

SELF-STUDY PLANS FOR ALL STANDARDS

MORENO VALLEY COLLEGE SELF-STUDY PLANS

RESPONSES TO THE 2007 RECOMMENDATIONS:

The 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)

The District Strategic Planning Committee will review annually in the 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)

The District Strategic Planning Committee will meet and discuss the alignment of the District and college strategic plans annually in November. (Office of Institutional Effectiveness)

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)

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)

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, plan, and action, if any, in June. (Strategic Planning Committee)

The college will develop a new strategic plan in the fall of 2009 to be implemented from July 1, 2010, to June 30, 2015. (Strategic Planning Committee)

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. (Strategic Planning Committee)

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. (Student Learning Outcomes Specialist)

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 assessment and consequent improvement of instructional and student services by 2012. (College Office of Institutional Research and Assessment)

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. (Strategic Planning Committee)

College committee chairs will 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 to this discussion. (College committee chairs)

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. (President)

REPORT ON THE PLANNING AGENDA FROM THE 2007 SELF-STUDY REPORT

2007 Plans

Accomplishment of Plan

I.A: INSTITUTIONAL MISSION

1. The mission statement will be regularly reviewed by the Moreno Valley Campus Strategic Planning Committee and recommended changes submitted to the Board of Trustees for their approval.

The mission statement was approved by the Board of Trustees in 2006, and reviewed and reaffirmed in 2008.

I.B: IMPROVING INSTITUTIONAL EFFECTIVENESS

2. The dean of instruction in cooperation with the Academic Senate President will conduct a survey of faculty non-instructional commitments – including participation in committees. The results of the survey could then aid in the evaluation of faculty commitments.

This survey was conducted in spring 2009, presented to the Academic Senate and to the Moreno Valley Strategic Planning Mission and Institutional Effectiveness Subcommittee in May 2009. Both groups offered feedback and a second version of the survey will be developed and the results analyzed in 2009-10.

3. The Academic Senate, Academic Planning Council, and the Moreno Valley Strategic Planning Committee, in consultation with the campus president and vice presidents, will continue to refine their roles and relationships. (See Standard IV.A.)

A flowchart and corresponding narrative have been developed to clarify roles and relationships.

4. The faculty co-chair of the Moreno Valley Strategic Planning Committee will put on the committee's agenda the question of how to address strategic opportunities that require a quick decision.

Operational versus strategic processes have been clarified: "Administrative Unit Program Review and Analysis of Operational vs. Strategic Decisions" in the Strategic Planning flowchart and narrative.

5. The vice president of educational services, in consultation with the district Office of Institutional Effectiveness, will continue to expand data resources available on campus to support classroom assessment.

The district dean/director of institutional reporting and academic services makes himself available for the first hour of every weekly Educational Services meeting convened by the vice president of educational services. This enhances the understanding of the administrative leadership in regard to the creation and analysis of data resources. The district dean of institutional research makes himself available weekly, preceding the Academic Planning Council meeting.

6. The Strategic Planning Committee will investigate making campus data available in a meaningful

A full-time communications and web development manager begins work in early July 2009. This position

and simple format on the campus website to our students and service population.

7. The vice president for educational services, in collaboration with Institutional Research, shall develop a proposal to track the achievements of students after they leave the Moreno Valley Campus.
8. The Moreno Valley Strategic Planning Committee will consult with the Faculty Senate and the campus administration to evaluate the efficacy of the new Administrative Unit Program Review. The review will function as a report card to answer the question, "How did we do?"
9. The Moreno Valley Strategic Planning Committee will stipulate in the institutional effectiveness review process (see Evaluation and Plan for I.B.6) that programs, disciplines, and all non-instructional units on campus are to receive the institutional report card in time for the next program review cycle.

is considered mission-critical in reaching strategic initiatives and goals in support of the college.

The hiring of an outcomes assessment specialist is underway spring 2009, with a hiring target date of summer 2009. Among other duties, the specialist will assist faculty and administrators with the design and assessment of surveys for certificate and degree completers and transfer students. The four nationally accredited health science programs collate data ongoing as part of their accreditation requirements, as well as for presentation to their respective occupational advisory committees.

