

STANDARD I:

Institutional Mission and Effectiveness





Standard I

Coordinating Co-Chairs: James Namekata, Associate Professor, Mathematics (Faculty)
Stefini Brooks, Secretary IV, Physician Assistant Program (Staff)

Administrative Resource Person: Patricia M. Bufalino, Dean of Instruction

I. Institutional Mission and Effectiveness

Nicolae Baciuna, Assistant Professor, Mathematics
Larisa Broyles, Associate Professor, Anthropology
Maureen Chavez, Title V Director
Lourdes Davis, Clerk Typist, Public Safety Education and Training
Lorraine Grippin, Secretary II, Emergency Medical Services Programs
Tracy Jelensky, Student Financial Services Support Specialist
Jeremy Johnson, Emancipation Coach, Workforce Preparation
Diane Marsh, Associate Professor, Chemistry
Peggie Negrete, Instructional Department Specialist, Communications
Clint Sandusky, Senior Officer, Safety & Police
Nicole Snitker, Instructor, Dental Hygiene Program
Susan Tarcon, Supervisor, Health Services
Adviye Tolunay-Ryan, Assistant Professor, Psychology
Silvia Trejo-Sigala, STEM Counselor
Sam Weston, Officer, Safety & Police
Edd Williams, Associate Professor, English
Chui Zhi Yao, Assistant Professor, Mathematics

Contributors:

Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President;
Chris Carlson, Executive Assistant to the Chancellor; Dan Clark, Associate Professor, English;
Lisa Conyers, Vice President of Educational Services; Debbie Di Thomas, Associate Vice Chancellor,
Student Services and Operations; Travis Gibbs, Associate Professor, Psychology; Jackie Grippin,
Administrative Assistant, Business Services; Marilyn Heyde, former Instructor, Dental Hygiene; Irving G.
Hendrick, former Interim Chancellor; Kristina Kauffman, Associate Vice Chancellor, Institutional
Effectiveness; Fen Johnson, Associate Professor, Mathematics; Linda Lacy, Vice Chancellor, Student
Services; Donna Lesser, Assistant Professor and Director, Dental Hygiene and Assisting Programs;
Shawanna McLaughlin, Student; Delores, Middleton, Associate Professor and Director, Physician Assistant
Program; Dominique Moise-Swanson, Outcomes Assessment Specialist; Peggie Negrete, Instructional
Department Specialist; Mark Palencia, Custodian; Carmen Payne, Secretary IV, Health Sciences; Monte
Perez, President; Ann Pfeifle, Associate Professor, History; Sheila Pisa, Associate Professor, Mathematics;
Jessica Rivera, Student; David Torres, Dean, Institutional Research; Richard Tworek, President Emeritus;
Kellie Wells, former Clerk Typist, Emergency Medical Services Program

STANDARD I: **INSTITUTIONAL MISSION & EFFECTIVENESS**

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

STANDARD I.A: **INSTITUTIONAL MISSION**

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

DESCRIPTION

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

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

The statement emphasizes a commitment to "life-long learning" for "all" members of our community "who can benefit" from the wide range of listed programs: "baccalaureate transfer, professional, pre-professional, and pre-collegiate," as well as the college's distinctive offerings in "health and public service preparation."

EVALUATION

This standard is met. The mission statement is regularly reviewed by the Moreno Valley Strategic Planning Committee, and recommended changes, if any, are submitted to the Board of Trustees for approval. The Institutional Mission and Effectiveness Subcommittee reviewed the mission statement on November 6, 2008.¹ No changes were suggested, and the subcommittee recommended that the Moreno Valley Strategic Planning Committee (MVSPC) reaffirm the mission statement at its November 20, 2008, meeting.²

PLAN

None is needed.



I.A.1. The institution establishes student learning programs and services aligned with its purpose, its character, and its student population.

DESCRIPTION

As a campus of Riverside Community College District (RCCD), the future Moreno Valley College had a sense of mission before it had its own mission statement. The Moreno Valley Campus of RCCD opened its doors in 1991 to accommodate the explosive growth of Moreno Valley and nearby communities to the east and south of Riverside. Indeed, Moreno Valley had gone from being a collection of farming communities to its current status as the second largest city in Riverside County. The Moreno Valley Campus thus addressed this need for a convenient location in the community.³ In fall 2008, Moreno Valley College enrolled 2990 full-time equivalent students (10,248 headcount).

