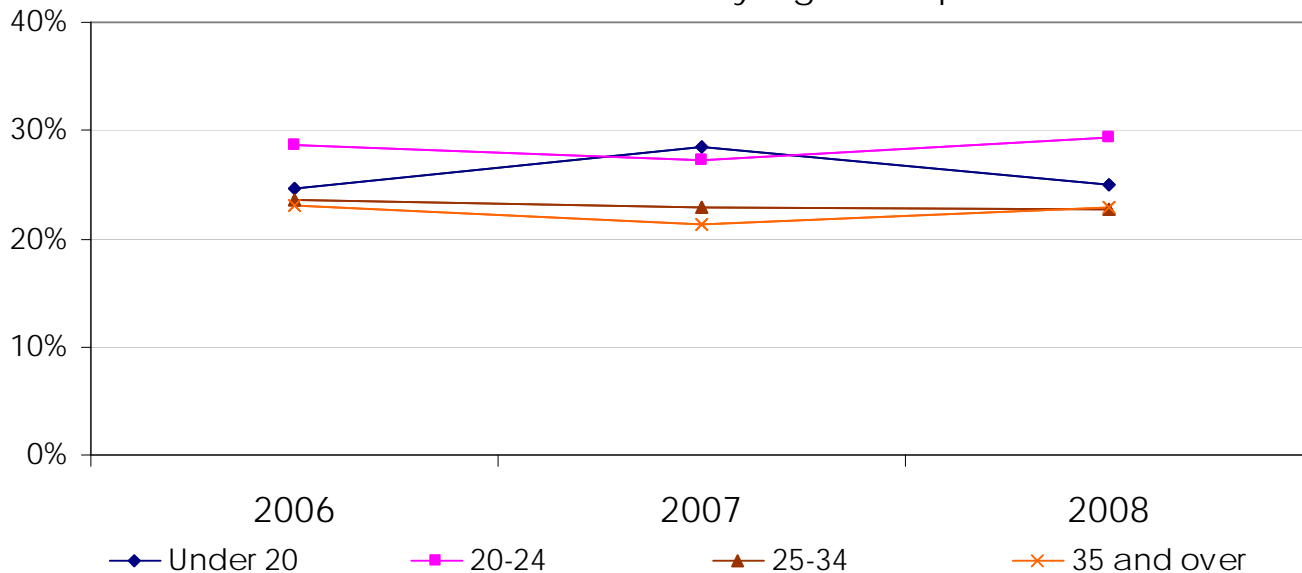
“Capture Rate” is the percent of recent high school graduates from the service area who are 19 years and under and attending Riverside Community College during the fall term for the first-time. High school districts in RCCD’s service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

Source:

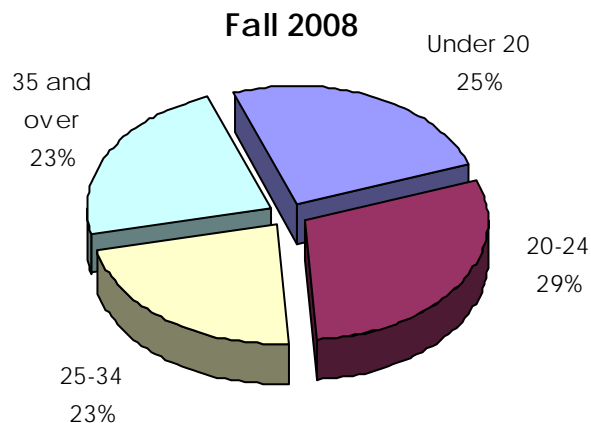
California Postsecondary Education Commission webpage: <http://www.cpec.ca.gov/>

# Moreno Valley Campus Student Demographics Age Groups Fall 2006, 2007 & 2008

Student Headcount by Age Group



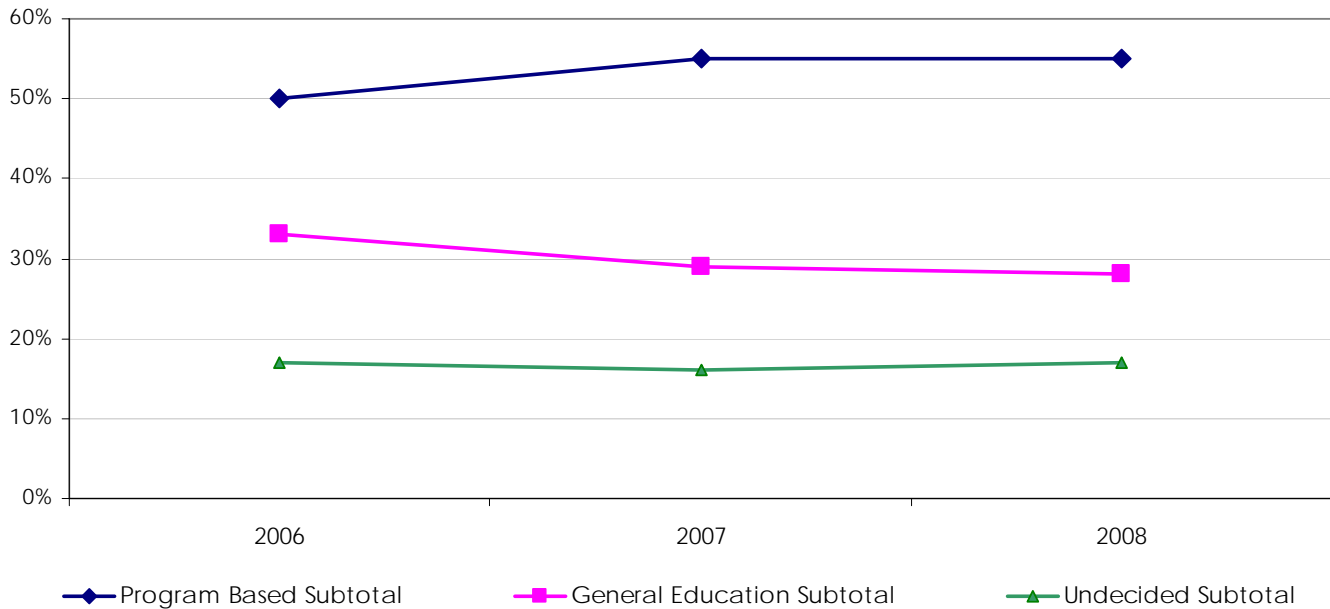
Age Groups	2006	2007	2008
Under 20	2,319 25%	2,697 28%	2,723 25%
20-24	2,699 29%	2,587 27%	3,187 29%
25-34	2,217 24%	2,164 23%	2,472 23%
35 and over	2,169 23%	2,022 21%	2,482 23%
<b>Total</b>	<b>9,404</b> 100%	<b>9,470</b> 100%	<b>10,864</b> 100%



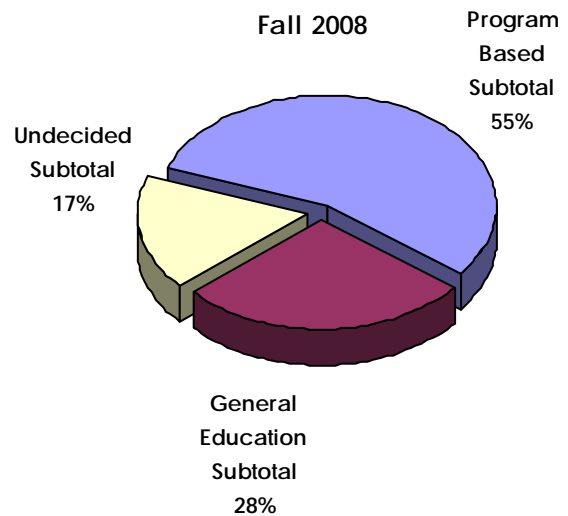
Source for all Moreno Valley Campus data: Internal RCCD MIS Data Repository