The Administrative Program Review process was evaluated and modified, and a new format was initiated in late spring 2009.

The Mission and Institutional Effectiveness Subcommittee has taken this on and a report is expected to the Moreno Valley Strategic Planning Committee in fall 2009. The same subcommittee annually reviews program review data and reports back on changes that were implemented.

II.A: INSTRUCTIONAL PROGRAMS

10. The campus will identify strategies to increase community partnerships, and will investigate ways to change funding allocations to support existing and develop additional vocational programs to meet community needs.

Funding allocations, awarded or under submission, are as follows:

Title V – HIS Moreno Valley, 10/01/03 – 9/03/09, \$2,171,373, U.S. Department of Education: To improve the success of Hispanic, at-risk and low-income students through an integrated approach involving instruction, student services, and learning support services.

Nuview Bridge Early College High School, 7/01/04 – 6/30-10, \$400,000, Bill and Melinda Gates Foundation through the FCCC: To establish Nuview Bridge High School as an ECHS.

Title V –HSI Coop Program with UCR and Norco Campus, 10/0106 – 9/30/11, \$3,436,818, U.S. Department of Education: To refine, expand,

integrate, and institutionalize a series of pilot projects to address the academic needs of students, especially Hispanics and low income, first generation students; to create a Center for Faculty and Professional Development to increase student learning and success; and to create a process to identify and support increased numbers of students, especially low income and Hispanic students, to seek careers in community college teaching.

CTE (Career Technical Education) Equipment for Nursing and Allied Health Programs (with Riverside City College), 4/01/08 – 9/30/09, \$154,000, CCC Chancellor's Office: To provide high tech, state-of-the-art technology equipment needed to meet current nurse training needs.

Teeth Are Us, 7/01/08 – 6/30/10, \$128,655, California Department of Health Services: To provide dental disease prevention to area elementary schools.

College Cost Reduction and Access Act (CCRAA) Project Success (2-year), 1/01/09 – 12/31/10, \$495,000, CCC Chancellor's Office: To reduce the shortage of qualified allied health workers (certified nursing assistant, medical assistant, speech pathology assistant) in Southern California by hiring additional faculty and purchasing up-to-date equipment.

Song Brown Physician Assistant Training Program, 7/01/09 – 6/30/09, \$107,000, Office of Statewide Health Planning and Development (OSHPD): Continued support for a full-time faculty member to assist with the educational training of PA students, specifically the remediation efforts of the program.

Middle College High School, 7/01/09 – 6/30/11, \$36,769, CCCC Chancellor's Office: To sustain implemented program for at-risk students from Moreno Valley USD and Val Verde USD to take college courses to satisfy requirements for both college credit and high school diploma.

Economic Stimulus Program Funds for Phase II, Allied Health Program Expansion, 7/14/09 – 6/30/11, \$400,000, CCC Chancellor's Office: To allow for the hiring of additional faculty and the purchase of up-to-date equipment to support pharmacy technician, clinical laboratory technician, dental assisting, dental hygiene, and medical records and health information

systems programs, in order to increase enrollment and produces qualified workers for competitive job market.

*HRSA Health Care and Other Facilities
Congressionally-Directed Award, 11/01/09 – 10/31/09,
\$329,670, Health Resources and Services
Administration: To purchase equipment for dental
hygiene, dental assisting, physician assistant,
pharmacy technician, clinical laboratory technician,
and biotechnology technician programs.*

*Riverside Community Health Foundation – Expanding
Access to Dental Care and Education, 2009 – 2011,
\$200,000, Riverside County Community Health
Foundation: To purchase dental hygiene equipment.*

11. Disciplines and departments will research the relationships between the entry-level basic skills competencies of our students and the skills required for success in vocational and baccalaureate transfer courses.

Projects funded by the Basic Skills Committee, in coordination with discipline program review, collect and analyze data. With the addition of the outcomes assessment specialist, the project and programmatic outcomes data will be more systematically disseminated for informed discussion and eventual integration into scheduling and curriculum development.

