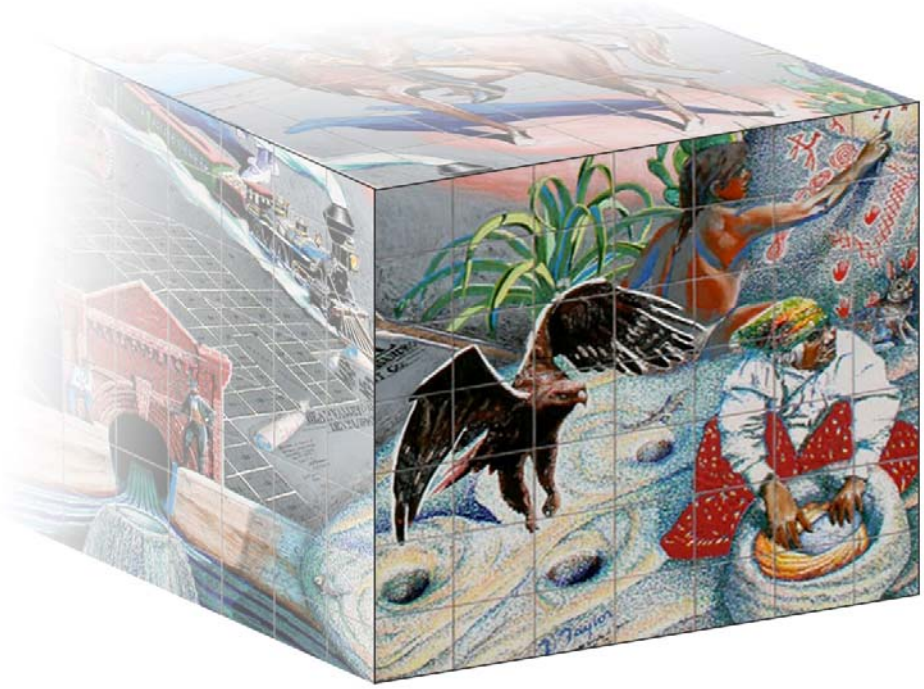
STANDARD III:

Resources



Standard III

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STANDARD III: **RESOURCES**

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. HUMAN RESOURCES

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.

III.A.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.

III.A.1.a

III.A.1.a. Criteria, qualifications, and procedures for the 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,

DESCRIPTION

District-established policies guide the hiring of personnel at Moreno Valley College. Board Policy 7120, "Recruitment and Hiring," provides basic regulations for employment, while Administrative Procedure 7120 establishes specific procedures for the selection of staff, management, and faculty. The 2006 Plan for Tenure Track Faculty Hiring informs the guidelines for faculty hiring.[1] These guidelines adhere to state requirements and those adopted by the Academic Senate for California Community Colleges.

All job announcements which are issued by the Riverside Community College District Department of Diversity and Human Resources (DHR) follow standard formats that clearly lay out criteria and qualifications for positions, as well as the application process. For example, a 2008 announcement for a classified management opening included Basic Function, Supervisory Responsibilities, Education, Experience, Licenses and Certifications, Working Conditions, Conditions of Employment,

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.

Duties and Responsibilities, and application procedures, including Required Applicant Documents, Optional Applicant Documents, Application Deadline, Application Types Accepted, and date of first screening—all in considerable detail.[2] Likewise, a classified level announcement includes Definition, Typical Tasks, Employment Standards, and Application Deadline. All job announcements, moreover, contain the following statement: "Candidate must demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students." Finally, all positions are posted on the DHR website.[3] Moreover, board policy requires a "wide dissemination of job announcements" and details requirements to assure broad recruitment of qualified applicants (see III.A.4). Here, for example, are the sites where past openings at Moreno Valley College were advertised:[4]

MANAGEMENT:
Assistant Dean, Library/Learning Resources – Moreno Valley Campus C-815

Newspapers: Riverside Press-Enterprise, San Bernardino Sun Telegram, Orange County Register, San Diego Union Tribune

Publications: Chronicle of Higher Education

Website posting: Career Builder (LA Times), InsideHigherEd.com, Southern California Higher Education Recruitment Consortium (SoCalHERC.com), HigherEdJobs.com, California Community College Registry, RCCD Website

Minority publications/websites: Asian Week, Asian Pacific Careers, Black Careers Now, Hispanic Hotline, Diverse Issues in Higher Education, Hispanic Outlook in Higher Education, tribalcollegejournal.org

Specialty Library websites: American Library Association, College & Research Libraries News, AlisJobs, Innopac Users, IFLA LIBJobs, SJSU SLISJobs, LibraryHQ.com, LISJobs.com, Reforma

Listservs: rcc-all (all Riverside Community College District Employees with email address), CCC Registry (California Community College registered job seekers)

Mailed flyer to other Community Colleges and Universities (Approx 600).

FACULTY:
English Instructor – Moreno Valley Campus C-817

Newspapers: Riverside-Press Enterprise, San Bernardino Sun Telegram, Orange County Register, San Diego Union

Publications: Chronicle of Higher Education

Website posting: Career Builder (LA Times), insidehighered.com, Higher Education Recruitment Consortium (HERC), Higheredjobs.com, California Community College Registry, RCCD Webpage

Minority publications: Asian Week, Black Careers Now, Diverse Issues in Higher Education, Hispanic Outlook in Higher Education

Listservs: rcc-all (all Riverside Community College District Employees with email address), CCCRegistry (California Community College registered job seekers)

Mailed flyer to other Community Colleges and Universities (Aprox 600).

CLASSIFIED:
Academic Evaluations Specialist – Moreno Valley Campus #3190

Newspapers: Riverside Press Enterprise

Website posting: Career Builder (LA Times), Higher Education Recruitment Consortium (HERC), Higheredjobs.com, California Community College Registry, RCCD Webpage

Listservs: rcc-all (all Riverside Community College District Employees with email address)

Another example of a recent employment search was for the position of Riverside Community College District Chancellor. The chair of the Board of Trustees sent a memo to all district personnel dated October 10, 2008, outlining the process being used to identify a candidate for the open chancellor position. A locally based national executive search firm, MacNaughton Associates, was hired to conduct the search in an effort to yield a candidate best suited for the district; subsequently, a position description was designed and advertised in national and local journals. During January 2009, the Chancellor Search Committee conducted its first round of interviews, and finalists were invited for tours and forums at all three district colleges in February 2009. A permanent chancellor was selected in March and began employment July 1, 2009.[5] New board policies concerning hiring procedures for chancellor selection and president recruitment were adopted at the Board of Trustees' April 28, 2009, meeting.[6]

A helpful tool for applicants to the Riverside Community College District (all colleges) is the new online application system. This system allows applicants to search current job postings, apply for positions, and track the status of their applications. There is a video, as well as written instructions, to help applicants through the process.[7] Finally, the district DHR office has created a PowerPoint presentation that includes

information about the district and the hiring process, as well as helpful hints for navigating the application and interview process.[8]

The selection procedure for all staff, including part-time faculty, counselors, librarians, and temporary hourly are outlined on the district DHR website located at http://www.rcc.edu/administration/hr/index.cfm. The selection procedure is as follows, "As an Equal Opportunity Employer, Riverside Community College District vigorously encourages and solicits applications from all qualified individuals. All applications must be submitted via the DHR website prior to the closing deadline. The application will be reviewed to determine eligibility of applicant for testing, where applicable, and/or interviews. Applications will be reviewed and screened by a District committee. Meeting the qualifications listed on the job announcement does not assure the candidate of the interview. Interview candidates will be asked to test, where applicable, and interview, at their own expense, with the committee. Final candidates will be interviewed by the President or designee (for certificated positions) or by the hiring manager or designee (for classified positions); a physical examination, at the District's expense, may be required. The name of the recommended candidate(s) will be submitted and the Chancellor will make the recommendation to the Governing Board. Following approval by the Governing Board, the individual selected should be able to begin."[9]

In addition to clear, equitable, and open selection procedures and to the helpful online application tools, diverse representation on hiring committees contributes to creating job announcements that address the broad needs of the college. The Instructional Program Review Annual Update and the Administrative Program Review process, which was completed for the first time in September 2007, link management and staff hiring to institutional mission.[10]

District procedures for faculty hiring are governed broadly by board policy which embraces the district Plan for Tenure Track Hiring, the mission statement, program review, and strategic planning.

Tenure-Track Faculty

Board Policy on faculty hiring (3099/4099), from 1995, described a procedure in which the administration, in consultation with deans and department chairs, identified the need for new faculty. Although the policy directed that these individuals "review subject area and program needs" in making their decisions, it did not refer to the program review process, strategic planning, or the mission statement. Recommendations from the last self-study cycle, the new ACCJC standards, and the district's commitment to student-centered education all indicated the need to put these three integrated elements—mission, program review, strategic planning—at the center of any faculty-hiring process.[11] The Plan for Tenure Track Faculty Hiring moved the district in that direction.

The plan originated with the District Hiring Committee, moved to the District Academic Senate, and was presented to the Board as an information item.[12] Although not itself a Board Policy, it is the currently accepted procedure for faculty hiring. Board Policy 7120, which was approved by the Board on May 15, 2007, and supersedes BP 3099, stipulates that "criteria and procedures…be established and implemented in accordance with Board Policies and procedures regarding the Academic Senate's role in local decision-making. As a result, needs for new faculty are initiated by faculty, prioritized in the academic planning council, discussed by subcommittee and full committee of strategic planning, and reviewed by the Academic Senate before going to the president for final approval.

This plan for hiring tenure-track faculty puts departmental (rather than discipline) program review at the foundation of faculty hiring: "The need for a faculty position will be identified by departments and justified by annually updated program reviews and department academic plans." Since departmental program reviews are developed by the faculty themselves, the plan shifts the origin of faculty hiring away from administration and onto faculty. Further, the plan relates faculty hiring to institutional mission when it stipulates, "The job description must be detailed in terms of the programmatic needs of the college. . . ."[13] The plan insists, "Standards and criteria for employment must be clearly stated in the job announcement."

Recent job notices routinely include, as a condition of employment, expectations that hired faculty "maintain a broad knowledge" of the subject matter, that they "design pedagogy related to learning outcomes," and that they are responsible for "active participation" in other college duties. The notices do not include an explicit reference to the college mission statement, nor do they typically include an expectation of peer-reviewed scholarship.

The job notice, of course, is just the first filter in the selection process. The Plan for Tenure Track Hiring lays out a two-level selection process. At the first level is a five-person search committee consisting of, if possible, faculty from the requesting college who are in the discipline or one closely related, along with the chair of the requesting department. This committee selects applicants from the pool for the first-round interview. With the oversight of a human resources specialist, the faculty committee formulates a set of interview questions and a teaching or skills demonstration, tailored to select for specific programmatic needs and goals. Based on the first-round interviews, the search committee either suspends the process or advances at least two candidates, unranked, to the second-round committee, which consists of the department chair, or the chair's designee serving as the chair of the screening committee, (who was also on the first-round committee) and specified administrators from both the college and the district, usually including the vice president of educational services, the president, and the vice chancellor of academic affairs. The second-round committee makes the final selection, subject to board approval.

The plan also clearly stipulates that all job openings will be announced internally, within the district, before being announced externally. Finally, all job postings specify that required degrees must be from accredited institutions.[14]

The educational credentials of all hired tenure-track faculty are verified by staff in the DHR office. A list of all full-time faculty and administrators, including their credentials, is published at the back of the college catalog. Applicants for faculty positions who have foreign degrees are requested by DHR to have their credentials evaluated for equivalency by an external evaluation service.[15]

Part-Time Faculty

The district Office of Diversity and Human Resources (DHR) maintains a file with part-time faculty applications. The file is organized by discipline and made available to department chairs upon request. In the event that there are not sufficient applications available, and by request, the DHR office will advertise for the discipline in an effort to solicit more applications. Again, these applications and inquiries are made available to department chairs.

Departments differ on procedures for scheduling and conducting interviews. Some elect to interview candidates as the applications are received. Others interview on a periodic basis, usually just prior to the upcoming semester or term when the department chair is more certain of departmental staffing needs. The department chair or assistant chair determines applicants to be interviewed. Although experience requirements vary from department to department, all candidates must meet the minimum qualifications in accordance with the Minimum Qualifications for Faculty and Administrators in California Community Colleges.[16] Each interview committee comprises the department chair and/or assistant chair and at least one member of the discipline.[17]

Interviews are less formal for part-time faculty than for full-time faculty. They are often conducted in the department chair's office and questions are either predetermined or impromptu. Follow-up questions are common.

Classified and Confidential Staff

After a need for new positions has been identified in program review and discussed and approved through the strategic planning process, job vacancies for classified/confidential positions are advertised both internally—for promotion or transfer opportunities—and in the community (Board Policy 7120). The primary criteria for employment are training, experience, and ability to perform the job regardless of race, gender, age, national origin, marital status, Vietnam-era status, religion, disability, or sexual orientation. Before an open position is announced, the DHR office reviews the job announcement and screening committee composition to ensure conformity with the district's Equal Employment Opportunities plan

and non-discrimination commitments. The California Schools Employee Association (CSEA) agreement promotes internal hiring: "When three (3) or more District employees within the bargaining unit apply for a promotion for a job within the bargaining unit, and all possess the requisite qualifications for the job and have not had an overall evaluation of unsatisfactory on their most recent evaluation, the District shall select one of such District employees for the job as long as such employee is as qualified as any outside applicant."[18]

Management

The hiring of managers, both full-time and interim, is dictated by Board Policy 7120, "Recruitment and Hiring," which complies with Title 5, California Code of Regulations, §§ 53021-53024.[19] The filling of vacant management positions and hiring of new management positions is identified through the program review process. According to the strategic planning process, administrative and instructional units identify management needs and place them into their program reviews along with the total cost of ownership which includes salary, benefits, equipment needs, and office space needs. Thus, total cost of ownership is considered when making these types of decisions. As with classified and confidential staff, job announcements and interview-committee composition are screened to ensure conformity with the district's Equal Employment Opportunities plan and non-discrimination commitments. Diverse and qualified pools of candidates are interviewed by the screening committee. The screening committee recommends a minimum of two candidates to the president, or his designee(s), for consideration.

EVALUATION

This standard is met. Criteria for selecting faculty, staff, and management personnel are clearly stated, and the college meets all state criteria for selecting qualified faculty, staff, and management employees. The processes in place ensure that quality is emphasized in all categories of personnel, and that new hires are compatible with the mission of the institution.

PLAN

None is needed.

III.A.1.b

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution

DESCRIPTION

Evaluation processes for full-time and part-time faculty are determined by the Agreement between Riverside Community College District and Riverside Community College District Faculty Association CCA/CTA/NEA (District/Faculty Association Agreement). The responsibilities are clearly articulated and include institutional responsibilities. Evaluation processes for classified and confidential employees are found in the Classified and

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.

Confidential Employees Handbooks. Evaluation processes for management are consistent across the district, as defined in the Management Job Performance Evaluation Document.

Faculty

All faculty evaluations are governed by the District/Faculty Association Agreement, 2007-2010, Article XI, pages 25-32. For all faculty—contract, regular, and part-time—the agreement specifies the purpose, frequency, and procedures of evaluation.[20]

Contract Faculty

Contract (tenure-track) faculty are evaluated annually for two purposes: to determine whether to renew the contract and, if so, to improve instruction and job performance. The tenure-review committee comprises three tenured faculty in the same discipline (or related discipline) as the evaluated faculty, the department chair or designee, and an academic administrator. One of the faculty members must have been on the contract member's hiring committee. The committee meets twice in the fall and once in the spring for four years. In making its evaluation, the committee must consider classroom observations, student surveys, evidence of subject-matter proficiency, and review of syllabi. The committee may consider other items, such as adherence to course outlines of record, the timely submission of Class 1 records (attendance), and involvement in student activities. Contract faculty have the right to respond in writing to any documents placed in the tenure review and evaluation record.

If the committee recommends nonrenewal of a contract, the evaluatee may appeal to a three-person panel composed of the chancellor's designee, the Faculty Association president or designee, and the "most senior, tenured available member of the faculty member's discipline or closely related discipline not on the evaluation committee."[21] The appeal panel makes a recommendation to the chancellor, who forwards that recommendation and any dissenting opinions, along with "a complete written tenure-review record," on to the board. The board then makes the final decision for renewal or nonrenewal of contract.

The tenure-review committee may recommend tenure in the third or fourth year. Either the evaluated faculty or the administration may appeal this recommendation, in which case the matter goes to a three-person appeals panel with the same makeup as the appeal panel described above. After the appeal panel makes a recommendation to the chancellor, the Board of Trustees makes the final decision.

The tenure appeal process mirrors the nonrenewal of contract appeal process.

Regular Faculty

Regular (tenured) faculty are evaluated once every three years by their peers in order to "strengthen the instructional skills and professional contributions of the faculty member." The peer-review committee comprises one administrator and two faculty in the faculty member's discipline or a closely related discipline—one selected by the department chair, the other by the faculty member undergoing review. The faculty member may object to the administrator on the committee, in which case the president will consult with the Academic Senate president to select a replacement.

The committee and the evaluated faculty member determine the criteria of evaluation, which "should focus on strengthening the faculty member's instructional skills and professional contributions to the college." Further, the "campus dean of instruction may request that the committee consider factors identified by the administration that affect the faculty member's performance." While the process may include other elements of review, it must include written peer reviews, student surveys of at least two classes, at least one classroom visitation, and a review of syllabi. The faculty member may submit for discussion a report of relevant professional activities. After completing the formal process, the committee may informally review grades and retention statistics.

If a majority of committee members indicate in the formal report that the faculty member needs improvement, then the report must include specific guidelines for improvement. The administration or the faculty member may appeal. The appeal process includes an appeal panel and, if necessary, a second review committee which again can make recommendations for remediation and may recommend one more review within a year of the first report in the semester following the semester in which the "need for improvement" rating is received. The remediation plan is sent to the president and the faculty member. Article XI of the agreement contains no process for the dismissal of regular faculty.[22]

Part-Time Faculty

Part-time faculty are evaluated in the first term of hire, once each year for the next two years, and then at least once every three years thereafter. Evaluation serves to ensure that the instructor is following the course outline of record and the standards of the department and to apprise the instructor of strengths and weaknesses. The department chair oversees part-time faculty evaluations. Either the chair or a designee conducts a classroom observation of part-time faculty under review. While the process may include other elements of review—such as Class 1 records and adherence to the course outline of record—it must include a classroom observation, student surveys of all classes, and review of syllabi. After the formal review is complete, the chair may discuss grade and retention statistics with the part-time faculty member. Within fifteen days of signing it, the evaluatee may contest the report, in

which case the report and the disagreement are sent to the dean of instruction for review and become part of the instructor's permanent file. If a part-time instructor with "at least four fall and spring terms of service" receives a "needs improvement" evaluation, then two senior faculty members of the discipline within the department review the evaluation, and if they find the "needs improvement" not warranted, they submit a report to be included in the final evaluation.[23] Nothing in Article XI of the agreement links the evaluation of part-timers to continued employment in future semesters.

