

STANDARD IV:
Leadership and Governance





Standard IV

IV. Leadership and Governance

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STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

INTRODUCTION

The Moreno Valley Campus began operation in 1991 as an academic center of Riverside Community College. From the outset, the campus administration and faculty came together to discuss institutional values and goals, thereby creating a collaborative climate of decision-making. Because of the openness of administration and faculty to share governance amicably, the college's governance structure has continuously evolved to reach its current shape. The history and the evolution of decision-making processes at Moreno Valley College shows the college's commitment to empowering all constituent groups of the college community in its governance formation.

1991- 2000: Shift from District-Centered to College-Centered Governance

As a center within a college, the campus was initially dependent upon the one-college district structure with a single mission statement. The administrative leadership consisted of a campus provost who reported to the college president and a dean of instruction who reported to the provost. A dean of student services position was added in 1997, also reporting to the provost. Both deans had "dotted-line" reporting relationships to their respective district administrators in Riverside—the vice president of academic affairs and the vice president of student services. The facilities manager reported directly to the district's facilities director. The District Academic Senate held its meetings in Riverside. Until the establishment of campus departments at Moreno Valley and Norco, academic department representatives on the Academic Senate may or may not have had teaching assignments at Moreno Valley. Once the campus departments were established, the representation structure was changed to include one representative from each department. Thus, the Moreno Valley Campus was guaranteed to have some representation on that body, even as the largest share of representatives came from the Riverside Campus. The District Academic Senate had standing committees in Curriculum, Academic Standards, Legislation and Finance, and Professional Growth and Sabbatical Leave, none of which was guaranteed to have representation from all three campuses.

As an entity of the Riverside Community College District, the Moreno Valley Campus empowered its faculty, staff, and students through the institution's planning committee, initially named the Moreno Valley Site Committee. Led

by the campus provost and a faculty member, the Site Committee was originally formed to design our Phase II building plan and approve secondary effect changes to Phase I facilities. However, the committee's charge expanded to include planning for student services and innovative academic programs, such as the Community Interpretation Program and the Physician Assistant Program. From the beginning, students too were included in shaping a culture of collaboration, both on campus and through the District Student Academic Senate. The student provost and representative members participated in campus activities and on committees, and contributed to making such decisions as identifying the college's official colors (teal and white) and providing a cover for the Tiger's Den patio.¹

Departments, previously districtwide, were restructured to become campus based in the fall of 1999, when an ad hoc campus faculty committee was formed to discuss different academic department configurations. After much discussion, three multidisciplinary departments were formed at the Moreno Valley Campus. Each department determined a system of chairs and assistant chairs. Meanwhile, the Faculty Association and the administration negotiated contract provisions providing faculty reassigned time for chairs and assistant chairs, who develop class schedules as well as hire and evaluate part-time faculty. With department chairs officially in place at Moreno Valley, the request for and prioritization of new full-time faculty positions, including the recruitment and selection of the new colleagues, would now be carried out locally. The founding of academic departments at the Moreno Valley Campus marked the emergence from district-based direction to campus-based, locally responsive shared governance.

2001- 2005: Beginning the Move to Three Independent Colleges and Strategic Planning

Preparation for a three-college model and a recommendation to the district by the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2001 served as the catalysts for the development of a collegewide strategic planning process.² The district initiated a comprehensive approach to planning, a process which involved the following aspects:

- development of the planning principles and the evolution of a planning culture (2001-2004), including the adoption of the learner-centered curriculum and the Board of Trustees resolution to maintain the districtwide one curriculum model³
- development of a district Strategic Planning Executive Committee (SPEC) in 2001, comprised of equal representation of administrators, faculty, and staff from each campus
- foundational work to develop a new process of program review that links both discipline and departmental program reviews to the strategic planning process and the update of the Academic Master Plan.⁴

The campus-based Academic Planning Council (APC), consisting of department chairs and the dean of instruction, was developed with the charge of ranking campus needs for full-time faculty hires, prioritizing

equipment and facilities requests, and addressing other departmental or programmatic needs.⁵

2005-2009: Refining the Move to Three Independent Colleges and Strategic Planning

Since 2005, the district has overseen the implementation of the program review process linking instructional and noninstructional needs to the budget allocation model and process. These program reviews are fully linked to strategic planning, which is now a fully mature process through which all college decisions are made. The Academic Senate, also independent of, yet still linked to, the district senate, participates in strategic planning at advisory and feedback stages. Additionally, the deans of Health Sciences Programs and of Public Safety Education & Training have been added to the APC to ensure full representation of all college programs in the planning process.



IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

CURRENT INSTITUTIONAL LEADERSHIP ENVIRONMENT AND PARTICIPATIVE PROCESSES

The decision-making process at Moreno Valley College involves a complex relationship among districtwide and local committees, with participation from faculty, administration, staff, and students. There are six multidisciplinary academic departments, each using the instructional program-review process. To determine fundamental needs related to the college's mission and its commitment to student learning, the faculty of member disciplines and staff in each department complete this review. The departments are

- Mathematics, Science, and Physical Education
- Communications
- Business and Computer Information Systems
- Humanities and Social Sciences (includes Counseling)
- Health, Human, and Public Services
- Public Safety Education and Training.

Other campus bodies include

- Academic Senate
- Moreno Valley Strategic Planning Committee (MVSPC)
- Academic Planning Council
- Moreno Valley Campus Management Council
- President's Cabinet
- Associated Students of Moreno Valley (ASMV).

The senate, the ASMV, and the MVSPC have district components as well. Bargaining units that represent district personnel are the Faculty Association (CCA/CTA/NEA) and the California School Employees Association (CSEA).



IV.A.1.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTION

The decision-making, planning, and implementation processes at Moreno Valley College involve faculty, staff, administrators, and students at multiple stages. The formation of this empowering environment is in part reflected in the chart delineating the Moreno Valley Campus Strategic Planning Process.⁶

Faculty and staff participate in improving programs and services in instructional and student services. Each of the six multidisciplinary departments convenes monthly to discuss departmental business, including identification of their programmatic, facilities, personnel, and equipment needs.⁷ An annual instructional program review identifies and analyzes trends, ranks faculty and staff hiring needs, and describes equipment and facility needs, which are incorporated by department chairs into departmental requests. A comprehensive discipline-based program review—discussed in greater detail under Standard II.A—occurs on a four-year cycle and focuses on teaching, learning, and curriculum changes. Similarly, Student Services assesses its units and identifies needs through an annual program review process.⁸ All annual reports include updates on discipline or subject-area assessment activities and results, thereby providing rationale for the identified needs of each discipline and program. Administrative units undergo an annual review of their services, effectiveness, and needs. The instructional and student services administrative unit reviews are submitted to the vice president of educational services, who compiles the reviews into one annual report.

The Academic Senate was created at Moreno Valley College following the development of a constitution and bylaws, which were ratified by the faculty in September 2005.⁹ The six departments have at least one representative or the number of senators equaling 15 percent (to the nearest whole integer) of the tenure-track positions within that department. Departments are responsible for conducting nominations and elections for departmental senators in the spring semester. The president is elected at large, and the vice president and secretary-treasurer are elected from among the senators. One part-time senator, one senator-at-large, and one student representative round out the senate membership. This body represents the Moreno Valley faculty in making recommendations to the Board of Trustees concerning policies and procedures related to academic and professional matters. The Moreno Valley senate president serves on the District Academic Senate, which moves on district matters, especially issues involving the district commitment to one curriculum. Moreno Valley faculty elect two representative each to the district Committee on Academic Standards and the district Committee on Professional Growth and Academic Leave. And each department elects a representative to the Curriculum Committee, the chair of which serves on the districtwide Curriculum Committee.

Committed to keeping program review and a learner-centered curriculum at the heart of the planning process, the campus formed the Moreno Valley Strategic Planning Committee (MVSPC) in May 2004. At first, the MVSPC comprised nine subcommittees, but it now has four subcommittees which were formed to align with the accreditation standards:

1. Institutional Mission and Effectiveness
2. Student Learning Programs and Support Services
3. Resources
4. Leadership and Governance

All full-time faculty and staff serve on at least one of the subcommittees. The Associated Students of Moreno Valley (ASMV) sends representatives, and administrators, who are not already serving as a resource person for these committees, may attend meetings in an advisory capacity. The subcommittees make recommendations to the MVSPC, which votes on whether to forward these recommendations to the administration and then to the District Strategic Planning Committee (DSPC) for approval.

The relationship between the MVSPC and the Academic Senate has continually evolved to strengthen their communication by ensuring that a feedback loop exists between the two groups. In January 2009, for example, the college president, the Academic Senate president, and other faculty and staff met to address the senate's concern that it be more central to the communication process of the MVSPC. The flow chart was revised to highlight new roles for the presidents of the college and the senate, respectively, in communicating with the co-chairs of the MVSPC. The groups also agreed to establish a MVSPC representative to report to the senate on informational and action items. These new roles and communication processes were approved by the Academic Senate at its March meeting.

The Academic Planning Council (APC), a standing committee of the Academic Senate, meets at least monthly and consists of the dean of instruction, the dean of health sciences programs, the dean of public safety education and training, the dean of student services, the assistant dean of library and learning resources, the faculty department chairs and assistant chairs, and the directors of law enforcement and fire technology. Voting members are the department chairs and the dean of public safety education and training, who served as chair since that department had no full-time faculty. The APC chair is a nonvoting member elected by all faculty members of the APC and serves as liaison to the Academic Senate. The dean of instruction serves as a resource person to the APC. The APC addresses strategic enrollment management and acts as a conduit between the departments and the administration.