# Moreno Valley Campus Student Demographics Educational Goal Fall 2006, 2007 & 2008

Student Educational Goal in Percentages

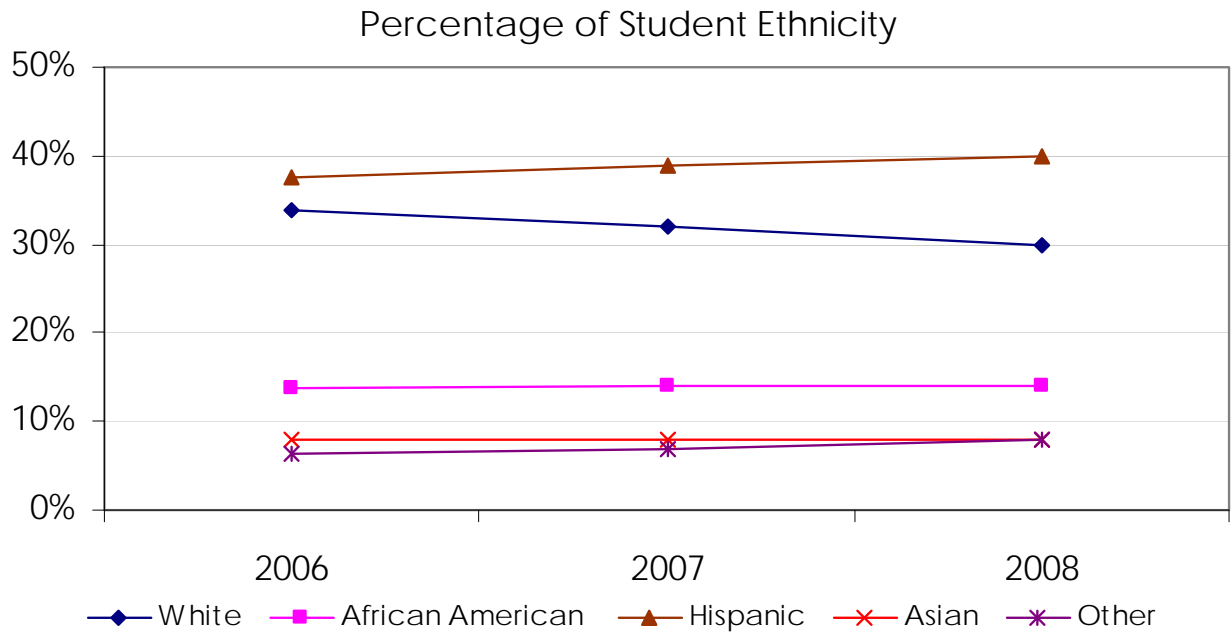


Educational Goal	2006	2007	2008
BA W/AA	3,143	3,498	3,957
BA W/O AA	557	600	680
AA W/O TRANSFER	531	625	741
2YR VOC DEG WO TRANS	209	210	191
2YR VOC CERT WO TRANS	305	234	293
4YR COLLEGE STUDENT			123
<b>Program Based Subtotal</b>	<b>4,745</b>	<b>5,167</b>	<b>5,985</b>
	<b>50%</b>	<b>55%</b>	<b>55%</b>
PLANNING IN PROGRESS	178	149	168
NEW CAREER PREP	538	479	556
UPDATE JOB SKILLS	1,668	1,471	1,491
MAINTAIN CERT OR LIC	132	136	188
ED DEVELOPMENT	212	181	251
IMPROVE BASIC SKILLS	146	138	151
COMPLETE HS CRED/GED	231	222	233
<b>General Education Subtotal</b>	<b>3,105</b>	<b>2,776</b>	<b>3,038</b>
	<b>33%</b>	<b>29%</b>	<b>28%</b>
UNDECIDED	1,506	1,455	1,707
UNCOLLECTED/UNREPORTED	48	76	134
<b>Undecided Subtotal</b>	<b>1,554</b>	<b>1,531</b>	<b>1,841</b>
	<b>17%</b>	<b>16%</b>	<b>17%</b>
<b>Total</b>	<b>9,404</b>	<b>9,474</b>	<b>10,864</b>

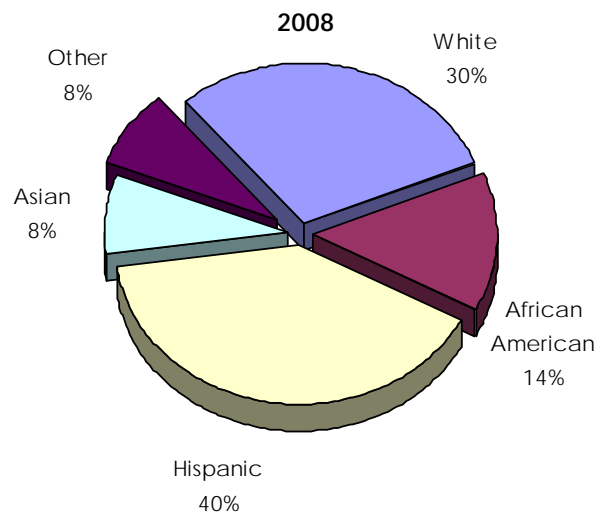


# Moreno Valley Campus Student Demographics Ethnicity

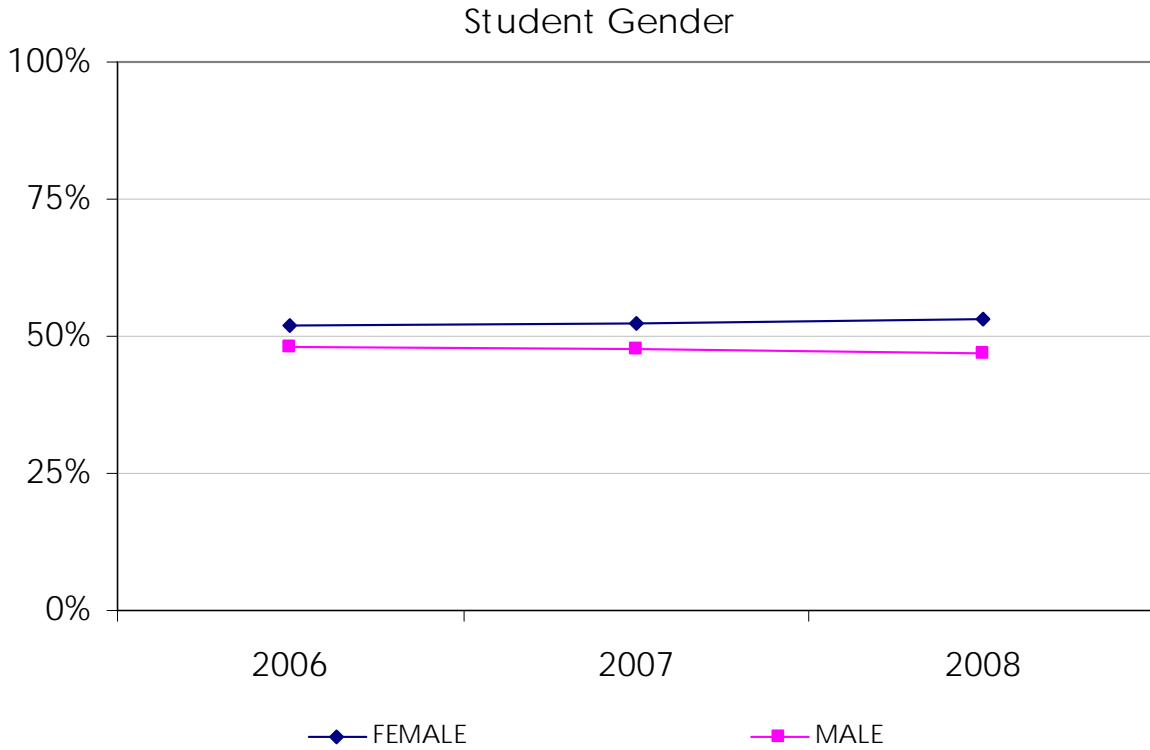
Fall 2006, 2007 & 2008



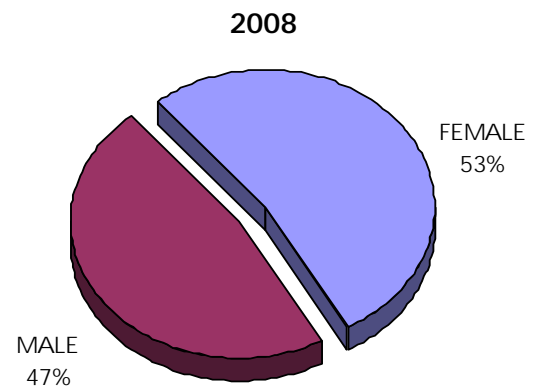
Ethnicity	2006	2007	2008
White	3,192 34%	2,997 32%	3,278 30%
African American	1,306 14%	1,337 14%	1,572 14%
Hispanic	3,543 38%	3,738 39%	4,326 40%
Asian	755 8%	750 8%	819 8%
Other	608 6%	652 7%	869 8%
<b>Total</b>	<b>9,404</b> 100%	<b>9,474</b> 100%	<b>10,864</b> 100%



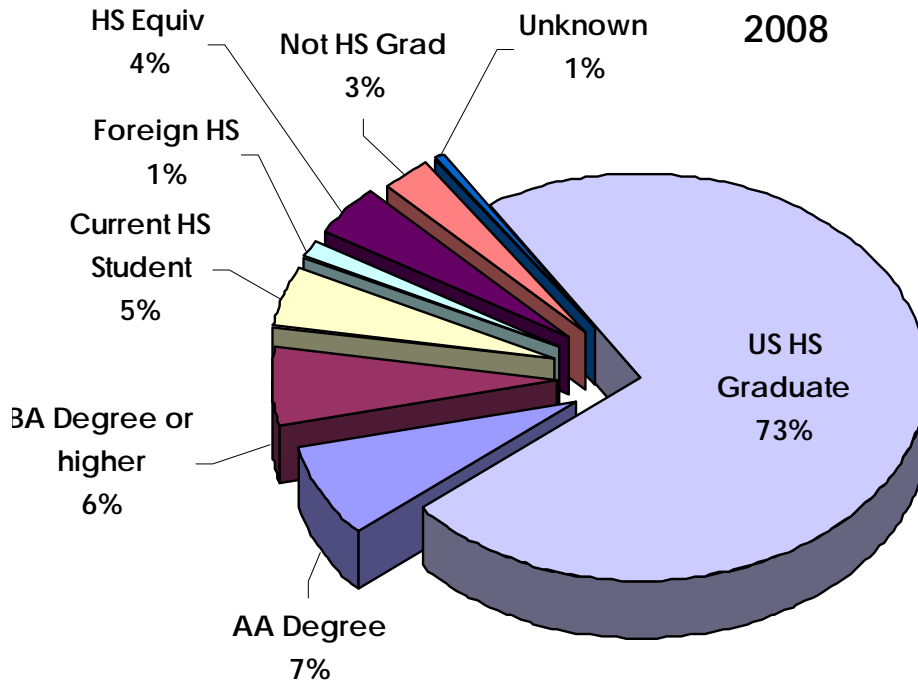
Moreno Valley Campus  
Student Demographics  
Gender  
Fall 2006, 2007 & 2008