Full-time and part-time faculty evaluation processes are managed by the Office of Institutional Effectiveness. This office ensures that consistent processes and timelines are followed. In addition, evaluations are reviewed and common needs for professional development are communicated to faculty development coordinators and deans, or made part of districtwide professional development efforts. Once processed, all evaluation materials are forwarded to the Office of Diversity and Human Resources for inclusion in the faculty member's file.

Management

Management employees are evaluated at least once each year for the first two years of employment in the position. Subsequently, managers are formally evaluated at least once every three years. Unscheduled evaluations may be conducted at the discretion of the immediate supervisor subject to the approval of the president or designee. The evaluation is conducted in accordance with the Management Performance Evaluation process, found in the Management Handbook.[24] This process addresses evaluation purpose, frequency, criteria, forms, recordkeeping, and complaint procedures. The evaluation includes standard check-off lists as well as a written narrative by the manager (self-evaluation), his/her supervisor, and his/her peers. Managers who hold an interim appointment are not evaluated during the interim period.

Classified and Confidential Staff

Guidelines for evaluating full-time and permanent part-time staff are defined in Article XII of the California School Employees Association (CSEA) contract: "The purpose of an evaluation is to recognize excellent and satisfactory performance, to identify areas of performance and/or work habits needing improvement, and a way to document unsatisfactory performance…. 1. Permanent employees shall receive a written evaluation at least once each year, which shall normally occur during the month of the employee's anniversary date (See Article XIV, Section H, for explanation of "Anniversary Date"). One additional evaluation may be requested by the employee each year. 2. A formal written evaluation of the employee's total job performance, other than the regular annual evaluation, shall first be approved by the Chancellor. It is understood that the foregoing does not apply to any follow-up evaluation which is provided for in the regular annual evaluation. 3. Probationary employees

shall receive written evaluations at the end of the second month and each third month thereafter during the probationary period. 4. Promoted employees shall receive written evaluations at the end of the second and fifth months in their new positions."[25]

The Office of Diversity and Human Resources oversees all staff and management evaluations and ensures that processes and timelines are followed.

EVALUATION

This standard is met.

PLAN

None is needed.

III.A.1.c

III.A.1.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.

DESCRIPTION

The District Assessment Committee (DAC), the prime driver for learning outcomes assessment throughout the district, has successfully promoted outcomes assessment to faculty. The DAC has succeeded in this endeavor by coordinating its efforts with the district program review process and with the Curriculum Committee. Since its inception, the DAC has encouraged instructors to use assessment information for gauging student learning as well as for self-improvement; it has, moreover, been successful at encouraging assessment among faculty because it has consistently discussed the value, rather than the necessity, of outcomes assessment.[26]

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 its work is to ensure the college meets standards set by accrediting bodies such as the Accrediting Commission of Junior and Community Colleges. To accomplish its goals, the 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 work working collaboratively to develop assessment outcomes, engage in assessment activities, and develop reports indicating how results of assessments are used to improve student learning. The DAC also works to ensure that outcomes assessment is embedded in all major processes of the institution, particularly planning and resource allocation.

Through the discipline program review process, faculty have developed methods of assessing student learning outcomes in the aggregate. At the same time, through the improvement of instruction process, faculty members evaluate each other's teaching effectiveness through direct classroom observation and make recommendations for improving techniques that might

reasonably be expected to improve student achievement of SLOs. The focus of evaluation is thus on improvement of instruction and student achievement. The college relies on the judgment of the instructors themselves who were hired because of their knowledge and professionalism. Discipline assessment projects, for example, often lead to productive discussions about effective teaching, and some instructors/ disciplines engage in research on the relation between certain teaching techniques and the achievement of SLOs. Many disciplines (such as English, mathematics, geography, administration of justice, and fire technology) are utilizing assessment projects and program review to develop teaching techniques adjusted to the needs of particular groups and even individual learners.

EVALUATION

This standard is met.

PLAN

- 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.A.1.d

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

DESCRIPTION

A number of district policies and statements govern codes of conduct and ethical treatment of employees and students. The District Academic Senate established a Code of Ethics for faculty that was adapted from the American Association of University Professors (AAUP) Statement on Professional Ethics (1987) and from the California Teachers Association (CTA) Code of Ethics of the Education Profession (1968).[27] A variety of board policies covering all employees deal with fair and ethical treatment of personnel and students:

- Board Policies 3005, 4005, 7120, 3410, and 3430 provide a framework for fair treatment of all employees dealing with issues such as nepotism, equal opportunity, and sexual discrimination.
- Board Policy 2715 is the Board of Trustees Standards of Good Practice.

The following board policies also apply:

- BP 2712 Conflict of Interest
- BP 2715 Code of Ethics/Standards of Practice
- BP 3050 Institutional Code of Ethics
- BP 3410 Non-discrimination

- BP 4030 Academic Freedom
- BP 5500 Standards of Conduct
- BP 7120 Recruitment and Hiring
- BP 7700 Whistleblower Protection.

In addition to these board policies and related administrative procedures bearing the same numbers, staff and management handbooks include material on fair and ethical behavior.[28] Workshops on various aspects of harassment, including sexual harassment, hostile workplace, and discrimination, are mandatory for all supervisory employees.[29] For classified employees, workshops are provided in case-study format.

EVALUATION

This standard is met. Faculty have a "Faculty Ethics Statement."[30] The DHR/DEC office has offered workshops, some for FLEX credit, on what, concretely, adhering to these codes would mean. Faculty are, moreover, trained in ethics as part of their training before serving on hiring committees.[31] In 2008-09, DEC has held workshops on Complaint Procedure, Faculty Recruitment and Retention Strategies, EEO and Interview Protocol, Sexual Harassment/Supervisory, Procedures for Handling Complaints of Unlawful Discrimination, Harassment, and Retaliation, and Student Presentations, training a total of 384 district members.[32] The improvement of instruction process—governed by the District/ Faculty Association Agreement—provides a way to address student grievances related to the faculty Code of Ethics. However, the agreement lacks provisions for grievances between faculty members. There have long been discussions in the district Academic Senate about whether the Academic Standards Subcommittee should take a role in ethics grievances between faculty members. The Senate Code of Ethics does not address this issue.

PLAN

None is needed.

III.A.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.

DESCRIPTION

Faculty

Moreno Valley College employs 70 full-time faculty, including one full-time librarian and six full-time counselors. All full-time faculty meet—and generally exceed—minimum qualifications as determined by the state chancellor's office, or by a college-based equivalency committee, and are selected by a rigorous process described above in III.A.1.a.

Faculty hiring occurs in three modes: tenure track full-time, part-time, and temporary full-time. (For a more detailed account of faculty hiring processes than found here, see III.A.1.a.) Tenure-track hiring processes are the most rigorous. The Plan for Tenure Track Faculty Hiring relates tenure-track faculty hiring to institutional mission, insists on clearly stated criteria, and stipulates that newly hired faculty "maintain a broad knowledge" of the subject matter they teach and that they "design pedagogy related to learning outcomes."[35] The search and first-round of interviews are conducted by a committee of five, composed solely of faculty. The second round of interviews and recommendation to hire are made by a committee of administrators with faculty representation.

Procedures for initial hiring of part-time faculty, who teach over 50 percent of campus sections, are less stringent. The District Office of Human Resources reviews submitted applications for minimum qualifications and confirms each applicant's eligibility to teach. Two faculty members from the appropriate subject area then select and interview eligible applicants. Based on these interviews, the department chair forwards an "Intent to Hire" form to the Office of Human Resources.[36]

The decision to hire, however, is finally up to the department chair who, in consultation with the dean of instruction, can choose to leave sections unstaffed if the department interviews no satisfactory applicants in the part-time pool. Nonetheless, given the pressure to accommodate growing enrollments and to maintain high FTES funding by staffing all open sections, quality control of part-time hires may vary from department to department and from semester to semester.

Temporary full-time, or "interim," faculty are hired after a process that falls in between the full-time and part-time processes in its level of rigor. These faculty are typically hired in emergency situations such as the sudden inability of a full-time faculty member to fulfill a teaching assignment.

Since data included in program reviews have been enhanced, it is now easy for all constituencies at the college and in the district to compare full- and part-time faculty loads, to assess the effect of loads on programs, and to determine rationally which new hires should be given the greatest priority. Through annual program review each discipline puts forth its requests for positions and has the opportunity to support its requests with statistical data and a narrative that takes into account the college's mission and goals. These requests are reviewed by departments, the Academic Planning Council, and the Academic Senate. Requests are then forwarded to the appropriate strategic planning committees before review and action by the Moreno Valley Strategic Planning Committee and, later, approval by the president's cabinet. Nine new full-time faculty positions were added to Moreno Valley College in 2006-07. For the 2008-2009 year, three full-time faculty have been or are being hired (one in Counseling, one in Health Sciences/Biology, and one in Speech Pathology. The plan for the 2009-2010 year is to add five new full-time faculty positions, one in each of the following disciplines: Economics, Dental Hygiene, Mathematics, Fire Technology, and ESL. The college participated in regional job fairs to begin recruitment for these positions.

Steps have been taken to move the college toward continued, incremental increases in the percentage of credit hours of instruction taught by full-time faculty. Of course, Moreno Valley College will continue to augment its instructional needs with qualified part-time faculty.

Administration

The college currently has the following administrative positions:

- president
- vice president of educational services (encompassing academics and student services)
- vice president for business services (including financial and physical resources)
- dean of instruction
- dean of health sciences
- dean of student services
- dean of public safety, education, and training
- assistant dean of the library.

For additional management positions please see the Organization Chart for Moreno Valley College in the "Introduction."

The vice-president positions were created in the summer of 2006 as part of the district restructuring to increase autonomy of each college in the district. The dean of health science position was added in the 2005-06 academic year to provide support for existing allied health programs and to study the feasibility of creating new programs in the health area. The administrative unit program review process, completed in September 2007, provided an assessment of whether there are sufficient administrators to serve Moreno Valley College.[38] The college was able to draw several conclusions and make changes accordingly as a result of this review: For example, the current clerical support provided to the facilities department was insufficient; a part-time position was thus upgraded to a full-time position effective January 27, 2009. The review further revealed the need for an additional .5 hourly staff member to handle the maintenance of the campus. In January 2009, this position was filled.

Support Staff

Moreno Valley College currently employs approximately 72 full-time support staff.[39] They are hired in every program area of the college. Their help in keeping programs and services going is critical to the institution's successes in serving students' needs. Secretarial and scheduling assistance services given to the department chairs by the Instructional Department Specialists (IDS) was increased from six to seven in spring 2009 to cover the needs of the six multidisciplinary departments.

The determination of sufficient support staff is addressed in both the departmental program review and the administrative program review. In the departmental program review faculty are asked to identify the number of full-time and part-time classified staff their department employs and then to justify the need for more staff, if necessary. Both departmental and administrative program reviews rank needed positions and forward their program review requests through the strategic planning process. (III.A.6 explains in further detail the process that links human resource planning with budget and institutional needs.)[40]

EVALUATION

This standard is met. There are sufficient faculty to teach course offerings and for programmatic accreditation.

While the college has consistently added more full-time faculty in the last three years, the number of full-time faculty still needs to be increased. The ratio of full-time to part-time faculty teaching loads at Moreno Valley College is low. Noteworthy are the percentages in the vital basic skills and pre-transfer courses in fall 2007:

Percent of course-load taught by full-timers*

Course	Mo Val	Norco	Riv
Basic Writing and Grammar	35.29	7.78	44
Interm. Writing and Grammar	11.11	19.85	38.1
Basic English Composition	18.73	26.23	27.78
Reading Level One	52.07	66.67	50
Reading Level Two	66.67	50	83.3
Reading Level Three	100	66.67	100
ESL (all courses)	22.64	34.02	55.75
Elementary Arithmetic	20	50	36.36
Pre-Algebra	20	71.43	57.14

* Calculated by dividing the load carried by full-time instructors by the total load of all faculty who taught that course (FT/FTEF) for fall 2007.[41]

Many part-time faculty, notably in career and technical education programs, are professional leaders in their fields who provide special training and expertise to our programs. These faculty provide an essential link between the real-work practice setting and the academic programs preparing students for entry into specific occupational fields. Nonetheless, in some high-demand areas, notably basic skills fields of mathematics, English, ESL, and reading, hiring of part-timers often occurs on short notice and from a limited pool of applicants. Further limits to the pool arise since potential hires cannot always adjust their schedules to a department's needs.

Current full-time faculty are required to serve on multiple committees.[42] Some carry a significant amount of administrative-type duties, such as chair and assistant chair responsibilities. Moreover, while shared governance provides opportunities for faculty involvement, it also puts additional demands on the time of faculty members. Faculty are given reassigned time to do some of these jobs, further reducing the percentage of sections taught by full-time instructors. Full-time faculty sometimes take on overload courses so that classes do not have to be cancelled when part-time faculty are not available. Since the development of college departments in 1999, the number of full-time faculty has increased almost 72 percent, the highest rate of increase in the district. Despite this aggressive hiring of full-time faculty, over 60 percent of the FTEF load at Moreno Valley is taught by part-time faculty.[43] (See also the Evaluation of II.A.1.a.) Many part-time faculty, notably in career and technical education programs, are professional leaders in their fields; they thus provide special expertise to the college's programs. Still, while the number, high quality, and extensive effort of faculty are sufficient to justify accreditation as a college, it would be desirable to continue to increase the college's full-time faculty ranks. Even as this core group of faculty has been able to support the institution's mission and purposes, more faculty will be needed, especially as one considers (1) the primacy of high quality teaching to the institution, (2) the need for faculty to work as partners with administration on committees in a system of participatory governance, (3) the rapid rate of growth forecasted for Moreno Valley College, (4) the addition of the Ben

Clark Training Center and its large law enforcement/administration of justice student population, and (5) California Assembly Bill 1725 which indicates community colleges should have 75 percent of the hours of credit instruction taught by full-time faculty. Also contributing to the college's desire to continue hiring more full-time faculty is evidence provided by the California Federation of Teachers and the Chronicle of Higher Education citing advantages, both to students and to an institution, in hiring full-time faculty.[44] All of this data and its consequent needs contribute to decision-making at the college, especially decisions about faculty hiring.

Nonetheless, the faculty seek and desire participation in the governance of the college, understanding that all strong colleges require active faculty participation in the total life of the institution. The additions of new faculty in 2008-09 and plans for new faculty for 2009-10 highlight the college's commitment to a strong full-time faculty who can provide quality instruction and participate in shared governance, as well as the district's great stewardship of its financial resources. The college's faculty leaders and administrators expect to benefit from new district processes for the allocation of faculty to the three colleges. Now that faculty hiring is data-driven at each college, Moreno Valley College holds control for the maintenance and increases of its full-time faculty ranks.

Adding the vice presidential administrative positions has markedly increased the level of college autonomy. The 2007 administrative program review analyzed the staffing needs for administration, and it is generally felt that the administrative support now in place as a result of that review is sufficient.[45]

Along with increases in full-time faculty, the number of departments has grown from three to six in recent years. Classified support staff provide the services that enable programs at the college to run efficiently. However, the level of staff has not increased proportionately with the growth of the college.

Having to service multiple sites, such as the March Dental Education Center on the March Air Reserve Base, puts additional strain on existing grounds, custodial, and maintenance personnel. Program reviews revealed the need for additional classified staff, and in 2008-09 the college responded by hiring additional classified staff, including an assistant custodial manager, and additional .5 secretary in facilities to bring the position to full time, an instructional department specialist in instruction, an increase of .5 to a Library Clerk II which had been half-time, a .5 student services technician for the Ben Clark Training Center, and a student services technician for the Ben Clark Training Center in the fire technology area.[46] Again, the college's hiring of staff this year demonstrates the college's commitment to ensuring adequate support for students throughout the institution. Furthermore, three-year budget projections highlight not only revenue and expenditures trends but also include anticipated classified, management, and faculty hiring. Staffing needs are always integral to long-range financial plans.[47]

Through the strategic planning process, the long-term faculty, classified, and administrative staffing needs of the college are addressed. The college ensures that plans contain the "total cost of ownership" for positions considered, including benefits, overhead, information technology, and facilities needs.[48]

PLAN

None is needed.

III.A.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.

III.A.3.a

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTION

Fairness in employment procedures for full-time faculty, classified and confidential staff, managers, and administrators was covered by Board Policy (BP) 3099/4099 and is now covered by BP 7120, Recruitment and Hiring, and BP 3420, Equal Employment Opportunity. Faculty and staff working conditions are clearly defined by the contractual agreements between district and the Staff Association and the Faculty Association, respectively. BP 3430, Prohibition of Harassment and Retaliation, deals with complaint and grievance procedures, as does BP 3410, Non-Discrimination. The district Office of Diversity and Human Resources ensures that all hired faculty meet minimum qualifications as defined by Education Code and is responsible for the administration of and compliance with Board Policies and Administrative Procedures related to human resources. Moreno Valley College adheres to these policies and practices.

To ensure fairness in employment practices, the district decided to examine job classifications for accuracy and for conformity to current job requirements. To this end, in the spring of 2005, a consultant was hired to conduct a districtwide compensation study for management, classified, and confidential positions. All draft job descriptions of the classified/confidential and management employees were completed based on the information provided by each employee on a questionnaire. For those employees who did not fill out questionnaires, current job descriptions which were on file at the time the study was initiated were used to prepare the draft. A grading committee representing classified/confidential and management was appointed, and in the fall of 2005 the committee completed the grading of all job draft descriptions for those jobs in effect at the start of the study. The committee submitted a report citing their recommendations.[49] The district reviewed the

results of this study produced by the consultant and determined that further study was necessary to ensure that the review yielded the most accurate results for the district and its employees. It contracted the Hay Group, a second consulting firm, to review and update the results of the first study. The Hay Group completed their work and made a presentation at the January 20, 2009, Board of Trustees meeting explaining the methods used as well as their final recommendations. They included an implementation plan and associated costs. According to the vice chancellor of diversity and human resources, the recommendations will be worked through with the appropriate bargaining units and a recommendation will be brought to the full Board of Trustees in June 2009. The district anticipates an implementation date of July 1, 2009.