Short- and long-range goals were gathered in spring 2005 by the faculty department chairs under the direction of the district Office of Academic Affairs to update the Academic Master Plan from a campus-based perspective.¹⁰

In spring 2006, the administrative structure began to change. The campus provost title was changed to president. The president convenes the Moreno Valley Management Council monthly, attended by the

- vice president of educational services
- vice president of business services
- dean of instruction
- dean of student services
- dean of health sciences programs
- dean of public safety education and training
- assistant dean of library and learning resources
- director of public relations (district position)
- director of Title V
- director of plant/operations and maintenance
- president of the Academic Senate
- president of the Associated Students of Moreno Valley Campus
- president of the California School Employees Association

The president and the two vice presidents convene twice a month for cabinet meetings. The vice president of educational services meets weekly with the four campus deans, the assistant dean of library and learning resources, and the director of the middle college high school programs. As the college's chief academic officer, the vice president of educational services (VPES) regularly attends senate meetings; other campus administrators often attend senate meetings as well.

Officially, there is only one direct reporting line to the district administration: from the president of the college to the district chancellor. In practice, the college maintains a variety of relationships within the district. The vice president of business services consults with counterparts at the other two colleges and with the district associate vice chancellor of finance. The dean of student services reports officially to the vice president of educational services. But since some student services are under the supervision of the district, the dean of student services also coordinates with the district Office of Student Services and Operations. Once the college is receiving its own state funding, student services will continue to consult with district student services, but the college will supervise its own student services programs. The vice chancellor of academic affairs convenes the district Academic Cabinet monthly. This committee consists of the vice presidents of educational services from Moreno Valley and Norco, the vice president of academic affairs from Riverside, the associate vice chancellors in the academic affairs unit, the deans of instruction and other programs from all three colleges, and other academic administrative personnel. Members of this cabinet for academic affairs work together to ensure that campus, district, and state policies are discussed and addressed.

Moreno Valley College students have a student senate, the Associated Students of Moreno Valley (ASMV), guaranteed under guidelines set forth in Title 5 of the California Code of Regulations and Board Policy 6010, "District Student Senate." The ASMV satisfies the right of students to participate

effectively in college governance and is also part of a district student senate, the ASRCCD. ASRCCD representatives are nonvoting members of the Board of Trustees, Curriculum Committee, Moreno Valley Academic Senate, Moreno Valley Strategic Planning Committee and its subcommittees, and other committees, including accreditation subcommittees. Through these affiliations, students are able to express concerns and make suggestions for improving practices, programs, and services.

The Riverside Community College District Faculty Association, CCA/CTA/NEA (RCCD-FA) and the Classified Staff Employees Associations (CSEA) deal with matters that relate to working conditions and work with the administration to create districtwide contracts. These associations receive information and suggestions from college representatives and function as contacts for shaping future contract decisions, as reporters to departments or constituents on association business, as members of Board of Trustees committees, and as initial contacts in grievance matters.¹¹ The contracts, negotiated every three years, cover items such as hours of work, evaluation procedures, work-year calendar, grievance procedures, and salary.¹² The Faculty Association seeks broad participation in items to be negotiated. For example, in both spring and fall of 2006, the association surveyed faculty regarding the contract articles they wished to have negotiated.

The classified staff participate on the district's Classified and Confidential Staff Development Committee, which aims "to provide programs which enable all classified staff to maintain and improve their job-related knowledge and skills in the technical aspects of their individual and collective job responsibilities, to encourage employees to participate in district-provided staff development programs, and to review and process applications for staff development funding."¹³ Membership includes five to seven classified employees from a variety of classified employee areas.

EVALUATION

This standard is met. Moreno Valley College excels in creating an environment for empowerment, programmatic innovation, and continued work toward institutional excellence. Staff, faculty, administrators, and students are regularly asked to participate in discussions on improving practices, programs, and services in which they are involved.

The planning and implementation processes are fully developed. The Academic Senate, the Academic Planning Council, and the Moreno Valley Strategic Planning Committee, in consultation with the president and vice presidents have refined their roles and relationships since 2007, most recently in winter and early spring 2009, working to ensure that a feedback loop is completed for faculty and staff requests. Instructional and noninstructional issues or actions to be taken emanate from a variety of constituent groups and are discussed by representatives of all college constituencies at some point in the process before final strategic decisions are made. Faculty, staff, and student delegates from the instructional and noninstructional units, including the Academic Planning Council, the

Academic Senate, the President's Cabinet, co-chairs from each of the four strategic planning subcommittees, and student representatives, serve as voting members of the Moreno Valley Strategic Planning Committee. Recommendations on the number and types of full-time faculty and staff hires, on equipment purchases, on facilities planning, and on other academic resource allocations all flow through this process to generate ideas for continued improved of programs and services, to provide informational or action items, to make strategic decisions, and to implement the decisions made through this process. College administrators review program requests with their faculty and staff and

- highlight requests that are a critical need,
- provide a status report on requests, and
- provide further specificity if requests are inaccurate or vague.

PLAN

None is needed.

IV.A.2.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTION

The roles in institutional governance and their impact on institutional policies are described in Standard IV.A.1. Some bodies have written policies and procedures: The Academic Senate, Faculty Association, CSEA, and Associated Students have written constitutions and bylaws. The Moreno Valley Strategic Planning Committee has an implemented system of representation from all constituents of the college community—faculty, staff, administrators, and students—and an adopted protocol for voting on matters brought to the committee.¹⁴ The MVSPC, comprised of co-chair delegates from the faculty and staff, serves as the body of the college through which constituent groups, instructional and noninstructional, address collegewide strategic issues and take formal actions. Program review provides a mechanism through which faculty and staff identify needs and make suggestions for programs, including human, technology, facility, and material resources. Since all decisions go through the strategic planning committee and since all constituent groups participate in that process, each group has clearly defined roles within college decision-making. Any faculty or staff person, student, or administrator may recommend a personnel, programmatic, resource, support service, mission, or governance issue to respective strategic planning subcommittees, where multiple constituent groups discuss and decide how to act on questions promoting student learning. The president and his administrative representatives, the president and representatives of the Academic Senate, the president of the CSEA, and the president of the ASMV, moreover, participate in the strategic planning process. Through this process, faculty, staff, students, and administrators have opportunities to address key issues, such as programmatic planning, staffing priorities, and facilities planning.

The president of the Moreno Valley Academic Senate serves on the District Academic Senate, which meets monthly with district leadership and district academic standing committees. The senate president serves as a member of the standing committees of the Board of Trustees and reports monthly at its meetings.

Moreno Valley administrators serve on the district's standing committees, ad hoc committees, and task forces. Staff representatives serve on the Board of Trustees standing committees and multiple district committees, advising on budget and academic matters. Student representatives appointed by the Associated Students of Moreno Valley serve on a variety of college committees.

EVALUATION

These standards are met. Representation from all constituencies of the college community ensures access to decision-making, and governance roles are clearly defined in writing. The roles for the strategic planning committee structure links program review with the Moreno Valley Strategic Planning Committee. In 2007, the campus developed a document describing relationships and processes for strategic planning. That document and the processes it describes have been working since early in 2008. The governing bodies described in the Moreno Valley Campus Strategic Planning Process document continually refine their relationships as well as the processes fully integrating program review with strategic planning.

PLAN

None is needed.

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IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTION

Maintaining a common core transfer curriculum across the district, sanctioned by the Board of Trustees in policy Resolution No. 25-02/03, requires monitoring by three standing committees of the District Academic Senate: Assessment, Curriculum, and Program Review. Moreno Valley College faculty serve on all three of these district committees.

The Riverside Community College District has existing procedures for both review of existing programs and initiation of new programs.¹⁵ The existing program review process, described in more detail in Standard II, relies on discipline faculty from across the district to work with the assessment and program review committees to assess programs and to articulate resource needs, at both the college and district levels. Data gathered at the course and program levels of assessment on student learning outcomes, the methods of evaluation, assessment timeline and instruments, and ways to improve instruction are shared with academic administrators for identifying

resources to improve programs. Another fundamental part of instructional program review is reviewing and updating all course outlines, which are submitted to the curriculum committee for review and approval as required. There is a similar process for student services program review, and student service departments hold regular districtwide retreats to discuss their program reviews and service area outcomes.¹⁶

EVALUATION

This standard is met.

PLAN

None is needed.

A graphic consisting of a 3D wireframe cube on the left and the text "IV.A.3." in white on a black rectangular background to its right.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

DESCRIPTION

The Board of Trustees communicates with faculty, staff, and students through its committee structure (also mentioned in Standard IV.A.1, and described in greater detail in Standard IV.B). The Academic Senate, Associated Students, CSEA, Faculty Association, and president's management council all have opportunities to provide input to the board by representation on one or more board committees.