As the campus matured in the 1990s, it actively addressed the distinct and varied educational needs of its specific population and the technological and economic demands of the growing community. The campus immediately set out to provide a full-service, well-rounded transfer curriculum, and it has steadily increased the range and variety of its offerings.⁴ Transfer-level offerings not only lead to greater job opportunities for students; they also provide the foundations of knowledge, cultural awareness, and critical thinking so vital for quality of life and democratic citizenship. This cultural role of any community college is especially important in the new expanding suburban community of Moreno Valley and its neighboring cities, where newcomers' roots are still maturing and a sense of local identity is only just emerging. Moreover, given the demographic profile of the population moving into the Moreno Valley service area, the campus recognized from the outset its vital role in providing the community with strong offerings in pre-collegiate basic skills.

Over the course of the 1990s, and on into the new millennium, the Moreno Valley Campus developed special strengths in health, human, and public services. This distinctive emphasis was partly a response to the relocation of the Riverside County Hospital to a site just 2.5 miles from campus. The hospital, a 520,000-square-foot facility, has become an important partner and educational resource. In addition, studies such as the site survey conducted by the Economic Development Agency in 1997 indicated the need for training programs in health fields.⁵ Expanding job opportunities related to the new hospital, now called the Riverside County Regional Medical Center, as well as commitment of faculty and staff, have made this programmatic focus highly successful and given Moreno Valley College a distinctive character and a vital role in the region.

In accordance with the Riverside Community College mission and Master Plan, the college has developed curricular and site partnerships which address staffing needs identified at partner organizations, including healthcare technicians, physician assistants, biotechnology workers, dental hygienists and dental assistants, human services professionals, bilingual interpreters,

and other emerging occupations. Faculty have designed comprehensive curricula encompassing needed skills and implemented innovative field observation modules utilizing potential employers.

Programs, representative of community partnerships, include

- Community Interpretation in Spanish
- Dental Assisting
- Dental Hygiene
- Dental Technology
- Emergency Medical Services (Paramedic and EMT)
- Healthcare Technician
- Human Services
- Medical Assisting and Transcription
- Physician Assistant.⁶

The campus also oversees the public services programs coordinated through the Ben Clark Public Safety Training Center:

- Law Enforcement
- Fire Technology.

Because many of these professional programs have entry prerequisites, they have spurred the development of pre-collegiate, pre-professional, and transfer offerings. With a clear view of its future as a college, the campus community was ready to formalize a college mission statement. The document, Moreno Valley College Mission Statement: 1999-2006, From Proposal to Recommendation for Approval/Adoption by the RCCD Board of Trustees, summarizes the process of developing the mission statement consistent with the needs of the communities that Moreno Valley College serves.⁷

EVALUATION

This standard is met.

PLAN

None is needed



I.A.2. The mission statement is approved by the governing board and published.

DESCRIPTION

The Riverside Community College District Board of Trustees approved the Moreno Valley College mission statement on June 20, 2006. The mission statement is published in the Moreno Valley Educational and Facilities Master Plan and on the Moreno Valley College website. In addition, it is contained in all major college publications published since June 2006. All proposed future changes and revisions to this mission statement will be approved by the Board of Trustees.

**I.A.3.**

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

EVALUATION

This standard is met.

PLAN

None is needed.

DESCRIPTION

Following the decision of the Board of Trustees in March 2002 to move to a three-college district, responsibility for developing, reviewing, and revising a learner-centered mission statement fell to each of the campuses. Moreno Valley College has engaged in significant dialogue to achieve this goal.

Dialogue and input from the whole campus community was integral to the development of Moreno Valley College's current mission statement. As early as December 1999, the Moreno Valley Campus Accreditation Committee proposed a "shadow box" mission statement as a part of its contribution to the Riverside Community College self-study.⁸ Between 2000 and 2004, the proposed mission statement was shared with the entire campus community and area community partners. This led to changes in the statement that were reflected in the version that was included in the Eligibility Application for College Status, submitted to ACCJC on May 6, 2004, and subsequently approved.⁹

Throughout 2005 and 2006, the campus continued to refine the mission statement to be responsive to the communities it serves. As noted in the description of Standard I.A., the document Moreno Valley College Mission Statement: 1999—2006 From Proposal to Recommendation for Approval/Adoption by the RCCD Board of Trustees provides a detailed outline of this process.