EVALUATION

This standard is met. Indeed, Board Policy 6340 stipulates that the district "will include in its public works contracts the prevailing wage rates for public works…as determined by the…State of California." This policy demonstrates the district's fairness with those with whom it contracts, as well as those it employs.

PLAN

None is needed.

III.A.3.b

III.A.3.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.

DESCRIPTION

An employee has one personnel file. All personnel files, held and managed by the district Office of Diversity and Human Resources (DHR), are secured from any unauthorized access and are kept under lock and key. District personnel are granted access to personnel files as long as they have a legitimate business reason, and access is limited to a "need to know" basis. All access to personnel files must be approved by the director of diversity and human resources or a designee. All files are handled by a human resources representative. Those who may be granted access to records are

- human resources staff
- supervisors (who may only view documents that are necessary for business)
- law enforcement agencies (only for current or ex-employees applying to be a peace officer)
- courts (which can issue a subpoena for records).

DHR does not release personnel files to a third party unless there is a court order (subpoena) or a signed waiver from the employee. If a law enforcement agency requests information about a current or ex-employee who is applying to be a peace officer, Riverside Community College District must give the agency access to the personnel file. This is generally accompanied by a

signed waiver from the employee. Employees have the right to inspect their own personnel records pursuant to Section 1198.5 of the Labor Code.[50]

Access to personnel files for faculty is also covered in the Association Agreement, Article XII, and all employees have the right to review their personnel files upon request.[51] All files must be reviewed in the presence of human resources staff to maintain security and confidentiality.

At its April 28, 2009, meeting, the Board of Trustees adopted a new board policy, BP 3315, Criminal Offender Record Security.

EVALUATION

This standard is met.

PLAN

None is needed.

III.A.4.

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTION

Moreno Valley College adheres to all district policies and procedures in maintaining practices that support diversity in personnel. The Faculty Handbook and the Classified/Confidential Staff Handbook contain the complete text of board policies on equal employment opportunity, staff diversity, employee selection, unlawful discrimination, and sexual harassment. In addition, all faculty are encouraged to use the resources contained in 4faculty.org and are given FLEX credit for successful completion of modules.

Classified staff, managers, and faculty are offered a variety of professional development workshops on sexual harassment, diversity and equity, and equal opportunity in employment:[52] Additional professional development opportunities include

- technology training
- new faculty orientation training
- FLEX workshops on diversity and equity, including sexual harassment
- hiring practices orientations for prospective hiring committee members

- leadership training workshops and online modules
- Title V technology training for under-represented and at-risk student populations (III.A.4-1, 2-8).

Diversity training is required for personnel sitting on hiring committees. A district-trained Equal Employment Opportunity (EEO) representative is present on all hiring committees for managers, faculty, and staff to ensure that members of the committee understand and follow EEO guidelines mandated by law and district policy.

Management staff are provided with a variety of learning opportunities related to diversity. Topics of training include, but are not limited to, the following:

- recognizing and preventing sexual harassment
- Equal Employment Opportunity (EEO) and interview protocols
- disciplinary and grievance handling
- customer service
- motivation of staff
- evaluation processes for staff
- interpersonal skills development
- reasonable suspicion training
- legal training.

Additionally, Board Policy 3020/4020 provides for up to three months of Management Professional Leaves for educational or professional development.

The district celebrated Diversity Appreciation Week April 6-10, 2009 with activities on appreciation for cultural differences. Activities included a panel discussion on diversity, an interactive diversity exercise, the creation of banners on what diversity means to college constituents, and multicultural food samplings.[53]

DHR provides a listing of over 100 reference books, training binders, video tapes and cassette tapes, compact discs, and DVDs pertaining to diversity that employees can check out and use. Offerings include:

- Transcending Stereotypes: Discovering Japanese Culture and Education
- Cultural Diversity in the Workplace
- Cracking the Wall: Women in Higher Education Administration
- Making a Real Difference With Diversity; A Guide to Institutional Change
- Diversifying the Faculty: A Guidebook for Search Committees
- Assessing Campus Diversity Initiatives: A Guide for Campus Practitioners
- Our Families Our Stories: From the African American Community Riverside CA 1870-1960
- Building With Our Hands: New Directions in Chicana Studies.[54]

The website also offers a listing, by college, of staff members who can offer bilingual services. Thus, if an employee or student needs help communicating or receiving student services in their home language, people know how to access those resources. At Moreno Valley College, bilingual resources are offered in the following languages: Arabic, French, German, Polish, Portuguese, Romanian, Russian and Spanish. At the District office, Hopi is also offered. At Norco, Italian and Tagalog are also offered. Riverside also offers services in Bosnian, Bulgarian, Cambodian, Cantonese, Croatian, Dutch, Farsi, Gujarti, Hindi, Japanese, Korean, Mandarin, Sanskrit, Serbian and Turkish.[55]

Furthermore, the college, in collaboration with the district, has established its own diversity committee. This committee will sponsor events, activities and workshops to support diverse employees. Additionally, to help faculty become more aware of issues surrounding diversity, a Webinar for Innovative Educators was offered on March 31, 2009 entitled, "Strengthening the Academic Outcomes of Minority Students Using Existing College Resources."[56]

EVALUATION

This standard is met.

PLAN

None is needed.

III.A.4.b

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

DESCRIPTION

A workforce analysis is conducted annually to determine the demographics (ethnicity, gender, and disabilities) of existing staff and to identify inequities, following guidelines established by the state chancellor's office and the Title 5 Education Code (Sec. 53004). This data is gathered and reported in the district Fact Book.[57] If inequities exist, the Office of Diversity, Equity and Compliance makes appropriate recommendations to eliminate any discriminatory practices.

Analysis of student and employee diversity is conducted by the district Office of Institutional Research. Demographic data are found in the "Introduction" to this self-study.

EVALUATION

This standard is met.

PLAN

None is needed.

III.A.4.c

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

DESCRIPTION

Internal policies and procedures that are in accordance with labor law, education code, and bargaining unit agreements are in place for the fair treatment of employees and students.

The faculty bargaining unit agreement sets the guidelines for work hours, leaves, transfers, improvement of instruction (evaluation), and grievance procedures. The bargaining unit agreement for classified staff does the same. Supplemental to the bargaining unit agreements is the information contained in the handbooks for faculty, management, and classified/confidential staff.

The College Catalog and the Student Handbook provide detailed information to students regarding college policies, matriculation requirements, and student rights and responsibilities.

The district has policies that demonstrate its commitment to integrity in the treatment of students, management, faculty, and classified staff. Policies espouse the value of treating persons with equity, dignity, and respect. These principles are emphasized in the district's Equal Employment Opportunity and BP 7100, Commitment to Diversity. Bargaining unit contracts include provisions which encourage staff to treat all students equitably and with courtesy and professionalism. Agreements with both the California Teacher's Association and the California School Employees Association outline conditions related to employment provisions which establish procedures for fair and equitable treatment of staff.

The Board of Trustees has adopted policies and procedures which assure staff and students of the district's compliance with nondiscriminatory regulations.[58] The Catalog refers to these policies and their importance.[59] The Faculty Survival Guide includes information so that faculty can access board policy information and other pertinent materials. The district and college mission statements are also included in this document.[60] The Management Handbook and the Student Equity Plan both reinforce the values of integrity, equality, professionalism, and ethics. The Student Equity Plan also highlights these principles.[61]

The Office of Diversity and Human Resources provides guides and information to ensure district employees' integrity in dealing with each other and with students. These documents include "A Guide to Working with Individuals with Disabilities," as well as links to information on the diversity initiative, reporting discrimination and harassment, and relevant district policies.[62]

EVALUATION

This standard is met.

PLAN

None is needed.

III.A.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.

III.A.5.a

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTION

More than 50 different types of workshops are offered to faculty each year.[63] Content ranges from discipline-specific training, to technology training, to work on assessment and student learning outcomes, to broader discussions of teaching and learning. At least twice each year a series of professional development workshops is offered in conference format. These workshops are typically referred to as Back-to-College days and FLEX days.[64] Technology training workshops are offered through the Open Campus and its Faculty Innovation Center, which was formerly located at the Riverside City College campus.[65] Disciplines and departments often host their own discipline-specific training workshops. All other professional growth and FLEX workshops are coordinated by the faculty development coordinator and Faculty Development Committee in collaboration with the district Office of Institutional Effectiveness. The Office of Institutional Effectiveness facilitates college efforts and makes them known throughout the district, but all programmatic decisions are college based. With the exception of workshops designed for a specific cohort of faculty, workshops are open to all faculty across the district.

Examples of professional development opportunities that Moreno Valley College has recently afforded its personnel include the following:

- On August 27, 2008, faculty viewed a slide retrospective of the college's history, learned about the accreditation plan, and gave input. They also learned about how student services staff including counselors could assist them, and they received instructions on how to perform a mock registration using WebAdvisor in order to learn about the registration process.
- Scratch-Off Assessment Workshop: On November 13, 2008, a philosophy instructor presented teaching techniques using scratch-off multiple choice assessment tools.
- Copernicus Alliance Science Through Literacy: Feedback regarding this project is given to faculty, which encourages science teachers to develop a broader knowledge and research base in science content which should lead to higher levels of student learning, as well as integrate science and literacy.
- Reading Across the Disciplines: On September 25, 2008, a reading instructor taught faculty how to reinforce reading skills in their own disciplines.

- One Book Event: On October 14, 2008, a biology/health sciences instructor discussed her perspective on a book entitled *Exposed* and presented research on the health impacts of toxins.
- Improving Student Learning: On November 4, 2008, a workshop was offered for faculty to strengthen their skills in assessing student outcomes and methods for evaluating student learning.
- FLEX Workshops: On August 26, 2008, faculty were offered an optional FLEX Day opportunity at the Riverside City College campus to attend workshops including sessions on teaching difficulties, WebAdvisor training, teaching techniques, podcasting as a learning tool, incorporating diversity into the curriculum, advancing information competency, Hitachi smartboard training, CurricUNET training, and MS Word 2007 training.[66]

Full-time faculty may request professional growth credit and salary reclassification as well as sabbatical leaves through the Professional Growth and Sabbatical Leave Committee. Professional Growth is governed by Board Policy 7160. Professional growth credit may be earned through approved activities including publications, independent study, and course work. Sabbatical leave policies are governed by the Agreement between Riverside Community College District and Riverside Community College District Faculty Association CCACTA/NEA, Article XIII, Section N. The agreement allows faculty to pursue course work, independent study or research, and other activities such as creative endeavors and curriculum development during their sabbaticals.[67]

Faculty development activities and policies are communicated to faculty through the rccdfaculty.net website, the Online Faculty Handbook, the Faculty Survival Guide, annual mailings to faculty homes, and through publication of The Learning Curve, a newsletter. The web-based resources in 4faculty.org, headquartered in the district, also provide more than 1000 printable pages of resources as well as links to recommended websites and other activities designed to improve teaching and learning. Full-time faculty may obtain FLEX credit for completion of 4faculty modules.

Classified staff are able to request use of district funds for training or conference attendance related to the employee's assignment. A Staff Development Committee comprised of classified staff approves these requests and allocates district funds. The CSEA agreement provides for professional growth credit.[68]

Finally, opportunities exist for training management. Some specifically designed for management offered in fall 2008 included "Procedures for Handling Complaints of Unlawful Discrimination, Harassment, & Retaliation," "Handling Grievances," and "Reductions in Staffing," to name a few. DHR keeps a complete calendar with training for all personnel.[69]

Furthermore, during the program review process, requests for additional professional development opportunities are prioritized through the strategic planning process for funding.[70]

EVALUATION

This standard is met.

PLAN

None is needed.

III.A.5.b

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of this evaluation as the basis for improvement.

DESCRIPTION

Faculty who participate in FLEX workshops are asked to complete satisfaction surveys. Likewise, workshops for classified staff include evaluation surveys.[71] The surveys ask participants which parts of the workshop were of value to them and which were not. Surveys also encourage participants to reflect on how workshop materials can be helpful for student success and include space for participants' suggestions for improvement of the workshop.[72] Data and qualitative feedback are gathered and used to plan for future workshops.

To assess its services and programs, the Office of Diversity and Human Resources conducted an employee climate survey in April 2009. Results are expected to guide their planning.[73]

EVALUATION

This standard is met.

PLAN

None is needed.

III.A.6

III.A.6. Human resources 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.

DESCRIPTION

Human resources planning is part of the annual program review process and is integrated into the strategic planning model. Through annual program review, each discipline submits its requests for positions and supports those requests with statistical data and a narrative that takes into account the college's mission and goals. Requests are reviewed by departments, the Academic Planning Council, and the Academic Senate, and they are then forwarded to the strategic planning committee and its appropriate subcommittees before approval by the president's cabinet.

EVALUATION

This standard is met. During the program review process, each department indicates what its human resources and programmatic needs are (taking into account total cost of ownership). These program reviews are then sent through the strategic planning process, outlined in Standard I, allowing the Resources Subcommittee of the Strategic Planning Committee to review the master listing of all human resources requests and weigh them alongside other institutional priorities such as information technology, equipment, supplies, and facilities needs to get a global picture of all college needs. Then, the needs are prioritized and forwarded to the strategic planning committee for review and input, followed by review and approval by the President's Cabinet.

The results of the president's cabinet decisions are sent back to the strategic planning committee and its resources subcommittee in a feedback loop that allows constituents to see which requests were funded and which were not. This feedback loop is a critical piece of the planning process, as it allows employees to know if they were funded or not. At the same time, the vice presidents discuss with their staffs the status of their requests so employees will know why certain requests were funded and others were not. An example of this critical feedback loop occurred on November 14, 2008, when the interim vice president of business services informed the college community of the results of the prioritized hiring list and the action plan for when those positions would be hired. This notice allowed the college community to see exactly which positions had been requested and how they had been prioritized.[74] Another example of how human resource planning links to budget planning and then provides a feedback loop occurred on February 19, 2009, when the resources subcommittee of the strategic planning committee voted on a list of program review priorities (including human resources requests) and forwarded that list to the strategic planning committee on February 26, 2009, for review and vote.[75] The results of that vote were given to the President's Cabinet and the results communicated back to the college community through the resources subcommittee of the strategic planning committee and through email listserv.[76] In this manner, there is a complete link between budget and planning that provides for a full evaluation of human resources needs, measured against all institutional needs, accompanied by a feedback loop that alerts the college community to the results of budget and planning decisions.[77]

When a department is making a determination during the program review process that more human resources are needed, they make these decisions based upon multiple factors. All of these factors are considered when weighing hiring options. Factors include total cost of ownership, details about programmatic growth, possible upcoming retirements, and expansion of departmental needs to serve students and strengthen instructional delivery. Furthermore, since there are typically more requests than funding available, additional factors considered include growth funding limitations, facility capacity, full-time faculty obligation

requirements, 50 percent law requirements, staffing standards in areas such as maintenance and operations, WSCH and FTES production, and needs pertaining to strengthening student learning outcomes.

Should faculty positions be requested through the program review process, they are prioritized by the Academic Planning Council (APC) and the strategic planning committee and its resources subcommittee, with review by the Academic Senate. All recommendations coming from the strategic planning committee then get approved by the president's cabinet. For example, in late February and March, 2008, the APC met for the purpose of finalizing a faculty hiring list; they outlined the calendar and action plan for how they would proceed with prioritization of faculty hires. They asked that each department submit, through their program reviews, a list of desired faculty hires. Justifications accompanying the requests needed to be supported by consideration of the following criteria:

- new programs approved by the Curriculum Committee
- new courses approved by the curriculum committee
- new programs/courses under development
- growth in weekly student contact hours (WSCH) by discipline
- fill ratio at census
- average retention rates and average success rates
- efficiency
- number of full-time faculty at the college
- full-time equivalent load currently taught by part-time faculty
- number of students on wait list
- Basic Skills program or degree/certificate applicable program
- number of courses/programs as prerequisite
- turnover rate for part-time faculty
- requirement for a grant
- changing curricular focus in the department
- number of students served.

Once these data were reviewed and analyzed by the APC, in March and April of 2008, a prioritization list was developed. In May 2008, the list was forwarded to the Academic Senate and strategic planning committee. In June, 2008, the strategic planning committee forwarded its recommendations to the President's Cabinet and in fall 2008, positions were posted and recruitment began.[78]

The Budget Allocation Model has as a crucial component for the consideration of new positions and part-time faculty growth. In the 2008-2009 year, the district set aside $1,068,714 for new positions and part-time faculty growth.[79] The college fully integrates human resources planning with institutional planning, involving all constituent groups in the process.

PLAN

None is needed.

III.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.

III.B.1.

III.B.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.

DESCRIPTION

Facilities

Moreno Valley College provides programs and services on its primary 132-acre site located at 16130 Lasselle Street, Moreno Valley, CA 92551, as well as on its two satellite sites: the March Dental Education Center, located on the public-access section of March Air Reserve Base at 23801 "N" Avenue, Building 2995, Riverside, CA 92518; and the Ben Clark Training Center, also on March Air Reserve property, at 3423 Davis Avenue, Riverside, CA 92518.

Buildings on Main Campus	Year Built	Assignable Square Ft.
Library	1991	16,711
Student Services	1991	9,190
Science/Technology	1991	11, 014
Lions' Den (cafeteria)	1991	1,521
Mechanical	1991	1,350
Mechanical 2	1994	1,350
Humanities	1995	33,211
Bookstore	1999	2,992
Administration Annex	2002	1,763
Multi-purpose	2002	3,108
Student Activities	2002	2,527
Early Childhood Center	2004	5,815
Parkside Complex Modulars	2009	19,200
14 Buildings total		114,052

Instructional rooms on the main campus comprise

- 45 classrooms
- 4 wet laboratories
- Physician Assistant Lab

- Writing and Reading Center
- Computer Science Laboratory
- Math Lab.