Gender	2006	2007	2008
FEMALE	4,885 52%	4,950 53%	5,705 53%
MALE	4,487 48%	4,478 47%	5,062 47%
<b>Total</b>	<b>9,372</b> 100%	<b>9,428</b> 100%	<b>10,767</b> 100%

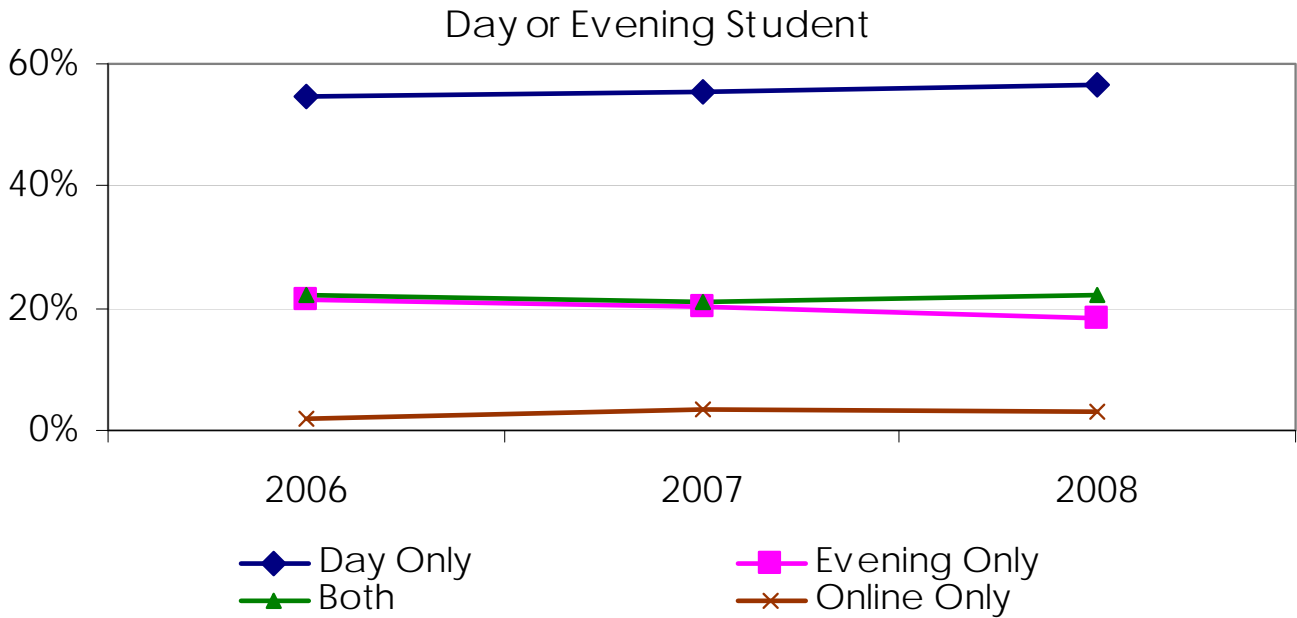


Moreno Valley Campus  
Student Demographics  
Prior Education  
Fall 2006, 2007 & 2008

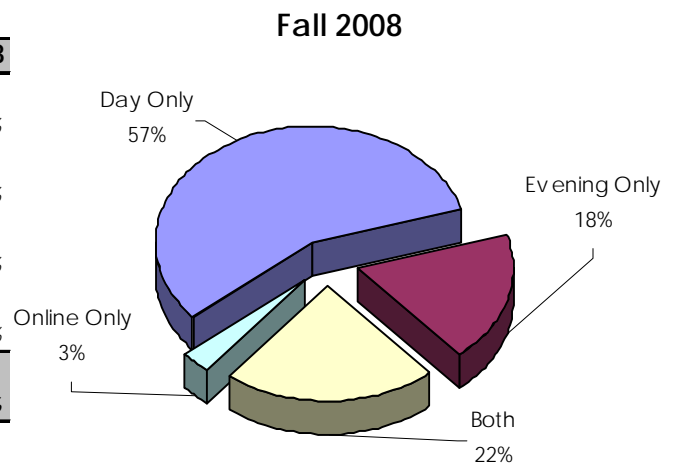


Prior Education	2006	2007	2008
AA Degree	538	478	811
	6%	5%	7%
BA Degree or higher	596	597	653
	6%	6%	6%
Concurrent HS Student	486	526	537
	5%	6%	5%
Foreign HS Graduate	149	149	153
	2%	2%	1%
HS Equiv, Prof Cert, etc	345	364	440
	4%	4%	4%
Not HS Grad	353	292	294
	4%	3%	3%
Unknown	6	8	84
	0%	0%	1%
US HS Graduate	6,928	7,060	7,892
	74%	75%	73%
<b>Total</b>	<b>9,401</b>	<b>9,474</b>	<b>10,864</b>
	<b>100%</b>	<b>100%</b>	<b>100%</b>

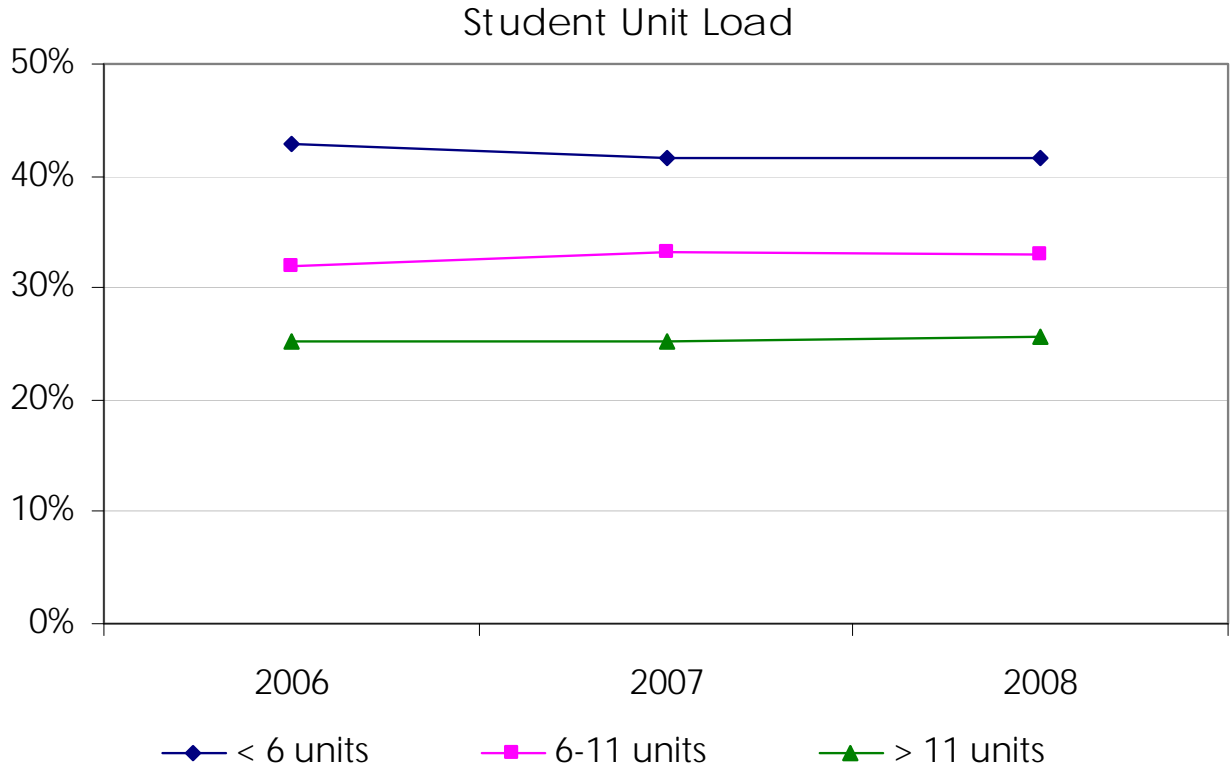
Moreno Valley Campus  
Student Demographics  
Day or Evening Student  
Fall 2006, 2007 & 2008



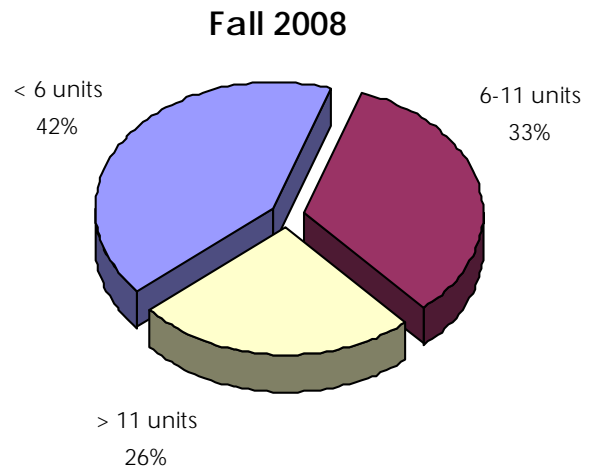
Time of Day	2006	2007	2008
Day Only	5,134	5,249	6,139
	55%	55%	57%
Evening Only	2,009	1,903	1,980
	21%	20%	18%
Both	2,069	2,001	2,409
	22%	21%	22%
Online Only	196	321	336
	2%	3%	3%
<b>Total</b>	<b>9,408</b>	<b>9,474</b>	<b>10,864</b>
	100%	100%	100%



Moreno Valley Campus  
Student Demographics  
**Student Unit Load**  
Fall 2006, 2007 & 2008



Student Load	2006	2007	2008
< 6 units	4,022 43%	3,939 42%	4,511 42%
6-11 units	3,010 32%	3,138 33%	3,574 33%
> 11 units	2,375 25%	2,397 25%	2,779 26%
<b>Total</b>	<b>9,407</b> 100%	<b>9,474</b> 100%	<b>10,864</b> 100%



Riverside Community College District  
 Student Outcomes  
 Retention Rates, Disciplines A-D  
 Fall 2008

<b>Discipline</b>	<b>Retention Rates</b>
Accounting	78.3%
Administration of Justice	95.0%
Air Conditioning/Refrig.	90.5%
American Sign Language	86.1%
Anatomy & Physiology	80.4%
Anthropology	85.9%
Applied Digital Media	92.0%
Arabic	79.8%
Architecture	75.0%
Art	86.1%
Astronomy	82.1%
Automotive Body	92.8%
Automotive Technology	93.3%
Biology	75.4%
Business Administration	84.8%
Chemistry	85.3%
Chinese	80.0%
Community Interpretation	91.8%
Computer App. & Office Tech.	80.8%
Computer Information Systems	85.3%
Construction	95.3%
Continuing Education-Nursing	93.5%
Cosmetology	97.8%
Culinary Arts	93.4%
Dance	85.5%
Dental Assistant	98.8%
Dental Hygiene	100.0%
Dental Technology	96.1%

Source: Internal RCCD MIS Data Repository.