EVALUATION

This standard is met. As a dynamic and responsive institution, Moreno Valley College uses the strategic planning process to review its mission statement on an annual basis as described in section I.A.

PLAN

None is needed.

The logo for I.A.4. consists of a stylized 3D cube icon on the left, followed by the text "I.A.4." in a bold, white, sans-serif font on a black rectangular background.

I.A.4. The institution's mission is central to institutional planning and decision making.

DESCRIPTION

Moreno Valley College has integrated review of the college's mission into its strategic planning and decision-making processes. For example, the Moreno Valley Strategic Planning Committee (MVSPC) has charged its Institutional Mission and Effectiveness Subcommittee with reviewing the mission statement on an annual basis. The subcommittee makes recommendations to the MVSPC to reaffirm or revise the mission statement as appropriate to assure that the statement is reflective of the educational interests of the communities served by the college. The MVSPC then consults with the Academic Senate and other stake-holding groups both at the college and in the community prior to making recommendations to the Riverside Community College District Strategic Planning Committee and Board of Trustees.

All MVSPC subcommittees receive their charges from the MVSPC and discuss issues through a consideration of their consistency with the institutional mission. To illustrate this consistency, the Resources Subcommittee considers mission to ensure that there are adequate resources and services in place to support all the scheduled instructional programs. The Resources Subcommittee reviews the instructional and administrative units' program reviews to align allocation of resources with planning in accord with the mission. Members of the Resources Subcommittee representing the Facilities Department approach their respective functional areas from a similar perspective, asking how actions under consideration support the college mission. In addition, the Leadership and Governance Subcommittee looks at the "big picture" and works through the strategic planning process to coordinate all aspects of the college. Thus, Moreno Valley College has put review of its mission at the center of its entire planning and decision-making process.

As discussed in I.B below, strategic planning is driven by program review, and program review requires the alignment of learning programs, student services, and planning with the mission of the college. Likewise, the administration, with its strong leadership in health, human, and public services as well as its commitment to basic skills and a broad transfer curriculum, supports and serves Moreno Valley College's mission.

EVALUATION

This standard is met.

PLAN

None is needed.

STANDARD I.B: IMPROVING INSTITUTIONAL EFFECTIVENESS

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

DESCRIPTION

The Moreno Valley Strategic Planning Committee (MVSPC) met for the first time on May 24, 2004, and has held regular monthly meetings ever since.¹⁰ The MVSPC began to develop its subcommittee structure in November 2004. Following through on districtwide discussions dating as far back as 2000, the MVSPC aimed to align its subcommittees with the accreditation standards so that strategic planning subcommittees could also function as accreditation subcommittees.

The initial MVSPC subcommittees were

- Institutional Mission and Effectiveness (I)
- Instructional Programs and Strategic Enrollment Management (IIA)
- Student Support Services (IIB)
- Library and Learning Support (IIC)
- Human Resources (IIIA)
- Physical Resources (IIIB)
- Technology (IIIC)
- Financial Resources (IIID)
- Governance (IV)

The model used for strategic planning at Moreno Valley College is one in which the needs identified by instructional and administrative program reviews are assigned to the appropriate strategic planning subcommittees to discuss and make recommendations to the MVSPC.

In spring 2008, the MVSPC approved a streamlined reorganization of the subcommittee structure which was implemented in fall 2008. This alignment facilitates ongoing strategic planning and self-assessment. The current subcommittees include

- I. Institutional Mission and Effectiveness
- II. Student Learning Programs and Support Services
- III. Resources
- IV. Leadership and Governance.

Faculty and staff co-chairs were appointed for each subcommittee and administrators were designated as facilitator/resource persons for each

subcommittee. The same process established earlier continues to be used—namely, subcommittees discuss and make recommendations to the MVSPC with consultation from the Academic Senate and the Academic Planning Council.