Current construction projects include the remodeling of the Lions' Den Cafeteria (formerly the Tiger's Den), a new Network Operations Center (NOC) to house the information technology infrastructure of the college, and a parking structure of 800-1000 spaces to be completed within two years. An update of all construction activity was given to the Resources Subcommittee and the Moreno Valley Strategic Planning Committee (MVSPC) in Spring 2009.[80]

Parking lots at the main site were repaved in fall 2006 and given new slurry and striped in 2009 to improve their texture and ultimately their safety. All parking facilities complied with the Americans with Disabilities Act (ADA) mandates for handicapped parking at the time the campus was built.[81]

Parking Category	Number of Spaces
Disabled	26
Metered	58
Reserved	5
Staff	103
Student	995
Total	1187

Moreno Valley College also allows use and access to its facilities by outside organizations, under the governing provisions of Board Policy 8005, which is currently under review and revision in draft form as AP 6700, "Use of Facilities." Review and implementation of the revised policy is expected to be completed summer 2009.

Maintenance

The Facilities Department is staffed by the following positions:

- director of plant/operations and maintenance
- assistant custodial manager
- 5 custodians
- 3.5 grounds staff
- 2 maintenance workers
- hourly workers (approximately 20) who assist with grounds maintenance.

All properties are maintained through coordinated efforts among district and college safety and facilities personnel along with college administrators and program directors to assure the integrity and quality of programs and services. Facilities and management directors meet regularly to discuss safety issues and resources with regard to facilities. Starting in January

2007, district directors began to visit each campus to conduct regular safety inspections. Any identified issue is made into a work order and handled accordingly. A follow-up plan is reviewed for adequacy of repair/maintenance at the next campus visit by the directors. Furthermore, the vice president of business services and the director of plant/operations and maintenance take weekly tours of the campus to identify areas of safety concern or lack of cleanliness; they immediately address any problem areas by submitting work orders. They also follow up on these work orders to ensure work has been performed satisfactorily. In addition, the director of plant/operations and maintenance performs regular "safety walks" with his grounds and custodial crews to identify potential safety issues. These walks have proven successful in identifying and rectifying issues before they become problems. The district risk manager, moreover, regularly visits the campus to provide safety education to facilities personnel.

At Moreno Valley College, oversight of long-range facilities needs and planning is addressed though the strategic planning process. The Resources Subcommittee makes recommendations to the MVSPC, which forwards recommendations to the college administration. The resources subcommittee meets regularly to weigh matters pertaining to facilities such as how to utilize portable classrooms to serve student needs, how to design buildings so they best serve students, how various proposals for a health science building might impact new or existing programs, what to do about lighting issues, how to handle parking issues, and if resources are needed for the college, among others.[82] These discussions and consequent basis for decisions always focus on how facilities planning and usage will best serve students. When assessing whether or not a need for facilities exists, the committee weighs data such as weekly student contact hours (WSCH), FTES produced, program growth patterns, community wishes and needs, possible partnership opportunities with local organizations, and budgetary impact. The college Long Range Educational and Facilities Master Plan, which was completed in 2007, evaluated every college program for needs, scanned the community environment for potential needs, looked at data in WSCH and FTES production, and recommended a college build-out that reflected these various needs. In this manner, data about the student population and its educational needs directly drove the facilities planning process. This master plan also considered the total cost of ownership of buildings when it cited project estimates. The total cost of ownership of a building includes all costs normally associated with bringing a building on line, including planning, designing, constructing, equipping, maintaining, and operating a facility over its useful lifespan.

The Facilities Department is responsible for the provision and maintenance of facilities and physical resources that support programs and services offered at Moreno Valley College, including at all of its off-site facilities. All facilities' needs on all of the college's sites are handled through work orders submitted through Footprints, a computer program on the district server, or

through email requests to the department. The department prioritizes and responds to the work orders according to the date received and the urgency of the need; first priority is always given to matters of health and safety.

In 2007, the Facilities Department initiated the use of Footprints, a software program designed to track work orders and to send an electronic communiqué to the originator of the work order. In this process, any faculty member, staff, or administrator can submit a work order request via Footprints, which compiles a database of all maintenance requests. Once a work order is received, it is assigned to the appropriate facilities personnel. The originator will receive an electronic notification of receipt of the open work order, a notification that the work order has been assigned (pending), and verification that it has been addressed (closed) through the Footprints program.[83] These electronic notifications also include relevant details about the work to be done.

Safety and Security

Security for all district property is guided by Board Policy 6520, which states that "The Chancellor shall ensure that necessary procedures are in place to manage, control, and protect the assets of the District, including but not limited to sufficient security to protect property, equipment, and information from theft, loss, or significant damage."

The focus of safety and security at Moreno Valley College is on college safety and disaster preparedness. The district also has a risk manager who frequently assesses risk and security and provides advice to college personnel. In 2006, all district and college administrators were required to pass certification in disaster preparedness training offered by FEMA.[84] In November 2008, the college participated in the statewide emergency preparedness drill, known as The Great Southern California Shakeout, which allowed the college to assess where it needed to improve safety and emergency readiness.[85]

The Resources Subcommittee of the Moreno Valley Strategic Planning Committee reviews and makes recommendations on the safety, emergency preparedness, and health issues at Moreno Valley College.

The first fire drill of the college's new plan for ensuring safety was held on November 16, 2006; a drill was held each semester of the 2006-2007 academic year; fire drills have been held annually thereafter. The March Dental Education Center and the Ben Clark Training Center voluntarily held concurrent fire and safety drills.[86] The Early Childhood Education Center conducted a fire drill on April 3, 2009.[87]

The Facilities Department has placed evacuation route maps in each classroom on the campus. All signs are periodically evaluated and updated as needs are identified. To ensure that these signs remain updated, an inventory was conducted in January 2009 to ensure that all classrooms were equipped with both evacuation route maps and emergency

flipcharts indicating instructions for how to respond to various emergencies such as bomb threats, fires, and earthquakes. Where needed, signage was updated.[88] Additionally, maps to off-site facilities are available on campus as well as on the website.

The college established an Americans with Disabilities Act (ADA) transition plan in the early 1990s when the campus first opened. The district also recently completed a review of its facilities, highlighting areas which did not meet ADA standards.[89] The district prepared a transition plan which went out to bid in early 2009 to identify a contractor to complete the necessary work.[90] The district sent out notification to the district community that Public Meetings would be held in May on each campus where employees and students could attend to hear a presentation about the development of the plan and to provide suggestions for improving access.[91]

Daily police reports, entitled "Calls for Service," are distributed to administrators and include all reported incidents for the previous day.[92] Administrators review these reports daily to identify potential issues and address them immediately. Follow up can take the form of preparing a work order, calling in an emergency situation to the Facilities Department, sharing information with the Crisis Intervention Committee, notifying the campus police, or referring a major facilities issue to the resources subcommittee, depending upon the nature and extent of the situation. The college has instituted a Crisis Intervention Committee composed of the chief of police, director of student health services, college disciplinary officer, and a representative from DSP&S. Their responsibility is to meet monthly to review potential threats to the safety of students, faculty, and staff and to provide recommendations on issues needing immediate resolution. The Facilities Department is alerted to reported accidents that involve a facilities-related issue. Eighteen emergency telephones that connect directly to the police dispatcher have been installed throughout campus. These emergency telephones became completely functional by the fall semester of 2007.

The Facilities Department has an annual scheduled maintenance process for all the buildings it oversees, at all college locations. The process includes inspections of the air conditioners, boilers, fire alarms, and fire extinguishers. Annual maintenance of parking lots and fire extinguishers and semi-annual replacement of filters for the air conditioners is done on a predetermined schedule.[93] Large needs, replacement of systems, or unexpected needs that are identified through these annual, scheduled maintenance procedures are submitted to the district. The Office of Administration and Finance and the Office of Facilities, Planning, Design, and Construction review requests before submitting them to the state for approval.

To further ensure that facilities are maintained to their highest standards of safety and cleanliness, districtwide members of the facilities, operations, maintenance, grounds, and custodial departments prepared an extensive notebook outlining standards of care and quality expectations for facilities. This manual, which is given to employees in

those departments to be used as both a training and a performance measurement tool, sets standards of care for the following areas:

- Custodial: cleaning procedures and floor care, as well as cleaning materials. Safety and quality control are also addressed.
- Grounds: service levels, tree trimming, turf maintenance and irrigation, synthetic turf maintenance, athletic fields, pesticides, commercial pool maintenance, roadways and parking lots, work release program, first aid, personal protective equipment, heat stress, gasoline handling and storage, driving safety, and usage of chainsaws, pressure washers, and power tools.
- Maintenance Procedures: security/locksmith, electrical, lighting, electronics, plumbing, HVAC, carpentry, painting, and fleet services.
- Maintenance Safety: employer and employee safety, quality standards, quality control inspection forms, safety inspection form, elevator safety facts.[94]

All facilities staff received training on standards of care from a district facilities consultant on April 15, 2009. The training, which supplemented the manual, offered instruction and training in how to keep a workplace safe, how to perform safety inspections, how to use, handle, and store cleaning chemicals, how to care for grounds, how to repair heating and air conditioning systems, and how to work as a team and provide excellent customer service. In the post-training survey, staff reported that they found the training helpful and suggested that the training be expanded to hourly staff as well as full-time staff. They also requested more hands-on training. This data will guide future training, including providing more experiential training.

EVALUATION

This standard is met, though the college continually pursues opportunities to do an even more effective job of keeping our facilities safe, clean, and well-maintained.

The Footprints program has been implemented to address concerns of faculty, staff, and administrators regarding the response time and the tracking of work orders. It has improved communication between the Facilities Department and other departments. The Facilities Department placed computers in specific areas on campus in order to provide facilities personnel real-time access to Footprints. All faculty, staff, and administrators have access to Footprints as well.

In November 2008, the Facilities Department surveyed the college community to determine levels of satisfaction with the services they provide. Respondents indicated varying levels of satisfaction with services provided by the department. Understanding of how to submit work orders and to contact the Facilities Department, for example,

received good marks. On the other hand, the survey showed some dissatisfaction with cleanliness of campus restrooms and only partial satisfaction with cleanliness of classrooms and general appearance and care for campus grounds.[95]

The department used the results of this survey to improve the work performance, including bathroom and floor cleanliness, and the training of maintenance and custodial staff in understanding better the needs of the various constituents of the college community.[96] Gum removal and deep-cleaning machines were purchased to help custodial staff improve bathroom cleanliness, and the most senior groundskeeper was sent to seminars and training sessions on landscaping and grounds care. All grounds care staff received training, and a professional landscaper was hired to assist staff in improving the appearance and upkeep of the campus.[97] Furthermore, custodial staff placed signs in all bathrooms with information on how to contact the Facilities Department if facilities needed attention. In short, the department responded immediately to areas that college personnel indicated needed the most attention. The Facilities Department is proactive in assuring cleanliness and safety and responds as appropriate to college needs.

As an additional source of input, in the spring of 2009, the vice president of business services met with faculty and staff to determine what minor facilities changes were needed to aid in instruction and student learning outcomes. This process marked a new philosophy in which the business services personnel learned how they could enhance student learning during their everyday jobs.[98]

PLAN

None is needed.

III.B.1.a

III.B.1.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.

DESCRIPTION

The district Long Range Educational and Facilities Master Plan was completed by the Mass Companies, Inc., in 2007 and serves as the core document that drives the college five-year Capital Construction Plan. The current college five-year plan includes the Moreno Valley Campus Phase III building, a parking structure for 800 vehicles, an upgrade of the Lions' Den cafeteria, a health sciences building, a maintenance and operations building, and the Network Operations Center (NOC) building.[99]

The Moreno Valley College (MVC) Strategic Planning Committee has identified projects that address the college's needs. All current projects on the district's five-year plan went through both the college Strategic Planning Committee and the district Strategic Planning Committee. Currently, upgrades to improve energy efficiency and to the Lions' Den

cafeteria are underway with Measure C funds. The college's recycling program is well underway with students, faculty members, and staff actively involved.

While facilities needs are identified in the Long Range Educational and Facilities Master Plan, minor changes sometimes need to be addressed outside of long-range planning. The current process for planning facilities usage needs, put into place in 2006-2007, starts with the current load ratios and the availability of rooms. This process for identifying needs for physical space and services involves the following steps:

- departments formulate a need, supported with program review documentation;
- chairs bring department requests to the appropriate dean at meetings of the Academic Planning Council, and administrative units forward these requests through program review to the respective vice presidents;
- deans bring facilities proposals from the Academic Planning Council or other noninstructional program reviews to the strategic planning committee which
    - refers the proposals to the resources subcommittee for a recommendation
    - votes on the subcommittee's recommendation
    - includes information provided by administrators, staff, faculty, and students.
- The strategic planning committee forwards its recommendations to the president's cabinet for consideration and approval, the results of which are communicated to the college community.

While no requests were approved due to the state's budget crisis, entire process was followed in 2008-2009, and administrators anticipate that many of these requests will be approved in coming years as the budget problems are solved.

Specific programs with outside accreditation agencies, mainly in the health sciences, have specific facilities requirements as part of their accreditation standards. For example, the Physician Assistant Program has one dedicated classroom, an office suite, and a lab located in Parkside Complex 12, as well as an office at its partner institution, the Riverside County Regional Medical Center where clinical instruction is carried out. Another college facility involves leasing of the March Dental Education Center at the March Air Reserve Base for the Dental Hygiene, Dental Assisting, and Dental Technology Programs. The paramedic program, located at the Ben Clark Training Center, also follows prescribed facilities allocation and upkeep standards.[100]

Requests for instructional equipment to support programs are initiated by department chairs on behalf of faculty members. The chairs in turn forward these requests to the Academic Planning Council which prioritizes requests. These requests then go through the resources subcommittee and strategic

planning committee. The president's cabinet reviews the prioritized requests and approves them based upon programmatic needs and available funding. Factors considered include FTES generation, safety, WSCH production, programmatic growth potential, and instructional quality measurements. As of spring 2007, departmental requests for instructional equipment became fully incorporated into the annual program review.[101] All requests are weighed, after consideration of total costs, against all other institutional needs including human resources, informational technology, and facilities needs.

EVALUATION

This standard is met.

PLAN

None is needed.

III.B.1.b

III.B.1.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.

DESCRIPTION

Access

Moreno Valley College assures access to its main campus and satellite facilities through the following mechanisms:

- college-employed custodial and grounds services to provide a clean, well-maintained learning environment
- contracts for maintenance and repair of equipment and facilities to ensure campus facilities maintain safety and health standards
- college-employed police officers that provide 24-hour, 7-day-a-week services
- access by road to all Moreno Valley College locations
- bus stops, pedestrian crosswalks, and bicycle racks
- accessible parking for disabled students, faculty members, and staff
- partnerships with the City of Moreno Valley and the March Joint Powers Authority to provide access to the college's multiple educational sites
- keys for all full-time and part-time faculty, if requested, through the Office of the Dean of Instruction
- college police and other college personnel who are also available to provide access to classrooms for all students and faculty.

Security, Safety, and Risk Management

The district has established its own Peace Office Standards and Training (P.O.S.T.) certified police department. The police officers who patrol Moreno Valley College are on duty 24-7. However, an officer is not on each site at all

times, since in addition to overseeing the security of the main campus, the college police officers patrol the off-site locations to ensure safety and security of all faculty, staff, students, and college property. Patrols are conducted regularly at the off-campus sites. Three, sworn full-time officers and five hourly community service officers (CSOs) provide coverage and are on duty according to the following schedule:

Monday: 6:00 am – 10:00 pm
Tuesday - Friday: 24 hour coverage
Saturday: overtime sworn officer as assigned with hourly coverage by a college security office throughout the day (overnight, 10:00 pm – 6:00 am, covered by a sworn officer)
Sunday: no coverage.[102]

To ensure safety and security, college police and risk management staff offer a variety of training opportunities, issue regular risk advisories, and prepare for disasters through the Disaster Preparedness Committee. For example, the college participated in "The Great Southern California Shakeout" in November 2008 to teach faculty, staff, and students how to respond to an earthquake. This regional event provided a valuable learning opportunity, and the districtwide chief of police has announced that Riverside Community College District will participate in another drill on October 15, 2009.[103] The following risk alerts were communicated as well: Hazardous Waste for Labs and Lead in Books.[104] In addition, the following safety trainings took place:

- Community Emergency Response Team Training for emergency preparedness preparation[105]
- Molestation Prevention video conference training[106]
- Asbestos Training and Lead Training[107]
- Medical malpractice training given to the Physician's Assistant program in July, 2007.

The district has instituted an Injury and Illness Prevention Program which handles compliance with safe work practices, communicates safety issues, identifies work place hazards, defines procedures for investigating injuries and illness and for correcting unsafe or unhealthy conditions, provides safety and health training, and maintains records and documentation concerning safety issues.[108]

Healthful Learning Environment

Staff from the Facilities Department provide ground services for the college, including its off-site facilities, the March Dental Education Center (MDEC) and the Ben Clark Training Facility. The campus exterior and landscaping are pleasant and provide a peaceful ambience for students and faculty. In the spring of 2009, the college designed a Landscaping and Grounds Plan to enhance the attractiveness of the campus. Flower beds, fountains, informational banners, and eating and social areas all provide a friendly environment where students can feel comfortable learning and relaxing. Flower bed shapes were designed with geometric patterns to mirror the buildings on campus.[109]

Moreno Valley College is smoke-free institution. No-smoking signs are posted around the campus, and college police warn or cite violators as appropriate. Literature about the ill-effects of smoking is available at the campus health center.

EVALUATION

This standard is met, but the college continually seeks ways to provide a safer, more accessible, and more attractive healthy learning environment.

Access

Access to Moreno Valley College for students without cars can be challenging, especially since students on the northern and western sides of the college service area may commute nine miles or more one-way to get to campus. This is cause for concern, especially given the mission of the college to serve all its students, and in light of increasing transportation costs. A transportation survey conducted by the Moreno Valley Associated Students found that over 30 percent of students rely at least part of the time on some other means of transportation besides their own vehicles to get to school:[110]

Means of transportation	Number of respondents	Approx. percent
own vehicle	491	64%
parents	112	15%
bus	106	14%
walk	38	5%
bicycle	19	2.5%
other	31	4%

The dean of student services has worked with the Riverside Transit Agency (RTA) to coordinate bus schedules with class times. Nonetheless, the degree of coordination varies with the bus route and the time of day. For example, students from the southwest side of Moreno Valley (25 minutes to campus by car) may in some circumstances need to catch a bus over two hours in advance of a class.

In 2008, an agreement was struck between the district and the Riverside Transit Authority (RTA) to provide free bus passes to all registered students. This has been a great success, for it has allowed students to commute to campus free of charge. Student response to this program has been very positive.

Pedestrian or bicycle commutes to campus are not as inviting as they could be, even though many students live within two or three miles of the campus. Indeed, recent construction of single- and multi-family housing has greatly increased the number of students within walking distance of the college. However, street design and blockages in many nearby subdivisions

discourage pedestrian access to campus; potential walkers in these neighborhoods would have to take circuitous routes that force them to walk most of the way along less pleasant arterial streets. Bicycle access to campus is somewhat precarious, as most riders must access the school by way of Lasselle Street, a high-speed arterial road which narrows as it approaches campus and lacks marked bike lanes. The number of bicycles parked on campus has increased in recent semesters but remains insignificant.

Parking

The college has a total of 1187 parking spaces distributed as follows:

- Parking Lot A contains 4 stalls for disabled drivers, 81 student parking stalls, 54 staff parking stalls, 2 reserved parking stalls, and approximately 20 motorcycle parking stalls.
- Parking Lot B contains 14 thirty-minute metered parking stalls, 12 stalls for the disabled, 457 student parking stalls, 49 staff parking stalls, and 8 stalls for parent/guardian ten-minute drop off/pick up for the Early Childhood Education Center.
- Parking Lot C contains 44 metered parking stalls and 228 student parking stalls.
- Parking Lot D contains 229 parking stalls.
- Parking Lot E contains 9 handicapped parking stalls and 3 reserved parking stalls.
- Early Childhood Education Center has 1 parking stall for the disabled and 1 unmarked parking stall.[111]

Plans are underway to build an 800-to-1000-vehicle parking structure, funded by Measure C local bond funds. The project was approved at the March 23, 2009, Board of Trustees meeting and LPA Architects was selected to design it. In spring 2009, discussions about where to locate the structure have occurred so initial drawings can begin. Completion is expected within two years.[112]

Security, Safety, and Risk Management

During the course of normal operation Moreno Valley College does not experience an inordinate number of claims alleging dangerous facilities or inadequate security. The presence of police on campus is assessed; as a result, the college determined a need for increasing police presence on the campus and at offsite locations. In spring 2009, the college began recruitment of an additional sworn police officer.

The district hired a new District Emergency Planning and Preparedness Coordinator in Spring 2009. Disaster Preparedness Committee meetings are held regularly to assess and to provide solutions for security and risk issues. This committee has provided successful solutions to issues concerning alarm notification systems, data replication planning, earthquake drills, protocols for evacuation, and updated evacuation plans. It has also located

an Emergency Operations Center (EOC), requested grant funds for emergency management and homeland security, offered National Incident Management Systems (NIMS) compliance training, and conducted needs assessments on all district campuses.[113]

The Risk Manager also holds meetings to assess data related to worker's compensation injuries and thus institute safety measures to avoid future problems.[114] A security analysis of the Moreno Valley campus was performed in order to inform security upgrade decisions.[115]

Healthful and Attractive Learning Environment

The college declared itself smoke free during the 2003-04 academic year through the Academic Senate and the strategic planning committee, with representation from students, faculty, staff, and administration.

To ensure that the campus is a healthful environment, grounds-keeping staff attended a training session in the proper application of pesticides on February, 25, 2009. During spring 2009, they also received landscaping training from a professional horticulture company to identify and eliminate hazards and to design grounds accessible and safe for all students. In spring 2009, several additional custodians were charged with deep-cleaning the campus and installing new carpet and vinyl tile in the Science and Technology Building, Student Services Building, Humanities Building, and all elevators.

At one time, the maintenance of grounds at the March Dental Education Center had been challenging due to the complex connection of the water and electrical lines between the dental clinic and adjacent hospital. Problems with the sprinkler system at March Dental Education Center also caused delays in the landscaping at that facility. All of these challenges have been taken care of since 2007. Landscaping that had not been complete as of 2007 is now complete.

PLAN

None is needed.

III.B.2.

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.

III.B.2.a

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

DESCRIPTION

The district has a 2008-2012 Five-Year Capital Construction Plan that was approved by the Board of Trustees at the June 2006 meeting. This plan is updated and submitted to the California Community College Chancellor's Office annually. The plan includes initial project proposals and final project proposals.[116]

Moreno Valley College has been doing long-range planning since it opened in 1991. In its present five-year capital construction plan, new programs have been submitted to the local Board of Trustees and the state for funding. Listed are the projects presently funded or submitted for funding:

- Hazardous Materials Maintenance and Operations Building – funded by state hazardous materials funding
- Network Operations Center – funded by Measure C, a local bond
- Phase III (student academic services facility) – funded by State 2008 bond and Measure C, a local bond
- Allied Health Building – funded by a state bond. The Initial Project Proposal (IPP) has been approved by the state, and the Final Project Proposal (FPP) will have been submitted by June 30, 2009, and, pending state approval, will be funded by a future state bond measure.

Additional projects which are currently unfunded but are under discussion through the strategic planning process include

- Amphitheater and soccer/athletic fields: Discussions are underway with the City of Moreno Valley to co-fund this project and a landscape architect has been contacted to begin work on a master plan for that area.
- March Dental Education Center (MDEC): A new compartmentalized building will be constructed on 7.8 acres of donated land located on the March Air Reserve Base that will relocate the dental hygiene and dental technology programs into an updated facility. The college is working with the March Joint Powers Authority (JPA) to receive the land and has hired HMC Architects to design it in conjunction with the JPA's long-range plan to locate health care facilities on the base. This new site will give MVC students a productive learning opportunity directly on the site of a medical complex.[117]
- New library and instructional buildings: This construction was cited in the Maas plan.

The total cost of ownership has been incorporated into all construction planning, as evidenced in the Long Range Educational and Facilities Master Plan. The cost of furniture and equipment has been included in new

construction, and the costs of personnel, maintenance, and operations of the buildings have been presented to the Board of Trustees for funding before construction is approved.

Recently completed projects include

- the addition of Parkside Complex (portable classrooms and offices)
- the remodeling of the Administration Annex (funded by Measure C local bond)
- the remodeling of the Early Childhood Education Center (funded by Measure C local bond
- the construction of the Public Safety, Law Enforcement, and Fire Training Learning Resource Center at the Ben Clark Training Center (funding shared by state and local entities).

EVALUATION

This standard is met. Long-range planning was recommended by the last accreditation team and implemented shortly thereafter. Total cost of ownership is now fully part of the long-range planning process and has been implemented with the remodel of the new portable buildings. The Maas Companies, Inc., which was hired in 2007 to revise and maximize the Moreno Valley College long-range planning process for capital construction, produced a comprehensive Long Range Educational and Facilities Master Plan incorporating instructional data into the college facilities planning process.

PLAN

None is needed.

III.B.2.b

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION

The academic deans review the room usage data for each semester and intersession. These data are used to calculate load ratios and to identify trends that will allow the college to maximize room usage.[118] The Resources Subcommittee of the Moreno Valley Strategic Planning Committee has the responsibility to assure that facilities planning is integrated with an overall college master plan. This master plan was reviewed by the Maas Companies to check for efficiency and need. The Long Range Educational and Facilities Master Plan guides all facilities planning.

Physical resource planning is coordinated with district facilities personnel. At the district level, the associate vice chancellor of facilities, planning, design, and construction oversees a space utilization analysis on each college to develop an effective space utilization plan. The district Strategic Planning Committee considers requests from all three colleges and makes recommendations to the chancellor and the Board of Trustees for final approval.

At Moreno Valley College, facilities planning is a part of strategic planning. Through the program review processes, faculty, disciplines, programs, and departments identify needs regarding equipment, facilities, space, support staff, and supplies. The department chairs consult with the academic deans and the vice president of educational services to put together a priority list based on need.[119] This list is presented to the resources subcommittee, the strategic planning committee, and finally the president's cabinet for approval. At each step, requests are weighed against other needs and examined for how they support the college's mission. To consider the total cost of ownership in this process, costs of space, support staff, and supplies are also considered. In fact, an element of the new Budget Allocation Model takes "off the top" the cost of providing space and equipment to new employees and allows for these items to be funded even before the campus-level budgets are built. This allocation provides equipment funds of $1500 and supply funds of $1000 for all new classified staff members. It provides $3500 in equipment and $1000 in supplies for Dean or Director positions and $6500 in equipment and $1000 in supplies for new positions at the rank of vice president or higher. These allocations assure that the total cost of ownership is provided for.[120]

An example of this process occurred when the college identified need for more offices, classrooms, and physical educational facilities. This need was addressed on a short-term basis by installing modular buildings. The long-term need was addressed by approval of the Phase III building to be constructed in 2010. Modular buildings initially included the student government activities building, one classroom, two faculty office suites, and a multipurpose building. To address the need for a physical education center, the multipurpose room includes a sprung floor, mirrored walls, locker rooms, showers, and restrooms.[121] In addition, the college has a contract with Fitness 19 in Moreno Valley to use their facilities for physical education courses. The college also has use of the tennis courts at nearby Vista del Lago High School for classes. These contracted facilities are all within a 15-minute drive from campus.[122] Additional modular buildings, added in 2008, include more classrooms, the Health Sciences office, and the Center for Faculty and Professional Development.

The Long Range Educational and Facilities Master Plan reflects the needs and desires that are identified through the program review process. It was developed based upon an environmental scan including internal needs, student characteristics, student origins, age segmentation, gender distribution, student attendance patterns, student race/ethnicity, and student enrollment or load patterns. The plan also evaluated key curriculum indicators including headcount. An external scan looked at the characteristics of the college's service area, population, age, income, race and ethnicity and trends for the future. The plan also identified the college's relationship to its region. Furthermore, the plan sought qualitative input from the college at large and reviewed all college planning documents. It looked at instructional programs, baseline curriculum, and programs by department and Taxonomy of

Programs (TOP) code. To further enhance the plan, enrollment and growth patterns were examined. The plan also looked at space needs for all programs, budgets and financing parameters, and total cost of ownership. Recommendations that arose from this analysis of critical data and suggestions on how to implement sustainability were given in the form of the long-range plan. Construction phasing and costs were included.[123]

EVALUATION

This standard is met. In 2008, college and district facilities personnel produced a report, entitled "Maintenance and Operations Task Force Report," which evaluated existing facilities conditions and provided guidance on centralized and decentralized functions, frequency of service maintenance, frequency of custodial service, frequency of grounds service, maintenance and operations staffing guidelines and recommendations, and service manuals (for custodial, grounds, and maintenance staff).

The Facilities Department continually evaluates college needs to determine how to allocate its resources. For example, the president met with staff in the Student Services Department to assess their needs. Interview results indicated that they desired more space, adequate equipment and supplies, and a more attractive work environment. The data from these interviews were used in facilities decision making: In spring 2009, the second floor of the Student Services building was retiled, and the third floor and stairway received new carpeting.[124]

A second example of how facilities planning and decision making arose from survey data was presented by the president at the April 21, 2009, Board of Trustees Meeting when he spoke about the indicators of student success and methods for achieving it. He presented research data that revealed the numbers of students receiving program awards for 2007-2008:

Top 5 Listing of Program Awards for 2007-2008[125]

SP01	TOP6_Title	AA/AS	Certificates	TOTAL
490100	Liberal Arts and Sciences, General	912		912
490200	Biological and Physical Sciences (and Math)	695		695
130500	Child Development/Early Care and Education	23	625	648
210500	Administration of Justice	17	258	265
123010	Registered Nursing	172	89	261
	TOTAL	1819	962	2781

Data from this research show that Moreno Valley College student program achievement generally fall into the following categories: Liberal Arts and Sciences, Biological and Physical Sciences (and Math), Child

Development/Early Care and Education, Administration of Justice, and Registered Nursing. As a result of this research, the college has requested four more science labs in its Final Project Proposal (FPP) to the state on June 30, 2009.[126] To respond to the high student need in child development, upgrades were made to the Early Childhood Education Center on campus, including a shade structure/eating area and a sound system where student learners can observe the classroom instruction without disrupting the children. Finally, discussions are underway to consider turning the Ben Clark Training Center into a funded state center and to work with the sheriff to offer additional law enforcement academies to address his hiring needs.

PLAN

None is needed.

III.C.

TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1.

III.C.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.

From districtwide networking and administrative support to classroom instruction, the Riverside Community College District provides the basic technical support and services for Moreno Valley College. As a complement to the districtwide support, there is on-campus support for faculty, staff, and administrators. Moreno Valley College has a five-year technology plan to support the growing and ever-changing technology needs of all of the college's constituents.

III.C.1.a

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTION

District Functions

Information Services

Moreno Valley College manages its technology services through the following district-level departments:

- Academic Web Services provides academic web-server management, systems management, accessibility standards, web policies, web practices, and web procedures related to faculty, academic and instructional program websites. These services include districtwide assistance to academic departments and programs, as well as individual faculty, in the development of websites and districtwide input on e-learning strategies.
- WebAdvisor, a web application supported by Datatel, was deployed in 2004. WebAdvisor is for both faculty and students. It allows faculty to access up-to-the-minute class rosters, to submit census reports and grades, and to monitor laboratory attendance. Students can access class schedules, add and drop courses, and check grades. WebAdvisor also supplements the Colleague platform by providing web-based student services

such as registration, transcript requests, and grade reports. Currently the institution owns, supports, and maintains licensing on the entire suite of Datatel modules: Student, Financial Aid, Finance, Advancement, and Human Resources. At this time, the institution is running version 18 of the software.

- Information Services ensures the delivery of services critical to meeting the educational and administrative requirements of a large academic institution. Information Services includes Administrative Systems (such as Datatel/Colleague software suite), Data center operations, District Help Desk, Microcomputer support, Network Services, and Telephony Services.

Network Services plans and provides all the necessary components of a districtwide Cisco-based Gigabit Ethernet, utilizing a DS-3 (45 Mbit per second) connection from the Riverside City College campus to the internet provided by CENIC (Corporation for Education Network Initiatives in California). Intercampus connectivity from Riverside to both Moreno Valley and Norco is currently operating via T-3 (45 Mbit per seconds) lines with additional redundant T-1 connectivity between Moreno Valley and Norco for failover purposes. Upon accreditation, each college will become eligible to be directly connected to the internet via CENIC. In support of these future developments, Information Services is currently working with the Moreno Valley and Norco strategic planning committees to assist the college to build its Network Operation Centers during 2009-10. In addition to the campus-to-campus connectivity, network services are also provided to all district offices and off-site learning centers, such as the March Dental Education Center and the Ben Clark Training Center. Wireless internet service is also available to any registered student, staff, or faculty member from any of the three colleges, free of charge. Additionally, network services provides centralized security and intrusion detection, anti-spam filtering, and networking monitoring to ensure a reliable, secure network environment. Other services provided by network services are the planning, implementation, and maintenance of enterprise-level solutions for email; storage area networks (SANS); and servers in support of academic and administrative needs.

Administrative Systems is responsible for the implementation and support of Datatel's administrative system suite (Colleague, WebAdvisor, and Benefactor) and related software packages. Colleague is a comprehensive academic management system used by Admissions and Records, Student Financial Services, Academic Affairs, Student Accounts, Matriculation, Alumni Foundation, and other groups to facilitate record keeping and the reporting of student, faculty, and staff activities and transactions.

Galaxy, an accounting system software package provided by the Riverside County Office of Education, is now accessible by district personnel. Resource 25 is an administrative software package used districtwide to assist in the scheduling of classes and rooms.

Telephony Services maintains a centralized telephone system for the entire district. Currently, this is a Nippon Electric, Ltd. (NEC) hybrid private branch exchange (PBX) capable of supporting the legacy digital system as well as voice-over internet protocol (VoIP) deployment. As new buildings are being planned, constructed, or remodeled within the district, VoIP is installed, decreasing wiring and management costs; ultimately, this will result in a pure VoIP environment with the legacy system entirely phased out. Outbound circuit connectivity for local and long distance calling is negotiated and purchased by the telephone group for the entire district to take advantage of volume discounts and other incentives. The telephone group also contracts for all district cell phones and manages the Blackberry server which provides users with full integration between their Blackberry phones and their Outlook mail, including calendaring functions. The telephone group is responsible for account reconciliation with all vendors for the previously described services. The group's responsibilities also include planning, construction, and maintenance of the district cable plant and related infrastructure. To help facilitate long-range cable and network planning, information services initiated a comprehensive review of all existing cable plant and conduit pathways. The information gathered from this review is used to plan for adequate infrastructure in future construction projects.

The district Help Desk addresses service requests with centralized problem tracking and ticket generation for information services, Open Campus student support, wireless applications, faculty WebAdvisor, and facilities maintenance. Incoming problems are reported to the Help Desk via phone, email, or trouble tickets entered directly into Footprints software by end users. Tickets are then routed to the specific department responsible for problem resolution. Users are able to track the progress on specific trouble tickets via web-based browsers. Footprints is the software used in tracking work orders submitted to the Help Desk.

The Open Campus

The Open Campus, the district's center for online course delivery, provides distance learning for over 20,000 students per year (districtwide), along with training and support for online instruction. This center supports online courses, hybrid courses (part online and part classroom meetings), and telecourses. WebCT is the platform used for the delivery of all online courses in the district. In spring 2009, 45 instructors taught distance education courses supported by the Open Campus, offering a total of 92 sections of fully online, hybrid, or web-enhanced courses.

Software

The Micro Computer Support group, having both district- and college-specific functions, is responsible for purchasing, distributing, and maintaining the Microsoft Windows environment for the entire district. The

package currently consists of Windows XP, Microsoft Office Suite (Word, Excel, Power Point, Access, and Outlook, Publisher), Front Page, and Visual Studio Pro. This annual purchase is facilitated by the California Community College Chancellor's Office and Microsoft Corporation and ensures proper software licensing for some 4,000 computers throughout the district.

Moreno Valley College

At Moreno Valley College, there is onsite support of technology-assisted learning. All classrooms and laboratories have an instructor's computer station with internet access and an LCD projector.[127] Five classrooms also have desktop computers for in-class student use. Twelve mobile carts service classrooms with wireless laptops. In addition to the classrooms mentioned above, the Writing and Reading Center, the Math Lab, the Computer-Information Systems (CIS) Laboratory, and science laboratories use computers to aid in instruction, through software applications, support tutorials, and computer-based homework assignments. A faculty workroom available to all full- and part-time faculty is equipped with computers, printers, internet access, and equipment for ParScore and Scantron. The Student Activities Center and the library have internet-accessible computers that are available to students. The off-campus sites, the Ben Clark Training Center (BCTC) and the March Dental Education Center (MDEC), have college-supported computer labs and mobile labs. BCTC has two mobile carts, and MDEC has one computer lab and two mobile carts. The various departments of the college are responsible for replacing outdated equipment through the program review process or through their respective budgets.

There are two cluster-servers at Moreno Valley College at this time, one supporting Windows and the other supporting Novell. (Novell is, however, being phased out.)

Two microcomputer support specialists from district information services are based full-time at Moreno Valley, though they can be called to any other district site when needed. In return, microsupport specialists from the other colleges can be dispatched to provide additional technical support at Moreno Valley. Their responsibilities include hardware and software setup, installation, troubleshooting, maintenance, and upgrades for all computer laboratories, classrooms, and offices on campus as well as at the Ben Clark Training Center, the March Dental Education Center, and other off-campus sites for faculty and staff. Library technology and the Instructional Media Center (IMC) are supported by the two microcomputer support specialists. An instructional support specialist hires and supervises computer laboratory aides in the CIS laboratory. The science laboratories have technicians who assist with computer support. The district maintains a contract with Western Data to repair and replace hardware that is out of warranty. Pay-per-print services are provided to students in the computer laboratory, the Writing and Reading

Center, and the library. WebCT is available to students for online courses. In addition to Microsoft Office, other software products used are requested by individual faculty and laboratory coordinators to support their courses.

In addition, the microcomputer support specialists at Moreno Valley College protect the software and equipment on its computer systems. Computer workstations are installed with the most updated software available; administrative, staff, and faculty computers are configured to download the most updated anti-virus and registry protection software to avoid time-consuming repairs. All academic computers in classrooms that are linked to the internet also contain antivirus software. District information services provides centralized security and intrusion detection, antispam filtering, and network monitoring to ensure a reliable, secure network environment.

The Instructional Media Center (IMC) provides media support to academic programs, including audio-visual delivery to classrooms and conference/meeting rooms, VIP media requests, service and repair of media equipment, video conferencing, satellite downlinking, streaming media, assistance with new equipment acquisition, installation, and faculty/staff training. The IMC also provides technical assistance and media production services in the following formats: video, audio, graphics, animation, digital imaging, scanning, digital photography, and PowerPoint.

Library technology is supported both districtwide and at the college. District services include an online library catalog, e-books, streaming media, online periodical databases and periodicals themselves, videotapes, microfilm, and assistive media technologies. Adaptive equipment and software are available to assist disabled students in the learning process. Printers and copy machines in the library are on maintenance contracts enabling parts, hardware and software to be replaced without additional charge to the college. Multimedia equipment in the library, including televisions, DVD players, and VCRs, is secured to tabletops to prevent theft.

The Resources Subcommittee of the Strategic Planning Committee is developing a document to guide college-based technology standards and processes for enhancing facilities, hardware, and software to meet teaching and learning needs, collegewide communications, research, and college operations.[128] The goal of this document is to provide guidelines for the ongoing analysis and prioritization of hardware, software, service, and facility needs anticipated by Moreno Valley College departments and programs.

EVALUATION

This standard is met. District- and college-level technical services provide Moreno Valley College with adequate support for its faculty, support staff,

administrators, facilities, hardware, software, and information delivery infrastructure. The completion of the Network Operations Center (NOC), slated for March 2010, will provide an area for network equipment and services on campus as well as service for the complete college construction build-out in the capital construction plan. At the completion of the NOC, the college will have sufficient space to house permanent full-time instructional services support staff covering administrative, network, and microcomputer support. Such support staff will improve accessibility, responsiveness, effectiveness, and college-specific sensitivity of information services to staff, faculty, and students. The Resources Subcommittee developed, reviewed, and then approved a Technology Plan, a part of which requires review of plans annually, as well as support, facilities, software, and hardware February 19, 2009.[129] This plan contained the following objectives:

- Develop and implement campuswide technology policies, procedures, and standards.
    - Create a secure infrastructure (security, network structure, department structure, Network Operations Center (NOC)) to meet the needs of students, staff, and faculty.
    - Procure, replace, upgrade, and maintain equipment and evaluate appropriate technology purchases and utilization.
    - Prioritize technology initiatives and formal project management with clear outcomes identified.
- Provide adequate information technology fiscal resources.
    - Appropriate funding for IT department for staffing, services, and training while aligning annual technology budget planning with institution goals and technology plan.
    - Maintain and support the Resources Subcommittee and IT departments as primary technology policy-making and advisory groups.
    - Develop and implement IT cost-effective standards (inventory and cost analysis).
    - Increase outside funding through bonds, grants, partnerships, and foundation partnerships.
- Improve and increase faculty, staff, and student access to information and related technology.
    - Network reconfiguration to meet campus specific needs providing equal access, up-to-date services, and a more robust, easy access wireless environment.
    - Access on and off campus allowing for greater outreach of technology services.
    - Basic computer and internet introduction and use workshops.
    - 24/7 access to services through a one-stop portal for all users (students, staff, faculty).

- Monitor industry trends in technology and their potential applications to teaching and learning.
- Technology awareness plan – "showcasing" internal and external technology use and talents.
- Increase distance learning opportunities and create an e-learning environment.
- Professional development opportunities.

- Improve and increase community outreach through technology.
  - User friendly website.
  - Access information at campus, programs, services.
  - Public access to MVC updates, news, community events.
- Improve operational efficiency and communication through automation.
  - Comprehensive document and output management system "Digital Workflow" (electronic forms, automated workflows, committee work, strategic planning, cost effective models).
  - SharePoint portal for quick access to personalized information and services under a one-stop shop.
  - Develop a plan that assists in a framework that enables end-users to document effectiveness measures and displays on-line results.

PLAN

None is needed.

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III.C.1.b

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

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DESCRIPTION

The district and Moreno Valley College provide quality in-house training in technology and its applications on a regular basis to faculty, staff, and administrators. Administrators are committed to the provision of quality training through FLEX activities and other staff development opportunities. When new software is introduced to facilitate fiscal, purchasing, enrollment, or classroom management, as well as other district or college processes, district and/or college experts implement a thorough training plan for staff and faculty.

Instructors who offer online courses (web-enhanced, hybrid, or fully online) receive extensive training and support through the Open Campus, based at a central district location. The district Open Campus office is responsible for training faculty in basic use of the Web CT platform for WE/hybrid/online course management, and further training in supplemental tools (such as podcasting and Tegrity) is available at Moreno Valley College on a weekly basis through the Center for Faculty and Professional Development. This center, funded through a

cooperative Title V grant, opened in 2008.[130] It provides individualized and group instruction in WebCT, WebAdvisor, and the use of technology in and out of the classroom. The center hosts technology training and workshops, including the district Hybrid Academy. Additional training in methods and techniques for effective online teaching is provided by faculty with appropriate experience and expertise. Workshops in the center have also been held for training on software such as PowerPoint, Word, Excel, and Macromedia products.

The district also provides training for all employees on systemwide technology upgrades. The Help Desk supports faculty and staff by forwarding Moreno Valley College requests for in-person, on-site assistance to microcomputer support specialists at Moreno Valley College. Instructor training in the use of WebAdvisor, the district's online enrollment management site, is ongoing through regularly scheduled sessions at Moreno Valley College or through one-on-one sessions with a district applications support specialist. Other district services provided locally include:

- IMC equipment training/support for faculty and staff
- Application training/support in Datatel, Resource 25, and a variety of student and record management applications
- Workshops for faculty on compliance of online and traditional course material with section 508 of the Federal Rehabilitation Act and with ADA requirements.

The district Disabled Students Programs and Services (DSP&S) not only ensures student access to learning and activities but also provides adaptive technology assistance to students and staff. A DSP&S specialist trains students on adaptive software and hardware on a weekly basis. The specialist also trains student lab assistants as needed. Furthermore, DSP&S offers support to Open Campus in training instructors to create 508 compliant web pages, to perform web page accessibility verification, and to create MP3's.

Site licenses have been purchased for the core assistive software programs and computer stations equipped with these specialized programs are available in the library, CIS/math lab, the Writing and Reading Center, the language lab, the Student Assessment Center, all classrooms, and the DSP&S Center.

EVALUATION

This standard is met. The Center for Faculty and Professional Development offers the necessary space for a structured, integrated, ongoing professional training program for faculty and support staff. The center is designed to renew faculty learning and to promote new technologies—inside and outside the classroom—directly tied to student learning and success.

III.C.1.c

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

PLAN

None is needed.

DESCRIPTION

District Responsibilities

Information Services' Network Administration Office provides all necessary components for a districtwide Cisco-based Gigabit Ethernet. This new district-based network equipment has increased bandwidth and improved reliability of the infrastructure. Internet service is provided by Corporation for Education Network Initiatives in California (CENIC), a statewide internet service provider for educational institutions.

Administrative Services

Administrative systems have been on annual maintenance programs since their initial purchase. Hardware is under full warranty and then placed on full maintenance plans once the warranty has expired. Hardware is upgraded to meet user demands for more processing power and speed and to accommodate software upgrades. Equipment is also upgraded if maintenance costs outweigh the cost of purchasing new equipment under warranty.

Network

Plans for new or remodeled buildings incorporate network infrastructure and appropriate networking equipment and cabling so that facilities will be in compliance with district networking standards.

Network maintenance is handled in multiple ways. Annual support contracts—including telephone and online support services—are purchased for all critical elements. Uninterrupted power supply (UPS) systems are purchased and maintained for all intermediate distribution frames (IDFs) and network operation centers. New equipment purchases include the latest hardware and software offerings. The district inventories for network electronics and UPS systems are also used for emergency replacements, new network configuration testing, and analysis. Additionally, network management stations monitor and maintain network functionality, security, and utilization.

The Network Operations Center is slated to open at Moreno Valley College in 2010, providing long-term independence and stability in technology infrastructure.

Moreno Valley College

At Moreno Valley College, the upgrading or replacement of equipment and software is incorporated into the annual program review process for disciplines, programs, and academic departments. Laboratory coordinators, department chairs, and individual faculty and staff consult with microcomputer support personnel to determine technology needs—everything from learning software to faculty computers. Needs that are identified through program review are forwarded to department chairs with the justification for the needs. Department chairs and assistant chairs review the requests, prioritize them, and submit the list to the academic deans. Purchases are dependent on the funds available. The college's Technology Plan includes a comprehensive replacement cycle outlining standards and processes to meet department/program needs. Computers and related peripherals are replaced for classified staff as needed, while software is replaced on a regular basis to match upgrades with institutional needs.

Some additional funding sources contribute to maintenance and upgrades at Moreno Valley College. Qualifying occupational programs can request Vocational and Technical Education Act (VTEA) funding for incorporating new technology into their curricula. The college has multiple federal (Title V and College Cost Reduction and Access Act, CCRAA) and state (SB70, Allied Health & Nursing, Workforce Investement Board) grants which provide additional funds for technology to enhance student learning.

Moreno Valley College has acquired, upgraded, and enhanced its technology considerably in the last five years by:

- expanding the number of mobile computer carts to 12 (including two at Ben Clark and two at March Dental Education Center; each cart contains 30 laptops;
- replacing 23 computers in the Math Lab, Humanities (HM) 220;
- adding a new Macintosh/Apple lab in HM 234 for the simulation gaming classes;
- replacing 30 computers in HM 324 high-performance computer systems for desktop publishing classes;
- replacing 40 computers in the Writing and Reading Center (HM 232);
- replacing 22 computers in the Student Assessment Center Student Services (STU) 301 with all-in-one systems to make efficient use of limited space;
- providing laptops to be checked out by faculty or staff through the Center for Faculty and Professional Development;
- replacing and adding a total of seven computers in the Student Activities Center 105;
- setting up a new time-tracking system (called CI-Track) for the facilities department;

- replacing all student login and pay-per-print systems in the computer labs: Science & Technology (SCI) 151, HM 220, and HM 232;
- purchasing two new cluster servers to administer the instructional computer labs;
- setting up a new assessment center at the Ben Clark Training Center.

Microcomputer Support Specialists carry out regular computer maintenance, upgrade, and replacement tasks.

Moreno Valley College's capital asset inventory is maintained by the district's Inventory Control Department. Technical equipment is identified by unique asset tags which are recorded in a district database in the Inventory Control Office. Departments maintain inventory of specific equipment.

EVALUATION

This standard is met.

PLAN

None is needed.

III.C.1.d

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTION

Recommendations for the allocation of technology resources are made to the appropriate administrative unit for decision after incorporation of input from faculty, college technology specialists, and data from end-users, as determined by the program review process and strategic planning models. Resources can also be distributed on an as-needed basis, depending upon funding availability. The resources subcommittee of the strategic planning committee uses information from discipline program reviews and departmental budget requests to prioritize the purchasing of technology-related resources. This process ensures fair, considered, and shared decision-making on the distribution of technology resources.

Moreover, funding for technological support departments (see III.C.1.a) allows for the smooth functioning of all college programs. Physical protection of technology infrastructure and equipment, robust firewall and antivirus software protection for desktops and systems, maintenance of internet linkages on all computers, regularly scheduled remote systems maintenance, and skilled district- and college-based support staff—all provide support for day-to-day as well as special event operations of programs. Part of this allocation of resources includes redundant T-1

connectivity in case of failure of the primaryT-3 lines providing intercollege connectivity. In addition, microcomputer support specialists support the needs of March Dental Education Center and the Ben Clark Training Center, including on-site assistance, to enhance connectivity of off-site programs to other college programs as well as to administrators and staff. Finally, the Network Operations Center, to be completed spring 2010, will upgrade server operations for the college and its off-site centers, as well as provide stability for districtwide functions and independence of the college.

The technology infrastructure at Moreno Valley College is the joint responsibility of the district and the college. Information Services identifies the major technological goals and direction of the district, including assessment of budgetary needs to maintain current technology and acquire new, state-of-the-art hardware and software, thus allowing faculty and staff to maximize their use of technology for programmatic and learning needs. Moreno Valley College, in coordination with information services, assesses and identifies technological goals and resource needs on an annual basis. As new academic and student support service program requirements are developed, district- and college-based information services make necessary changes allowing students and faculty to achieve their goals. In addition, the Instructional Media Center (IMC) continually monitors the development of new instructional media and equipment and takes responsibility for integrating emerging technology into the instructional environment it supports.

The district's Information Services Office purchases Microsoft Windows operating system and Microsoft Office Suite licenses for all college computers. When possible, the district uses Foundation for California Community Colleges (FCCC) for purchases of software licenses. In addition, the FCCC has created a program for students and staff to purchase personal copies of software for work-related use at a reduced rate. Dell, Lenovo, and Apple provide districtwide discounts; other vendors sometimes offer discounts on their products to staff, students, and faculty via the web.

The district's and college's commitment to distance learning is accommodated through the use of the Web CT/Blackboard course management system and other web-based learning platforms. As explained in detail in Standard III.C.1.a., Open Campus is responsible for technology-mediated instruction and faculty technology training across the district. Moreno Valley College has incorporated technology training into the Center for Faculty and Professional Development to address distance-learning training needs for faculty and staff.

Open Campus supports the district infrastructure, allowing for delivery of technology-mediated classes. Effective distribution and utilization of distance education technology resources involves:

- Servers. Currently, Open Campus accommodates a production

WebCt server hosted in Canada by WebCT, a WebCT development server located on the Riverside City College campus, and a streaming media server hosted in Los Angeles.

- Application Service Providers. Open Campus licenses *Turnitin.com*, a leading online anti-plagiarism software service available to all instructors throughout the district
- SIS Integration. Open Campus obtains information on term deadlines, courses, instructors and students from Datatel, reformats it, and imports it into WebCT.
- Reporting. Open Campus provides reports for district administration, the state chancellor's office, national organizations, and other constituencies.
- Software. Open Campus licenses assessment software (*Respondus*, *StudyMate*, and ToolBook) used to create computer-based instructional programs for online course development.

EVALUATION

This standard is met. Program review provides the process for developing technology needs based on an assessment of the degree to which given technologies enhance a program's or department's goals. In addition, the college's Technology Plan outlines technology goals designed to maintain and support the development of programs, departments, and student services.

PLAN

None is needed.

III.C.2

III.C.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.

DESCRIPTION

The planning and evaluation of technology resources are the responsibility of both the district and the individual colleges. Evaluative processes are in place at the district level to systematically review, assess, and modify systems and processes to ensure the effective use of technology resources. District-based entities (Academic Information Architecture, Information Services and its subdivisions, Open Campus, and Public Relations) provide leadership and assistance to the college in evaluating and planning its uses of technology resources. Hence, the process of requesting, planning, acquiring and maintaining new technology for Moreno Valley College is supported at the district level.

At the individual college level, there is a series of processes and evaluations used to assess and then upgrade or modify technology resources to ensure their effective use. For general institutional technology needs assessment, Moreno Valley College follows a variety of established procedures:

- In purchasing new technology to meet departmental/program and administrative computing requirements, the resources subcommittee, in coordination with administration, is guided by the Technology Plan, end-user standards and processes input, and the appropriate support department within the district's information services group.
- Hardware purchases for the Moreno Valley Library are approved and specified by the assistant dean and library faculty and staff. The Moreno Valley microcomputer support specialists, in conjunction with the library administration and staff, review technology needs, generate quotes, and provide support in purchasing appropriate hardware and software.
- In the case of career and technical education programs, technology requests incorporate the input of industry advisory committees when appropriate.

Academic purchasing decisions generally originate with a request from faculty in the form of program review and then move through the strategic planning process. For academic computing at Moreno Valley College, either individual faculty members or an instructional discipline may initiate a request for new equipment or upgrades through their academic department, often with the assistance of information services staff and the microcomputer support specialists. These requests are reviewed and prioritized in departmental meetings, then communicated to the Academic Planning Council and then the resources subcommittee and the strategic planning committee. They are later sent as recommendations to the president's cabinet for approval.[131]

Both the district and the college have taken steps to integrate technology planning with institutional planning. As each new building is designed, extensive technology planning incorporated into the development plans addresses the specific technology needs of the programs to be housed in the new building. This process includes comprehensive consultation with the discipline faculty members who will be using the facility. The outcome of this process is detailed engineering specifications for the building being planned. Moreno Valley College planned and incorporated technology effectively over the last few years: all classrooms on the Moreno Valley College campus are equipped with a computer and LCD projector system, most with high-speed internet access; and the entire campus has a free wireless environment. Information services has conducted satisfaction surveys to assess the effectiveness of network support.[132]

Information Services cooperated in the acquisition and set-up of six portable modular units at Ben Clark and seven at Moreno Valley College. This participation included the appropriate technology infrastructure and equipment.

EVALUATION

This standard is met.

PLAN

None is needed.

III.D.

FINANCIAL RESOURCES

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.

Overview of the Budgetary Process

The Riverside Community College District's Vision and Goals statement provides the foundation for the college's financial strategy.[133] However, the fiscal planning process is affected by the governor's budget, as the money allocated in it is the basis for the district's initial revenue estimates for each year. The district's practice is to estimate conservatively the college's revenues from the state and then build expenditure budgets based on these assessments. The revenue estimates are made using enrollment trend projections, and the district's tentative budget is prepared as follows:

The first expenditure, according to Board Policy 6200, is a budget "reserve"—a minimum 5 percent of the sum of the projected beginning fund balance plus the estimated revenues for that fiscal year. The district's practice of maintaining this reserve has allowed financial stability through lean funding years. Indeed, the district has more than a 25-year history with no lay offs of full-time faculty or staff due to budget cuts.

Next in the budget expenditure cycle is the allocation of known and estimated fixed costs and contractual commitments for the district; these costs include faculty and staff salaries, utilities, rents and leases, and long-range costs for facilities planning and other projects that support the colleges' visions and goals. Finally, "discretionary" expenditures are earmarked based on remaining available revenues.

Moreno Valley College integrates financial resource planning with its strategic planning process by preparing program reviews that use institutional research data to determine programmatic needs. These needs may include new faculty, new staff, equipment, supplies, new curriculum, facilities maintenance or additions, or technology, among many possibilities. Program review requests are reviewed and prioritized by the Resources Subcommittee, again by the Strategic Planning Committee, and forwarded as recommendations to the President's Cabinet. Thus, the annual budget reflects the program-review-based priorities of the college.

The GANNT chart of timelines highlights the interdependency of district strategic planning and budgeting.[139]

Annual financial plans evolve during the budget development cycle and include necessary adjustments in May, at the time of the Governor's "May Revise." Reports on state funding and college expenditures are presented monthly at meetings of the Resource Committee, a subcommittee of the Board of Trustees. The process culminates when the annual budget is adopted by the Board of Trustees. According to state regulations, the Board of Trustees must approve a tentative budget by June 30th and adopt a final budget by September 15th of each year.

In spring 2009, discussions began about how to treat budget savings that an individual college of Riverside Community College District (RCCD) might maintain at year end and, consequently, how to amend the Budget Allocation Model (BAM) to institutionalize each college's stewardship of its budget. The associate vice chancellor of finance and the three vice presidents of business services worked on draft proposals and presented them to the BAM shared governance committee for consideration. A final draft has been prepared and is expected to be approved Summer, 2009.[140]

Budget Allocation Model Formation

In 2007-2008, the district formed a Budget Allocation Model (BAM) Development Task Force, comprised of the interim vice chancellor of administration and finance, the interim associate vice chancellor of finance, the vice presidents of business services from each college, faculty from each college, and a classified staff representative. The task force was charged with creating a budget allocation model that would both transition the district from a one-college/three-campus system to a three-college system and serve the long-term needs of the three-college district. In 2008-2009, two additional classified staff members and three student representatives were added to the task force. Minutes for all BAM meetings since its inception detail the thought processes and collegiality of this diverse, district committee. After many models were considered, debated, and simulated, the task force made a presentation to the Board of Trustees in May 2008 on a model which committee members agreed would provide the most equitable, transparent, and thoroughly integrated budget allocation process for the unrestricted, "discretionary" portion of the budget. The guiding principles of the proposed BAM were designed to encourage

- A student-focused orientation: the best interests of students are primary.
- Collegiality: resource allocation must distribute funds in ways that are best for the district and that reflect an understanding of the "power of three."
- Long-range planning: by relying upon the district strategic goals, the College Education and Facility Master Plans, and the Strategic Planning and Program Review processes.

- Empowerment, authority, and accountability at the college level: authority must be assigned at the lowest applicable level.
- Significance of fiscal-year boundaries: alignment of on-going commitments with on-going revenue streams and one-time allocations with one-time acquisitions.
- Campus responsibility: providing each college with the opportunity and authority to manage budgets by providing carryover of unused funds.
- Fiduciary responsibility: compliance with federal, state, and local regulations will be adhered to, including funding a minimum 5 percent reserve first.
- Data-determined decision making: The data elements of the model will be widely known and distributed. Downstream financial impacts must be identified in decision making.
- Dynamism: The BAM will provide the ability to reflect changes in district and college priorities and structure.
- Transparent communication: The college community will have a full understanding of the model, the process, and the resulting funding decisions. Information will be easily accessible and clearly communicated.
- Bottom-up and Top-down decision making: Mechanisms will exist for input from all levels of the college community including students.
- Easy application: The model must be straightforward in its application.
- Decision making: The BAM must support strategic planning, planned growth, and program expansion and contraction. The BAM must be able to respond to crisis as well as multi-year plans.
- Evaluation and assessment: on an annual basis and improved as appropriate.
- Rationality: Budgets must reflect needs and available resources. When imbedded formulas do not work, alternative options must be available.
- Timeliness: Allocation of funds through the BAM will be distributed in a timely manner to allow for thoughtful implementation of plans.

Components of the BAM include

- Reserve: The district reserve for contingency is the first component funded. A minimum reserve level of 5 percent will be funded.
- Reserve for Economic Uncertainty: One percent will be set aside for economic uncertainty.
- Base Allocation: The colleges and district will receive base allocation based on the prior year base budgets. Added to the prior year base budgets would be increased costs for health and welfare benefits and fixed payroll charges, for contractual increases such as step and column costs, for position reclassifications, and for outside contracts for services or rents and leases, among several possibilities.

- Small College Factor: A small college factor will be applied to offset the diseconomies of scale and to provide resources to meet single college accreditation requirements.
- Efficiency Incentive: Funds will be allocated to colleges based on performance above the 525 standard.
- District Office/District Support Services: Funds will be allocated to support institutional and program growth, district initiatives, capital expansion, and inflation. This increment was funded at 1 percent of the prior year DO/DSS base budget for fiscal year 2008-2009.
- Other Items: Inter/intra fund transfers, new program initiatives, new facilities operating costs, new positions, and contractual increases, to name a few.

A flowchart was developed to demonstrate how the ending balance of one year becomes the subsequent year's beginning balance; then, anticipated revenue is calculated, and expenditures are budgeted as described above.[141]

The BAM was utilized in preparing the tentative budget for 2008-2009. Moreno Valley College was allocated three new faculty positions which were identified by the college's strategic planning process (via program review) as high priority. Instructional and noninstructional equipment budgets were based upon requests that came up through the program review process, prioritized by the resources subcommittee and the strategic planning committee, and then approved by the president's cabinet. Minor renovation, remodel and repair projects were also prioritized through the same process. In this manner, all requests for the 2008-2009 budget came through the program review process and were rooted in data about programs.

When the 2008-2009 Adopted Budget was presented to the Board of Trustees for approval in October 2008, it was determined that the state fiscal crisis was of such magnitude that all aspects of the BAM could not be funded. At that time, the Board allocated an additional $500,000 to be used by the Moreno Valley College and Norco College to address staffing needs that had been prioritized. However, two components of the model—the small college factor and the efficiency incentive—were not funded.

At its February 2009 meeting, the BAM Task Force determined that since its role in creating a budget model was complete, it could turn its efforts to an advisory role. Renaming itself the District Budget Advisory Council (DBAC), it determined that it would evaluate the budget allocation model on a regular basis and advise the district and its colleges on budget development and ways to deal with changes in state funding.[142]

While the budget allocation model guides the allocation of resources at the district and college levels, locally there were Moreno Valley identified a calendar for budget preparation in order to link college planning with that of its sister colleges as well as the district. At its February, 2009 meeting, the resources subcommittee developed a budget planning and development flowchart which helped identify timelines for budget planning to ensure these processes.[143]

III.D.1

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

III.D.1.d

III.D.1.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.

The Moreno Valley Campus 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.

DESCRIPTION

Traditionally, in order to make available the programs and services that are included in the college mission, the necessary operating costs of the college—including the cost of all full-time faculty, staff, and administrators—are primarily funded through state apportionment and thus allocated through the district. In building the discretionary budget, each department has the opportunity to request additional resources for identified programmatic needs through the program review process. Department chairs had traditionally made requests by querying their department members regarding equipment purchases, remodeling requests, and new tenure-track faculty hires and then presenting this information at meetings of the Academic Planning Council (APC), consisting of department chairs and the dean of instruction. Their requests were grounded in data such as FTES generation, WSCH generation, number of full-time faculty in the requesting department, student programmatic needs, and community career needs, among many considerations. Historically, the APC then justified and prioritized the requests for presentation to the provost using budget worksheets distributed by the district Office of Administration and Finance. In noninstructional areas, requests were prioritized by the appropriate manager and forwarded to the provost.

In the spring of 2004, in response to the 2001 ACCJC recommendation that the campuses demonstrate that the strategic planning process ties resource allocation directly to program review, the district began to restructure planning. The district Strategic Planning Executive Committee and the Moreno Valley Strategic Planning Committee (MVSPC) were formed. The Financial Resources subcommittee was one of eight original subcommittees of the MVSPC; members were recruited to serve on this committee in fall 2005, but no formal charge for this subcommittee was developed. Until spring 2007, members of this subcommittee met only to discuss the college self-study as it related to financial resources. By fall 2007, the committee expanded to discuss all matters pertaining to financial, physical, information technology, and human resources which are generated through the program review process. In fall 2008, the nine subcommittees were collapsed into four subcommittees that align with the

four accreditation standards; this move streamlines institutional planning with clearer committee boundaries and ensures that planning is linked appropriately to accreditation requirements. The Resources Subcommittee, which is comprised of faculty and staff in coordination with the vice president of business services, discusses and reviews state and local budgetary issues, budget training, state guidelines in funding, total cost of ownership, program review requests, and college fixed costs. As of 2008-2009, the Budget Allocation Model now guides how funds are allocated within the college as well as to the individual colleges.

In budget development for the 2009-2010 year, the vice chancellor of administration and finance made a detailed PowerPoint presentation to the board outlining the anticipated financial projections, the impact of future collective bargaining negotiations, the impact of facilities construction, state budget details, and a variety of other factors that he anticipated would affect the district in planning budgets. In this manner, the board was able to get a picture of the current and expected financial status of the district. To complement this information, at its meeting on February 25, 2009, the Moreno Valley College resources subcommittee agreed to three themes to guide its budget decisions for 2009-2010: accreditation of college status, professional development and expansion of faculty and staff hiring, and community partnerships.[144]

The Resource Committee, a Board of Trustees committee, meets every month to receive information on capital projects, annual state funding projections, and other financial matters. This committee's membership includes two trustees, three faculty members (one from Moreno Valley) appointed by the academic senates from each college, a representative of the California School Employees Association (CSEA), two representatives from the Faculty Association, a student senator, and the vice chancellor of administration and finance. Through this committee, the Board of Trustees is kept abreast of all strategic financial planning in the district.

Finally, the Board of Trustees conducts a public hearing on the proposed budget. A notice of the public hearing is published in local newspapers. After the public hearing, the Board of Trustees takes action to approve a tentative budget by July 1st of each year and adopt a final budget by September 15th. All college expenditures are available online. A monthly financial report is available for trustee and public examination. Board Books are also archived for future reference.[145] This open access and public scrutiny encourages realistic assessment of expenditures at the time the budget is constructed.

EVALUATION

These standards are met. The prioritization of program review requests was initiated in 2008-2009, requests were finalized in February 2009,[146] and requests were communicated back to the college faculty and staff in the President's Letter to the Campus Community in March 2009[147] and at the resources subcommittee and strategic planning committee meetings in March 2009.[148]

III.D.1.b

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

PLAN

None is needed.

DESCRIPTION

As noted in the introduction to III.D.1, financial planning at the district level starts with funding projections made by the vice chancellor of administration and finance. These projections are based on an estimate of state funding. The district budget includes an adequate reserve, payroll, benefits, supplies, services, equipment, and other contractual obligations. These funding projections provide the basis for budget planning and decisions (for the district and each of its colleges) and reflect a conservative yet realistic assessment of funding from the state.[149]

Voters from the Riverside Community College District approved a $350 million bond measure in November 2004, providing new financial resources to fund capital projects. The bond money may only be used to fund construction and to purchase certain types of equipment. In the months before the election, Evans-McDonough, Inc., was contracted as a consultant to conduct a survey of the Moreno Valley community and, subsequently, to develop a list of projects desired for the college. This list was published in the Statement of Voters that accompanied the ballot and included the following objectives: "provide permanent classrooms and facilities, such as a health technology center, student support building, science and technology labs, and buildings for job training and college transfer counseling; upgrade technology infrastructure; and add alternative-energy cogeneration plant."[150] The college was then asked to prioritize its needs with this list in mind. Completed projects that have received Measure C funding include the Early Childhood Education Center and Administration Annex Building. Projects in the planning phase include a health sciences building that will contain laboratories for the sciences and a Network Operation Center to improve our technology infrastructure.

The district Office of Grants and Contracts was formed in 1990 to investigate additional financial resource development. With guidance and technical assistance from personnel from this office, faculty, administrators, and consultants have written grant proposals. Some examples of funded grant projects at Moreno Valley College include a Gates Foundation Grant for the Early College High School, a national Department of Education Title V grant to promote basic skills education, and a National Science Foundation scholarship program for future engineers, mathematicians, and computer scientists. In 2008-2009, the college received a grant to advance science, technology, engineering, and mathematics (STEM) and a Workforce Investment Act grant to fund allied health instructional equipment.

EVALUATION

This standard is met. The district Office of Administration and Finance estimates costs realistically and budgets appropriately. Where there were urgent building plans but no state monies to fund them in a timely way, bond money was sought to augment the budget. The Office of Grants and Contracts also assists in obtaining funds for programs and services.

PLAN

None is needed.

III.D.1.c

III.D.1.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.

DESCRIPTION

When making short-range financial plans, the district considers its long-range financial priorities to assure financial stability. The institution plans for the payment of liabilities and future obligations. The district maintains sufficient cash flow and reserves to support continued operation of the institution. The district is self-insured and maintains proper procedures and funds to meet its obligations.[151]

Moreno Valley College also prepares three-year financial projections to ensure it is always making decisions that keep it solvent on current and long-time bases. These multiyear projections include anticipated increases in salaries, step/column, utilities, contracts, rents and leases, associated benefits, as well as FTES revenue projections and potential new personnel. In this manner, the college is continually keeping its eye on its future fiscal solvency as it makes decisions in the current year.[152] In preparing the multiyear projection, the college maintains all of the principles outlined in the district's budget allocation model.

Historically, long-range facilities planning (along with the corresponding financial plans) was coordinated at the district level. In February 2006, the Board of Trustees formally encouraged each college to assume greater responsibility for long-range facilities planning.[153] This process started with the hiring of the Maas Companies, Inc., to assist with a college educational master plan that aligned new facilities development with existing and future programs. The Maas Companies developed a Long Range Educational and Facilities Master Plan that guides all college facilities development through programmatic and community needs which were identified in an environmental scan performed to determine the vocational demands of the surrounding community. Furthermore, if facilities needs arise that are not part of the long-range plan, they are addressed through the program review process. For example, if the counseling faculty wish to move locations or upgrade their facilities, as they did in 2009, they include their request in program review and submit it through the resources subcommittee and the strategic planning committee approval process.

EVALUATION

This standard is met. The district is careful to consider long-term plans such as future obligations and liabilities when developing budgets.

PLAN

None is needed.

III.D.2

III.D.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.

Overview of the Budget Control Process

The district maintains a budget control process to ensure that expenditures fall within the adopted budget or board-approved revisions. This system consists of

- a financial accounting system that provides budgetary control and accountability
- a budget control department that performs due diligence on every financial transaction
- an accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed
- a position control system to ensure that all full-time positions are approved and budgeted
- a purchasing department that oversees adherence to purchasing policies and procedures
- a procedure for authorizing purchases and expenditures that provides appropriate internal controls and ensures that expenditures conform to district policies and procedures
- Board of Trustees oversight of purchases, contracts, and hiring decisions
- independent auditors who verify that safeguards are in place.

Besides district safeguards, the Riverside County Office of Education performs a financial oversight function, including random tests of warrants issued by all institutions in the county. Auditors follow the consistent and thorough investigation processes set forth in the California State Audit Manual.

The district incorporates a chart of accounts in its financial management system to assure financial integrity and the responsible use of financial resources. The chart of accounts utilized by the district is promulgated by the California Community Colleges State Chancellor's Office through the Budget and Accounting Manual.[154]

The district's Budget Control Office uses the requisitioning and purchase order process in order to monitor and evaluate all proposed expenditures submitted by college and district support service departments. Purchases can only be made if an approved budget exists (budget control) and authorized signatures are in place.[155] Budget control is maintained by

major object codes. A budget is approved and assigned to each academic and support department using a unique chart of account codes for each department. Departments can request budget transfers based on changing needs throughout the year. Budget transfers between major object codes require approval by the Board of Trustees.

Many purchases require a contract between the district and the proposed vendor. The Board of Trustees must approve all contracts. Requisitions, purchase orders, and vendor payments involving a contract will not be processed until an approved contract is in place.[156]

Financial reports are submitted to the Board of Trustees on a monthly basis. In addition, the district is required to submit financial information to the state chancellor's office through the Quarterly Financial Status Report (CCFS-311Q) and the Annual Financial and Budget Report (CCFS-311). These reports are also submitted to the Riverside County Office of Education as part of their fiscal oversight responsibility.[157]

The vice president of business services at Moreno Valley College is responsible for aligning the college process with district procedures and state regulations. Moreno Valley College follows exactly the same procedures as the district. Faculty and staff initiate purchase requisitions. These purchase requisitions are approved through the proper approval channel, which includes the vice president of business services, until received and processed by the district's accounting personnel. The district purchasing office processes the purchase order and notification is sent to the vendor and the person initiating the purchase order. Without sufficient funds, purchase orders cannot be processed.