12. Continue the professional development initiatives begun at the Basic Skills Retreat held in spring 2007. The campus faculty development coordinator will promote professional development activities that target the utilization of best practices in teaching students with basic skills deficiencies.

The Basic Skills Committee meets monthly and pursues an active and participatory agenda, with outcomes such as the establishment of interdisciplinary learning communities, program and curriculum planning and development, student assessment, academic advisement and counseling support, conference attendance, the acquisition of instructional materials and equipment, and institutional research projects. The "Back-to-College" flex day activity for academic personnel to be held in late August 2009 will champion the theme of basic skills and provide a forum for faculty reports. In late October 2009, a second Basic Skills Retreat is planned.

13. Departments will increase the proportion of basic skills sections taught by full-time faculty members.

The dean of instruction and the Academic Planning Council, with facilitation by the Office of Institutional Reporting and Academic Services, continue to offer and track sections as part of a balanced curriculum.

14. Campus representatives will meet with representatives of the Office of Institutional Effectiveness to formalize a data timeline.

Weekly meetings with the associate vice chancellor of institutional research were initiated at the college in the fall of 2009.

15. The dean of instruction, affected department chairs, and middle college high school coordinators will coordinate identification, enrollment, and scheduling of all middle college students in order to avoid large concentrations in given sections.

Special "operational assistance" to the middle/early college coordinators is provided by personnel in the Offices of Instruction and Student Services during enrollment periods.

16. The Academic Planning Council will implement mechanisms to better recruit and support part-time faculty.

The academic departments (the chairs of which make up the membership of the Academic Planning Council) have operational guidelines which include recommendations for the selection, evaluation, and mentoring of new faculty. (See pages 78 and 79 of the Agreement between Riverside Community College District and the RCCD Faculty Association/CCA/CTA/NEA.).

17. The faculty development coordinator will post faculty development activities on the campus website and make arrangements to have them announced at department and Academic Senate meetings.

The faculty development coordinator periodically announces faculty development via district/campus email, and at department and Academic Senate meetings. The communications and web development manager will assist in disseminating information via an electronic master calendar.

18. The faculty development coordinator and personnel in the new Center for Faculty Development will collaborate with the district Open Campus unit to supplement its Hybrid Academy training with on-site, focused workshops specifically aimed at web-enhancement techniques for all Moreno Valley instructors.

An educational technologies trainer, representing the district Open campus, is on campus all day each Monday in the Center for Faculty and Professional Development.

19. The new Center for Faculty Development will schedule workshops and speakers on best practices in assessing and analyzing student learning outcomes, to include a) representatives from district Institutional Research; b) members of the District Assessment Committee; c) faculty directors from the Moreno Valley Campus vocational programs; and d) the Title V Grant Outcomes Assessment Specialist.

Assessment workshops are ongoing; in fact, the Moreno Valley Strategic Planning Committee approved the inauguration of a full-service Office of Research and Institutional Effectiveness in spring 2009, for which staffing is already underway, including the position of outcomes assessment specialist.

20. Through the strategic planning process, the campus will study the feasibility of establishing a cataloguing system for documentation of public records produced by the campus and the district and all units on campus.

The Student Learning Programs and Services Subcommittee of the Moreno Valley Strategic Planning Committee has studied the feasibility and prepared a response, shared as evidence in this document.

II.B: STUDENT SUPPORT SERVICES

21. As funding becomes available, the dean of student services will request full-time staff in EOPS and Job Placement.

The Student Employment Office is now staffed by a full-time employee; a full-time EOPS staff member has also been requested and is being tracked through the program review process.

22. As funding becomes available, the dean of Student Services will arrange for expanded service hours for evening and weekend students.
23. Student Services personnel will explore avenues for expanding the offerings of cultural events on campus that are open to our surrounding communities, perhaps through KRCC TV Station and the various Chambers of Commerce.
24. Provide ongoing training for part-time counselors and interns.

Evening and weekend hours of service continued to be offered during peak enrollment periods. Assessment and counseling services for all students were initiated at the Ben Clark Training Center in fall 2009.