The institutional shift to outcomes-based assessment is well underway at Moreno Valley College. All programs are attending to outcomes assessment. For example, Moreno Valley College's three nationally accredited professional programs—Physician Assistant, Paramedic, and Dental Hygiene—have detailed assessment and outcomes evaluation procedures. New career and technical education programs are being developed with program learning outcomes included in their initial designs and proposals. The assessment process has clearly arrived at the level of being a systematic and ongoing cycle:

- Assessment of courses and programs is now a required part of the program review process.
- Institution-level outcomes are being assessed, with general education outcomes defined and indirectly assessed through student surveys.
- Program-level outcomes are beginning to be defined and assessed, particularly in the career and technical education disciplines.
- The district and college curriculum committees have collaboratively developed program learning outcomes for all areas of emphasis for the associate degree programs.
- The District Assessment Committee has developed a comprehensive set of measures and processes to promote reporting of program assessment and effectiveness in achieving desired program outcomes.

Based on its determination of student needs and its assessment of student learning, each discipline's comprehensive program review—which occurs every four years and focuses on teaching and learning—can help guide the annual program review update and provide the college departments with specific discipline's needs in all areas: faculty development, equipment, staff hiring, and so forth. The annual review is completed by disciplines at each college, thus allowing the findings to feed into budget and strategic planning considerations for that college. The broad representation of college constituencies on the strategic planning subcommittees—as well as the committee itself—means that the whole college community is able to monitor the decision-making process.

EVALUATION

This standard is met.

The logo for I.B.1. consists of a 3D wireframe cube on the left, followed by the text "I. B. 1." in a white, sans-serif font on a black rectangular background.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

PLAN

None is needed.

DESCRIPTION

As the discussion above has indicated, the whole college community is involved in the strategic planning process and thus in collegial, 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. Informal dialogue occurs at meetings and retreats held throughout the academic year among all sectors of the Moreno Valley College community, including

- all-faculty meetings and retreats
- discipline and department meetings
- Basic Skills Initiative Committee meetings
- Academic Planning Council meetings
- strategic planning committee and subcommittee meetings
- Student Services staff meetings
- Educational Services meetings
- library staff meetings
- administrative meetings
- career and technical education meetings and retreats
- FLEX day activities
- faculty development box lunch series
- online forums and discussion boards.

Moreno Valley College faculty meetings provide opportunities for dialogue across disciplines and departments. 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. Districtwide discipline meetings promoting dialogue among faculty members from the different colleges assure integrity of student learning outcomes for each discipline as identified by program review; these meetings also encourage development, assessment, and revision of course student learning outcomes. Campus FLEX day meetings and faculty staff development box lunch activities provide a further opportunity for all faculty to assess their progress in meeting student needs according to the mission of the institution.

Meetings of admissions, counseling, student services and library staff, administrators, and career and technical education advisory groups comprised of faculty and industry leaders provide further essential avenues for continuing input into student and institutional needs.

EVALUATION

This standard is met.

PLAN

None is needed.