A culture of openness and trust at Moreno Valley College allows for effective discussion of ideas among college constituencies. The college has a tradition of holding retreats at which faculty, administrators, and staff address issues related to the college in general and to student learning in particular.¹⁷ There is a designated college hour, Tuesdays and Thursdays from 12:50 - 1:50 PM, which full-time faculty are urged to keep open for the purpose of attending meetings. The vice president of educational services also announces an occasional "open door" meeting at which all college constituents are welcome to drop in and discuss matters of current interest, particularly those related to enrollment management and institutional effectiveness. The district dean/director of institutional reporting and academic services¹⁸ has frequently attended these meetings to discuss how to access and use the data gathered by the Office of Institutional Reporting. The president provides an annual report disseminated to all faculty, staff, and students for review and comment; he also convenes a "State of the Campus" meeting each spring. Faculty, staff, and administrators have frequent email discussions on academic topics, made easier by a Moreno Valley listserv. Invitations to put items on the agendas for Academic Senate and the strategic planning committee are sent by listserv to everyone with an rcc.edu email address.¹⁹

Discussions on accreditation standards have been facilitated through face-to-face workshops and online discussion boards. Beginning in the spring of 2006, the WebCT course tool was used regularly as a means for all strategic planning subcommittee members to exchange information, ideas, and dialogue. The WebCT format thus facilitated broad input into the development of the self-study.²⁰ During fall semester 2006, the Accreditation Committee held weekly meetings with faculty participation from the accreditation subcommittees. Subcommittee members were invited by email to participate in the meetings.²¹ A district website provided information associated with the accreditation process, including organizational structure, evidentiary documents, and the latest version of the self-study. Since the 2007 self-study and site visit, accreditation standards have been facilitated through subcommittee co-chairs linked to the Moreno Valley Strategic Planning Committee. Beginning in the fall of 2008, committees have used designated times of day to meet weekly or bi-weekly to address issues related to their standards. Further business has been facilitated through email and online discussions.

EVALUATION

This standard is met. Governance structures are in place and actualized. Furthermore, as participants have gained familiarity and confidence with electronic modes of communication, the college continues to use electronic dialogue as a means of communication for faculty and staff. Although phones, email, teleconferencing, and WebCT to a degree are readily used for communication, access was an obstacle for some users of these technologies, especially with WebCT and teleconferencing. Increased use of the technologies by various constituencies and the college culture of open communication have helped to address these issues. The opening of the Center for Faculty and Professional Development in fall 2008 has provided a new site for improved use of electronic modes of communication, and the district Open Campus has been offering more frequent trainings in many of these technologies at Moreno Valley College as well as at Riverside City College, thereby facilitating faculty and staff comfort with a wider variety of communication forms. Resource 25, a district web-based room request tool, has facilitated face-to-face meetings and allows faculty and staff to plan meetings to reduce conflict with other college entities.

PLAN

None is needed.



IV.A.4.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTION

As part of the Riverside Community College District, Moreno Valley College demonstrates its honesty and integrity in complying with Accrediting Commission standards and requirements. The college participated actively in the 2001 ACCJC accreditation self-study of the district, with campus representatives holding leadership roles. Personnel from Moreno Valley College participated in the preparation of the 2004 Midterm Report that details what procedures were being implemented in response to the Accrediting Commission's recommendations.²² In fact, the strategic planning process detailed in Standard IV.A.1-3 is a direct result of recommendation #2 from the 2001 self-study: "that Riverside Community College formalize and make known to the college community its developing strategic planning process, which should integrate educational, financial, facilities, and human resource planning."²³ Moreno Valley College leadership was responsible for the preparation of the Accreditation Eligibility Report to the Commission that signified the college's intent to become accredited as a college. In fall 2005, the accreditation co-chairs and other district representatives participated in an ACCJC regional meeting held in Glendale, California; participants discussed the fundamental importance of developing districtwide general education student learning outcomes.²⁴ Today, those outcomes hang in every classroom on the Moreno Valley College campus. In addition, several college personnel have been active participants in other ACCJC workshops and on accreditation teams.

The most recent self-study (2007) and the college's responses to ACCJC's recommendations again illustrate how seriously instructional and noninstructional representatives take compliance with ACCJC standards. Both faculty and staff, along with students appointed by the Associated Students of Moreno Valley, have served on at least one of the four accreditation standards. In short, a broad-based cross-section of college personnel has participated in the preparation of the 2009 self-study. Reflected in this self-study is the response to the 2007 accreditation team's recommendation to complete "the development and implementation of its planning process, integrate it with budget allocation, and communicate the process and results to all constituents...."

The strategic planning process, implemented in December 2007, illustrates the rapidity of the college's response to the team's recommendations. Integrating the program review process to address educational planning in relation to human, physical, technological, and fiscal resources allocation, has created a comprehensive approach through which faculty and staff identify, discuss, analyze, and rank a range of programmatic and resource needs for the college. This process has led further to the college's addressing of the recommendation assuring effective communication among all groups. Now, the strategic planning process ensures that all constituent groups not only participate in decision-making but also receive communication about strategic decisions through the group's co-chair delegates.

 **IV.A.5.**

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

EVALUATION

This standard is met. Moreno Valley College has embraced both the letter and the spirit of the standards and related recommendations. Furthermore, as part of Riverside Community College District, the college has met and/or exceeded all of the recommendations made by the most recent two accreditation visiting teams (2001 and 2007).

PLAN

None is needed.

DESCRIPTION

Riverside Community College District has undergone major revisions to its organizational structure at the district level in anticipation of the transition to a multicollge district. The current district organizational structure (see district organization charts in the Introduction) outlines the flow of communication between all constituency groups, from the Board of Trustees and district officials to Moreno Valley College administrators, faculty, staff, and students.

After extensive formal and informal dialogue by all college constituencies directed towards evaluation of the effectiveness of existing governance structures at Moreno Valley College, major revisions to the organizational structure and processes have been made in the last three years. Specifically, the position of provost was redefined to that of president, and since July 2008, the two-year interim position of president has been filled with a permanent president. The positions of vice president of educational services and vice president of business services are likewise in their third year within the new organizational structure. Both the public safety education and training program and its administrative leadership and the Emergency Medical Services program, located at the Ben Clark Training Center, have become integrated into strategic planning at Moreno Valley College. A dean of student services, a dean of health sciences, and an associate dean of library and learning support services continue to function in their respective roles. These administrative changes, including the formation of the Moreno Valley Academic Senate, the institution of strategic planning subcommittees, and the creation of the Moreno Valley Academic Planning Council, were made in response to meet effectively the needs of a growing institution amidst the shift to a three-college district.

In operation for three years, the Academic Senate has a written constitution and bylaws and continues to evaluate its procedures and to remain open to modifying and refining its constitution in the years to come. In March 2009, the senate began reviewing its constitution.²⁵

Established performance evaluations are in place for managers and administrative personnel, as well as surveys to gather perceptions about the efficacy of their work.²⁶

EVALUATION

This standard is met.

Having implemented a new strategic planning process, the college has created a process to report information and to act on items. The several strategic planning subcommittees are successful in moving their concerns and recommendations to the committee chair and, further, to the administration. To the MVSPC and later to the Academic Senate in the spring of 2008, the interim president delivered the inaugural report responding to initiatives generated by the college's governance structure regarding access for all constituent groups. His report addressed the outcomes of the initiatives and the extent to which they were achieved. The administrative and faculty co-chairs of the MVSPC, moreover, have established formal processes for evaluating governance and decision-making processes, including representation from the senate, Classified School Employees Association, and the strategic planning subcommittees, to develop and disseminate charges and workflow for the MVSPC and its subcommittees, and to establish feedback loops.

The president's annual report also serves as a response to initiatives generated through the governance structure and assesses the degree to which outcomes are achieved.²⁷

In January 2009, the president, the Academic Senate president, and other administrative staff and faculty met to resolve a concern about communication between the Academic Senate and the MVSPC. The leadership agreed on two resolutions: for both the president and the senate president to communicate directly to the co-chairs of the MVSPC and for the MVSPC co-chairs to report strategic planning matters directly to the Academic Senate.

Institutional assessment calls for three distinct areas of program review: administration, instruction, and student services. As detailed above, program reviews for instruction and student services have been developed and merged. A process for administrative program review is in its second year of implementation. The instructional and student services units of educational services submit their reviews to the vice president of educational services, who synthesizes those reviews into one document that addresses the overall effectiveness of the institution in following through on initiatives generated by the governance and decision-making processes. Likewise, the vice president of business services compiles a report of units under her management.

PLAN

None is needed.

IV.B.**BOARD AND ADMINISTRATIVE ORGANIZATION**

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

The Riverside Community College District Governing Board

The Riverside Community College District (RCCD) is geographically broad, covering 440 square miles, and ethnically diverse (see demographic information in the Introduction). The RCCD has one governing board that is charged with the governance of all the colleges within the district, holding the chancellor responsible for district administration and management.

The Board of Trustees for the Riverside Community College District consists of five publicly elected individuals. Election of board members occurs during the statewide general election and is open to anyone living in the district that is eligible to vote. The current board's ethnic and gender makeup closely matches that of the district, and there is a nonvoting student member of the board.