The retention rate is calculated by dividing the numerator (enrollments with A, B, C, D, F, CR, NC, I) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Riverside Community College District  
 Student Outcomes  
 Retention Rates, Disciplines E-L  
 Fall 2008

<b>Discipline</b>	<b>Retention Rates</b>
Early Childhood Studies	90.4%
Economics	83.2%
Education	82.4%
Electronics	85.2%
Emergency Medical Services	88.3%
Engineering	84.6%
English	85.8%
English as a Second Language	90.1%
Film, Television & Video	82.9%
Fire Technology	97.6%
French	70.7%
Geography	80.8%
Geology	90.2%
German	59.3%
Guidance	92.8%
Health Sciences	91.6%
Healthcare Technician	93.2%
History	84.0%
Human Services	88.7%
Humanities	84.1%
Italian	84.7%
Japanese	88.9%
Journalism	84.0%
Library	85.2%

Riverside Community College District  
 Student Outcomes  
 Retention Rates, Disciplines M-Z  
 Fall 2008

<b>Discipline</b>	<b>Retention Rates</b>
Machine Shop Technology	90.0%
Management	82.0%
Manufacturing Technology	79.2%
Marketing	75.6%
Math	81.4%
Medical Assisting	80.4%
Microbiology	78.2%
Military Science	94.7%
Music	83.0%
Oceanography	86.6%
Paralegal Studies	82.2%
Philosophy	85.6%
Photography	73.6%
Physical Education	87.2%
Physical Science	85.2%
Physician's Assistant	98.2%
Physics	80.6%
Political Science	81.7%
Portuguese	80.6%
Psychology	82.3%
Reading	83.4%
Real Estate	90.6%
Registered Nursing	98.3%
Russian	78.0%
Senior Continuing Education	0.0%
Sociology	88.5%
Spanish	81.5%
Speech	85.9%
Theatre	86.9%
Vocational Nursing	85.4%
Welding	88.9%
Work Experience	90.4%
<b>Grand Total</b>	<b>85.5%</b>

Riverside Community College District  
 Student Outcomes  
 Success Rates, Disciplines A-D  
 Fall 2008

<b>Discipline</b>	<b>Success Rates</b>
Accounting	46.4%
Administration of Justice	86.1%
Air Conditioning/Refrigeration	77.2%
American Sign Language	67.3%
Anatomy & Physiology	63.1%
Anthropology	64.1%
Applied Digital Media	79.5%
Arabic	55.6%
Architecture	71.0%
Art	70.9%
Astronomy	52.4%
Automotive Body	79.1%
Automotive Technology	77.1%
Biology	50.7%
Business Administration	61.9%
Chemistry	73.7%
Chinese	62.2%
Community Interpretation	82.9%
Computer Applications & Office Technology	50.1%
Computer Information Systems	52.5%
Construction	86.4%
Continuing Education-Nursing	90.9%
Cosmetology	88.5%
Culinary Arts	84.8%
Dance	69.9%
Dental Assistant	95.0%
Dental Hygiene	98.1%
Dental Technology	89.6%

Source: Internal RCCD MIS Data Repository.

The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Riverside Community College District  
 Student Outcomes  
 Success Rates, Disciplines E-L  
 Fall 2008

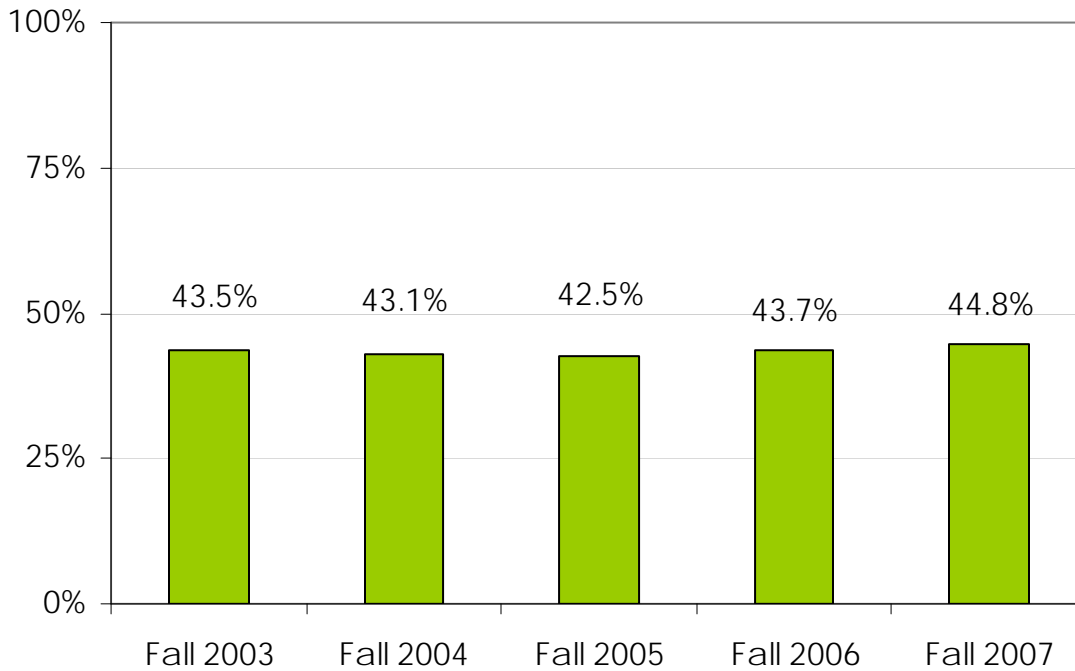
<b>Discipline</b>	<b>Success Rates</b>
Early Childhood Studies	75.7%
Economics	61.1%
Education	63.4%
Electronics	64.8%
Emergency Medical Services	70.9%
Engineering	72.7%
English	66.9%
English as a Second Language	70.5%
Film, Television & Video	63.3%
Fire Technology	91.8%
French	54.0%
Geography	64.4%
Geology	78.5%
German	51.9%
Guidance	74.2%
Health Sciences	62.4%
Healthcare Technician	86.8%
History	59.7%
Human Services	82.8%
Humanities	64.1%
Italian	63.1%
Japanese	74.9%
Journalism	61.1%
Library	68.9%

Riverside Community College District  
 Student Outcomes  
 Success Rates, Disciplines M-Z  
 Fall 2008

<b>Discipline</b>	<b>Success Rates</b>
Machine Shop Technology	60.0%
Management	67.0%
Manufacturing Technology	62.5%
Marketing	51.7%
Math	53.6%
Medical Assisting	63.1%
Microbiology	66.7%
Military Science	47.4%
Music	67.6%
Oceanography	65.4%
Paralegal Studies	59.6%
Philosophy	63.8%
Photography	55.9%
Physical Education	78.9%
Physical Science	61.3%
Physician's Assistant	85.5%
Physics	62.7%
Political Science	60.8%
Portuguese	58.1%
Psychology	56.9%
Reading	59.3%
Real Estate	72.7%
Registered Nursing	82.8%
Russian	61.0%
Sociology	63.7%
Spanish	62.0%
Speech	68.1%
Theatre	62.9%
Vocational Nursing	71.0%
Welding	83.1%
Work Experience	75.1%
<b>Grand Total</b>	<b>65.3%</b>

Riverside Community College District  
Student Outcomes  
Fall-to-Fall Persistence Rates  
Fall 2003 through 2007

**RCCD Fall to Fall Persistence Rates,  
2003 through 2007**



	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	31,801	13,838	43.5%
Fall 2004	32,219	13,872	43.1%
Fall 2005	31,567	13,428	42.5%
Fall 2006	31,758	13,877	43.7%
Fall 2007	34,467	15,454	44.8%

Fall to fall Persistence Rate is the percent of any students taking at least one course at any RCC Campus during a Fall semester and then subsequently taking at least one course at any RCC Campus in the following fall semester.