I. B. 2.

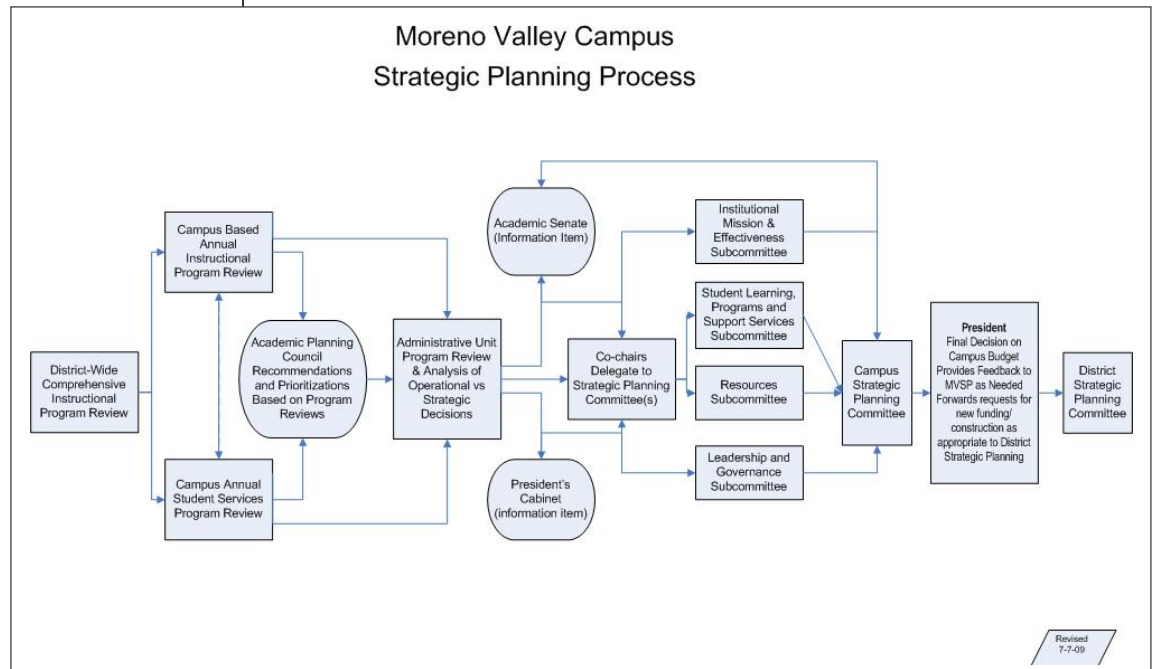
I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTION

As discussed in I.B, instructional and administrative program reviews and strategic planning processes, guided by the mission statement, are the chief formal mechanisms for developing, articulating, and implementing goals at Moreno Valley College.

The strategic planning process is responsible for monitoring the connection between the program reviews of noninstructional units and the instructional mission of the college. In addition, the administrative structure of the college, putting student services and academic programs under the purview of a single administrator—the vice president of educational services—reinforces the connection between all student learning and services.

The following diagram illustrates the integration of the various Moreno Valley College entities.



The districtwide instructional program reviews (developed every three years), college-based annual instructional program review updates, and annual student services program reviews are reviewed by the academic planning council and administrators. The two college vice presidents confer and initiate action on operational items. Items that require strategic discussions are forwarded to the MVSPC co-chairs who assign discussion items to the appropriate subcommittees for review and recommendations to the MVSPC as a whole. These discussion items are also shared with the Academic Senate and President's Cabinet as information items. In collaboration with the Academic Senate, the MVSPC takes action through recommendations to the District Strategic Planning Committee and, ultimately, the Board of Trustees.

EVALUATION

This standard is met.

PLAN

None is needed.

I. B. 3.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTION

As previously described in I.B and I.B.2., strategic planning and program review cycles are the chief mechanisms for integrated planning. Effectively developing, implementing, and assessing goals requires data that are accurate, pertinent, meaningful, timely, and available. The availability of data for program review has improved thanks to the development of an explicit feedback loop in the program review process, fostering a responsive relation between what departments need and what district data collection services provide. Notably, the district distributed its first annual Fact Book in December 2006 and has distributed annual revisions. The Fact Book provides a wealth of information useful to many college constituents.

The district Office of Institutional Research and the Office of Institutional Reporting provide the following data to Moreno Valley College:

- course offering history by semester and time-of-day
- current and historical course enrollment by headcount and FTES (other demographic information available upon request)
- student average GPAs by course
- retention by course
- retention versus successful completion data for students
- percentage of successful completion by course
- current and historical count of graduates
- current and historical count of transfers
- weekly student contact hours/FTE per semester

- average class sizes
- percentage of courses taught by full- and part-time faculty
- ratio of part-time faculty to full-time faculty and the percentage of FTES taught by part-time faculty
- Community College Student Experiences Questionnaire (CCSEQ)
- enrollment data including fill ratios.

Upon recommendation of the Institutional Mission and Effectiveness Subcommittee, the Moreno Valley Strategic Planning Committee voted to approve the creation of an Office of Institutional Research and Assessment. The office will be overseen by an advisory committee consisting of the following: the Title V director, the Basic Skills Initiative coordinator, the vice president of educational services, the vice president of business services, a representative from the Academic Senate, and the dean of students. This college-based Office of Institutional Research and Assessment will be a resource for faculty and college units to

- identify implementation instruments to aid faculty in analyzing attainment of student learning outcomes
- serve as a repository for surveys
- promote faculty access to assessment scores of students in their courses.