In an effort to provide a venue for presentations and discussion about topics pertinent to the governance of the district, the board has established four standing committees comprised of representatives from various college constituencies and two board members. Each committee provides an opportunity for participatory governance because staff, students, and faculty are included in the membership. In addition, it is a forum for the discussion, review, and deliberation of issues related to effective governance of the college (IV.B.1-4):

- The Governance Committee oversees state and local governance matters, mission, institutional effectiveness, and jurisdictional issues.
- The Planning Committee oversees strategies, goals, and objectives; evaluation of institutional progress in meeting strategic planning goals; long-range planning for all resources needs; and facilities-related projects.
- The Resources Committee oversees issues related to human, financial, physical, and technology resources such as staff development and training, facilities planning and construction, information technology, and capital outlay.
- The Teaching and Learning Committee oversees academic affairs, student services, program review, staff development, student access and diversity, and related legislative matters.

Regular Board of Trustees meetings take place on the third Tuesday of the month, while standing committee meetings are held on the second Tuesday of the month. Each board agenda provides for public presentation and for staff reports as appropriate. All general board and standing board committee meetings are rotated

among the three campuses and are open to the public. Board policy, moreover, requires the keeping and preserving of minutes of all board meetings. These minutes are kept in hard copy in the chancellor's office and electronically on the servers for the RCCD website.

IV.B.1.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTION

The Board of Trustees members are elected at large by voters living within the district boundaries. As stated in the introduction to IV.B, each board committee and general board meeting is an open venue for the discussion, review, and deliberation of issues related to effective governance of the college. In this way the board is able to understand and reflect the public interest.

Members of the Board of Trustees are not district employees and do not have a personal financial interest in the institution. Indeed, all board members, as public officials, file a statement of economic interest with the Fair Policies and Practices Commission. In addition, they file a conflict of interest form to make transparent their economic interests.²⁸ Thus, the board is an independent policy-making body that relies primarily on the administration to provide direction in policy development and implementation.

Legally required to function only as a group, the Board of Trustees, comprised of publicly elected officials, is responsible for representing the interests of the communities served by the college district and should act only on that basis.²⁹

EVALUATION

This standard is met. The Board of Trustees of The Riverside Community College District (RCCD) has developed clear policies and administrative procedures to ensure the quality of student learning and to protect the district from undue influence or pressure.

PLAN

None is needed.



IV.B.1.b

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTION

The mission statement of the Riverside Community College District is comprehensive in support of the colleges' missions:

Riverside Community College District is dedicated to the success of our students and to the development of the communities we serve.

To advance this mission, our colleges and learning centers provide educational and student services to meet the needs and expectations of their unique communities of learners.

To support this mission, District Offices provide our colleges with central services and leadership in the areas of advocacy, resource development, and planning.

Primary goals of the district are to respond to the educational needs of an ever-changing community, to provide centralized programs and services that support each college's academic excellence, and to ensure that the district's three colleges promote open access and celebrate the diversity both of their students and staff and of their communities.

These goals are accomplished in part through Moreno Valley College, which provides comprehensive programs and services in

- lower-division transfer curricula
- career and technical education curricula, especially in health and public services
- basic skills development
- workforce preparation.

To ensure the quality and integrity of the district's student learning programs and services, and to promote their improvement, the Board of Trustees reviews and approves the budget, all district expenditures, and district educational programs at its monthly meetings. The board relies on the chancellor of the district, the three college presidents, and their administrations to ensure that institutional practices reflect both board-approved policies and the mission statements of each college.

Board of Trustees policies outline the process for program and curriculum development and articulation as well as the philosophy and criteria for associate degrees throughout the district. The Curriculum Process agreement with the District Academic Senate establishes the relationship between board policy and shared governance in the areas of curriculum and program development. In addition, the board has established a series of board policies to govern support services to students.³⁰

The logo for IV.B.1.C consists of a stylized 3D cube icon to the left of the text "IV.B.1.C" which is enclosed in a black rectangular box.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

EVALUATION

This standard is met. Board policies are sufficient to assure consistency with the district's, as well as the college's, mission and goals. Board policies are reviewed periodically and updated and/or revised as necessary.

PLAN

None is needed.

DESCRIPTION

The Board of Trustees carefully exercises its responsibility for the educational quality, legal matter, and financial integrity of the Riverside Community College District. At board committee meetings, the board receives regular reports and presentations, which form part of the agenda packet of board meetings, concerning the status of various educational programs, strategic planning, fiscal planning, and formal budgets. During these public meetings, the board committee members engage staff and representatives in discussions about varied educational, legal, and financial topics. At the regular board meetings, board committee members present the items that were discussed in committee, vote on these items, and approve other matters in the agenda packet prepared for the meeting. Frequently, at both the committee and general board meetings, the Board of Trustees discuss and suggest matters for improvement, if necessary, and then communicate these suggestions to the appropriate district or college administrators (see standard IV.A.1.a. above).

Legal matters of the district are discussed in both open and closed sessions of the board. When necessary and appropriate, the board consults with legal counsel to assure the integrity of legal discussions. Specific statutory issues such as, but not limited to, real estate transactions, employee discipline, dismissal or release, potential or actual litigation, and labor negotiations are discussed in closed session meetings. The intent to hold a closed session is always announced in the board agenda, and when action is taken on an item discussed in closed session, the action is reported in open session.

The board ensures the fiscal integrity of the district by commissioning an annual independent audit and by requiring a minimum five-percent reserve. The board approves the yearly budget and monitors expenditures via the board packet, which includes a list of requisitions paid on a monthly basis.

EVALUATION

This standard is met. The governing board demonstrates its responsibility for educational quality, legal matters, and financial integrity. In an email sent to

the district community in February 2009, the interim chancellor addressed the state of the economy for California community colleges in general and the fiscal state of the district in particular. He assured district constituents that resources are being managed well but that the next fiscal year will require even greater diligence in managing those resources.³¹

PLAN

None is needed.

 **IV.B.1.d**

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTION

The Board of Trustees has published its bylaws, policies, and regulations/procedures in the Riverside Community College District (RCCD) Board Policy Manual. Board Policy 2010 dictates the size of the board. The structure of the board is stated in policy/regulation 2210. In addition, Board Policy 2200 states the board's duties and responsibilities, such as, but not limited to ,

- acting as a whole to represent the communities served by the district
- ensuring the fiscal integrity of the institution
- approving educational programs and services
- reviewing carefully reports from the chancellor of the district on programs and conditions of the colleges and district in order to assure quality institutional planning and evaluation
- monitoring compensation and expense accounts.

These policies and regulations/procedures of the board are in accordance with related state education and administration codes. Minutes and resolutions of the RCCD Board of Trustees reflect that it consistently acts according to its policies and bylaws.

EVALUATION

This standard is met.

PLAN

None is needed.

 **IV.B.1.e**

IV.B.1.e. The governing board acts in a manner consistent with

DESCRIPTION

Board policies are reviewed and updated regularly. Since 2006, the district has subscribed to the Community College League of California's (CCLC)

its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Model Policy and Procedure Service. This service enables California Community College Districts to access over 300 policies and procedures pertaining to the CCD's which have been developed through the various laws, codes, and regulations set by the CCLC and their legal counsel. The district's Board of Trustees approves all changes to board policies. Administrative Procedures for Board Policies, however, are developed by administration and approved by the Chancellor's Executive Cabinet.

As a result of the changes since 2006, the district has been reviewing and updating all of its existing board policies and administrative procedures to reflect more accurately the CCLC's model policies and procedures. Board policies are reviewed periodically during board retreats and scheduled Board of Trustees meetings to ensure they conform to current legislation. To assist with the process, the district has engaged the services of a CCLC consultant. Currently, the district's Director of Contracts, Compliance and Legal Services is charged with the task of overseeing this process. All existing board policies and administrative procedures will have been written and/or updated over the next twelve to eighteen months approximately. Thereafter, board policies and administrative procedures will be reviewed and, if necessary, updated twice yearly based upon provisions from the CCLC, change in current law, or changes in district practices.

All board policies and administrative procedures are posted on the district's website. Currently, a link exists for old/existing board policies and administrative procedures ("Existing Board Policies"), as well as for those policies and procedures developed and/or updated since 2006 ("Board Policies - - New Format").³² As old/existing board policies and corresponding administrative procedures are updated, they are removed from the "Existing Board Policies" link.

Under the new process, the District will have the following seven sections of policies and procedures:

- Section 1 – District
- Section 2 – Board of Trustees
- Section 3 – General Institution
- Section 4 – Academic Affairs
- Section 5 – Student Services
- Section 6 – Business & Fiscal Affairs
- Section 7 – Human Resources.

EVALUATION

This standard is met. The RCCD Board of Trustees operates in a manner compliant with state education and administration codes and consistent with its established and approved policies and bylaws.

All existing board policies and administrative procedures are being reviewed and updated to be consistent with the CCLC's model policies and procedures. The approximate completion of this process of updating all board policies is slated for the end of the 2009-10 academic year. Thereafter, board policies will be reviewed and updated every six months.

PLAN

None is needed.

 **IV.B.1.f**

IV.B.1.f. The governing board has a program for development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTION

Board Policy (BP) 2740, along with BP 2200, addresses new board member orientation on a general level: board members will attend conferences, hold workshops, and so forth. Candidates for the Board of Trustees undergo an orientation that includes an overview of the district, its history and budget, and its programs. They are provided a tour of the district and an overview of the role of the Academic Senate and the bargaining units.

Two board members who took office for the first time in 2007 attended the California Community College League Sacramento Conference at the end of January 2007 where they participated in workshops for new board members. All board members attended the Association of Community College Trustees 2007 National Legislative Summit in Washington, D.C., and participated in advocacy efforts to support of the district and its programs. Two other incumbent board members were re-elected in the November 2008 general election. Trustees attended state and national conferences in 2008 and 2009. Throughout the year, they attend conferences oriented toward community college trustees.

Board Policy 2100 addresses term of office and vacancy or resignation, if one should occur. The term of office for board members is four years, and the terms are staggered to ensure continuity of membership: terms of two members expire on the first Friday in December in one even-numbered year and those terms of the other three members in the next succeeding even-numbered year. In order to ensure full continuity of board membership, Board Policy 2110 provides direction on the selection of a new board member (by election or appointment) should a vacancy or resignation occur.

EVALUATION

This standard is met.

PLAN

None is needed.

 **IV.B.1.g**

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTION

In September 2008, the Board of Trustees revised Board Policy 2745, "Board Self-Evaluation," which was originally adopted in May 2007, in order to define its self-evaluation policy. Recognizing that it has a "public trust"—"a fiduciary responsibility to meet the learning needs of those who might benefit from Riverside Community College District's programs in the communities it serves"—the board adopted a self-assessment policy grounded in four key principles for ensuring the success of the district:

- learner centeredness
- continuous assessment
- evidence-based assessment
- commitment to act.

The Board of Trustees also established a continuous self-assessment process, conducted "at least annually" and centered around seven dimensions of effectiveness:

- commitment to learners
- constituency interface
- community college system interface
- economic/political system interface
- district policy leadership
- management oversight
- process guardianship.

The board is directed to discuss in open session the above dimensions of board effectiveness in the context of issues and concerns raised during committee and general meetings. Self-assessment discussions have occurred yearly at the spring board retreat. The new Board Policy 2745, adopted in May 2007 and revised in September 2008, describes the process to be followed by the board for conducting more formal measures for assessment. At their June 16, 2009, meeting, the Board of Trustees reported their findings of their self-evaluation.

EVALUATION

This standard is met. The RCCD Board of Trustees does have a clearly defined process for self-evaluation in Board Policy 2745 which provides for an annual self-assessment process that occurs in open session to consider its effectiveness and model its commitment to continuous improvement.

PLAN

None is needed.

IV.B.1.h

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTION

The board maintains Board Policy 2710, "Conflict of Interest," and BP 2712, "Conflict of Interest Code," the latter of which is pursuant to the requirements of the Political Reform Act of 1974, Gov. Code §81000. This code sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the disclosure provisions of the code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all board members fill out a Statement of Economic Interest (California Fair Political Practices Commission 1999/2000 Form 700), which is kept on file in the office of the district's filing official.

Board Policy 3050 establishes an "Institutional Code of Ethics." Board Policy 2715, "Code of Ethics/Standards of Practice," defines appropriate motives and actions of the Board of Trustees and provides a process for dealing with behavior in violation of board ethics and standards.

EVALUATION

This standard is met.

PLAN

None is needed.

IV.B.1.i

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

DESCRIPTION

The Board of Trustees has been informed about the accreditation process through strategic planning updates, biannual board retreats, monthly president's reports, and the chancellor's reports. Every aspect of the accreditation process, beginning with the alignment of the four accreditation standards with the subcommittees of the strategic planning committee in 2005 to the timeline for completion of the self study, has been part of informational reports to the board. Representatives from the shared governance groups and collegewide committees (Academic Senate, student senate, CTA, CSEA, and strategic planning committee) have board on matters related to the self-study process.

Several members of the Board of Trustees have attended conferences hosted by the State Chancellor's office, the ACCJC, or the Community College League of California, sessions of which have been dedicated to the

accreditation process. The board has approved the resources, both material and personnel, to complete the self study in a timely manner and has ensured that the process involved all constituencies of the college. In short, the board has demonstrated its commitment to conduct a thorough and accurate self-study with wide involvement by all college constituencies.

The Moreno Valley Campus 2009 Self-Study Report was reviewed and approved by the Board of Trustees in the 2009 spring semester.

EVALUATION

This standard is met.

PLAN

None is needed.

 **IV.B.1.j**

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

DESCRIPTION

Revised Board Policy/Procedure 2435, adopted in May 2007, clearly defines the evaluation process for the chancellor and lays out the format and the topics the evaluation should cover. The policy stipulates that the evaluation should comply with the terms of the contract of employment "with the Chancellor." In addition, the evaluation process is "jointly agreed to by the Board of Trustees and the Chancellor." The chancellor's job description, performance, and goals, in accordance with Board Policy 2435, serve as the criteria of the evaluation, which involves an oral interview at which the chancellor summarizes his/her annual achievements and goals. The chancellor and the board may discuss any of the following topics:

- committees
- financial information
- new programs or major refocusing of existing programs
- student services
- chancellor and staff relationships
- trustee and chancellor relationships
- other.

The board is charged with the governance of all colleges in the district, holding the chancellor responsible for district administration and management.³³

Since the first chancellor of the district, appointed to that position in 2002, announced in July 2006 his intention to retire, the Board of Trustees undertook the process of recruiting and selecting a new chancellor. The application period for this position closed in December 2006. Interviews conducted during winter 2007 by the Board of Trustees in closed session meetings resulted in the selection of three candidates. All interested constituencies at the district and college levels vetted these candidates in

March 2007 through a process of community, district, and college meetings with faculty, administrators, staff, and students as well as members of the communities served by the RCC District. None of the three candidates was able to garner substantial support from constituencies that provide input to the board, which subsequently decided to select an internal candidate as an interim chancellor. The board initiated a second search for a chancellor but did not unanimously agree upon a finalist in spring 2008.

In May 2008 the Board of Trustees reviewed its process and decided to initiate a third search to be fully implemented by the fall of 2008; the board hired the local consulting firm MacNaughton and Associates of Riverside, CA, to conduct the chancellor's search beginning in the fall of 2008. After consultation from constituencies at all three colleges, the board selected a new chancellor in March 2009.

New policies, adopted by the board in May 2007, relate to the chancellor's selection, evaluation, and succession. Board Policy 2431, "Chancellor Selection," states that "in the case of a Chancellor vacancy, the board will establish a process to fill the vacancy." However, on a short term basis, Board Policy 2432, "Chancellor Succession," provides authority to the chancellor to appoint an acting chancellor to serve in his or her absence for up to thirty days. In the event that a permanent vacancy should occur, Board Policy 2431 provides that the selection process "will be fair and open, and will comply with relevant regulations." Board Policy 2430, "Delegation of Authority to the Chancellor," defines the duties and responsibilities of the chancellor. The board conducts annual evaluations of the chancellor as specified in Board Policy 2435, "Evaluation of Chancellor"; these evaluations are conducted in closed session.

EVALUATION

This standard is met.

PLAN

None is needed.

IV.B.2.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

DESCRIPTION

The president serves as the chief executive officer of Moreno Valley College, reporting to the district chancellor and advising the Board of Trustees on all matters related to the administration of Moreno Valley College. The president provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and in assessing institutional effectiveness. He assigns responsibility to his team of administrators and managers consistent with their assigned responsibilities.

The president has overall responsibility to establish collegial processes; to set values, goals, and priorities for the college; and to communicate those values, goals, and priorities to all constituencies of the college. He is responsible for effectively controlling the budget and expenditures and for working with the community.

The president communicates with the Board of Trustees by attending all of the Board of Trustees meetings and standing committee meetings. He coordinates with the district chancellor by attending and participating in Chancellor's Cabinet, District Executive Committee, and District Strategic Planning Committee meetings. The president communicates an annual report and convenes an annual state of the college meeting for all faculty, staff, and administrators.³⁴

EVALUATION

This standard is met.

PLAN

None is needed.



IV.B.2.a

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTION

As stated in the position description, the president of Moreno Valley College is the chief executive officer of the college and, as such, has the ultimate responsibility for educational and financial decisions.³⁵ He meets regularly with the vice presidents of educational services and business services, who coordinate policy, procedures, goals, and actions in their respective areas, to plan, oversee, and evaluate the operation of the college. He also meets with other constituent representatives, including the presidents of the Academic Senate and the CSEA. Additionally, the president chairs the Moreno Valley Campus Management Council, a body that includes the vice presidents, deans, and other managers (see IV.A.1), and he reports to the district chancellor and attends meetings of the chancellor's Executive Cabinet and the District Strategic Planning Committee (DSPC). The president also communicates with the Board of Trustees by attending committee and board meetings.

EVALUATION

This standard is met.

PLAN

None is needed.



IV.B.2.b

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

Establishing a collegial process that sets values, goals, and priorities.

Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.

Ensuring that educational planning is integrated with resource planning and distribution to achieve student-learning outcomes.

Establishing procedures to evaluate overall institutional planning and implementation efforts.

DESCRIPTION

The president maintains an open-door policy and is accessible to the faculty, staff, and students. Through participation on the Moreno Valley Strategic Planning Committee (MVSPC), through attendance at Academic Senate meetings, and through the establishment of the monthly Management Council meetings, the president has established a pattern of collegial exchange at Moreno Valley College. Since the formation of the Moreno Valley Strategic Planning Committee, the president has served as a member of the committee, which integrates planning and resource allocation with the program review process. As a member of this committee, he takes the recommendations of the committee to the District Strategic Planning Committee, where he acts as an advocate for programs and services at Moreno Valley College. At Academic Senate meetings, he participates in dialogue, even giving a regular report as a standing agenda item. At management council meetings, the president and staff address issues related to institutional goals, educational and facilities planning, and financial matters.

The president requires high standards for all instructional and noninstructional program reviews, and the research and analysis that goes into the reviews drives resource allocation decisions. The president oversees the prioritization of program review resource requests through participation on the MVSPC and the Academic Planning Council and directs the vice president of business services to allocate approved resources. The president also ensures that all faculty and staff are informed of the status of program review requests. Finally, the president evaluates the institution by linking data and analysis to program goals.

At the February meeting of the Management Council, the president and the vice president of educational services discussed plans to allocate office space in either the Office of the Dean of Instruction or in one of the modular buildings in Parkside Complex for both the district's director of institutional research and the district director of grants and contracts to spend time on the Moreno Valley College campus once a week. The president and vice president discussed the need for faculty and staff to identify research needs to district directors and for the directors to address college-specific research needs and interests. The president further supports the Center for Faculty and Professional Development and advises the center on potential training activities.

EVALUATION

This standard is met. The president oversees and guides the institution in its efforts to improve teaching and learning.

PLAN

None is needed.

 **IV.B.2.c**

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

DESCRIPTION

The president has overall responsibility to know and understand all statutes, regulations, and board policies; to assure their consistency with institutional mission and policies; and to communicate to Moreno Valley College staff, faculty, administrators, and students all important and pertinent regulatory information. Through participation in Board of Trustees and other meetings mentioned in Standard IV.B.2.a, the president stays informed about state regulations, board policies, and institutional practices. Institutional mission is a prime consideration in the establishment of new programs, especially given the college's commitment to programs in the allied health areas. The president is responsible for communicating his knowledge about policies and practices to other appropriate officers of the administration, as well as to the president of the Academic Senate and co-chairs of the strategic planning committee.

EVALUATION

This standard is met.

PLAN

None is needed.

 **IV.B.2.d**

IV.B.2.d. The president effectively controls budget and expenditures.

DESCRIPTION

The president is responsible for (1) obtaining an adequate budget to allow Moreno Valley College to meet its mission, (2) appropriately allocating the budget, (3) educating management, staff, and faculty in how to properly spend and account for expenditures, and (4) overseeing the expenditure of funds.

The college budget is currently developed by the vice president of business services, following submission of budget projections and requests from all segments of the college. The budget development process has evolved in order to become as transparent as possible. All of the college's resource needs identified in the program review are routed through the strategic planning resources subcommittee, which carries those needs to the strategic planning committee for information. Resource needs, such as supplies, library requests, staffing (faculty and classified), are then sent back to the deans and vice presidents for prioritizing for the college. The academic year 2008-2009 was the first time that this process was implemented in its entirety to prioritize all of the college's needs. In fact, the vice presidents met in early February 2009 with the deans, who consulted with their departments to prioritize equipment requests; those requests were sent to the resources subcommittee, and then to the strategic planning committee in late February 2009. Resource needs for facilities, health and safety, and remodeling were

prioritized through the resources subcommittee and the college's facilities department. The president, or vice presidents where appropriate, reported the major informational items and voting decisions of the strategic planning committee to the District Strategic Planning Committee.

In addition to these processes for identifying, developing, and reporting budgetary needs, the president controls discretionary spending from category to category; the vice president of business services has functional responsibility for the budget, in communication with the district associate vice chancellor of finance. In fact, the college made substantial progress during the academic years 2007-2009 in gaining autonomy over its budget. The district budget office now facilitates the budget and purchasing process by reviewing requisitions for overall budget availability and for legal and policy compliance. District officials are available in supportive roles to perform analysis, make budget transfers requested by the college, and offer financial support services. The vice president of business services communicates with the associate vice chancellor of finance increasingly only as necessary regarding strategic budget and finance issues. The president meets regularly with the vice president of business services, the vice president of educational services, and other area managers to discuss budget needs and to determine how best to allocate the college's funds. Partly as a result of the president's exercising of transparency in this process, along with other college and district administrators' efforts, the college has assumed a greater role in the responsibility for its budget development process. Since academic year 2007-08, the vice president of business services has met with the resources subcommittee to discuss and plan the budget development process for the college. Moreover, while the president ultimately controls the college's budget, specific administrators have line item responsibility in their areas; academic departments have designated budgets which are administered by the dean of instruction and other area deans and which are fairly fluid—allowing funds to be transferred from one department or program to another as needed.

EVALUATION

This standard is met. The roles of district and college administrators are clearly defined; the president oversees the budget process for Moreno Valley College.

PLAN

None is needed.

 **IV.B.2.e**

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

DESCRIPTION

Four times per year, the president of Moreno Valley College convenes the Community Partners, an advisory and advocacy group which is composed of city and educational leaders. The mission of the Community Partners is "To establish communication between the community and the college campus and to assist the college in responding to the economic, social and educational needs of the community."³⁶ Projects resulting from this partnership include the planned amphitheatre and the city park on college land. The president is also a board of director of the Moreno Valley Chamber of Commerce and the Student of the Month Club for both the Val Verde and Moreno Valley Unified School Districts. He meets with a specialized, community-based Health Sciences Advisory Committee that convenes three times a year for the purpose of gaining community support for the various specialized college programs in the health sciences. He serves as a board member of the Riverside Health Foundation. The president also chairs the Ben Clark Policy Steering Committee, the purpose of which is to identify and implement ways to enrich the partnership between the district and the Riverside Sheriff's departments and CAL FIRE/Riverside County regional fire departments. Finally, he is a member of the Moreno Valley Hispanic and Moreno Valley Black Chambers of Commerce.

EVALUATION

This standard is met.

PLAN

None is needed.

 IV.B.3.

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

 IV.B.3.a

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

DESCRIPTION

Over the past two years, the district/college organization has moved from a centralized organizational structure to a localized one. A series of district/college organization charts was prepared and presented to the Board of Trustees in fall 2006; the charts identify new positions and show newly established lines of authority and responsibility. Responding to their changing roles as facilitators of district strategic planning and management processes and to distinguish more clearly their own operational responsibilities and functions from those belonging to the colleges, most district administrative offices were moved to a separate location in Riverside in fall of 2006, away from their former location at the Riverside City College campus.

As part of this considerable effort to delineate district and college functions, roles, and responsibilities, the district began developing a series of "Functions Maps" in fall 2006. These maps show, in matrix format, the district and college responsibilities in the following areas:

- Function 1 - Academic Affairs
- Function 2 - Administration and Finance
- Function 3 - Chancellor's Office
- Function 4 - Governance
- Function 5 - Human Resources
- Function 6 - Student Services.

These functions maps were submitted to the Chancellor's Cabinet in spring 2007 and to the Board of Trustees for review as part of this report. They distinguish the responsibilities and functions of the district office and the colleges, in order to assist in clearer delineation of their respective roles and duties.

In the spring of 2008, the district made another step in decentralizing functions and authority. The interim chancellor at the time moved several district vice chancellor and district deans to vice president or dean positions under the president of Riverside City College. The new organizational charts for the district reflect this shift.³⁷

EVALUATION

This standard is met. The current organizational structure reflects the district's shift in decentralizing district functions and assigning district administrators to the colleges. The associate vice chancellor for career and technical education was assigned to Riverside City College in the spring of 2008; the dean of health sciences was assigned the responsibility for career and technical leadership at Moreno Valley College; the associate vice chancellor of student services and operations was assigned as dean of the Norco College. The district's updated organization charts and newly created functions maps clearly define the recent organizational changes and the operational responsibilities of all district constituencies in an easy-to-understand format. It is assumed that these maps will need to be adjusted as they are tried and tested. The administrative program review process will contribute to evaluating organizational structure and support functions.

PLAN

None is needed.

The logo for IV.B.3.b consists of a stylized 3D cube icon to the left of the text "IV.B.3.b" which is set within a black rectangular background.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

DESCRIPTION

The Riverside Community College District provides several essential services for all three colleges. Budgets for these services are the responsibility of district personnel, not the individual colleges. Varying degrees of support are provided in each area depending upon the needs and requests of the college as well as upon resources available.

The following is a list of services that the district provides directly to the three colleges, including Moreno Valley College:

- community education services
- economic development programs
- human resources
- information services
- institutional reporting
- online class set-up, delivery, and technical assistance (Open Campus)
- academic web services for faculty, disciplines, and departments
- professional development delivered via 4faculty.org
- phone and network services
- purchasing and payroll
- warehousing, inventory control, and delivery
- workforce development
- institutional research, including environmental scans
- facilitation of program review processes and documents, including assistance with outcomes assessment

- assistance with publications, including the class schedule, student handbook, online faculty handbook, and faculty survival guide
- college safety and police
- assistance with grant application and management.

The district also shares responsibility with Moreno Valley College for other services:

- admissions and records archiving-recordkeeping
- business services
- child development center
- computing services
- enrollment management
- facilities support
- student services
- strategic planning.

EVALUATION

This standard is met. The implementation of effective services has supported the growing colleges in their missions and functions. There is a clear delineation of district and college functions.

PLAN

None is needed.

IV.B.3.C

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

DESCRIPTION

A detailed overview of the budgetary process for the Riverside Community College District is given in Standard III.D.1. Historically, the district has provided Moreno Valley College funding for “necessary operations costs,” which include the cost of all full-time instructors, staff, and administrators. This provision has been rooted in the fiscal planning of the district and the colleges since 1992, a process which, for sixteen years, was overseen by district and college leaders known as the “Budget Bunch,” which has since been dissolved, to address the fiscal needs of all of the colleges for programs, faculty, staff, students, and administrators. Today, the president represents Moreno Valley College on the chancellor’s executive cabinet, which is responsible, in part, for fiscal allocations based upon decisions resulting from the Budget Allocation Model (BAM) Task Force. The vice president of business services represents Moreno Valley College on a districtwide committee chaired by the associate vice chancellor for finance and including eight other district and college budget and facilities administrators to address budget, facilities, and risk management matters. Under the old model, the Moreno Valley Campus, like the other two campuses, received a base budget and had the opportunity to request additional resources based on identified needs during each budget

development cycle. Now the resources subcommittee of the strategic planning committee, which had been three separate groups addressing facilities, technology, and finance, has been combined into one committee consisting of twenty members of the faculty, classified staff, and administration. This newly constituted resources committee meets monthly to discuss all matters related to resource allocation. This group also provided support to the process of transitioning from a campus to a college. In early spring 2008, a Budget Allocation Model ad hoc committee of faculty and staff met with the vice president of business services to serve as a training and advisory group on budgetary issues confronting the college.

Other evolutionary changes have occurred in the budgetary process since 2006. The part-time faculty and overload budgets were allocated to each campus in 06-07, a change from prior years. A new model to address resource allocation for the district and the campuses was developed in 2007-2008. This new model, called the Budget Allocation Model (BAM), was designed for two reasons: 1) to provide a mechanism of transition from a multicampus district to a multicollege district and to determine a methodology to allow the colleges of Riverside Community College District to make decisions about their own needs; 2) to allocate resources to address the respective missions and varied programmatic and facility needs of the campuses/colleges. Comprised of sixteen members from the district and three campuses, the task force, representing every constituent group of the district, developed sixteen core principles of operation for the district and its colleges based upon the shared belief in the continual assessment and evaluation of the model. First, the Budget Allocation Model encourages:

- student-focused orientation
- collegiality
- long-range planning
- empowerment of authority and accountability
- significance of fiscal year boundaries
- campus responsibility
- fiduciary responsibility
- data-determined decision-making.

Further, the process for budget allocation must be :

- dynamic
- communicated broadly
- bottom-up and top-down
- easy to apply
- a decision-making tool
- evaluated and assessed
- rational
- timely.

The BAM Task Force, now renamed the District Budget Advisory Council (DBAC), continued to assess and address the following list of issues during the fiscal year 2008-2009 and beyond as it continues to address the changes in the district:

- review/analysis of base expenditure budgets
- development of discipline WSCH: FTEF standards
- student success incentive
- new position funding allocation methodology
- treatment of budget savings
- base budget adjustments
- online education FTES allocation
- other incentives/disincentives.

The budgetary process has further changed the way in which resources are allocated to the colleges. Historically, the district distributed funds among the campuses based on the actual operating costs of the previous year. For example, campuses requested additional funds and received allocations based upon those needed requests or available resources to address those requests. In addition, most units had discretionary funds for uses in areas such as supplies and conferences; the Moreno Valley president, for instance, was allocated a \$25,000 discretionary budget in FY 2008-2009. If a campus unit or programmatic area needed to expand, then both the Moreno Valley campus administration and the Moreno Valley Strategic Planning Council would cooperatively identify and address the need. Each year, the district Office of Administration and Finance would distribute budget worksheets so that departments could request additional budget allowances and justify them. In addition, Administration and Finance would distribute forms for requesting equipment and new positions.

Today, the formal integration of the program review process and the budgetary development process is in place. All college units—instruction, student services, and administration—complete a program review document, in which they identify staffing, instructional, supply, facilities, equipment and other needs. In summer 2008, the interim vice president of business services collected the staffing requests submitted by the dean of instruction, student services dean, the two career and technical education deans, assistant dean of library and learning resources, and other directors to identify for the Moreno Valley Strategic Planning Committee the staffing requests and the cost to address those staffing needs. With the Board of Trustees providing a one-time funding of the small college factor for Norco and Moreno Valley colleges in the amount of \$500,000 to be divided between the two colleges, the interim vice president of business services at Moreno Valley College was able to present to the strategic planning committee the total number of noninstructional staffing positions presented through the program review process. The president, vice president of business services, and the vice president of instruction later engaged in discussions with the deans about their staffing needs and prioritized those needs for funding from the small college factor allocation by the Board of Trustees. Similarly, for tenure-track instructors' positions, the Academic Planning Council, which includes both department and assistant department chairs, followed a historical pattern of identifying five tenure-track positions for the academic year 2009-2010. This council, which serves as a standing committee of the Academic Senate, presented to the Academic Senate this list of positions as an information item. This list was also presented to the Moreno Valley Strategic Planning

Committee. During the academic year 2008-2009, the college was allocated three faculty positions; for the academic year 2009-2010, the college was allocated five faculty positions. Moreno Valley administrative units maintain discretionary funds, and the president has authority to reallocate resources as needed as long as the total expenditure does not exceed what is allowed in the base budget.

Another way in which the district's distribution of resources is apparent is in other initiatives. The voting constituents from the Riverside Community College District approved a \$350 million bond—Measure C—in March 2004. In the months before the election, Evans-McDonough, Inc., conducted a survey to develop a list of projects that the Moreno Valley community desired for the college. This list was published in the Statement of Votes that accompanied the ballot and included the following: "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 alternative-energy cogeneration plant."³⁸ The college was then asked to prioritize its needs with this list in mind. A project that has received Measure C funding and is complete is the Early Childhood Education Center. A new parking structure is another project that will be funded with Measure C funds. In the planning stages are a network operation center to improve our technology infrastructure and a health sciences building that will contain laboratories for the sciences. The logistics of working out "gifted" land to the district for the purpose of building a Moreno Valley College health sciences complex are currently being addressed. In addition, in the late fall of 2008, land at the March Air Force Reserve Base was donated to the college to construct a componentized facility for the dental programs, which are presently located at March Air Reserve Base.

EVALUATION

This standard is met. The district hired a consulting group, the Maas Companies, Inc., to assist Moreno Valley College with the development of a Long Range Educational Plan, including an update of the Moreno Valley Campus Facilities Master Plan. The Educational Master Plan, based upon information from the Moreno Valley Academic Master Plan as well as other data such as an external scan and demographic data, provided useful information needed to support a college-based resource allocation model as well as the Moreno Valley Campus Long Range Educational and Facilities Master Plan. Both plans were presented to the Board of Trustees in the fall of 2008.

For budget allocation and the use of financial resources in the district, the starting point for the new budget each year is the Base Expenditure Budget from April 30th of the prior year. In order to ensure appropriate allocation and use of financial resources as the district moves to a multicollege model, the district recently initiated the Three Colleges Project, coordinated by the colleges' business officers and district finance associate vice chancellors, to assess the appropriateness and effectiveness of financial and administrative

procedures and policies within the context of a three-college district. The new Budget Allocation Model has guided the district and college finance and administrative officers, along with task force and college representatives, in addressing resource allocations appropriately.

Significant progress has been made by the new BAM under the District Budget Advisory Committee (DBAC) and by the work conducted by the business officers of the district and of the colleges, and additional progress is ongoing. One item continuing to be addressed is that of refining a mechanism to address equitably the differential between operating high cost health science and public safety programs at Moreno Valley College and other programs throughout the district. One way in which the district has addressed this inequity is to allocate revenue to the college as part of the New District/College Program Initiatives. For the academic year 2008-2009, resources were allocated to the Public Safety Education and Training Program, for example, to address the planned increase in the number of academies to be offered at Ben Clark Training Center. Because the increased number of academies did not occur as a result of the downturn in the economy, the resources were reallocated for other purposes by the college; they will be restored to the original purpose in the 2009-2010 academic year. At both the district and college levels, the funding of initiatives to address one-time growth or continual growth of new programs is vetted at the Moreno Valley Strategic Planning Committee before going to the District Strategic Planning Committee where recommendations are made to the chancellor for resource allocation.

The BAM task force evolved itself into the DBAC to advise the colleges on funding needs and evaluate the funding model on a regular basis. The vice president of business services participates on the DBAC to ensure the existing resource allocation models meets the college's needs, including an adequate funding formula to meet the growth of the high cost programs at Moreno Valley College.

PLAN

None is needed.

 **IV.B.3.d**

IV.B.3.d. The district/system effectively controls its expenditures.

DESCRIPTION

The district's annual budget is brought to the board's Resources Committee for review and then to the following Board of Trustees meeting for approval. Actual monthly expenditures of the district appear in the board agenda, which is distributed in print to the Board of Trustees, various college administrators, Academic Senate presidents, and the district CTA president at least five days prior to the board meeting. The board agenda also appears online for public scrutiny.

The budget control process to ensure that expenditures fall within the adopted budget, or board-approved revisions, is maintained at the departmental, programmatic, and college levels. Every budget request flows through the office of the vice president of business services for final approval at the college. The district's office functions as a final check in the process for approving requests and ensuring compliance in legal and contractual issues. Standard III.D details this procedure.

This openness regarding budgetary matters contributes to effective communication and control of the budget. In fact, the district maintained budget reserves of over \$10 million for the fiscal years 2004-05 and 2005-06, indicating a conservative, well-controlled fiscal policy.³⁹ The reserves for resource 1000 (general unrestricted fund) increased in subsequent years, approaching \$20 million in both 2006-07 and 2007-08.⁴⁰

EVALUATION

This standard is met.

PLAN

None is needed.

IV.B.3.e

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

DESCRIPTION

The top district management position is that of chancellor. According to Board Policy 2430, titled "Delegation of Authority to Chancellor and Presidents," "The Board of Trustees delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action." The chancellor's responsibilities are to serve as the executive officer of the board in carrying out the district programs established by board policies and other official board actions and to serve as advisor to the board in the development of district programs, policies, and board actions.⁴¹ Board Policy 3100 charges the district chancellor with the district's organizational structure, which is to be defined in a board-approved organizational chart showing the entire college staff and student body. The organization chart was revised in spring 2007 and submitted for board approval. Board Policy 3100 also states that the major duties and responsibilities of each administrative position other than that of the chancellor of the district are to be delineated in the management handbook, which is to be available through a link on the Human Resources webpage.

The chancellor delegates authority for administration and operation of Moreno Valley College to the president. To ensure that these responsibilities are carried out efficiently and effectively, Executive Cabinet meetings are held weekly to discuss matters of importance to the district and the colleges.

The Moreno Valley College president meets regularly with the chancellor as needed to communicate and advise on matters of importance.

EVALUATION

This standard is met. The chancellor has given responsibility and authority to the college president to implement the district's policies in a manner that is appropriate for the local college and community, without interference in day-to-day management decisions. Likewise, the president is held accountable for the budget, operation, and management of the college.

PLAN

None is needed.

IV.B.3.f

IV.B.3.f The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

DESCRIPTION

The Board of Trustees is kept informed by the chancellor, who oversees four vice chancellors in the following areas:

- Administration and Finance
- Academic Affairs
- Student Services/Operations
- Diversity and Human Resources.

Each of these administrators convenes a cabinet consisting of associate vice chancellors, district deans or directors, college vice presidents, and college deans. The college representation helps to ensure that the district provides support and fair distribution of resources to make the college operations successful.

Communication between the district and the colleges is maintained through several districtwide standing committees. The Chancellor's Executive Cabinet meets weekly to discuss and assign responsibility for carrying forth district policies and dealing with salient districtwide issues. Chaired by the chancellor, the Executive Cabinet includes the three college presidents, the vice chancellors identified above, and the associate vice chancellor of public affairs and institutional advancement. The vice chancellor of administration and finance meets with the associate vice chancellor of finance, the college vice presidents of business services, the associate vice chancellor of information technology, associate vice chancellor of facilities and planning, the chancellor's chief of staff, and other district constituents to discuss business-related activities for the district. Similarly, the vice chancellor of academic affairs convenes a monthly cabinet attended by the college vice presidents of educational services, deans of instruction and programs, and district administrators for institutional effectiveness to discuss academic policy issues. The monthly meetings provide a means by which college, district, and new state policies are discussed and addressed. As part of ensuring that information about the colleges and programs are distributed

widely, members of the cabinet and their staff present board reports on a range of issues to the Board of Trustees at its committee meetings.

EVALUATION

This standard is met.

PLAN

None is needed.

The logo for IV.B.3.g consists of a stylized 3D cube icon to the left of the text "IV.B.3.g" which is set against a black rectangular background.

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTION

Because Riverside Community College District is a multicampus district, which continually evaluates and develops its governance and decision-making structures, significant, incremental improvements in the organizational structures have been made over the past several years. The organizational charts reflect a shift from a multicampus structure to a multicampus one. As a result, the college has gained greater authority in its governance and decision-making processes. Reflected in the change have been the developed program review and strategic planning processes that emerged partially as a result of the district's evaluation and implementation of recommendations in 2004 and 2007 reports by consultants presented to the Board of Trustees on the organizational structure and decision-making processes of the district. The McQuern Report, commissioned by the Board of Trustees and completed in June 2004, reviewed "at a macro level the current operations, procedures, planning activities and college community opinions in light of plans for accrediting the three campuses of the district as independent colleges."⁴² The McQuern Report "suggested changes needed not only for the new district structure, but also for better operation of the current structure in advance of the split." The report was widely disseminated and is available online. Recommendations covered a broad range of topics, from Board of Trustees representation to reviews of administrative performance. Planning consultant Charles McIntyre was contracted in spring 2007 to conduct a detailed environmental scan and to offer his expert opinion on the future of the district and its programs. Each college also selected consultants to assist in the development of integrated long-range educational master plans.

In addition to these efforts and as part of strategic planning, the District Strategic Planning Executive Committee developed and agreed upon Strategic Initiatives for 2005-2010. The Moreno Valley Strategic Planning Committee responded to and interpreted those initiatives as they pertain to the college and district missions. The strategic initiatives identified goals for the district and colleges for 2010; progress toward these goals is tracked and reported to all relevant constituencies.

EVALUATION

This standard is met. The structure of the Board of Trustees works well, and board policy is being reviewed and updated. The district has key personnel in place in the chancellor's position, in finance, in academic affairs, in human resources, and in student services. Moreno Valley College has taken strides to put into place key governing bodies and administrative support. The additions of the offices of president, vice president of educational services, and vice president of business services have provided the support necessary to implement a truly functional strategic planning model that is specific to the college, that is data driven, and that will have information regarding availability of resources. This administrative leadership promoted greater mutual accountability and collaboration in the relationship between district administrators and college personnel in academic, student services, and budgetary matters. In the area of budget development, some distinctive and developed features of the shared governance process are present. Organization charts, updated in spring 2007 to include the college leadership positions, have been approved by the Board of Trustees. These, along with the functions maps, make district and college responsibilities clearer and will be revised as appropriate. The administrative program review process implemented in spring 2007 has contributed to evaluation of organizational structure and support functions.

PLAN

None is needed.

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- ¹ The Tigers' Den was renamed the Lions' Den in 2008.
 - ² Midterm Accreditation Report: Riverside Community College District, Responses to the Request of the Commission in the Action Letter, pp. 8 – 13.
 - ³ Board of Trustee Resolution 25-02/03.
 - ⁴ Instructional Program Review: Self-Study Resource Guide, Riverside Community College District, Office of Institutional Effectiveness.
 - ⁵ Agendas from APC.
 - ⁶ Flow chart entitled "Moreno Valley Campus Strategic Planning Process, December 2007.
 - ⁷ Department minutes.
 - ⁸ Student Services Program Review, 2006, 2007, and 2008.
 - ⁹ Moreno Valley Campus/College Academic Senate Constitution and By-Laws.
 - ¹⁰ Riverside Community College District 2005 Academic Master Plan.
 - ¹¹ CTA and CSEA constitutions and by-Laws.
 - ¹² Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA; CSEA contract.
 - ¹³ Document of Riverside Community College District Classified and Confidential Staff Development Program, p. 2.
 - ¹⁴ MVSP flowchart, narrative, and bylaws. (Original representation and protocol were outlined in MVSPC minutes, Sept. 2005.)
 - ¹⁵ Program Review documents for instructional programs and student services.
 - ¹⁶ Retreat Agendas.
 - ¹⁷ Retreat Agendas.
 - ¹⁸ Email reminder from Susan Lauda re meeting, 1/17/07.
 - ¹⁹ Emails from Senate and MVSPC.
 - ²⁰ Copy of WebCT Homepage.
 - ²¹ Emails and attendance sheets.
 - ²² Midterm Accreditation Report: Riverside Community College District, Participants in Report Preparation, pp. 4 – 7.
 - ²³ Letter from the Commission, June, 2001.
 - ²⁴ Handouts from ACCJC conference at Glendale.
 - ²⁵ Moreno Valley Academic Senate minutes, March 2, 2009.
 - ²⁶ Management Evaluation Processes and Forms.
 - ²⁷ President's Annual Report.
 - ²⁸ Please see BP 2710, 2712, 2715.
 - ²⁹ Please see BP 2715, "Code of Ethics and Standards of Practice."
 - ³⁰ Please see BP 5140, 5150, and 5200, in particular.
 - ³¹ Interim Chancellor Irving Hendrick, email to RCC-all, "Budget Message from Interim Chancellor Hendrick," January 21, 2009.
 - ³² See matrix of old and new policies. <http://www.rcc.edu/administration/board/policies.cfm>
 - ³³ Board Policy 2435.
 - ³⁴ President's Annual State of the College Address
 - ³⁵ Position Description, President (Moreno Valley), June 28, 2006.
 - ³⁶ Riverside Community College, Moreno Valley Campus Community Partners Mission Statement.
 - ³⁷ Organizational Charts, Diversity and Human Resources webpage, <http://www.rcc.edu/administration/hr/charts.cfm>
 - ³⁸ Full Text Ballot Proposition of the Riverside Community College District Bond Measure, March 2, 2004.
 - ³⁹ CCFS-311 Report 2004-05 and 2005-06.
 - ⁴⁰ Email from Beth Gomez to Jeff Rhyne, "RE: question for help with self study IV.B.3.d," 26 May 2009.
 - ⁴¹ Board Policy Manual, Board Policy 2005.
 - ⁴² McQuern Report, p.1. <http://accreditation.rccedu.net/District/Governance/091504%20MCQUERN%20REPORT.doc>