Moreno Valley Campus  
Student Outcomes  
Retention Rates, All Disciplines  
Fall 2008

<b>Discipline</b>			<b>Discipline</b>
Accounting	75.5%	93.2%	Healthcare Technician
Administration of Justice	96.8%	85.9%	History
American Sign Language	83.6%	88.7%	Human Services
Anatomy & Physiology	76.3%	79.8%	Humanities
Anthropology	90.5%	82.2%	Journalism
Art	87.9%	80.0%	Management
Astronomy	88.4%	55.3%	Marketing
Biology	79.6%	82.9%	Math
Business Administration	83.4%	80.4%	Medical Assisting
Chemistry	91.2%	84.5%	Microbiology
Community Interpretation	91.8%	89.6%	Music
Computer App. & Office Tech.	86.4%	88.7%	Philosophy
Computer Information Systems	89.0%	87.5%	Photography
Dance	83.0%	91.5%	Physical Education
Dental Assistant	98.8%	79.6%	Physical Science
Dental Hygiene	100.0%	98.2%	Physician's Assistant
Dental Technology	96.1%	86.7%	Physics
Early Childhood Studies	95.8%	85.0%	Political Science
Economics	87.8%	82.9%	Psychology
Education	87.1%	81.0%	Reading
Emergency Medical Services	88.3%	92.9%	Real Estate
English	88.6%	87.9%	Sociology
English as a Second Language	91.2%	91.5%	Spanish
Fire Technology	97.6%	85.1%	Speech
Geography	59.4%	97.4%	Theatre
Guidance	93.4%	97.3%	Work Experience
Health Sciences	93.2%		
		<b>88.6%</b>	<b>Grand Total</b>

\*Administration of Justice includes classes at Ben Clark Training Center.

The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Source: RCCD Institutional Research, 2009.

Moreno Valley Campus  
Student Outcomes  
Success Rates, All Disciplines  
Fall 2008

<u>Discipline</u>	<u>Success Rates</u>	<u>Success Rates</u>	<u>Discipline</u>
Accounting	54.0%	86.8%	Healthcare Technician
Administration of Justice	94.3%	64.6%	History
American Sign Language	63.6%	82.8%	Human Services
Anatomy & Physiology	52.0%	62.3%	Humanities
Anthropology	80.3%	42.2%	Journalism
Art	75.4%	61.5%	Management
Astronomy	74.4%	28.9%	Marketing
Biology	59.9%	54.0%	Math
Business Administration	58.6%	63.1%	Medical Assisting
Chemistry	85.3%	76.7%	Microbiology
Community Interpretation	82.9%	72.2%	Music
Computer App. & Office Tech.	55.7%	69.5%	Philosophy
Computer Information Systems	62.4%	68.8%	Photography
Dance	65.0%	82.1%	Physical Education
Dental Assistant	95.0%	64.8%	Physical Science
Dental Hygiene	98.1%	85.5%	Physician's Assistant
Dental Technology	89.6%	75.6%	Physics
Early Childhood Studies	81.6%	61.4%	Political Science
Economics	74.3%	57.7%	Psychology
Education	58.1%	60.8%	Reading
Emergency Medical Services	70.9%	73.8%	Real Estate
English	69.3%	63.8%	Sociology
English as a Second Language	74.3%	80.3%	Spanish
Fire Technology	91.8%	72.6%	Speech
Geography	48.5%	80.3%	Theatre
Guidance	67.3%	83.6%	Work Experience
Health Sciences	71.2%		
		<b>71.7%</b>	<b>Grand Total</b>

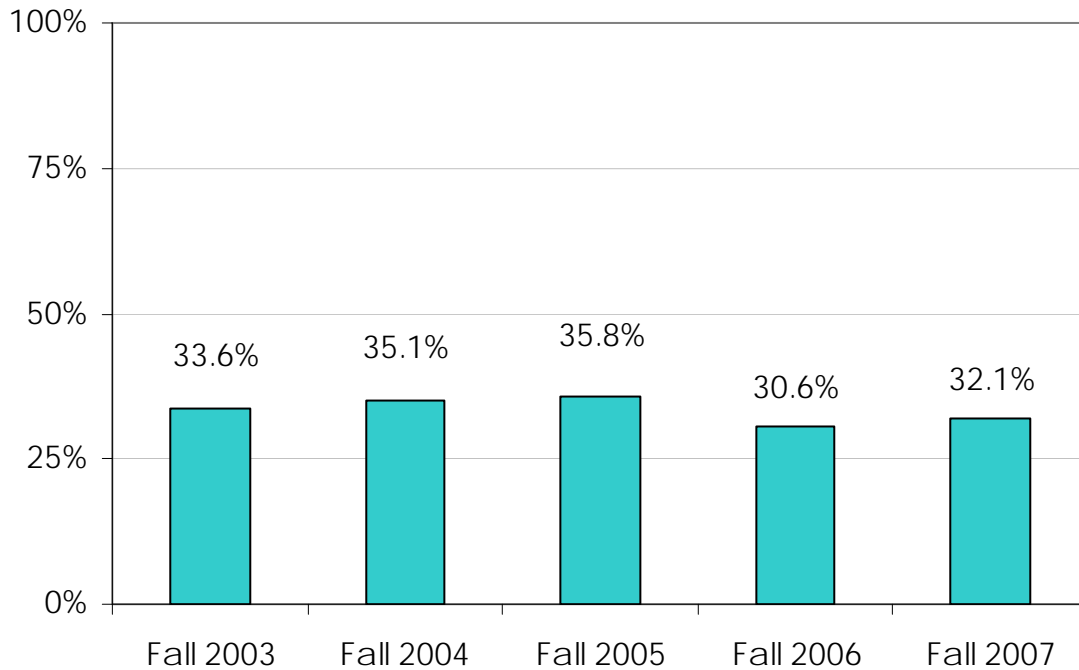
\*Administration of Justice includes classes at Ben Clark Training Center.

The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator

Source: Internal RCCD MIS Data Repository.

Moreno Valley Campus  
Student Outcomes  
Fall-to-Fall Persistence Rates  
Fall 2003 through 2007

**Moreno Valley Fall to Fall Persistence Rates,  
2003 through 2007**



	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	6,880	2,313	33.6%
Fall 2004	6,849	2,406	35.1%
Fall 2005	6,844	2,452	35.8%
Fall 2006	9,404	2,874	30.6%
Fall 2007	9,469	3,035	32.1%

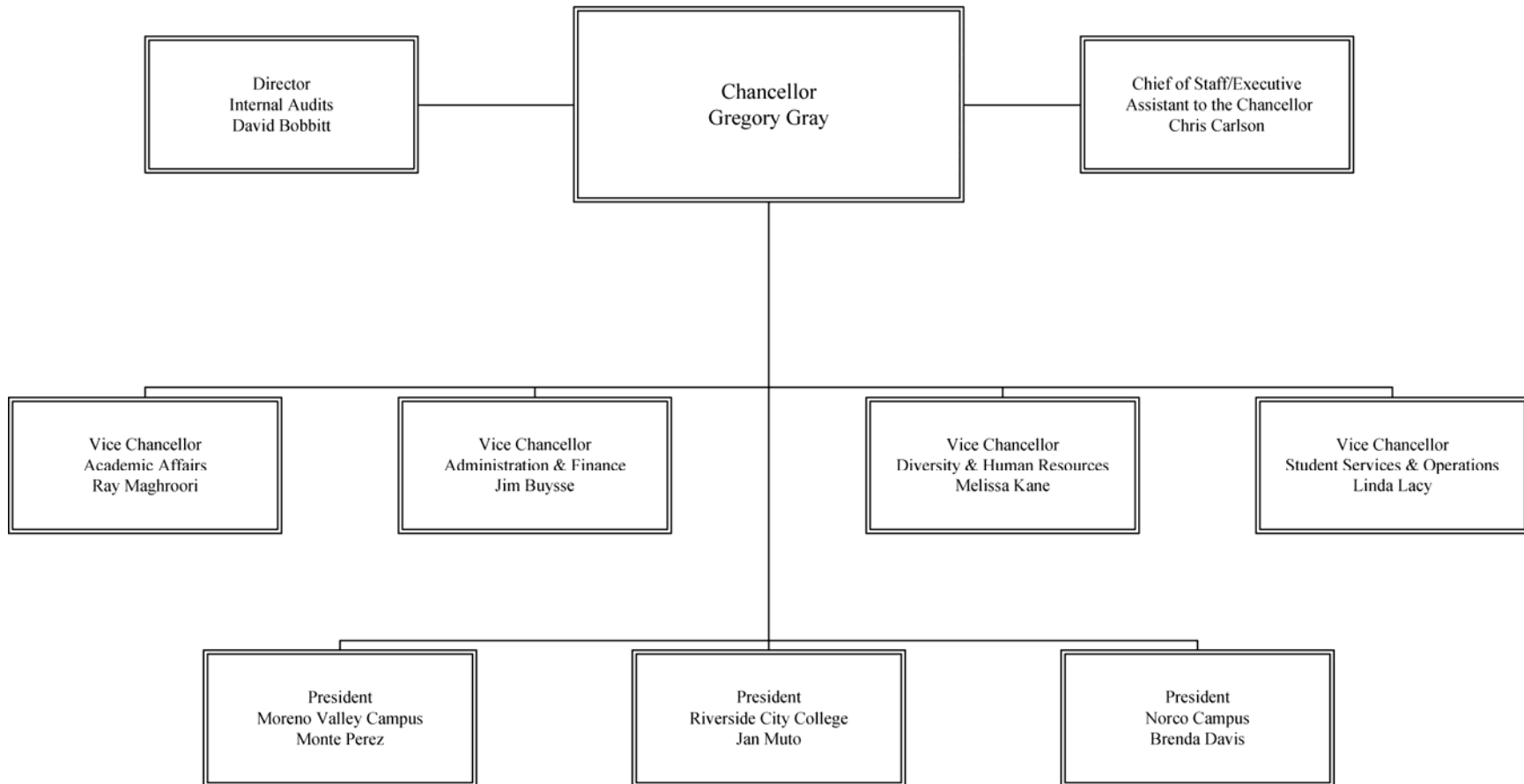
Fall to fall Persistence Rate for Moreno Valley is the percent of any students taking at least one course at the Moreno Valley Campus during a Fall semester and then subsequently taking at least one course at the Moreno Valley Campus in the following fall semester.