III.D.2.a

III.D.2.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 finds are comprehensive, timely, and communicated appropriately.

DESCRIPTION

The annual budget, the annual audit report, and all quarterly financial reports are available on the district accreditation website.[158]

The annual budget typically includes information related to the hiring of new and replacement full-time faculty and staff, improvements in salary schedules, net increases for additional salary step movement, the cost of employee benefits, instructional and student support programs, and all budget requests approved for funding. [159]

The annual CCFS-311 report documents the district's compliance with direct instructional spending requirements.[160]

Moreno Valley College is audited as part of the district's annual audit by an independent firm. The institution follows state compliance requirements, resulting in funding allocations as prescribed by the state Chancellor's Office.[161] The independent auditor presents audit findings directly to the Board of Trustees in an open, advertised public session. The district has

responded appropriately to all audit findings or exceptions in a timely manner.

EVALUATION

This standard is met. Financial documents reflect appropriate allocations for programs and services to meet the college mission. Documents are comprehensive, timely, and communicated in a proper manner.

PLAN

None is needed.

III.D.2.b

III.D.2.b. Appropriate financial information is provided throughout the institution.

DESCRIPTION

Financial information is provided throughout the institution at both the district and college levels. The college budget is presented to the Board of Trustees for discussion and approval in a public meeting. Major changes to the budget and budget transfers are presented to, and approved by, the board. A public record of these approvals is available for the college community and the public to examine on the board's website without restriction. As of spring 2007, financial information is considered in various degrees, prior to college approval, by departments and committees, especially by the resources subcommittee of the Moreno Valley Strategic Planning Committee. General financial information particular to the college is provided to the Academic Senate and to the strategic planning committee.

In addition to the general dissemination of information, the internal budget development and budget approval processes of the college and the district, as described earlier, result in an awareness of financial information among direct participants in those processes. The board's resource committee and the college resources subcommittee are open forums that faculty, staff, and students may attend to receive information on the financial status of the district and college.

A public hearing on the proposed budget is held every September prior to board approval.[162] The current budget allocation model allows for planning for the effects of new programs and initiatives at the college to be linked with budget/financial planning.

The district's annual audit reports are completed in a timely manner, with wide distribution. Furthermore, the independent auditor presents all audit findings directly to the Board of Trustees in a public session.

The district is utilizing Galaxy, a financial management software system that permits Moreno Valley staff to have a real-time view of the budget and financial information. Any faculty or staff member may request and receive

training on Galaxy. Moreno Valley College has approximately 40 users who have signed-up for this access. The budget is also available in hardcopy format upon request.[163] The vice president of business services reviews Moreno Valley College's budget weekly. The district Budget Office notifies users when purchase requisitions cannot be processed because of lack of funds.

EVALUATION

This standard is met. Sufficient financial information is provided to those who need it to function in day-to-day business and to those directly responsible for budgetary matters. General knowledge about the budget process at the college is present, and budget education efforts will continue to take place in order to ensure access and understanding of the budget process throughout the institution.

In the spring of 2009, the vice president of business services distributed budget notebooks to college managers identifying the chart of accounts, purchasing instructions, approved food purchasers, Galaxy instructions for how to access budget reports, blank templates and instructions for budget transfer processing, an explanation of how the budget allocation model works, the overall RCCD budget for the current year, the budget development flowchart, and the strategic planning process flowchart.[164] Furthermore, the budget analyst assigned to Moreno Valley College is planning a workshop in summer 2009 to assist managers and staff with any financial questions they may have.

PLAN

None is needed.

III.D.2.c

III.D.2.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.

DESCRIPTION

The independent auditor found sufficient cash flow and reserves to support continued operation of the institution. The district is self-insured and maintains proper procedures and funds for the protection of its staff and students.[165]

The state considers 5 percent of the general operating fund to be a prudent reserve to meet financial emergencies and unforeseen circumstances. The district maintains this minimum reserve in accordance with Board Policy 6300 and has in recent years exceeded it.[166] In addition to the 5 percent the district maintains according to its Budget Allocation Model, the district takes financial stability one step further by providing for an additional one percent reserve in the model for unforeseen contingencies. In this manner, financial emergencies and unforeseen circumstances are met by the district and the college without significant impact to academic programs. In the 2007/2008 academic year the reserve was approximately 7.5 percent.

Cash flow is monitored to ensure that institution operations do not exceed the budget, and all revenues are strictly monitored. During the academic year, enrollment reports are reviewed and compared to enrollment projections.[167]

Given the varied nature of departments within the college, the level of risk incurred varies drastically. For instance, standard lecture classes in the humanities have a minimal risk when compared to many classes in the sciences and occupational programs, such as chemistry, public safety, and health sciences. The district purchases malpractice insurance for health-related programs such as Physician Assistant, Dental Hygiene, and Paramedic Programs. It also provides some limited health insurance for students in programs where their externships or rotations require them to be covered by workers' compensation insurance. Employment practices and potential civil rights liabilities present increased risk in the health-related programs, but they have been managed through training programs for staff.[168] International students are required to provide proof of personal insurance. The RCC Foundation also provides its board members with errors and omissions insurance. [169]

Risk Management monitors and anticipates safety concerns based on the knowledge and expertise of the faculty and staff in each department. Most of the district's protection for risk comes from the Joint Power Authorities, of which Riverside Community College District is a member:

- Association of Schools for Cooperative Insurance Programs
- The Schools Excess Liability Fund
- Riverside Employers/Employees Plan
- Self Insured Plan for Employers.

The district belongs to other Joint Powers Authorities, but these are the ones that specifically and exclusively protect for risk. These agencies would pay for damages incurred by the institution over a 10- or 20-year period. Administrative Services has deemed this an effective way to manage risk. The district, moreover, maintains sufficient property and liability insurance coverage through contracts with the Alliance of Schools for Cooperative Insurance Programs Joint Powers Authority. For workers' compensation, the district participates in the Schools Excess Liability Fund Joint Powers Authority. There is also an estimated liability for indemnity torts and other claims against the district. The auditors have deemed this coverage adequate.[170]

Among the major costs of risk protection at Moreno Valley College are those incurred by funding an adequate police force and maintaining liability coverage for both the police and the physical premises. During the course of normal operation, Moreno Valley College does not experience an abnormal number of claims alleging dangerous premises or inadequate security.[171] However, there is no dedicated police officer on the Moreno Valley site(s) after 10 p.m. and on Sundays. During these times, the college is dependent on district police, who patrol all sites, responding to calls from their central dispatch. The Moreno Valley Strategic Planning Committee has discussed the possibility of increasing police presence for

the college (including offsite locations) during evenings and weekends.[172] In the spring of 2009, a full-time sworn police officer was hired to work a swing shift during these times to limit risk through increased police presence.

EVALUATION

This standard is met. The college maintains sufficient reserves and insurance policies to maintain the stability of the college. There are appropriate policies in place to reduce risk. Claims of dangerous premises and inadequate security are at acceptable levels. The former concern about adequate police protection and the safety of personnel and facilities during weekends and in the late evening and early morning hours is met with the hiring of a sworn police officer in spring 2009.

PLAN

None is needed.

III.D.2.d

III.D.2.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.

DESCRIPTION

The Riverside Community College District administers financial aid based on authorization of state and federal agencies. Effective oversight of financial aid is ensured through this eligibility process. The college has been granted authority to participate and disburse Title 4, state, and institutional funds. To ensure effective oversight, the college's Student Financial Services Office

- provides a list of disbursement dates and guidelines
- writes and makes available an annual consumer guide for students
- makes available all applications for students
- sends all its staff to program training annually to maintain knowledge of changing rules and regulations
- writes an annual policy and procedures manual outlining all of its processes
- works in cooperation with the following offices to assure that the funding, awarding and disbursing of funds meets all deadlines and regulations: Admissions and Records, Information Services, Auxiliary Business Services, Accounting Services, and Academic Services.[173]

The staff in the Office of Grants and Contract Services prepare grant applications and other externally funded categorical programs in accordance with the strategic plans for the whole district. Preparation of grant applications is performed within the scope of the U. S. Office of Management and Budget Circular A-133. Audits cover the entire grant operations of the district.[174]

In addition, the Office of Grants and Contract Services provides training and consultation in grant compliance for project directors who ultimately have responsibility for the regulations that are under the provisions of the Federal Single Audit Act. In conducting the duties of their positions, project directors are responsible for adhering to generally accepted district, state, and federal audit practices.

Externally funded programs or partially externally funded programs—such as Food Services, the Child Care Center, Customized Solutions, Performance Riverside, and Community Education—are audited as a component of the district's annual audit. The audit findings are reported to the Board of Trustees.[175]

Contracts and agreements developed at or by the college are reviewed by the director of Contracts, Compliance, and Legal Services, at whose request the director of Administrative Services for the district performs additional review. The Board of Trustees committees subsequently review all contracts and agreements. The Board of Trustees reviews all contracts and agreements and votes on them during scheduled public sessions.

The RCCD Foundation is a 501c(3) organization, established in 1975, which serves all colleges of the Riverside Community Campus District. The foundation's mission is to attract scholarships, individual and corporate gifts, grants, and other private resources to support district and college initiatives. A volunteer Board of Directors, comprising 25 business leaders from throughout the district service area, governs the foundation. The board, which meets every other month, operates with an active committee structure, including a Finance Committee. This committee provides careful oversight of foundation finances and investments in accordance with financial policies established by the RCCD Foundation Board.[176] Foundation assets are prudently invested and managed by the Finance Committee. Staff under the direction of the district controller provide accounting functions for the foundation. Monthly financial statements are prepared by staff for review and acceptance by the foundation Finance Committee and the foundation's board.[177] Investment firms provide monthly statements, and twice a year, representatives from the foundation's investment firms meet with the Finance Committee and staff to provide investment updates.[178] An independent auditor audits the foundation annually.[179]

The Associated Students of Riverside Community College (ASRCC) is audited annually and found to follow prudent business standards and practices as outlined in the ASRCC Club Advisors' Guide.[180]

The Riverside Community College District has created the Office of Internal Audits, which reports operationally to the chancellor and directly to the Board of Trustees. A number of internal audits have been performed in multiple areas validating that existing practices are adequate and consistent to ensure the effective oversight of finances.[181] While there

were no seriously negative audit findings, recommendations for improvement were indicated in the audits. These recommendations have been implemented or are being evaluated for implementation. Internal audit reports are presented to the Board of Trustees upon completion of the audits, and quarterly status reports are provided to the Board of Trustees regarding the status of the recommendations.[182].

EVALUATION

This standard is met.

PLAN

None is needed.

III.D.2.e

III.D.2.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.

DESCRIPTION

The district's Auxiliary Business Services (ABS) Department oversees funds for various auxiliary entities within the district. These entities include the Associated Students of Moreno Valley College (ASMVC), student club and association trust accounts, Food Services, vending commissions or contracts, and the RCCD Foundation. Organization trust account signature cards are used to verify expense requests. Each of these organizations provides program support, enhancing overall effectiveness of the district. ABS provides financial services to these organizations based upon approved standard practices, which are reviewed and audited annually by outside auditors.[183]

The Board of Trustees, at the annual December organizational meeting, establishes Signature Authorization according to Education Code Sections 85232 and 85233. These education code sections specify that authorization can be given to designated district administrators to sign orders drawn on district funds and notices of employment. The district requires that the Certification of Signatures form be filed with the Riverside County Office of Education. The board has approved the following positions to sign vendor warrant orders, orders for salary payment, notices of employment, bank checks, purchase orders, and grant documents:

- chancellor
- vice chancellor of administration and finance
- vice chancellor of academic affairs
- vice chancellor of student services/operations
- associate vice chancellor of finance
- district controller
- director of administrative services.

The Board of Trustees has authorized the payroll manager to sign orders for salary payment and notices of employment. The purchasing manager is authorized to sign purchase orders. The auxiliary business services manager is authorized to sign vendor warrant orders, orders for salary payment, and purchase orders.

Future delegation of authority will permit some disbursement of funds to occur under the authority of college presidents and vice presidents. Additional signature authority for purchasing is approved for supervisors/managers, department chairs, deans and directors, vice presidents, and presidents. With approval at the appropriate department level, requisitions are reviewed in Budget Control, with additional controls related to grant activity provided by accounting technicians. Accounts Payable receives purchase order packets for additional review and approval.

The Office of Grants and Contract Services reviews all grant applications made on behalf of Moreno Valley College and its programs. Projects adhere to the stated objectives of the strategic plan and Academic Master Plan, according to the following process. The grants office is given the master plan objectives for the district by the Executive Cabinet and the chancellor. These objectives encompass areas such as basic skills, nursing education, allied health, workforce development, middle college high schools, and more. The grants office then researches possible funding sources for these objectives. The Business Office also reviews grant requests before they are submitted.

Upon award, the Office of Grants and Contract Services assists project directors to develop official documents for review by appropriate Board of Trustees subcommittees and approval by the full board in general session.

EVALUATION

This standard is met.

PLAN

None is needed.

III.D.2.f

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals

DESCRIPTION

The integrity of district contracts is maintained by adherence to regulatory codes including the Public Contract Code, the Education Code, the Business and Professions Code, the Labor Code, and the Government Code as they relate to specific types of contracts. The director of contracts, compliance and legal services, the director of administrative

of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

services, and the Accounting Services Department administer the district's control over contracts. The college, however, initiates contracts and has the power to terminate contracts for convenience or cause.

Although the independent auditor does not address the use of funds relative to the mission and goals of the district and the colleges, the district does follow board policy to maintain the integrity of the institution, requiring disclosure of contracts and board approval prior to signing by the vice chancellor of administration and finance.

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 Moreno Valley College mission statement.

EVALUATION

This standard is met.

PLAN

None is needed.

III.D.2.g

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTION

The district's Business Office responds to all audit recommendations in as timely a manner as feasible. Similarly, after consultation with the president, the vice president of business services responds through the district Budget Office to all audit recommendations relevant to operations on Moreno Valley College. Those recommendations that can be effectively implemented within the next audit cycle are identified, and changes are implemented.

In March 2005, the Office of Internal Audits was established to evaluate and improve financial management and operational systems. To date, four internal audits have been conducted, resulting in the improvement of financial systems in the areas of Early Childhood Studies, Admissions and Records cash receipting, Associated Students trust accounts, and vendor contracts. All of these audits have been relevant to operations at Moreno Valley College, as well as the other two district colleges.

EVALUATION

This standard is met.

PLAN

None is needed.

III.D.3

III.D.3 The Institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION

The budget format enables all segments of the college community to compare historical spending patterns and track actual expenditures within the adopted budget. Each administrator, manager, program coordinator, and academic department chair with budget responsibility can monitor actual expenditures using Galaxy. This application allows inquirers to see the budgeted amount, year-to-date expenditures, and encumbrances for each account. Data is warehoused by the Riverside County Office of Education (RCOE) and is accessible virtually 24 hours a day, seven days a week.

A number of communications have gone out to the entire district advertising this access and there have been approximately 15 training sessions on how to use Galaxy view access at Moreno Valley College; approximately 53 people from Moreno Valley College have been trained for this access. Galaxy view access is obtained by a simple request to the district Finance Office.

Monthly financial reports are provided to the Board of Trustees. Program directors and appropriate deans oversee the expenditures for all categorical funds, especially externally funded programs and grants, and all grant expenditure reports are verified by the district controller and approved by the associate vice chancellor of finance. The Office of Grants and Contract Services also monitors grant expenditures to ensure compliance.

Grant projects have assessments that are built into their proposals. It is up to the grant project manager to share this information with affected departments and disciplines during the program review to determine if general funds should be sought to continue the project when grant funding ends.

EVALUATION

This standard is met. The program review process has evolved into one that annually evaluates program performance, and it is developing mechanisms for assessment of the effective use of financial resources to achieve programmatic goals and objectives.

Grant projects are constructed so that they assess the efficacy of their work. However, they do not always connect to an appropriate program review process. Areas that are affected by the grant project should incorporate the results of these assessments into their own program reviews to evaluate the sustainability and transferability from grant funding to college financial resource funding before the end of the grant period. This review process should reduce any “surprises” at the end of a grant and enable projects that are judged worthwhile by the department to have

a continued source of funding. Requests for equipment that have come through the program review process and may be legally charged to a grant have followed the prioritization process for 2008-2009 by being channeled through the resources subcommittee, the strategic planning committee, and the president's cabinet for approval. Continuing this process will tie grant funding and deliverables into the budgetary process, which itself is driven by assessment of effective contribution to student learning, for the unrestricted general fund as well.

Department chairs need to ensure they are attending Galaxy training so that they have knowledge of the department budget for program review purposes.

PLAN

None is needed.

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[28] Classified Handbook, Management Handbook. BP 2715, BP 3050, BP 3410, BP 4030, BP 5500, BP 7120.
[29] Spring 2009 Sexual Harassment Training Materials
[30] Please see http://www.academic.rcc.edu/academicsenate/Ethics.htm
[31] Carlos Tovares email, March 5, 2009. Hiring Committee Training Materials for Faculty.
[32] 2008-09 DEC Training Summary (as of March 5, 2009) and RCCD Employee Training Schedule (DHR).
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[36] Part-time Adjunct Faculty Initial Hire Agreement.
[38] Administrative Unit Program Review, Background and Guidelines document, 2007; Completed Program Reviews for Business Services and Facilities, Grounds, Custodial, and Maintenance.
[39] File of FT classified staff from Gina Salazar, Diversity and Human Resources Office.
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[41] Calculations based on data in the Factbook 2008, pp. 121, 140-149, 193-203, 237-272.
[42] Improvement of Instruction Committee forms.
[43] Factbook 2008, pp. 140-191.
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[45] Administrative Unit Program Review 2007.
[46] January 27, 2009, Board Agenda (see listing of new classified positions)
[47] 3-Year Financial and Staffing Plan
[48] Long-Range Staffing Plan with Total Cost of Ownership

[49] Hay Group PowerPoint Presentation from Board Committee Meeting, January 20, 2009.
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[51] Ed Code 87071. CSEA Agreement, Article XIII.
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[84] NIMS/SEMS Training List from Disaster Preparedness Coordinator; Emergency Operations Plan.
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