Apart from the data collected by disciplines as part of their program review assessment plans, Student Learning Outcome (SLO) data is collected for Moreno Valley College in conjunction with various Title V and Basic Skills grants. The outcomes assessment specialist funded through Title V collects data on low income, at-risk, and Hispanic students involved in innovative teaching or support services interventions. More recently, the Basic Skills Initiative coordinator is collecting and analyzing similar data. The interventions suggested based on these data are being implemented in learning communities pairing students in developmental English, ESL, reading, and mathematics courses with general education course sections.

Tenure-track faculty reviews, part-time faculty reviews, and staff reviews also provide information on the quality of instruction being provided, as does the qualitative feedback from students and peers on the effectiveness of the instruction.

Effective enrollment management is likewise supported by timely analysis of data. The Assessment Center provides placement data twice a year to help departments plan their course offerings. Daily headcount and space reports are sent out via email. Weekly headcount reports and other data are produced and made available through the district website. These data give a responsive snapshot of student demographics for decision making.

In addition to providing data internally, the Office of Institutional Research and the Office of Institutional Reporting also report data to and gather data from external entities. Institutional Reporting submits data to the California Chancellor's Management Information Services Office annually and per term for variables including demographic, enrollment, course, financial aid,

and degree and certificate awards. These data are summarized on the “Data Mart” offered in an adaptable query-based format available through the state Chancellor’s Office website. These data are also distributed to all department chairs.

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

In the spring of 2009, the president facilitated an evaluation of college goals at a meeting of the strategic planning committee. Members of the Moreno Valley Strategic Planning Committee, representing all constituent groups, participated in this self-reflective evaluative dialogue.¹¹

EVALUATION

This standard is met. The expansion of training related to classroom assessment and data analysis continues to be requested. As the college expands its facility to utilize data effectively, faculty need and interest for training will likely continue to grow to accommodate their research requests.

PLAN

None is needed.

The logo for I.B.4. consists of a 3D wireframe cube on the left, followed by the text "I. B. 4." in a white, serif font on a black rectangular background.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.

DESCRIPTION

As noted and described in I.B and I.B.1, Moreno Valley College encourages input from all constituencies by offering participation at all levels of the institution. All constituents—students, staff, administration, full and part time faculty—are encouraged to participate in a variety of committees and meetings. Notably, the

- strategic planning process involves all constituents,
- instructional program review is driven by faculty, and
- noninstructional staff contribute to program reviews for student services and administrative units.

Students have input into decision making through the Associated Students of Moreno Valley (student government). Individuals represent their constituencies on the Academic Senate (college and district), the Curriculum Committee (college and district), as well as on the Professional Growth & Sabbatical Leave, Faculty Development, Matriculation, District Assessment, and Program Review committees. These meetings are open to all members of Moreno Valley College.

Full-time faculty members participate on at least one committee as a part of their contract, and many faculty members at Moreno Valley College are active on three or more committees. Active participation by all constituents at each level of the organizational structure is encouraged and welcomed. The planning process at Moreno Valley College is clearly broad-based and offers opportunities for input by faculty, staff, students, and administrators at several levels of planning for the institution.

The comprehensive and annual program review processes for instructional and administrative units guide the planning and the identification of needed resources. Districtwide instructional disciplines, career and technical education programs, and noninstructional units (for example, Student Services and Library/Learning Resources) complete program reviews to determine the resources needed to improve, enhance, or advance the discipline or program. Discipline program reviews then go to the appropriate department, which integrates the different disciplinary needs into its portion of the Moreno Valley Educational and Facilities Master Plan.

Comprehensive discipline-based instructional program reviews are supplemented by the annual college-based instructional program reviews updates. These annual updates provide the information by which department chairs assist the deans and the vice president of educational services with the development of the annual academic budget. Detailed resource allocation is guided in part by the overall goals identified in the master plan for each department.