Source: RCCD Institutional Research, 2009.

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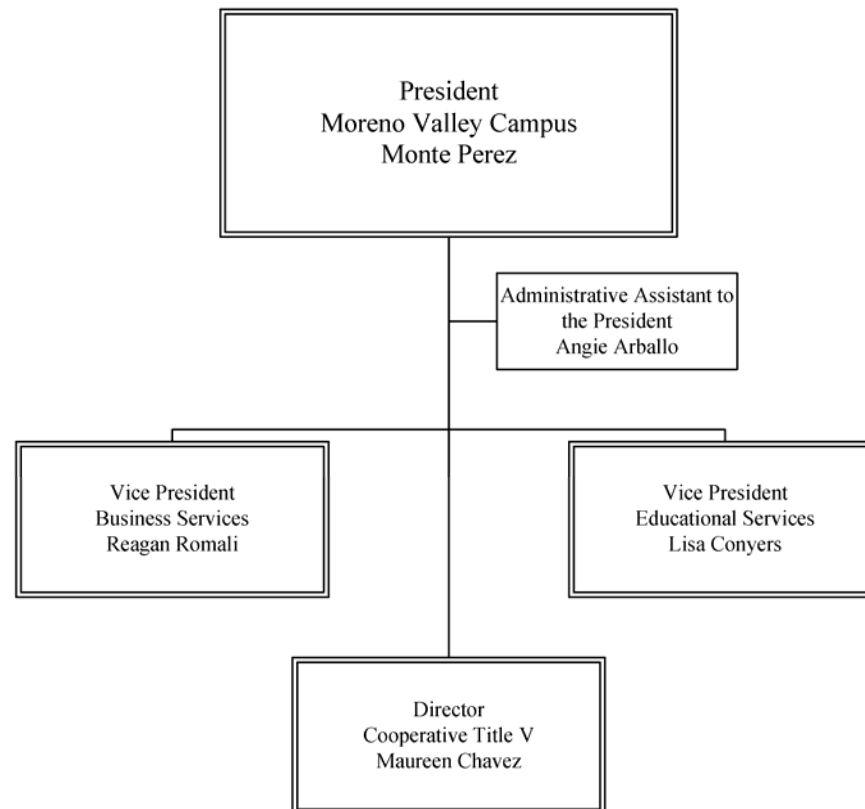
## DISTRICT/COLLEGE ORGANIZATION CHARTS AND FUNCTION MAP