Active community participation and outreach by college administrators and others continues to provide a multifaceted forum for exposure and personalized invitations to campus activities.

This training is actively ongoing, and bolstered by the activities provided by the Faculty Internship Program as part of the Title V Cooperative Grant.

II.C: LIBRARY AND LEARNING SUPPORT SERVICES

25. The Library and Learning Support Subcommittee will facilitate increased dialogue between library personnel and campus faculty, especially in an effort to develop strategies for improving the quality and currency of the library's book collection and for increasing library services.
26. The Strategic Planning Committee will study the need for more space for library functions when Phase III construction has been completed.
27. The Strategic Planning Committee will ask the Library and Learning Support Subcommittee and other relevant groups on campus, such as the staffs of the Writing and Reading Center and the Computer Lab, to study the overall availability of computers for general student use and develop a campus-wide strategy for improving student access to computers.
28. The IMC staff will provide instructional workshops or presentations to faculty, perhaps in the context of department meetings, to promote awareness of services and proper procedures for use.
29. The office of the dean of instruction will publicize the CIS lab as an open computer lab to promote more student use.
30. The library will offer LIB 1 on this campus when space and resources are made available.
31. The Library/Learning Resources Center will work with Information Services to ensure that the infrastructure will support expansion in terms of bandwidth and access to the library's subscription resources.

The full-time librarian has become an integral participant in the "One Book / One College" campaign, and is active on the Curriculum Committee, the Moreno Valley Strategic Planning Committee, and with the accreditation process—all having contributed to increased networking with faculty and others.

The strategic planning Resources Subcommittee, which includes representative library personnel, meets monthly to discuss spatial needs for Library/Learning Resources.

Among other access promotions, as of fall 2008, 30 laptops in LIB 241 are additionally available to students. An assessment of all academic support services on campus is being carried out to ensure student access and success, and the maximization of resources related to tutoring, the Writing and Reading Center, the Math Lab, the computer center, and the STEM Success Center.

A brochure from the Instructional Media Center is disseminated, announcing services, inviting personalized training appointments and the willingness of IMC personnel to attend and present at academic department meetings.

Greater publicity notwithstanding, all open entry/open exit learning labs are under review for student access and accounting compliance.

LIB 1 is scheduled for fall 2009.

Information Services has confirmed that bandwidth isn't a problem, with the campus using about half of its 45mb T3 available. When the campus moves to official college status, it may have even access to its own internet connection. As for Library subscription

resources, the IP Subnet Addresses in use could be easily segregated to another subscription license for Moreno Valley College. Available bandwidth for expansion and access to the library's subscription resources both bode very well. Campus equipment is capable of handling 10 times its present load at the Local Area Network and is upgradable for much more if necessary.

32. The Library/Learning Resources Center will raise with the Strategic Planning Committee the possibility of extended hours and promoting more student use of the library as a place to study.

The half-time library clerk II position has become a full-time position. With this expansion of staffing, and an additional nine hours per week of part-time faculty coverage, the library is able to stay open an additional hour Monday-Thursday, and an additional four hours on Fridays (closing at 4 p.m. instead of 12 noon).

III.A: HUMAN RESOURCES

33. Moreno Valley faculty will continue to develop and participate in discipline-based assessments of student learning outcomes. Discipline leaders on campus, moreover, will seek to use the results of these assessments to promote more research on and faculty development in the best practices for in-class assessment.

The District Assessment Committee is working closely with the Moreno Valley faculty and administration to make sure assessment goals are met. Moreno Valley College is well represented on this committee and workshops are scheduled on campus.

34. The faculty development coordinator, with the assistance of the Office of Equity and Diversity, will offer more FLEX workshops on campus on topics of ethical treatment of all categories of employees and students.

The Office of Diversity and Human Resources offers FLEX workshops, online resources, and training for staff regarding equity and diversity. Resources are available online and in person. Training is mandatory for all staff sitting on interview panels to ensure fair and equitable hiring processes. Training is also mandatory for all managers to ensure compliance with regulations. In addition to books, videos, and online resources, the Office of Diversity and Human Resources also sponsored "Diversity Week" activities to celebrate diversity on campus.

35. Through the strategic planning process, a plan will be developed for the continued hiring of more full-time faculty and staff to accommodate future growth.

Through the program review process, staffing needs were identified and linked in the budget/strategic planning process. Staffing needs were prioritized and funded in alignment with the college mission and funding availability. Funding for new positions was made a permanent part of the Budget Allocation Model.

36. The campus faculty development coordinator, in consultation with district office of Institutional Effectiveness, will assess faculty awareness of and involvement in the various faculty development opportunities and venues. The coordinator will seek to coordinate and promote faculty development opportunities, placing emphasis on those which directly promote student

Multiple training opportunities have been offered for faculty to expand their development and to learn how best to assess student learning outcomes. The results of those trainings were assessed through surveys and the results were used to create or update future trainings.

learning and the assessment of student learning outcomes.

37. The district Office of Institutional Effectiveness will evaluate the efficacy of Administrative Unit Program Review.

After evaluation, additional training is provided to those who produce and are informed by administrative unit program reviews.

III.B: PHYSICAL RESOURCES

38. The Plant/Operations and Management department has a district-supported plan to place computers in specific areas on campus in order to provide facilities personnel real-time access to Footprints. Also planned is Footprints access for all faculty, staff, and administrators. This implementation will eliminate the transferring of work orders from the WEBFORMS into the Footprints data base.

The Footprints program is fully operational and is used to monitor all maintenance requests on campus. All staff have been trained on its usage and use it regularly. This has been a successful tool to help facilities staff stay aware of all maintenance needs on campus.

39. The vice president of business services will disseminate evacuation and lockdown plans, and procedures will be posted in all faculty offices and off-site facilities.

All rooms now have updated evacuation maps and emergency flipcharts located near the door indicating how to respond in emergency situations.

40. The Strategic Planning Committee will work with Student Services and Facilities to explore options for improving transportation options for students and campus personnel. These options might include

The "Go Pass Program" has been implemented, providing free bus transportation for students. (This option was selected as the best option for students and is communicated to them regularly to encourage participation.) The strategic planning committee has approved plans for a new parking structure at the main entry of the campus, integrating expanded bus stop accessibility.

- a. Funding a nicer campus bus stop
- b. Working with RTA to develop student pass discounts, coordinated schedules, and express student bus services from key points throughout our service area
- c. Working with the city of Moreno Valley to explore options for improving bicycle and pedestrian access to campus, perhaps through the development of bike-pedestrian corridors
- d. Working with Associated Students to promote bicycling and walking to campus

41. The Strategic Planning Committee will also review the campus non-smoking policies to address the concerns about non-compliance and enforcement.

The strategic planning committee has reviewed the no-smoking policy and deemed it necessary to continue. Discussions have occurred with police officers to be vigilant about enforcing compliance.

III.C: TECHNOLOGY RESOURCES

42. The Moreno Valley Strategic Planning Committee will activate the new maintenance

A Technology Plan has been adopted that provides guidance for the replacement of computers, appropriate usage, best practices for use in

and upgrade process and will request that the Technology Subcommittee study the feasibility of incorporating a queue into the protocol, so that justified needs that do not get funded due to financial restraints are rolled over to the next year.

instruction, and information on maintenance and repair. Since implementation, the plan has been updated with feedback from the strategic planning subcommittees.

III.D: FINANCIAL RESOURCES

43. The faculty development coordinator, with the assistance of the vice president of business services, will offer FLEX workshops on the college's budgetary development process.

The vice president of business services has offered budget training to the shared governance bodies, the Academic Planning Council, and the college at large. Business Services procedure notebooks have been provided for all managers and assistants to help guide understanding of all business processes, including the budget.

44. The Moreno Valley Strategic Planning Committee will develop bylaws that will define the charge of the Financial Resources Subcommittee and will determine how budgetary information flows between subcommittees and to the Academic Senate.

The flow of information is described in the flow chart of the MVC Strategic Planning Process. The committee bylaws will be voted upon in September 2009.

45. The vice president of business services will work with the Academic Senate and the Strategic Planning Committee to develop mechanisms for reporting budget development information back to planning and to the campus community generally.

Budget data is provided to the campus community at almost every shared governance meeting, Academic Senate meeting, and management meeting, and all managers access to retired and review their budgets online for careful monitoring.

46. The vice president of educational services will work with the Strategic Planning Committee and the vice chancellor of Student Services/Operations to develop a plan for augmenting police presence on the campus during the evening and weekend hours.

The vice president of educational services receives regularly scheduled in-person briefings from the campus senior police officer. In fall 2009, a panel composed of the vice president of educational services, the associate vice chancellor of student services and operations, the faculty co-chair of the strategic planning committee, the district chief of police, and campus police is scheduled to dialogue with the strategic planning committee. The purpose of the exchange is to identify staffing needs for safety at all sites; the results of the exchange will inform program review and be utilized for strategic planning.

47. The vice president of business services will work with the Moreno Valley Strategic Planning Committee to develop an evaluation process for budget development.

The budget development process for the campus was reviewed and updated in spring 2009 based on input from campus constituency groups. It will be reviewed yearly for any necessary updates. The District Budget Advisory Council (DBAC) also updated its Budget Allocation Model as became necessary based on feedback or new knowledge. Evaluation the Budget Allocation Model is a regular agenda item on the District Budget Advisory Committee agenda.

48. Program reviews will incorporate the evaluation of grant projects and note when grant funding will end. A mechanism will be developed within program review to request general fund support if the department/campus deems that a project effectively contributes to student learning.
49. Department chairs will be expected to get Galaxy training, so as to use budget information effectively for program review.

The evaluation of grant projects has been carried out and is now part of the program review process.

This expectation has been met and Galaxy access is in place.

IV.A: DECISION-MAKING ROLES AND PROCESSES

50. The Academic Senate, Academic Planning Council, and the Moreno Valley Strategic Planning Committee, in consultation with the campus president and vice presidents, will continue to refine their roles and relationships.
51. The campus governing bodies will dialogue and develop a formal document describing the relationships and processes among the subcommittees of Moreno Valley Strategic Planning Committee.
52. The Technology Subcommittee will discuss improving methods of teleconferencing.
53. The administrative and faculty co-chairs of the Moreno Valley Strategic Planning Committee will begin work on establishing formal processes for evaluating governance and decision-making structures at the Moreno Valley Campus by convening a task force – including representation from the senate, CSEA, and the strategic planning subcommittees – to develop and disseminate charges and workflow for the Moreno Valley Strategic Planning subcommittees, including feedback loops.
54. The Academic Senate will evaluate and update its constitution and by-laws.
55. The Moreno Valley Campus president will deliver an annual report in writing to the Moreno Valley Strategic Planning Committee and to the Academic Senate. The report will respond to the

The flow chart and narrative of the MVC Strategic Planning Process describes the roles and relationships of these entities. Information sessions are conducted on an on going basis.

The flow chart of the MVC Strategic Planning Process graphically charts, and the accompanying narrative describes, the roles and relationships of these entities. Subcommittee leadership has been steady, and the relationships and processes have stabilized.

The Resources Subcommittee has prepared a report to forward to the strategic planning committee which encompasses not only teleconferencing, but green concepts as well, including the practice of convening fewer face-to-face meetings.

The Moreno Valley Strategic Planning Committee bylaws have been formulated and agendized for vote by the committee in September 2009. The Academic Senate has appointed a senator to be the official liaison between the senate and the strategic planning committee, serving as a nonvoting member of the strategic planning committee. A senate and strategic planning committee-approved flowchart was created in 2008-09; it delineates the relationship of all of the above entities within the strategic planning process.

During 2008-09, an ad hoc senate committee reviewed the constitution, bylaws, and rules, and subsequently made recommendations for revisions. These revisions were presented to the Moreno Valley College faculty for vote. The faculty approved the suggested revisions in spring 2009, and the senate will implement the changes in fall 2009.

Two annual presidential reports on outcomes (2007-08 and 2008-09) have been delivered to the Moreno Valley Strategic Planning Committee and to the Academic Senate.

initiatives generated by the campus governance structure and assess, with rationales, the degree to which outcomes were or were not achieved.

IV.B: BOARD AND ADMINISTRATIVE ORGANIZATION

56. The Board of Trustees will ensure that Board Policies are reviewed and updated as needed.

The Board reviews and updates Board Policies regularly, as recorded in the Board agendas and minutes, and immediately posts the revised policies on the district website.

57. The Board of Trustees will conduct annual assessments as described in their new policy.

The 2009-10 assessment was carried out and the results made public at the June 2009 Board meeting (and on the district website).

58. The president will continue to work with district management, the Moreno Valley Strategic Planning Committee, and the vice president of business services to develop the Moreno Valley Campus budget.

Budget development for the 2009-10 year went smoothly, in accordance with the Budget Allocation Model and the budget development procedures in place. Minor updates and continuous improvement made the process successful. Budget implications from the state budget crisis continue to be monitored and discussed with all college constituencies as information from the state has become available.

59. Area managers will evaluate all support services through the non-instructional program review process to ensure that campuses are adequately supported in their mission and operations.

The administrative unit program review process, fully institutionalized, documents the evaluation of all services.

60. In order to ensure that resources are available to support anticipated growth and development, the vice president of business services will monitor district budget allocations as part of his report back to the Financial Resources Subcommittee.

Almost every committee meeting has a budget update as a part of its agenda so the college community has stayed continuously abreast of budget news and has had the opportunity to give insightful feedback.

61. Staff and management of non-instructional areas will conduct the administrative program review with the purpose of evaluating how campus and district administrative functions are working.

The administrative unit program review process, fully institutionalized, documents the evaluation of all functions.

62. The campus leadership will plan to improve on and expand the use of teleconferencing and other electronic methods of communication with district bodies.

Discussions to improve and expand teleconferencing modalities across the district are ongoing, from the Board level to individual work units, and the results are reflected in program review documents.

PLANS IN RESPONSE TO THE STANDARDS (2009 REPORT):

The following plans are of several kinds: some address shortcomings; most are responses to opportunities for improvement as identified in the Standards. These plans will be circulated widely, sort them in many ways, and invite prioritization by various constituency groups. The plans will be presented formally to the Moreno Valley Strategic Planning Committee and the Academic Senate. To facilitate action and track outcomes, a responsible party is assigned to most plans.

In the spirit of the college's mission, we have committed to perpetuating the productive self-reflection, now systematized, and to maintaining our signature responsiveness to the needs of our vibrant and supportive community.

I.A. INSTITUTIONAL MISSION

(None)

I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS

(None)

II.A. INSTRUCTIONAL PROGRAMS

The Center for Faculty and Professional Development (CFD) will continue to provide workshops and speakers on best practices in assessing and analyzing student learning outcomes to improve teaching and learning. Experts will include a) representatives from the district institutional research; b) members of the District Assessment Committee; c) faculty directors from the Moreno Valley career technical education programs; and d) the college's outcomes assessment specialist.

II.B. STUDENT SUPPORT SERVICES

The Moreno Valley Student Equity Team will utilize results of student equity research to develop programs and services addressing identified needs of diverse student populations.

II.C. LIBRARY AND LEARNING SUPPORT SERVICES

(None)

III.A. HUMAN RESOURCES

Moreno Valley faculty will continue to develop and participate in assessments of student learning outcomes to improve teaching and learning. Faculty at the college, moreover, will seek to use the results of these assessments to promote more research on and faculty development in best practices for in-class assessment.

III.B. PHYSICAL RESOURCES

(None)

III.C. TECHNOLOGY

(None)

III.D. FINANCIAL RESOURCES

(None)

IV.A. DECISION-MAKING ROLES AND PROCESSES

(None)

IV.B. BOARD AND ADMINISTRATIVE ORGANIZATION

(None)