Program review leads to improvement of institutional effectiveness by identifying ways to update and improve instruction in the case of disciplines, or by identifying student support needs in the case of student services and administrative unit program reviews. The broad-based participation in all important decision making and on all advisory units at Moreno Valley College is designed to maximize institutional effectiveness.

Finally, the president's dialogue on the strategic planning process, conducted in the spring of 2009, involved representatives from all constituent groups.¹²

EVALUATION

This standard is met.

PLAN

None is needed.



I. B. 5.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTION

As discussed in I.B above (and in sections of II.A), the program review and curriculum development processes have established an outcomes-based approach to assessment, and disciplines have developed tools to assess the degree to which students are achieving desired student learning outcomes. Through the District Assessment Committee, the district has defined institutional-level student learning outcomes (SLOs) for general education and has identified mechanisms for assessing the attainment of these SLOs. Similarly, the district and college curriculum committees have developed program learning outcomes for the associate degree areas of emphasis.

Moreno Valley College communicates matters of quality assurance to the state and federal agencies through the district Office of Institutional Reporting. Additional reporting to high schools, other colleges and universities, workforce and business partners, the community at large, as well as its own faculty, staff, and students, is also done through the district. Specific information collected includes

- Accountability Report for Community Colleges (ARCC)¹³
- Riverside Community College District Fact Book
- Student Equity Report
- data on enrollment, number of graduates with AA degrees, number of students transferring to four-year institutions, students graduating with specific certificates, headcount/ enrollment statistics
- data collected on faculty from student surveys of teaching effectiveness
- surveys taken from students regarding class scheduling preferences and quality of student experience
- program review self-studies that contain reports on outcomes assessment projects undertaken by disciplines.

The district is served by two data-collecting entities: the Office of Institutional Research and the Office of Institutional Reporting and Academic Services. The Office of Institutional Research employs three full-time researchers and a full-time administrative assistant. The Office of Institutional Reporting and Academic Services regularly reports data to the Integrated Postsecondary Educational Data System (IPEDS) as well as other mandated assessment reports to the federal government—for example, to comply with the Vocational and Technical Education Act (VTEA) and the Family Educational Rights and Privacy Act (FERPA)—and to the state government. A third office—the Office of Institutional Effectiveness (OIE)—coordinates research, planning, and other efforts in support of college needs. The OIE has three full-time and three part-time staff.

Besides complying with external quality assurance mandates, the offices of institutional research and institutional reporting provide assessment data to instructional disciplines and non-instructional units undergoing program review. The annual Fact Book reports on various assessment-related trends and provides detailed demographic and economic information about the communities and students which are the concern of each of the district's three colleges.

In order to make data more accessible to faculty, as well as provide easier access to college-specific data, the district maintains an Institutional Research website and an Institutional Effectiveness website.¹⁴ The district supports the use of data in all of its major decision-making processes. In addition, as described in section I.B.3., Moreno Valley College has approved the establishment of an Office of Institutional Research and Assessment that will provide assessment results to its faculty and staff.

In October 2008, Moreno Valley College secured a \$1,135,420 grant for the first year of a program to develop an integrated approach to academic and student support services for Hispanic and other low-income students. Through project-based learning, hands-on and interactive instruction, and a range of targeted counseling, study skills, financial aid and other workshops, faculty plan to immerse students in STEM (Science, Technology, Engineering, and Mathematics) subjects and through that process increase students' understanding and achievement. In the future, the college plans to submit another five year grant to continue the work on assessment, technology, and STEM education.

EVALUATION

This standard is met.

PLAN

None is needed.

The logo for I.B.6. consists of a 3D wireframe cube on the left, followed by the text "I. B. 6." in a bold, white, sans-serif font on a black rectangular background.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTION

As described above in I.B, strategic planning—driven by the needs articulated in instructional and administrative program reviews and the academic master plan—is the central process at Moreno Valley College for guiding decision making and allocation of resources to support effective student learning. Faculty, staff, and administrators regularly review and modify plans at every level, and these modified plans—for example, annual program reviews—enter into the ongoing strategic planning process. Facilities and student services, which support student learning, integrate their own program reviews into this process, aligning their outcomes with the college's educational goals. At the district level, the Office of

Institutional Reporting prepares annually mandated state and federal data reports; allocation of resources for all three colleges is driven by this cyclical reporting of data as well as by program review data and analyses.