# Riverside Community College District Chancellor



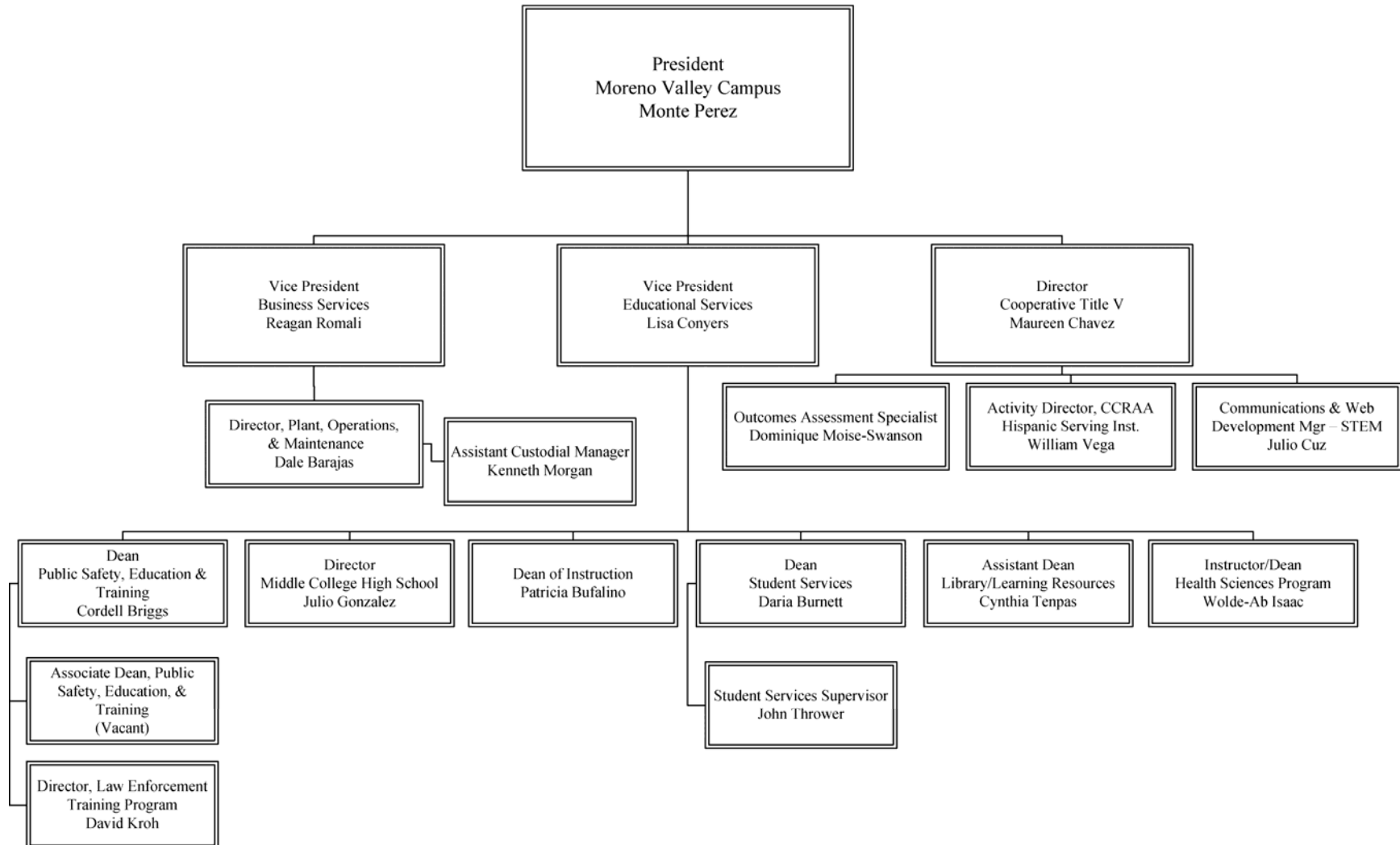
# Riverside Community College District

## Moreno Valley Campus - President's Office



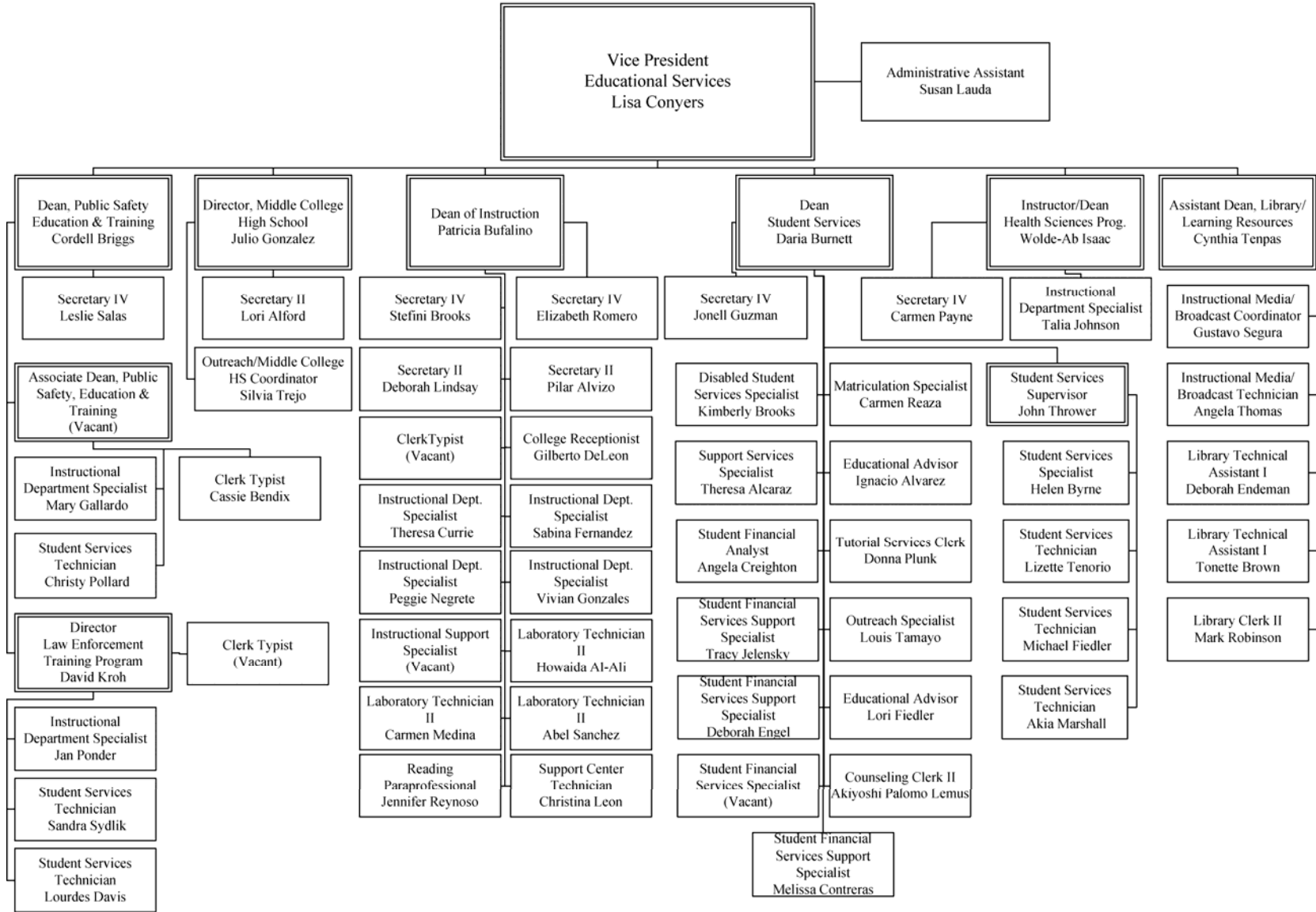
# Riverside Community College District

## Moreno Valley Campus



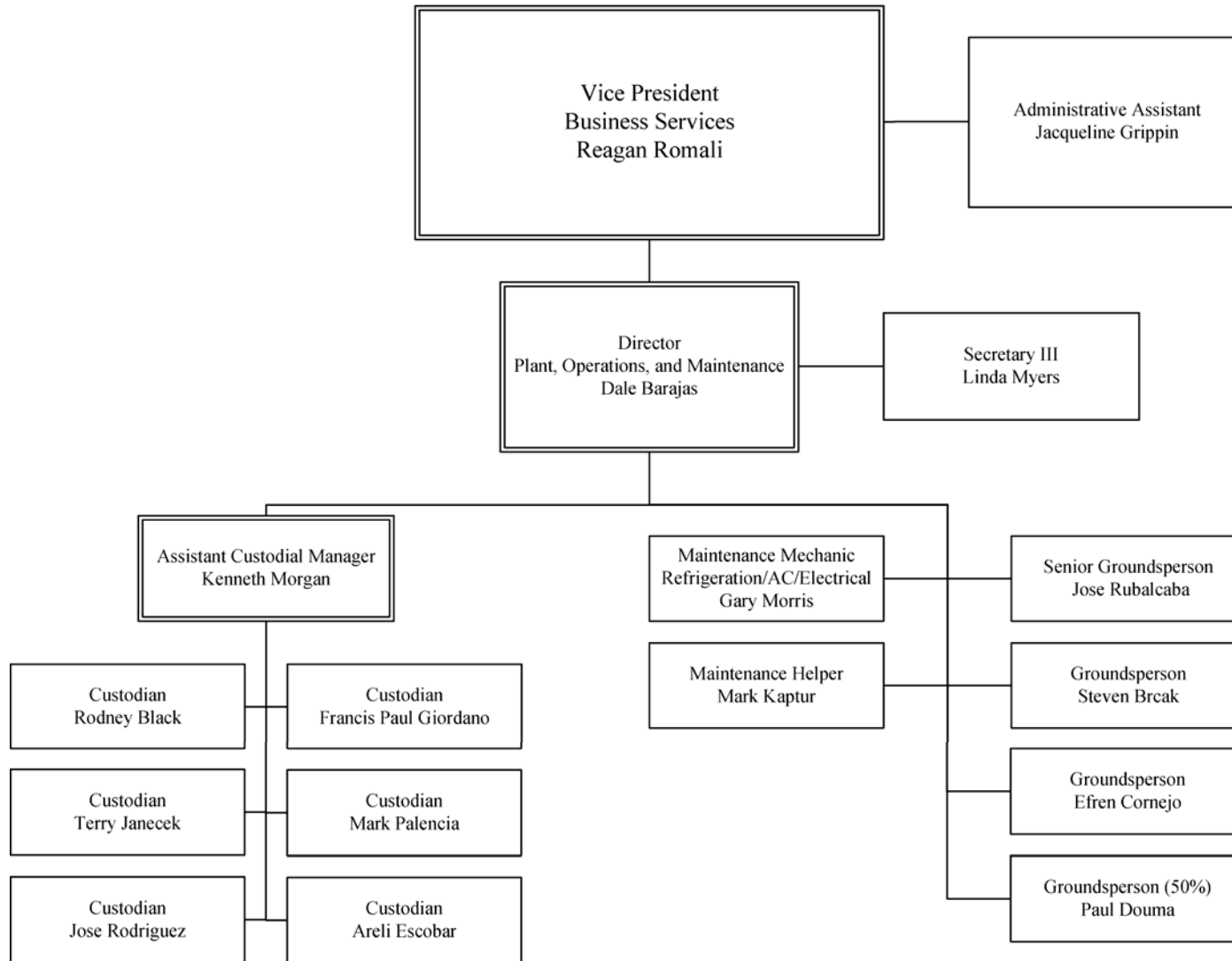
# Riverside Community College District

## Moreno Valley Campus - Educational Services



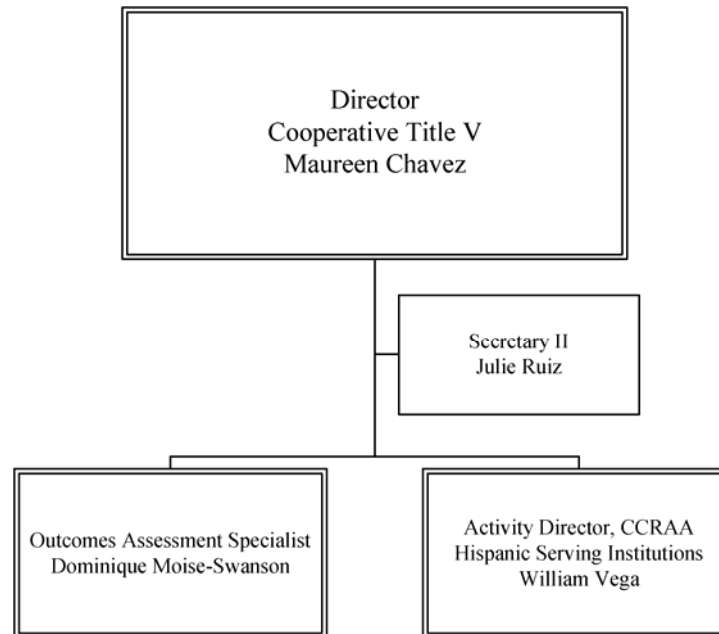
# Riverside Community College District

## Moreno Valley Campus - Business Services



# Riverside Community College District

## Moreno Valley Campus - Cooperative Title V





## RCCD FUNCTION MAP

The Riverside Community College District (RCCD) Function Map illustrates how the three colleges and the district manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

The Function Map is the result of a collaborative process among the three colleges of the district—Riverside City, Norco, and Moreno Valley—and the Riverside Community College District office. The associate vice chancellor of institutional effectiveness and associate vice chancellor of instruction met with the vice presidents of academic affairs/educational services of the three colleges to develop an initial draft. After consultation with district and college constituencies, a final draft was given to the chancellor’s Executive Cabinet for review and approval.

The Function Map clarifies areas of responsibility between and among the colleges and district. Annually, in fall of each year, the district will survey all employees to assess the effectiveness of the functions and the lines of authority as delineated in the Function Map. The results will be distributed to all district and college constituencies and will be used to inform future planning.

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

**P** = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function which may include design, development, implementation and successful integration.

**S** = Secondary Responsibility: Secondary responsibility indicates support of a given function which may include feedback, technical assistance, input and communication to assist with successful integration.

**SH** = Shared Responsibility: Pertains primarily to functions for which responsibility is shared, either by the faculties of the three District colleges/campuses (in the case of curriculum) or by the college/campus and the District Office (in the case of human resources, technology services and financial management).

**N/A** = Responsibility Not Applicable: In cases where neither the district nor the college has such responsibility, for example, Standard II.A.8, concerning offering courses in foreign locations.

## Standard I: Institutional Mission and Effectiveness

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

## Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS		
<p>The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.</p>		
	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	SH	SH
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	SH	SH
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	SH	SH

d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	N/A	N/A
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	SH	SH
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	SH	SH
b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	SH	SH
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	SH	SH
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	SH	SH

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	S
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and regularly reviews institutional policies, procedures, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	SH	SH
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	SH	SH
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

## B. STUDENT SUPPORT SERVICES

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

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: <ol style="list-style-type: none"> <li>a. General Information</li> <li>b. Requirements</li> <li>c. Major Policies Affecting Students</li> <li>d. Locations or publications where other policies may be found.</li> </ol>	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	SH	SH
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

**C. LIBRARY AND LEARNING SUPPORT SERVICES**

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

	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	N/A	N/A
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

## Standard III: Resources

A. HUMAN RESOURCES		
<p>The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.</p>		
	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	SH	SH
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	S	P
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	P	S
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	P	S
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P

b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	S	P
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S
a. The institution plans professional development activities to meet the needs of its personnel.	P	S
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S

**B. PHYSICAL RESOURCES**

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	P	S
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	P	S
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
b. Physical resource planning is integrated with institutional planning. The	P	S

institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.		
<b>C. TECHNOLOGY RESOURCES</b>		
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
	<b>College</b>	<b>District</b>
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	P	S
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	P	S
<b>D. FINANCIAL RESOURCES</b>		
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.		
	<b>College</b>	<b>District</b>
1. The institution relies upon its mission and goals as the foundation for financial planning.	P	S
a. Financial planning is integrated with and supports all institutional planning.	P	S
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	SH	SH
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P
b. Appropriate financial information is provided throughout the institution.	SH	SH
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	S	P
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	P	S
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	P	S
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH

## Standard IV: Leadership and Governance

<p><b>A. DECISION-MAKING ROLES AND PROCESSES</b> The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.</p>		
	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

**B. BOARD AND ADMINISTRATIVE ORGANIZATION**

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	N/A	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	N/A	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N/A	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	N/A	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	N/A	P
i. The governing board is informed about and involved in the accreditation process.	P	S
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her	S	P

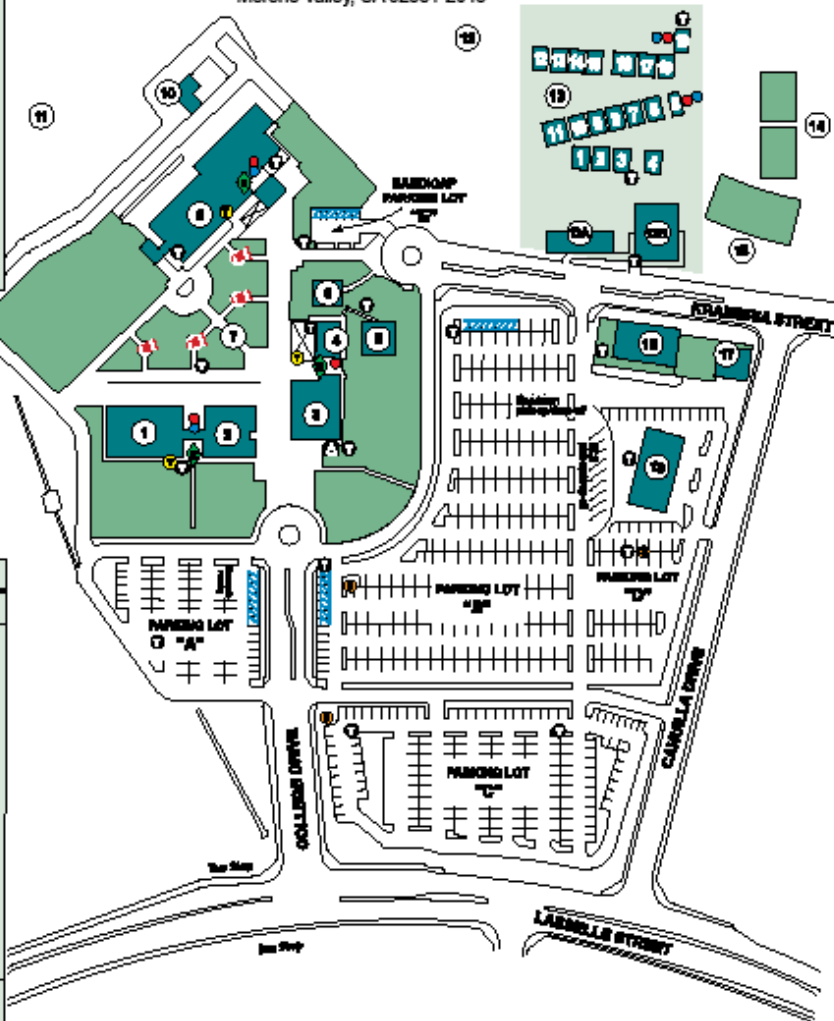
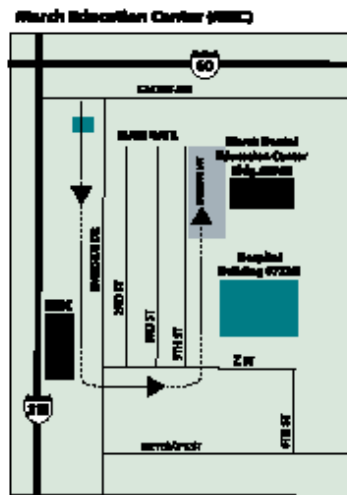
accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.		
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> <li>• establishing a collegial process that sets values, goals, and priorities;</li> <li>• ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;</li> <li>• ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and</li> <li>• establishing procedures to evaluate overall institutional planning and implementation efforts.</li> </ul>	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d. The district/system effectively controls its expenditures.	S	P
e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies	S	P

	without his/her interference and holds them accountable for the operation of the colleges.		
f.	The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g.	The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

## CAMPUS AND SITE MAPS



**Moreno Valley Campus**  
 Riverside Community College District  
 16130 Lasselie Street  
 Moreno Valley, CA 92551-2045



- Emergency/Telephone
  - Telephone
  - Elevators
  - Restrooms
  - Hearing Rooms
  - Free Speech Area
  - Hearing Parking
  - Parking Fee Station
1. LIBRARY  
 IMC Office  
 KRCC TV, Channel 17  
 Middle College High School Office  
 Tutorial Services
  2. STUDENT SERVICES  
 Admissions  
 Assessment and Placement Testing  
 Career and Transfer Center  
 Counseling  
 Dean of Student Services  
 E.O.P.S.  
 Financial Services  
 Job Placement  
 Motivation  
 Puente Program
  3. SCIENCE AND TECHNOLOGY  
 Computer Lab  
 Disabled Student Program and Services  
 Science Labs
  4. LIONS' DEN
  5. STUDENT ACTIVITIES CENTER  
 ASROCC Student Government  
 Outreach
  6. BOOKSTORE
  7. JOHN M. COUDURES, JR., PLAZA
  8. HUMANITIES  
 Dean of Instruction  
 Academic Departments:  
 • Mathematics, Sciences, and Physical Education  
 • Communications  
 • Humanities and Social Sciences  
 • Business and Computer Information Systems  
 Writing and Reading Center  
 Language Lab  
 Math Lab  
 Workforce Prep
  9. PHASE I MECHANICAL BUILDING
  10. PHASE II MECHANICAL BUILDING
  11. EDMUND C. JAEGER DESERT INSTITUTE
  12. CROSS COUNTRY TRACK
  13. PARKSIDE COMPLEX (PSC)  
 1-2 Faculty Offices  
 3-4 Classrooms  
 5 Restrooms  
 6 Health Services  
 7-10 Classrooms  
 11 Title V Office/Center for Faculty Development  
 12-14 Classrooms  
 15 Dean of Health Science Programs/Faculty Offices  
 16-18 Classrooms  
 19 Restrooms
  - 13A. PSC WAREHOUSE  
 Campus Police  
 Facilities Office  
 Mailroom
  - 13B. PSC MULTIPURPOSE BUILDING
  14. SPORTS FIELDS
  15. COLLEGE PARK
  16. ADMINISTRATION ANNEX  
 President and Vice President offices
  17. HEADSTART
  18. EARLY CHILDHOOD EDUCATION CENTER

updated 8/08

## OFF-CAMPUS SITES

Riverside County Regional Medical Center, County of Riverside  
26520 Cactus Avenue  
Moreno Valley, CA 92555  
(Cooperative RCRMC/RCC Physician Assistant Program)

Ben Clark Public Safety Training Center, County of Riverside  
3423 Davis Avenue  
Riverside, CA 92518  
(Emergency Medical Services [Paramedic and EMT], Fire Technology, and Administration of Justice / Law Enforcement Training Programs)

March Dental Education Center  
23801 "N" Avenue  
March Air Reserve Base  
Riverside, CA 92518  
(Dental Hygiene, Dental Assisting, and Dental Technology Programs)

### Other Off-Campus Sites:

Fitness 19  
16080 Perris Blvd.  
Moreno Valley, CA 92551  
(Physical fitness classes)

Parkview Hospital  
3865 Jackson Street  
Riverside, CA 92504  
(Medical assistant classes)

Air Force Village West  
17050 Arnold Drive  
Riverside, CA 92518  
(Healthcare technician classes)

Rubidoux High School  
4250 Opal Street  
Riverside, CA 92518  
(Medical assistant and other classes)

Brunswick Moreno Valley Bowl  
24666 Sunnymead Blvd.  
Moreno Valley, CA 92553  
(Bowling classes)

Vista del Lago High School  
15150 Lasselle Street  
Moreno Valley, CA 92551  
(Tennis classes)

Community Care and Rehabilitation Center  
4768 Palm Avenue  
Riverside, CA 92501  
(Healthcare technician classes)

**Other Sites:**

The Physician Assistant Program maintains contracts for field site/clinic utilization with the following:

Riverside County Regional Medical Center Clinics, Moreno Valley; Riverside County Public Health Clinics; Raincross Medical Group, Riverside ; D.V. Urgent Care, Rancho Cucamonga; Redlands Community Hospital; Clinicas de Salud del Pueblo, Coachella and Brawley; Harvest Medical Clinic, Hemet; Rancho Family Medical Group, Temecula.

The Emergency Medical Services Program maintains contracts for field site/clinic utilization with the following:

Riverside County Regional Medical Center; Riverside Community Hospital; Pediatric Medical Group of Riverside; Riverside Mission Pediatric Group; Menifee Valley Medical Center; Moreno Valley Community Hospital; Hemet Valley Medical Center; Southwest Healthcare System, Murrieta (includes Inland Valley Regional Medical Center, Wildomar; and Rancho Springs Medical Center, Murrieta); Pomona Valley Hospital Medical Center; Loma Linda University Medical Center; American Medical Response (ambulance); California Department of Fire (ambulance); Riverside County Fire Department (ambulance); Cathedral City Fire Department (ambulance); Lynch Ambulance Service, Anaheim (ambulance); Mission Ambulance, Ontario, Corona (ambulance).

The Certified Nursing Assistant Program maintains contracts for field site/clinic utilization with the following:

Community Care and Rehabilitation Center, Riverside; Air Force Village West, Riverside; Riverside County Regional Medical Center; Riverside Community Hospital; Cypress Gardens Rehabilitation and Care, Riverside; Moreno Valley Community Hospital.