EVALUATION

This standard is met. All program review requests have been addressed. The Resources Subcommittee of the Moreno Valley Strategic Planning Committee (MVSPC) reviews requests for resources and makes recommendations to the MVSPC. Information about approved and unapproved allocations approved has been distributed to faculty and staff. The Institutional Mission and Effectiveness Subcommittee annually reviews program review data and reports to the MVSPC regarding changes implemented.

PLAN

None is needed.

The logo for I.B.7. features a stylized 3D cube icon on the left, followed by the text "I. B. 7." in a bold, white, sans-serif font on a black rectangular background.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services

DESCRIPTION

Systematic review and assessment of the effectiveness of the evaluation process for instructional and administrative programs, student support services and programs, and library and learning support services are conducted through the following mechanisms:

- program review reports for all these units
- District Assessment Committee review of assessment plans for instructional disciplines and noninstructional units
- District Assessment Committee annual review and revision of the assessment process
- Program Review Committee annual review and revision of the program review process.

Program Review and assessment processes themselves have been modified and revised to make them more responsive to the district and college missions to promote student learning and increase institutional effectiveness. Current program reviews include discussions of assessment of unit effectiveness. The annual instructional program review process addresses resource needs and requires updates on assessment results. The noninstructional program review process requires noninstructional units to evaluate needs arising from discipline program review documents and report on how effectively these needs are being addressed. All of this information is made available to strategic planning subcommittees, which then consider how best to support these programs and assure responsiveness to needs by making recommendations to the Moreno Valley Strategic Planning Committee.

The District Assessment Committee issued its first annual report on the state of outcomes assessment in the summer of 2006.¹⁵ This annual report allows disciplines and programs to evaluate the degree to which the learning outcomes assessment process is succeeding and will thus contribute to the formulation of subsequent program reviews.

Assessment of institutional effectiveness is now also an integral part of the student services program review process.¹⁶ For example, during a districtwide retreat in the spring of 2005, student services personnel developed a timeline and designated staff responsible for four segments of their service-area program reviews:

- development of the program review incorporating the student learning outcomes (SLOs) and service area outcomes (SAOs)
- implementation of interventions to address these SLOs and SAOs
- implementation of the assessment process to evaluate the effect of the interventions on the SLOs and SAOs
- utilization of these results to make informed decisions and improve programs and services.

EVALUATION

This standard is met.

PLAN

None is needed.

-
- ¹ Meeting Summary, Institutional Mission and Effectiveness Subcommittee, November 6, 2008.
- ² Minutes, MVSPC meeting, November 20, 2008.
- ³ Conversion of Moreno Valley Center to a California Community College, May 2003.
- ⁴ Schedule of Classes, 1991-2007.
- ⁵ Site Survey done by the Economic Development Agency in 1997 indicating programs in health-related fields were needed.
- ⁶ Riverside Community College District 2008-2009 Catalog; also, The Programmatic Evolution of the Moreno Valley Campus of Riverside Community College, by Lisa Conyers, 08/02.
- ⁷ Moreno Valley College Mission Statement: 1999-2006, From Proposal to Recommendation for Approval/Adoption by the RCCD Board of Trustees.
- ⁸ 1999 Draft of MVC Mission Statement.
- ⁹ Accreditation Eligibility Report for Moreno Valley Campus of the Riverside Community College District, May 2004.
- ¹⁰ Moreno Valley Strategic Planning Committee Minutes. See also "Program Review Since 2001."
- ¹¹ See "Evaluation of Moreno Valley Goals and Strategic Planning Process."
- ¹² See "Evaluation of Moreno Valley Goals and Strategic Planning Process."
- ¹³ ARCC 2009 Report: College Level Indicators
- ¹⁴ <http://www.rcc.edu/administration/academicaffairs/effectiveness/index.cfm> ;
<http://www.rcc.edu/administration/academicaffairs/research/index.cfm>
- ¹⁵ RCCD Assessment History, September 26, 2006 at
<http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm>
- ¹⁶ RCCD Assessment History, September 26, 2006 at
<http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm>