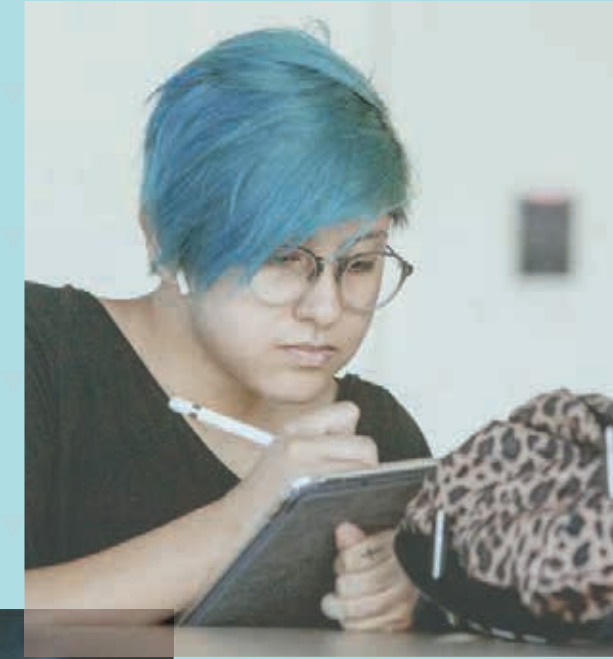




Integrated Strategic Plan

2022-25

May 2022



**MORENO
VALLEY
COLLEGE**



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Mission, Vision, and Values

Mission:

Moreno Valley College is committed to educating and empowering our students, providing equitable access to education, and serving our communities.

Moreno Valley College's core mission can be expressed in four words: **Education, Empowerment, Equity, Service**

Vision:

Moreno Valley College will be recognized as a leading institution in transforming and enriching our students' lives through timely completion, transfer, and workforce development.

Values:

L LEARNER-CENTEREDNESS:

We provide a student-centered environment in order to foster academic and student success. We strive to create passion for lifelong learning and to remain flexible in designing a learning experience to meet the needs of each student.

I INCLUSIVITY:

We value diversity, inclusivity, transparency, and equitable treatment for all. We foster an inclusive environment that promotes progress toward achieving our college goals while helping students succeed.

O OPENNESS AND EQUITY:

We support access and opportunity to high-quality educational pathways and equitable resources. We encourage personal and professional development of our students through the timely attainment of degrees, certificates, transfer, and employment opportunities.

N NEIGHBORLINESS AND COMMUNITY FOCUS:

We embrace our diverse communities and our responsibility as an integral part of the social and economic development of the region. Through collaborative partnerships, we are dedicated to the preparation of our students and providing service learning activities to enhance our communities while being mindful of the communities' physical and emotional well-being.

S SUSTAINABILITY:

We commit to a sustainable and measurable integrated strategic planning process, through local and regional collaboration, that addresses the current economic, environmental, social and educational needs of our communities while considering the impact on future generations.



Purpose, Planning Timeline, and Cycle

Purpose:

The 2022-25 Integrated Strategic Plan is to provide actionable goals and objectives to drive Moreno Valley College toward fulfilling long-term goals and objectives included in the College Comprehensive Primary Plan. This plan integrates the goals, objectives, and strategies included in the operational planning documents at Moreno Valley College. It includes both the Education and Facilities Plans for Moreno Valley College.

The 2022-25 Integrated Strategic Plan is a flexible and living document that has been revised and updated from the 2018-23 Integrated Strategic Plan, where input was gathered from the annual evaluation of the 2018-23 Integrated Strategic Plan. The next three years are focused on meeting a set of SMART goals focused on equity, guided pathways, community engagement and partnerships, professional development, and institutional effectiveness and resources. Accountability and flexibility of the 2022-25 Integrated Strategic Plan is possible due to an annual evaluation cycle that will assess goals and recommend changes through the College and district governance processes. The cycle of assessment, timeline, and process is included in the planning timeline.

Supporting documents, plans, and activities:

- Annual Report 2020-21,
- Annual Report 2021-22, and
- Annual Institutional Set-Standard Review.

Long-Term Goals & Objectives

Goals:

- Creating a comprehensive campus environment
- Planning for Equitable Student Success and Guided Pathways
- Enhancing the economic and social opportunities for the community

Objectives:

- Establish a Comprehensive college in Moreno Valley
- Fully implement the Guided Pathways framework at the College
- Increase student equity, awards, and Weekly Student Contact (WSCH) hours in alignment with the statewide Vision for Success initiative.
- Increase diversity of students, staff, and faculty at Moreno Valley College to reflect the demographic makeup of the surrounding communities.



Planning Timeline

Long-term Plans

- ✓ Comprehensive =
- ✓ Education + Facilities

Integrated Strategic Plan

Plan (September): Analysis of progress completed.

Program Review
Outcome Assessment
Surveys
Student Equity and Achievement, Strong workforce, etc.

Assess (February): Findings shared with college community.

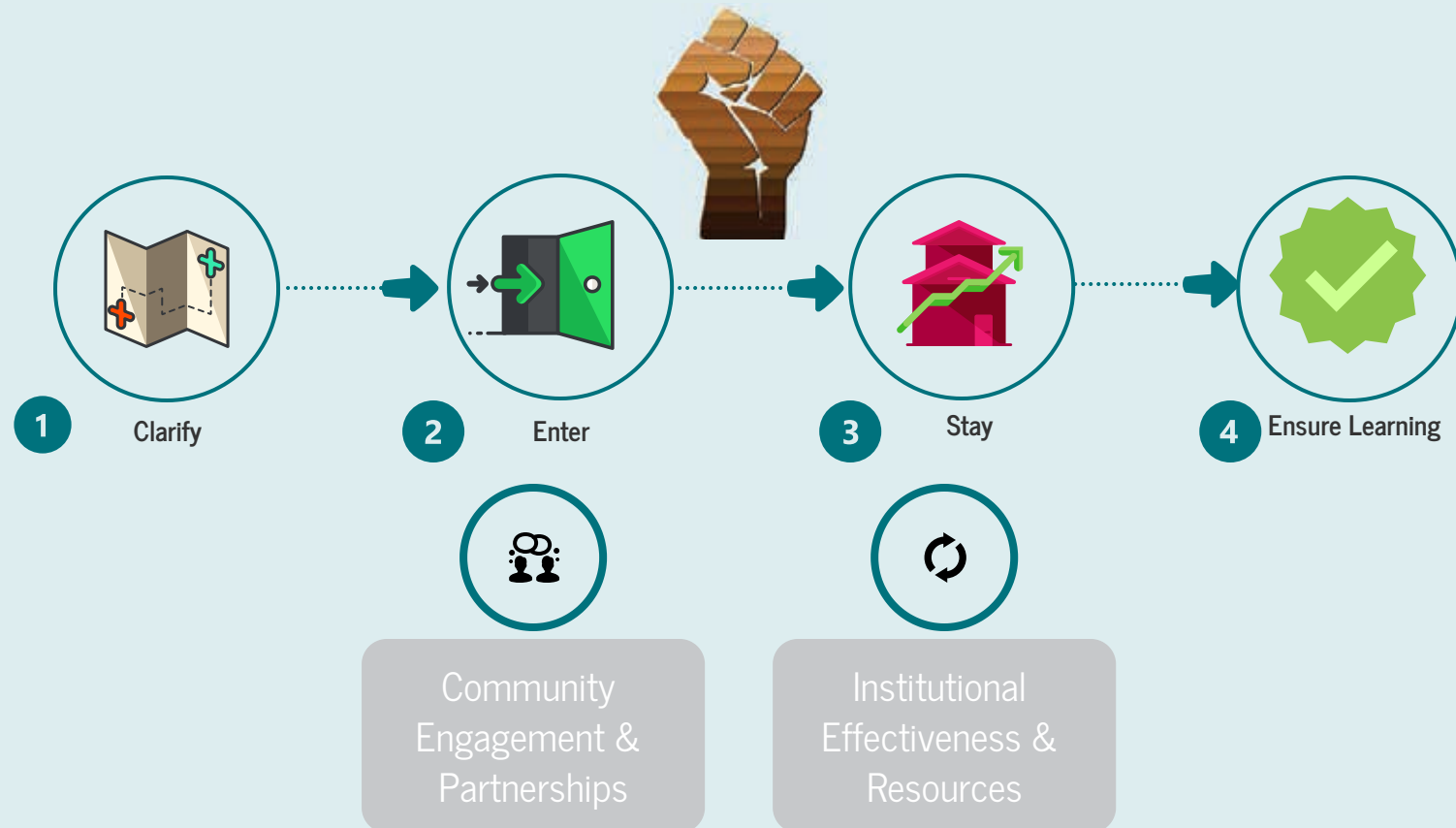
Analyze (April): Findings shared with college community.

Improve (May): Recommendations sent to college president

2022-25

Integrated Strategic Plan

Equity Focused



I. Equity with a Specific Focus on Social Justice and Racial Equity



II. Fully Implement a Guided Pathways framework (Access, Success, and Equity)



III. Community Engagement & Partnerships



IV. Institutional Effectiveness & Resources



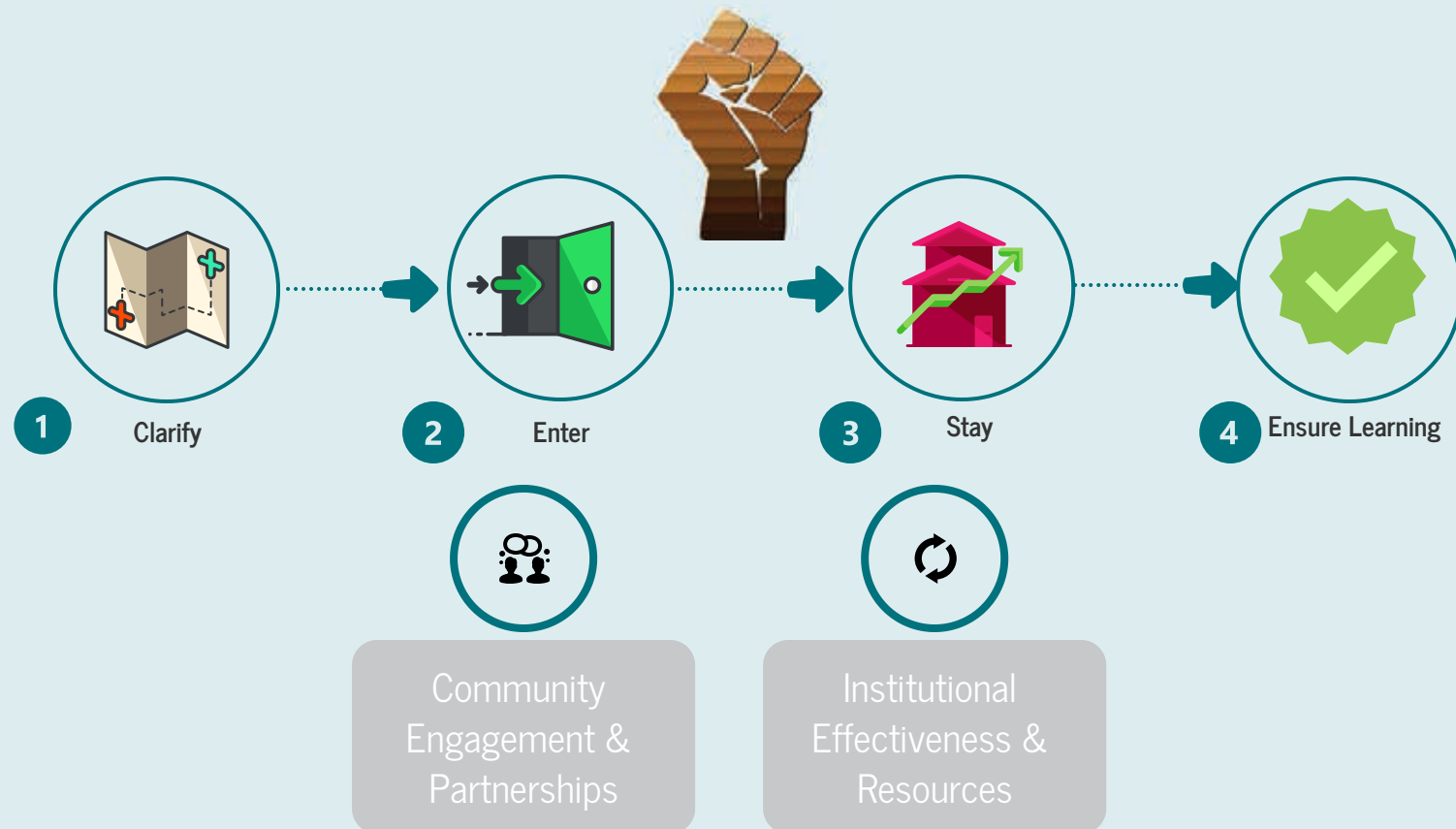
2022-25



Integrated Strategic Plan



Equity Focused



Identified institutional barriers:

- Existing unstructured student pathways at all levels
- Too many academic choices and curricular options
- Inconsistent or misaligned support services
- Unclear and inconsistent communication of information to students
- Inadequate technology to effectively guide and monitor student progress
- **Persistent equity gaps from Institutional Practices, Procedures, and Policies**



Solutions:

- Ensure students know requirements for success.
- Minimize time required to complete
- Accelerate entry into coherent programs of study
- Customize and contextualize instruction
- Integrate student supports with instruction
- Leverage technology to improve learning and program delivery
- Continually monitor student progress and provide proactive guidance
- Reward behaviors that contribute to completion
- Student success teams
- Reorganize academic affairs and student services with a focus on schools
- Increase throughput of math and English
- **Become a Culturally Sustaining College**

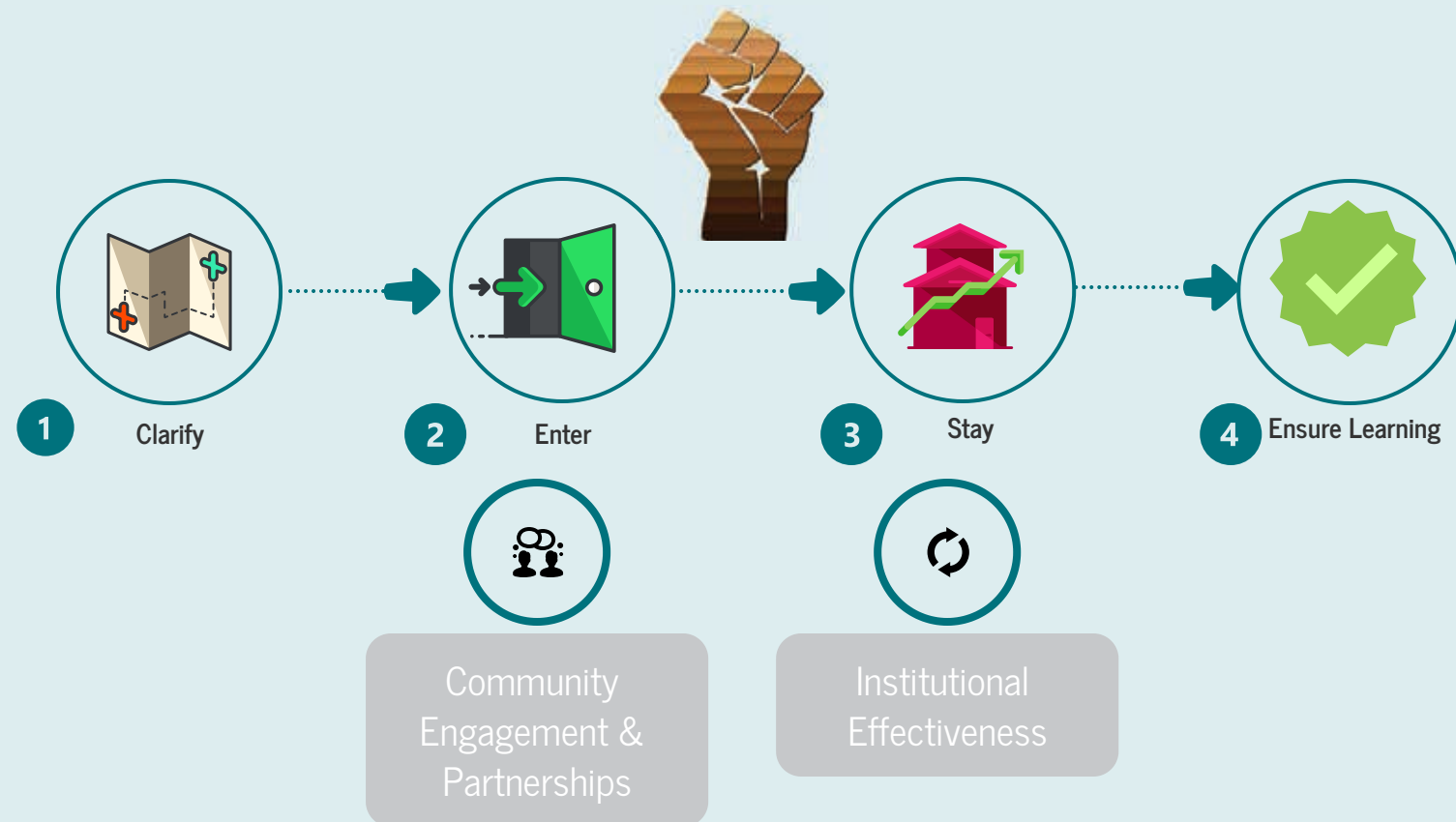
Source: Completion by Design - Building Guided Pathways & Center of Urban Education Racial Equity Tools



2022-25

Integrated Strategic Plan

Equity Focused



I. Equity with a Specific Focus on Social Justice and Racial Equity

- I.1 - Increase training, professional learning, and dialogue amongst all constituents that includes both in-classroom and out-of-classroom experiences to holistically understand the student experience, with a specific focus on racial equity and social justice. [Train - Align Supports with Expectations]
- I.2 - Build capacity to guide, teach, and train campus constituents around how to engage in that explicitly address issues of equity, race, culture, identity, and other forms of social difference, where we can learn together. [Learn - Challenges with Campus Dialogue]
- I.3 - Evaluate, change, and implement necessary policies, practices, and procedures to close all equity gaps [Act & Facilitate - Race and Racial Equity]

Supporting documents, plans, and activities:

- Equity Audit,
- National Assessment of Collegial College Campuses
- Student Equity and Achievement, and
- Committee on Diversity, Inclusion, and Belonging.
- Diversity Summit, and
- California Community College Equity Alliance.

Why Race?

- Race is visible
- Racial and ethnic minorities have been legally prohibited from attending colleges and universities—low income students have not.
- Financial aid policies exist to remove barriers to admission for low-income students; no similar policy specifically targets students of color.
- Class- or socioeconomic-status based affirmative action favors low-income White students.
- Race impacts the development of social capital crucial for educational opportunity.
- Not focusing on race makes it more difficult to fully understand the impact of race on educational opportunity.

Source: Ching, C.D. (2013). Why race? Understanding the importance of foregrounding race and ethnicity in achieving equity on college campuses. Los Angeles, CA: Center for Urban Education, Rossier School of Education, University of Southern California



Key Performance Indicators Summary



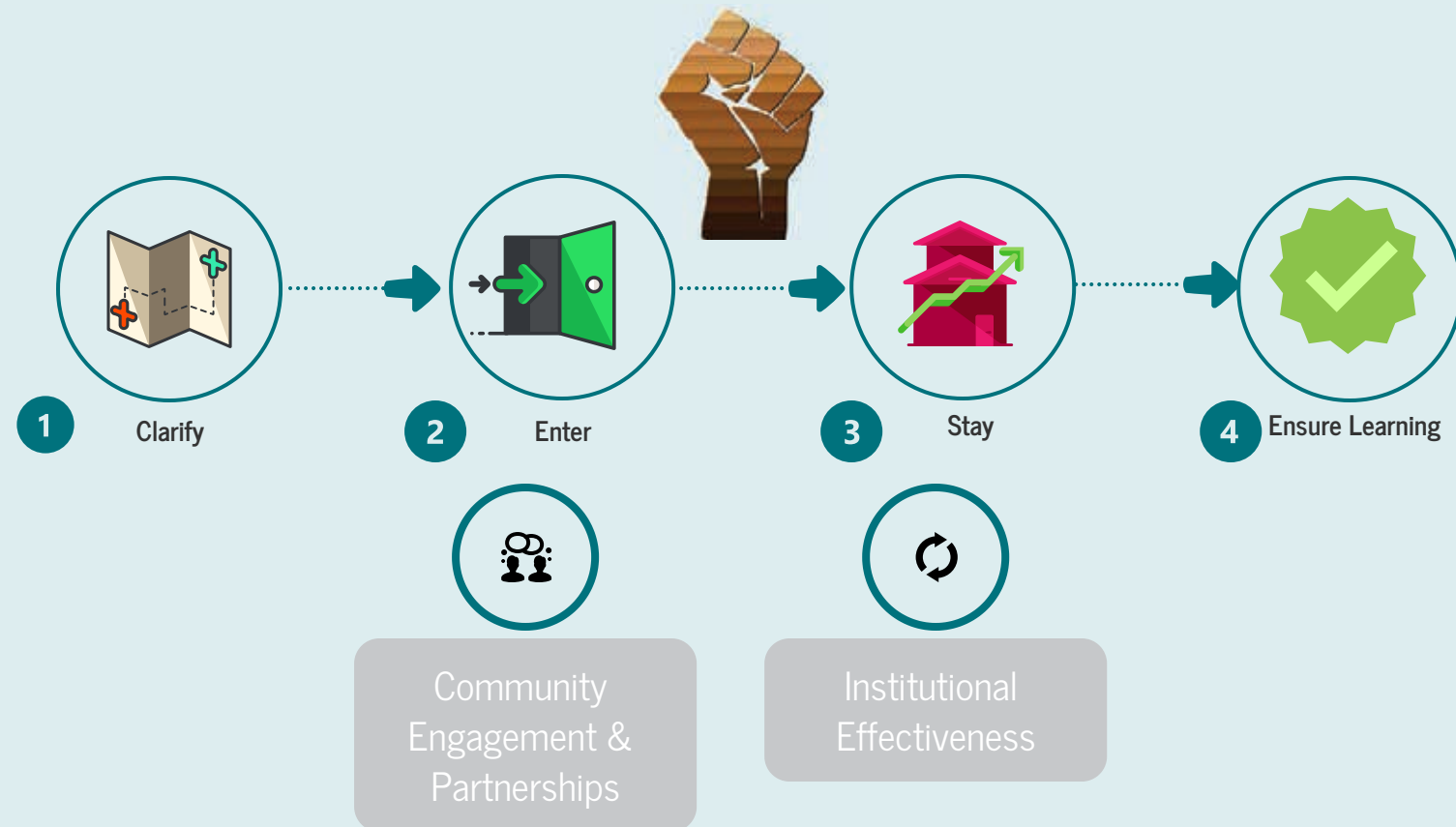
I. Equity with a Specific Focus on Social Justice and Racial Equity

Strategic Goal	Measurement	Leading or Lagging	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Integrated Strategic Plan (Recommendation)		
										Goal: 2022-23	Goal: 2023-24	Goal: 2024-25
I.1 - Increase training, professional learning, and dialogue amongst all constituents that includes both in-classroom and out-of-classroom experiences to holistically understand the student experience, with a specific focus on racial equity and social justice. [Train - Align Supports with Expectations]	Increase the percentage of equity audit recommendations completed that align supports with expectations [7 recommendations]	lagging	N/A	N/A	N/A	N/A	N/A	N/A	0%			
	Increase the number of professional development opportunities for constituent groups on strategic goals including, but not limited to, social justice, racial equity, guided pathways, integrated planning, and resource development.	lagging	TBD	TBD	TBD	TBD	TBD	TBD	TBD			
I.2 -Build capacity to guide, teach, and train campus constituents around how to engage in that explicitly address issues of equity, race, culture, identity, and other forms of social difference, where we can learn together. [Learn - Challenges with Campus Dialogue]	Increase the percentage of equity audit recommendations completed that increase engagement with campus dialogue [7 recommendations]	lagging	N/A	N/A	N/A	N/A	N/A	N/A	0%			
I.3 - Evaluate, change, and implement necessary policies, practices, and procedures to close all equity gaps [Act & Facilitate - Race and Racial Equity]	Increase the percentage of equity audit recommendations completed on policies, practices, and procedures that have been changed with a focus on equity, specifically racial equity and social justice [10 recommendations]	lagging	N/A	N/A	N/A	N/A	N/A	N/A	0%			

2022-25

Integrated Strategic Plan

Equity Focused



II. Fully Implement a Guided Pathways Framework

- II.1 - Clarify the Path: Increase the number of students that apply and enroll to Moreno Valley College. [Access & Equity]
- II.2 - Enter the Path: Increase the number of students that attempt and successfully complete transfer level English and math in their first year and at least 9 units in their course of study. [Access & Equity]
- II.3 - Stay on the Path: Increase the number of students that persist from fall-to-spring and fall-to-fall semesters, while successfully completing 24 units in their first year. [Success & Equity]
- II.4 - Ensure Learning: Increase the number of students receiving their educational goal (certificate, degree, or transferring) in 2, 4, and 6 years, with a job in a closely related field. [Success & Equity]

Supporting documents, plans, and activities:

- Scale of Adoption Assessment and Implementation Plan,
- California Community Colleges Guided Pathways Cohort 2, and
- Open Education Resources and Zero/Low Textbooks Costs Action Plan



Key Performance Indicators Summary



II.1 Fully Implement a Guided Pathways framework (Access, Success, and Equity)

Strategic Goal	Measurement	Leading or Lagging	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Goal setting (in total number)			Integrated Strategic Plan (Recommendation)		
										10% increase	20% increase	30% increase	Goal: 2022-23	Goal: 2023-24	Goal: 2024-25
II.1 - Clarify the Path (Access & Equity): Increase the number of students that apply and enroll at Moreno Valley College with a clear understanding of courses needed to meet their educational goal.	Increase number of students that apply to Moreno Valley College.	leading	13553	13582	15062	15540	16356	15079	12284	1449	2899	4348			
	Of those that applied, increase the number of students enrolled in that same semester.	leading	4990	4873	5809	6235	6242	5077	4416	538	1075	1613			
	Increase application coversion rate (number enrolled / number applied).	leading	37%	36%	39%	40%	38%	34%	36%	TBD	TBD	TBD			
	Increase unduplicated headcount.	leading	13,691	14,479	15,491	16,091	16,925	14,639	TBD	1,522	3,044	4,566			
	Increase Career Technical Education Enrollments.	leading	8,997	9,264	10,189	11,853	13,169	13,994	TBD	1,124	2,248	3,373			
	Increase number (headcount) of high school students in dual and concurrent enrollment.	leading	678	763	947	879	695	629	TBD	77	154	230			
	Increase capture rates from feeder high schools	leading	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD			
	Increase percent of students eligible for financial aid who receive aid (California Promise, CAFYES, and/or Cal Grant)	leading	9,403	9,284	9,762	9,968	10,513	8,692	TBD	960	1,921	2,881			
	Increase use of technology to improve course scheduling to support student pathways.	leading	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD			

Key Performance Indicators Summary



II.2 Fully Implement a Guided Pathways framework (Access, Success, and Equity)

Strategic Goal	Measurement	Leading or Lagging	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Goal setting (in total number)			Integrated Strategic Plan (Recommendation)		
										10% increase	20% increase	30% increase	Goal: 2022-23	Goal: 2023-24	Goal: 2024-25
II.2 - Enter the Path (Access & Equity): Increase the number of students that attempt and successfully complete transfer-level English and math in their first year and at least 9 units in their course of study.	Increase students that attempt English and math in first year. (Fall Starts Only)	leading	6.0%	9.9%	20.0%	25.1%	28.5%	27.6%	TBD	19	39	58			
	Increase students that attempt English in first year. (Fall Starts Only)	leading	29.2%	41.5%	48.3%	63.3%	62.5%	60.9%	TBD	53	107	160			
	Increase students that attempt math in first year. (Fall Starts Only)	leading	9.1%	12.2%	23.5%	30.3%	38.1%	26.5%	TBD	24	48	72			
	Increase students that successfully complete English and math in first year. (Fall Starts Only)	leading	5.5%	5.0%	6.6%	8.1%	12.5%	8.6%	TBD	8	15	23			
	Increase students that successfully complete English in first year. (Fall Starts Only)	leading	22.9%	30.8%	31.3%	41.0%	40.3%	35.8%	TBD	35	71	106			
	Increase students that successfully complete math in first year. (Fall Starts Only)	leading	5.0%	6.3%	7.9%	9.8%	15.0%	9.6%	TBD	9	19	28			
	Increase number of students who complete both transfer-level math and English in first year. (All Students)	leading	68	94	59	226	292	92*	TBD	15	30	44			
	Increase students that successfully complete 9 units in course of study. (Fall Starts Only)	leading	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD			

Key Performance Indicators Summary



II.3 Fully Implement a Guided Pathways framework (Access, Success, and Equity)

Strategic Goal	Measurement	Leading or Lagging	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Goal setting (in total number)			Integrated Strategic Plan (Recommendation)		
										10% Increase	20% Increase	30% Increase	Goal: 2022-23	Goal: 2023-24	Goal: 2024-25
II.3 - Stay on the Path (Success & Equity): Increase the number of students that persist from fall-to-spring and fall-to-fall semesters, while successfully completing 24 units in their first year.	Increase fall to spring persistence. (Fall Starts Only)	leading	60.3%	60.2%	49.1%	56.7%	46.0%	47.7%	TBD	57	115	172			
	Increase fall to fall persistence. (Fall Starts Only)	leading	48.3%	47.9%	39.7%	42.2%	37.8%	46.3%	TBD	45	91	136			
	Increase fall to spring persistence. (All Students)	leading	56.6%	54.8%	53.9%	55.0%	49.8%	49.4%	TBD	433	865	1,298			
	Increase students that successfully complete 12 units first semester. (Fall Starts Only)	leading	19.5%	17.9%	11.9%	14.0%	15.7%	16.4%	TBD	17	34	51			
	Increase students that successfully complete 24 units first year. (Fall Starts Only)	leading	18.8%	12.1%	11.9%	15.5%	15.9%	21.8%	TBD	16	32	48			
	Increase course success rate. (Fall Starts Only)	leading	62.9%	61.0%	57.2%	54.9%	54.0%	53.2%	TBD	167	334	501			
	Increase course success rate. (All Students)	leading	71.6%	70.8%	68.9%	70.3%	69.8%	68.8%	TBD	3,465	6,930	10,395			

Key Performance Indicators Summary



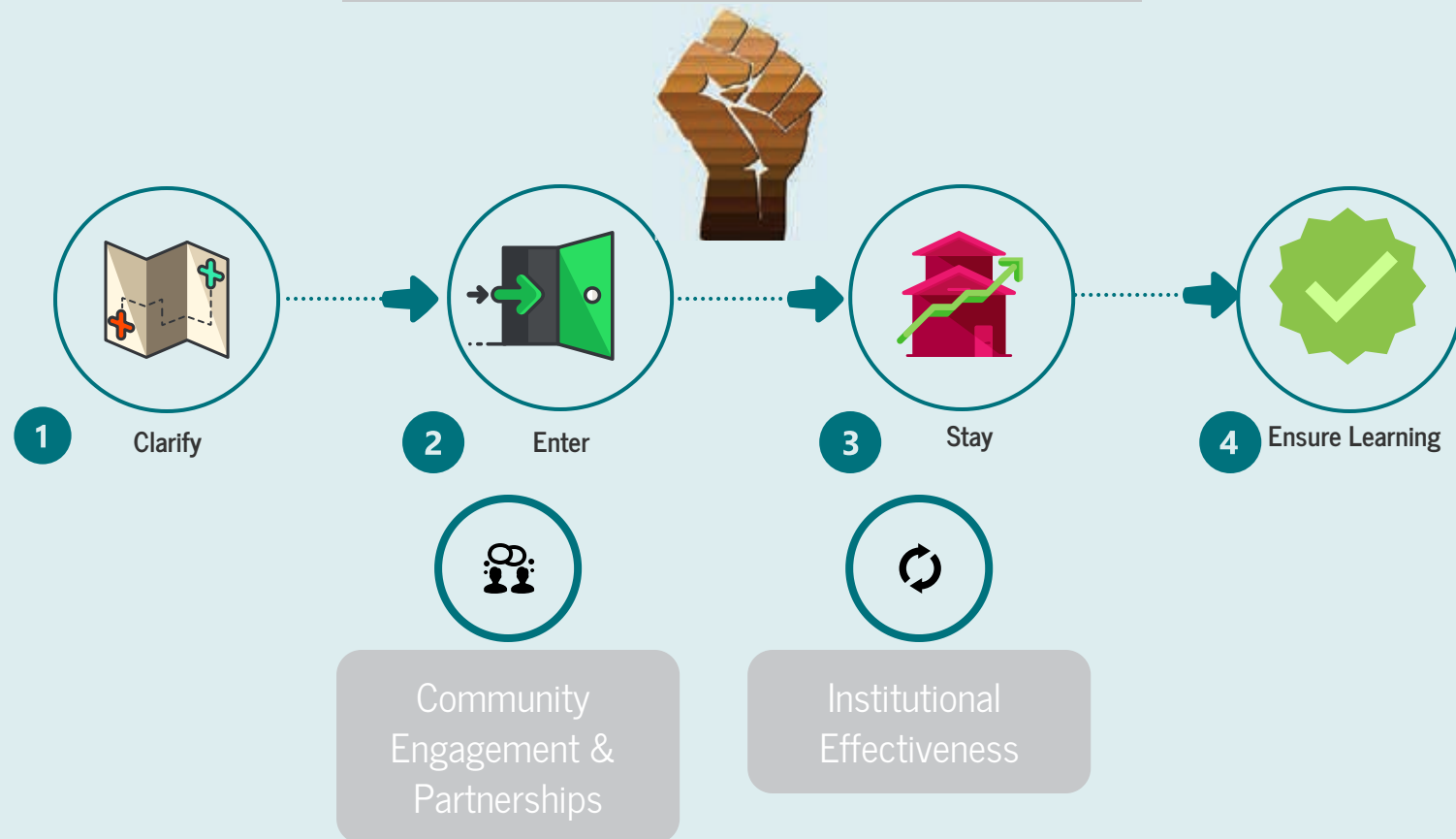
II.4 Fully Implement a Guided Pathways framework (Access, Success, and Equity)

Strategic Goal	Measurement	Leading or Lagging	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Goal setting (in total number)			Integrated Strategic Plan (Recommendation)		
										10% increase	20% increase	30% increase	Goal: 2022-23	Goal: 2023-24	Goal: 2024-25
II.4 - Ensure Learning (Success & Equity): Increase the number of students receiving their educational goal (certificate, degree, or transferring) in 2, 4, 6 years, with a job in a closely related field.	Increase number of certificates awarded. (All Students)	lagging	271	605	754	784	707	599	TBD	62	124	186			
	Increase number of certificates awarded (16 plus). (All Students)	lagging	227	253	365	418	407	481	TBD	36	72	108			
	Increase number of degrees awarded. (All Students)	lagging	702	915	1564	1610	1672	1608	TBD	135	269	404			
	Increase number of transfers. (All Students)	lagging	567	575	659	673	686	825	TBD	66	133	199			
	Increase number of students receiving a certificate, degree, or transferring (unduplicated). (All Students)	lagging	1,135	1,550	1,981	2,096	1,992	1,954	TBD	178	357	535			
	Increase percentage guided pathways cohort receiving a certificate, degree, or transferring (unduplicated) in 2 years. (Fall Starts Only)	lagging	2.9%	3.4%	8.9%	8.0%	6.8%	TBD	TBD	7	14	20			
	Increase percentage of guided pathways cohort receiving a certificate, degree, or transferring (unduplicated) in 4 years. (Fall Starts Only)	lagging	14.6%	13.8%	14.6%	TBD	TBD	TBD	TBD	17	34	52			
	Increase percentage of guided pathways cohort receiving a certificate, degree, or transferring (unduplicated) in 6 years. (Fall Starts Only)	lagging	20.0%	TBD	TBD	TBD	TBD	TBD	TBD	24	48	72			
	Increase percent of CTE students employed in their field of study to close or very close. (All CTE Students)	lagging	N/A	N/A	N/A	N/A	71.6%	76.9%	65.4%	82	164	246			
	Ensure Career Technical Education graduates earn at least a livable wage as reported in the Career Technical Outcomes Survey. (MIT Livable wage: \$18.95 for 1 adult and 0 children) (All CTE	lagging	N/A	N/A	N/A	N/A	\$23.00	\$24.50	\$25.00	N/A	N/A	N/A			
	Increase the satisfaction of students with education and training received to satisfied or very satisfied. (All CTE	lagging	N/A	N/A	N/A	N/A	89.7%	91.4%	90.5%	82	164	246			
	Reduce median time to degree. (All Students)	lagging	3.5	3.75	4.25	3.75	3.25	3.5	TBD	N/A	N/A	N/A			
	Reduce number of units for degrees and/or certificates. (All Students)	lagging	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD			

2022-25

Integrated Strategic Plan

Equity Focused



III. Community Engagement & Partnerships

- III.1 - Expand partnerships with educational partners, K-12 and higher education, to increase access, pathways, and success for students.
- III.2 - Expand partnerships with community partners, including municipalities and businesses, to increase access, pathways, and success for students.
- III.3 - Provide programs that contribute to the regional economy and meet industry, community, and workforce development needs.

Supporting documents, plans, and activities:

- Strong Workforce Plan



Key Performance Indicators Summary



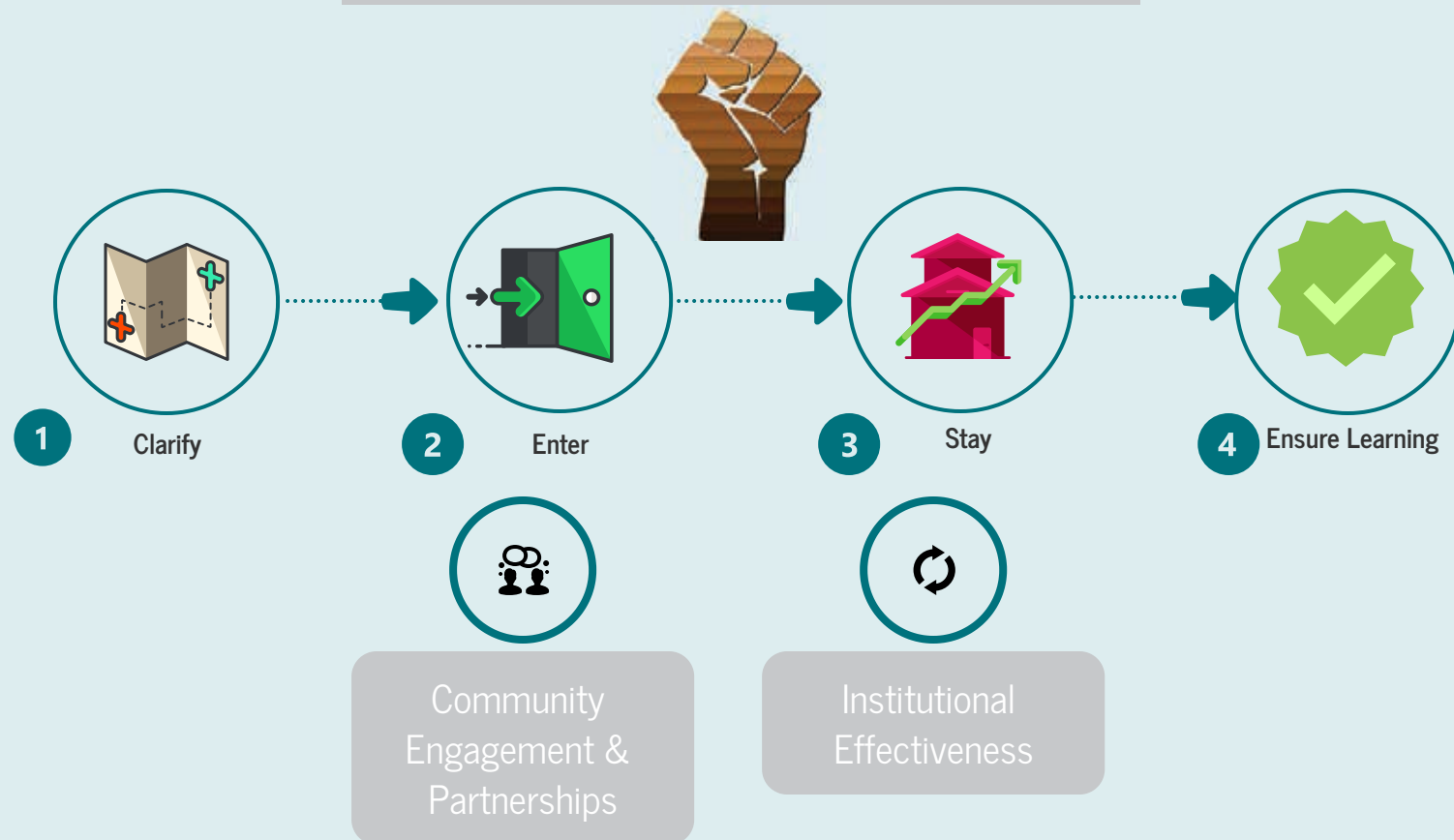
III. Community Engagement & Partnerships

Strategic Goal	Measurement	Leading or Lagging	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Goal setting (in total number)			Integrated Strategic Plan (Recommendation)		
										10% increase	20% increase	30% increase	Goal: 2022-23	Goal: 2023-24	Goal: 2024-25
III.1 - Expand partnerships with educational partners, K-12 and higher education, to increase access, pathways, and success for students.	Increase the number of partnerships with K-12 districts.	lagging	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD			
	Increase the percentage of college programs aligned with K-12 pathways (such as career pathways or transfer pathways).	lagging	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD			
III.2 - Expand partnerships with community partners, including municipalities and businesses, to increase access, pathways, and success for students.	Increase the number of partnerships with community partners.	lagging	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD			
	Increase the number of students using partnerships between college and community partner.	lagging	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD			
III.3 Provide programs that contribute to the regional economy and meet industry, community, and workforce development needs.	Increase the percentage of college programs aligned with top 25 middle skill jobs in regional economy.	lagging	N/A	N/A	N/A	N/A	N/A	N/A	35.0%	N/A	N/A	N/A			
	Increase the percentage of college programs aligned with top 25 jobs in regional economy requiring a Bachelor's degree.	lagging	N/A	N/A	N/A	N/A	N/A	N/A	80.0%	N/A	N/A	N/A			

2022-25

Integrated Strategic Plan

Equity Focused



IV. Institutional Effectiveness & Resources

- IV.1 - Maintain sustainable budget practices that result in a balanced annual budget and a reserve that is at least 1% of the Moreno Valley College overall fund budget.
- IV.2 - Increase external revenue sources to 30% of overall budget ensuring funding available to support student access, success, and equity.
- IV.3 - Practice sustainable fiscal health and strategic enrollment management by reaching 595 (WSCH/FTEF).
- IV.4 - Improve Institutional Effectiveness by conducting annual assessments and to set meaningful measures for a) planning, b) resource allocation, c) governance processes, d) campus climate (including student and employee surveys), and e) data access and usage.
- IV.5 - Recruit and hire an excellent classified professionals, faculty, and management in support of the College mission, while reflecting the community we serve.



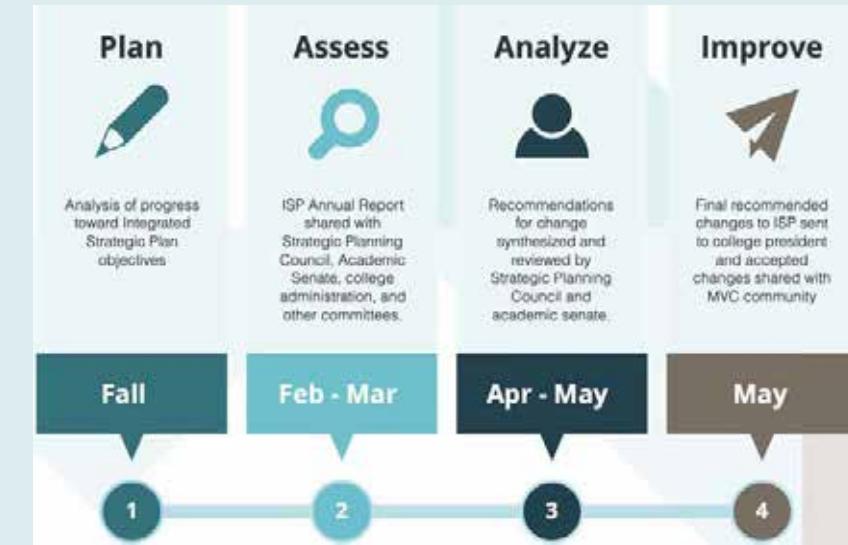
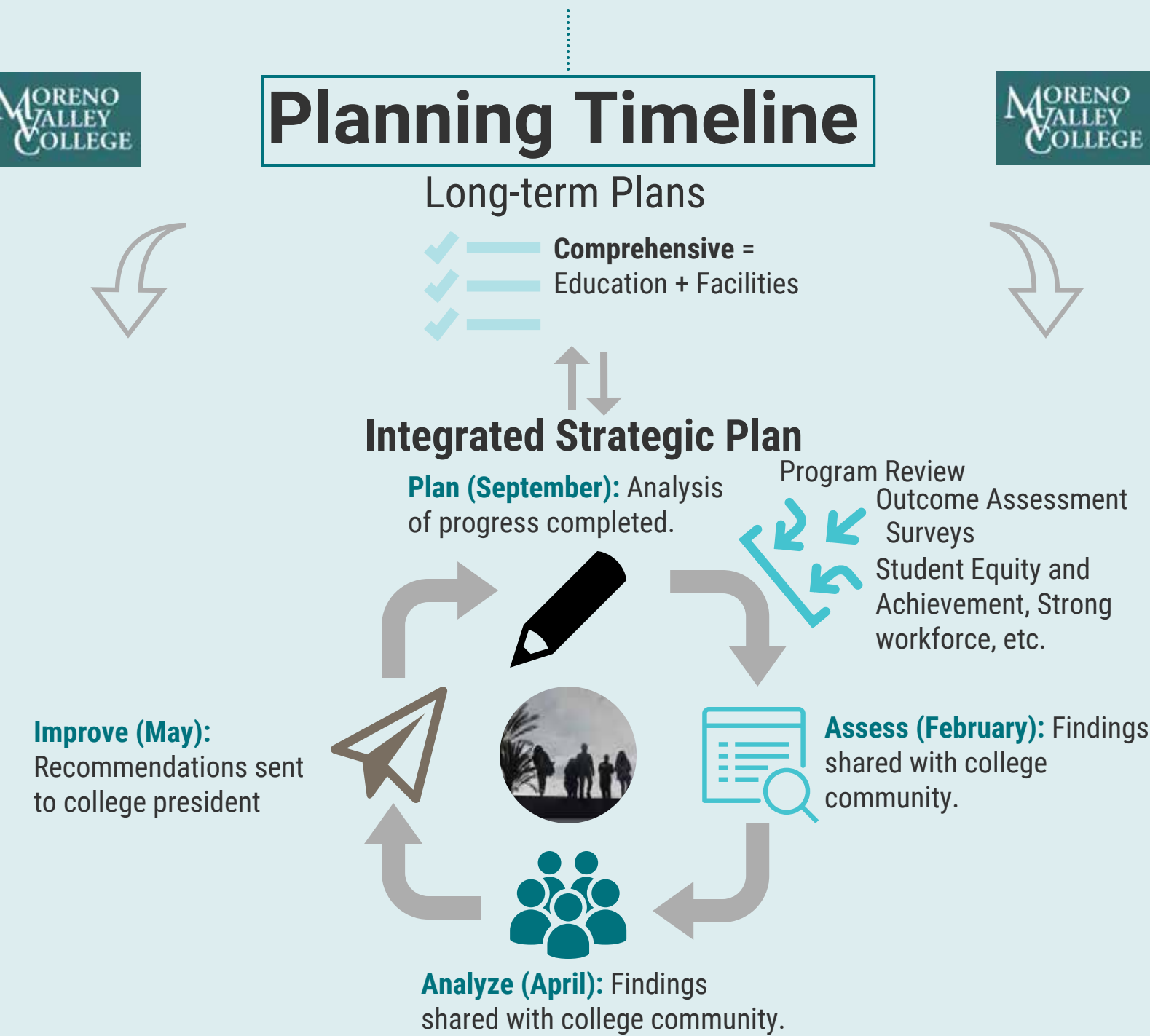
Key Performance Indicators Summary



IV. Institutional Effectiveness & Resources

Strategic Goal	Measurement	Leading or Lagging	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Goal setting (in total number)			Integrated Strategic Plan (Recommendation)		
										10% increase	20% increase	30% increase	Goal: 2022-23	Goal: 2023-24	Goal: 2024-25
IV.1 - Maintain sustainable budget practices that result in a balanced annual budget and a reserve that is at least 1% of the Moreno Valley College overall fund budget.	Maintain a balanced budget.	lagging	TBD	TBD	TBD	TBD	TBD	TBD	TBD	N/A	N/A	N/A			
	Maintain a reserve of at least 1% of overall budget.	lagging	TBD	TBD	TBD	TBD	TBD	TBD	TBD	N/A	N/A	N/A			
IV.2 - Increase external revenue sources to 30% of overall budget ensuring funding available to support student access, success, and equity.	Ensure 30% of the overall budget is from external revenue sources.	lagging	TBD	TBD	TBD	TBD	TBD	TBD	TBD	N/A	N/A	N/A			
IV.3 - Practice sustainable fiscal health and strategic enrollment management by reaching 595 (WSCH/FTEF).	Increase WSCH/FTEF to 595	leading	409.77	436.87	459.9	442.99	469.5	418.94	TBD	N/A	N/A	N/A			
IV.4 - Improve Institutional Effectiveness by conducting annual assessments and to set meaningful measures for a) planning, b) resource allocation, c) governance processes, d) campus climate (including student and employee surveys), and e) data access and usage.	Increase institutional effectiveness by providing assessment on planning, resource allocation, and governance processes. Summer 2021: finalize assessments, Fall 2022: gather feedback on assessments through governance, Spring 2022: distribute, share, and incorporate findings into college planning, and annually complete assessments as defined by MVC's planning processes.	lagging	TBD	TBD	TBD	TBD	TBD	TBD	TBD	N/A	N/A	N/A			
	Compare community demographics to employee demographics and conduct a disproportionately impacted analysis.	lagging	TBD	TBD	TBD	TBD	TBD	TBD	TBD	N/A	N/A	N/A			
IV.5 - Recruit and hire excellent classified professionals, faculty, and management in support of the College mission, while reflecting the community we serve.															

Evaluation Plan and Responsibilities



- 1) **November:** Office of Institutional Effectiveness will produce a report analyzing progress toward ISP Objectives and any initiatives related to these objectives.
- 2) **February:** ISP Annual Report will be shared with the Strategic Planning Council during the Spring semester retreat
- 3) **February – March:** ISP Annual Report will be shared with the Academic Senate at their first meeting during the spring semester, with the administration, and with additional governance and operational committees for feedback and recommendations for change. Finally, the ISP Annual Report will be shared with the College community via the website and through a campus forum.
- 4) **April – May:** Recommendations for change will be synthesized and circulated through the Strategic Planning Council and the Academic Senate with a recommendation for approval to the College president.
- 5) **May:** Final approval of changes, if any, made by college president and shared via the college website and emailed to all campus constituent groups.

Evaluation Plan and Responsibilities

Strategic Goal I.1



Planning Timeline



Long-term Plans

✓ Comprehensive =
Education + Facilities

Integrated Strategic Plan

Plan (September): Analysis of progress completed.

Program Review
Outcome Assessment
Surveys
Student Equity and Achievement, Strong workforce, etc.

Assess (February): Findings shared with college community.

Analyze (April): Findings shared with college community.

Improve (May): Recommendations sent to college president

Strategic Goal	Action	Responsible Party	Alignment with NACCC & Equity Plan
I.1 - Increase training, professional learning, and dialogue amongst all constituents that includes both in-classroom and out-of-classroom experiences to holistically understand the student experience, with a specific focus on racial equity and social justice. [Train - Align Supports with Expectations]	Communications with Students		
	a. Develop an archive with images and graphics representing the MVC student community demographics, that are updated regularly.		NACCC: <i>Mattering and Affirmation</i> <i>Impact of External Environments</i> Audit: <i>Communications with Students</i>
	b. Establish a process to review and revise course syllabi and canvas pages on a regular basis		NACCC: <i>Mattering and Affirmation</i> <i>Racial Learning and Literacy</i> Audit: <i>Communications with Students</i>
	c. Review marketing materials, websites, and onboarding material for all programs		NACCC: <i>Appraisals of Institutional Commitment</i> <i>Impact of External Environments</i> Audit: <i>Communications with Students</i>
	Professional Learning and Development		
	a. Conduct Student Support Services RI- Annual retreats/planning sessions		NACCC: <i>Mattering and Affirmation</i> <i>Cross-Racial Engagement</i> Audit: <i>Professional Learning and Development</i>
	b. Establish a standing open forum/space for faculty members and classified professionals to share equity minded practices		NACCC: <i>Mattering and Affirmation</i> <i>Cross-Racial Engagement</i> <i>Racial Learning and Literacy</i> <i>Encounters with Racial Stress</i> Audit: <i>Professional Learning and Development</i>
	c. Establish an Equity Innovation Fund/Grant to promote creative thinking of all stakeholders		NACCC: <i>Mattering and Affirmation</i> <i>Impact of External Environments</i> Audit: <i>Professional Learning and Development</i>
	Student Advocacy, Learning, & Development		
	a. Establish a Social Justice Speaker Series for and organized by students		NACCC: <i>Mattering and Affirmation</i> <i>Cross-Racial Engagement</i> <i>Racial Learning and Literacy</i> <i>Encounters with Racial Stress</i> Audit: <i>Student Advocacy, Learning, & Development</i>

Evaluation Plan and Responsibilities

Strategic Goal I.2



Planning Timeline



Long-term Plans

✓ Comprehensive =
Education + Facilities

Integrated Strategic Plan

Plan (September): Analysis of progress completed.

Program Review
Outcome Assessment
Surveys
Student Equity and Achievement, Strong workforce, etc.

Assess (February): Findings shared with college community.

Analyze (April): Findings shared with college community.

Improve (May): Recommendations sent to college president

Strategic Goal	Action	Responsible Party	Alignment with NACCC & Equity Plan
I.2 -Build capacity to guide, teach, and train campus constituents around how to engage in that explicitly address issues of equity, race, culture, identity, and other forms of social difference, where we can learn together. [Learn - Challenges with Campus Dialogue]	Professional Learning and Development		
	a. Establish common language around key definitions		NACCC: Mattering and Affirmation Cross-Racial Engagement Appraisals of Institutional Commitment Racial Learning and Literacy Encounters with Racial Stress Impact of External Environments Audit: Professional Learning and Development
	b. Establish a space for ongoing critical reflection, learning, and adaptation of individual practices		NACCC: Cross-Racial Engagement Racial Learning and Literacy Encounters with Racial Stress Audit: Professional Learning and Development
	c. Embed equity action plans within all employee evaluations		NACCC: Cross-Racial Engagement Racial Learning and Literacy Audit: Professional Learning and Development
	Supporting Critical Conversations and Reflection		
	a. Conduct critical dialogue facilitation training with department managers and campus leadership		NACCC: Cross-Racial Engagement Appraisals of Institutional Commitment Racial Learning and Literacy Encounters with Racial Stress Audit: Supporting Critical Conversations and Reflection
	b. Encourage programs, initiatives, and services to develop a checklist of questions that guide their process for development recruitment and program materials		NACCC: Mattering and Affirmation Appraisals of Institutional Commitment Audit: Supporting Critical Conversations and Reflection
	c. Establish equity-focused professional development/training geared towards role of Classified Professionals		NACCC: Mattering and Affirmation Cross-Racial Engagement Racial Learning and Literacy Encounters with Racial Stress Audit: Supporting Critical Conversations and Reflection
	d. Incorporate discussion questions from Heather McGee's book		NACCC: Mattering and Affirmation Cross-Racial Engagement Racial Learning and Literacy Encounters with Racial Stress Impact of External Environments Audit: Supporting Critical Conversations and Reflection

Evaluation Plan and Responsibilities

Strategic Goal I.3



Planning Timeline



Long-term Plans

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Education + Facilities

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Outcome Assessment
Surveys
Student Equity and Achievement, Strong workforce, etc.

Assess (February): Findings shared with college community.

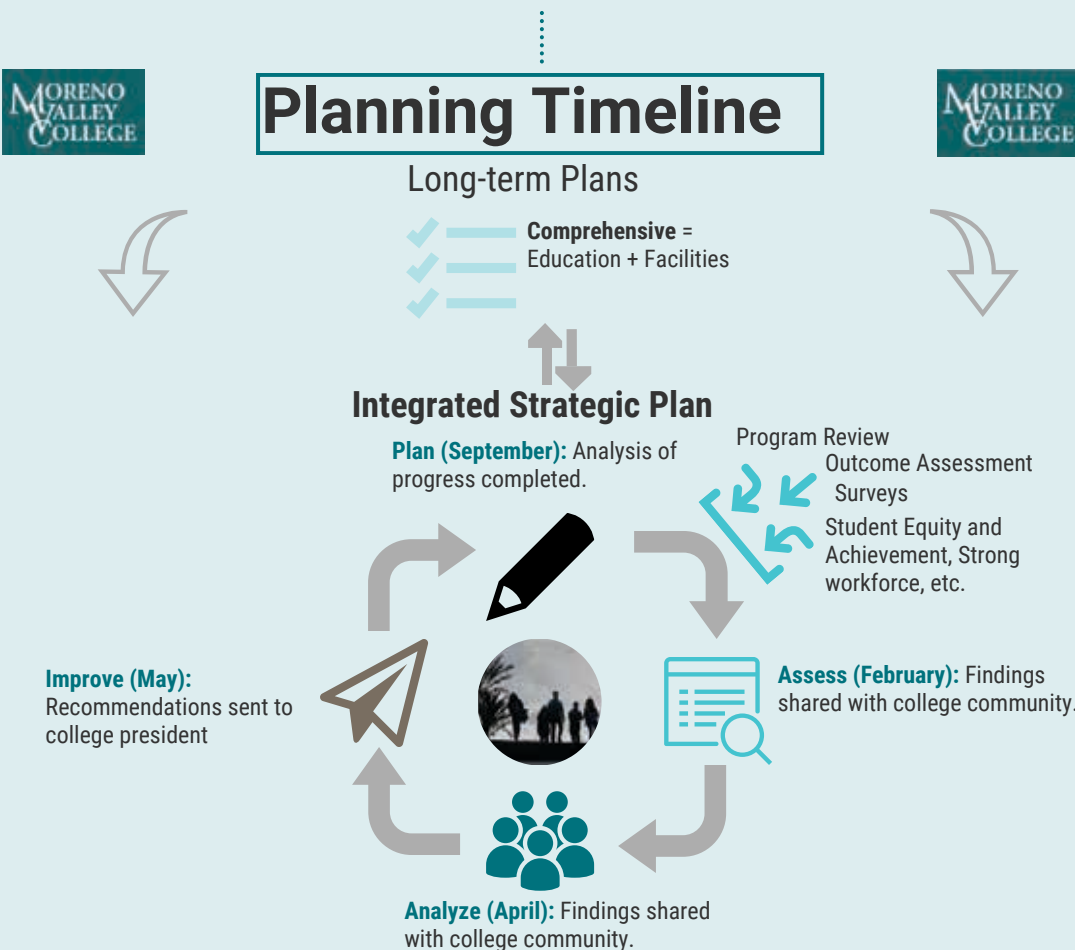
Analyze (April): Findings shared with college community.

Improve (May): Recommendations sent to college president

Strategic Goal	Action	Responsible Party	Alignment with NACCC & Equity Plan
I.3 - Evaluate, change, and implement necessary policies, practices, and procedures to close all equity gaps [Act & Facilitate - Race and Racial Equity]	Recruitment		
	a. Evaluate job postings		NACCC: Appraisals of Institutional Commitment
	b. Develop hiring practices		Audit: Recruitment
	Professional Learning and Campus Engagement		
	a. Conduct an equity map to catalog all work		NACCC: Mattering and Affirmation Cross-Racial Engagement Appraisals of Institutional Commitment Audit: Professional Learning and Campus Engagement
	b. Center equity within all flex days		NACCC: Mattering and Affirmation Cross-Racial Engagement Racial Learning and Literacy Encounters with Racial Stress Audit: Professional Learning and Campus Engagement
	c. Ensure all stakeholders can participate in professional learning, specifically part-time faculty and classified professionals		NACCC: Cross-Racial Engagement Racial Learning and Literacy Audit: Professional Learning and Campus Engagement
	d. Utilize the four-part framework on Anti-Racism Education and Professional Development		NACCC: Cross-Racial Engagement Racial Learning and Literacy Audit: Professional Learning and Campus Engagement
	Business Operations		
	a. Develop a communication guide to explain the college prioritization process		NACCC: Cross-Racial Engagement Appraisals of Institutional Commitment Audit: Business Operations
	b. Develop a forms committee to review and evaluate student forms and processes		NACCC: Appraisals of Institutional Commitment Impact of External Environments Audit: Business Operations
	c. Planning for the design of the physical campus space should be inclusive		NACCC: Impact of External Environments Audit: Business Operations
	Curriculum and Instruction		
	a. Integrate intentional approaches to equity, diversity, and inclusion within Course Outline of Record		NACCC: Mattering and Affirmation Racial Learning and Literacy Audit: Curriculum and Instruction

Guided Pathways

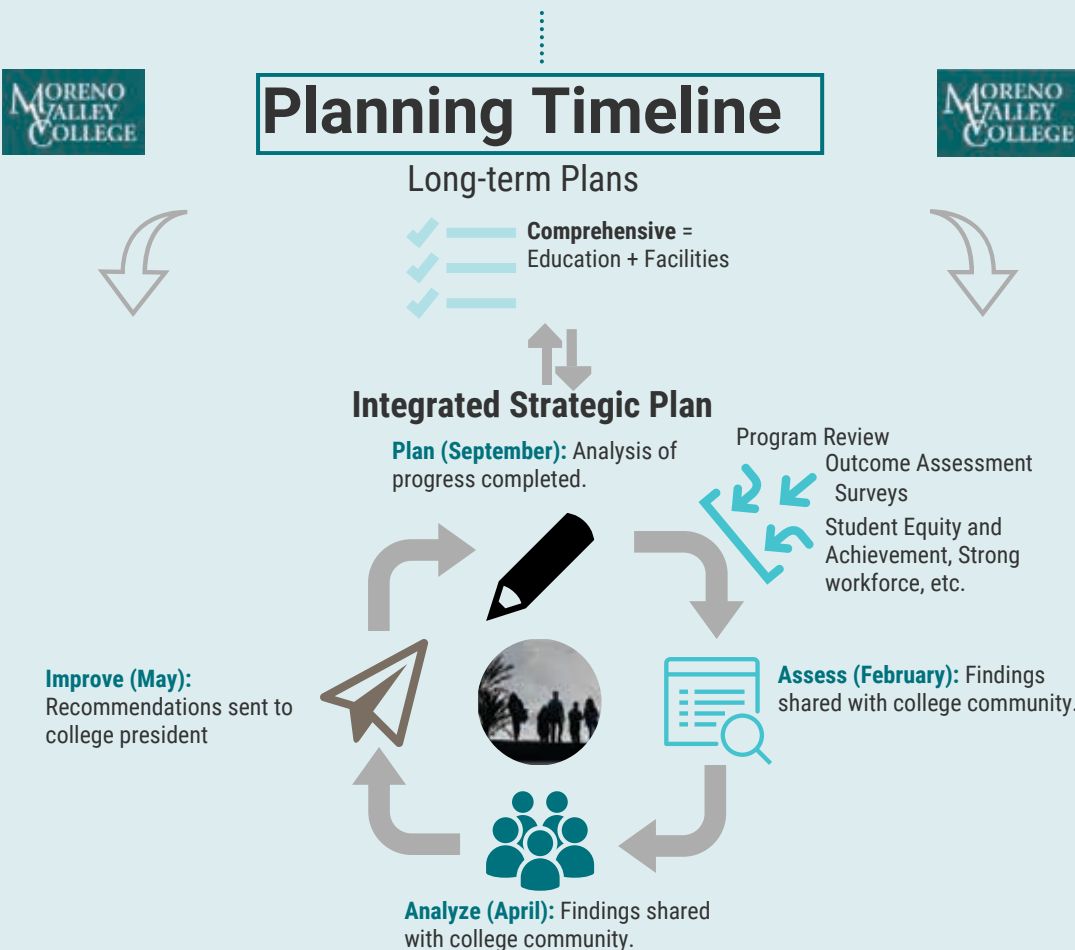
Pillar I: Clarify the Path



Goal	Action	Next Steps
Pillar I: Clarify the Path (See scale of adoption for details)	A. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Scaling in progress)	<ol style="list-style-type: none"> 1. Continue developing marketing materials and webpages to inform students, faculty, staff, and community partners about fields of interest and schools. 2. Develop qualitative/quantitative data points to assess and evaluate meta major structure after implementation. 3. Enhance career focused onboarding in combination with our career exploration tool with the goal of assisting students to make choices around programs of study and associated careers
	B. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area. (Scaling in progress)	<ol style="list-style-type: none"> 1. College website will be updated to include visual program maps, career and transfer information. 2. Continue to work with disciplines to include career and transfer information for each program of study 3. Identify existing transfer, career and regional workforce labor market data research and provide results to disciplines. 4. Strengthen partnerships with local job industries to ensure the design of programs that meet our community's needs and labor market demands. Ensure this information is communicated/marketed college wide.
	C. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program. (Scaling in progress)	<ol style="list-style-type: none"> 1. The full website redesign is expected to go live by Fall 2022.
	D. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website. (Scaling in progress)	<ol style="list-style-type: none"> 1. Align and integrate EduNav with the district's new Anthology Reach, CRM-Customer Relationship Management System. 2. Align and integrate EduNav with the college's Pathmaker multi-year scheduling tool. 3. Develop a process for reviewing and updating programs of study in the college's curriculum process
	E. Required math courses are appropriately aligned with the student's field of study. (At scale)	<ol style="list-style-type: none"> 1. Continue exploration of additional alternative transfer level courses contextualized to specific career areas or transfer pathways. In addition, the faculty are exploring non-credit support courses for students.

Guided Pathways

Pillar II: Get on the Path



Goal	Action	Next Steps
Pillar II: Get on the Path (See scale of adoption for details)	A. Every new student is helped to explore career/college options, choose a program of study and develop a full-time program plan as soon as possible. (At scale)	<ol style="list-style-type: none"> 1. Roll out career exploration in the new onboarding process along with career exploration workshops for applicants during onboarding for Summer 2022 and Fall 2022 2. Assess students who have completed the new onboarding process for undecided attitudes and career knowledge 3. Create a series of workshops (7 step career decision making), by Summer 2022 that will accommodate all onboarding students prior to the start of the semester or before the last day to add for students who apply before the start of each semester. 4. Create a uniform platform and webpage that informs students, staff & the community about available career services by Fall 2022 5. Create case management system to follow students through the 7 step decision making process by Summer 2022. Streamline communication sent to students in regards to next steps after completing CCC apply application by April 2022. 6. Create a uniform process for marketing, outreach & recruitment for special programs.
	B. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas. (Scaling in progress)	<ol style="list-style-type: none"> 1. Institutionalize Embedded Tutors 2. Improve market for tutoring, library and OER 3. Expand professional development for faculty and tutors
	C. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019). (Scaling in progress)	<ol style="list-style-type: none"> 1. Institutionalize Embedded Tutors for all Math 12/112 and Math 36/136 courses 2. Improve messaging to get students to take math in their first semester at MVC 3. Expand professional development for faculty and tutors 4. Implement a new Early Alert program
	D. Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019). (Scaling in progress)	<ol style="list-style-type: none"> 1. Institutionalize Embedded Tutors for all English 1A courses 2. Institutionalize the concept of "writing across the curriculum." 3. Expand professional development for faculty and tutors
	E. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. (Scaling in progress)	<ol style="list-style-type: none"> 1. Institutionalize Embedded Tutors 2. Integrate Early Alert and the Engagement Centers 3. Improve market for tutoring, library and OER 4. Expand professional development for faculty and tutors 5. Expand Early Alert program
	F. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college. (Scaling in progress)	<ol style="list-style-type: none"> 1. MVC Educational Advisors will over orientations with career surveys to incoming HS students in Spring 2022. 2. Develop formal process to integrate program of study selection for all incoming high school students. 3. Work with LEAs to create career and program of study selection activities.

Guided Pathways

Pillar III: Stay on the Path



Planning Timeline



Long-term Plans

✓ Comprehensive =
Education + Facilities

Integrated Strategic Plan

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Outcome Assessment
Surveys
Student Equity and
Achievement, Strong
workforce, etc.

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Analyze (April): Findings shared with college community.

Improve (May): Recommendations sent to college president

Goal	Action	Next Steps
Pillar III: Stay on the Path (See scale of adoption for details)	A. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. (At scale)	<ol style="list-style-type: none"> 1. In Fall 2021 Student Success Teams looked at various metrics for different groups in their Engagement Center reporting areas, including disproportionate impact, and brainstormed culturally responsive practices to support students. This work will continue in Spring and Fall 2022 in collaboration with the Student Equity and Achievement Committee to develop case management processes to improve equity metrics. 2. In addition, Moreno Valley College will look to procure software that will aid with case management. 3. Professional development opportunities will continue to be offered to Counselors centered around the theme of culturally responsive practices and pedagogy, scaling up this portion of faculty professional development so that more equitable pedagogical practices are scaled up. 4. Identify gaps in resources (physical, human, financial) for each Engagement Center. 5. Identify activities, space assignments, engagement opportunities for students.
	B. Students can easily see how far they have come and what they need to do to complete their program. (At scale)	<ol style="list-style-type: none"> 1. EduNav now recognizes and incorporates major AP credits and coursework from other institutions. Counselors have the ability to incorporate major preparation coursework for transfer. We will continue to work with EduNav programmers to recognize and incorporate special program pathways (like Honors). 2. Continue to transition all counselors, including counselors in special programs, to fully using EduNav as their primary planning tool. Most counselors, including counselors in special programs, are now using EduNav as their primary planning tool. 3. Continue to work with <u>EduNav's</u> programmers to adjust <u>EduNav's</u> user interface to enhance the clarity offered to students. 4. Work with counselors and special programs in Spring 2022 to ensure all counselors are using EduNav to plan. 5. Continue to work with EduNav programmers to add new programs of study to EduNav and ensure that there is a process for changes to programs of study to get into EduNav.
	C. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track. (Not systematic)	<ol style="list-style-type: none"> 1. Assess the current MVC Early Alert System. 2. Develop guidance principles, policies and procedures for an MVC Early Alert System. 3. Pilot new "Right Track" Early Alert system for Academic Support Services and Library. 4. Expand professional development for faculty and tutors.
	D. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career. (At scale)	<ol style="list-style-type: none"> 1. Continue to develop career pathways that align with individual programs of study to complete in Spring 2022. 2. Identify alternative career pathways that can be pursued for students who are not admitted to selective admission programs. 3. Student Success Teams develop parallel pathways that incorporate similar sets of career interests for these programs of study in Spring 2022. 4. Develop and implement a strategic plan for student success teams to provide alternate options and career exploration to students who may not be accepted into limited access programs (EMS, DEH, DEA, ADJ, FIT) in Spring 2022. 5. Student Success Teams that include these limited access programs meet in Spring 2022 and Fall 2022 to develop plans to provide alternative career and academic pathways for students who are not admitted.
	E. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. (Scaling in progress)	<ol style="list-style-type: none"> 1. We will be meeting individually with our IDS to continue to employ Pathmaker.

Guided Pathways

Pillar IV: Ensure Learning



Planning Timeline



Long-term Plans

- ✓ Comprehensive = Education + Facilities
- ✓
- ✓

Integrated Strategic Plan

Plan (September): Analysis of progress completed.

Program Review
Outcome Assessment
Surveys
Student Equity and
Achievement, Strong
workforce, etc.

Assess (February): Findings shared with college community.

Analyze (April): Findings shared with college community.

Improve (May): Recommendations sent to college president

Goal	Action	Next Steps
Pillar IV: Ensure Learning (See scale of adoption for details)	A. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. (Not systematic)	<ol style="list-style-type: none"> 1. Establish a workgroup between Program Review, Assessment & Faculty Development Chairs to create timeline and outline responsibilities for communication of results to faculty development needs. Refer staff, management training needs to appropriate administrators. 2. Complete process linking program review, outcomes assessment, and faculty professional development, while ensuring a systematic approach across program review, outcomes assessment, and professional development. 3. Finalize system that ensures program learning outcomes on program maps, which could be similar to program map review embedded into program review. 4. Establish regular professional development (FLEX) activities, including but not limited to Fall/Spring FLEX days, aligned with needs identified in program review and assessment. 5. Align curriculum with industry/labor market needs for each program following what is already completed within the Career Technical Education program review process.
	B. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Not systematic)	<ol style="list-style-type: none"> 1. Coordinate activities and opportunities (FLEX, Lunch n Learn, etc.) between CTE faculty and non CTE faculty to implement best practices (i.e. Service learning; Project-based Learning; Design Thinking; and Entrepreneurship; incorporating field work as experiential learning; leveraging iMake Innovation Center as a focal point for training faculty and students; and incorporating apprenticeship programs.) 2. Implement on-going professional development activities every semester where experts can provide specific examples on culturally responsive pedagogy for faculty, culturally responsive service for classified professionals, and culturally responsive leadership for administrators, and culturally responsive environment for our students. 3. Create opportunities and develop workshops for student mentorship or faculty mentorship to expand skills beyond the classroom that will be used by Student Success Teams.
	C. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework. (Scaling in progress)	<ol style="list-style-type: none"> 1. US Dept of Education HSI STEM Grant – Experiential Learning: Closing the STEM Talent Gap. Grand awarded 10/1/21-9/30/26. Develop the Outdoor Living Classroom at MVC and continue to incorporate additional experiential learning opportunities for students and cross-discipline collaborations. 2. Eon Reality XR Training: 2nd Wave: 10Core Faculty, 3rd Wave: Industry Partners, 4th Wave: Remaining Faculty. 3. Makerspace Design Classroom – Add additional faculty classes held in Makerspace for credit and noncredit. 4. Making Community of Practice – Renew of Contact/MOU from late Spring 2022 to Spring 2023. 5. Noncredit CIS classes held in Summer 2022. 6. Apple Design: Follow up workshops. Regional IE/DRC college competition.
	D. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs. (Scaling in progress)	<ol style="list-style-type: none"> 1. Continue working towards 100% course and programs assessment rate
	E. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. (Scaling in progress)	<ol style="list-style-type: none"> 1. Continue implementing the process by which learning outcomes and program review information is generated by leveraging an integrated planning model to inform professional development and campus priorities. 2. Work towards all disciplines using assessment efforts to design professional development opportunities and scale Teaching Matters Workshop to include all disciplines within Schools to ensure student success. 3. Increase the number of departments/disciplines participating in Teaching Matters Workshop. 4. Increase participation of part-time faculty conducting assessment projects for classes under disciplines with no fulltime faculty 5. Continue integrating assessment, program review, and professional development through established committee processes. 6. Complete development of process for documenting and crediting independent Equity FLEX hours for full time faculty in the FLEX-track system and ETRIVE for part-time faculty in collaboration with TSS & vendor support. 7. Identify Prof. Dev. needs
	F. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. (Scaling in progress)	<ol style="list-style-type: none"> 1. Continue TRIO/Upward Bound Summer 2022 Camp with student employee/high school student mentorship/ePortfolio student development. 2. Guidance Counseling Classes – Hold in Makerspace and have ongoing e-portfolio workshops. 3. Present e-Portfolio Workshop development for counselors as a tool for their counseling sessions, student ed plans, and Guidance courses taught. 4. Offer additional e-Portfolio workshops in collaboration with CTE and Career Counseling. 5. Badge Pro – Badge for completing e-Portfolio 6. Collaboration with Student Services departments for workshops on e-Portfolios facilitated by their counselors, staff, etc.
	G. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. (Planning to scale)	<ol style="list-style-type: none"> 1. Integrated findings from all surveys and assessments into our Integrated Strategic Plan 2022-25, specifically the recommendations from our equity audit. 2. Align professional development activities with college priorities based on our annual assessment of the strategic plan. 3. Scale Teaching Matters Workshops to evaluate and change necessary practices, procedures, and policies with a focus on Social Justice and Racial Equity. 4. Continue engagement with student leadership in performing student surveys and focus groups.

Guided Pathways

Pillar II: Get on the Path & Pillar III: Stay on the Path

Open Education Resources and Zero/Low Textbook Cost Action Plan [To be finalized Fall 2022]

Goal:

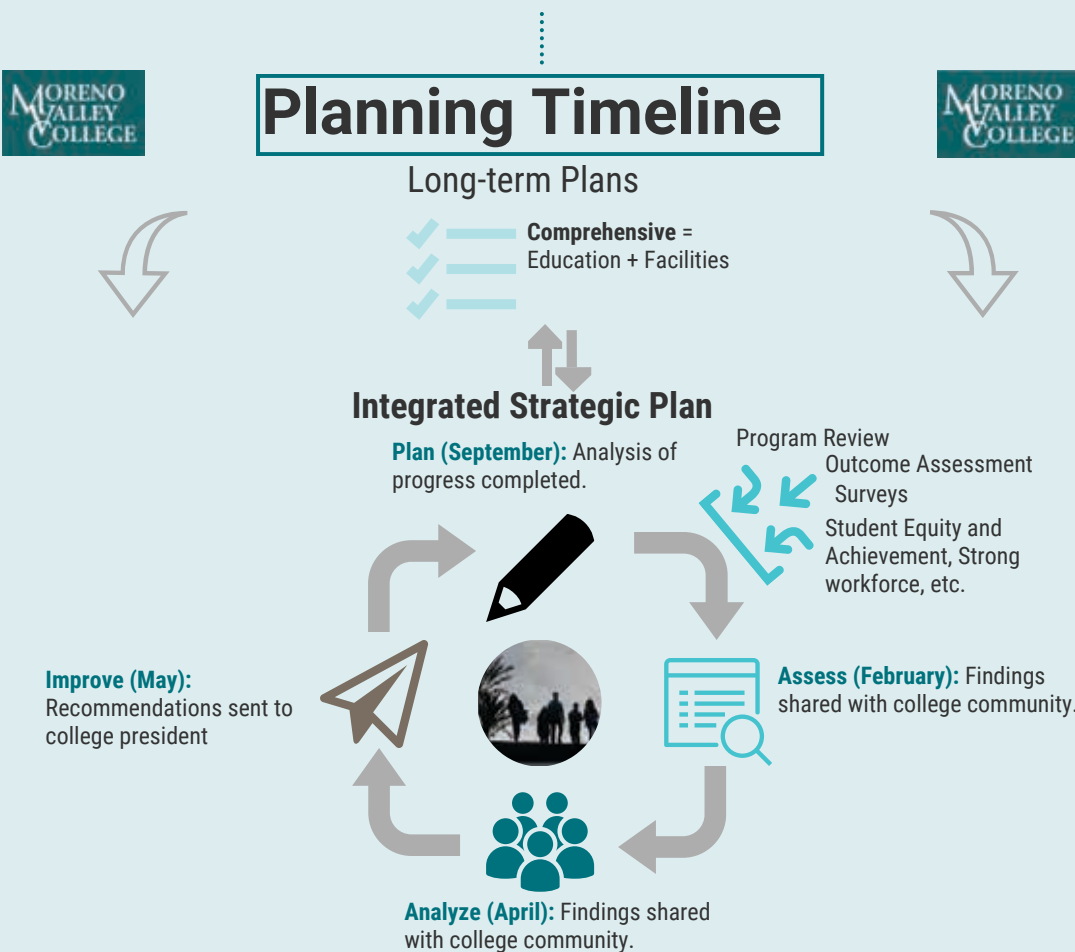
Increase course sections and Zero Textbook Cost Degrees/Certificates offered.

Strategies:

Increase training and professional development opportunities for full and part-time faculty in the adoption of Open Education Resources.

Increase marketing of Zero Textbook Cost Degrees/Certificates and Zero/Low Textbook Courses to students.

Evaluate the student success in Zero/Low Textbook Courses.



Long-Term Planning Calendar



Plan/Report	2022	2023	2024	2025	2026	2027	2028	2029	2030
ISP Annual Report	X	X	X	X	X	x	X	X	X
Institutional Set-Standards Review	X	X	X	X	X	X	X	X	X
Mission, Vision, Values Review	X					X			
Institutional Self-Evaluation & Midterm Reports				X			X		
Integrated Strategic Plan		X					X		
Strategic Enrollment Plan	X	X	X	X	X	X	X	X	X
Strong Workforce									
Student Equity and Achievement									
Staffing									
Facilities									
Technology									
Comprehensive									





Resource Allocation

Annual Timeline

Month	Action
August 15th	Areas/Departments/Programs are provided a summary of prior year's highlights
September 1st	ISP Annual Report Draft is provided to inform Program Reviews
October 1st	Program Reviews due
November 1st – December 31st	Prioritize resource requests through councils
January 1st - 31st	Vice Presidents present priorities to Cabinet
February 1st - March 31st	Prioritized list is shared with college and feedback is collected
April 1st - April 30th	Areas work with employees to make purchases
May 1st - May 31st	Evaluation of Program Reviews and Resource

Prioritization Rubric

Criteria	Not Evident (0)	Some Evidence Provided but not Satisfactory (1)	Satisfactory Evidence Provided (2)	Evidence is Strong and Clearly Indicated (3)
Alignment with Integrated Strategic Plan: The project/request is clearly tied to MVC's ISP				
Data-Informed: The goals/request were identified using college data				
Intent to Improve: The project/request demonstrates an intent to improve the program in a measurable way.				
Equity-Focused: The goals/request specifically address equity gaps, specifically racial equity.				
Alignment with MVC's Mission, Vision, & Values: The goals/request is clearly tied to MVC's Mission, Vision, & Values				
Budget Prioritization Alignment: Plan/Resources clearly follow the budget prioritization process.				
Annual Assessment: Goals/Objectives are evaluated and assess a minimum of once annually.				



Acknowledgments and Appendices

Acknowledgments

Annual Report 2020-21

Annual Report 2021-22

Annual Institutional Set-Standard Review

Equity Audit

National Assessment of Collegial College Campus

Student Equity and Achievement Plan

Scale of Adoption Assessment - Guided Pathways

Strong Workforce Plan

Mission, Vision, Values Review

Integrated Strategic Plan 2018-23

**MORENO
VALLEY
COLLEGE**



MORENO VALLEY COLLEGE



Annual Report Highlights & Analysis



Last Year - At a glance
15,722



Source: CCCC Datamart

Timeline



- 1) **November:** Office of Institutional Effectiveness will produce a report analyzing progress toward ISP Objectives and any initiatives related to these objectives.
- 2) **February:** ISP Annual report will be shared with the Strategic Planning Council during the Spring semester retreat
- 2) **February – March:** ISP Annual report will be shared with the Academic Senate at their first meeting during the spring semester, with the administration, and with additional governance and operational committees for feedback and recommendations for change. Finally, the ISP Annual Report will be shared with the College community via the website and through a campus forum.
- 3) **April – May:** Recommendations for change will be synthesized and circulated through the Strategic Planning Council and the Academic Senate with a recommendation for approval to the College president.
- 4) **May:** Final approval of changes, if any, made by college president and shared via the college website and email to all campus constituent groups.

Recommendations

- 1) Continue implementation in becoming an Anti-Racist organization.
- 2) Scale Guided Pathways.
- 3) Develop a framework for integrating all plans using an Integrated Planning Model.
- 4) Review and update Strategic Objectives.



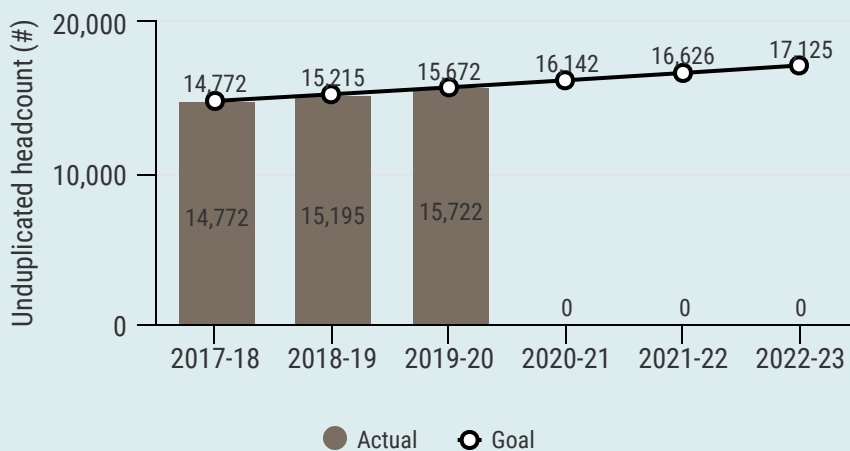
Introduction

Moreno Valley College (MVC) has completed the review of its Strategic Objectives for 2019-20. Overall, MVC is making progress towards the Strategic Goals set forth in the Integrated Strategic Plan (ISP).

Within the ISP, there are 26 Strategic Objectives and Goals. The following provides highlights of MVC's progress in meeting the Strategic Goals for MVC and Riverside Community College District (RCCD)

I. Student Access and Equity

Strategic Objective I.1 Improve student access to higher education overall by 3% annually

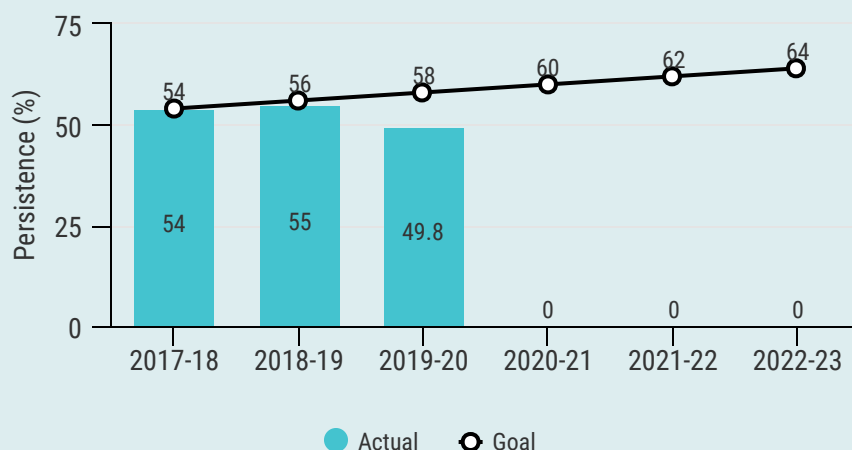


+3.5%

increase in **Unduplicated Headcount** from 2018-19 to 2019-20

Moreno Valley College set a goal for **3% annual growth in headcount** exceeding our target by .5%. This aligns with the **District Strategic Objective 1.1: Increase overall enrollment headcount by at least 3% per year.**

Strategic Objective I.4, I.5, & II.3 Increase fall-to-spring **persistence** rates by 10% points.



-5.2 points

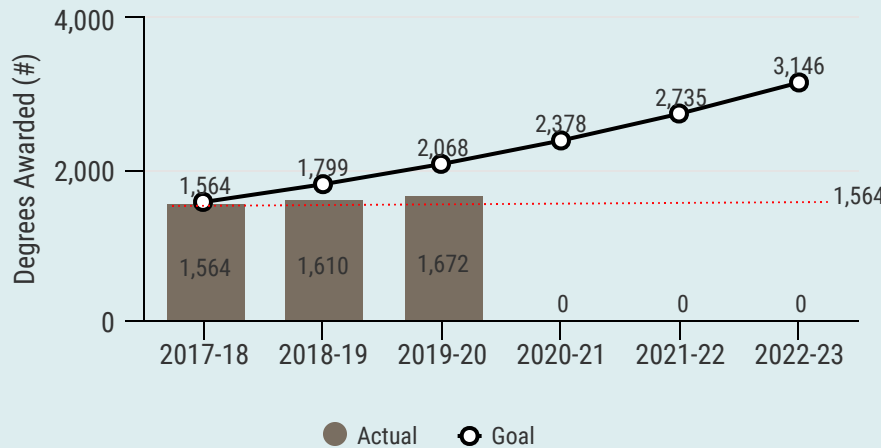
decrease in fall-to-spring persistence from 2018-19 to 2019-20

Moreno Valley College set a goal to increase persistence by 10% with a target of **63% by 2022-23**. We were able to increase persistence from 2017-18 to 2018-19, but the most recent year has seen a significant decrease.



II. Student Learning, Success, and Completion

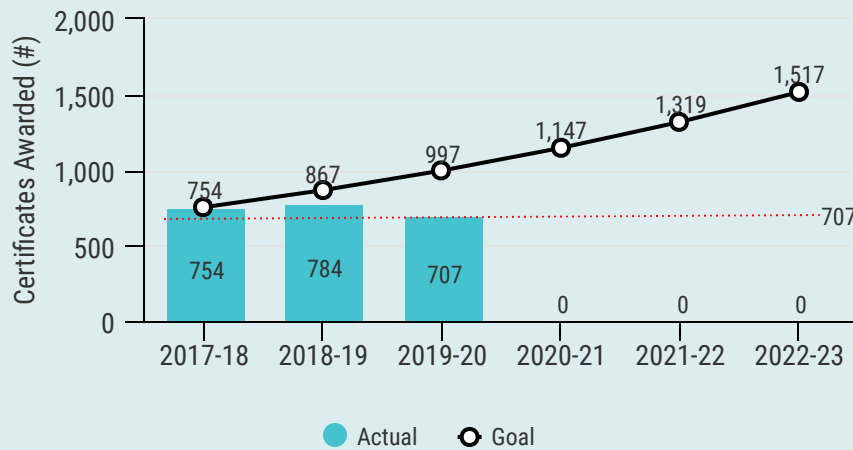
Strategic Objective II.1 Increase the number of **degrees** and **certificates** by 15% annually



+3.9%

increase in **degrees** awarded from 2018-19 to 2019-20

Moreno Valley College set a goal to **increase the number of degrees per year by 15.0% annually** missing our target by **11.4%**. This aligns with the **District Strategic Objective 2.1: Increase number of AA/AS awards by at least 15% annually**. We would need an additional **369** degrees awarded to meet our target.

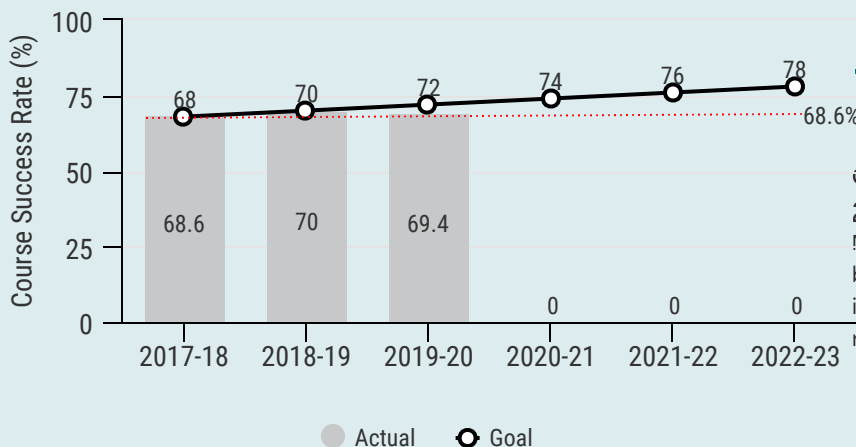


-9.8%

decrease in **certificates** awarded from 2018-19 to 2019-20

Moreno Valley College set a goal to **increase number of awards per year by 15.0% annually** missing our target by **24.8%**. Additionally we did **not meet** the **District Strategic Objective 2.1: Increase number of certificates awarded by at least 15% annually**. We would need an additional **290** certificates awarded to meet our target.

Strategic Objective II.2 Overall **course success rate** by 10% points



-.6 points

decrease in course success rate from 2018-19 to 2019-20

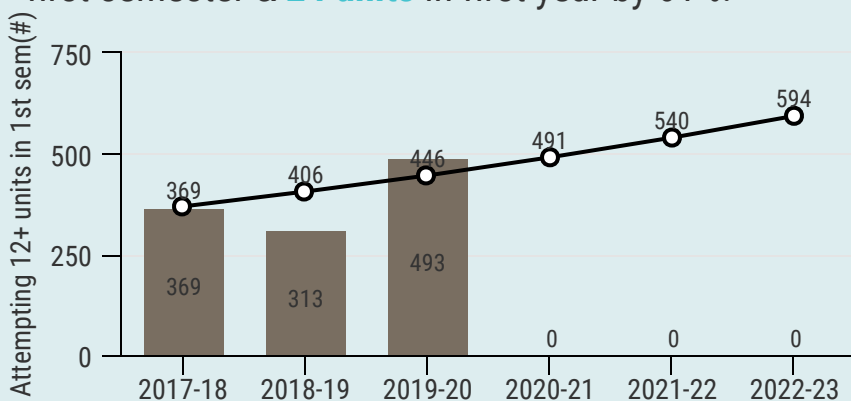
Moreno Valley College set a goal to increase course success rate by **10%** with a target of **78% by 2022-23**. We were able to increase course success rate from 2017-18 to 2018-19, but the most recent year has seen a small decrease.

*Strategic Objective II.2 has been updated from prior reports to include most recent numbers for course success rate, therefore there is variation in prior reports. The goals were updated to reflect new baseline. The 10% points started with the baseline of 68%.



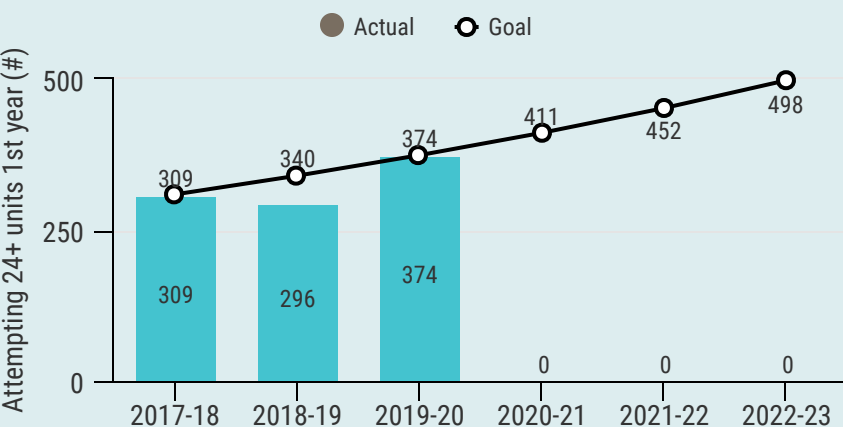
II. Student Learning, Success, and Completion

Strategic Objective II.4 Improve number of first-time students attempting at **12 units** in first semester & **24 units** in first year by 61%.



57.5%

increase in first-time students attempting **12+ units** in first semester from 2018-19 to 2019-20
Moreno Valley College set a goal for 594 by 2022-23, which requires a **10% annual increase exceeding** our target by **47 students**.



26.3%

increase in first-time students attempting **24+ units** in first year from 2018-19 to 2019-20
Moreno Valley College set a goal for 498 by 2022-23, which requires a **10% annual increase meeting** our target.

*Strategic Objective II.4 has been updated from prior reports to include first-time students **attempting** units in 1st semester and year, therefore there is variation in prior reports. The goals were updated to reflect new baseline. The 10% annual increase aligns with District Objectives and reflects are goal of 61% covering our Strategic Plan.

Summary



-We continue to see increases in our enrollment.

-We are seeing progress in first-time students attempting 12+ units in first term and 24+ units in first year.



-We are not seeing progress in our fall-to-spring persistence.

-We are not seeing progress in our course success rate.



-We are seeing progress with our degrees and certificates awarded.

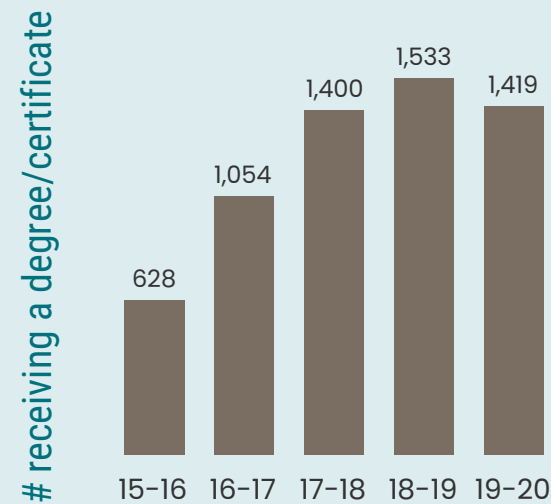
-To improve and meet future targets, we will need to focus on our equity gaps and loss-momentum points.

Our **equity analysis** across our Strategic Objectives shows both areas to improve and celebrate

1) **Black/African American** disproportionately impacted in completing transfer-level English and math, earning a Visions for Success Goal, course success rate, attempting 12+ units in first semester, and 24+ units in the first year.

2) **Native American/Alaskan** students disproportionately impacted in completing transfer-level English and math, earning a Visions for Success Goal, and course success rate.

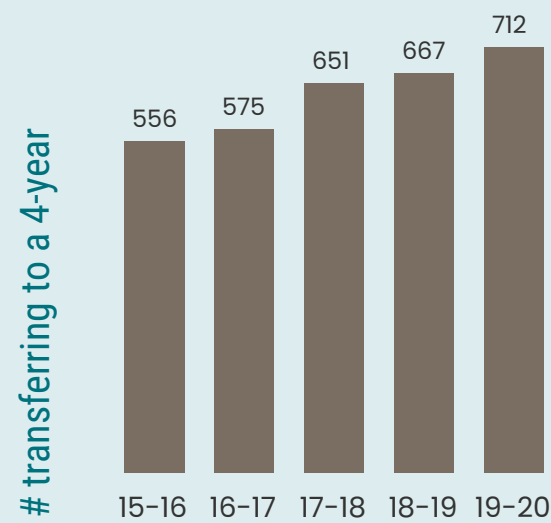
3) **LGBTQ+, Veteran, Foster Youth, Students with Learning Disabilities** student populations.



Number of students receiving **degrees/certificates** increased by **126%** from 2015-16 to 2019-20:

- African American/Black: **86%**
- Hispanic/Latinx: **137%**
- Multiracial: **133%**

with an **increase** of **10%** from 2017-18 to 2018-19 and a **decrease** of **7%** from 2018-19 to 2019-20



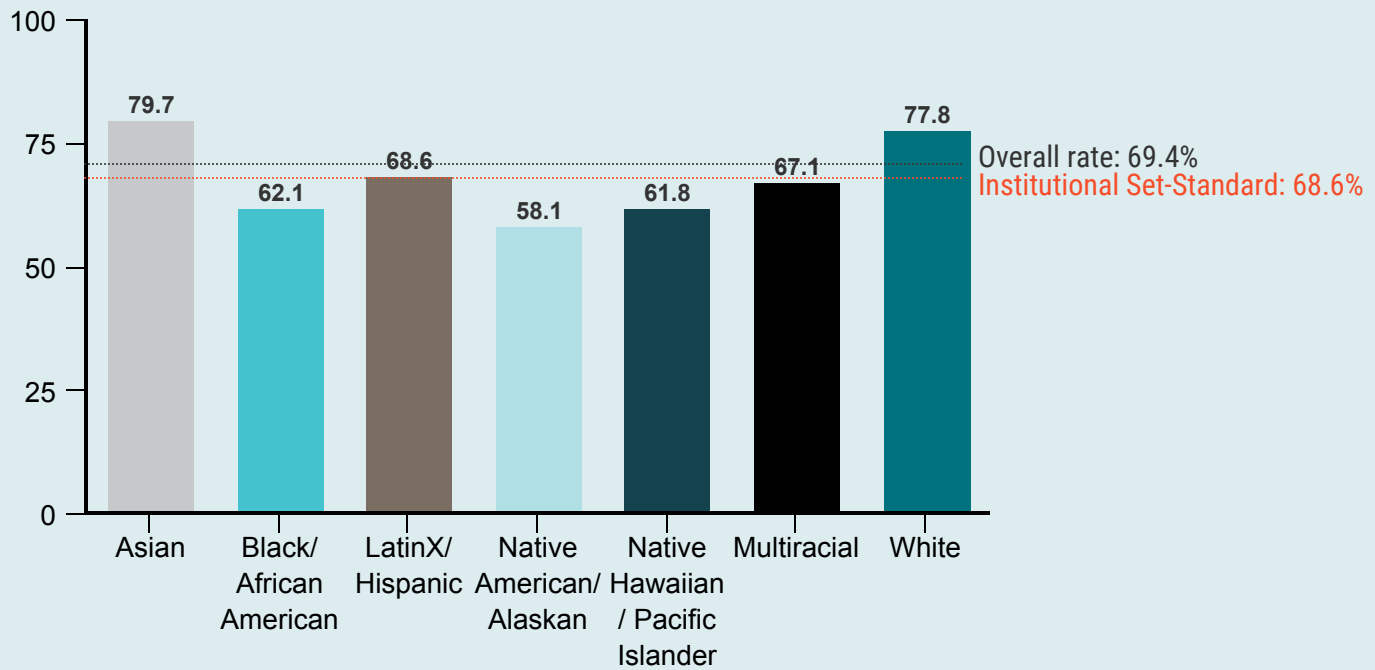
Number of students **transferring** to 4-year institution increased by **28%** from 2015-16 to 2019-20:

- African American/Black: **33%**
- Hispanic/Latinx: **41%**
- Multiracial: **-47%**

with an **increase** of **2%** from 2017-18 to 2018-19 and a **increase** of **7%** from 2018-19 to 2019-20

Equity analysis across our Strategic Objectives

2019-20 Course Success Rate (%)



	Objective				
	I.5	I.6	I.7		
	Fall to Spring Persistence	Transfer English & Math Completion	Earned a Degree or Certificate	Earned a Degree	Earned a Certificate
Black/ African American					
Native American/Alaskan					
Asian					
LatinX/Hispanic					
Multiracial					
Native Hawaiian/ other Pacific Islander					
White					
Female					
Male					
19 or less					
20-24					
25-29					
30-34					
35-39					
40+					

Legend	
Not Disproportionately Impacted	Green
Emerging on Disproportionate Impact	Yellow
Disproportionately Impacted	Red

	Objective			
	II.2	II.3	II.4	
	Course Success	Fall to Spring Persistence	Attempted 12 or More Units First Term	Attempted 24 or More Units First Year
Black/ African American				
Native American/Alaskan				
Asian				
LatinX/Hispanic				
Multiracial				
Native Hawaiian/ other Pacific Islander				
White				
Female				
Male				
19 or less				
20-24				
25-29				
30-34				
35-39				
40+				

Legend	
Not Disproportionately Impacted	Green
Emerging on Disproportionate Impact	Yellow
Disproportionately Impacted	Red

I. Strategic Objective Analysis



Student Access and Equity

Accomplishments:	What is working and what is not?	Priorities/goals and actions for Academic Year 2021-22 to ensure we meet our goals by 2022-23 (Put a * by 3 priorities/goals):
-What have we been able to complete for this strategic goal?	-What are our strengths? What are our weaknesses? What are our opportunities?	-How might we scale the work completed and accomplishments? How might we match our opportunities with our strengths?
Created a Strategic Enrollment Plan with term-to-term analysis.	Communities of practices in English and Math	Scale Communities of Practice with an emphasize on becoming a student ready college*
We have grown dual enrollment sections.	Creation of the DE Den and improvements in online teaching methods	Integrate with Strategic Objective 2 for overlap using SMART goals*
Completed program maps.		Implement Strategic Enrollment Plan *

I. Strategic Objective Analysis



Strategic Objective: Student Access and Equity Recommendation

Moreno Valley College Objective	Riverside Community College District Objective	Reommendations
I.1 Improve student access to higher education overall by annual unduplicated headcount growth of 4% percent	1.1 Increase overall enrollment headcount by at least 3% per year (unduplicated headcount, FTES)	-Add objective on increasing the percent of students eligible for financial aid. (District 1.4 - increase by 2% per year) & -Add objective on conversion rate of applications for a leading momentum point. & -Revisit definitions 'total unduplicated headcount'
I.2 Improve student access to higher education by increasing high school student dual/ concurrent enrollment 3 percent annually and serving at least 1712 students by 2022-231	1.2 Increase number (headcount) of high school students in dual enrollment by at least 500 annually over five years	-Add objective on increasing capture rate by 5% annually (District 1.3)
I.3 Improve access to higher education for disproportionately impacted groups by closing equity gaps. Increase enrollment growth for significantly impacted groups by at least 10 percent per year2	3.1 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.	-Incorporate with 1.1, since it measures disproportionately impacted groups for student access.
I.4 Increase fall-to-spring student persistence rates overall from 53 percent in 2017-18 to 63 percent in 2022-23 and closing equity gaps for disproportionately impacted groups3	3.1 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.	-Add fall-to-spring and fall-to-fall using fall cohorts Guided Pathways leading momentum points.
I.5 Increase fall-to-spring student persistence rates overall from 53 percent in 2017-18 to 63 percent in 2022-23 and closing equity gaps for disproportionately impacted groups4	-Remove (same as I.4)	-Remove (same as I.4)
I.6 Improve completion of transfer level English and mathematics courses overall by 179 percent and by closing equity gaps for disproportionately impacted groups5	-2.9 Increase number of students who complete both transfer-level math and English in first year by at least 20% annually	-Add completion of transfer-level English, math, and both using fall cohorts Guided Pathways leading momentum points.
I.7 Increase number of students who attain the California Community Colleges Vision for Success Goal5 Completion definition overall by 62 percent and closing equity gaps for disproportionately impacted groups	2.1 Increase number of AA/AS awards by at least 15% annually & 2.2 Increase number of certificates completed by at least 15% annually. & - 2.3 Increase transfer to four-year universities by at least 15% per year	-Recommendation combine with II.1 & add objective for transfer students. & -# of degrees and # of students receiving a degree & -# of certificates and # of students receiving a certificate & -# of students, who transfer & - # of students that receive a degree, certificate, or transfer & -Add % of fall cohorts Guided Pathways that either get a degree, certificate, or transfer in 2, 3, & 4 years.
New Objective – course scheduling	-1.5 Increase use of technology to improve course scheduling to support student pathways (Target: Increase number of students using EduNav by 10,000 per year)	-Add objective

II. Strategic Objective Analysis



Student Learning, Success, and Completion

Accomplishments:	What is working and what is not?	Priorities/goals and actions for Academic Year 2021-22 to ensure we meet our goals by 2022-23 (Put a * by 3 priorities/goals.):
-What have we been able to complete for this strategic goal?	-What are our strengths? What are our weaknesses? What are our opportunities?	-How might we scale the work completed and accomplishments? How might we match our opportunities with our strengths?
Changed local degrees and certificates to state degree and certificates (BCTC Certificates and Degrees).	-Strengths: Faculty are committed to student success. & Services and resources (library and academic support) are available to support students. & Improvements in the online teaching environment for faculty and students.	Develop a “culture of graduation and transfer” to motivate students to apply*
Auto awarding of degrees and certificates.	Weaknesses: Improve process to notify students to apply for graduation. & Improve marketing and outreach to inform students about course selections and graduation requirements. & Impact of Covid in 2020-2021 has had a significant impact on our ability to achieve goals and respond to the needs of students in the “Covid Environment.”	Embed intrusive supports for students in the classroom*
Scaling implementation of engagement centers and student success teams	Opportunities: Evaluate what other colleges in RCCD are doing & Analyze and evaluate the MVC service area. & Evaluate the educational needs of the MVC service area. & Explore curriculum and ADT alignment with upper division courses at UCR/CSUSB & Create completion teams to specifically target students who are at or near the gate (graduation, career exploration/placement, transfer) & Evaluate the scheduling of classes to better meet the needs of working students. & Collaboration with employers on tuition programs for working students	Increase career exploration, internship, job place and labor market exposure efforts
Currently evaluating and revamping early alert		Develop 2 + 2 pathways with our 4-year partners outside of the ADT
Establishing consistent contact points for students as they move through their program of study		Involve students in our discussions and efforts (focus groups, surveys, invite to meetings)
		Explore strategies to improve collaboration with local business and industries to better meet the needs of working students
		Explore the creation of CTE certificates that are in line with needs of employers

II. Strategic Objective Analysis



Strategic Objective Recommendation : Student Learning, Success, and Completion

Moreno Valley College	Riverside Community College District Objective	Priorities/goals and actions for Academic Year 2021-22 to ensure we meet our goals by 2022-23:
II.1 Increase the number of students earning California Community College Chancellors Office approved certificates by 101 percent and degrees by 101 percent overall.	2.1 Increase number of AA/AS awards by at least 15% annually & 2.2 Increase number of certificates completed by at least 15% annually. & - 2.3 Increase transfer to four-year universities by at least 15% per year	-see 1.7
II.2 Increase overall successful course completion rate by 10 percent from 66 percent in 2017-2018 to 76 percent in 2022-23	-None	-Add objective on gateway courses & -Add objective for course success rate for first-time students as leading momentum point.
II.3 Increase fall-to-spring student persistence rate by 10 percent.	-Remove (same as I.4)	-Remove (same as I.4)
II.4 Increase the number of first-time full-time completing at least 12 units in first semester and at least 24 units during the first year from 325 in 2017-18 to 523 in 2022-23.	- 2.8 Increase number of full-time students (12 units per semester, 24 units per year) by at least 10% per year	-Incorporate into I.4 and use as a leading indicator. (attempted & completed for 1st semester and year)
II.5 Reduce excess accumulated units students earn for degree completion and reduce median time to completion of degrees, certificates and transfer rate (2017-18 Graduating Class Baseline) -Average Units to Degree Completion by 13% & -Median Time to Degree & -Median Time to Transfer	- 2.7 Reduce number of units for degrees to not exceed 15% above required number of units & - 2.6 Reduce time for degree completion for part-time students from 6 to 3-4 years and reduce time for degree completion for full-time students from 6 to 2-3 years	-Align with district
II.6 Improve Career & Technical Education student enrollment and outcome: -CTE Course Enrollments & -Overall CTE Completion & -Job Placement & -12+ CTE Units & - Median Earnings & -Living Wage	- 2.4 Increase percent of CTE students employed in their field of study by at least 3% annually & - 2.5 Increase percent of CTE graduates with a livable wage by at least 2% annually.	Student Success Metrics (SSM) not updated 2016-17 is 72% (Job Placement) & Student Success Metrics (SSM) not updated 2017-18 is 59% (livable wage) & Keep CTE enrollments, 12+ units, and CTE completion by evaluating GP leading momentum points to establish cohorts. & Develop and clarify metric based on CTEOS outcome survey. (This will remove dependency on SSM)

III. Strategic Objective Analysis



Community Engagement and Partnerships

Accomplishments:	What is working and what is not?	Priorities/goals and actions for Academic Year 2021-22 to ensure we meet our goals by 2022-23 (Put a * by 3 priorities/goals.)
-What have we been able to complete for this strategic goal?	-What are our strengths? What are our weaknesses? What are our opportunities?	-How might we scale the work completed and accomplishments? How might we match our opportunities with our strengths?
Launched TRIO Career Connections across six career pathways	Strengths: Strong partnership with unified school districts & Strong partnership with City of Moreno Valley & Strong partnerships with County Law Enforcement, County Fire Departments, American Medical Response (AMR) at Ben Clark Training Center & Strong partnerships with local industry including Harbor Freight, Deckers, Sketchers	Add additional personnel, such as employment placement coordinator and outreach specialists, to establish new partnerships with industry and education institutions
ACES program hosted leadership and career series with CEO, Circle of Change for #bossmoves program	Weaknesses: Relationship with City of Perris	*Create programs in commercial driving and industrial automation to support local partners including Harbor Freight, Deckers, Sketchers, Amazon, and Federal Mogul
Expanded partnership with Society of Hispanic Professional Engineers (Upward Bound)	Opportunities: Further develop partnership with Emergency Management and Public Health & Further develop relationship with City of Perris & Establish programs in commercial driving and industrial automation to meet industry needs & Increased funding to support MoValearns program.	*Create programs in Emergency Management to build on the strong partnerships with local agencies and expand partnerships with county agencies.
Received Department of Labor (DOL) approval for two pathways in Information Technology Support Specialist Technician and Cyber Security Support Specialist		*Increase funding to support expansion of MoValearns program to serve more students.
Supported community business partners in becoming registered apprenticeship partners		
Hosted Virtual CTE Advisory Committee Meetings for all CTE programs, Ben Clark Training Center Program, and Dental Education Center programs		
Hosted Counselor Conference		
Hosted Senior Days in partnership with Unified School Districts		
Year 3 of MoVal Learns program in partnership with City of Moreno		
Participated in a Career and Transfer events in partnership with Community and 4-year institutions		

III. Strategic Objective Analysis



Strategic Objective Recommendation: Community Engagement and Partnerships

Moreno Valley College Objective	Riverside Community College District Objective	Recommendation
III.1 Establish and expand partnerships with educational partners, K-12 and higher education, to increase access, pathways, and success for students.	6.1 Establish and expand relationships with regional educational institutions.	- Add metrics to measure achievement. & -number of educational partners & -number of K-12 and higher education & -Number of pathways
III.2 Provide programs that contribute to the regional economy and meet industry, community, and workforce development needs.	6.2 Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations.	-number of programs that align with local job market needs.
III.3 Collaborate with community, educational, and industry partners to develop resources that enhance educational programs and student support services	6.3 Collaborate with elected officials to develop and secure additional resources that enhance educational programs and student support services & 6.4 Through the RCCD Foundation, the District will engage in effective fundraising and capital campaigns that enhance educational programs and student support services.	-Number of resources for education programs & - Number of resources for student support services

Strategic Objective Analysis



Professional Development

Accomplishments:	What is working what is not?	Priorities/goals and actions for Academic Year 2021-22 to ensure we meet our goals by 2022-23 (Put a * by 3 priorities/goals.):
-What have we been able to complete for this strategic goal?	-What are our strengths? What are our weaknesses? What are our opportunities?	-How might we scale the work completed and accomplishments? How might we match our opportunities with our strengths?
USC Equity Alliance – cross functional groups	Focused on similar themes: Antiracism and student success	*Coordination and communication amongst PD groups for each constituency group to align PD efforts and maximize resources
Created Brave Spaces	Need to have better assessment of each PD event (learning outcomes and how they are going to be integrated within the work we do)	*Create a comprehensive PD
Creating CDIB	Need more “hands on” (from workshop to practice)	Recommendation to hire PD coordinator for the College
Dr. Love – SEA, CDIB,	Improve or increased PD for classified professional	*Align PD with accreditation standards (maybe include on agenda) so it is easy to identify when doing our self-evaluation
Dr. Victor Rios – faculty development and RCC FD	Area to improve is coordinating Speakers and leveraging funds	Update the Website so that we can house a dynamic calendar of events
Call to Action- PD Workgroup	Attended trainings to support transition to online – ZOOM; DE Den, Adobe Sign, Students Services Live	Use Annual Program Review data to inform PD needs both college wide and area specific
Scaling communities of practice (English-Teaching matters)	Weakness—documenting the plans and events. Where do we house all of the plans, needs and upcoming events to keep community informed?	
Continued work with AB705 Community of Practice	Challenge – need a central location to memorialize needs, ideas and plans	
New Faculty Professional Development Series – Faculty Development Committee and Deans of Instruction		
DE Den		
Culturally responsive Pedagogy and Practices (Derrick Smith)		
Diversity Summit		
PD Wakelet page		

Strategic Objective Analysis



Strategic Objective Recommendation: Professional Development

Moreno Valley College Objective	Riverside Community College District Objective	Recommendation
IV.1 Create a college-wide professional development structure to recommend professional development priorities based on strategic goals.	5.8 Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning	-Reduce to one objective and add metrics to measure achievement.
IV.2 Develop an integrated professional development plan that meets the needs of all college stakeholder groups: students, faculty, staff and administrators.	5.8 Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning	-see above
IV.3 Develop and conduct multiple professional development opportunities for constituent groups, including but not limited to techniques and programs for closing equity gaps, guided pathways, change leadership, integrated planning and resource development.	5.8 Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning	-see above

Strategic Objective Analysis



Institutional Effectiveness & Resources

Accomplishments:	What is working and what is not?	Priorities/goals and actions for Academic Year 2021-22 to ensure we meet our goals by 2022-23 (Put a * by 3 priorities/goals.):
-What have we been able to complete for this strategic goal?	-What are our strengths? What are our weaknesses? What are our opportunities?	-How might we scale the work completed and accomplishments? How might we match our opportunities with our strengths?
Immediate transition from on-site to remote instruction	Looking at efficiencies within the model	Identification of costs for unique programs at MVC.
Providing resources to faculty, staff and students for remote learning	Looking at the disciplines and how those efficiencies	Reviewing/refining process - MVC Joint Governance, Planning, Decision-making Taskforce.
Major work to creating COVID-19 safe classrooms/labs for Dental Hygiene Dental Assisting	Staff training for tracking and processing	Build an annual assessment for college processes
Facility improvements based on strategic plan	Develop specific processes for tracking and monitoring budgets for classified staff	Provide Business Services training site to include online modules and written standard operating procedures (reviewed and updated annually) and make available to all faculty, staff and administrators
Creating website & physical Common Ground center	Develop metrics for analyzing how funds were effective in attaining anticipated outcomes	
Surveys for healthy & safe campus	Job Descriptions – making sure job descriptions reflect the equity commitments of the college and serve the purpose and mission of the college	
New BAM model includes 1% reserve	Qualitative survey re: safe and healthy campus to faculty, staff, students and administrators.	
Call to Action subgroup Recruitment is currently assessing job description and equity in hiring practices. We are currently preparing to do an equity audit	Cost of maintaining new facilities – how do we fund this?	
Consolidated system for program review identifies resource requests and ties those requests to the college's goals.	Gathering data from students about why students why half-time; drop; stop out	
Training around resource requests and how they support strategic goals	Zip Codes and resources available to students via; correlation between success/retention rates	
Filled new position for Safety Coordinator	Improved regular data sharing with our local K-12s	
COVID-19 collaboration among faculty, staff, etc. to ensure classrooms/labs are safe for on-site instruction	Increasing FTES by doing the above	
Continued on-site instruction for critical/essential professions and laboratory courses	Budget training and safeguarding our resource 1000.	
Aligning Committees to ensure optimum number of constituents can participate in the shared governance process.		

Strategic Objective Analysis



Strategic Objective Recommendation: Institutional Effectiveness & Resources

Moreno Valley College Objective	Riverside Community College District Objective	Recommendation
V.1 Implement and maintain sustainable budget practices that result in a balanced annual budget and a reserve that is at least one percent of the MVC overall fund budget.	5.3 Develop a sustainable and healthy fiscal model. & 5.2 Develop a Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness.	-trend data on balanced budget &
V.2 Manage resources efficiently to meet strategic goals by supporting academic programs, student support programs and state of the art technology.	5.1 Efficiently manage existing resources to support the ongoing academic and student support programs. & 5.6 Invest in state-of-the-art technologies to enhance programs, services, and operations.	-Use college reserve as the metric
V.3 Practice strategic enrollment management to achieve FTES targets while integrating fiscal planning with student achievement ¹	5.5 Practice strategic enrollment management that integrates financial planning with student need and achievement. & 4.5 Attain a District-level efficiency of 595 (WSCH/FTEF)	-Add measurements using efficiency metrics, course caps, etc.
V.4 Conduct annual assessment of the effectiveness of planning, resource allocation, and governance process, and make changes for improvement where indicated.	4.3 Implement accountability, transparency, and evidence-based communication practices to improve student success and completion. & 4.1 Provide the framework and tools for monitoring, assessing, and evaluating progress on goals. & 4.4 Ensure that all processes and outcomes are aligned with the District's mission, goals, and governance structures.	-Create annual assessments and measures for the following: A) Planning, B) Resource Allocation, C) Governance Process
V.5 Develop data that can be analyzed in order to support continuous improvement of College processes, plans and outcomes through the Office of Institutional Effectiveness.	4.1 Provide the framework and tools for monitoring, assessing, and evaluating progress on goals.	-Incorporate into V.4
V.6 Provide a healthy and safe campus environment for students, faculty and staff.	5.7 Provide a healthy and safe environment for students, faculty, and staff.	-Use metrics in the Clery report
V.7 Recruit and hire excellent faculty, staff and administrators in support of the College mission.	5.8 Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning & 3.2 Increase RCCD's workforce diversity to better reflect communities served	-Use State Chancellor's Office report. & -Conduct DI analysis comparing student body to employee categories. (close all gaps)

Next steps



- 1) **November:** Office of Institutional Effectiveness will produce a report analyzing progress toward ISP Objectives and any initiatives related to these objectives.
- 2) **February:** ISP Annual report will be shared with the Strategic Planning Council during the Spring semester retreat
- 2) **February – March:** ISP Annual report will be shared with the Academic Senate at their first meeting during the spring semester, with the administration, and with additional governance and operational committees for feedback and recommendations for change. Finally, the ISP Annual Report will be shared with the College community via the website and through a campus forum.
- 3) **April – May:** Recommendations for change will be synthesized and circulated through the Strategic Planning Council and the Academic Senate with a recommendation for approval to the College president.
- 4) **May:** Final approval of changes, if any, made by college president and shared via the college website and email to all campus constituent groups.

Recommendations

- 1) Continue implementation in becoming an Anti-Racist organization.
- 2) Scale Guided Pathways.
- 3) Develop a framework for integrating all plans using an Integrated Planning Model.
- 4) Review and update Strategic Objectives.

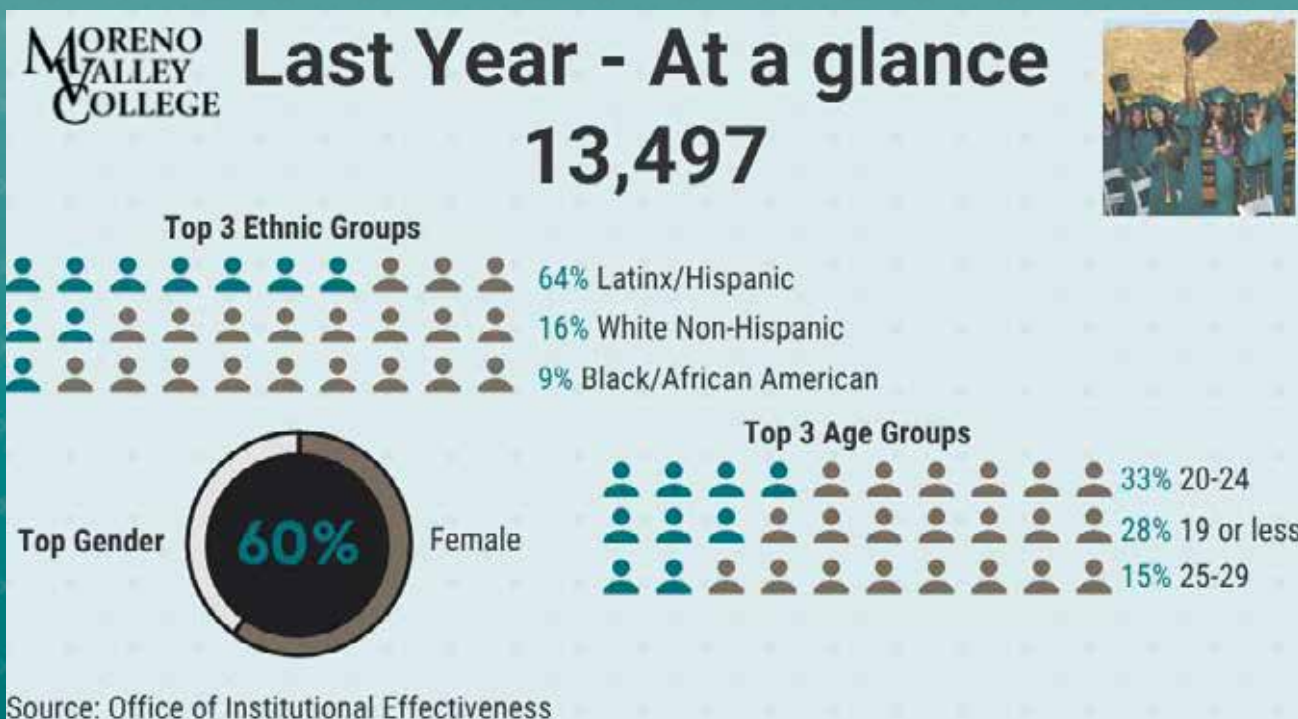
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Annual Report Highlights & Analysis 2021-22



Timeline



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Recommendations

- 1) Continue implementation in becoming an Anti-Racist organization.
- 2) Scale Guided Pathways.
- 3) Continue implementing the framework for integrating all plans using an Integrated Planning Model.
- 4) Review and adopt updated Strategic Objectives.



Introduction

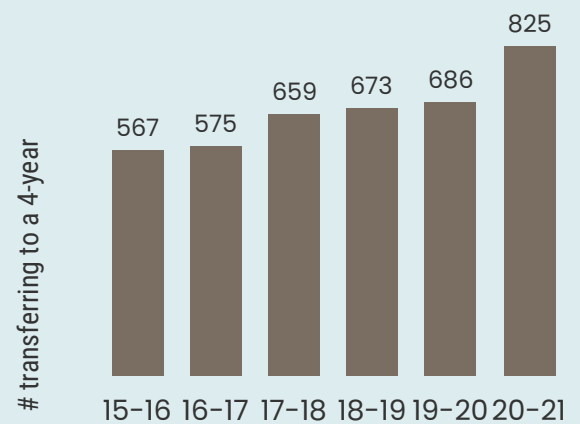
Moreno Valley College (MVC) has completed the review of its Strategic Objectives for 2020-21. Overall, MVC is making progress towards the Strategic Goals set forth in the Integrated Strategic Plan (ISP).

Within the ISP, there are 26 Strategic Objectives and Goals. The following provides highlights of MVC's progress in meeting the Strategic Goals for MVC and Riverside Community College District (RCCD).

Data Highlights

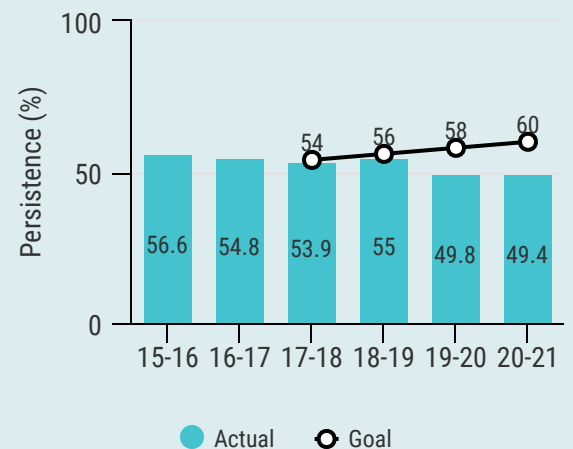
Successes:

- CTE enrollments have increased.
- Attempted 12+ units in first term and 24+units in first year is increasing over last six years (2015-16 to 2020-21).
- Transfers have increased, while the number of students completing educational goal. (receiving a degree, certificate, or transfer) increased from 2015-16 to 2017-18 with most recent years being constant or slight decline.



Areas for improvement:

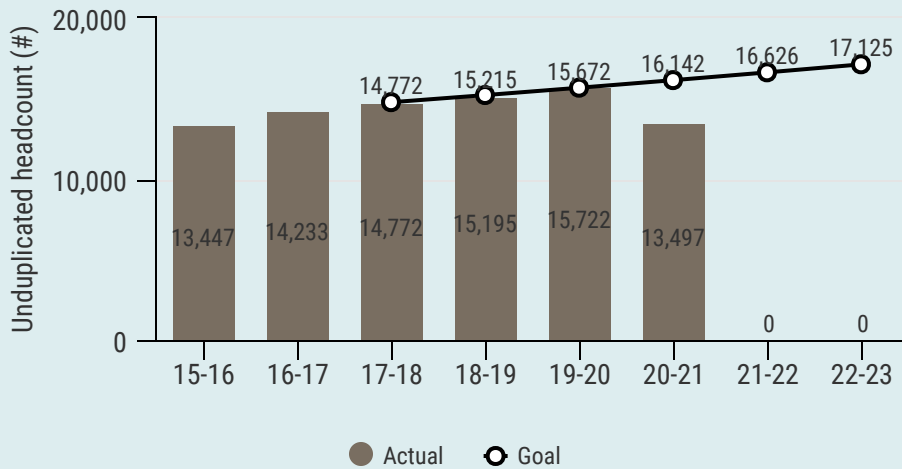
- Course Success Rate has stayed constant.
- Fall-to-Spring Persistence has decreased from 2015-16 to 2020-21.
- Overall enrollment has decreased.





I. Student Access and Equity

Strategic Objective I.1 Improve student access to higher education overall by 3% annually

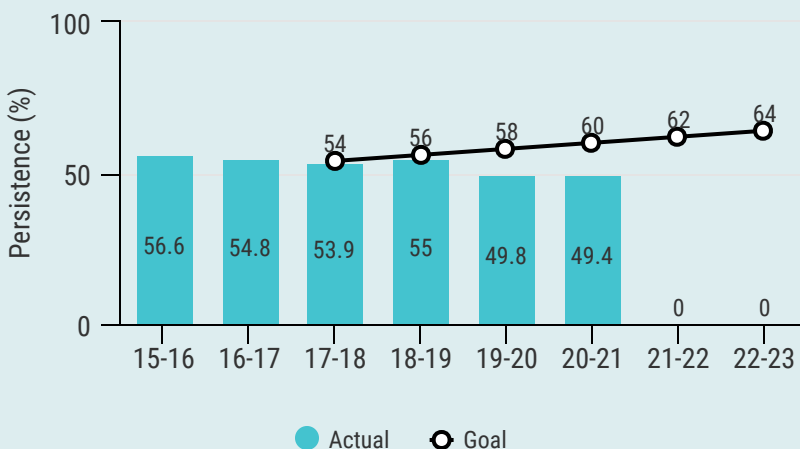


-14.2%

decrease in **unduplicated headcount** from 2019-20 to 2020-21

Moreno Valley College set a goal for **3% annual growth in headcount** missing our target by **16.4%**. This aligns with the **District Strategic Objective 1.1**: Increase overall enrollment headcount by at least **3%** per year.

Strategic Objective I.4, I.5, & II.3 Increase fall-to-spring **persistence** rates by 10% points.



-0.4 points

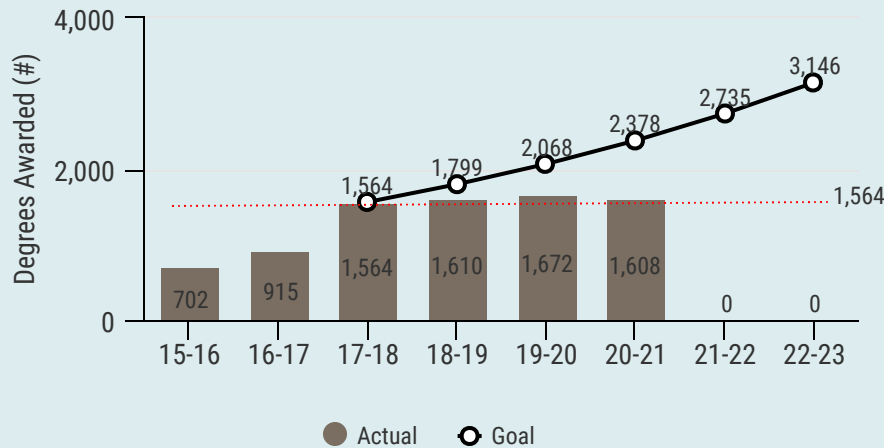
decrease in fall-to-spring persistence from 2019-20 to 2020-21

Moreno Valley College set a goal to increase persistence by 10% with a target of **63% by 2022-23**. We were able to increase persistence from 2017-18 to 2018-19, but the most recent years have seen a significant decrease.



II. Student Learning, Success, and Completion

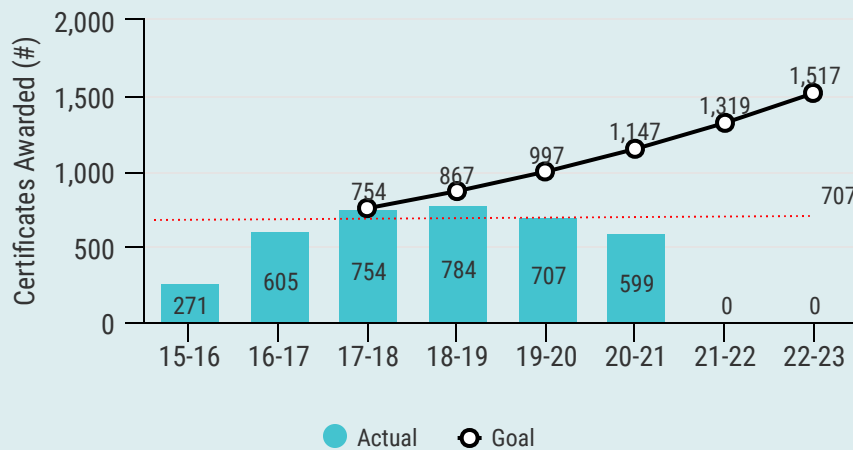
Strategic Objective II.1 Increase the number of **degrees** and **certificates** by 15% annually



-3.8%

decrease in **degrees** awarded from 2019-20 to 2020-21

Moreno Valley College set a goal to **increase the number of degrees per year by 15.0% annually** missing our target by **33.6%**. This aligns with the **District Strategic Objective 2.1: Increase number of AA/AS awards by at least 15% annually**. We would need an additional **770 degrees** awarded to meet our target.

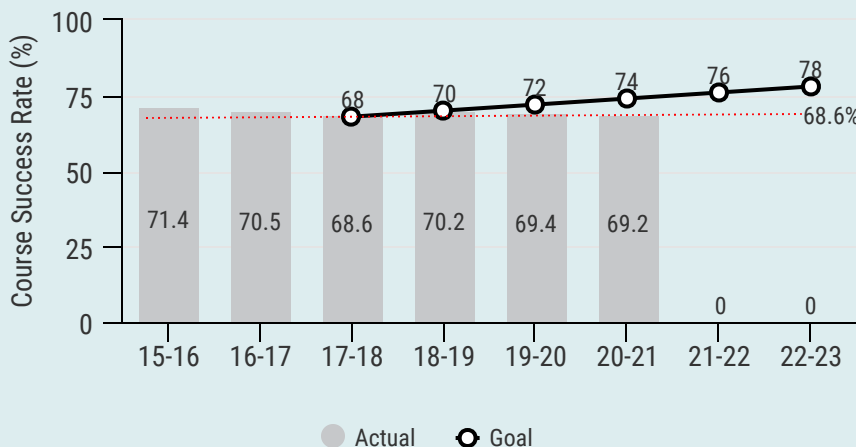


-15.3%

decrease in **certificates** awarded from 2019-20 to 2020-21

Moreno Valley College set a goal to **increase number of awards per year by 15.0% annually** missing our target by **37.1%**. Additionally we did **not meet** the **District Strategic Objective 2.1: Increase number of certificates awarded by at least 15% annually**. We would need an additional **548 certificates** awarded to meet our target.

Strategic Objective II.2 Increase overall **course success rate** by 10% points



-.2 points

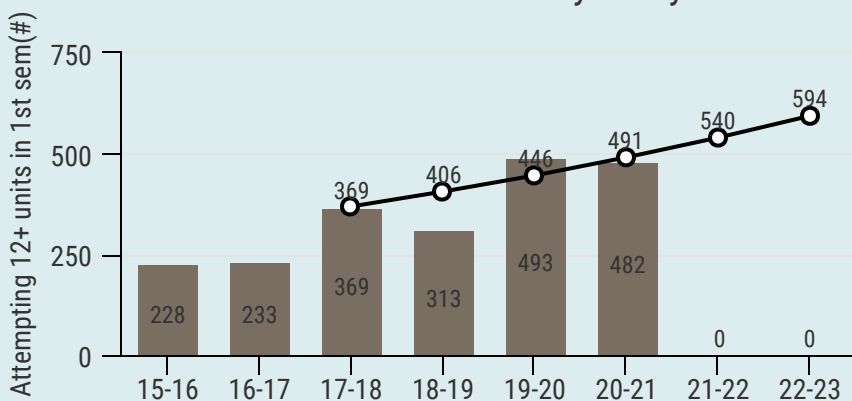
decrease in course success rate from 2019-20 to 2020-21

Moreno Valley College set a goal to increase course success rate by **10%** with a target of **78% by 2022-23**. We were able to increase course success rate from 2017-18 to 2018-19, but the most recent year has seen a small decrease.



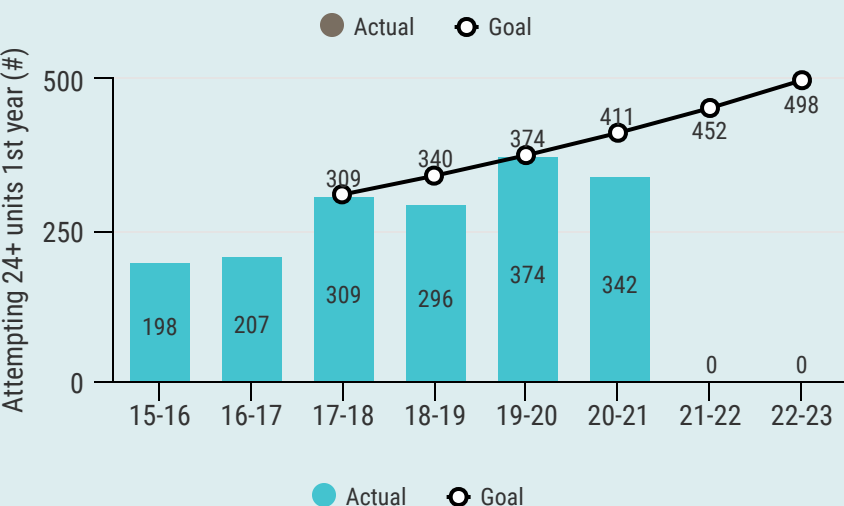
II. Student Learning, Success, and Completion

Strategic Objective II.4 Improve number of first-time students attempting at least **12 units** in first semester & **24 units** in first year by 61%.



-2.2%

decrease in first-time students attempting **12+ units** in first semester from 2019-20 to 2020-21
Moreno Valley College set a goal for 594 by 2022-23, which requires a **10% annual increase missing** our target by **9 students**.



-8.6%

decrease in first-time students attempting **24+ units** in first year from 2019-20 to 2020-21
Moreno Valley College set a goal for 498 by 2022-23, which requires a 10% annual increase **meeting** our target.

*Strategic Objective II.4 has been updated from prior reports to include first-time students **attempting** units in 1st semester and year, therefore there is variation in prior reports. The goals were updated to reflect new baseline. The 10% annual increase aligns with District Objectives and reflects are goal of 61% covering our Strategic Plan.

Summary



-We continue to see decreases in our enrollment.

-We are seeing progress in first-time students attempting 12+ units in first term and 24+ units in first year.



-We are not seeing progress in our fall-to-spring persistence.

-We are not seeing progress in our course success rate.

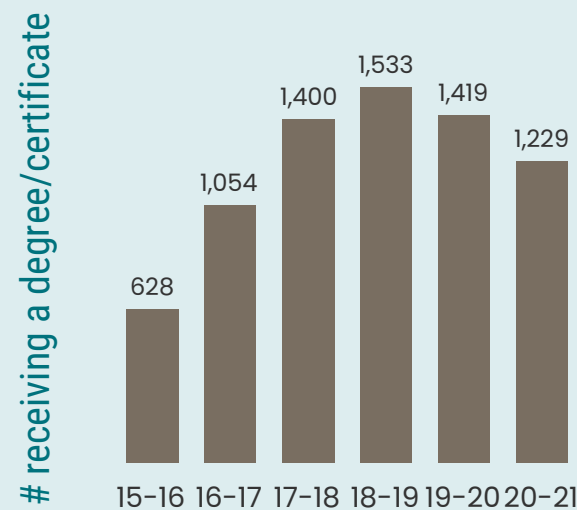


-We are seeing some progress with our degrees and certificates awarded.

-To improve and meet future targets, we will need to focus on our equity gaps and loss-momentum points.

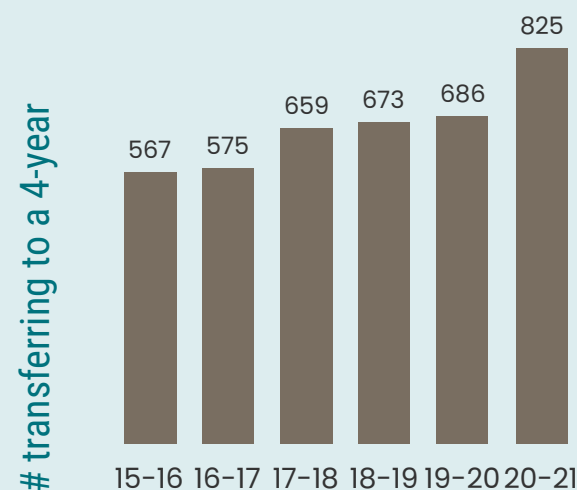
Our **equity analysis** across our Strategic Objectives shows both areas to improve and celebrate.

- 1) **Black/African American** students disproportionately impacted in access, completing transfer-level English and math, earning an award, earning a certificate, course success rate, attempting 12+ units in first semester, and 24+ units in the first year.
- 2) **Native Hawaiian & Pacific Islander** students disproportionately impacted in access, completing transfer-level English and math, earning an award, earning a degree, attempting 12+ units in first semester, and 24+ units in first year.
- 3) **Native American/Alaskan** students disproportionately impacted in access, fall to spring persistence, and completing transfer-level English and math.
- 4) **Veteran** students disproportionately impacted in fall-to-spring persistence and 24+ units in first year.
- 5) **Foster Youth** students disproportionately impacted in completing transfer-level English and math, earning an award, earning a certificate, course success rate, attempted 12+units in first semester, 24+ units in first year and transfer to a 4-year institution.
- 6) **LGBTQ+ and Students with Learning Disabilities** student populations.



Number of students receiving **degrees/certificates** increased by **17%** from 2016-17 to 2020-21:

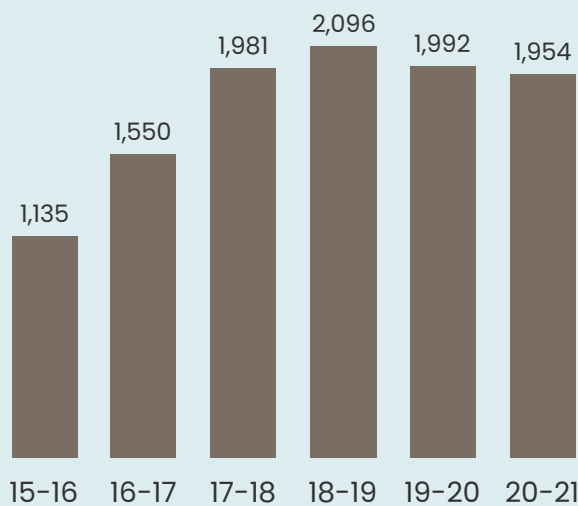
There was an **increase** of **10%** from 2017-18 to 2018-19, a **decrease** of **7%** from 2018-19 to 2019-20, and an additional **13% decrease** from 2019-20 to 2020-21.



Number of students **transferring** to 4-year institution increased by **43%** from 2016-17 to 2020-21:

There was an **increase** of **2%** from 2017-18 to 2018-19 and an **increase** of **2%** from 2018-19 to 2019-20, and an additional **20% increase** from 2019-20 to 2020-2021.

receiving a degree, certificate, or transferring

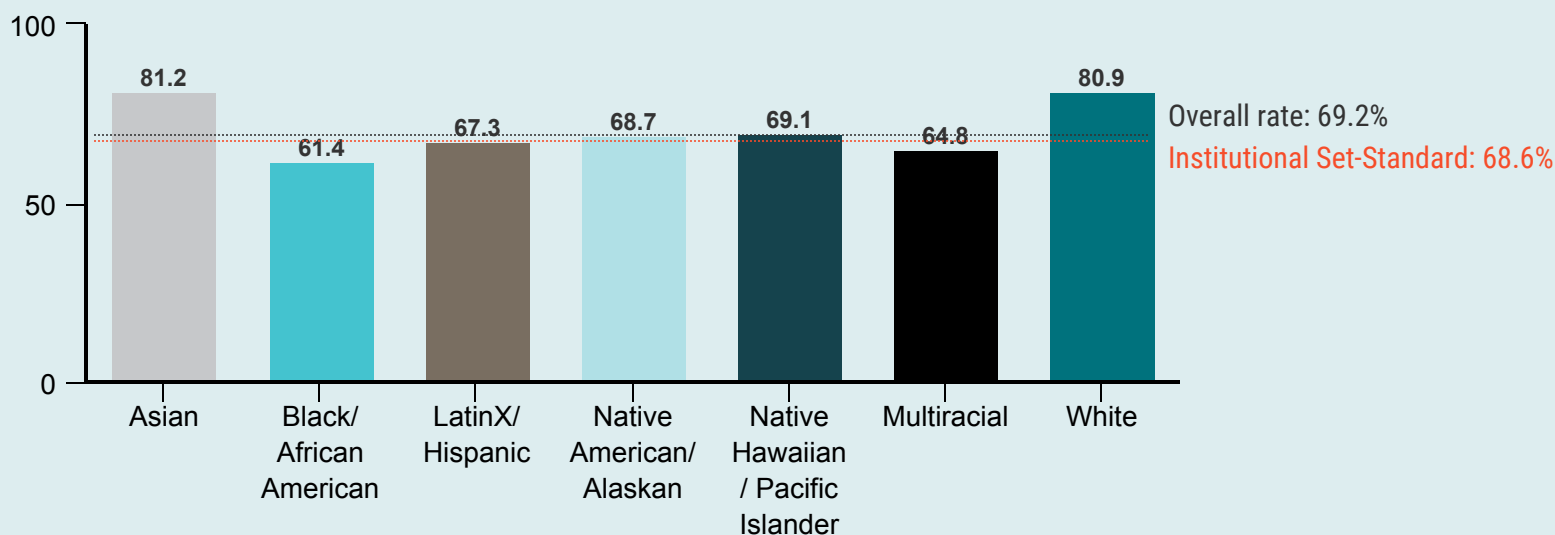


Number of students receiving degrees, certificates, or transferring increased by 26% from 2016-17 to 2020-21:

There was an increase of 6% from 2017-18 to 2018-19, a decrease of 5% from 2018-19 to 2019-20, and an additional 2% decrease from 19-20 to 20-21.

Equity analysis across our Strategic Objectives

2020-21 Course Success Rate (%)



2020-2021 AY	Objective									
	I.1	I.5	I.6	I.7			II.2	II.4		
	Student Access	Fall to Spring Persistence	Transfer English & Math Completion**	Earned an Award	Earned a Degree	Earned a Certificate	Course Success	Attempted 12 or More Units First Term	Attempted 24 or More Units First Year	Transferred to a 4-Year Institution
African American										
American Indian/Alaskan Native										
Asian										
Hispanic										
Multi-Ethnicity										
Hawaiian/Pacific Islander										
White										
Female										
Male										
19 or less										
20-24										
25-29										
30-34										
35-39										
40+										
Veteran										
Foster Youth										

Legend	
Not Disproportionately Impacted	Green
Emerging on Disproportionate Impact	Yellow
Disproportionately Impacted	Red

I. Strategic Objective Analysis



Student Access and Equity

Accomplishments:	What is working and what is not?	Priorities/goals and actions for Academic Year 2021-22 to ensure we meet our goals by 2022-23 (Put a * by 3 priorities/goals):
-What have we been able to complete for this strategic goal?	-What are our strengths? What are our weaknesses? What are our opportunities?	-How might we scale the work completed and accomplishments? How might we match our opportunities with our strengths?
Created a Strategic Enrollment Plan with term-to-term analysis.	Communities of practices in English and Math	Scale Communities of Practice with an emphasis on becoming a student ready college*
We have grown dual enrollment sections.	Creation of the DE Den and improvements in online teaching methods	Integrate with Strategic Objective 2 for overlap using SMART goals*
Completed program maps.		Implement Strategic Enrollment Plan *

I. Strategic Objective Analysis



Strategic Objective: Student Access and Equity Recommendations

Moreno Valley College Objective	Riverside Community College District Objective	Recommendations
I.1 Improve student access to higher education overall by annual unduplicated headcount growth of 4% percent	1.1 Increase overall enrollment headcount by at least 3% per year (unduplicated headcount, FTES)	-Add objective on increasing the percent of students eligible for financial aid. (District 1.4 - increase by 2% per year) & -Add objective on conversion rate of applications for a leading momentum point. & - Revisit definitions 'total unduplicated headcount'
I.2 Improve student access to higher education by increasing high school student dual/ concurrent enrollment 3 percent annually and serving at least 1712 students by 2022-231	1.2 Increase number (headcount) of high school students in dual enrollment by at least 500 annually over five years	-Add objective on increasing capture rate by 5% annually (District 1.3)
I.3 Improve access to higher education for disproportionately impacted groups by closing equity gaps. Increase enrollment growth for significantly impacted groups by at least 10 percent per year2	3.1 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.	-Incorporate with 1.1, since it measures disproportionately impacted groups for student access.
I.4 Increase fall-to-spring student persistence rates overall from 53 percent in 2017-18 to 63 percent in 2022-23 and closing equity gaps for disproportionately impacted groups3	3.1 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.	-Add fall-to-spring and fall-to-fall using fall cohorts Guided Pathways leading momentum points.
I.5 Increase fall-to-spring student persistence rates overall from 53 percent in 2017-18 to 63 percent in 2022-23 and closing equity gaps for disproportionately impacted groups4	-Remove (same as I.4)	-Remove (same as I.4)
I.6 Improve completion of transfer level English and mathematics courses overall by 179 percent and by closing equity gaps for disproportionately impacted groups5	-2.9 Increase number of students who complete both transfer-level math and English in first year by at least 20% annually	-Add completion of transfer-level English, math, and both using fall cohorts Guided Pathways leading momentum points.
I.7 Increase number of students who attain the California Community Colleges Vision for Success Goal5 Completion definition overall by 62 percent and closing equity gaps for disproportionately impacted groups	2.1 Increase number of AA/AS awards by at least 15% annually & 2.2 Increase number of certificates completed by at least 15% annually. & - 2.3 Increase transfer to four-year universities by at least 15% per year	-Combine with II.1 & add objective for transfer students. & -# of degrees and # of students receiving a degree & -# of certificates and # of students receiving a certificate & -# of students, who transfer & -# of students that receive a degree, certificate, or transfer & -Add % of fall cohorts Guided Pathways that either get a degree, certificate, or transfer in 2, 3, & 4 years.
New Objective – course scheduling	-1.5 Increase use of technology to improve course scheduling to support student pathways (Target: Increase number of students using EduNav by 10,000 per year)	-Add objective

II. Strategic Objective Analysis



Student Learning, Success, and Completion

Accomplishments:	What is working and what is not?	Priorities/goals and actions for Academic Year 2021-22 to ensure we meet our goals by 2022-23 (Put a * by 3 priorities/goals.):
-What have we been able to complete for this strategic goal?	-What are our strengths? What are our weaknesses? What are our opportunities?	-How might we scale the work completed and accomplishments? How might we match our opportunities with our strengths?
Changed local degrees and certificates to state degree and certificates (BCTC Certificates and Degrees).	-Strengths: Faculty are committed to student success. Services and resources (library and academic support) are available to support students. Improvements in the online teaching environment for faculty and students.	Develop a “culture of graduation and transfer” to motivate students to apply*
Auto awarding of degrees and certificates.	Weaknesses: Improve process to notify students to apply for graduation. Improve marketing and outreach to inform students about course selections and graduation requirements. Impact of Covid in 2020-2021 has had a significant impact on our ability to achieve goals and respond to the needs of students in the “Covid Environment.”	Embed intrusive supports for students in the classroom*
Scaling implementation of engagement centers and student success teams	Opportunities: Evaluate what other colleges in RCCD are doing & Analyze and evaluate the MVC service area. Evaluate the educational needs of the MVC service area. Explore curriculum and ADT alignment with upper division courses at UCR/CSUSB. Create completion teams to specifically target students who are at or near the gate (graduation, career exploration/placement, transfer). Evaluate the scheduling of classes to better meet the needs of working students. Collaborate with employers on tuition programs for working students.	Increase career exploration, internship, job placement and labor market exposure efforts
Currently evaluating and revamping early alert		Develop 2 + 2 pathways with our 4-year partners outside of the ADT
Establishing consistent contact points for students as they move through their program of study		Involve students in our discussions and efforts (focus groups, surveys, invite to meetings)
		Explore strategies to improve collaboration with local business and industries to better meet the needs of working students
		Explore the creation of CTE certificates that are in line with needs of employers

II. Strategic Objective Analysis



Strategic Objective Recommendations : Student Learning, Success, and Completion

Moreno Valley College	Riverside Community College District Objective	Priorities/goals and actions for Academic Year 2021-22 to ensure we meet our goals by 2022-23:
II.1 Increase the number of students earning California Community College Chancellors Office approved certificates by 101 percent and degrees by 101 percent overall.	2.1 Increase number of AA/AS awards by at least 15% annually & 2.2 Increase number of certificates completed by at least 15% annually. - 2.3 Increase transfer to four-year universities by at least 15% per year	-see 1.7
II.2 Increase overall successful course completion rate by 10 percent from 66 percent in 2017-2018 to 76 percent in 2022-23	-None	-Add objective on gateway courses & -Add objective for course success rate for first-time students as leading momentum point.
II.3 Increase fall-to-spring student persistence rate by 10 percent.	-Remove (same as I.4)	-Remove (same as I.4)
II.4 Increase the number of first-time full-time completing at least 12 units in first semester and at least 24 units during the first year from 325 in 2017-18 to 523 in 2022-23.	- 2.8 Increase number of full-time students (12 units per semester, 24 units per year) by at least 10% per year	-Incorporate into I.4 and use as a leading indicator. (attempted & completed for 1st semester and year)
II.5 Reduce excess accumulated units students earn for degree completion and reduce median time to completion of degrees, certificates and transfer rate (2017-18 Graduating Class Baseline) -Average Units to Degree Completion by 13%. -Median Time to Degree -Median Time to Transfer	- 2.7 Reduce number of units for degrees to not exceed 15% above required number of units & - 2.6 Reduce time for degree completion for part-time students from 6 to 3-4 years and reduce time for degree completion for full-time students from 6 to 2-3 years	-Align with district
II.6 Improve Career & Technical Education student enrollment and outcome: -CTE Course Enrollments -Overall CTE Completion -Job Placement -12+ CTE Units - Median Earnings -Living Wage	- 2.4 Increase percent of CTE students employed in their field of study by at least 3% annually & - 2.5 Increase percent of CTE graduates with a livable wage by at least 2% annually.	Student Success Metrics (SSM) last updated 2017-18 is 75% for Job Placement. Student Success Metrics (SSM) last updated 2018-19 is 60% for Livable Wage. Keep CTE enrollments, 12+ units, and CTE completion by evaluating GP leading momentum points to establish cohorts. Develop and clarify metric based on CTEOS outcome survey. (This will remove dependency on SSM)

III. Strategic Objective Analysis



Community Engagement and Partnerships

Accomplishments:	What is working and what is not?	Priorities/goals and actions for Academic Year 2021-22 to ensure we meet our goals by 2022-23 (Put a * by 3 priorities/goals.)
-What have we been able to complete for this strategic goal?	-What are our strengths? What are our weaknesses? What are our opportunities?	-How might we scale the work completed and accomplishments? How might we match our opportunities with our strengths?
Launched TRIO Career Connections across six career pathways	Strengths: Strong partnership with unified school districts & Strong partnership with City of Moreno Valley & Strong partnerships with County Law Enforcement, County Fire Departments, American Medical Response (AMR) at Ben Clark Training Center & Strong partnerships with local industry including Harbor Freight, Deckers, Sketchers	Add additional personnel, such as employment placement coordinator and outreach specialists, to establish new partnerships with industry and education institutions
ACES program hosted leadership and career series with CEO, Circle of Change for #bossmoves program	Weaknesses: Relationship with City of Perris	*Create programs in commercial driving and industrial automation to support local partners including Harbor Freight, Deckers, Sketchers, Amazon, and Federal Mogul
Expanded partnership with Society of Hispanic Professional Engineers (Upward Bound)	Opportunities: Further develop partnership with Emergency Management and Public Health & Further develop relationship with City of Perris & Establish programs in commercial driving and industrial automation to meet industry needs & Increased funding to support MoVaLearns program.	*Create programs in Emergency Management to build on the strong partnerships with local agencies and expand partnerships with county agencies.
Received Department of Labor (DOL) approval for two pathways in Information Technology Support Specialist Technician and Cyber Security Support Specialist		*Increase funding to support expansion of MoVaLearns program to serve more students.
Supported community business partners in becoming registered apprenticeship partners		
Hosted Virtual CTE Advisory Committee Meetings for all CTE programs, Ben Clark Training Center Program, and Dental Education Center programs		
Hosted Counselor Conference		
Hosted Senior Days in partnership with Unified School Districts		
Year 3 of MoVaLearns program in partnership with City of Moreno Valley		
Participated in a Career and Transfer events in partnership with Community and 4-year institutions		

III. Strategic Objective Analysis



Strategic Objective Recommendation: Community Engagement and Partnerships

Moreno Valley College Objective	Riverside Community College District Objective	Recommendation
III.1 Establish and expand partnerships with educational partners, K-12 and higher education, to increase access, pathways, and success for students.	6.1 Establish and expand relationships with regional educational institutions.	- Add metrics to measure achievement. & -number of educational partners & -number of K-12 and higher education & -Number of pathways
III.2 Provide programs that contribute to the regional economy and meet industry, community, and workforce development needs.	6.2 Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations.	-Number of programs that align with local job market needs.
III.3 Collaborate with community, educational, and industry partners to develop resources that enhance educational programs and student support services	6.3 Collaborate with elected officials to develop and secure additional resources that enhance educational programs and student support services & 6.4 Through the RCCD Foundation, the District will engage in effective fundraising and capital campaigns that enhance educational programs and student support services.	-Number of resources for education programs & - Number of resources for student support services

IV. Strategic Objective Analysis



Professional Development

Accomplishments:	What is working what is not?	Priorities/goals and actions for Academic Year 2021-22 to ensure we meet our goals by 2022-23 (Put a * by 3 priorities/goals.):
-What have we been able to complete for this strategic goal?	-What are our strengths? What are our weaknesses? What are our opportunities?	-How might we scale the work completed and accomplishments? How might we match our opportunities with our strengths?
USC Equity Alliance – cross functional groups	Focused on similar themes: Antiracism and student success	*Coordination and communication amongst PD groups for each constituency group to align PD efforts and maximize resources
Created Brave Spaces	Need to have better assessment of each PD event (learning outcomes and how they are going to be integrated within the work we do)	*Create a comprehensive PD
Creating CDIB	Need more “hands on” (from workshop to practice)	Hire PD coordinator for the College
Dr. Love – SEA, CDIB,	Improve or increased PD for classified professionals	*Align PD with accreditation standards (maybe include on agenda) so it is easy to identify when doing our self-evaluation
Dr. Victor Rios – faculty development and RCC FD	Area to improve is coordinating Speakers and leveraging funds	Update the Website so that we can house a dynamic calendar of events
Call to Action- PD Workgroup	Attended trainings to support transition to online – ZOOM; DE Den, Adobe Sign, Students Services Live	Use Annual Program Review data to inform PD needs both college wide and area specific
Scaling communities of practice (English-Teaching matters)	Weakness—documenting the plans and events. Where do we house all of the plans, needs and upcoming events to keep community informed?	
Continued work with AB705 Community of Practice	Challenge – need a central location to memorialize needs, ideas and plans	
New Faculty Professional Development Series – Faculty Development Committee and Deans of Instruction		
DE Den		
Culturally responsive Pedagogy and Practices (Derrick Smith)		
Diversity Summit		
PD Wakelet page		

IV. Strategic Objective Analysis



Strategic Objective Recommendation: Professional Development

Moreno Valley College Objective	Riverside Community College District Objective	Recommendation
IV.1 Create a college-wide professional development structure to recommend professional development priorities based on strategic goals.	5.8 Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning	-Reduce to one objective and add metrics to measure achievement.
IV.2 Develop an integrated professional development plan that meets the needs of all college stakeholder groups: students, faculty, staff and administrators.	5.8 Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning	-see above
IV.3 Develop and conduct multiple professional development opportunities for constituent groups, including but not limited to techniques and programs for closing equity gaps, guided pathways, change leadership, integrated planning and resource development.	5.8 Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning	-see above

V. Strategic Objective Analysis



Institutional Effectiveness & Resources

Accomplishments:	What is working and what is not?	Priorities/goals and actions for Academic Year 2021-22 to ensure we meet our goals by 2022-23 (Put a * by 3 priorities/goals.):
-What have we been able to complete for this strategic goal?	-What are our strengths? What are our weaknesses? What are our opportunities?	-How might we scale the work completed and accomplishments? How might we match our opportunities with our strengths?
Immediate transition from on-site to remote instruction	Looking at efficiencies within the model	Identification of costs for unique programs at MVC.
Providing resources to faculty, staff and students for remote learning	Looking at the disciplines and how those efficiencies	Reviewing/refining process - MVC Joint Governance, Planning, Decision-making Taskforce.
Major work to create COVID-19 safe classrooms/labs for Dental Hygiene/Dental Assisting	Staff training for tracking and processing	Build an annual assessment for college processes
Facility improvements based on strategic plan	Develop specific processes for tracking and monitoring budgets for classified staff	Provide Business Services training site to include online modules and written standard operating procedures (reviewed and updated annually) and make available to all faculty, staff and administrators
Creating website & physical Common Ground center	Develop metrics for analyzing how funds were effective in attaining anticipated outcomes	
Surveys for healthy & safe campus	Job Descriptions – making sure job descriptions reflect the equity commitments of the college and serve the purpose and mission of the college	
New BAM model includes 1% reserve	Qualitative survey re: safe and healthy campus to faculty, staff, students and administrators.	
Call to Action subgroup Recruitment is currently assessing job description and equity in hiring practices. We are currently preparing to do an equity audit	Cost of maintaining new facilities – how do we fund this?	
Consolidated system for program review identifies resource requests and ties those requests to the college's goals.	Gathering data from students about why students; why half-time; drop; stop out	
Training around resource requests and how they support strategic goals	Zip Codes and resources available to students via; correlation between success/retention rates	
Filled new position for Safety Coordinator	Improved regular data sharing with our local K-12s	
COVID-19 collaboration among faculty, staff, etc. to ensure classrooms/labs are safe for on-site instruction	Increasing FTES by doing the above	
Continued on-site instruction for critical/essential professions and laboratory courses	Budget training and safeguarding our resource 1000.	
Aligning Committees to ensure optimum number of constituents can participate in the shared governance process.		

V. Strategic Objective Analysis



Strategic Objective Recommendation: Institutional Effectiveness & Resources

Moreno Valley College Objective	Riverside Community College District Objective	Recommendation
V.1 Implement and maintain sustainable budget practices that result in a balanced annual budget and a reserve that is at least one percent of the MVC overall fund budget.	5.3 Develop a sustainable and healthy fiscal model. 5.2 Develop a Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness.	-trend data on balanced budget &
V.2 Manage resources efficiently to meet strategic goals by supporting academic programs, student support programs and state of the art technology.	5.1 Efficiently manage existing resources to support the ongoing academic and student support programs. 5.6 Invest in state-of-the-art technologies to enhance programs, services, and operations.	-Use college reserve as the metric
V.3 Practice strategic enrollment management to achieve FTES targets while integrating fiscal planning with student achievement.	5.5 Practice strategic enrollment management that integrates financial planning with student need and achievement. 4.5 Attain a District-level efficiency of 595 (WSCH/FTEF)	-Add measurements using efficiency metrics, course caps, etc.
V.4 Conduct annual assessment of the effectiveness of planning, resource allocation, and governance process, and make changes for improvement where indicated.	4.3 Implement accountability, transparency, and evidence-based communication practices to improve student success and completion. 4.1 Provide the framework and tools for monitoring, assessing, and evaluating progress on goals. 4.4 Ensure that all processes and outcomes are aligned with the District's mission, goals, and governance structures.	-Create annual assessments and measures for the following: A) Planning, B) Resource Allocation, C) Governance Process
V.5 Develop data that can be analyzed in order to support continuous improvement of College processes, plans and outcomes through the Office of Institutional Effectiveness.	4.1 Provide the framework and tools for monitoring, assessing, and evaluating progress on goals.	-Incorporate into V.4
V.6 Provide a healthy and safe campus environment for students, faculty and staff.	5.7 Provide a healthy and safe environment for students, faculty, and staff.	-Use metrics in the Clery report
V.7 Recruit and hire excellent faculty, staff and administrators in support of the College mission.	5.8 Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning. 3.2 Increase RCCD's workforce diversity to better reflect communities served	-Use State Chancellor's Office report. & -Conduct DI analysis comparing student body to employee categories. (close all gaps)

VI. Equity Audit Action Plan



Strategic Objective Recommendation: Short Term Goals

Theme (New Objective)	Alignment with NACCC & Equity Audit:	Next Steps	Notes
Challenges with Campus Dialogues	NACCC: Mattering and Affirmation Cross-Racial Engagement Appraisals of Institutional Commitment Racial Learning and Literacy Encounters with Racial Stress Impact of External Environments Audit: Professional Learning and Development	Establish common language around key definitions.	Academic Senate adoption of equity meaning . Consider the California Community College - Glossary of Term
Challenges with Campus Dialogues	NACCC: Mattering and Affirmation Cross-Racial Engagement Racial Learning and Literacy Encounters with Racial Stress Impact of External Environments Audit: Supporting Critical Conversations and Reflection	Incorporate discussion questions from Heather McGee's book	
Challenges with Campus Dialogues	NACCC: Mattering and Affirmation Cross-Racial Engagement Racial Learning and Literacy Encounters with Racial Stress Audit: Supporting Critical Conversations and Reflection	Establish equity-focused professional development/training geared towards role of Classified Professionals	
Challenges with Campus Dialogues	NACCC: Cross-Racial Engagement Appraisals of Institutional Commitment Racial Learning and Literacy Encounters with Racial Stress Audit: Supporting Critical Conversations and Reflection	Conduct critical dialogue facilitation training with department managers and campus leadership	
Lack of Explicit Focus on Race & Racial Equity	NACCC: Cross-Racial Engagement Appraisals of Institutional Commitment Audit: Business Operations	Develop a communication guide to explain the college prioritization process	Standard I has created an integrated planning framework that will go to Strategic Planning Council in Spring
Lack of Explicit Focus on Race & Racial Equity	NACCC: Mattering and Affirmation Cross-Racial Engagement Appraisals of Institutional Commitment Audit: Professional Learning and Campus Engagement	Conduct an equity map to catalog all work	
Lack of Explicit Focus on Race & Racial Equity	NACCC: Mattering and Affirmation Cross-Racial Engagement Racial learning and Literacy Encounters with Racial Stress Audit: Professional Learning and Campus Engagement	Center equity within all flex days	Diversity Summit
Lack of Explicit Focus on Race & Racial Equity	NACCC: Mattering and Affirmation Cross-Racial Engagement Racial Learning and Literacy Encounters with Racial Stress Audit: Professional Learning and Campus Engagement	Ensure all stakeholders can participate in professional learning, specifically part-time faculty and classified professionals	
Support Should be Aligned with Expectations	NACCC: Appraisals of Institutional Commitment Impact of External Environments Audit: Communications with Students	Review marketing materials, websites, and onboarding material for all programs.	
Support Should be Aligned with Expectations	NACCC: Mattering and Affirmation Impact of External Environments Audit: Communications with Students	Develop an archive with images and graphics representing the MVC student community demographics, that are updated regularly.	

IV. Equity Audit Action Plan



Strategic Objective Recommendation: Long Term Goals

Theme (new objective)	Alignment with NACCC & Equity Audit:	Next Steps	Notes
Challenges with Campus Dialogues	NACCC: Matterring and Affirmation Appraisals of Institutional Commitment Audit: Supporting Critical Conversations and Reflection	Encourage programs, initiatives, and services to develop a checklist of questions that guide their process for development recruitment and program materials	
Challenges with Campus Dialogues	NACCC: Cross-Racial Engagement Racial Learning and Literacy Encounters with Racial Stress Audit: Professional Learning and Development	Establish a space for ongoing critical reflection, learning, and adaptation of individual practices	
Challenges with Campus Dialogues	NACCC: Cross-Racial Engagement Racial Learning and Literacy Audit: Professional Learning and Development	Embed equity action plans within all employee evaluations	
Lack of Explicit Focus on Race & Racial Equity	NACCC: Matterring and Affirmation Racial Learning and Literacy Audit: Curriculum and Instruction	Integrate intentional approaches to equity, diversity, and inclusion within Course Outline of Record	
Lack of Explicit Focus on Race & Racial Equity	NACCC: Impact of External Environments Audit: Business Operations	Planning for the design of the physical campus space should be inclusive	
Lack of Explicit Focus on Race & Racial Equity	NACCC: Appraisals of Institutional Commitment Impact of External Environments Audit: Business Operations	Develop a forms committee to review and evaluate student forms and processes	
Lack of Explicit Focus on Race & Racial Equity	NACCC: Cross-Racial Engagement Racial Learning and Literacy Audit: Professional Learning and Campus Engagement	Utilize the four-part framework on Anti-Racism Education and Professional Development	
Lack of Explicit Focus on Race & Racial Equity	NACCC: Appraisals of Institutional Commitment Audit: Recruitment	Evaluate job postings	
Lack of Explicit Focus on Race & Racial Equity	NACCC: Appraisals of Institutional Commitment Audit: Recruitment	Develop hiring practices	
Support Should be Aligned with Expectations	NACCC: Matterring and Affirmation Cross-Racial Engagement Racial Learning and Literacy Encounters with Racial Stress Audit: Student Advocacy, Learning, & Development	Establish a Social Justice Speaker Series for and organized by students	
Support Should be Aligned with Expectations	NACCC: Matterring and Affirmation Impact of External Environments Audit: Professional Learning and Development	Establish an Equity Innovation Fund/Grant to promote creative thinking of all stakeholders	
Support Should be Aligned with Expectations	NACCC: Matterring and Affirmation Cross-Racial Engagement Racial Learning and Literacy Encounters with Racial Stress Audit: Professional Learning and Development	Establish a standing open forum/space for faculty members and classified professionals to share equity minded practices	
Support Should be Aligned with Expectations	NACCC: Matterring and Affirmation Cross-Racial Engagement Audit: Professional Learning and Development	Conduct Student Support Services Bi-Annual retreats/planning sessions	
Support Should be Aligned with Expectations	NACCC: Matterring and Affirmation Racial Learning and Literacy Audit: Communications with Students	Establish a process to review and revise course syllabi and canvas pages on a regular basis	

Next steps



- 1) **November:** Office of Institutional Effectiveness will produce a report analyzing progress toward ISP Objectives and any initiatives related to these objectives.
- 2) **February:** ISP Annual report will be shared with the Strategic Planning Council during the Spring semester retreat
- 3) **February – March:** ISP Annual report will be shared with the Academic Senate at their first meeting during the spring semester, with the administration, and with additional governance and operational committees for feedback and recommendations for change. Finally, the ISP Annual Report will be shared with the College community via the website and through a campus forum.
- 4) **April – May:** Recommendations for change will be synthesized and circulated through the Strategic Planning Council and the Academic Senate with a recommendation for approval to the College president.
- 5) **May:** Final approval of changes, if any, made by college president and shared via the college website and email to all campus constituent groups.

Recommendations

- 1) Continue implementation in becoming an Anti-Racist organization.
- 2) Scale Guided Pathways.
- 3) Continue implementing the framework for integrating all plans using an Integrated Planning Model.
- 4) Review and adopt updated Strategic Plan.

Would you like to provide
feedback?

<https://forms.office.com/r/QCZ2BJHJmt>



MORENO VALLEY COLLEGE



Annual Institutional Set- Standards Report - March 2022



Standard I.B.3: Accrediting Commission for Community and Junior Colleges

The institution establishes **institution-set standards for student achievement**, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Eligibility Requirement 11: The institution defines standards for student achievement and assess its performance against those standards. The institution publishes for each program the program's expected learning and any program-specific achievement outcomes. Through **regular and systematic assessment**, it demonstrates that students who complete programs, no matter where or how they are offered, achieve identified outcomes and the standards for student achievement are met.

Required for annual report: course success rate, degrees awarded, certificates awarded, and number of transfers

Timeline

	Information	Action
Institutional Mission & Effectiveness	Fall 2021	N/A
Student Learning Programs & Services	3/10	N/A
Academic Senate	3/7	3/21
Strategic Planning Council	3/14	3/28
Cabinet	3/9	3/30
Accrediting Commission for Community and Junior Colleges	April 2022	N/A

Annual Review & Recommended Methodology



Course Success Rate



Degrees awarded
Certificates awarded
Number of transfers

Leading indicator (course success rate) is measurable outcome that predicts a change in another outcome (degrees awarded, certificates awarded, number of transfers).



Lagging indicator (degrees awarded, certificates awarded, number of transfers) is measurable outcome that confirms trends and changing trends become apparent after a large shift has occurred.

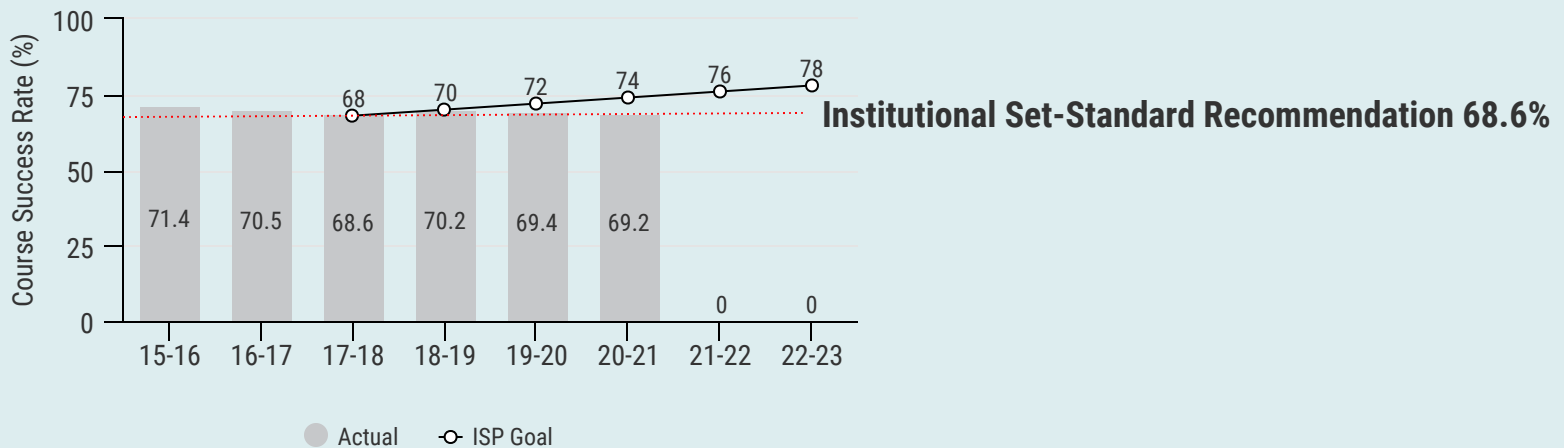
Introduction & Data Analysis



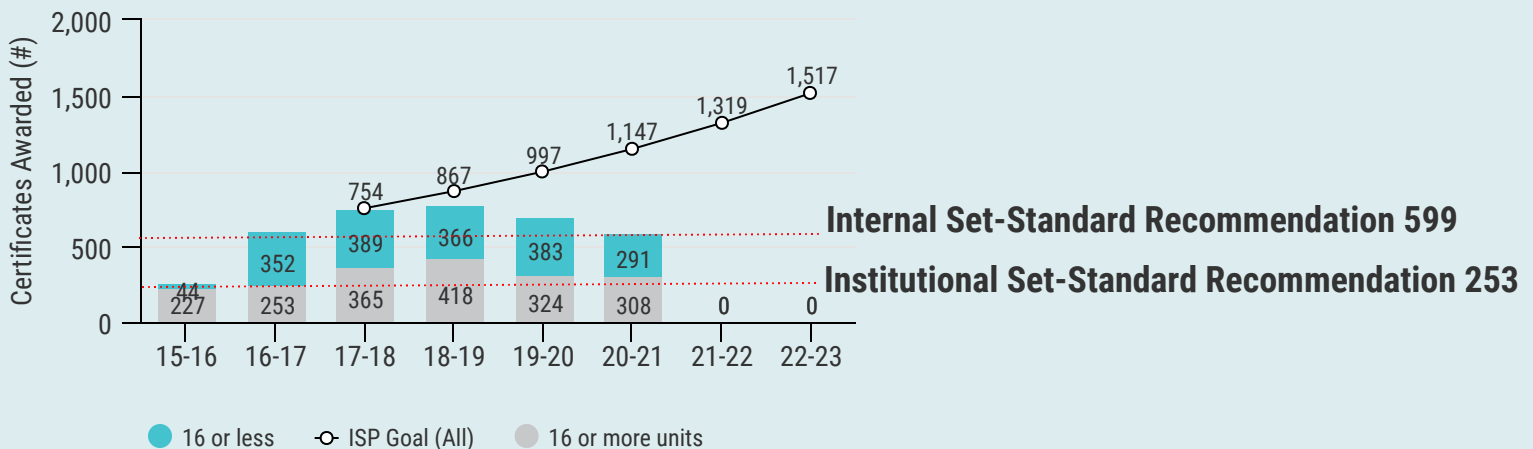
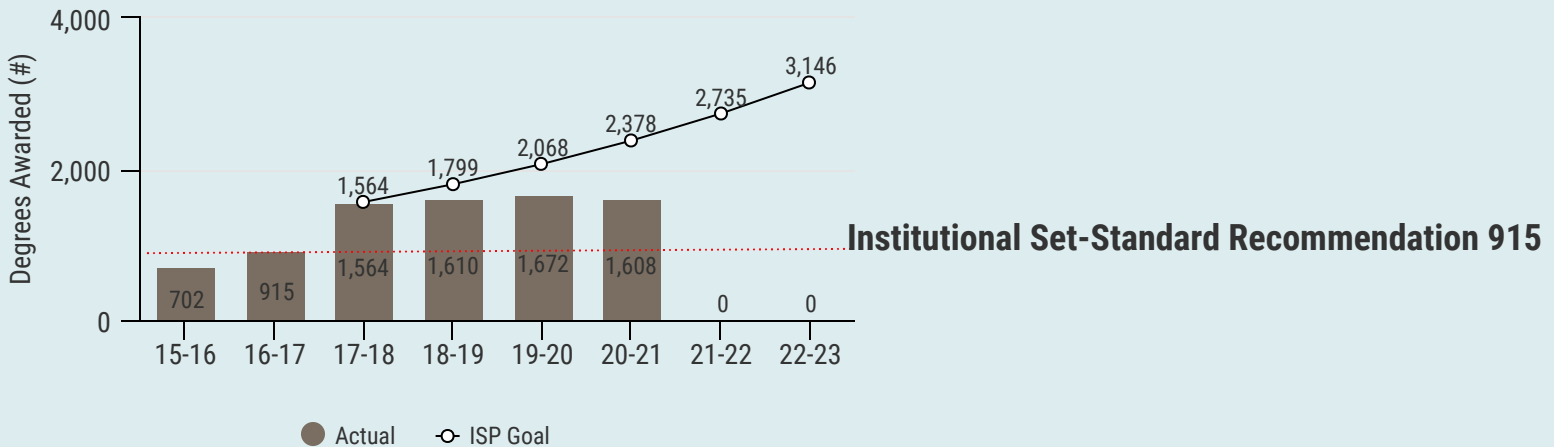
On the following pages, we will review the 6-year trends for course success rate, degrees awarded, certificates awarded, and number of transfers. Additionally, the recommendation in setting the institutional set-standard is on the following graphs. The updated methodology to set our institutional set-standard (aka floor) was the minimum over the past 5 years versus 3 years. Our aspirational goals are in alignment with our Integrated Strategic Goals/Objectives & Riverside Community College District's Strategic Goals/Objectives.



Strategic Objective II.2: Overall **course success rate** by 10% points



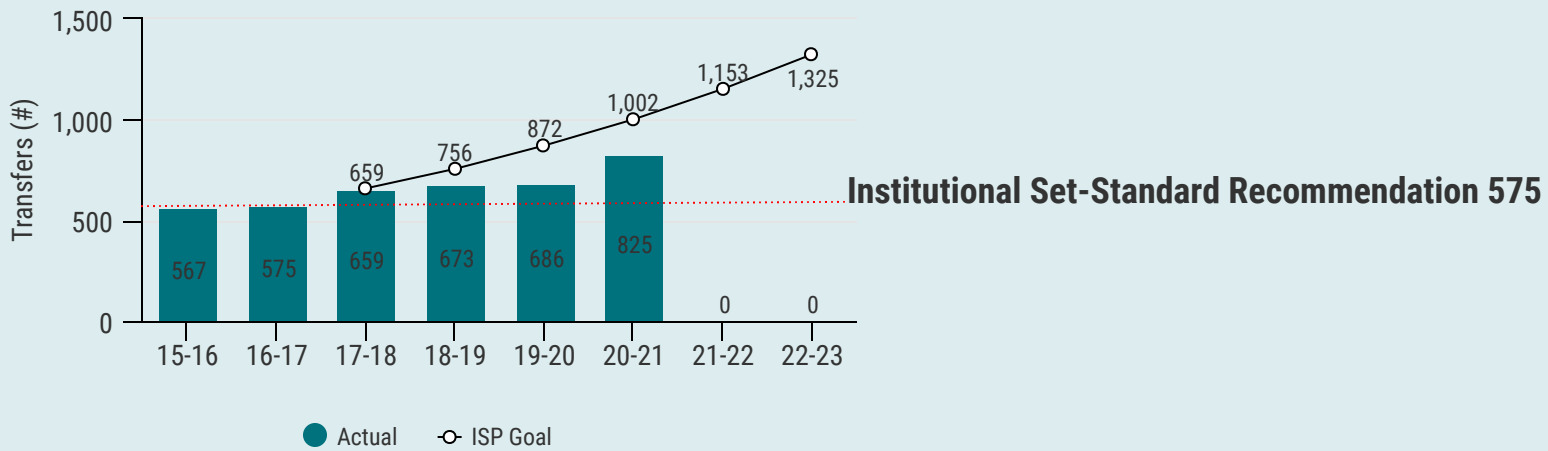
Strategic Objective II.1: Increase the number of **degrees**, **certificates**, and **transfers** by 15% annually



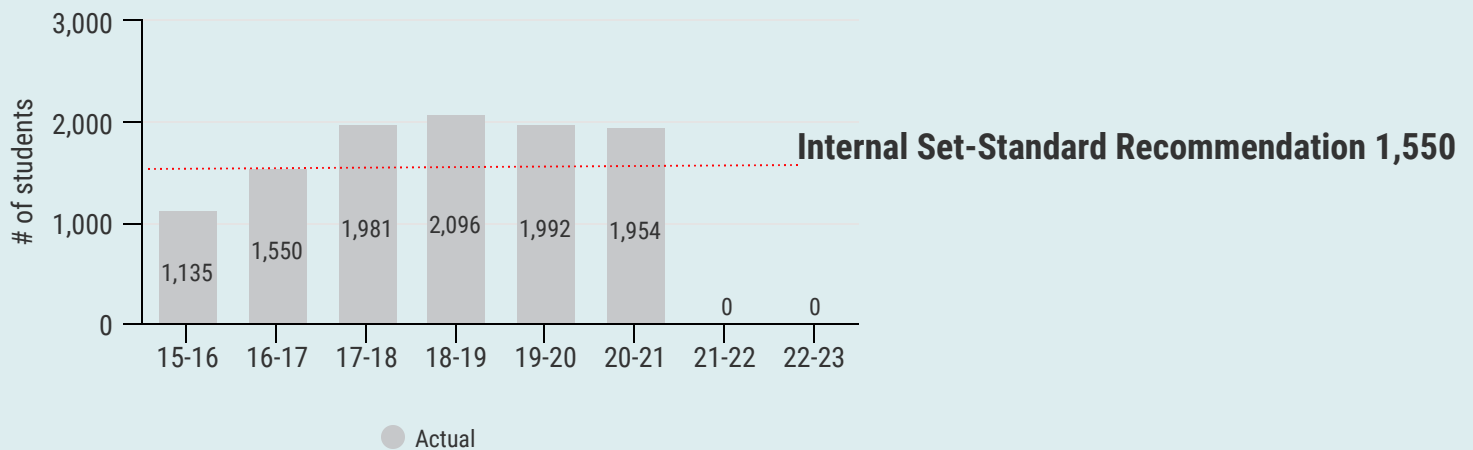
*Strategic Objective II.2 has been updated from prior reports to include most recent numbers for course success rate, therefore there is variation in prior reports. The goals were updated to reflect new baseline. The 10% points started with the baseline of 68%. Strategic Objective II.1 was updated to include trans and align with district.



Strategic Objective II.1 Increase the number of **degrees, certificates, and transfers** by 15% annually



College internal standard: Increase the number of students receiving a **degree, certificate, or transferring** (related to I.7 & Vision for Success Goal)



Number of students receiving education goal (degree, certificate, or transferring) has increased from 2015-16 to 2019-20 by 75.5%. From 2019-20 to 2020-21, there was a decrease of 1.9%.

With the adoption of Guided Pathways framework, the expectation is more students receiving their education goals with the number of degrees and certificates to decrease because students will take less units with a lower time to achieve their educational goal. This will result in more students reaching their educational goal and less students earning multiple degrees/certificates.

Other ACCJC Reporting Requirements

ISP Objective	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Access (Headcount)	13,447	14,233	14,772	15,195	15,722	13,497
Distance Education Enrollment (Headcount)	3,134	3,735	5,630	6,714	7,218	*
Correspondence	N/A	N/A	N/A	N/A	N/A	N/A

Note. EW's are included in headcount and enrollment metrics. *Calculations in progress

Employment Rates for Career and Technical Education Students: We use Perkins data from California Community College Chancellor's Office.

Licensure Examination Pass Rates: We use local data produced by departments



Moreno Valley College Equity Audit

HOTEP CONSULTANTS

Fall 2021

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Acknowledgements

The Hotep Consultants team would like to acknowledge and thank several key partners who greatly assisted us in carrying out the Equity Audit at Moreno Valley College. We would like to thank Jake Kevari (Dean of Institutional effectiveness) whose weekly inquiry, thought partnership and support provided the foundation for an intentional campus audit.

We are also grateful for the Strategic Planning Council, the Student Equity and Achievement Committee, the Academic Senate, the Committee for Diversity, Inclusion, and Belonging, and the members of these bodies who served on the Equity Audit Core Team, whose dedication to equity helped set us up for success.

We'd also like to thank MVC President Dr. Robin Steinbeck and the Executive Cabinet for being open to discovering opportunities to create a more inclusive, welcoming, and supportive campus environment for a diverse constituency.

Most importantly, we are immensely grateful for the students, classified professionals, faculty, and administrators who shared their time, stories, and experiences with us. Thank you.





Executive Summary



Executive Summary

This executive summary is a brief synopsis of the Moreno Valley College Equity Audit recommendations. All recommendations are categorized within the S.E.T. Framework which provides the philosophical foundation that informs the way in which the Hotep Consultants Team approaches the development of human centered data collection, equity focused data analysis, and intentional and practical reporting of findings and recommendations. The full Equity Audit report that follows the executive summary provides more comprehensive details about the equity audit including the audit features, process, overall findings including highlights and areas of opportunity, and a full set of recommendations.

Findings

Overarching Themes

Lack of Explicit Focus on Race & Racial Equity

Equity efforts are largely focused on diversity, inclusion, and access. There isn't a consistent and explicit addressing of race and an analysis of racial inequity.

Challenges with Campus Dialogues

There is a level of discomfort and difficulty around discussions about equity and inclusion. This can create barriers to engaging in constructive and nuanced discussions needed to take a collaborative approach towards equity-advancing practices.

Support Should be Aligned with Expectations

While there have been many efforts to increase equitable practices at MVC, there is a need to develop holistic support for faculty, classified professionals, and administrators to meet the institution's goals around equity and increasing student success. MVC employees are expected to address issues of inequity, but not all employee groups are provided the support to engage in meaningful inquiry, reflection, and adaptation.

Recommendations

Student-Ready (Institutional)

A Student-Ready organization creates system-wide impact by consistently examining processes and practices that are hindering learning for all students and actively working towards solutions. The recommendations below are intended to address system-wide approaches to best support a diverse constituency of students.

- Conduct an equity map to catalog all of the equity related efforts on campus.
- Center equity within all Flex Day activities and campus professional learning experiences.
- Develop a communication guide to explain the college prioritization process and include: vocabulary, the roles of key groups, guiding questions or key elements that should be focused on to help create transparency and clarity around how decisions are made.
- Ensure that all campus constituents, especially classified professionals and part-time faculty, are able to participate in professional learning experiences (especially those focused on equity), announce campus-wide initiatives, and highlight equity advancing practices. Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information.
- Establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion.
- Planning for the design of the physical campus space should be inclusive and responsive to the needs of different groups of students.

Equity Minded (Individual)

Equity-minded higher education professionals intentionally call attention to patterns of inequity in student experiences and outcomes. They take personal and professional responsibility for the success of their students and critically reassess their own practices. The recommendations below are centered on the development of an interpersonal understanding of equity recognizing the impact individuals can make on equity advancement within the MVC community.

- Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies.
- Embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional learning needs of faculty, staff, and administrators.
- Establish a space for ongoing critical reflection, learning, and adaptation of individual practices. This includes learning about issues of equity, structural racism and anti-racism, intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues.

Transformative (Service)

Transformative is the manifestation of practices that address the historical and sociopolitical causes of inequities found in education. Transformative individuals and institutions engage in data-informed efforts to repair and restore the educational system. The recommendations listed below have been developed to better support the way in which individuals across the campus engage with students in an effort to support their success.

- Conduct Student Support Services Bi-Annual retreats/planning sessions to share knowledge, onboard/support new employees, address priorities or issues, etc.
- Establish an Equity Innovation Fund/Grant to promote creative thinking of campus constituents. Participants can submit an idea of a pilot project and/or updates to current programs and services to enrich the student's experience.
- Develop accessible training and professional learning experiences to be able to better support students in acquiring knowledge and develop critical thinking skills to advocate for equity and justice.
- Develop a forms committee to review and evaluate the usefulness of student forms and processes. The committee should be charged with identifying changes to be made so forms are more user friendly, clear in instructions, provide expected next steps, and contact information. Additionally, the content should be written in student ready language that promotes student advocacy and clarity in process.



Background



Background

CCC System-wide Context

In March 2020, community colleges across California abruptly shifted the way in which they've traditionally offered instruction and support for students as a response to the global COVID-19 pandemic. All aspects of the "campus experience", instruction, to student services, and business services, had to be reimaged to transition to a fully online model. Soon after the start of the global health crisis, the nation as a whole witnessed and experienced a racial awakening in response to the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and numerous other Black people at the hands of police. The racial awakening and social justice movements that followed resulted in a number of organizations, companies, and institutions reviewing policies, practices, and procedures to dismantle historically racist and racist-sustaining practices.

In June 2020, the Chancellor of the California Community Colleges, Eloy Oakley Ortiz, issued the Chancellor's Call to Action which challenged colleges to investigate current structures, curriculum, and practices, and identify ways in which to combat structural racism embedded within the system. While the Chancellor's Call to Action is not the first time in which the California Community College Chancellor's Office (CCCCO) has intentionally focused on dismantling systemic racism, it provided direct areas of focus for institutions to begin interrogating current practices. A previous call to address issues of inequity was within the 2017 Vision for Success. The Vision for Success outlined current barriers to student success and highlighted major system-wide goals including the increase of degree completion and reduction of equity gaps among traditionally minoritized students. The Vision for Success, which led to the system-wide implementation of Guided Pathways and Assembly Bill 705 revamped the way in which college readiness is assessed and acceleration is supported. Both the 2017 Vision for Success and the 2020 Chancellor's Call to Action were rooted in intentionally acknowledging the historically racist structures that persist within the California Community College System, and provided guidance for colleges to interrogate practices and develop plans of action to support anti-racist practices.

Moreno Valley College Context

On March 1, 2010, the California Community Colleges Board of Governors officially recognized Moreno Valley College (MVC) as the 111th community college in the state of California. Prior to this, the College had been a campus of Riverside City College (RCC), which was founded in 1916. Moreno Valley College is one of three colleges within the Riverside Community College District (RCCD). Serving around 15,000 students annually, Moreno Valley College (MVC) is a Hispanic Serving Institution (HSI) with over 60% of students identifying as Hispanic or Latinx/a/o. Since the launch of the 2017, CCCC Vision for Success, MVC has taken great strides in evaluating internal practices to identify systemic barriers and promote intentional support to close opportunity gaps. Examples of the great work that has taken thus far around access, equity, and success are evidenced in the 2020 Institutional Self-Evaluation Report. Some examples include: The automatic awarding of degrees and certificates which took place district-wide with MVC initiating the process. This resulted in the total number of awards (ADT, AA, AS, and certificates) increasing by 35% from 1,520 in 2016-17 to 2,318 in 2017-18 increasing success for Hispanic or Latinx/a/o, African-American, and Asian students. Additional efforts include the establishment of Guided Pathways which led to organizational restructuring, degree and certificate mapping, connecting fields of study to career exploration, and assessment and planning, Improving hiring practices, in particular, recruiting African American and Hispanic/Latinx employees and aligning professional development efforts/learning on culturally responsive pedagogy.



While progress has taken place, opportunity gaps still exist. Those identified in the MVC Annual Evaluation Report 2019-2020 and 2018-2023 Integrated Strategic Plan mention:

- African American/Black Students and American Indian/Alaskan Native students, students with disabilities, and students who are current or former foster youth are disproportionately impacted based on the [Twelve \(12\) Guided Pathways Equity Key Performance Indicators \(EPKI's\)](#). EPKI's are a set of indicators developed to measure performance based on student progression and completion.
- Course success rates have declined over the last three years from 70% in 2015-2016 to 67% in 2017-2018. In 2017-2018, basic skills course success rates fell from 64.1% in 2013-2014 to 55.1%. Most notably, the equity gaps have increased for African-American male students in basic skills course completion.
- African American student course success rates are significantly below the institutional level set standard (ISS) of 67% and have declined over the last four years.
- Students with Disabilities are at or slightly below the ISS
- Students with Foster Care experience have not met the ISS

The implementation of Guided Pathways, AB705, and the intentional focus on equity has caused institutions across the state to review data such as those listed above and inquire about the reason behind such opportunity gaps. If the goal is to better support a diverse constituency of students with the access and completion of fundamental courses such as transfer-level Math and English, and curriculum has been revised and restructured in order to provide timely co-curricular support, then how might such stark gaps arise when disaggregated by race?

The traditional approach to teaching and learning within higher education has relied heavily on the question, are students who enter our institution "college-ready?" There has been a paradigm shift from the Right to Fail model to the Completion Agenda model prompting institutions to ask a different question which is, how can our colleges become "Student-Ready?" Posing this question differently means that the organization recognizes its responsibility and agency in removing barriers to student success and helping create the conditions where diverse communities can flourish, recognizing the richness and value that students contribute to the college community. This means not making certain assumptions about students based on deeply embedded ideologies and norms around what "intelligence" and "success" look like. This also involves not being dismissive of the knowledge and potential students have because of their previous educational experiences. Instead, as student-ready institutions, we must meet the students where they are and provide timely and culturally affirming support for students as a way to best engage with the curriculum, services, and community that encompasses the institution.

In response to the CCCCCO Call to Action and Vision for Success, and desire to understand the current approaches to equity within the institution, Moreno Valley College (MVC) invited Hotep Consultants to facilitate an institutional Equity Audit. The purpose of the Equity Audit is to analyze policies, practices, and procedures in an effort to uncover potential barriers to student success, specifically as it relates to the impact on historically minoritized students.

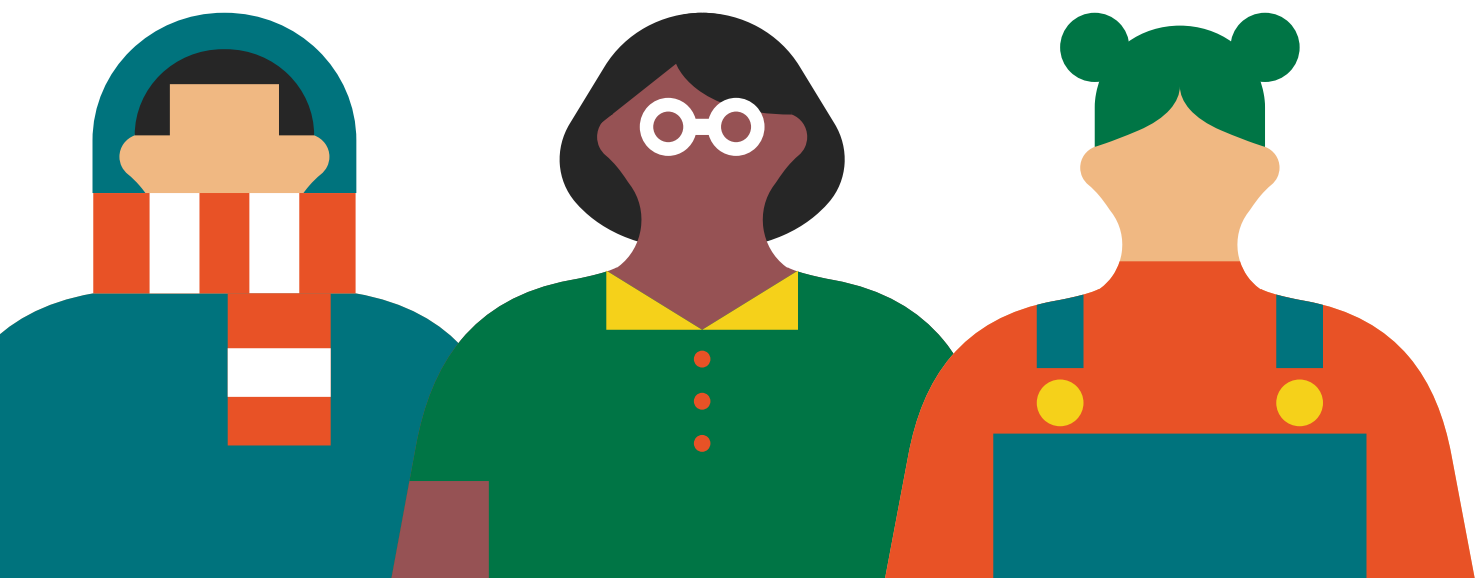
The MVC mission states that:

“Moreno Valley College is committed to educating and empowering our students, providing equitable access to education, and serving our communities. Moreno Valley College’s core mission can be expressed in four words: Education, Empowerment, Equity, Service.”

In order to best understand the ways in which MVC’s equity-focused mission is operationalized, the Equity Audit has three main goals:

- 1 Assess current practices at MVC - including existing equity-centered work
- 2 Provide recommendations for continued improvements
- 3 Ensure equity is embedded in all areas of campus: policy, practice, and praxis

This Equity Audit will highlight both equity advancing practices currently taking place at MVC and areas of improvement. The recommendations included within the audit will, ideally, meet the needs of all constituent groups across the institution in order to have institutional impact. With an intentionality on student success, it is our hope that the information identified within this report will result in a more equitable, inclusive, and welcoming institution where all community members can thrive and succeed.



Key Definitions

In an effort to support potential readers of this report, we feel as though it is important to provide definitions of key terminology that will be used throughout this document. Providing these definitions offers readers a baseline common understanding of phrases such as equity, anti-racism, and minoritized students. While we understand that many definitions of these phrases may exist, the definitions below reflect how we, as consultants and researchers, view, discuss, and understand these words and phrases.

Anti-Racism

Scholar and author of *How to Be An Antiracist*, Ibram X. Kendi defines anti-racism as the intentional focus on policies and practices that produce or sustain racial equity between racial groups. It requires constant assessment and reflection and is focused solely on the outcome of a policy or practice, rather than on the creator of such policy or practice.

Equity

Equity refers to developing policies, practices, and assessments within an organization that take into consideration the unique challenges and barriers faced by disproportionately impacted groups.

Disproportionate Impact

Disproportionate impact is a condition where some students' access to key resources and supports and ultimately their academic success may be hampered by inequitable practices, policies and approaches to student support resulting in inequitable outcomes.

Diversity

Diversity is the recognition of differences (e.g., race/ethnicity, class, gender, sexual orientation) without bias or judgement.

Inclusion

Inclusion is the incorporation of members of traditionally marginalized groups into planning, strategizing, and decision making processes of an organization.

Locus of Control

Locus of control (loc) is the degree to which individuals believe that they have control over the outcomes in their lives. According to Julian Rotter, “A person with an internal locus of control believes that he, she, or they, can influence events and their outcomes, while someone with an external locus of control blames outside forces for everything.” Within the context of education, loc is the extent to which individuals believe they have influence and can impact the outcomes of students through their role at the institution (i.e. faculty within curriculum, staff within the services they provide).

Minoritized Students

“Minoritized”, as a phrase, is a concept that describes a specific group of people in their relationship to a dominant group within specific settings and moments of time. Instead of referring to students as “minorities”, this language acknowledges the various identities and power dynamics that exist within an institution. For example, it is widely understood that California Community Colleges support a racially diverse population of students. Numerically, the number of students of color within the CCC system, and MVC specifically, are greater than that of white students. Yet, due to systemic racism, students of color are often not granted the same level of power, authority, or access. As such, their existence within the CCC system is minoritized, even though they are not the numerical minority.

Obligation Gap

According to the authors of *Minding the Obligation Gap in Community Colleges and Beyond*, the Obligation Gap can be defined as an accountability standard in which the institution is responsible for the academic achievement of minoritized students of color. Unlike opportunity gap or achievement gap, the responsibility of student success does not belong to the student. Instead, the obligation gap “puts the responsibility on educational institutions to be student-centered when designing academic experiences for the communities they serve”.

Equity Audit Core Team

Throughout the spring 2021 semester, Hotep Consultants, worked with Jake Kevari, Dean of Institutional Effectiveness to engage in thought partnership around stakeholder engagement. Consistent meetings were facilitated to provide feedback on technical details, insights on stakeholder engagement (including survey distribution and focus group participation), and serve as a sounding board to provide institutional context in alignment with the findings. While the core team was relatively small, participants represented a variety of stakeholder groups including:

- Classified Professionals
- Campus Administration
- Student Equity and Achievement Committee
- Academic Senate
- Committee on Diversity, Inclusion, and Belonging
- Guided Pathways

Equity Audit Core Team Member	Title	Role and/or Stakeholder Group Representation
Ree Amezquita	Dean of Instruction, Communications and Liberal Arts	Administrator Co-Chair for Committee for Diversity, Inclusion and Belonging
Jacob Kevari	Dean of Institutional Effectiveness	Administrator Facilitator- Institutional Missions and Effectiveness Subcommittee
Deanna Murrell	Financial Aid and ACES Counselor	Counseling Faculty Faculty Co-Chair for Institutional Missions & Effectiveness Subcommittee
Edward Rice, Ed.D.	Professor of Journalism	Instructional Faculty Chair for Committee for Diversity, Inclusion, and Belonging
Arlene Seratto	Senior Academic Evaluations Specialist	Classified Professional Co-Chair for the Student Equity and Achievement Committee



Equity Audit Process



Equity Audit Process

The Moreno Valley College Equity Audit was conducted in four key phases. The first phase included collecting and analyzing a series of documents which provided critical insights to historical institutional policy, practice, and assessment. The second phase included a campus-wide survey that was sent to all employees and students at MVC. The survey provided insight into MVC's culture and climate including the extent to which employees feel supported and valued by the institution, the practices they engage in to support students, and some of the issues and challenges with shifting to a student-focused and student-ready approach. The survey was sent to students that were enrolled at MVC between Fall 2020 and Spring 2021 terms. The final phase of the equity audit included a series of focus groups that provided insight around employees' level of understanding, engagement, and feedback around equity, diversity, and inclusion efforts at MVC. The discussion with students gave insight around how these efforts impact the student experience, and more specifically, some of the issues and barriers student experience in trying to access support and guidance. After completing all three phases of data collection, Hotep Consultants entered the fourth phase of the Equity Audit where we analyzed the data within the lens of the Student Ready, Equity Minded, and Transformative (S.E.T.) Framework, which will be discussed in the next section. This analysis resulted in the final set of recommendations to improve equity-advancing practices within MVC.

**Phase 1:**

Collect and conduct an analysis of key institutional documents focused on policy, practice, and assessment.

April - May

May - June

June - August

Phase 2:

Collected survey responses from an employee survey and a student survey.

**Phase 3:**

Facilitated focus groups for students, instructional faculty, student support & services (classified professionals), and administrators.

**Phase 4:**

Analyze all data elements within the S.E.T. Framework



Research Questions

The Equity Audit was guided by five (5) primary research questions. These research questions were initially developed by [Hanover Research Brief: Conducting an Equity Audit](#) and adapted by Hotep Consultants to best support equity audits within the community college. The research questions are listed below:

- 1 To what extent is the environment at Moreno Valley College diverse and inclusive?
- 2 To what extent do MVC's administrative policies and practices encourage a systemic and collaborative approach to diversity, equity and inclusion?
- 3 To what extent do MVC's instruction policies and practices help cultivate a learning experience that is engaging and empowering for historically minoritized students?
- 4 In what ways can MVC support changes to current policies, practices, and procedures in order to improve the quality of instruction and services for students?
- 5 To what extent are MVC's budget and resource practices informed by a student-ready and equity minded lens?

The research questions above serve as specific questions to be considered and answered as a result of analyzing the data provided. In order to answer the research questions, the Hotep Consultants team utilizes a specific framework as a lens through which to analyze the data. This framework is referred to as the S.E.T. Framework and is described more thoroughly in the next section.

S.E.T. Framework

At Hotep Consultants, we embrace award-winning educator Dr. Lisa Delpit's declaration, "We do not really see through our eyes nor hear through our ears, but through our beliefs." As educational leaders, our beliefs and values are evident in our institution's policies, practices, and procedures. An in-depth analysis of these aspects of our institutions calls for leaders to utilize a practical framework to assess their approaches. **The "S.E.T. Framework" stands for Student-Ready, Equity Minded, and Transformative.** This framework offers individuals and organizations multiple lenses through which they can reflect on their policies, practices, and assessments to identify barriers to equitable student outcomes.

The S.E.T. Framework provides the philosophical foundation that informs the way in which the Hotep Consultants Team approaches the development of human centered data collection, equity focused data analysis, and intentional and practical reporting of findings and recommendations. The framework is composed of six (6) key components of which we assess the intersections of each.

Student-Ready Institutional	Equity Minded Individual	Transformative Service
Policy The record of what we say we do	Practices Doing what we said we would do	Assessment The result of doing what we said we would do

Student-Ready

Student-Ready refers to an analysis of how the entire organization functions with an intentional, collaborative and holistic approach to facilitate students' continuous advancement towards college completion and valuable outcomes after college. A student-ready college equally values the knowledge, expertise, and leadership that exists across instruction/academics, student services, and business services/operations as well as different constituency groups including students, classified professionals, faculty members, and management/administration. At a student-ready college, it is generally understood and accepted that every employee is an educator, whether they are primarily situated in the classroom, over a program/service area, or managing responsibilities critical to ensuring all constituents have access to safe, clean, and accessible supports both in physical and virtual environments. A Student-Ready college creates system-wide impact by consistently examining processes and practices that are hindering learning for all students and actively working towards solutions. Developing a student-ready culture is a journey for individual educators and a broader process of organizational learning.

Equity-Minded

Equity-Minded is the analysis at the individual level. This is about one's consciousness, values, and belief systems about oneself, students, education, and the process of teaching and learning. Equity-minded higher education professionals intentionally call attention to patterns of inequity in student experiences and outcomes. They take personal and professional responsibility for the success of their students, critically reassess their own practices, they are race-conscious, and aware of the historical context of exclusionary practices in American Higher Education. To be equity-minded requires engaging in consistent critical-reflection to work on continuously improving one's knowledge, skillset, and impact around teaching and supporting culturally and racially diverse communities.

Transformative

Transformative is the manifestation of practices that address the historical and sociopolitical causes of inequities found in education and engage in data-informed efforts to repair and restore the educational system. At Hotep Consultants, we believe that individual educators and educational institutions can reflect on where they currently are at in their practice and approach from the lenses of: Traditional (Step 1), Transitional (Step 2), and Transformative (Step 3). A transformative educational approach interrogates the system, tools, and strategies of the traditional approach and produces innovative student-centered, anti-racist, and anti-sexist strategies for success. Transformative individual educators and educational organizations demonstrate consistently that policies, practices, approaches and changes in outcomes are aligned with being student-centered, anti-racist, and anti-sexist.

Policy

Policy refers to the written record of what the institution values and desires to accomplish. Policy is often led by governing agencies (i.e. Chancellor's Office, state legislature), institutional governance (i.e. Board of Trustees, governance committees), or campus leadership (i.e. President's Cabinet). Policies can inform college process and documentation (i.e. student forms), and have a significant impact on the student experience. It is important to note that many institutional policies were created during the era of the Right to Fail model which emphasized access resulting in barriers and poor outcomes for students of color. Transformative institutions view policies not as compliance based opportunities to exclude, but rather as parameters from which student engagement, academic excellence, and equity and inclusion can blossom.

Practice

Practice is most connected to the way in which policies are implemented and actualized within the day to day institutional experiences for employees, students, and community members. What decisions do we make? What do we prioritize and why? How do we treat students? How do we treat colleagues? There may be times in which practice aligns with policy and there may be times in which it does not. The times in which practice does not align with policy is most often based on individual engagement with said policy either intentionally or unintentionally, and could result in either transformative impact on students or the creation of barriers to success.

Assessment

Assessment refers to the outcome of both policy and practice. Assessments can be formal such as a campus survey or final research paper within a course. Formal assessments are typically tied to understanding campus or course outcomes, connected to program reviews, or impact resource allocations. Informal assessments may provide opportunity for intentional reflection and engagement within a course, program, or department that most impact students' sense of connection and belonging.

Data Reviewed

Campus-wide survey

Two campus-wide surveys were developed by Hotep Consultants utilizing the Survey Monkey online survey tool. One survey was developed for MVC employees and a separate survey was created for MVC students. In collaboration with the MVC Office of Institutional Effectiveness, Hotep Consultants provided unique survey links and QR codes, for internal distribution and survey collection via Survey Monkey based on the contact list/info that was provided to our team with employee and student email accounts (employee emails n = 1,514; student emails n= 5,178). The surveys were open between April 19 - May 13, 2021.



- 197 total employees participated in the employee survey (response rate: 13%)
- 305 students participated in the student survey (response rate: 5.8%)



Survey- Six Key Sections



1 Being Action Oriented

Being action-oriented requires intentional steps and efforts towards dismantling inequitable practices and policies within the institution. Individuals and groups within the organization use their locus of control to make an impact for students consistently to be in alignment with the college's values.



2 Belief in Students

Belief in students refers to the authentic and unwavering belief that students (in particular, students of color, first-generation, and/or low income) have the capacity to learn and be successful. Educators who believe in students communicate this through high expectations and providing high levels of support.



3 Campus Equity Eco-System

Creating change requires the organization function as an equity-minded community meaning that all individuals, constituent groups, departments, and services understand what their role is in student success and leverage resources to advance equity and student success in alignment with student equity plan, strategic plan, and vision for becoming an anti-racist campus.



4 Critical Self Reflection

The practice of assessing an organization's culture, policies, and practices and identifying ways to change, adapt, and grow to improve outcomes for students. This practice requires thinking about how one's social location (race, gender, SES, etc) impacts beliefs about teaching and learning, the practices that are acted out, and impact on students.



5 Racial Literacy

Racial Literacy is the understanding of what "race" is, its relationship to inequity, and how to respond to racial tension, discrimination, and inequitable outcomes with an anti-racist lens.



6 Sense of Welcoming and Belonging

Students feel welcomed and a sense of belonging when an institution intentionally designs the educational experiences that affirm students' cultural/racial differences, connects them to opportunities and resources, and creates community for students.

The survey primarily consisted of likert scale questions in which participants rated their agreeability or level of comfort across a variety of factors. Additionally, each section within the survey included an open ended question to which participants could provide clarity or context around their responses. The full list of survey participant demographics (located in the campus-wide presentation of findings) and redacted survey responses can be found in the appendix.

Focus Group Discussions

After the campus surveys closed, Hotep Consultants conducted a number of focus groups to gain additional insight around employees' level of understanding, engagement, and feedback around equity, diversity, and inclusion efforts at MVC. We hosted 6 focus group sessions over a period of 8 hours between May 19 - June 8, 2021. The focus groups were held virtually via Zoom. In order to ensure that participants were able to actively engage in the focus group, breakout rooms were used to provide small group conversations facilitated by a consultant from Hotep Consultants. As such, one focus group session could host up to 40 participants with four rooms of 10 participants each.

Each focus group session highlighted a specific stakeholder group to ensure that questions asked within the focus group were most relevant to the role of the participants. We hosted one (1) focus group session for students; two (2) focus group sessions for employees within student services and support departments (including classified professionals, counseling faculty, and library faculty); two (2) focus group sessions for instructional faculty; and (1) one focus group session for administrators.

- 26 total participants engaged in the 6 focus group sessions
- The full list of focus group participant demographics, focus group schedule, and focus group protocol can be found in the appendix.



Document Analysis

In addition to the campus survey and focus group sessions, a document analysis was conducted to gain insights into structures, messages, policy, and practices that could create barriers to equity and anti-racist efforts.

Documents remain a source of information and direction regardless of changes in personnel, mission, or initiative. It is imperative to review and update documentation, especially if any documentation can be directly linked to barriers to student success.

At the onset of the Equity Audit, the Hotep Consultants team provided the MVC with a list of key documents to gather for review. The Equity Audit team collected a number of documents from the key documents list and shared them with the Hotep Consultants team via google docs. We then uploaded the shared documents to the data visualization tool, Dedoose, where our team reviewed, analyzed, and coded over 100 documents. For documents that were not included within the initial Google document share, Hotep Consultants worked directly with Dean Jake Kevari to gather additional documentation, or searched the MVC website for additional materials.

Some items reviewed in the document analysis include:

- Admissions and Records Forms
- Advertisements and Applications for Student Support Programs
- Annual Evaluation Report 2019-2020 Integrated Strategic Plan
- Course Syllabi
- Event flyers
- Guided Pathways Action Plan, Implementation Timeline and Allocation Summary
- Job Descriptions
- Program Review Documentation

The full list of documents included in the document analysis can be found in the appendix.

Limitations

As with any research, the Equity Audit at MVC was not exempt from a series of limitations that might influence our findings and final recommendations. Such limitations are listed below.

Timing

Much of the data collection, both surveys and focus groups, took place throughout the latter part of the spring semester and throughout the summer term. As a result, potential participants may not have had the opportunity to fully participate in either the survey or focus group due to competing schedules (ie. finals) or contract availability. We realize the timing of the data collection limited the number and breadth of responses that we were able to receive within this process and therefore may not paint a complete picture of the campus climate and experience from all constituency groups.

Breadth and depth of voices

As mentioned above, the timing of the data collection process limited the number and breadth of responses that we were able to include in the data collection process. Specifically, because the focus groups took place at the start of the summer term, we lacked the opportunity to engage a variety of students and adjunct faculty. While we're grateful for the few students that were able to participate in the student focus group, the number of participants was too few that we won't be able to include those insights within this analysis. For our faculty analysis, we were grateful to have heard from full-time faculty at MVC, however we know that the experiences of adjunct faculty are often vastly different than those of full-time faculty within any community college. Because of the timing of the focus groups, the faculty members that were most available to lend their voices to the conversation were full-time faculty which may not be representative of all faculty experiences.

Access to data

Again, we are extremely grateful for the voices that we heard from within the surveys and focus groups, and the amount of institutional documents that were shared with us as part of this audit. That said, we also acknowledge the reality that we can only review the information we have access to. While we do not believe that there was any intent to withhold information from our consultants, there may be information or documentation that we were not privy to during this process. Perhaps we did not ask for the right information. Or perhaps there wasn't an awareness of the existence of a specific item or topic that could be of interest and importance to this process amongst those that we engaged with. Again, of no fault to anyone in particular. Additionally, there is such a thing as research bias which exists in spaces where individuals may not feel comfortable or safe in sharing their true thoughts or experiences with researchers out of a fear of stigma or retribution. In this instance, we, as researchers, are only privy to the information shared with us through the survey or focus group presentations based on the level of comfort a participant has in sharing their story. We acknowledge this fact and have taken this into consideration during our analysis of the data.

Pandemic!

Finally, throughout the data collection and engagement process, through the analysis and presentations of findings, we find ourselves still deep in the midst of the COVID-19 global health pandemic. This year has been interesting, to say the least. The sudden and drastic requirement to shift the way in which most colleges have offered instruction and services to students has been taxing on both employees and students. The request to fill out yet another survey, or attend another 90 minute Zoom session for a focus group, may have exhausted those that are dealing with survey and screen fatigue. Additionally, in light of the racial reckoning around anti-racist and anti-Black systemic policies and practices, there is also fatigue that communities of color face in having to reshare traumas and microaggressions that they encounter on a daily basis. Therefore it is understandable that some may have turned down the request to participate in yet another conversation about equity and racism within the institution. The mental health of community members, especially those of color, has been incredibly taxed over the past two years. That being said, we are grateful for those that had the energy and ability to share their stories with us and we are hopeful that we were able to capture both the individual and collective experiences of the communities that call Moreno Valley College their place of study or place of work.

Findings

The Equity Audit findings are a result of the deep and intentional analysis of institutional documents, campus survey, and focus group discussions. The findings are presented in three parts: (1) a set of overarching themes, (2) a summary of findings within the S.E.T. Framework, and a (3) a full list of recommendations will also be presented within the S.E.T. Framework.

Overarching Themes

Race and Racial Equity

Equity efforts at MVC are largely focused on access, diversity and inclusion. While there has been a commitment to offering programs and services to students who have been disproportionately impacted, there is a neutral tone as it comes to addressing issues of race and racial difference within conversations about equity and student success. Having an understanding of the social construction of race, racial hierarchy, and an analysis of how racial inequity operates within the college through policies, curriculum, processes, and practices, are indispensable for individuals and the institution to understand how to approach producing racially equitable outcomes. Similar to other institutions (i.e. Healthcare, Employment, Housing, Criminal Justice), educational institutions are a microcosm of societal injustices and patterns of inequity. This comes from a legacy and present-day organized system of exclusion, marginalization, and dehumanization of people of color and other minoritized groups that has existed for hundreds of years. The fact that outcomes are still predictable by race in 2021 cannot be ignored and creating an environment where we are being more intentional with addressing this fact should not give undue attention and energy to debates on whether or not racism is taking place. Having an analysis of racial equity is critical given the college's implementation of becoming an Anti-Racist organization. To make progress within these efforts, a key competency that needs to be developed for Anti-Racism to occur is actively engaging in dialogue where we can name issues of equity, race, and disproportionate impact.

Challenges with Campus Dialogue

There is a level of discomfort and difficulty when having discussions about equity and inclusion which creates barriers to engaging in constructive and nuanced discussions needed to take a collaborative approach to equity. There was a sense of frustration particularly around the lack of successful conversations folks have engaged in about issues of race, racial and cultural insensitivity, among other issues. There is also fear and worry of being judged and/or reprimanded due to differing political perspectives, former experiences with discrimination, institutional politics, and other campus dynamics. It's imperative for organizations to build the capacity to guide, teach, and train campus constituents around how to engage in dialogue that explicitly address issues of equity, race, culture, identity, and other forms of social difference in a manner where all participants can speak with self-awareness, an openness to hearing one another's perspective, and a willingness to struggle and learn together. It's also necessary to give ourselves and others the permission to make mistakes, correct them, and remain whole.

Aligning Supports with Expectations

There is a need to develop holistic support for faculty, classified professionals, and administrators in order to meet the institution's goals around equity and increasing student success. While the institution has a documented focus and commitment to equity, there is a sense that there isn't the kind of infrastructure needed to provide sustained high quality support for successful implementation of programs, services, and initiatives. This includes having enough dedicated time for planning, developing resources (i.e. staff support, funding), and receiving guidance and clarity around how decisions (at the level of senior administration) are being made through an equity lens with respect to budget and resource allocation. In terms of professional development, equity focused events, training, and workshops are also largely focused on faculty/classroom instruction and there is little to no engagement around topics and approaches more connected with the roles of classified professionals and administrators (managers and supervisors). It's important for training and professional learning to also consider how students interact with the college outside of the in-classroom experience and what it means to engage in culturally responsive, equity-minded, and transformative leadership from spheres of influence of all stakeholder groups.

S.E.T. Analysis

The findings below are presented in alignment with the S.E.T. framework. **The “S.E.T. Framework” stands for Student-Ready, Equity Minded, and Transformative.** This framework offers individuals and organizations multiple lenses through which they can reflect on their policies, practices, and assessments to identify barriers to equitable student outcomes. We strive to uplift encouraging practices by including highlights and examples of work currently taking place at MVC. We will also include direct examples from the data collected, or questions for consideration to strengthen the areas of growth.

Student-Ready

Becoming a “Student-Ready” college calls for institutions to shift the traditional philosophical question of “How can students be college ready?” to “How can colleges become student-ready?” This shift then prompts the organization to focus on continuous improvement of policies, practices, and procedures to create system-wide impact. A student-ready organization takes a comprehensive, collaborative, and holistic approach to achieving equitable student success outcomes.

Highlights

Institutional documents, particularly within the last few years, show a clear focus on equity and demonstrate/show a campus-wide commitment to equity and student success.

Examples Include: 2020 Spring Guided Pathways Update, 2019-2022 Student Equity Plan Executive Summary, and the Integrated Strategic Plan.

Guided Pathways Implementation efforts reflect a holistic understanding of support needed for students. The (5) five design principles of being Student Centered, Equity Focused, Empowering, Inclusive & Transparent and Collaborative influence the design of student success teams and reorganization of Student Services.

Examples Include: 2020 Spring Guided Pathways Update, 2019-2022 Student Equity Plan Executive Summary, and the Integrated Strategic Plan.

The campus has developed professional learning activities and training focused on developing equity-minded and culturally responsive teaching practices.

Examples Include: English Program Review, English Annual Update, Teaching Matters Workshop Series, USC Equity Alliance.



“Conversations around equity have become more meaningful, not just quantitative (retention and success) but qualitative...thinking about curriculum, practices, and policies differently”

-Faculty, Focus Group Quote

Areas of Growth

Recruitment

There is not a focus around equity or around values of diversity, equity, and inclusion (DEI) consistently embedded within job descriptions for prospective employees. For student employment job descriptions, there is no mention of diversity at all.



Other:

COMMITMENT TO DIVERSITY:

Evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students (E.C. 87360a).

Evidence of responsiveness to and understanding of the racial, socioeconomic, academic, and cultural diversity within the community college student population, including students with different ability statuses (e.g., physical and/or learning) as these factors relate to the need for equity-minded practice in the learning environment.

Cover Letter: Brief cover letter describing specific aspects of your experiences and academic background that qualifies you for this position. Additionally, briefly address: a) Why teach at a community college? and b) What is the importance of equity and opportunity in learning and student success?



The lack of consistency in job postings and announcements can send the message that equity and inclusion is not a priority within the process of hiring and recruiting or that equity and inclusion is not a priority at MVC at all. Some questions to consider are:

- How does the college seek opportunities (building relationships, professional resources, etc.) to increase the gender diversity and racial diversity of applicants?
- How can the institution intentionally frame its values, goals, and commitments as they relate to diversity, equity, inclusion, and belonging within the job description?

Professional Learning Opportunities

Not all employees are fully informed about professional learning opportunities and/or have the capacity to engage in these activities. Professional learning and training opportunities also tend to focus on the faculty and in classroom experience which does not take into consideration the role of classified professionals and managers/administrators. Additionally, employees feel overworked and work deadlines make it challenging to attend these opportunities.



“There is no Classified Senate at MVC. I also do not think Classified Professionals are actively encouraged to participate in sessions regarding equity, goals, and student success. I do not think there is a clear and consistent message of equity and student success expectations or goals”

-Classified Professional, Survey Quote

Forms & Documentation

Institutional forms are designed and written in a manner that can create additional barriers for students. The vocabulary that is used, trying to understand what is being asked, issues with accessing the information required, and a number of other factors can be intimidating for students. Completing a step/ process should be more reasonably manageable considering our students' perspectives and experiences.

Example: Late Add Form

Student: (allowable conditions per Title 5 State regulations) **It is the student's responsibility to get all required signatures and submit petition to Admissions by the deadline stated above.**

1. ☐ **ILLNESS** - You must prove you were ill or injured during the add period. You must attach a note from a doctor, clinic, or hospital certifying your illness and inability to add by the published deadline date.
2. ☐ **ACCIDENT** - You must attach a "true copy" of an original accident report from a police department, sheriff's office, California Highway Patrol, or other police agency. It is your responsibility to explain how the accident prevented you from adding by the published deadline date.
3. ☐ **DEATH** - You must attach a copy of the death certificate and explain your relationship to the deceased.
4. ☐ **OTHER** - Please note there are several reasons at the top of this page that will not be accepted as "other." Supporting documentation may be necessary to approve this request. **Please explain:**

I certify, under penalty of perjury, that the statements above are true and the documentation I have provided is accurate.

Student Signature

Date

Instructor: *I understand that if there is insufficient documentation to justify the late add, the student will not be added to the class. Do not allow student to remain in class if you do not receive notice of add on WebAdvisor or in your mailbox (if not online). Student must have been in attendance prior to census in order for RCC to claim apportionment.*

By signing this form, I, the instructor, acknowledge that the student's statement is true and accurate to the best of my knowledge and I may be contacted by or asked to meet with the Dean of Instruction to justify this late add. Comments:

The requirements for this particular process can be insensitive to students due to the nature of information being requested.

Accessing information from a doctor or hospital can be difficult for students who do not have health care or perhaps have illnesses or ailments they cannot speak about or report for a variety of reasons.

Going through the process of requesting a death certificate puts undue burden on students who are experiencing loss/grief. Additionally, it creates another system of processes and hoops that students need to manage in order to complete this form correctly.

Additionally, consider the following questions:

- Is the form welcoming?
- Does the form demystify college processes and policies?
- Does the form have a more punitive tone or is it more informative and helpful?
- Does the form require "official documentation" that is unreasonable to request for students who are housing insecure, justice impacted students, current and former foster students?

Business Practices & Processes

Decision making within the prioritization process is unclear and this impacts departments and services areas in terms of planning, strategizing, and facilitating programs for students. These conditions can create barriers to sustaining the impact of programs geared to support historically minoritized student groups.



“When it comes to our overall business allocation, it’s been kind of a black box, we haven’t known how the funding and budget comes together. We don’t know how equity decision making is inserted into the decisions that are made”

-Administrator, Focus Group Quote



On naming a specific campus practices that may cause barriers for students- “Our lack of assessment and intentional plan development, especially as it pertains to Equity”

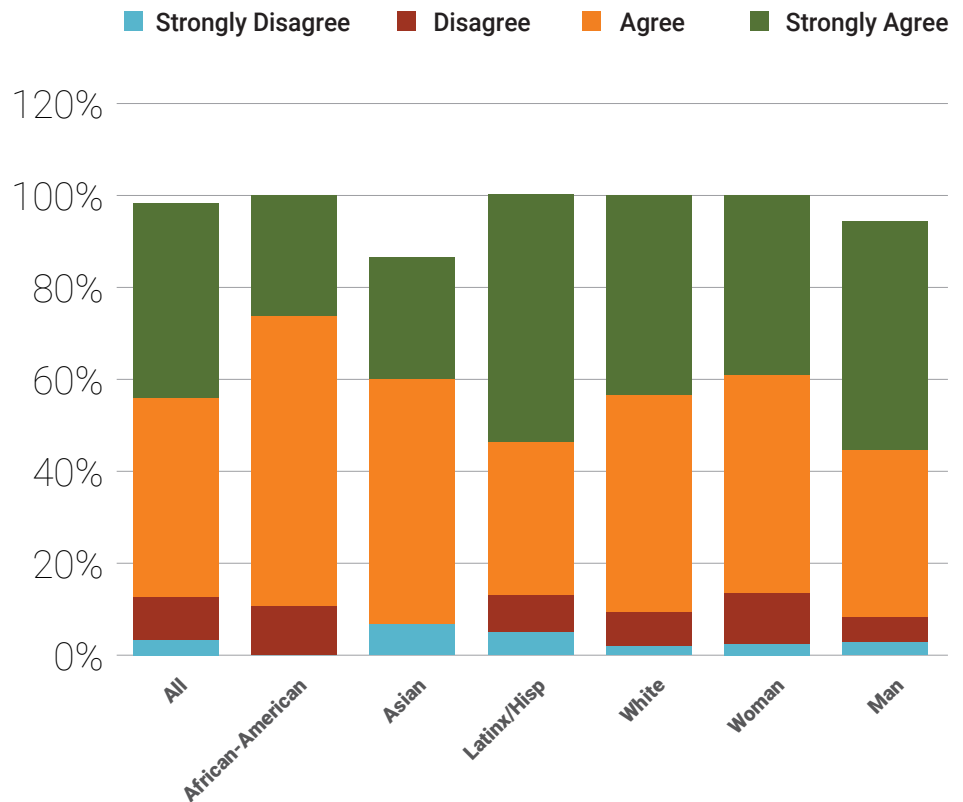
-Counseling Faculty, Survey Quote

Campus Climate

There is much work needed to be done to cultivate an environment where employees feel valued, respected, and a sense of belonging to the community. If employees of color are not feeling supported or valued within their work, it becomes more difficult to attract and retain employees of color across the institution.

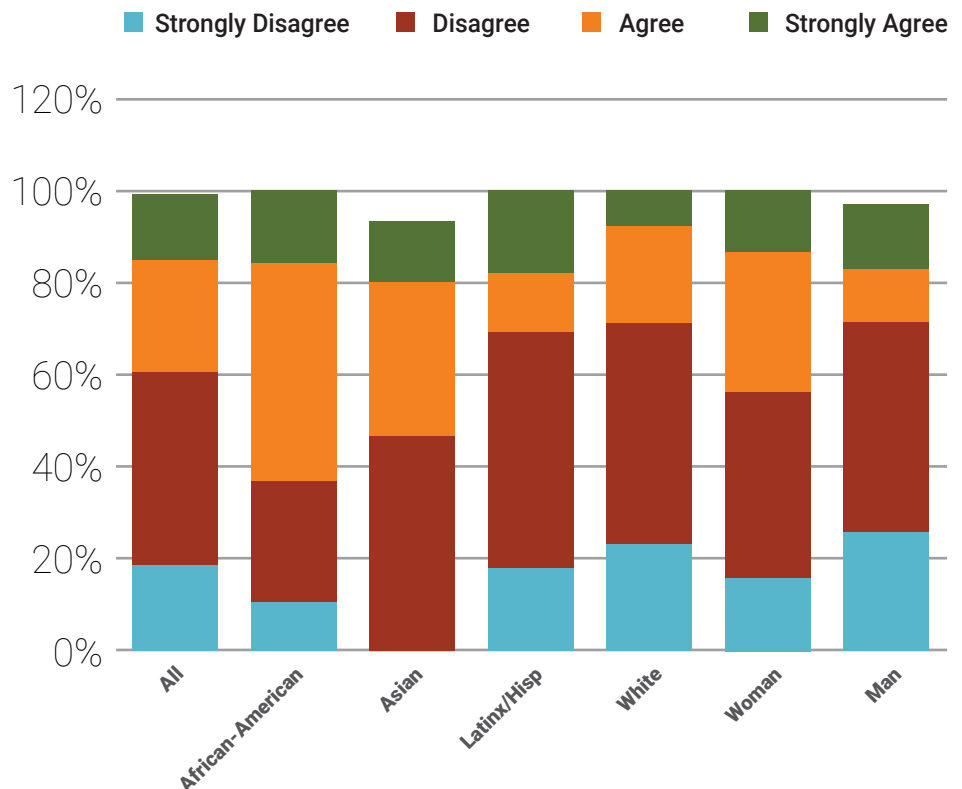
Compared to other racialized groups, African-American employees had higher reports of feeling as if they have to work harder than their colleagues to be perceived as a competent employee, feeling that they did not receive due credit for their ideas or work, and feeling that their contributions are not valued by their direct supervisor.

I feel as though my contributions are valued by my department



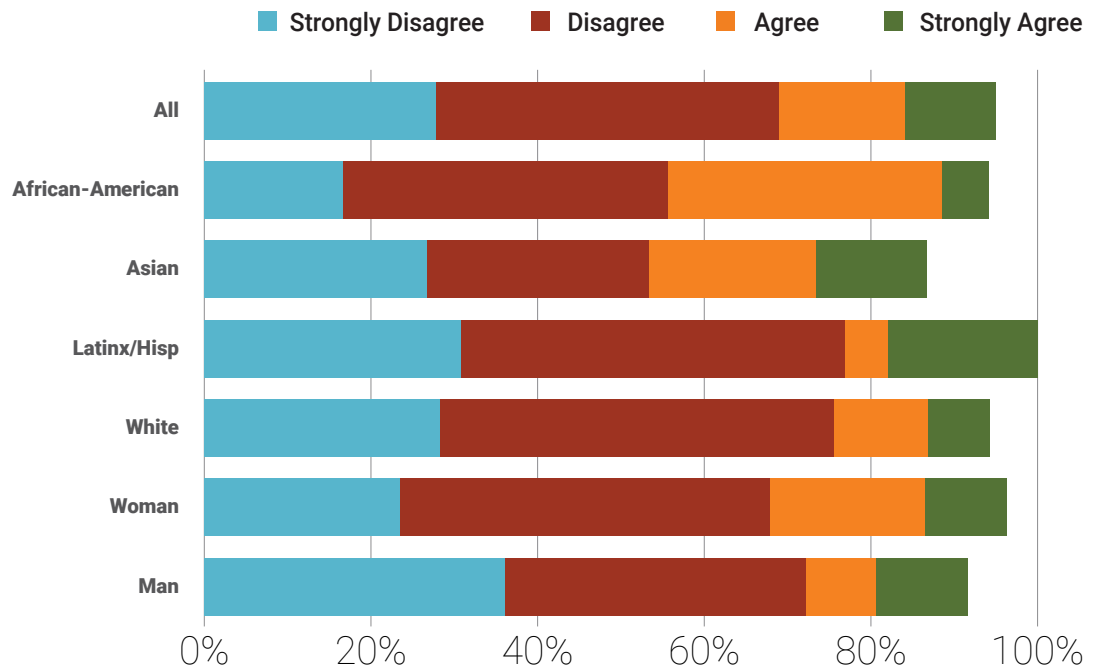
*Asian, Middle Eastern, Pacific Islander, Native American or Alaskan Native, Transgender Woman, and Transgender Man respondent populations were too few to disaggregate without potentially identifying the employees who responded to the survey.

I feel I have to work harder than my colleagues to be perceived as a competent employee



*Asian, Middle Eastern, Pacific Islander, Native American or Alaskan Native, Transgender Woman, and Transgender Man respondent populations were too few to disaggregate without potentially identifying the employees who responded to the survey.

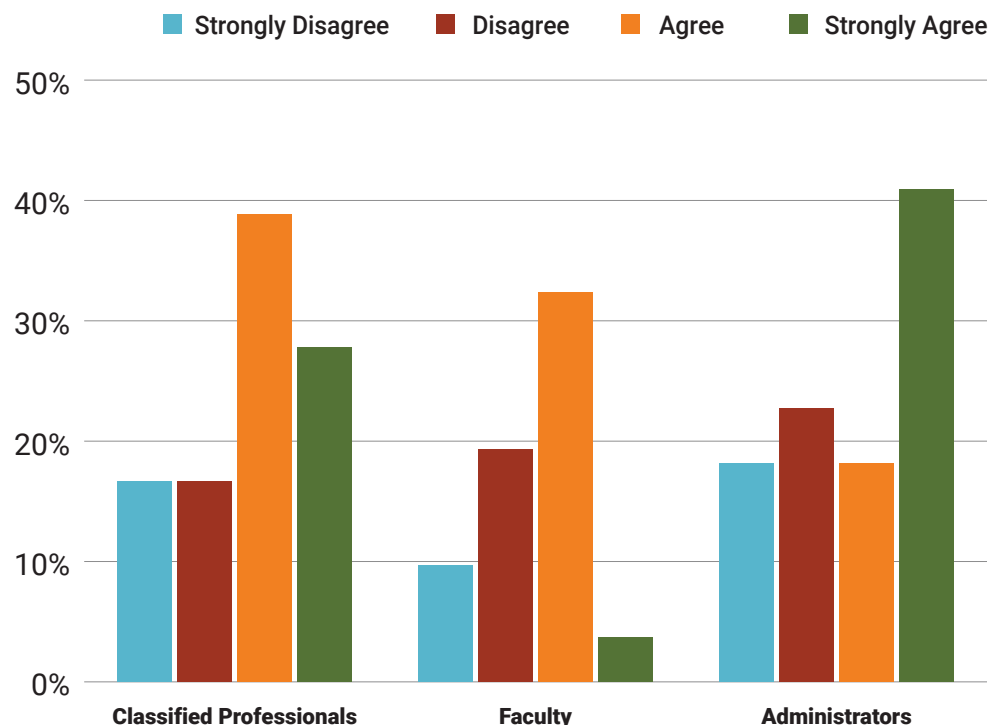
I feel as though I did not receive due credit for my ideas or work



*Asian, Middle Eastern, Pacific Islander, Native American or Alaskan Native, Transgender Woman, and Transgender Man respondent populations were too few to disaggregate without potentially identifying the employees who responded to the survey.

All employees and division/service areas of campus play a role in student success and it is important to cultivate an environment where parts of the campus community can exchange ideas, respect the different areas of expertise that exist, and use resources to work together to transform the student experience. One of the challenges to create system-wide impact are the factors and dynamics that may create silos on campus.

There is a culture of collaboration between instruction, student services, and business services at MVC.



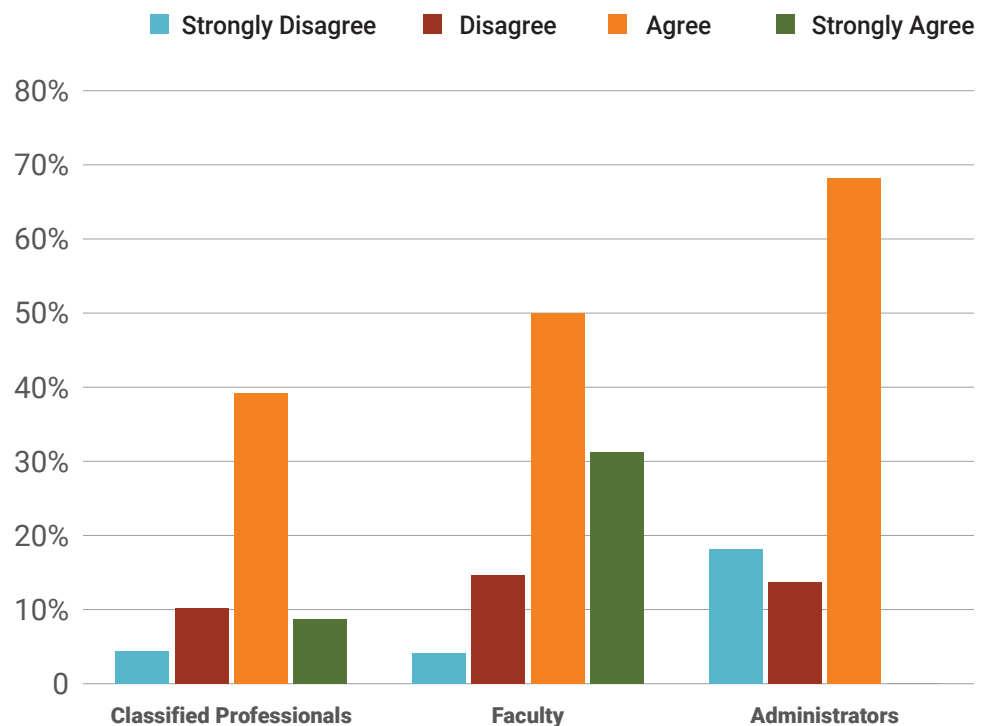


“There is a desire to be better and we say all the right things but it feels forced/not genuine. Actions do not match the words”

- Administrator, Survey Quote

If MVC as an institution has committed to a focus on equity and there are expectations for college employees to approach their work with this in mind, leadership must see training and professional development focused on equity as a priority. From a management perspective, this means encouraging and intentionally connecting employees with these opportunities while also supporting employees with dedicating time to training.

Participation in Equity Training is a Priority is a priority in our department



“We believe in the importance of equity, but equity training is not institutionalized or required”

- Faculty, Survey Quote

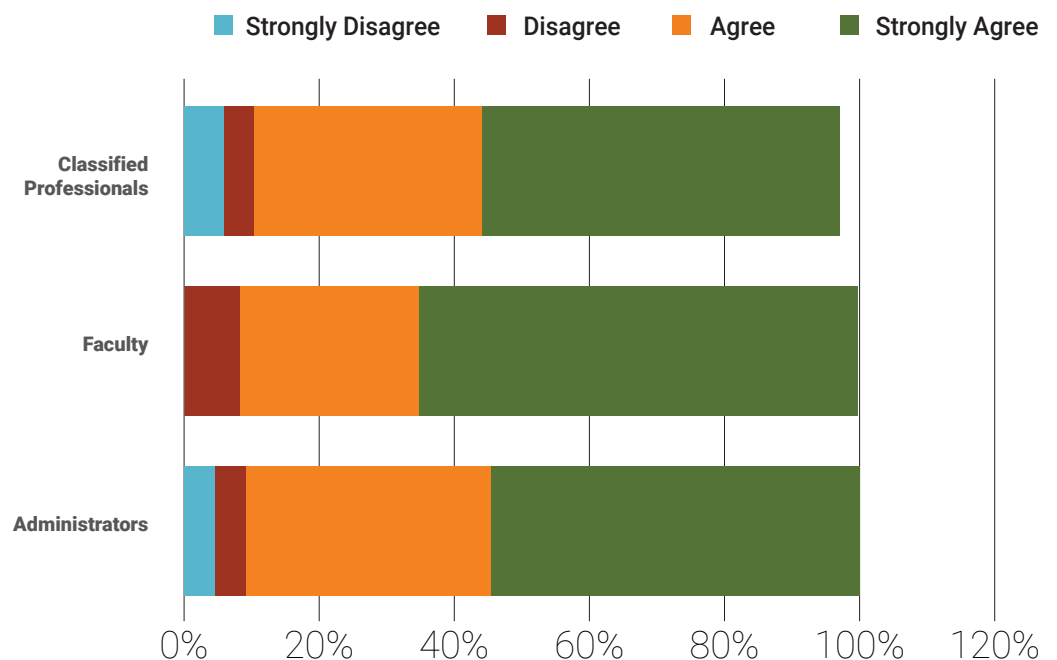
Equity Minded

Equity-Minded higher education professionals intentionally call attention to patterns of inequity in student experiences and outcomes. They also take personal and professional responsibility for the success of their students and critically reassess their own practices.

Highlights

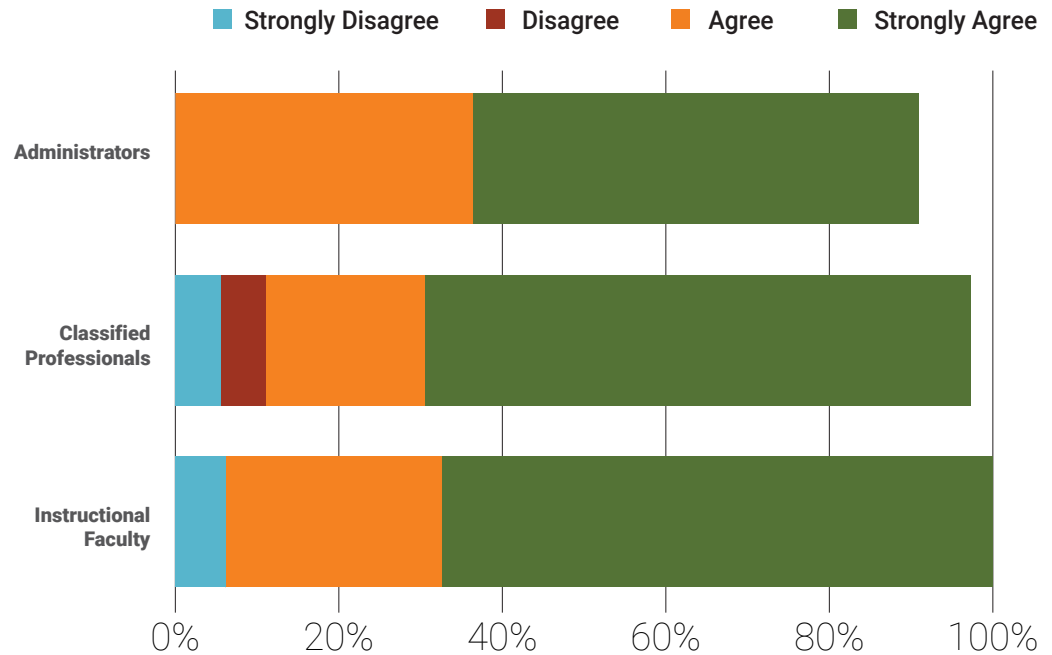
Both faculty and classified professionals reported they have high expectations of all students regardless of race, gender and cultural identity. They also engage in practices that are welcoming to students including asking students how to correctly pronounce their names and addressing students using the pronouns they identify with.

Colleagues (within my constituent group) have high expectations of students regardless of race, gender, or cultural identity



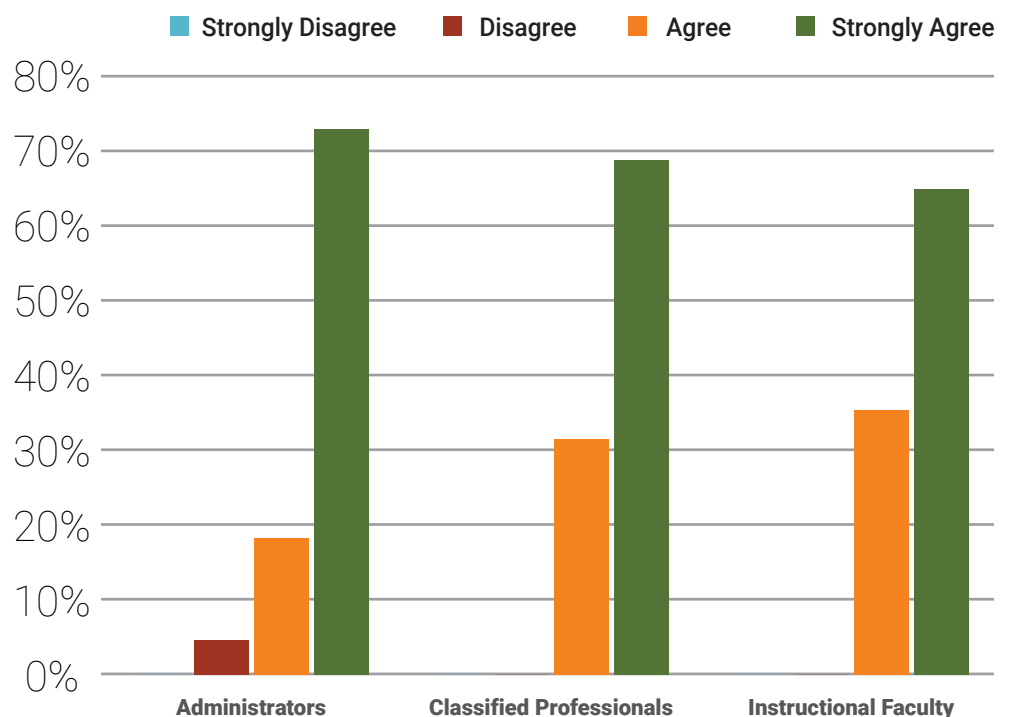
The majority of faculty and classified professionals acknowledge that their departments prioritize high quality instruction and/or service for students and provide flexibility and support when students need assistance.

My department prioritizes high-quality instruction or services to students



There is also an awareness around the various social identities employees carry and how their beliefs could create bias towards certain students/groups.

I am aware of the social identities I possess





“Cultural Fluency is important. I am open to collaborating with any and everyone as I am still learning a great deal myself. Exposure and experience are what help me grow both personally and professionally”

-Faculty, Survey Quote

Having a mindset that is open to and embraces learning, especially as it comes to becoming more culturally fluent and racially, is important because becoming equity-minded does not happen through a checklist but through a process of embedded critical self reflection.



“I am a problem solver and I always go above and beyond to assist students like my program dictates “

-Classified Professional, Survey Quote

It makes a positive impact on students when employees offer high levels of support. Going “above and beyond” reflects a commitment to student success and when students experience this, it helps affirm their decision to be at this particular college.



In reviewing syllabi, several included transformative practices such as welcome statements, student first/student ready language, and a balance between humanizing empathy, support, and high expectations.

CLASSROOM VALUES

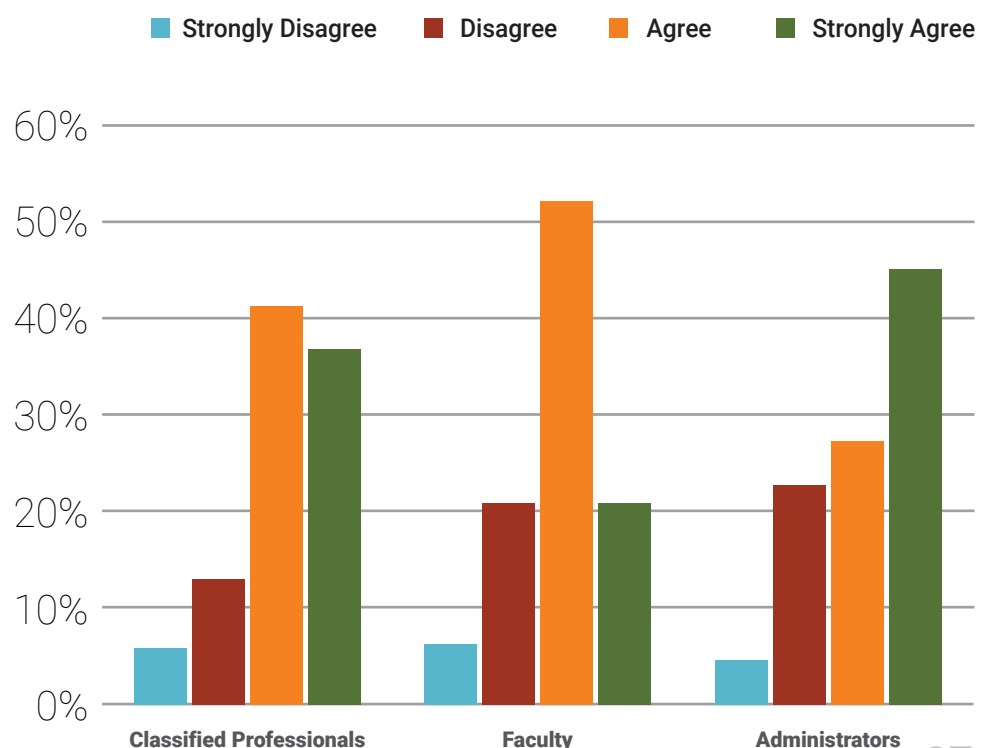
I consider this online classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. If you like, you can inform me of your gender pronouns at any point in the term: for me, you may use “she/her/hers.”

Areas of Growth

Clarity in Language & Purpose

Campus employees do not have a shared understanding of “equity.” This can lead to a misinterpretation of equity-minded practices and it can also make it challenging to engage in work collaboratively. Additionally, the expectations around what it means to engage in equity-advancing practices is not always clear or consistent.

Colleagues have a shared understanding of what “equity” means



Not having some shared language or baseline information (including a basic working definition), can lead to a misinterpretation of equity-minded practices and it can also make it challenging to engage in work collaboratively as reflective in the quotes below:



“I worry that some “culturally responsive” practices, especially in grading and assessment, but maybe even in pedagogy, could lower standards or even create different standards for different groups, or even have the unintended consequence of demotivating some students who are already striving hard”

-Faculty, Survey Quote

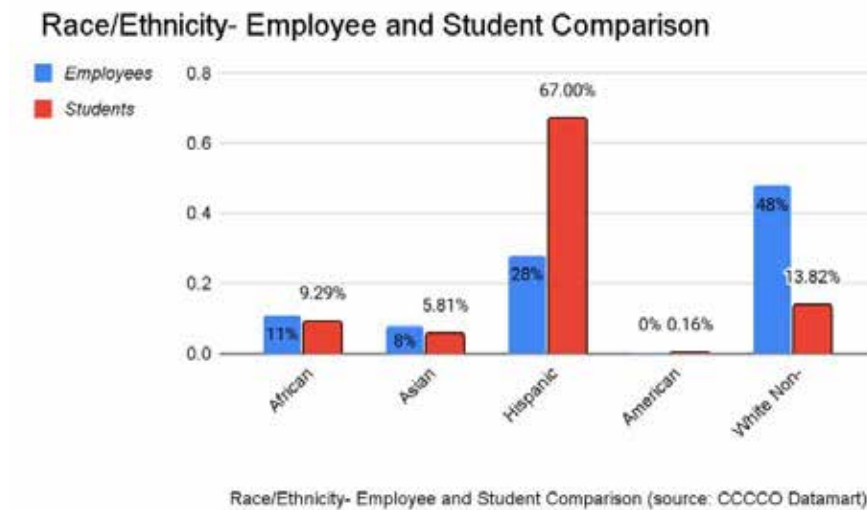
There is an assumption that being responsive to the different needs and experiences of students reduces the academic rigor of a course when in fact, the opposite is true. It's much more rigorous to be culturally responsive because it calls for instructors to be more self-aware, educated, creative, and innovative versus utilizing a “one size fits all” approach to teaching and learning.



“I’m a grown up. I don’t need to be trained by so-called experts on how to be polite and decent to everybody. It’s really simple: please, thank you, sorry, how are you doing, how can we work this out, we missed you in class yesterday, etc. Basically, I treat my students like autonomous grown ups.”

-Faculty, Survey Quote

There is an assumption that addressing issues of equity is a matter of engaging in behaviors understood as generally acceptable and appropriate. In other words, be a decent human being. While this is a good mindset to have, it ignores the power dynamics, systems, and deeply ingrained ideologies (what we accept as “the norm”) which have produced and sustained inequitable outcomes.



Representation

Based on the chart shown, the racial/ethnic demographics of employees at MVC are not reflective of the student populations enrolled at the college and there is some level of awareness across the institution that this unacceptable:

- 25.43 % of employees are dissatisfied with the racial/ethnic diversity of faculty.
- 16% of employees are dissatisfied with the college’s commitment to hiring underrepresented racial/ethnic minorities.
- 14% of employees are dissatisfied with the racial/ethnic diversity of administrators.
- 8.33 % of employees are dissatisfied with the racial/ethnic diversity of staff



“I think we have a lot of growth still in terms of the questions that we ask during the interview process that can get at nuanced and thoughtful responses in the interview process. I think the questions we ask, often times, allow for candidates to give kind of stock answers and without allowing us to interrogate their thinking around these questions”

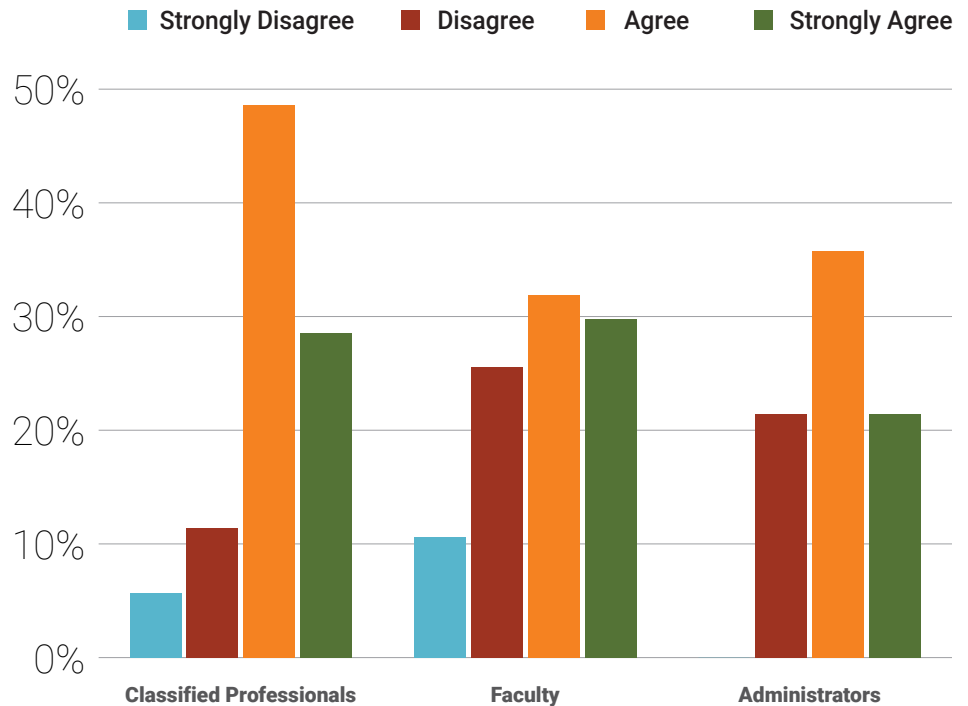
-Faculty, Focus Group Quote

These voices are important to consider because there are opportunities for the college to consider innovative strategies for recruiting professionals that reflect the students enrolled at the institution. While there is a recognition that improvements have been made as it relates to hiring diverse employees, there are opportunities to scale inclusive recruitment practices (i.e equity focused job descriptions) across ALL departments and constituent groups for system wide impact.

Critical Dialogue

Campus employees do not feel comfortable with addressing issues of racial animus. In particular, there are challenges with intervening when noticing discrimination including microaggressive behavior.

Within the past semester, I have felt comfortable addressing colleagues who make racially insensitive comments about students or other colleagues



The quotes below are examples of dynamics and behaviors that make it challenging to engage in productive, meaningful, and self-reflective conversations about diversity, equity, and inclusion.



“If I raise a red flag on racially insensitive comments, I’m subject to retaliation”

-Faculty, Survey Quote

If bringing awareness to issues such as the one mentioned here becomes synonymous with punishment, that makes employees fearful and hesitant to address interactions and behaviors that are unacceptable and should be corrected/resolved. A question to consider is, how do we currently create spaces and environments where people feel safe to address issues of bias/discrimination? Ignoring these issues creates a barrier to all employees feeling a sense of belonging to the institution.



“Far too frequently, I have witnessed faculty/administration taking offense to allegations of discrimination/bias, unaware that they are practicing it themselves. Sometimes we think we know something so well that we don’t realize we do it ourselves”

-Faculty, Survey Quote

Addressing incidents of discrimination and bias can trigger a range of emotions and responses. It is important to engage in critical self-reflection and come to our work with the assumption that a vast majority of folks have good and genuine intentions, which should not derail the conversation (and processing) that needs to take place in order to rectify harm.



“There still seems to be a gap in understanding what equity truly means because I’m sitting here feeling like I can’t speak freely. I’m sitting here feeling like If I say the wrong thing, I’m going to get in trouble”

-Administrator, Focus Group Quote

It’s important to cultivate an environment that allows folks to reflect on, struggle through, and continuous practice of having self-aware, honest, and courageous conversations.

All of this has a direct impact on students because building capacity (for individuals, groups, and the institution overall) to engage in critical, reflective, and often difficult conversations (i.e. identity, discrimination, bias, etc.), is a prerequisite to creating an environment where community members can show up authentically as they are and feel a sense of belonging to MVC. The notion of “belonging” is not merely about being in a space where everyone is nice and friendly. It’s also about how individuals (particular those who are a member of a historically minoritized group), are treated when there is conflict or perceived injustice that takes place. In other words, when an issue arises, how does the institution facilitate resolving issues and repairing relationships where harm has been done?

Transformative

Transformative is the manifestation of practices that address the historical and sociopolitical causes of inequities found in education and engages in data-informed efforts to repair and restore the educational system.

Highlights

Auto Awarding of Degrees & Certificates in 2017-2018 led to an increase in the completion rates for Latinx and African American populations. (Evidenced in: Six Areas of Focus John W. Rice Award Honorable Mention).

MVC's transition to offering remote learning and services due to Covid-19 resulted in the development of Online Engagement Centers, multimedia technology & virtual tools for students, and also made learning more accessible for many students:



"I am liking and thriving with more online classes that fit around my schedule"

-Student, Survey Quote



"I am able to do classes online. Since I have a full-time job ,it's very hard to go into campus for classes and that I'm able to take more classes online since almost all are available"

-Student, Survey Quote

Students who are enrolled/connected to special programs and utilize campus services expressed the value of the support they received.



“Working with EOPS and being in the program as well gives more of a connection to MVC with counseling, and classes”

-Student, Survey Quote



“Talking with the mental health department has helped me tremendously”

-Student, Survey Quote



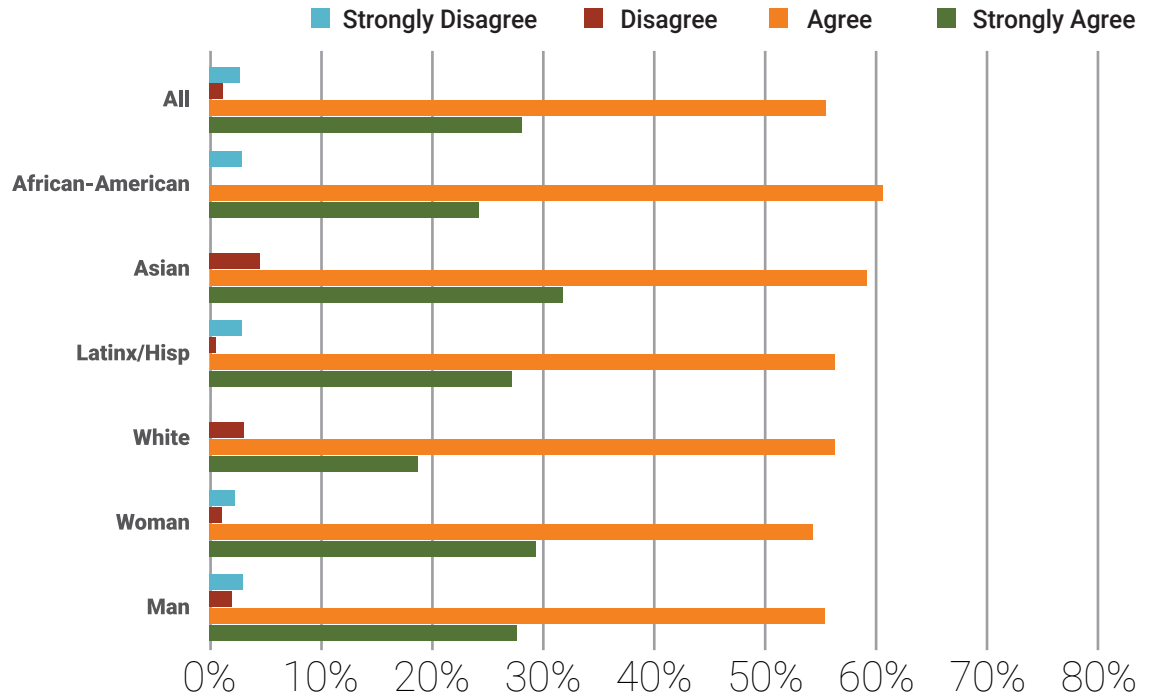
“Joining Umoja has helped me feel included in campus life and they have connected me with a tutor, counselors, and are there if I need assistance!”

-Student, Survey Quote

The majority of student respondents (83-88%) shared that they feel valued by instructors in the classroom and believe that campus staff are helpful and approachable.

83.67% of faculty reported that their course materials contain representations and stories of diverse individuals and communities.

Campus staff are helpful and approachable



“What has helped me is that the professors at MVC show that they care for the success of their students. They realize that stuff may come up and sometimes will not be able to complete assignments”

-Student, Survey Quote



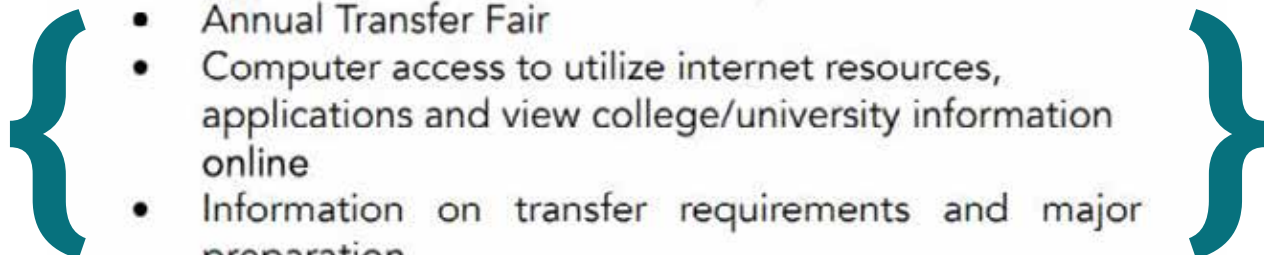
“The way Professors still show you they are there for you even being virtual. They also still communicate promptly to any questions or concerns you have”

-Student, Survey Quote

Areas of Growth

Communicating with Students

Outreach materials are not available in multiple languages. Content of the message is full of institutional jargon that students, particularly first-generation college students, may be privy to and thus cause confusion. When working with students, what might it look like to communicate in a way that highlights the benefits of the service/task rather than focusing on only the requirements or the listing of features/services as it relates to program flyers, assessments, and even guiding campus documents? Below is an example from the MVC 2020-2021m Student Handbook of services merely listed without translating the benefit of these services.

- 
- Workshops on Steps to Transfer, Application Process, Personal Insight Statement, Scholarship Information, and Transfer Admission Guarantee Applications
 - Appointments with university representatives
 - Annual Transfer Fair
 - Computer access to utilize internet resources, applications and view college/university information online
 - Information on transfer requirements and major preparation
 - Transfer Achievement Ceremony
 - STEM career and transfer resources and services

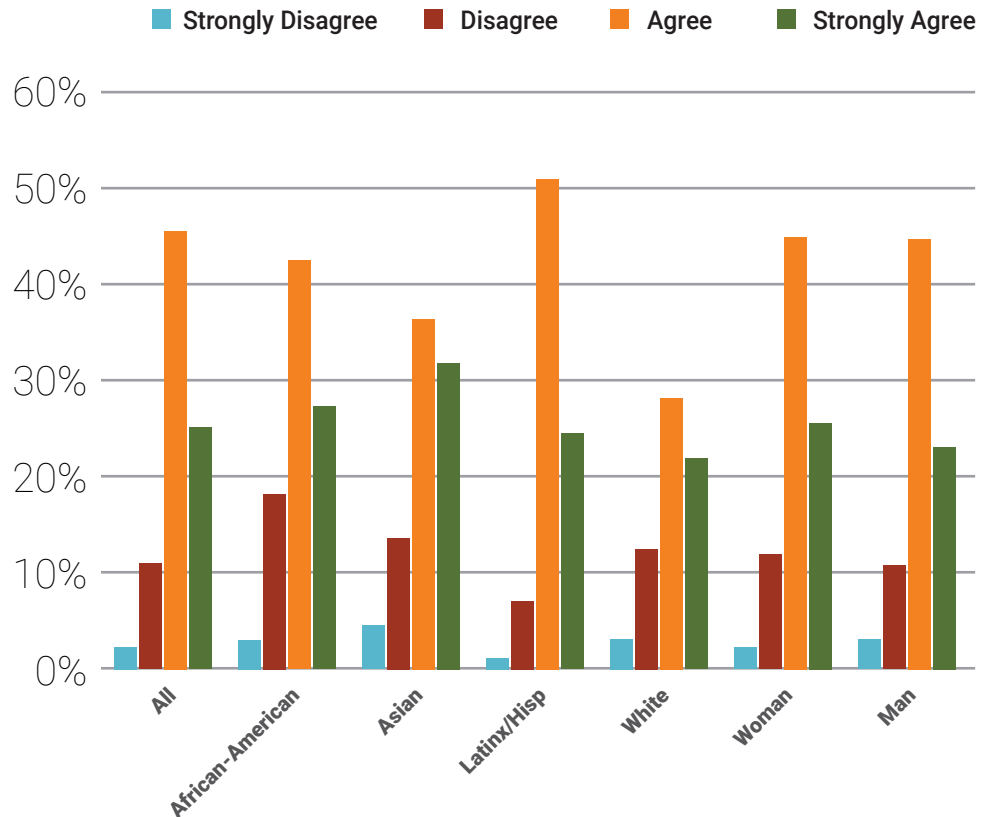
When it comes to thinking about how students navigate the college environment, both in the virtual and physical spaces, some students experience challenges with receiving the information or getting access to the support needed.



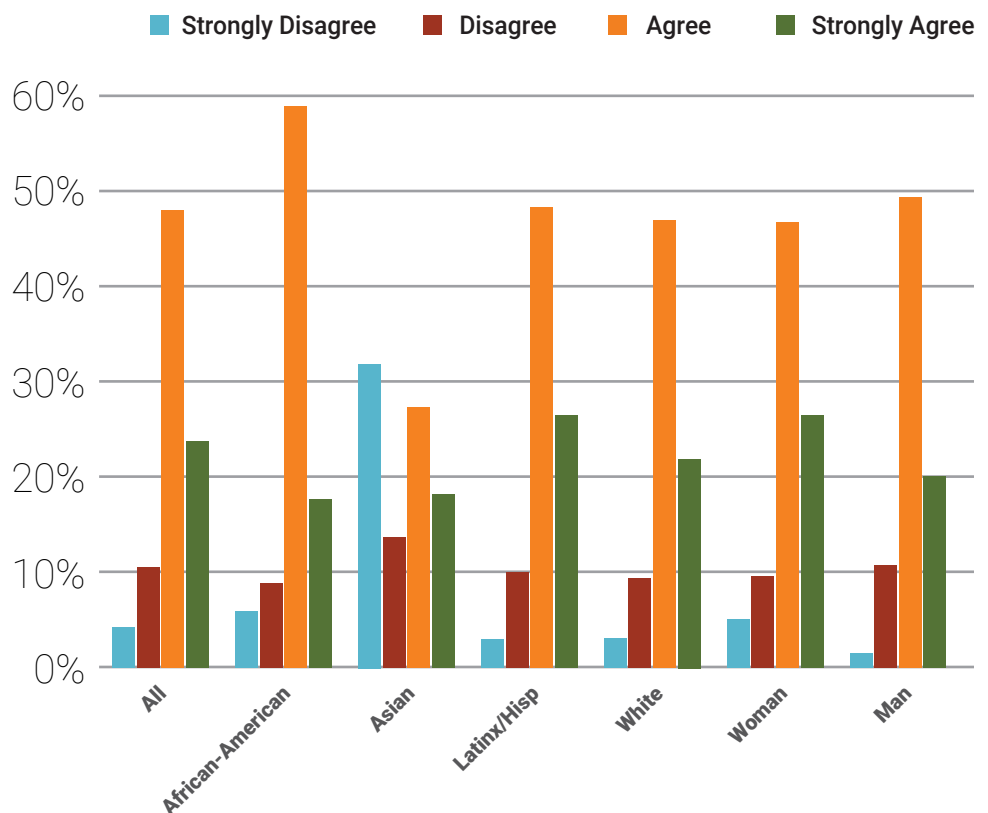
"Every time I contact (college department) , I'm waiting to be let into a zoom for hours if at all. So yes I get the "run-around." I feel they talk over me when I try to discuss any troubles I'm having. Not the most friendly and don't make me feel welcome"

- Student, Survey Quote

If I am confused about how to complete a task, I can easily get help from a college employee





If I am experiencing challenges with getting my basic needs met, I am aware of what support is available to me on campus



Equity Minded Student Outcomes

Within instruction, student learning outcomes can be utilized to create connection between the student and the course at the beginning. SLO's help explain the purpose of a course and what students will gain. SLO's should be written in clear and accessible language to help students connect with the course. When thinking about course assessments & SLO's questions to consider may be: how does this course add to what students already come to the class with and strengthen their skillset and toolbox? How is the course taught in a way where the experiences of students, their culture, communities, and backgrounds are connected and valued in the academic space?

While some syllabi included transformative practices and student-first language, this is not consistent across faculty. There are still syllabi being used that exist as one-way contracts from the faculty placed upon students. Examples below: Current syllabi from high enrolled courses:



Online Course Prerequisites: Students need consistent daily access to a computer with the internet. Students should have a connection to and basic understanding of the internet and an RCCD email account. Students should have loaded onto their hard drive a browser, preferably Google Chrome or Mozilla Firefox. A word processing program that can save documents in the Microsoft Word Document (.doc) and convert them to PDF is required. Students who do not possess these skills and weekly access to hardware/software equipment/materials should not enroll in this online course. Please remember RCCD has computers available on all campuses for student use if you should experience trouble with your computer/access. Students can access the internet from all parking lots on campus. While Canvas does have an app, I do not recommend using the app to complete assignments such as exams and virtual labs; these assignments are better completed on a computer.

The idea that, "Students who do not possess these skills [basic understanding of the internet and access to tech] and weekly access to hardware, software equipment/materials should not enroll in this course," sends students the message that they shouldn't expect flexibility or guidance from an instructor around questions they might have with regards to online engagement. For those not comfortable with learning 100% online or with using any kind of technology, this section of the syllabus can be intimidating.

Additionally, how should instructor's expectations be communicated and framed on a syllabus in a manner that highlights the assets and values students bring to the classroom rather than naming the consequences of performing poorly in a class?

Instructor Expectations:

One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, grammatically correct, and thorough written materials. To allow anything less is to improperly prepare students for their upcoming careers. Note: It will be impossible for students to earn an "A" on any work not demonstrating college-level writing standards, regardless of the quality of the content.

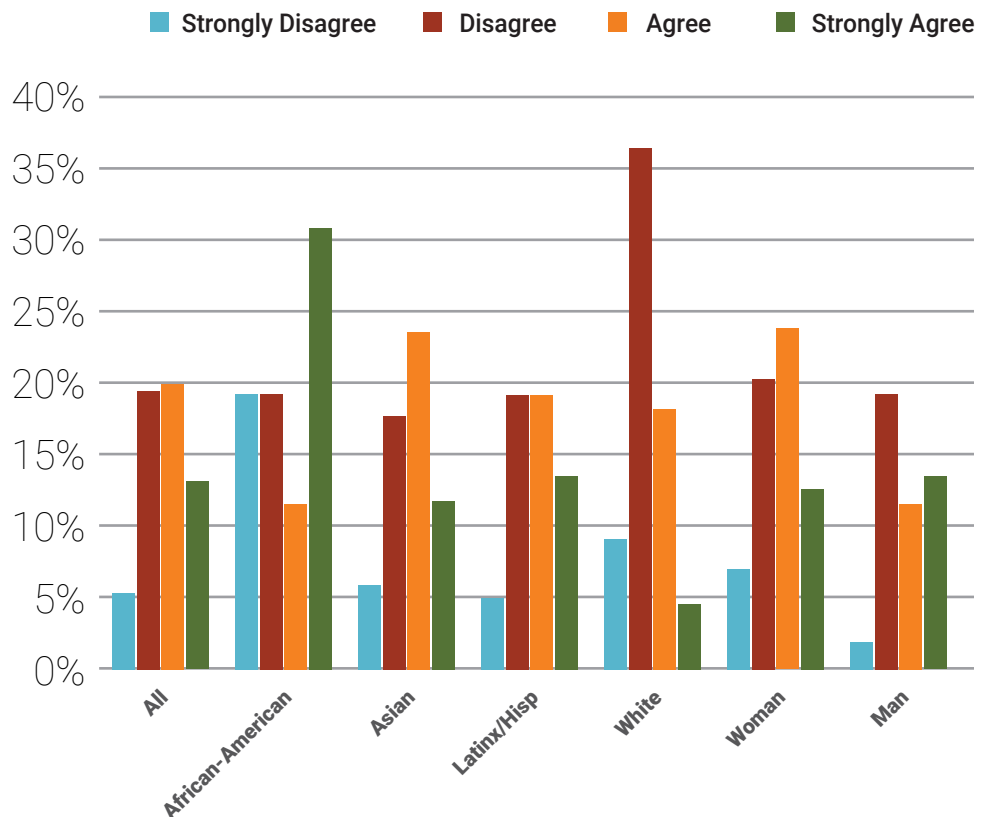
It is also important for students to develop cultural fluency by participating in learning spaces with their peers about issues of diversity, equity and inclusion. How can the college cultivate training and learning opportunities that would inform students about the college's values and priorities? For student leaders who are connected to campus-wide efforts around equity, are they clear on the terms and definitions that are being used by the campus?



“That would be cool to attend a course on equality and that is expected to avoid bias and teach everyone what we all expect and why or what is meant by a certain thing”

- Student, Survey Quote

I have attending a training/ workshop to learn more about equity and how it affects me as a students and community member





Recommendations



Recommendations

After considering both the highlights and areas of growth identified in the Equity Audit findings, Hotep Consultants offers the following recommendations to promote equity advancing policies, practices, and procedures at Moreno Valley College. The recommendations are presented in alignment with the S.E.T. Framework in order to provide support for the institution as a whole (Student-Ready), interpersonal growth (Equity Minded), and individual service (Transformational).

Student-Ready (Institutional)

A Student-Ready organization creates system-wide impact by consistently examining processes and practices that are hindering learning for all students and actively works towards solutions. The recommendations below are intended to address system-wide approaches to best support a diverse constituency of students.

Recruitment

Evaluate job postings to prioritize the “Commitment to Diversity” expectation of all candidates and future employees, including student employees and adjunct faculty.

Develop hiring practices that support the advancement of diverse pools of candidates, taking into consideration underrepresented members of the workforce.

Example: Establish a resource page for equity-minded hiring practices inclusive of different phases of the process (i.e. writing job descriptions, developing interview questions, advertising).

[Example from SDSU](#)

Example: if there are not enough diverse candidates that pass the initial screening processes (resume and document review), offer the opportunity to either re-review previously passed candidates or re-open the posting to ensure a diverse candidate interview pool.

Professional Learning and Campus Engagement

Conduct an equity map to catalog all of the equity related efforts on campus. Additionally, establish a calendar for Diversity, Equity, Inclusion (DEI) that is organized to bring together all DEI related activities in one place where users can identify/filter to identify events/programs that are student facing, employee facing, and what experiences are open to the community.

Example: UC Davis - [Diversity and Inclusion Calendar](#)

Center equity within all Flex Day activities and campus professional learning experiences.

Ensure that all campus constituents, especially classified professionals and part-time faculty, are able to participate in professional learning experiences, particularly those focused on equity, announcing campus wide initiatives, and highlighting equity advancing practices. Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information.

Example: Closing Student Services temporarily to allow for Classified Professionals to participate in Flex Day activities, especially those that focus on the discussion of major initiatives and expectations for the academic year.

Example: Record Flex Day presentations and workshops to allow for engagement of individuals who aren't able to attend in person due to conflicting work schedules and responsibilities.

Example: Provide pay parity for adjuncts to participate in Flex Day activities as well

Utilize the four-part framework on [Anti-Racism Education and Professional Development](#) as a resource for the on-going implementation of becoming an Anti-Racist Organization.

Example: The Academic Senate for CCC position paper

Business Operations

Develop a communication guide to explain the college prioritization process and include: vocabulary, the roles of key groups, guiding questions or key elements that should be focused on to help create transparency and clarity around how decisions are made.

[Example: RCC Prioritization 101](#)

Develop a forms committee to review and evaluate the usefulness of student forms and processes. Specifically identifying changes to be made to allow forms to be more user friendly; clear in instructions, expected next steps, and contact information; and written in student ready language that promotes student advocacy and clarity in process.

Planning for the design of the physical campus space should be inclusive and responsive to the needs of different groups of students. Review the considerations below:

Example: Having a non-denominational prayer/meditation room

Example: Ensuring there is a gender neutral restroom in each building on campus with appropriate signage

Example: Lactation Facilities/Accommodations for nursing parents

Example: Offices, classrooms, and learning/activity spaces are ADA compliant

Curriculum and Instruction

Integrate intentional approaches to equity, diversity, and inclusion within the Course Outline of Record (COR).

Consideration: What would an update to the COR look like to include specific equity advancing efforts within the course materials, methods of instruction, or assessments?

Guiding Questions and Considerations:

What would it look like for your campus to begin to create the conditions where inequity, racism, and other forms of discrimination can no longer thrive?

How, at various levels of leadership within the organization, are we addressing the learning and supports needed to truly become an Anti-Racist organization?

How do we think about issues of race within the context of our decision making, relationship building, daily practices and operations?

Which of the highlights and areas of opportunity are most connected to shared governance bodies? Specifically, which might be under the guidance or purview of the Academic Senate? Which would be easy to address, and which might be more difficult? Why?

Who on your campus is most likely to resist equity-centered conversations and discussions? Why do you believe these colleagues are resistant? What steps can you take to bring them into the conversation?

Equity Minded (Individual)

Equity-minded higher education professionals intentionally call attention to patterns of inequity in student experiences and outcomes. They also take personal and professional responsibility for the success of their students and critically reassess their own practices. The recommendations below are centered on the development of interpersonal understanding of equity and individual impact on equity advancement within the MVC community.

Professional Learning and Development

Establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion. Be clear around the purpose of this language and the intentional use of said definitions. Create the capacity to utilize shared definitions and common language when referring to issues of equity and equity advancing work on campus.

Example: [CCCCO Definitions](#)

Establish a space for ongoing critical reflection, learning, and adaptation of individual practices. This includes learning about issues of equity, structural racism and anti-racism, intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues.

Example: Skyline College ETS

Example: Santa Ana College - Coffee with Colleagues

Embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional learning needs of faculty, staff, and administrators.

This approach should come from a lens of growth and development not connected with employee outcomes, but rather an intentional focus on supporting the needs of the workforce and providing adequate resources and space to deepen knowledge and skill set around equity advancing work within their scope of influence.

Supporting Critical Conversations and Reflection

Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies.

Example: Intercultural Dialogue training sessions

Example: Utilization of a critical discussion protocol within meetings

Example: The establishment and adherence to discussion guidelines within meetings

Encourage programs, initiatives, and services (i.e. tutoring, food pantry, learning communities) to develop a checklist of questions that guide their process for development recruitment and program materials designed to ensure that all communication is clear, concise, welcoming, and relevant to students. Asking critical questions is valuable because it leads to reflecting on ways to improve various aspects of a program/service that can be improved to have an intentional focus on equity.

[Example: University of Dayton- Diversity & Inclusion Best Practices for Marketing and Communication](#)

Establish equity-focused professional development/training geared towards the variety of experiences that come with the role of Classified Professionals.

Incorporate [discussion questions](#) from Heather McGee's book, *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*, as a way to facilitate conversations about equity in a manner that contextualizes the roles of employees within the institution.

Example: Student Equity and Achievement Committee meetings can begin with a 15-minute facilitated dialogue engaging the group in professional learning focused on equity. The question, "Discuss Heather McGhee's definition of zero-sum theory. Why is this a harmful—and false—way of looking at race and public policy?" can be discussed to help challenge/analyze how to address resistance and pushback to focused on race and racial equity.

Guiding Questions & Considerations:

How do the environments in the classroom and in our service areas validate and affirm the richness and assets students bring to us? How do we value the way students show up, their cultures, communities, aspirations, talents, and passions?

Do you currently create opportunities for students to co-construct meaning in your class? How will you create these kinds of opportunities moving forward?

How does your social location (race/gender/class/religion) shape your mindset about the practices you act out?

What narratives have you absorbed (throughout your lifetime) from your own socialization experience (family, schooling, media, etc.) about racial and cultural communities that are different from your own?

How do we embed the practice of critical self reflection in communicating with others in a 1-on-1 setting, group setting, and adapt based on various contexts?

How does the campus support the cultural competency professional learning opportunities of all members of the campus community, especially students, adjunct faculty, and classified professionals?

Transformative (Service)

Transformative is the manifestation of practices that address the historical and sociopolitical causes of inequities found in education and engage in data-informed efforts to repair and restore the educational system. The recommendations listed below have been developed to better support the way in which individuals across the campus engage with students in an effort to support their success.

Communication with Students

Develop an archive with images and graphics representing the MVC student community demographics, that are updated regularly for all employees to be able to access for recruitment efforts, program flyers, the student handbook, and other materials intended for students.

Establish a process to review and revise course syllabi and canvas pages on a regular basis. While syllabi can be viewed as contracts from the student to the instructor, they can, and should, also be viewed as a communication tool and resource between the instructor and the student.

Review marketing materials, websites, and onboarding materials for student support programs, learning communities, and learning centers to ensure the centering of program benefits rather than technical jargon.

Professional Learning and Development

Conduct Student Support Services Bi-annual retreats/planning sessions to share knowledge, onboard/ support new employees, address priorities or issues, etc.

Establish a standing open forum/space for faculty members and classified professionals to share equity-minded practices/approaches they are utilizing that have been successful.

Establish an Equity Innovation Fund/Grant to promote creative thinking of campus constituents.

Participants can submit an idea of a pilot project and/or updates to current programs and services to enrich the student's experience. The goal is to fund innovative practices that are not usually aligned with the campus' prioritization process, but are still important and valuable to the growth of the institution.

Student Advocacy, Learning, & Development

Establish a Social Justice Speaker Series for and organized by students. This experience should be designed to create a sense of community and educate students on salient issues.

Example: Skyline College "Call to Consciousness Lecture Series" sponsored by the Center for Student Life and Development

Guiding Questions:

How can we approach designing curriculum and special programs to address social issues and promote social justice through learning engagement with the campus community?

How can you encourage, empower, and equip students to utilize their education to improve their lives while positively contributing to a more just society?

How do we help students to develop agency in student services? Specifically, how do we meet the students where they are and support their navigation of institutional practices and policies? And if barriers are discovered within this navigation, how are they dismantled in order to better support students' navigational capital in the future?

How do college communications (i.e. emails, website, flyers, applications etc.)



Next Steps



Next Steps



“One cannot be equity advancing and risk averse”

- **Lasana O. Hotep**

The recommendations presented in this report are not exhaustive and there is no end to equity advancement or critical reflection. In order to be an institution that centers equity and strives to eradicate structural racism, it will be imperative to make time and space for continual inquiry, reflection, and redirection. Each finding and recommendation is intended to impact change at MVC from several different lenses and aspects of the student experience. It will be important for the campus to identify which recommendations might be implemented in the short-term or within individual practice, and which may require additional time and collaboration.

It is recommended that the recommendations presented in this report are intentionally included within the campus strategic plan and the program review process in order to ensure that equity is embedded within the policies, practices, and procedures of MVC moving forward. This report should be shared widely with members of the MVC community, including those that set policy, determine prioritization of resources, approve professional learning experiences, guide the student equity plan, and impact hiring decisions. The Committee on Diversity, Inclusion, and Belonging, Strategic Planning Council, and the Student Equity Committee should work collaboratively to develop a timeline of implementation and identify milestones to ensure consistent forward movement.

It's important that the campus feels empowered and supported in taking practical and actionable steps to keep the work moving forward and avoid the common issue of having another important document "sitting on the shelf," without acting on the findings. A tool such as the "RACI Matrix" can offer helpful questions in terms of how the campus should think about, discuss, and coordinate the implementation of short term and long term recommendations within this report. Answering the questions below can help identify how the work can move forward, ensuring that key campus constituents are included within conversations.

- R RESPONSIBLE**
Who is responsible for carrying out the deliverables of the Equity Audit?
- A ACCOUNTABLE**
Who owns, corrects, and ensures that tasks have been completed thoroughly and accurately.
- C CONSULTED**
Who has expertise and perspective on the best way to approach this thing
- I INFORMED**
Who needs to be kept updated about the progress of deliverables?

We also acknowledge that there are other project management tools that we encourage MVC to explore or current tools being used, in addition to the RACI Matrix that can help move the work forward.

Change doesn't take place overnight. Change to right size systems that have historically thrived in oppression, will undoubtedly take a bit longer. Some of the findings and recommendations included in this report may be difficult to elicit immediate campus-wide buy-in. Anytime we, as humans, are asked to reflect on our practices or are recommended to adjust our practices, there exists a hesitancy because much of why we work in education is connected to our sense of purpose and identity. For many of us in education, the realization that we have possibly been perpetrators of inequities within the educational system solely because of the way in which we were trained within that same system, is a difficult one to reconcile. However, as the quote at the start of this section states, one cannot be equity advancing *and* risk averse. We are asking for all members of the campus community to reflect on their current practices and the ways in which they engage with students, directly or indirectly, and the connection of those engagements on student outcomes. We are no longer operating within the "right to fail" model which expects students to enter our institutions with elevated awareness and knowledge of college systems and processes.

Instead, we are shifting into a "student ready" model which places the responsibility on higher education institutions to meet students where they are and support their growth and development as they navigate these college landscapes. It is our hope that the recommendations listed above provide the opportunity to truly become a student ready institution by reflecting upon and revising institutional policies and practices, providing professional learning experiences for the interpersonal assessment of practices, and space for individual recommitment to transformative service. Institutions of higher education were not originally developed to serve racially, socioeconomically, or gender diverse students. However, it is an honor to serve diverse communities of learners and impact the communities from which they come. If MVC strives to educate and empower students, provide equitable access to education, and serve its communities," intentional changes will need to be made in order to center and value the student experience within all policies, practices, and procedures. There is already amazing, equity-advancing work underway at Moreno Valley College. We are excited for the next chapter in MVC's efforts to remove barriers, close opportunity gaps, and manifest outcomes that reflect the college's core mission of "Education, Empowerment, Equity, and Service."



References



References

Framework

[Protocol for Assessing Equity-Mindedness in State Policy-CUE](#)

CUE Policy Review prompt- Six indicators that represent key aspects of an equity minded approach (guiding paradigm of philosophy, equity in language, data collection and reporting, disproportionate impact, policy consistency and ubiquity, equity framing why are we doing this?)

[We Been Knowin: Toward an Antiracist Language and Literacy Education- Baker-Bell](#)

(can be used for document review)

Taken from the ten framing ideas of Antiracist Black Language Pedagogy- #1: Critically interrogates white linguistic hegemony and anti-black racism, #5 rejects the myth that same language (white mainstream English) and language education have been used to oppress black students can empower them.

[Five Principles for Enacting Equity by Design](#)

The five principles: (1) Clarity in language, goals and measures, (2) "Equity-Mindedness" as a guiding paradigm, (3) equitable practices and policies are designed to accommodate differences in the contexts of students' learning—not to treat all students the same, (4) Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness, (5) Equity much be enacted as a pervasive institution and system-wide principle.

[Accountability, Equity and Practitioner Learning and Change- Bensimon, Rueda, Dowd, and Harris](#)

"Equity for all" is a data-based model focused on the idea that challenges institutions have faced are due to the lack of specialized knowledge and expertise and lack of understanding the root causes of inequity. Standardized data practices for accountability often do not lead to institutional change or learning for practitioners because it's far removed for the direct experiences of teaching, learning and school environments (I.e. a remedial mathematics instructor may find it interesting that the six-year graduation rate for a particular group of students at his college is 48 percent, compared to 50 percent at a peer college. However, it is highly unlikely that this information will have an impact because in itself it will not make him wonder how his teaching practices might improve the graduation rate if, for example, he found a way of increasing student success in remedial mathematics. Graduation rates are so far removed from the mathematics instructor's classroom that they cannot serve as a guide for action (Argyris and Schon 1996). Practitioner learning/development of institutional actors is key to implementing change.

Appendix

Methodology - Data Collection Items

Employee Survey Instrument

Student Survey Instrument

Focus Group Protocols

Survey Responses

Employee Survey Responses (redacted)

Student Survey Responses (redacted)

Informational Materials

Institutional Documents

Campus-Wide Presentation of Findings

Hotep Consultants

Hotep Consultants is grounded in Antiracist and Antisexist practices and principles. Collaborating with higher education institutions, non-profit organizations, and leading corporations, Hotep Consultants serves as a strategic thought partner, equity advancing executive coach, and transformative consultant to provide insight and practical strategies to identify, address, and resolve issues of equity.

To learn more about our work please visit: hotepconsultants.com





MORENO VALLEY COLLEGE

2020 FALL ADMINISTRATION



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> **04** NACCC DEVELOPMENT AND METHODOLOGY

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NACCC BACKGROUND

WHY WE CREATED THE NACCC

Every week, news outlets report on racial incidents on campuses across the United States. At the USC Race and Equity Center, we have developed the NACCC because these issues are so pervasive. The NACCC elicits perspectives from undergraduates on ways they experience the campus racial climate. NACCC participation signals institutional commitment to understanding racial realities on campus and provides institutional leaders with better information and more data-driven guidance for improving the climate for all students. Having NACCC data will allow institutional leaders to better understand and more strategically address racial problems on campus before they escalate to crises.

WHAT IS NACCC

The National Assessment of Collegiate Campus Climate (NACCC) is a quantitative national survey of undergraduate students and is informed by more than a decade of our center's climate work. The NACCC is an approximately 15-minute web-based survey that includes six content areas essential to understanding racial climate on campus and collects participants' demographic information in order to conduct meaningful data disaggregation. The survey has been designed specifically for and tested by undergraduate students at community colleges and four-year postsecondary institutions across the country.

THE SIX NACCC SURVEY CONTENT AREAS

Mattering and
Affirmation

Racial Learning
and Literacy

Appraisals of
Institutional
Commitment

Cross-Racial
Engagement

Encounters
with Racial
Stress

Impact of
External
Environments

USC EQUITY INSTITUTES

As a complement to NACCC assessment, the USC Race and Equity Center offers the USC Equity Institutes, a professional learning series for campus leaders and faculty members. For more information, visit <https://race.usc.edu/college/>

NACCC DEVELOPMENT & METHODOLOGY

Content Development

The NACCC survey content is based on more than a decade of the USC Race and Equity Center's qualitative climate studies conducted at colleges and universities across the country. In addition, a 14-member content team of race, equity, and inclusion experts from across the United States convened to identify the most salient and timely survey content areas and questions in the field of campus racial climate.

Cognitive Interviews

To develop the NACCC, the survey methodologists conducted one-on-one cognitive interviews with more than 60 undergraduate students attending community colleges and four-year institutions across the United States. In these interviews, students completed the NACCC, thinking aloud as they progressed through the survey. By analyzing the questions asked by respondents as well as any comments and confusion they expressed, the following aspects of the survey were improved substantially: the NACCC content areas, clarity of the survey questions, terminology, response options, and the overall usability of the survey.

Pilot Testing

A select set of community colleges and four-year institutions participated in the pilot test. Pilot testing ensured that the NACCC consists of survey questions that gather quality data (i.e. valid and reliable) through a secure data collection process on campuses. Pilot testing helped to refine the survey questions, as well as improve the utility of the survey results for campus administrators.

Advisory Panel and Peer Review

Thirty college and university presidents and provosts, campus diversity offices, race and equity content faculty and experts, postsecondary institution membership association directors, institutional researchers, and survey methodologists comprise the NACCC Advisory Panel. This group convenes and consults with NACCC staff on best practices for the content, methodology, and administration of the NACCC survey, as well as the best ways to engage colleges and universities with their specific NACCC results.

Student Advisory Panel

The NACCC Student Advisory Panel consists of a diverse group of nine undergraduate students from colleges and universities across the United States. These students consult with NACCC staff on the ways in which undergraduate students engage with campus surveys generally, and specifically provide review and input on the survey content of the campus racial climate survey.

NACCC Portal

A customized, one-stop, user-friendly, campus survey administration web portal was built for the NACCC survey. The portal is the hub for data collection and survey distribution via emails. Participating institutions can access the portal to manage their survey distribution and monitor their survey progress.

MORENO VALLEY COLLEGE

RESPONDENT DEMOGRAPHICS

All MORENO VALLEY COLLEGE students ($N=8,915$) were invited to participate in the NACCC survey in Fall 2020. In total, 263 students responded to the survey for a response rate of 2.95%.

Racial/Ethnic Identity

1 Arab	1 (0.38%)
2 Asian	21 (7.98%)
3 Black	36 (13.69%)
4 White	31 (11.79%)
5 Hispanic or Latinx	143 (54.37%)
7 Native American/Alaska Native	1 (0.38%)
9 Another group not listed	2 (0.76%)
10 Two or more races	28 (10.65%)

*Findings are not reported for race/ethnic group sizes under five.

Gender Identity

Woman	199 (75.67%)
Man	56 (21.29%)
Other Identity (transgender, gender nonconforming or genderqueer, non-binary, or a gender identity not listed)	8 (3.04%)

Sexual Orientation

Heterosexual	221 (84.03%)
LGBQA+ (Lesbian, Gay, Bisexual, Queer, Questioning, Asexual, Pansexual, Demisexual, two or more sexual orientations, or a sexual orientation not listed)	42 (15.97%)

Class Year

1 First year or Freshman	78 (29.66%)
2 Second year or Sophomore	81 (30.80%)
3 Third year or Junior	38 (14.45%)
4 Fourth year or beyond or Senior	18 (6.84%)
I identify by credits completed rather than by a particular year	48 (18.25%)

Age

18-21	119 (45.25%)
22-34	83 (31.56%)
35-49	45 (17.11%)
50 and older	16 (6.08%)

NACCC CONTENT AREA DESCRIPTION

NACCC respondents indicate the extent to which they feel they matter in classrooms and in various out-of-class campus spaces. Additionally, students indicate the ways and the frequency with which faculty members affirm them.

Key topics include:

- >> Student perceptions of mattering in campus locations, classrooms, and at campus events
- >> Affirmation of students from White professors and from professors of color



81% of White students indicated they mostly matter or strongly matter in classes with White professors

58% of students of color indicated they mostly matter or strongly matter in classes with White professors

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

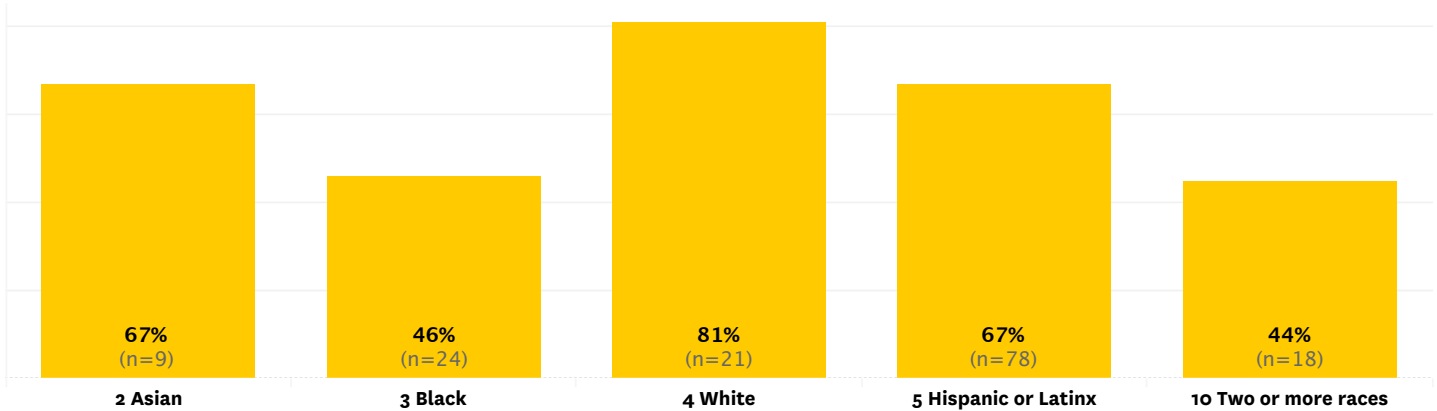
KEY GOALS IN THIS CONTENT AREA

- >> Prepare college and university faculty to create affirming and culturally sustaining classrooms in which students, including racially minoritized students, believe that they matter.
- >> Increase overall sense of mattering and affirmation, including among racially minoritized students, in dominant social spaces or at events important or significant to student life outside the classroom (i.e., common areas, student clubs and organizations).

In the NACCC survey, mattering is defined as others noticing and caring about what students think, want, and have to say.

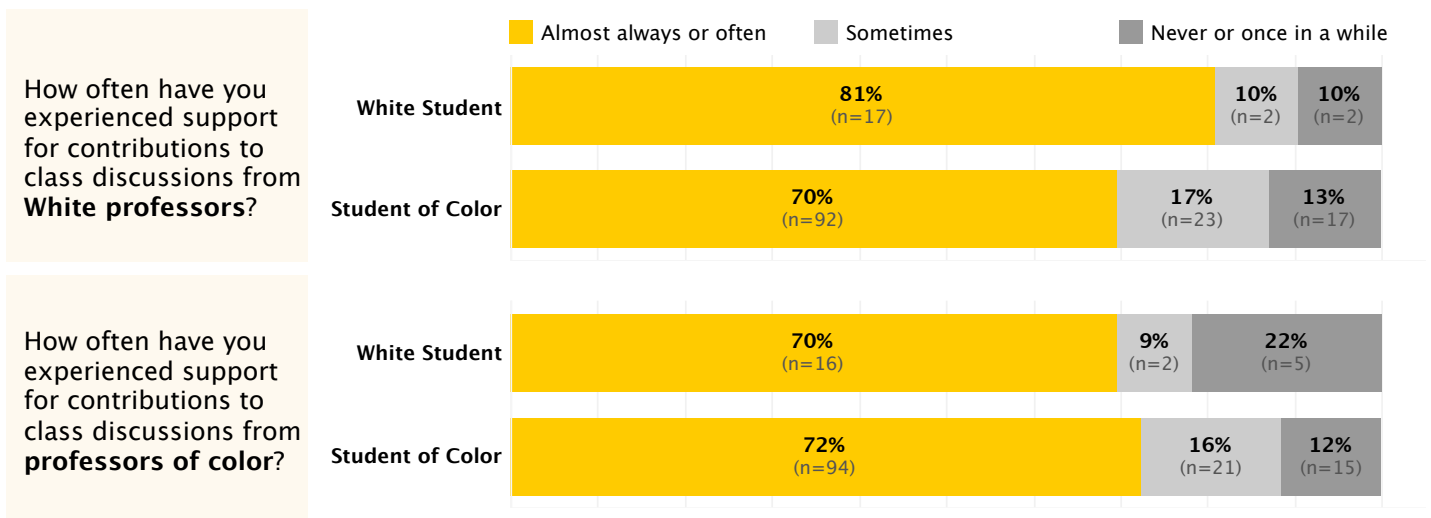
MATTERING AND AFFIRMATION

% of undergraduate students who **often or almost always** experience concern for feelings or experiences from White professors



Why This Matters: National data indicates that 75% of all full-time faculty in degree-granting postsecondary institutions are White (National Center for Education Statistics, 2020). This overrepresentation places added responsibility on White faculty to ensure the students of color they teach feel seen, heard, and cared for in their classrooms.

Students of color were significantly less likely than White students to receive affirmation from White professors



*Percentages may not sum to 100 due to rounding.

› RECOMMENDED ACTION ITEMS IN MATTERING AND AFFIRMATION

ASSESS CAMPUS IDENTITY

- ››Assess and determine whether there is a particular group that seems to dominate the campus environment and whether any groups are excluded from being allowed to take part in the construction of the campus identity.
- ››Conduct an audit of public spaces to ensure that inclusive imagery surrounds students. Literally and figuratively walk the halls, classrooms, and lab spaces with students and see these from their perspective.

BUILD STANDARDS OF INCLUSIVE TEACHING

- ››Regularly convene college and university faculty, in conjunction with experienced staff from centers for excellence in teaching and learning resource centers, to discuss standards of inclusive teaching and ways to engage instructional personnel in developing culturally sustaining and affirming practices.
- ››Offer mini grants as incentives so faculty are encouraged to engage with inclusive instructional design methods.

ENGAGE RACE-CONSCIOUSNESS IN CLASSROOM PRACTICES

- ››Recognize patterns of educational outcome disparities among Black, Latinx, Asian-American, and Native American students and contextualize these disparities by situating them within histories of school segregation, exclusion, and discrimination.
- ››Regularly collect and disseminate demographic data so that faculty know whom they are teaching (disaggregated along various axes, including, but not limited to, race, class, gender, first-gen status, etc.)

TRAIN STAFF FOR INCLUSIVE ENVIRONMENTS

- ››Train staff across the departments of student affairs, auxiliary centers, and campus police and security in meaningful ways to cultivate inclusive environments.
- ››Ensure staff have access to professional development funds and are encouraged to seek opportunities related to developing greater inclusion and equity skills.

ASSESS STRENGTHS AND WEAKNESSES

- ››Detect identity-based blind spots and vantage points related to pedagogy, advising, student affairs and other campus spaces and environments.
- ››Map out where resources exist, where overlap exists, and where gaps exist, in order to effectively and equitably allocate and re-allocate resources.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Mattering and Affirmation content area include:
REC 709: Using Assessment and Evaluation to Improve Campus Racial Climates
REC 712: Navigating Identity as Faculty
REC 713: Creating Culturally Responsive and Sustaining Classrooms

NACCC CONTENT AREA DESCRIPTION

NACCC respondents indicate the frequency and nature of their interactions on campus with same-race peers and with peers from different racial groups. Additionally, they report their level of comfort in discussions with other students about issues related to race.

Key topics include:

- >> Feelings regarding conversations about race with White students and with students of color
- >> Frequency of conversation about selected political topics with White students and with students of color



19%

of White students felt moderately encouraged or completely encouraged about having conversations about race with students of color

48%

of students of color felt moderately encouraged or completely encouraged about having conversations about race with students of color

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

KEY GOALS IN THIS CONTENT AREA

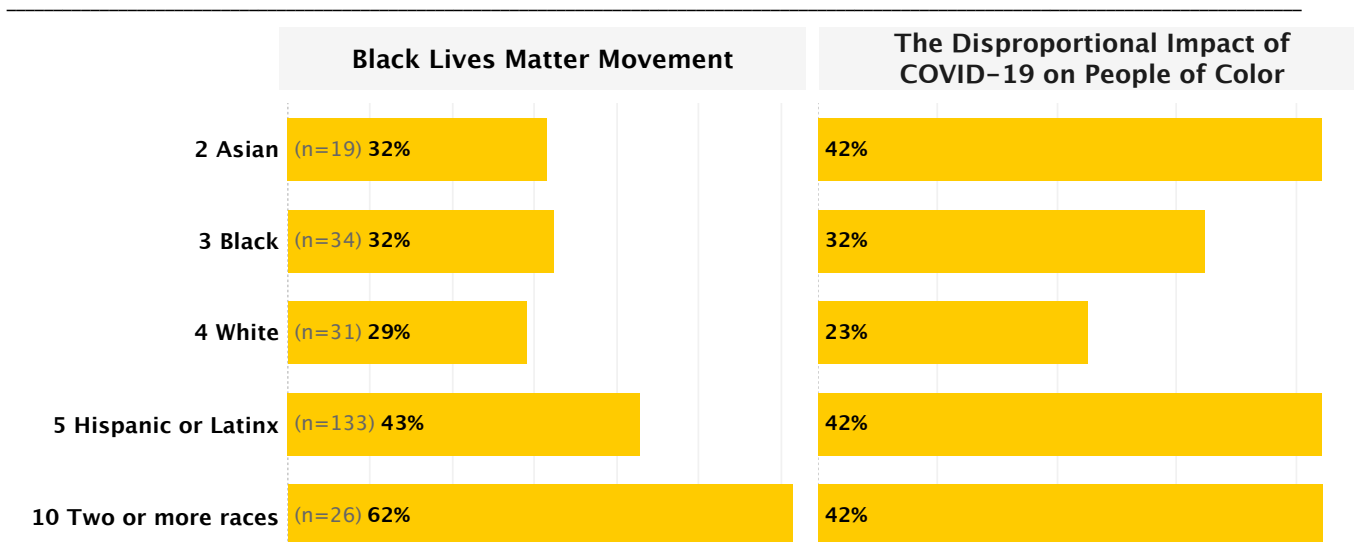
- >> Account for racial power dynamics within the institutional and geographic contexts in which cross-racial engagement (particularly conversations) take place.
- >> Facilitate meaningful dialogues inside and outside of classroom discussion in which racially minoritized students' perspectives and experiences are also centered.
- >> Create an environment where conversations about race are considered healthy and important.

In the NACCC survey, students are asked whether they feel calm, empowered, open and encouraged when engaging in conversation about race.

CROSS-RACIAL ENGAGEMENT

Talk about Race

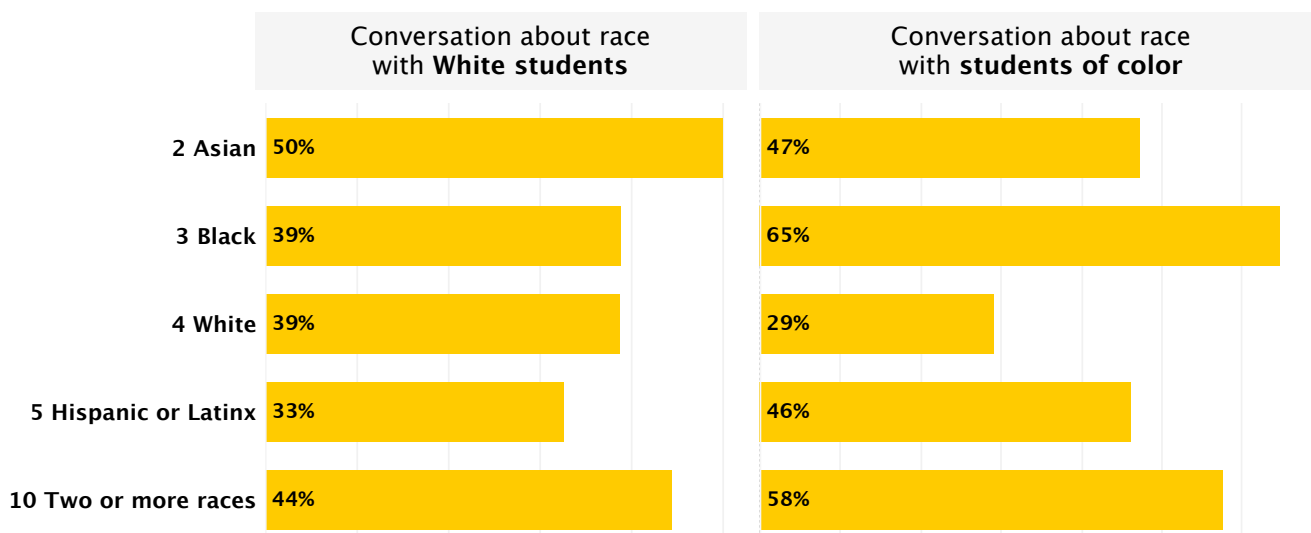
% of students who had conversations about the following racial topics with peers



Why This Matters: Racial dialogue is often the first and most frequent form of cross-racial interaction among students on college campuses. When those campuses are predominantly White, students of color are overwhelmingly burdened with educating their White peers about race as involuntary spokespersons.

Students of color feel more open when talking about race with students of color than with White students

% of students who feel **moderately or extremely open** about being engaged in conversations about race with each of the following groups



> RECOMMENDED ACTION ITEMS IN CROSS-RACIAL ENGAGEMENT

CREATE RACIAL DIALOGUE OPPORTUNITIES

>>Develop and include an intergroup dialogue course across first-year curriculum.

>>Create intentional, facilitated opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.

OFFER RACIAL HEALING CIRCLES

>>Consider implementing racial healing circles to bring students, staff, and faculty together for truth-telling, restoring trust in relationships, and community re-building.

(For additional information on racial healing circles: <https://www.aacu.org/diversitydemocracy/2018/summer/christopher>)

>>Equip campus leadership, faculty, and staff with the tools to address race-related controversies of the moment, and to initiate discussions about race.

ENGAGE STAFF AND FACULTY

>>Develop teams comprised of student affairs professionals, academic advisors, tenure-track and tenured faculty, counseling professionals and other administrators with student-facing roles, across professional rank, and charge them with creating student engagement plans that move beyond dialogue and that provide opportunities for students to interact academically and socially across racial and other identity groups.

ENGAGE THE WHOLE COMMUNITY

>>Ask the campus community to be part of problem solving and collaboration when racial tensions arise.

PROVIDE ONGOING AND OPEN COMMUNICATION

>>Communicate the message that, despite the difficulty, talking about race is important, and creates opportunities to push students to higher levels of critical thinking and toward better preparation to live in a diverse democracy.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Cross-Racial Engagement content area include:

REC 701: Talking about Race, Racism, and Racial Inequities

REC 702: Race-Conscious Leadership in Higher Education

REC 728: “But I’m Not a Racist!”: Navigating the Defensive Emotions of Campus Racial Conflict

REC 731: Xenophobia, Islamophobia, and Othering

NACCC CONTENT AREA DESCRIPTION

NACCC respondents consider if and where on campus they learn about their own racial identities and about other racial groups. Additionally, students indicate the extent to which they feel racial diversity is reflected in curricula and class discussions, and how prepared they feel to live and work in a racially diverse society after college.

Key topics include:

- >> Where students learn about race and who on campus helps them learn about race
- >> Racial diversity reflected in classes within the student's major
- >> Preparation for living in a racially diverse society



37%

of White students indicated they had not learned about race anywhere on campus

36%

of students of color indicated they had not learned about race anywhere on campus

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

KEY GOALS IN THIS CONTENT AREA

>> Improve students' understanding of the historical, social, institutional, and systemic relationships of power - specifically related to race and racism - in the United States.

>> Develop and nurture students' abilities to collaborate, work, and live with individuals of different races.

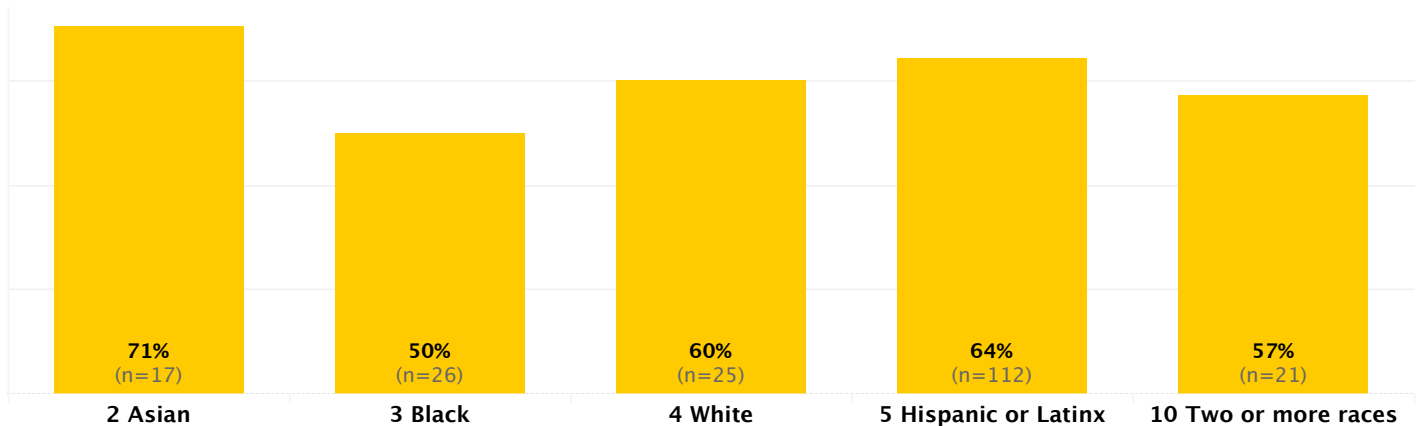
>> Lessen the burden of cultural taxation experienced by racially minoritized students by increasing personnel of color and improving racial literacy and racial competency among White faculty and staff.

In the NACCC survey, racial diversity is defined as the extent to which there are a variety of different racial groups represented.

RACIAL LEARNING AND LITERACY

How well do you think MORENO VALLEY COLLEGE is preparing you to work in a racially-diverse setting?

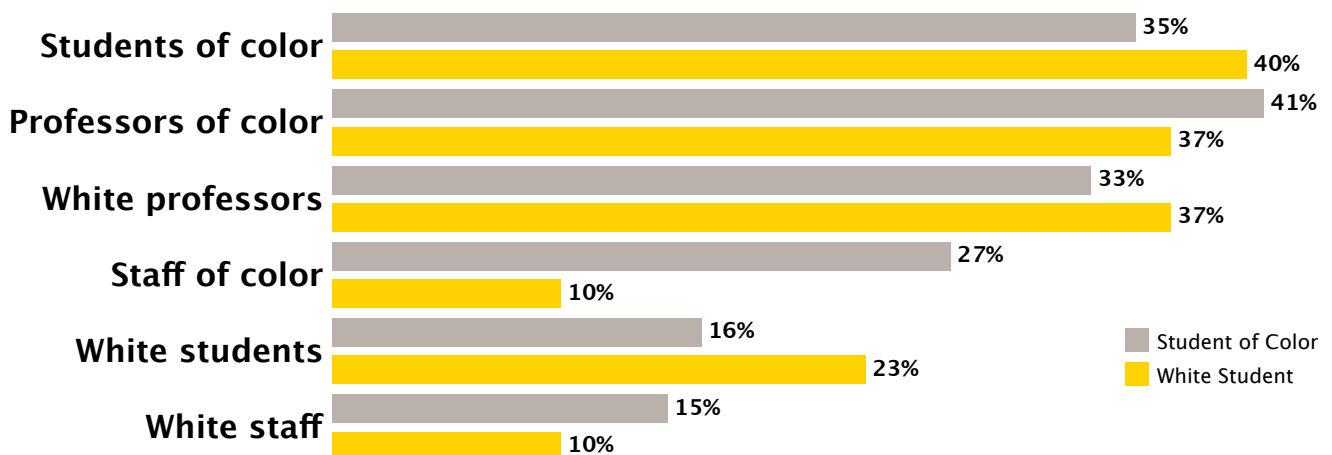
% of undergraduate students who reported their institution is **mostly or strongly** preparing them



Why This Matters: United States Census data (Colb & Ortman, 2015) project the shift of the country's racial and ethnic demographics in which non-Hispanic White people will no longer make up the numerical majority. Therefore, preparing students for post-college environments reflecting this shift is an important learning outcome colleges and universities need to address.

Students of color assume invisible work on teaching race to peers on campus

% of students who reported they have learned about race from the following people on campus



› RECOMMENDED ACTION ITEMS IN RACIAL LEARNING AND LITERACY

REVISE CO-CURRICULAR COALS

››Conduct regular co-curricular revision of texts, colloquia, and other academically purposeful activities to center issues of race and racism, particularly in relation to the institution and the geographic context(s) within which it resides.

CONDUCT ACADEMIC PROGRAM REVIEWS

››Conduct departmental reviews of classroom materials to determine whose voices and experiences are centered, and whose are missing.

››Ensure that syllabus re-designs don't just end up including a few readings by authors of color (the additive "Diversity Day" model of curricular inclusion). Think through Universal Design in Learning principles and statements about academic accommodations for disabilities, and ensure that historically under-included perspectives and voices are centered.

LEARN FROM SUCCESSFUL EXAMPLES

››Determine which academic programs on campus have been successful at advancing minoritized students and propagate elements of these programs across campus.

››Practice engaging in departmental and cross-departmental conversations about racial equity and incentivize and support faculty and staff for engaging in the work.

BREAK DOWN RESISTANCE TO LEARNING ABOUT RACE

››Communicate that the pace of learning about race and discussing race on campus should not prioritize the hesitancy and/or interests of those who have historically held power over actual progress toward achieving equity.

PROVIDE STRUCTURED LEARNING OPPORTUNITIES

››Encourage faculty to seek out linkages between their discipline and social issues and issues related to identity, and to make space at the beginning or end of each class for key events in the news about race or racism.

››Provide structured opportunities for students to learn about structural and systemic issues related to their own and other racial groups, in conjunction with the course topic.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Racial Learning and Literacy content area include:

REC 711: Making Racial Equity Data Transparent

REC: 716: Classroom Incivility and Productive Conversations about Race

REC 727: Communicating Institutional Progress on Racial Equity Goals

NACCC CONTENT AREA DESCRIPTION

NACCC respondents appraise the racial environment of their institutions. They identify campus encounters they have experienced as racist, ranging from microaggressions and racial stereotyping to more overt acts of racial harassment and violence. Students indicate the impact of these encounters on their personal well-being and academic success.

Key topics include:

- >> Ratings of campus racial tensions, racial segregation, and overall campus racial climate and impact on personal well-being
- >> Frequency of experiencing racism in campus locations, academic spaces, at campus events, and impact on personal well-being



50% of White students felt moderately included or completely included on campus

65% of students of color felt moderately included or completely included on campus

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

KEY GOALS IN THIS CONTENT AREA

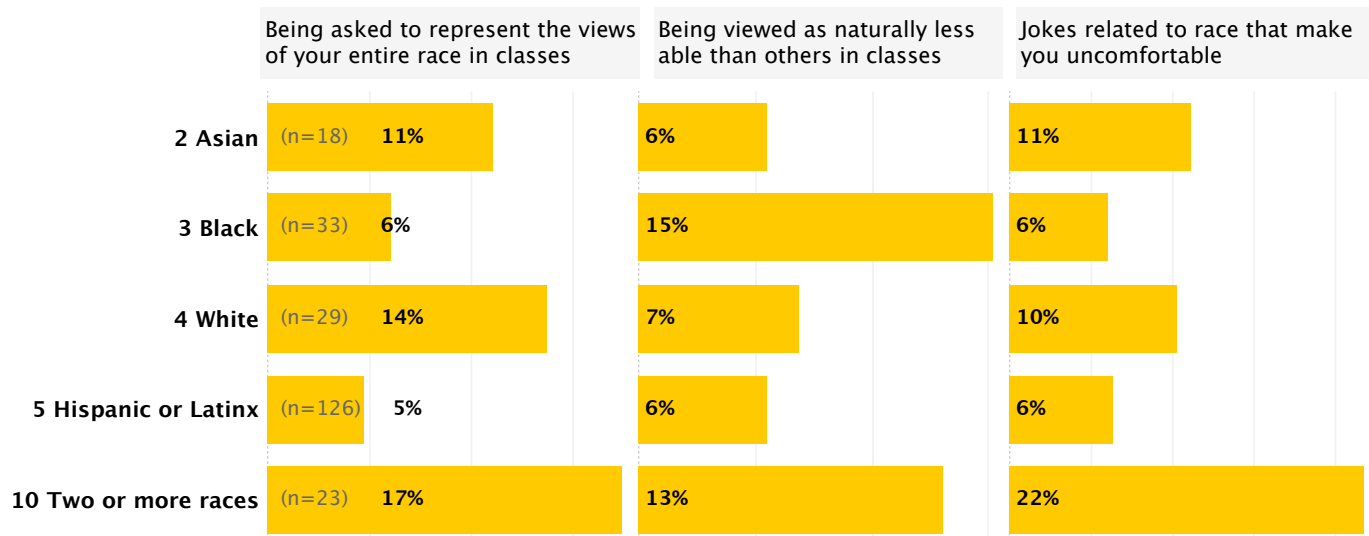
- >> Significantly reduce, if not entirely eliminate, the frequency with which students experience racial stress by disrupting oppressive practices and providing support for those on the margins.
- >> Provide sustainable resources for students to address mental and emotional health concerns related to encounters with racial stress.

In the NACCC survey, racism is defined as specific harmful acts, behaviors, or attitudes directed at students based on their race.

ENCOUNTERS WITH RACIAL STRESS

Prevalence of Racial Microaggressions

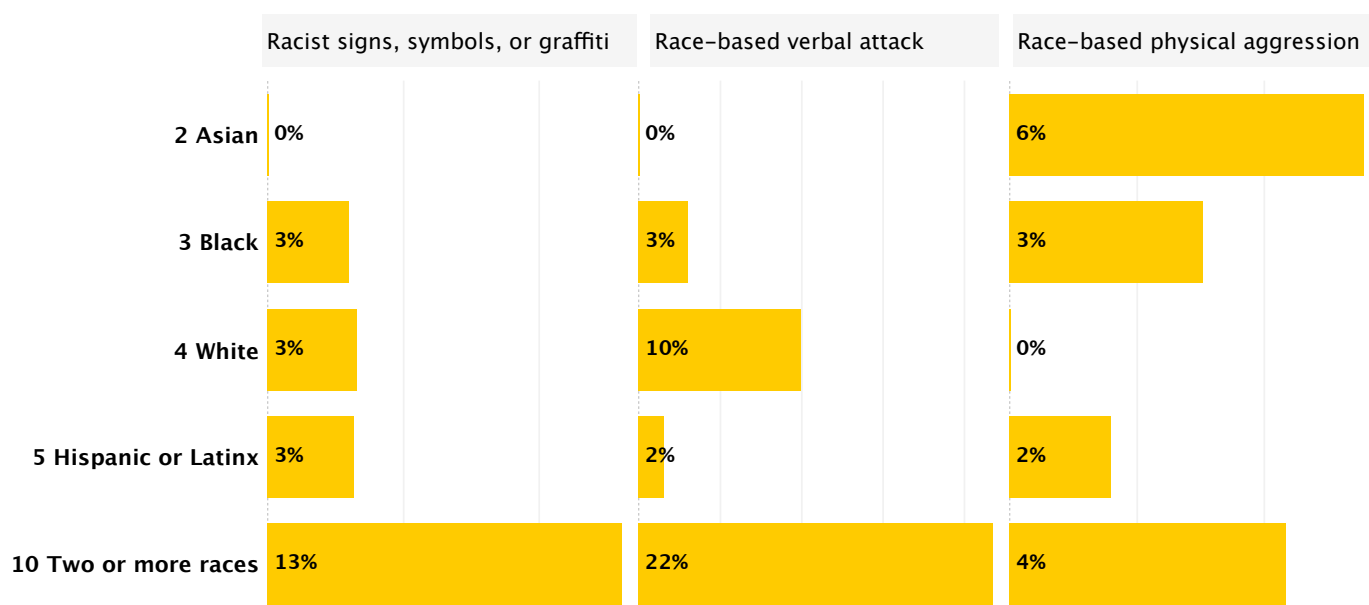
% of undergraduate students who reported they have ever experienced the following on campus



Why This Matters: Racism is a serious public health threat that directly affects the well-being of millions of Americans (Centers for Disease Control and Prevention, 2021). In addition, it is a key factor among students of color for whom encounters with racist incidents increasingly contribute to feelings of loneliness, isolation, and a lack of community.

Overt Racism on Campus

% of students who reported they have ever experienced or heard about the following happening on campus



› RECOMMENDED ACTION ITEMS IN ENCOUNTERS WITH RACIAL STRESS

CREATE RACIAL STRESS SUBCOMMITTEE

››Form a subcommittee on racial stress composed of mental health and counseling professionals, including clinical faculty, particularly those with experience supporting racially minoritized populations. This subcommittee should, whenever possible, center the leadership and direction of counselors that reflect the racial diversity of the institution's racially minoritized populations.

PROVIDE PROFESSIONAL DEVELOPMENT

››Institute professional development for faculty and staff to prioritize understanding of the effects of not only racial violence on students, but also microaggressions and their impact on learning and well-being. This professional development should include providing faculty and staff with the skills to confront and intervene when these incidents occur, and asking them to prioritize a consistent message to all students that they are intelligent, of worth, and capable of scholarship.

ENGAGE RACE-RELATED STRESS ISSUES

››Recognize race-related stress and racial trauma on campus, and collectively engage with those on the margins to objectively hear their narratives and engage for action.

CREATE SAFE SPACES

››Create and/or bolster physical spaces and human infrastructure, explicitly and specifically serving marginalized student populations.

››Boldly confront long-standing racial problems embedded in the systems and structures at the institution, and communicate that racism is not just individual and overt, but also systemic and covert.

››Communicate plans for systemic change aimed to alleviate racial stress.

PREPARE RESPONSE FOR RACIAL CRISIS

››Practice and prepare for responsible race-conscious crisis scenario response, just as is done with other potential emergency situations on campus.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Encounters with Racial Stress content area include:

REC 706: Leading in Moments of Racial Crisis

REC 714: Microaggressions and Stereotype Threat: Navigating Invisible Racism in the Classroom

NACCC CONTENT AREA DESCRIPTION

NACCC respondents evaluate their administrators' demonstrated commitments to racial diversity and inclusion at their institutions. Students also assess institutional leaders' responses to racial problems on campus.

Key topics include:

- >> Rating of campus racial diversity
- >> Rating of how campus administration deals with racism or racist incidents
- >> Rating of administration's commitment to campus racial equity and diversity



58%

of White students believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively

56%

of students of color believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

KEY GOALS IN THIS CONTENT AREA

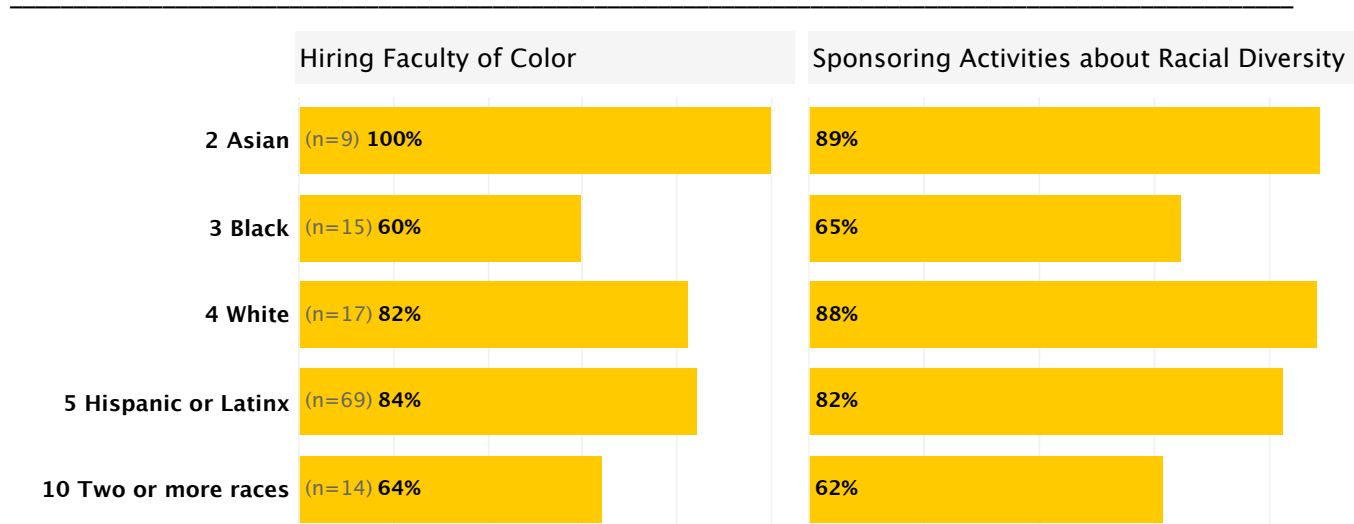
- >> Achieve parity in the racial composition of college and university faculty that mirrors student racial demographics, but recognize that culture and climate change, in step with demographic change, is also essential.
- >> Be accountable for and immediately responsive to incidents of racism, racial violence, and racial terror on-campus.
- >> Demonstrate proactive efforts to decrease likelihood of incidents of racism, racial violence, and racial terror.

In the NACCC survey, students are asked whether they believe campus leadership deals with racism/racist incidents effectively, in the open, and in a timely manner.

APPRAISALS OF INSTITUTIONAL COMMITMENT

Institutional Commitment to Equity and Diversity

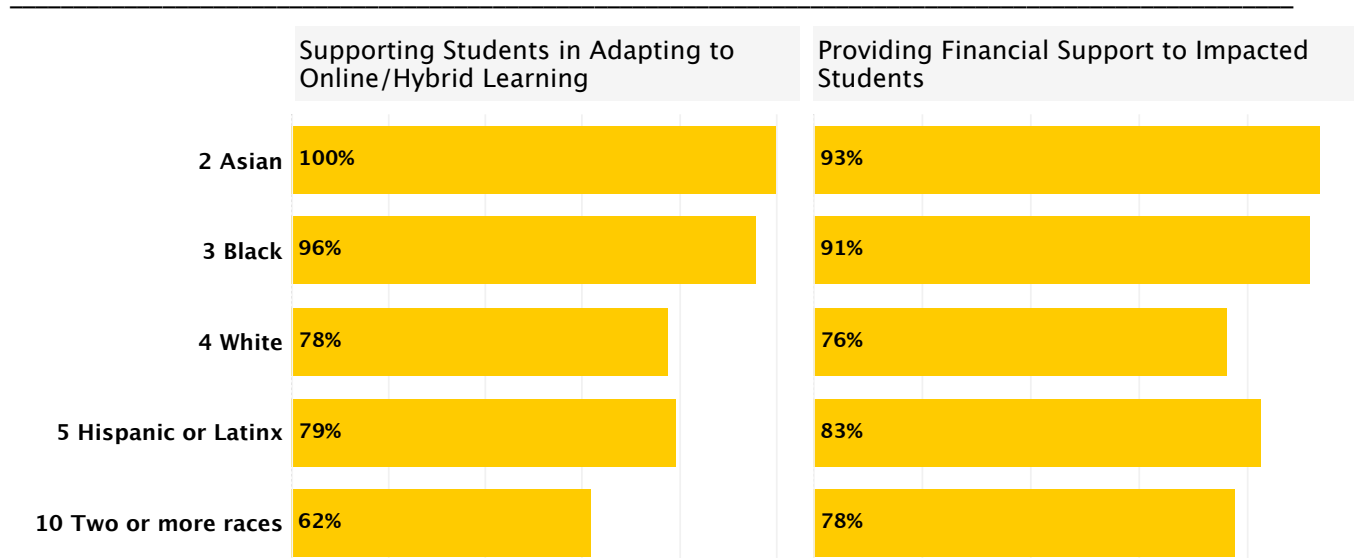
% of undergraduate students who believe the institution is
mostly or strongly committed to the following



Why This Matters: The rhetoric of diversity, equity, and inclusion must accompany concrete changes to demonstrate a meaningful institutional commitment. This is especially important when the compositional diversity of an institution's faculty fails to reflect the racial and ethnic diversity of the students it serves.

Institutional Commitment to Supporting Students During the COVID-19 Pandemic

% of undergraduate students who believe the institution is
mostly or strongly committed to the following



> RECOMMENDED ACTION ITEMS IN APPRAISALS OF INSTITUTIONAL COMMITMENT

CREATE CLEAR CAMPUS-WIDE MESSAGING

- >>Be clear in campus-wide messaging about the opportunities and benefits of racial equity and inclusion on campus.
- >>All key stakeholders should be able to articulate how racial equity and inclusion are tied to the key values and mission of the institution and its strategic plan.

MAP CAMPUS ASSETS AND RESOURCES

- >>Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.
- >>Adjust campus policies and resource allocations to rectify where racial equity goals are not being met.

PROVIDE BIAS TRAINING FOR SEARCH COMMITTEES

- >>Consider that all faculty and staff search committees should go beyond bias reduction training to integrate proactive measures throughout the life cycle of hiring, including retention and promotion, particularly of minoritized faculty.

PRACTICE RACE-CONSCIOUS LEADERSHIP

- >>Practice race-conscious leadership, which includes, for example, engaging in authentic conversations and collaborations with people of color and developing an accurate understanding of the realities of race on campus.

REVIEW ADMISSION POLICIES

- >>Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Appraisals of Institutional Commitment include:

- REC 703: Race-Conscious Enrollment Management
- REC 708: Understanding Campus Unrest and Responding to Student Protest
- REC 717: Reducing Implicit Bias in the Search and Hiring Process
- REC 719: Retention and Advancement of Professionals of Color
- REC 725: Messaging Commitment to Racial Equity and Inclusion

NACCC CONTENT AREA DESCRIPTION

NACCC respondents reflect on their sense of security and on their encounters with racism in their hometowns, in the cities/towns surrounding their campuses, and in online and social media environments.

Key topics include:

- >> Feelings of personal well-being in city/town surrounding campus and in hometown
- >> Experiences of racism in external environments



41%

of White students felt moderately welcome or completely welcome in the city/town surrounding campus

56%

of students of color felt moderately welcome or completely welcome in the city/town surrounding campus

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

KEY GOALS IN THIS CONTENT AREA

>> Monitor and acknowledge external incidents of racism and racial violence.

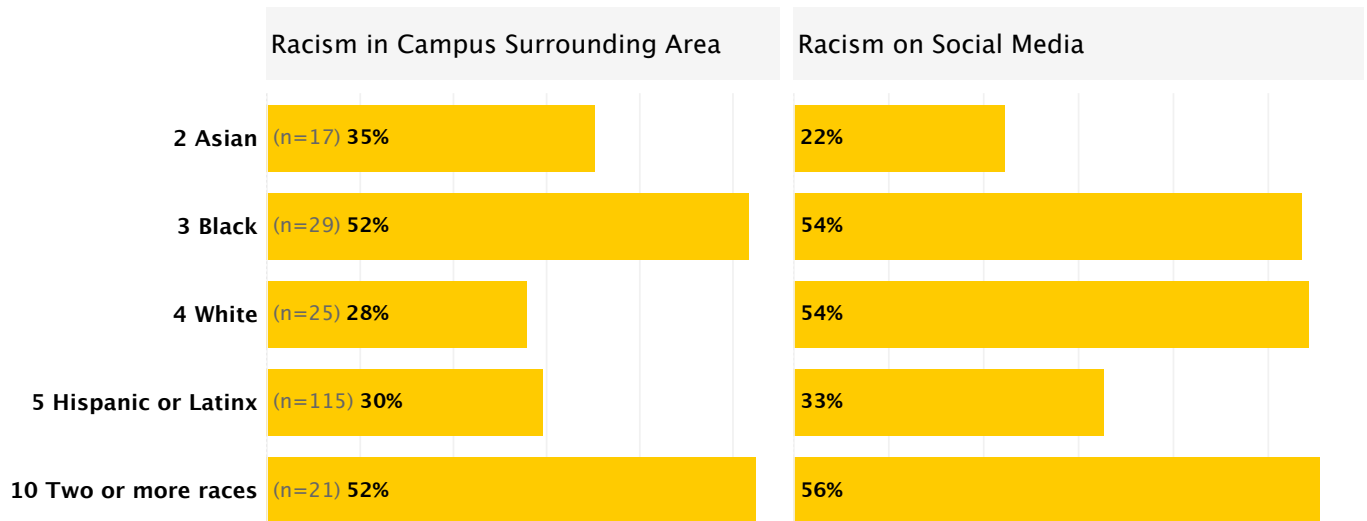
>> Be proactive and aware that students come from and are continually exposed to environments with differing levels of racial stress and violence apart from the campus community, and may, for example, experience an entirely separate racial reality on campus than in their hometown or in the city/town surrounding campus.

In the NACCC survey, students are asked about the racial makeup of their high school and of their neighborhood during high school.

IMPACT OF EXTERNAL ENVIRONMENTS

Prevalence of Off-Campus Racism

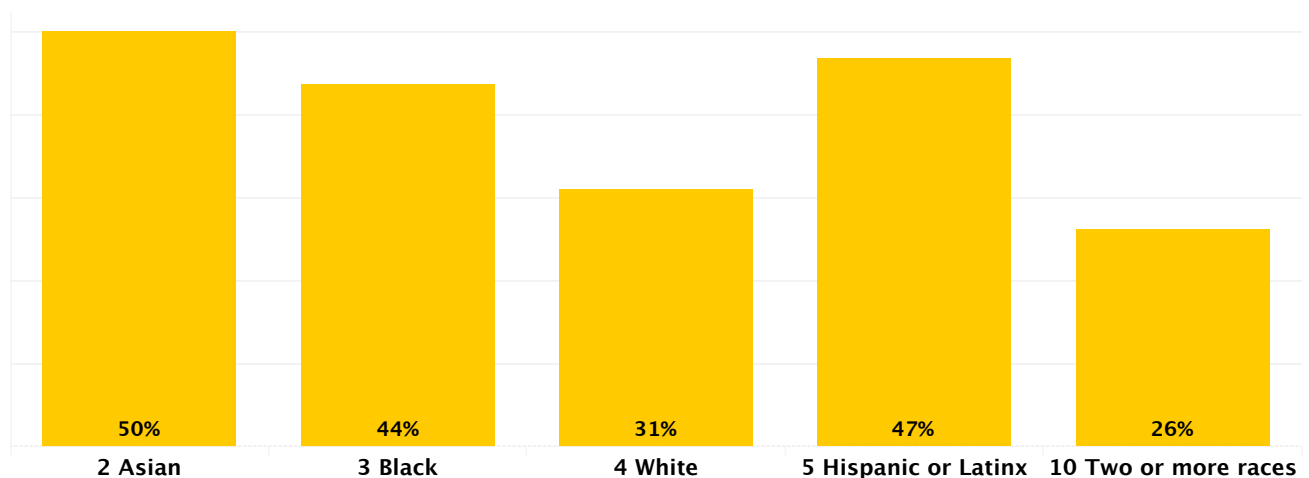
% of undergraduate students who reported they have ever experienced racism in the following spaces



Why This Matters: As students are entrusted to institutions by parents and families, there is a responsibility for colleges and universities to actively engage local law enforcement in developing anti-racist professional practices.

Off-Campus Safety

% of undergraduate students who feel **moderately or completely safe** in the area surrounding their campus



> RECOMMENDED ACTION ITEMS IN IMPACT OF EXTERNAL ENVIRONMENTS

ESTABLISH CAMPUS CLIMATE COMMITTEE

>>Building from the existing or newly constructed campus climate team, work with community leaders (including both residents and elected officials) to establish a town & gown committee or working group to help prevent, manage, and respond to racial incidents, racial violence, and racial terror taking place at the intersection of campus and community.

EVALUATE CAMPUS ENVIRONMENT AND POLICIES

>>When assessing campus and external environments for issues surrounding race and racism, consider who the representatives and beneficiaries of existing racist systems are, and policies and practices that have a differential impact by race.

>>Change policies that disproportionately penalize marginalized student populations.

ASSESS PRE-COLLEGE EXPERIENCES

>>Prepare to support students who have already experienced racial battle fatigue when they first arrive on campus. Also support students who face anxieties about the physical safety and well-being of their loved ones back in their hometown communities.

CREATE RACIAL INCIDENT RESPONSE MESSAGING

>>When students are affected by incidents of racism and hate crimes locally or nationally, distribute messaging and notifications when these incidents happen, similar to existing notifications for these types of incidents when they occur on campus.

PARTNER WITH THE COMMUNITY

>>Partner with local businesses and police to conduct implicit bias trainings.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Impact of External Environments content area include:

REC 731: Xenophobia, Islamophobia, and Othering

REC 724: Strategic Planning and Action for Racial Equity

REC 732: Cultivating Trans Inclusive Campus Environments

ABOUT

USC Race and Equity Center

Racism, America's longest-standing social problem, traces back to the massacre of indigenous peoples, the horrendous enslavement of Africans, and the enactment of policies like the Chinese Exclusion Act and the Treaty of Guadalupe Hidalgo that forced Mexico to concede more than half its land to the United States. Today, racial inequities are persistent and pervasive in P-12 Schools, colleges and universities, workplace settings, and our larger society.

Despite this, few people know how to talk comfortably about race. Even fewer know what to do when racial tensions arise, when data show racial disparities. and when frustrated citizens demand accountability and racial justice.

At the USC Race and Equity Center, we aim to be helpful. Actionable intelligence, as well as scalable and adaptable models of success, inform our ongoing quest for racial equity. Our work matters because race continues to matter in our country. Dismantling an issue as big as racism requires a robust interdisciplinary network of expert scholars, as well as a wide range of strategies, tools, partnerships. and resources.

Our strength largely resides in our interdisciplinary network of faculty affiliates. We unite more than 100 professors across academic schools at USC who are experts on race and racism, people of color, immigration, and other important dimensions of equity. These scholars work together on research, as well as on the development of useful tools and resources.



Preview

Status: Closed

Details

College

Moreno Valley College

Assurances

Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

Contacts

Project Editor

Deanna Murrell

Counselor

deanna.murrell@mvc.edu

(951) 571-6367

Project Director

Carlos Lopez

Vice President of Academic Affairs

carlos.lopez@mvc.edu

(951) 571-6350

Project Editor

Bob Fontaine

Department Chair

robert.fontaine@mvc.edu

(951) 660-1748

Project Editor

Jake Kevari

Dean of Institutional Effectiveness

Jacob.Kevari@mvc.edu

Chief Business Officer

Majd Askar

Director, Business Services

majd.askar@rccd.edu

(951) 222-8444

Approvers

Chancellor/President

Robin Steinback Ph.D.

President

robin.steinback@mvc.edu

(951) 571-6161

Awaiting Submittal

Academic Senate President**Jennifer Floerke**jennifer.floerke@mvc.edu

Awaiting Submittal

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.

Yes

Pillar 1. Clarify the Path**Practice A**

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice ***

Programs of study have been grouped into meta-majors. The college is currently in the implementation stage of our Engagement Centers (Schools) and are undergoing a website overhaul to help with marketing our meta-majors. Virtual Engagement Centers opened during the Spring 2021 semester with dedicated Faculty Counselors, Classified Educational Advisors, and Student Peer Mentors. Locations for physical on-campus Engagement Centers have been identified and are expected to open

throughout the Fall 2021 semester.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Continue developing marketing materials and webpages to inform students, faculty, staff, and community partners about fields of interest and schools.
2. Develop qualitative/quantitative data points to assess and evaluate meta major structure after implementation.
3. Enhance career focused onboarding in combination with our career exploration tool with the goal of meeting students where they are at.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

One challenge we foresee is in developing the success teams in support of College Student Engagement Centers. The full success team model that college has developed includes Faculty Counselors, Student Peer Mentors, Faculty Advisors, Classified Educational Advisors, Data Coaches, Classified Staff Clerical Support and an Administrator.

During the Spring 2021 semester our Virtual Student Engagement Centers will open on March 15 staffed by Faculty Counselors, Student Peer Mentors, and at least one Classified Staff Educational Advisor. Given current staffing levels and resources, additional positions in support of the Student Success Team model are not yet possible.

MVC's goal is to provide a personalized career focused on-boarding experience to each student and additional personnel will be needed to do so. In addition there needs to be some form of district alignment in regards to on-boarding.

Support Needed - Detail *

Funding for Engagement Center personnel and technology.

Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support
- Other

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice ***

The college is working to embed career/transfer information in each program of study. As noted previously, all instructional programs, degree paths, and certificate paths have been mapped to fields of interest which are career oriented. In addition, the Vita Navis career assessment has been incorporated into the College student matriculation process. Additional career and further education field mapping and support are being developed by College Instructional Faculty and Student Engagement Center Student Success Teams.

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. College website will be updated to include visual program maps, career and transfer information.
 2. Continue to work with disciplines to include career and transfer information in for each program of study
 3. Conduct transfer, career and regional workforce labor market data research and provide results to disciplines.
 4. Strengthen partnerships with local job industries to ensure the design of programs that meet our communities needs and labor market demands. Ensure this information is communicated/marketed college wide.
- Understand what is already happening to inform where we can go with this.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Additional funding is needed at all three levels (state, regional, and local) in order to fully support the MVC Guided Pathways plan. Additional work required in order to ensure that the current state of Guided Pathways adoption is clearly and comprehensively communicated through governance, department, discipline, and program meetings.

Support Needed - Detail *

Embed this work within existing planning processes like program review, transfer pathways and resource allocation.

Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Overall the college has improved the current college website through the inclusion of fields of interests (meta-majors) to assist entering and continuing students in making program choices and getting connected to a Student Engagement Center for dedicated support. In addition, information is provided to students via the college website at the individual program level. While Career and Technical Education programs lead the way on this with specific information on their websites, other programs are less consistent in terms of the information provided. The College is about midway through a redesign of the overall website and a core element of the redesign is the Guided Pathways Framework as it is implemented here.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The college is working to update current website with this information while the new website is being developed. Open forums have been held and will test updates with cross functional teams.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Right now this process is outside of current college processes. Exploring ways to integrate into IPRC and a process for which to identify and make necessary updates.

Support Needed - Detail *

Develop a sustainable practice that is integrated with current technology and practices.

Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Visual maps with milestones linked to each term have been created and the webmaster is currently formatting for the website. The term by term sequencing of courses included in these maps are intended to improve the timely completion and reduce number of units to completion for students. These maps have also been uploaded into EduNav.

Trailheads have also been developed to assist students with course selection who may be undecided.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Outcome metrics will be tracked to assess the impact program maps, EduNav, and Fields of Interest.
2. Each Student Success Team Counselor in collaboration with discipline faculty will be in charge of updating maps and trailheads.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Resources required for attaining full-scale adoption are required at the local level in order to complete this work. One challenge the College is navigating is whether or not our Student Education Planning Tool, EduNav, will be able to fill this need for both current and prospective students.

Support Needed - Detail *

Technology solution like, Program Mapper may be needed to provide both current or prospective students with visual program maps that are automatically updated with catalog updates.

Technology to implement an online electronic/interactive catalog.

Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

The mathematics faculty have developed two primary pathways for students aligned to their selected field of study: STEM and SLAM pathways. The STEM pathway is tailored to students pursuing programs in Science, Technology, Engineering, and Mathematics. The SLAM pathway is tailored to students needing Statistics and Liberal Art Mathematics for their chosen program of study. These two primary pathways have been available to students for a number of years. These pathways have been modified by the removal of developmental education courses in their sequences and co-requisite support courses have been added as of Fall 2019. In addition, the Program Mapping task force worked with discipline faculty to include the required math course(s) that align with each program of study.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Continuously update program maps as necessary especially as the Math department continues to make changes in accordance with AB705 and in support of student

success.

2. Ensure that EduNav has correct math pathways for every program as it's programmed with degree maps.

3. Course offerings in math need to better align with students' majors (i.e. more SLAM math courses should be offered than STEM courses, per the "Getting There" report data)

Term and Year

Spring - 2020

Term - Detail (optional)

and as needed

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

VitaNavis has been implemented and is being scaled in our feeder high schools, guidance courses, orientation, and is posted on our website for all students to take. In addition, fields of interest (meta-majors) are centered on career pathways.

Students develop term by term comprehensive educational plans working with faculty counselors using the EduNav system. Effective Spring 2021, students access thier counselors through virtual engagement centers with physical enagement centers to come online during the fall 2021 semester.

Ben Clark Training Center works with local high schools to provide field trips and hands on exploration of public safety programs offered. Counseling hosts a workshop on how to apply to college and develops a student educational plan for each student who enrolls at the Ben Clark Training Center.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. The Career Exploration & Onboarding task force will work to develop a process to ensure that all new students are helped to complete career exploration and/or transfer exploration. The goal is for students to complete career exploration during the onboarding process.
2. District onboarding alignment

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Work with Edunav to provide correct career/income information.

Continue to redesign onboarding to better market meta majors coupled with career exploration.

Support Needed - Detail *

The college can use additional support through connections to other colleges that have navigated this issue.

Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Gateway course have been identified in addition to English and Math courses (i.e. PSY, BIO, EMS)

English no longer offers any courses below transfer level and replaced these sections with a co-requisite support course paired with 1A. This change in the English composition course was implemented at the start of Fall 2018. Additional support for all students engaged in writing assignments occurs in the college Writing and Reading Center. Students, including English composition students, receive academic support to improve their writing through the center. In addition, most sections of 1A+91 also have SI/embedded tutors.

The Writing and Reading Center, moreover, is improving its advertising to attract students writing in other disciplines beyond English. Reading and Writing tutoring are very important to ongoing support of all students not just in gateway courses.

Students no longer place below College level Math. In addition, co-requisite support courses are available for certain transfer level math courses. In addition, embedded tutoring and supplemental instruction are associated with many section of college-level mathematics at MVC.

Some students from underrepresented groups continue to receive support through categorical programs in gateway courses. In addition, the college has been offering professional learning opportunities in math and English and increased funding for Supplemental Instruction.

The college (SEA Committee) has requested the Office of Institutional Effectiveness assist in the tracking of students not completing math and English.

MVC Academic Support is expanded their resources and services to support students in “gateway” courses. The Math Lab and Tutorial Services have increased tutoring support for courses in math and sciences including biology, chemistry, and physics. Many of these courses are “gateways” to program areas such as Dental Hygiene and Nursing. In addition, Tutorial Services has developed study groups targeting Math 12, statistics, the “gateway” math course for non-STEM majors. Furthermore, the Math Lab increasing tutoring support for non-math courses in major program areas with a strong math emphasis such as business and economics. The Supplemental Instruction program is expanding support for “historically difficult courses” such as biology, chemistry, math and psychology to increase student success and retention.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. The college will continue to identify the student cohorts in need of support and create those systems to ensure support is available and intrusively pushed to students who are likely to need it. Moreover, we will continue conversations that began in degree mapping to identify these courses in specific programs and where support can be provided.
2. Math and English will continue to assess their AB705 efforts and modify supports as necessary.
3. English is conducting research on which students are opting out of the co-requisite support course in English to better understand if there is truly any student population group for whom that course improves their chances in 1A.
5. Now that additional gateway courses have been identified the Office of IE will provide course data to disciplines to develop and implement intrusive supports to prepare students for and during gateway courses.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice ***

Co-requisite courses have been developed and are being offered during Fall 2019. The co-requisite model was implemented under AB705 for math courses and faculty are exploring additional targeted and intrusive academic support strategies in order to improve course retention and success rates. Analysis of outcomes for students and additional support strategies for the new co-requisite model is currently underway.

In addition, the College is developing a math summer academy intended to assist incoming first-time and continuing students in completing college-level mathematics. Additional support for the academy classes is guaranteed via embedded tutoring, intrusive counseling, and financial support. In addition, mathematics faculty will participate in professional development geared towards assisting them in identifying and working with students who may experience stereotype threat. Additional professional development will focus on the identification of unconscious biases among math faculty and techniques for combating these biases.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale ***

1. Identify student cohorts in need of support and create those systems to ensure support is available and intrusively pushed to students who are likely to need it.
2. Engage more in systematic planning to ensure that underrepresented students are intentionally supported.
3. To support the co-requisite course initiative in “gateway” math courses, MVC Academic Support will be providing embedded academic support in co-requisite courses for college algebra, statistic and trigonometry. This new program will expand on the work of the Supplemental Instruction program which is providing Supplemental Instruction Leader for some statistics and trigonometry courses. The goal is to provide embedded academic support for all math co-requisite courses.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Funding for sufficient embedded tutoring/SI may be a barrier.

Early Alert is too late.

Embedding tutors requires a change in how we teach our classes in order to allow for this tutoring to take place in class.

Support Needed - Detail *

Reliable Data and in-class diagnostic testing to identify students EARLY in the semester.

The college should explore how Cuyamaca College has implemented academic support services in their co-requisite math course model.

Type(s) of Support

- Connections with other Guided Pathways teams
- Reporting/data
- Other

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

English faculty are continuing strategies to improve student outcomes by redesigning curriculum for English 1A and 1B.

English has been working to ensure students enrolled in the co-requisite/support class for transfer-level English have access to an embedded tutor. In its professional development opportunities for faculty, it has also been encouraging the use of instructional embedded supports such as culturally responsive and sustaining pedagogies and flexible late work and revision policies. In addition to exploring OER (i.e. surveying English professors on their course materials), English has revised its mission statement to reflect respect for students' funds of knowledge and diverse linguistic backgrounds. English faculty also recently volunteered their time to participate in an Umoja-hosted "Math and English Jam," in which students met with math and English faculty and Learning Center tutors and Writing and Reading Center consultants for help with their math and English classes.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Increase embedded supports, such as use of supplemental instruction and embedded tutors.
2. Continue professional development to increase success rates for all instructors.
3. Investigate if there are other interventions that may help our most vulnerable students, especially those that may have only one remaining attempt at English 1A.
4. While we are "at scale" for all of the District plans we've made, we are nonetheless investigating if there other interventions that may help our most vulnerable students, especially those that may have only one remaining attempt at English 1A.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

While professional development is funded through Spring 2021, we would like to continue to compensate part-time faculty beyond 2021. Resources needed: funding for PT faculty SPRs

Support Needed - Detail *

Funding

Type(s) of Support

- On-campus/individual training
- Other

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Tutoring, Supplemental Instruction, Embedded Tutoring, and Summer Bridge have been incorporated to help students succeed in college level courses.

MVC Academic Support is working aggressively with other campus programs to provide “intensive support” for “poorly prepared students” who need assistance. Academic Support has partnered with EOPS, DSS and ACES Trio programs to provided targeted support services for their students. Some these activities include offering extended tutoring sections for the targeted student populations and priority appointment selection for high demand subjects.

In addition, students will receive ongoing support via College Student Engagement Center Student Success Teams beginning in Spring 2021. The initial centers and teams will support students via virtual formats and physical engagement centers will be opening throughout the Fall 2021 semester.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Expand to include focused support teams for students based in schools.

2. Focus on identifying the student cohorts in need of support and create those systems to ensure support is available and intrusively pushed to students who are likely to need it.
3. Evaluate and assess the current early alert system's effectiveness (especially its use and impact) as well as how much it costs.
4. Develop a system for keeping students on the path by tracking early exiters and reaching out to disproportionately impacted student populations, especially those “at” or “near the gate” to offer financial, academic, or advising assistance in returning and re enrolling, such as providing employment, leadership, or internship opportunities to disproportionately impacted student populations.
6. Explore and develop ways to encourage underrepresented students to communicate with faculty and experience an environment where they have the opportunity and confidence to communicate easily.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

The college should explore how other institutions have implemented academic support services.

Support Needed - Detail *

Funding for sufficient embedded tutoring/Sl.

Faculty PD and staff PD--increasing communication between students and staff/faculty; management PD that focuses on increasing environment/ecology for this kind of communication to occur

Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training
- Other

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

MVC has strong partnerships with our local K12 feeder school districts. We host the following events to motivate and prepare students for their college pathway.

1. Senior Conference: Seniors participate in presentations on MVC academic and student support programs and services. We host four events where all feeder high schools participate and send from 50 to 100 seniors from each high schools.
2. MVC Counselors meet with seniors at their high schools to provide Ed. Plans: In the spring MVC counselors go once a week to feeder high schools and meet with seniors who applied to MVC. Counselor provide seniors with an Education plan and information pertaining to the opportunities offered at MVC.
3. Dual Enrollment: We are in year three of providing Dual Enrollment courses at feeder high schools. Our college meets and works with feeder districts, high school administrators and counselors, several times a year to coordinate and support Dual Enrollment classes, instructors and students. Some of the Dual Enrollment course currently offered include ENG 1A/1B, HIS 6/7, ADJ 1, HLS 1, and CIS courses. Not all courses are offered at all sites.
4. Annual MVC High School Counselor Conference: Event where we provide updates on MVC academic and student support programs and resources, to feeder district high school and middle school counselors, career technicians, and assistant principals.
5. Education Summit: Once a year we host an Education Summit with our feeder school districts to learn from one another and collaborate to better support our students. Each year we have different themes, but all with the same purpose of collaboration. At this event we have high school and college faculty, administrators and staff participate in the interactive workshops and presentations.
6. Hosted a young men conference for Middle School males, with the objectives of exposing student to careers and positive role models. We hosted three of these events and served more than four hundred middle school young men from MVUSD and VVUSD.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Develop initiatives similar to Bakersfield College to increase number of high school students who graduate high school with a certificate or degree; or at minimum have completed 6 college units.
2. Increase the number of Dual Enrollment course offered within MVUSD and VVUSD.
3. Dual Enrollment recruitment efforts should reach more diverse students to better serve African American students, which may involve better communication between MVC and high schools and/or more intentional and targeted orientation efforts.
4. Develop integrated pathways that allow students to visually see the connection from K-12 to community college to career and/or transfer. Creation of intersegmental pathways will lead to increased curriculum alignment and student success, where students would be able to map their journeys starting in the K-12.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale *

Start with a couple elementary schools in each district to pilot this integrated pathway--with the intent of building each year. Incorporate regular field trips from elementary/middle school to MVC. This would be a great spot where we can incorporate events (e.g. Día de los Muertos), programs, and spaces (e.g. Makerspace) and regular messaging (e.g. brochures, website) so that they know how CCs are essential in higher ed.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Concern over students awaiting AP scores (which don't post till July) are unable to begin their FYE pathway until they know those scores--how can we resolve this

Support Needed - Detail *

Collaboration

Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support
- Reporting/data

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Moreno Valley College has identified the Success Team structure and high contact points through which Counselor's and Educational Advisors will be able to assist with

monitoring students progress. Student Engagement Centers will open in March 2021 in virtual formats staffed by dedicated Faculty Counselors, Student Peer Mentors and Classified Educational Advisors. Physical engagement center locations have been identified to support student from all six schools via Student Success Teams and will open throughout the Fall 2021 term.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Success teams will look at various metrics for different groups in their reporting areas, which would include disproportionate impact and engage in culturally responsive practices to support students. In addition, the College will look to procure software that will aid with case management.
2. Professional development opportunities will be offered to Counselors centered around the theme of culturally responsive practices and pedagogy.
3. Establish a completion tracking system that will allow counselors to identify and reach out to students who have completed gateway courses and at least 45 units to assist student with planning career attainment and/or transfer.
4. Identify gaps in resources (physical, human, financial) for each Engagement Center
5. Identify activities, space assignments, engagement opportunities for students

Term and Year

Spring - 2021

Term - Detail (optional)

Current--Spring 2021

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Currently there isn't software that allows us to systematically and efficiently track students progress and completion of program requirements. The new District enterprise system, Campus Nexus, includes a student contact and engagement component in order to assist Engagement Center Student Success Teams support a caseload cohort model.

Support Needed - Detail *

Case management software

Type(s) of Support

- On-campus/individual training
- Technology support
- Reporting/data

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

EduNav has been implemented and it provides a term by term sequence of courses from start to completion. It allows students to quickly see the impact of non-passing grades and changes to their instructional program on the expected date of completion. The college is also in discussions with the vendor to program in warnings that can be sent to the student's counselor that a student is in need of academic intervention if the student makes changes to a plan that tend to extend the date of completion.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale ***

1. Continue to work with EduNav programmers to recognize and incorporate major preparation coursework for transfer, AP credits, special program pathways (like Honors), and transcripts from other institutions.
2. Transition all counselors, including counselors in special programs, to fully using Edunav as their primary planning tool.
3. Work with EduNav's programmers to and adjust EduNav's user interface to enhance the clarity offered to students.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

The college currently uses an electronic “Early Alert” system and paper progress reports. The Early Alert system is in need of improvement in order to encourage usage by instructional faculty, provide timely & actionable information to support staff in order to actively intervene with students, and support students through positive encouragement to connect to resources.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Implement student success teams once schools are approved who can then work with discipline faculty to flag students who are at risk and provide support services/interventions to assist them with getting back on track.
2. Work with EduNav’s programmers to and adjust EduNav’s user interface to enhance the clarity offered to students.
3. Develop and implement retention practices in alignment with ISP, SEA, and Vision for Success goals.
4. Explore methods to improve the early alert system and implement the use of predictive analytic software tools to help identify students in need of academic intervention. Dean of Student Services Counseling has requested that new ERP system has a robust Early Alert system to accommodate these needs.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Early alert is not being used to effectively refer students to supports needed. Need a tool to track and flag students.

Support Needed - Detail *

Case management software and training

Type(s) of Support

- Technology support
- Reporting/data

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

This practice may vary by counselor, but not currently practiced in a systematic manner. Engagement Center Student Success teams that support students on a case-load model should be better positioned to consistently direct students who may struggle with being accepted into limited-access programs by providing alternative pathway options.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale ***

1. Assuming that there are parallel pathways that would exist and incorporate the same set of career interests, it makes sense for this to take place in the cohorts of academic support teams.
2. Develop and implement a strategic plan for success teams to provide alternate options and career exploration to students who may not be accepted into limited access programs (EMS, DEH, DEA, ADJ, FIT).

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Currently not a systematic process for identifying students who were not accepted into a limited access program.

Support Needed - Detail *

Case Management Software

Discipline faculty and counselor collaborate to identify viable alternatives.

Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support
- Reporting/data

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

The EduNav implementation team is working on the ability to use it as an enrollment management tool.

In addition to the use of EduNav educational plan data, the deans of Academic Affairs and faculty responsible for scheduling have used historical enrollment data to build schedules that offer multiple pathways to completion where possible. Flexibility in the course offering includes significant growth in the number of distance education courses over the last 5 years and the creation of weekend college with Saturday classes.

Individual disciplines have been reorganizing their course sequences to allow students to take courses in shorter time frames based on degree and certificate maps. These maps inform how classes are scheduled (Day/Evening, looking at whether courses can all be taken in the evening, and examining the course rotations.

Lastly, the College along with the other college's within the District are engaged in an Institutional Effectiveness Partnership Initiative Project Resource Team project to develop a new course section schedule building tool called PathMaker. This tool is intended to allow for the creation of multi-semester and multi-year schedules. These schedules will be informed by student education plans via EduNav and historical enrollment data. In addition, one major element of this tool is to allow for multi-term seat reservations by students. As of Spring 2021, a minimally viable product has been developed with additional development proceeding through the 2022-2023 academic year.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale ***

1. Continue with current efforts and once EduNav is up to scale we will use it as an enrollment management tool.
2. Increase Student Service Hours for online, evening and weekend support
3. Analyze enrollment patterns to further influence college course scheduling so students complete in as short of a time as possible.
4. Explore an alternative to EDUNAV for an additional enrollment management tool

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

EduNav is not full scale and current course scheduling methods.

Support Needed - Detail *

Technology to assist with enrollment management and identifying bottlenecks (times, modalities, etc). Training to support this technology.

Type(s) of Support

- On-campus/individual training
- Technology support

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Implementation and planning efforts are taking place with respect to close alignment of learning outcomes in programs to further education and employment. This work has occurred in some programs, but has not been systematically addressed college wide.

All CTE programs have career advisory committee made up of professionals in the field who provide feedback on the course and program learning outcomes that are aligned to the needs of each respective industry. With respect to GE and transfer pathways, the college Articulation Officer works with faculty through the curriculum development process to insure that MVC courses are transferable to the UC and CSU

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Develop plans for more systematically implementing this practice with the program review process, along with enhancing professional development opportunities for faculty.
2. Include program learning outcomes on program maps.
3. Examine the possibility of including this information in Program Review. Pull transfer and employment data and set targets by discipline
4. Align curriculum with industry/labor market needs for each program (Build partnerships with local employers) Do research to see what disciplines have this, which one's do not and scale up

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Limited data surrounding this metric

Support Needed - Detail *

Need more research capacity, integrated technology and training.

Type(s) of Support

- On-campus/individual training
- Technology support

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Assessment Committee meets as a multidisciplinary group to ensure that SLOs are being assessed, revised, and mapped to ILOs. (spot checked at Program Review to ensure they are meeting SLO assessments). SLO review has an established process for development and approval.

Faculty professional development opportunities offered to faculty on incorporating field work as experiential learning is ongoing. Moreover, the college is working to make use of the new iMake Innovation Center on campus as a focal point for training faculty and students in design thinking and entrepreneurship. Lastly, the college is in the initial stages of developing apprenticeship program.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Coordinate activities and opportunities (FLEX, Lunch n Learn, etc.) between CTE faculty and non CTE faculty to implement best practices (i.e. Service learning; Project-based Learning; Design Thinking; and Entrepreneurship; incorporating field work as experiential learning; leveraging iMake Innovation Center as a focal point for training faculty and students; and incorporating apprenticeship programs.)
2. Implement on-going professional development activities every semester where experts can provide specific examples on culturally responsive pedagogy for faculty, culturally responsive service for classified staff, and culturally responsive leadership for admin, and culturally responsive environment for our students.

3. Create opportunities and develop workshops for student mentorship or faculty mentorship to expand skills beyond the classroom that will be used by Student Success Teams.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Funding and training.

Support Needed - Detail *

Need professional development activities that provide faculty with practical in-class hands-on practice. Provide faculty and staff with examples of activities that can be used to support this practice.

Type(s) of Support

- Regional training
- On-campus/individual training

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

The iMake Innovation Center is a focal point on campus for providing professional development to faculty and staff in active based learning strategies like project-based learning, design thinking, and entrepreneurship. Planning for the center was initiated during Fall 2019. Opportunities for students became available during 2020-2021.

iMAKE Staff and student employees are creating a animation video. The video is about Learning EEG with Emotiv and is in draft status currently with ongoing feedback by the Professor. Video will be used in Psychology classes for Spring semester.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Promote awareness of applied learning opportunities thru communications via Peer to peer networks; mentors; student-led activities; college website; inclusion in program maps, etc.)
2. Identify location for career/job center to scale college-wide.
3. Promote awareness of applied learning opportunities thru communications via Peer to peer networks; mentors; student-led activities; college website; inclusion in program maps, etc.)

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Faculty training and awareness about experiential learning.

Support Needed - Detail *

Models for expanding experiential learning to traditional general education disciplines. Physical Space, computers, desks, funding.

Type(s) of Support

- Regional training
- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support
- Other

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The college currently has three major committees to address this issue. Assessment, Instructional Program Review, and Curriculum. Continue working towards 100% course and programs assessment rate.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale ***

1. Continue working towards 100% course and programs assessment rate

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Part-time faculty currently do not conduct and report assessment projects for classes under disciplines with no full-time faculty

Support Needed - Detail *

Increase incentives for part-time faculty to conduct and report assessment projects for classes under disciplines with no full-time faculty

Type(s) of Support

- On-campus/individual training
- Reporting/data

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Departments regularly assess courses and student learning outcomes. In fact, our instructional program review process explicitly sets out expectations that this is happening. Moreover, as part of program review process, programs document how the results of learning outcome assessment are used to inform or enhance learning.

English department has launch Teaching Matters (community of practice training for other disciplines) Spring 2021

English uses assessment efforts to design their next professional development opportunities with the goal of continually improving our success rates for students

English has also written a detailed plan in its program review to increase success rates and decrease equity gaps in its transfer-level courses, including efforts to continue offering professional learning opportunities (i.e. Communities of Practice), secure office space and compensation for office hours for part-time faculty, and increase the number of hours allotted to part-timer participation in discipline-wide assessment.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Establish a process by which learning outcomes and program review inform professional development and campus priorities. Things to consider for plan: Integration of all PD, OER, and Culturally Responsive Practices
2. Work towards all disciplines using assessment efforts to design professional development opportunities and develop communities of practice with the goal of improving student success.
3. Increase participation of part- time faculty in conducting and report assessment projects for classes under disciplines with no full-time faculty.
4. Fully integrate Guided Pathways leading momentum points in the Program Review process, operational plans, and participatory governance at the college.
5. Increase the number of departments/disciplines participating in communities of practice
6. Question embedded in program review: "describe how assessment results are used to improve teaching and learning"

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Funding and data

Support Needed - Detail *

Data disaggregated by income. Professional Development Coordinator.

Type(s) of Support

- On-campus/individual training
- Reporting/data
- Other

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

In Fall 2020 faculty worked with students to pilot the portfolio project. Students created and presented their online portfolios to the Guided Pathways core workgroup and will present at the Inland Empire Desert Guided Pathways Summit.

iMAKE Staff & Student employees presented to Terrie Hawthorne/Kyla Burdette's Guidance 47 class on 1/12/21 on e-portfolio development. 38 total participants; 29 students plus 2 professors and plus 7 imake staff and student employees. Demo and e-portfolio resources shared. Set up one on one meetings with imake staff/Student employees and students in the Guidance 47 class during week of 1/25/21. Student employees and iMAKE Staff met with 2 Students for 1 on 1 eportfolio development. Makerspace Staff and student employees have been attending bi-monthly Guided Pathways sessions that focus on Pillar IV and eportfolio development plus also experiential learning.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Develop a plan to implement a process college wide to provide the opportunity for all students to document their learning for career/transfer. Have those programs who already have done this work help to offer the college some potentially promising approaches to accomplishing this at scale.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Integrating this work beyond CTE.

Support Needed - Detail *

Examples of Community Colleges that have well implemented portfolios that employers use in programs outside fo CTE.

Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

We administered the SENSE survey this Fall 2019.

The college has participated in CCSSE (2013 and 2015), and those results were shared widely, but we did not make decisions about how to systematically use such information to enhance our professional development.

Administered National Assessment of Collegiate Campus Climates in Fall 2019

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale ***

1. Connect various survey (CCSSE, SENSE, National Assessment of Collegiate Campus Climates, and local assessments, etc.) findings to our Professional Development
2. Align professional development activities with needs of students and College goals
3. Scale Data Training for Success Teams and GP Core Workgroup with the possibility of stipends for attendance. Need to complete contact points before implementing.
4. Engage in semesterly debrief sessions for assessment and evaluation of strategies
5. Increase Student Engagement in College Redesign Efforts to improve campus culture, student persistence and achievement, teaching and learning. (focus groups, etc.)

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)


Engagement Efforts - Details *

Conducted student surveys including SENSE and National Assessment of Collegiate Campus Climate surveys, students participate in Guided Pathways implementation activities such as designing schools, fields of interest and success teams. Students also participate in our College's Guided Pathways Core work group. We plan to continue to engage students through focus groups, panels, and planning activities. We are currently in the process of hiring Peer Mentors.

Course Alignment

The College is currently using EduNav which is a student education planning tool that will also project expected course enrollments in alignment with students educational plans. As noted earlier, the College is also developing PathMaker software in order to build multi-year schedules that incorporate data from student educational plans (EduNav).

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 NOVA: Guided Pathways Moreno Valley College - Guided Pathways (2019-20).pdf	Self-Assessment	2/19/2021, 8:16:13 PM	SOAA submission Spring 2020

Success Story (Optional)

Story: English Professional Learning

Title *

English Professional Learning

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Kathryn Stevenson		kathryn.stevenson@mvc.edu	
Melanie James	Associate Professor of English	melanie.james@mvc.edu	

Challenge *

The challenges facing instituting professional learning generally begin with funding for coordination and part-time faculty participation; English has had success overcoming this challenge thanks to a range of grants and institutional support from avenues like SEA and Guided Pathways. In addition, it can take time to build instructor buy-in to examine practices and revise or adopt pedagogies that reflect best practices for success and equity, but those faculty who do attend demonstrate increasing interest in adopting best practices from current composition pedagogies invested in student success and equity. Finally, it can be tricky to gather data that establishes a direct and causal link between professional learning and improved success outcomes in time to demonstrate widespread impact and justify expenditures associated with professional development.

Success Story *

One of Moreno Valley College's success stories is the English discipline's institutionalizing regular and ongoing professional development in the form of institutes and communities of practice. Over the course of the last eight years or so, the English discipline has regularly offered professional learning to full-time and part-time faculty.

In Spring 2018, English established an ongoing community of practice, called the ComP, to support instructors teaching the corequisite course that replaced courses in the English remedial pipeline. Every semester since, the English discipline has held a community of practice: coordinators design and facilitate ComP workshops for full-time and part-time faculty, focusing on topics like acceleration strategies. The topics have shifted and evolved over time. For example, when the English discipline voted to discontinue offering the corequisite course (based on evidence that it was not serving the student populations recommended and required to take the course), English designed workshops around other embedded supports for students, culturally responsive teaching, antiracist pedagogy, and specific strategies for making classrooms student-centered, asset-based, and interactive, moving away from lecture-based classes to the flipped classroom. A key aspect of English's success is the amount of faculty who have participated and who continue to participate: 100 percent of full-time and 85 percent of part-time English faculty have participated in one or more communities of practice. Professional development has contributed to a major paradigm shift away from deficit thinking about student capacity to asset-based thinking and critical introspection about instructor practices and institutional barriers, from the remedial pipeline and textbook costs to assessment practices and implicit bias. In short, professional learning has allowed the discipline to transform its culture to focus on being student-ready rather than focused on students' college readiness. Professional learning correlates with higher success and retention as regular participants have higher success and retention rates than the discipline average and those who do not regularly participate. Professional learning has also contributed to the discipline's nearly quadrupling its transfer-level English 1A success rate from an 18 percent to about 67 percent throughput rate. While the discipline's adoption of the accelerated class allowed students to skip pipeline classes and AB-705 effectively eliminated the remedial pipeline barriers altogether, professional development supported instructors through this sea change. In English, communities of practice focus on anti-racist and culturally responsive pedagogies, including active learning and student-centered classroom experiences aimed at creating more equitable outcomes. Besides examining instructor policies and assessment ecologies, communities of practice offer instructors a chance to create units relevant to student experiences and expertise and develop teaching tools, such as prompts, rubrics, and toolkits for effectively practicing and demonstrating Student Learning Outcomes. As a result of professional learning, English faculty have revised their English 1A Course Outlines of Record to systematize practices that support student success, including recommending instructors bring to the center writers of color and historically marginalized writers, adopt culturally responsive and anti-racist teaching pedagogies, reduce word count in alignment with transfer requirements, and make use of OER or zero-cost textbooks. Such revisions help institutionalize more equitable and effective practices. For example, a majority of faculty are now teaching units that center writers of color reflective of students in the classroom and adopting more equitable assessment practices (such as contract grading or labor-based assessment). More faculty are integrating flexible classroom policies, such as accepting late work and revisions. More faculty are staying current in current composition theories regarding best practices. While English faculty have not yet established a link to more equitable outcomes by disaggregating success rate data by student populations, English plans to begin gathering and sharing this data in Spring 2021. In the Spring, English faculty will be hosting a Teaching Matters series of workshops aimed at scaling up communities of practice to disciplines beyond math and English so departments from each of the college's schools can institute their own professional learning communities and focus on instructional efforts to ensure learning campus-wide.

Outcomes *

As elaborated above, instituting regular and ongoing professional development in MVC's English discipline correlates with higher success and retention rates: faculty who regularly attend professional development have higher success and retention rates than the discipline average and faculty who do not participate in professional development. The English discipline has also nearly quadrupled its success rate in English 1A over the course of the last 10 years. In addition, the discipline has revised the Course Outlines of Record for its transfer-level English 1A and won district-wide support for those changes, which are now under review in the curriculum committee for Fall 2021 implementation. Revising the CORs to reflect anti-racist, culturally responsive pedagogies helps ensure that more teachers have more tools for improving student success and equity.

Vision for Success Goals

- ✓ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- ✓ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- ✓ Decrease the average number of units accumulated by California Community College students earning associate degrees
- ✗ Increase the percent of exiting CTE students who report being employed in their field of study
- ✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✓ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

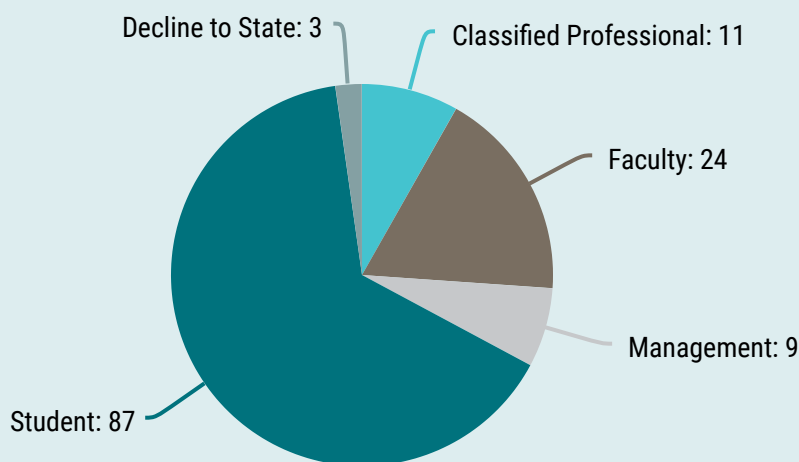


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Mission, Vision, and Values Survey Fall 2021

137 Responses



When asked if the mission, vision, and values statements need to be revised or updated:

The majority of participants indicated that **no** revisions/updates are needed (**53%**) or that they are **not sure** if revisions/updates are needed (**14%**)

When asked about each statement separately:



83% of participants indicated that the mission statement accurately reflects MVC's purpose.



89% of participants indicated that the vision statement identifies realistic goals.



84% of participants indicated that the values statement accurately reflects MVC's values.



Recommendations:

- No changes are recommended at this time.
- Revise and expand on the survey to determine the extent to which the statements are reflected in practices, processes, and procedures.
- Administer the survey every three years prior to Strategic Plan updates.

The background of the cover is a collage of three photographs of graduates in teal regalia. The top-left photo shows a smiling woman in a teal cap and gown with a colorful stole. The top-right photo shows a group of graduates, including a woman with blonde hair and a man with sunglasses and a striped stole. The bottom photo shows three graduates in a field, with one man in the center waving enthusiastically. The entire collage is overlaid with a geometric pattern of teal and grey triangles.

**MORENO
VALLEY
COLLEGE**

INTEGRATED STRATEGIC PLAN 2018-23

Revised August 2019

16130 Lasselle St.
Moreno Valley, CA 92551
www.mvc.edu

INTEGRATED STRATEGIC PLAN 2018-23





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MISSION, VISION AND VALUES

OUR MISSION

Moreno Valley College inspires, challenges, and empowers our diverse, multicultural community of learners to realize their goals; promotes citizenship, integrity, leadership, and global awareness; and encourages academic excellence and professionalism.

To accomplish this mission, we provide comprehensive support services, developmental education, and academic programs leading to:

- Baccalaureate Transfer
- Associate Degrees in Arts and Sciences
- Certificates in Career & Technical Education Fields
- Post-employment Opportunities

OUR VISION

Moreno Valley College is committed to exceeding the expectations of students, community, faculty, and staff by providing and expanding opportunities for learning, personal enrichment, and community development.



OUR VALUES

Recognition of Our Heritage of Excellence

We embrace Moreno Valley College's rich tradition of excellence and innovation in upholding the highest standard of quality for the services we provide to our students and communities. We are bound together to further our traditions and to build for the future on the foundations of the past.

Respect for Collegiality

We recognize the pursuit of learning takes the contributions of the entire district community, as well as the participation of the broader community. We believe in collegial dialogue that leads to participatory decision making.

Dedication to Integrity

We are committed to honesty, mutual respect, fairness, empathy, and high ethical standards. We demonstrate integrity and honesty in action and word as stewards for our human, financial, physical, and environmental resources.

Commitment to Accountability

We strive to be accountable to our students and community constituents and to use quantitative and qualitative data to drive our planning discussions and decisions. We embrace the assessment of learning outcomes and the continuous improvement of instruction.

Passion for Learning

We believe in teaching excellence and student centered decision making. We value a learning environment in which staff and students find enrichment in their work and achievements.

Appreciation of Diversity

We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We promote inclusiveness, openness, and respect to differing viewpoints.

Commitment to Community Building

We believe Moreno Valley College is an integral part of the social and economic development of our region, preparing individuals to better serve the community. We believe in a community-minded approach that embraces open communication, caring, cooperation, transparency, and shared governance.

EXECUTIVE SUMMARY

The purpose of the 2018-23 Integrated Strategic Plan is to provide mid-term actionable goals and objectives to drive Moreno Valley College toward fulfilling long-term goals and objectives included in the College’s Comprehensive Master Plan. This plan integrates the goals, objectives, and strategies included in the operational planning documents at Moreno Valley College along with External Planning initiatives at the district and state levels.

Along with aligning and integrating both internal and external plans, the 2018-23 Integrated Strategic Plan is data informed based on data from the Office of Institutional Effectiveness, the California Community Colleges Chancellor’s Office Datamart, and other sources.

The content and activities included in the plan were developed from the lessons learned from the 2015-18 Integrated Strategic Plan. These include the need for the College Strategic Plan to serve as a flexible living document that can incorporate needed change through its life cycle. To this end, an annual evaluation cycle that will measure progress toward meeting Integrated Strategic Plan goals and objectives has been included in the plan. Importantly, the following strategic goals were developed as part of the planning process.

STRATEGIC GOALS

I. STUDENT ACCESS AND EQUITY

Moreno Valley College is committed to eliminating persistent student equity gaps and improving access to higher education by strengthening a college-going culture in our community and implementing effective interventions, programs, and services.

II. STUDENT LEARNING, SUCCESS, AND COMPLETION

Moreno Valley College is committed to promoting student learning, success, and educational goal attainment through implementation of the guided pathways framework.

III. COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Moreno Valley College is committed to actively engaging the community, educational partners, and industry employers by fostering innovative collaborations to respond to community needs.

IV. PROFESSIONAL DEVELOPMENT

Moreno Valley College is committed to enhancing professional and leadership growth of students and employees through approaches aligned with the College mission and core commitments.

V. INSTITUTIONAL EFFECTIVENESS AND RESOURCES

Moreno Valley College is committed to fostering a culture of continuous institutional improvement and effective resource management, accountability, planning, management, and assessment.

DATA REVIEW AND BUDGET SNAPSHOT

The development of the 2018-23 Integrated Strategic Plan included extensive review of both internal and external data. The sources of this data included current student demographics, enrollment, and performance data produced by the Office of Institutional Effectiveness, the Draft College Scorecard, the California Community Colleges Chancellor's Office DataMart, the Annual Career & Technical (CTE) Education Outcomes Survey of students, and the California Community Colleges Launchboard. This section provides a summary of some of the critical data used in the development of the plan.

Data, along with trend analysis, is included in the appendix. A summary of important trends follows:

- Latinx students have experienced significant growth since 2010-11 and currently represent 62.6 percent of the student population while white students declined from 30.4 percent of students to 2010-11 to 16.7 percent in 2017-18.
- Students 24 years old or younger make up 63.3 percent of students.
- Student unduplicated headcount enrollment declined from 2010 to 2014. However, enrollment from 2014 to 2018 has climbed steadily upward by approximately 500 students per year. In addition, full-time unduplicated student (FTES) enrollment declined from 2010 to 2013 and has grown steadily by approximately 185 FTES per year.
- Approximately 71 percent of students enroll part-time (less than 12 units per term).
- Since 2014-15, the number of degrees and certificates awarded to students has grown significantly from 824 in 2014-15 to over 2,300 in 2017-18.
- Students transferring have grown from 510 students in 2014-15 to 575 students in 2017-18.
- The majority of students transfer to the California State University or University of California systems.
- Course success rates have declined from 71.9 percent in 2013-24 to 68.1 percent in 2017-18.
- Fall-to-spring student persistence rates have declined from 61.8 percent to 59.5 percent over the last five years.
- Average units earned at graduation was 81.4 percent for students in 2017-18.
- Over half of Moreno Valley College CTE students who earn a degree or certificate are employed in a field that is very close to their field of student.
- The demographics of the classified staff, educational administrators and faculty are not representative of the student population.
- The college budget has grown in both the general fund and categorical (grants/restricted) fund over the last three years, and in fiscal year 2017-18, the total College budget was \$54.8 million.
- Approximately 82 percent of the 2017-18 budget was expended on instructional and staff salaries/benefits.
- College discretionary budget represents less than five percent of all expenditures for the 2017-18 fiscal year.



PURPOSE

The purpose of the 2018-23 Integrated Strategic Plan is to provide actionable goals and objectives to drive Moreno Valley College toward fulfilling long-term goals and objectives included in the College Comprehensive Master Plan. This plan integrates the goals, objectives, and strategies included in the operational planning documents at Moreno Valley College. These plans include the Technology Plan, Integrated Student Success and Equity Plan and Five-Year Facilities Plan.

Lessons learned from the 2015-18 Integrated Strategic Plan include the need for the College Strategic Plan to serve as a flexible living document that can incorporate needed change through its life cycle. To this end, the 2018-23 Integrated Strategic Plan is designed to be flexible and allow for change over the next five years while working toward meeting a set of SMART objectives focused on student access and student equity, student learning, success, and completion, community engagement and partnerships, professional development and institutional effectiveness. Accountability and flexibility of the 2018-23 Integrated Strategic Plan is possible due to an annual evaluation cycle that will assess goals and recommend changes through the College and district governance processes. The cycle of assessment, timeline, and process is included in the evaluation plan.



DEVELOPMENT

At the start of the fall 2017 and spring 2018 terms, the Strategic Planning Council held two retreats to provide feedback about the 2015-18 Integrated Strategic Plan (ISP) and provide direction for the 2018-23 Integrated Strategic Plan. The committee provided feedback based on the following questions:

- What is a strategic plan?
- What makes an effective strategic plan?
- Do we see any strengths or weakness in our current plan?

The primary areas identified through the retreats were that the new plan had to include:

- Measurable outcomes
- Alignment with the College Mission, Vision and Values
- Alignment with internal and external plans

The committee was made clear that the development of the new plan had to be a participatory process across College constituencies. In addition, a recommendation was made that the planning and drafting phases of the new Integrated Strategic Plan should be done by a relatively small representative group of the College community. Robin Steinback, Ph.D., president, Moreno Valley College took this recommendation and created an Integrated Strategic Plan Taskforce with representatives from the major College constituency groups. Membership on the taskforce included

representatives of the Academic Senate, Strategic Planning Committee, Riverside Community College District Faculty Association, Moreno Valley College classified staff, administration, and the Associated Students of Moreno Valley College.

The Integrated Strategic Plan Taskforce was composed of a cross-functional team of faculty, staff, students, and administrators. The team included Nick Sinigaglia, Deanna Murrell, LaTonya Parker, Abel Sanchez, Jaime Rodriguez, Andrew Graham, Karen Flores, Maria Hernandez, Martha Rivas, Andrew Sanchez, Melody Graveen, Dyrell Foster, Nathaniel Jones, and Carlos Lopez. Additional members of the College community were requested to attend meetings based on their expertise and capacity to contribute to specific areas of the Integrated Strategic Plan. These constituents included Michael Paul Wong, Jennifer Escobar, Katherine Stevenson and Eugenia Vincent.

The taskforce met several times throughout the fall 2017 semester to determine the major components of the plan. Initial work included reviewing the strategic plans from Norco College and Riverside City College as well as strategic plans from community colleges across

California. In addition, the California Community Colleges (CCC) Vision for Success, and the Research and Planning Group's Through the Gate initiative were reviewed.

It was determined that the Integrated Strategic Plan would incorporate Strategic Goals very similar to the Core Commitments found in the CCC Vision for Success Strategic Plan. The result would be a plan that aligns vertically with the district strategic plan and the Vision for Success and horizontally with Moreno Valley College operational plans.

Importantly, the taskforce worked to include objectives that are specific, measurable, attainable, realistic, and time-bound wherever possible. In other words, the Integrated Strategic Plan would include measurable outcomes to facilitate its yearly assessment.

At the end of the fall 2017 semester and at the beginning of the spring 2018 semester, through campus forums and the Strategic Planning Council (SPC) Spring Retreat, rough drafts of the strategic goals were presented to the College community. The SPC Spring Retreat provided the Taskforce the opportunity to receive targeted feedback for each of the drafted strategic goals and their objectives.

Strategies that demonstrated alignment with Integrated Strategic Plan goals and objectives were solicited and collected from campus community in the spring 2018 semester and continued into the fall 2018 semester. The taskforce generated a brief form that could be used by any College group to present their initiative or program and assess its alignment with the ISP. These strategies were not an exhaustive list, but rather a representative listing to provide examples of the important work being done at the College. In addition, these strategies provide a template for how other existing or new programs might align with the Integrated Strategic Plan goals and objectives. The result was a means and framework for every initiative or program to align with the Integrated Strategic Plan.

GOALS AND OBJECTIVES

The 2018-23 Integrated Strategic Plan Goals and Objectives represent an enactment of the Moreno Valley College Mission, Vision, and Values. These goals and objectives focus on five primary domains:

- Student access and equity
- Student Learning, Success, and Completion
- Community Engagement and Partnerships
- Professional Development
- Institutional Effectiveness and Resources

A major aspiration of the Integrated Strategic Plan is to move the College forward with a students' academic and career goals in mind over its five-year time frame. College strategic goals represent an effort to align vertically with the California Community Colleges Vision for Success and the Riverside Community College District Strategic Plan. Moreover, this plan is integrated horizontally by incorporating themes, goals and objectives from internal College plans and reports.

This vertical and horizontal alignment is intended as an improvement over the previous strategic plan and to improve the effectiveness over the life of the plan. Lastly, this plan has an integrated evaluation cycle to monitor progress towards goals and objectives on a yearly basis. Notably, the evaluation cycle also allows for the Integrated Strategic Plan to be modified as data and feedback are received through this process.

A table linking objectives with other plans or reports appears in Appendix E.

STRATEGIC GOALS AND OBJECTIVES

I. STUDENT ACCESS AND EQUITY

Moreno Valley College is committed to eliminating persistent student equity gaps and improving access to higher education by strengthening a college going culture in our community and implementing effective interventions, programs, and services.

Objectives developed under student access and equity are aligned with:

- CCC Vision for Success Goals
- RCCD Strategic Plan Draft Goals
- MVC Student Success and Equity Plan
- MVC Student Equity and Achievement Plan (SEA)

The Vision for Success is the state-wide strategic plan for the California Community Colleges (CCC) system and seeks to reduce equity gaps by 40 percent within five years and eliminate them within 10 years. In fact, Moreno Valley College intends to exceed the state Vision for Success goals. Each of

the objectives below are also integrated within the College’s Student Success and Equity Plan (SSEP) and the Student Equity and Achievement Plan currently under development. The focus of these objectives links directly to goals embedded within the SSEP.

Note that the elimination of equity gaps is defined through the Student Equity and Success plan and developing Student Equity and Achievement Plan (SEA). Under these statewide equity frameworks, the elimination of equity gaps means the elimination of disproportionate impact as measured by the 80-percent rule, disproportionate impact index (PI), or the percentage point gap (PPG) methodologies. The College has taken the position that any group demonstrating disproportionate impact through either the PI or PPG methodologies. More detail on measurement of disproportionate impact can be found at the Moreno Valley College Student Equity and Achievement Committee webpage (www.mvc.edu/sea).



I. Student Access and Equity								
ISP Objective	Baseline Year	2017-18	2018-19	2019-20	2020-21	2021-22	Goal (2022-23)	% Increase/ Decrease
I.1 Improve student access to higher education overall by annual unduplicated headcount growth of four percent ¹	2017-18	14,772	15,363	15,977	16,616	17,281	17,971	22%
I.2 Improve student access to higher education by increasing high school student dual/ concurrent enrollment 3 percent annually and serving at least 1712 students by 2022-23 ¹		1,477	1,536	1,598	1,661	1,728	1,712	16%
¹ Data sources: CCCCCO Data Mart and 2019-20 RCCD Strategic Plan								

STRATEGIC GOALS AND OBJECTIVES

I. Student Access and Equity												
ISP Objective	Outcome or Equity Population	Baseline Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Goal (2022-23)	% Increase/ Decrease	Notes	
I.3 Improve access to higher education for disproportionately impacted groups by closing equity gaps. Increase enrollment growth for significantly impacted groups by at least 10 percent per year²	LGBTQ Female	2016-17	261	356	452	547	642	737	833	219%		
	Foster Youth		325	444	562	681	799	918	1036	219%		
	Some Other Race Female		33	45	57	69	81	93	105	218%		
	Hispanic		3,870	3,926	3,983	4,039	4,095	4,151	4,208	9%	Equity	Gap Eliminated
	African American Male		716	977	1,239	1,00	1,716	2,022	2,284	219%		
	African American Female		1,158	1,212	1,266	1,320	1,374	1,428	1,482	28%	Equity	Gap Eliminated
	Asian Female		167	172	178	183	188	193	199	19%	Equity	Gap Eliminated
² Data sources: MVC Student Equity and Achievement Plan for Students Enrolled in Same Community College and 2019-20 RCCD Strategic Plan												
I.4 Increase fall-to-spring student persistence rates overall from 53 percent in 2017-18 to 63 percent in 2022-23 and closing equity gaps for disproportionately impacted groups³	Overall	2017-18		53%	55%	57%	59%	61%	63%	10%	Baseline from SSM	
	Veteran Male	2016-17	131	179	227	274	322	370	418	160%		
	LGBTQ Female		82	112	142	171	201	231	261	160%		
	White Male		255	282	308	335	361	388	414	56%	Equity	Gap Eliminated
	White Female		344	357	371	384	397	410	424	22%	Equity	Gap Eliminated
³ Data sources: MVC Student Equity and Achievement Plan for Students Enrolled in Same Community College, SSM, and 2019-20 RCCD Strategic Plan												

COMMON ACRONYMS	CCC: California Community Colleges CCCCO: California Community Colleges Chancellor's Office	RCCD: Riverside Community College District MVC: Moreno Valley College	ACCJC: Accrediting Commission for Community and Junior Colleges CTE: Career & Technical Education
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STRATEGIC GOALS AND OBJECTIVES CONTINUED

I. Student Access and Equity											
ISP Objective	Outcome or Equity Population	Baseline Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Goal (2022-23)	% Increase/ Decrease	Notes
I.5 Increase fall-to-spring student persistence rates overall from 53 percent in 2017-18 to 63 percent in 2022-23 and closing equity gaps for disproportionately impacted groups ⁴	Overall	2016-17	579	773	967	1,161	1,355	1,549	1,743	201%	
	African American		93	129	165	200	236	272	308	231%	
	Hispanic		539	747	954	1,162	1,369	1,577	1,784	231%	
	Economically Disadvantaged		758	1,050	1,342	1,633	1,925	2,217	2,509	231%	
	Disabled		53	73	94	114	135	155	175	231%	
	Foster Youth		9	12	15	18	21	24	27	200%	Equity Gap Eliminated
	LGBTQ		15	21	26	32	38	43	49	225%	Equity Gap Eliminated
	Native Hawaiian or Pacific Islander		0	1	2	3	4	5	6	500%	Equity Gap Eliminated
	American Indian or Alaskan Native		1	2	3	4	5	6	7	600%	Equity Gap Eliminated
⁴ Data sources: MVC Student Equity and Achievement Plan for Students Enrolled in Same Community College and 2019-20 RCCD Strategic Plan											

COMMON ACRONYMS	CCC: California Community Colleges CCCCO: California Community Colleges Chancellor's Office	RCCD: Riverside Community College District MVC: Moreno Valley College	ACCJC: Accrediting Commission for Community and Junior Colleges CTE: Career & Technical Education
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I. Student Access and Equity												
ISP Objective	Outcome or Equity Population	Baseline Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Goal (2022-23)	% Increase/ Decrease	Notes	
I.6 Improve completion of transfer level English and mathematics courses overall by 179 percent and by closing equity gaps for disproportionately impacted groups ⁵	Overall	2016-17	137	164	197	237	284	341	382		179%	
	African American		6	7	9	10	13	16	17		183%	
	Disabled		2	2	3	3	4	5	6		200%	
	Veteran		2	2	3	3	4	5	6		200%	
	Foster Youth		2	2	3	3	4	5	6		200%	Equity Gap Eliminated
	LGBTQ		12	14	17	21	25	30	34		183%	Equity Gap Eliminated
	More than one race		0	1	1	2	2	3	4		300%	Equity Gap Eliminated
Data sources: MVC Student Equity and Achievement Plan for Students Enrolled in Same Community College and 2019-20 RCCD Strategic Plan												
I.7 Increase number of students who attain the California Community Colleges Vision for Success Goal ⁵ Completion definition overall by 62 percent and closing equity gaps for disproportionately impacted groups ⁶	Overall	2016-17	882	974	1,066	1,157	1,249	1,341	1,433		62%	
	African American		28	36	44	52	60	68	76		171%	
	Foster Youth		16	21	25	30	34	39	44		173%	
	LGBTQ		12	16	19	23	26	30	34		180%	
	Some Other Race Female		1	1	2	2	3	3	3		240%	
	Native Hawaiian or Pacific Islander		1	2	3	3	4	5	6		480%	
	Asian Male		9	12	14	17	19	22	25		173%	
	American Indian or Alaskan Native		1	2	3	3	4	5	6		480%	
Data sources: MVC Student Equity and Achievement Plan for Students Enrolled in Same Community College and 2019-20 RCCD Strategic Plan												

STRATEGIC GOALS AND OBJECTIVES CONTINUED

II. STUDENT LEARNING, SUCCESS, AND COMPLETION

Moreno Valley College is committed to promoting student learning, success, and educational goal attainment through implementation of the guided pathways framework.

Objectives under this goal are aligned with and informed by the following plans and reports:

- CCC Vision for Success Goals
- CCC Student Success Scorecard
- Institution Set Standards required by the ACCJC
- California Guided Pathways Key Performance Indicators
- CCCC Institutional Effectiveness Partnership Initiative Goals
- CCC Strong Workforce Initiative
- RCCD Strategic Plan Draft Goals
- 2015-18 MVC Integrated Strategic Plan
- Other locally determined objectives

II. Student Learning, Success and Completion									
ISP Objective	Outcome or Equity Population	Baseline Year	2017-18	2018-19	2019-20	2020-21	2021-22	Goal (2022-23)	% Increase/ Decrease
II.1 Increase the number of students earning California Community College Chancellors Office approved certificates by 101 percent and degrees by 101 percent overall.⁷	Overall Degrees	2017-18	1,564	1,880	2,197	2,513	2,830	3,146	101%
	Overall Certificates		754	907	1,059	1,212	1,364	1,517	101%
II.2 Increase overall successful course completion rate by 10 percent from 66 percent in 2017-2018 to 76 percent in 2022-23⁷	Overall Course Completion Success Rate		66%	68%	70%	72%	74%	76%	10% points
II.3 Increase fall-to-spring student persistence rate by 10 percent.⁷	Overall fall-to-spring Persistence Rate		53%	55%	57%	59%	61%	63%	63%
II.4 Increase the number of first-time full-time completing at least 12 units in first semester and at least 24 units during the first year from 325 in 2017-18 to 523 in 2022-23.⁷	12+ units first semester		325	365	404	444	483	523	61%
	24+ units first year		261	293	325	356	388	420	61%
⁷ Data sources: CCCCCO DataMart and 2019-20 RCCD Strategic Plan									

II. Student Learning, Success and Completion									
ISP Objective	Outcome or Equity Population	Baseline Year	2017-18	2018-19	2019-20	2020-21	Goal (2022-23)	% Increase/ Decrease	Notes
II.5 Reduce excess accumulated units students earn for degree completion and reduce median time to completion of degrees, certificates and transfer rate (2017-18 Graduating Class Baseline) ⁸	Average Units to Degree Completion	2017-18	94	91	88	85	82	-13%	Excess Accumulated Units from SSM
	Median Time to Degree		5.2	4.9	4.6	4.3	4.0	1.2 Years	Local Data
	Median Time to Transfer								*Baseline to be established in 19-20
⁸Data sources: CCCCCO Student Success Metrics and Local Data									

II. Student Learning, Success and Completion										
ISP Objective	Outcome or Equity Population	Baseline Year	2016-17	2017-18	2018-19	2019-20	2020-21	Goal (2022-23)	% Increase/Decrease	Notes
II.6 Improve Career & Technical Education student enrollment and outcome ⁹	CTE Course Enrollments (Duplicated)	2016-17	8,955	9,362	9,769	10,175	10,582	10,989	17%	LaunchBoard
	Overall CTE Completion		46.2%	48.2%	50.2%	52.2%	54.2%	56.2%	10% points	CCCCO Scoreboard
	Job Placement	2017-18		71.8%	74.7%	77.5%	80.4%	83.2%	11.4% points	CTE Outcomes Survey
	12+ CTE Units	2016-17	544	574	604	634	664	694	21%	Launchboard
	Median Earnings		\$29,112	\$31,092	\$33,072	\$35,052	\$37,052	\$39,012	\$7,920	SSM
	Living Wage		57%	61%	65%	70%	74%	78%	17% points	SSM
⁴ Data sources: MVC Student Equity and Achievement Plan for Students Enrolled in Same Community College and 2019-2020 RCCD Strategic Plan										

COMMON ACRONYMS	CCC: California Community Colleges CCCCO: California Community Colleges Chancellor's Office	RCCD: Riverside Community College District MVC: Moreno Valley College	ACCJC: Accrediting Commission for Community and Junior Colleges CTE: Career & Technical Education
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STRATEGIC GOALS AND OBJECTIVES CONTINUED

III. COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Moreno Valley College is committed to actively engaging the community, educational partners and industry employers by fostering innovative collaborations to respond to community job needs.

Objectives related to community engagement and partnerships represent alignment with:

- 2015-18 MVC Integrated Strategic Plan Goals
- RCCD Strategic Plan Draft Goals

III.1 Establish and expand partnerships with educational partners, K-12 and higher education, to increase access, pathways, and success for students.

III.2 Provide programs that contribute to the regional economy and meet industry, community, and workforce development needs.

III.3 Collaborate with community, educational, and industry partners to develop resources that enhance educational programs and student support services.

IV. PROFESSIONAL DEVELOPMENT

Moreno Valley College is committed to enhancing professional and leadership growth of students and employees through approaches aligned with the College mission and core commitments.

Objectives under professional development represent alignment with:

- 2015-18 MVC Integrated Strategic Plan
- RCCD Strategic Plan Draft Goals
- 2015-18 MVC Integrated Strategic Plan closeout feedback

IV.1 Create a college-wide professional development structure to recommend professional development priorities based on strategic goals.

IV.2 Develop an integrated professional development plan that meets the needs of all college stakeholder groups: students, faculty, staff and administrators.

IV.3 Develop and conduct multiple professional development opportunities for constituent groups, including but not limited to techniques and programs for closing equity gaps, guided pathways, change leadership, integrated planning and resource development.



V. INSTITUTIONAL EFFECTIVENESS AND RESOURCES

Moreno Valley College is committed to fostering a culture of continuous institutional improvement and effective resource management, accountability, planning, management and assessment.

Objectives related to institutional effectiveness and resources are aligned with:

- ACCJC Standards
- RCCD Strategic Plan Draft Goals
- MVC Technology Plan
- RCCD Budget Advisory Committee Recommendations
- 2015-18 MVC Integrated Strategic Plan closeout feedback

V.1 Implement and maintain sustainable budget practices that result in a balanced annual budget and a reserve that is at least one percent of the MVC overall fund budget.

V.2 Manage resources efficiently to meet strategic goals by supporting academic programs, student support programs and state of the art technology.

V.4 Conduct annual assessment of the effectiveness of planning, resource allocation, and governance process, and make changes for improvement where indicated.

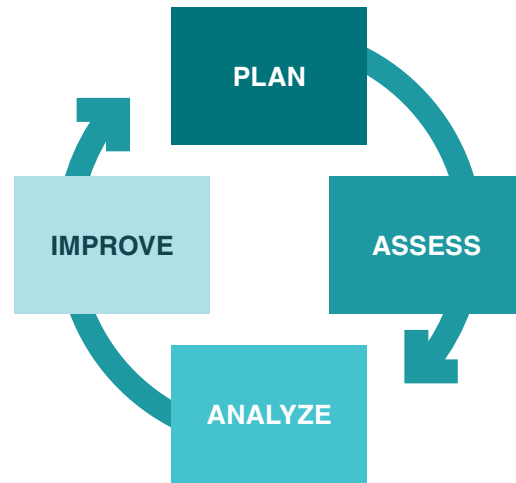
V.5 Develop data that can be analyzed in order to support continuous improvement of College processes, plans and outcomes through the Office of Institutional Effectiveness.

V.6 Provide a healthy and safe campus environment for students, faculty and staff.

V.7 Recruit and hire excellent faculty, staff and administrators in support of the College mission.



V. Institutional Effectiveness and Resources								
ISP Objective	Outcome or Equity Population	Baseline Year	2017-18	2018-19	2019-20	2020-21	Goal (2022-23)	% Increase/ Decrease
V.3 Practice strategic enrollment management to achieve FTES targets while integrating fiscal planning with student achievement¹⁰	FTES Target	2017-18	7,024	7,405	7,785	8,166	8,546	22%
¹⁰ Data sources: CCCC DataMart and 2019-2020 RCCD Strategic Plan								



EVALUATION PLAN

EVALUATION PLAN SUMMARY

The 2018-23 Moreno Valley College Integrated Strategic Plan is intended to serve as a living guide for the College's mid-term objectives. Objectives in the plan are intended to be Specific, Measurable, Attainable, Relevant, and Time-Based (SMART) objectives to allow for assessment and evaluation of the plan. In order to serve this function, the plan will be evaluated for progress on an annual basis with reporting and recommendations for change moving through the college governance structure. Moreover, the plan allows for flexibility, innovation, and change over its life through the adoption of a plan-assess-analyze-improve cycle. In this way, adjustments to outcomes/objectives and strategies can be made if they are indicated based on data and feedback from the College community.

ISP EVALUATION CYCLE

The evaluation cycle will follow a Plan – Assess – Analyze – Improve cycle.

Plan – This is the planning phase in which SMART objectives are set for each MVC Core Commitment.

Assess – Each SMART objective will be assessed through the collection of data by the Office of Institutional Effectiveness.

Analyze – The data collected through the assessment cycle will be analyzed and compared to ISP targets and milestones by the Strategic Planning Committee.

Improve – Recommendations for improvement and change, if any, in the objectives and related activities will be made by the Strategic Planning Committee and shared with the campus community via reporting through the college governance structure.

ANNUAL EVALUATION PLAN TIMELINE

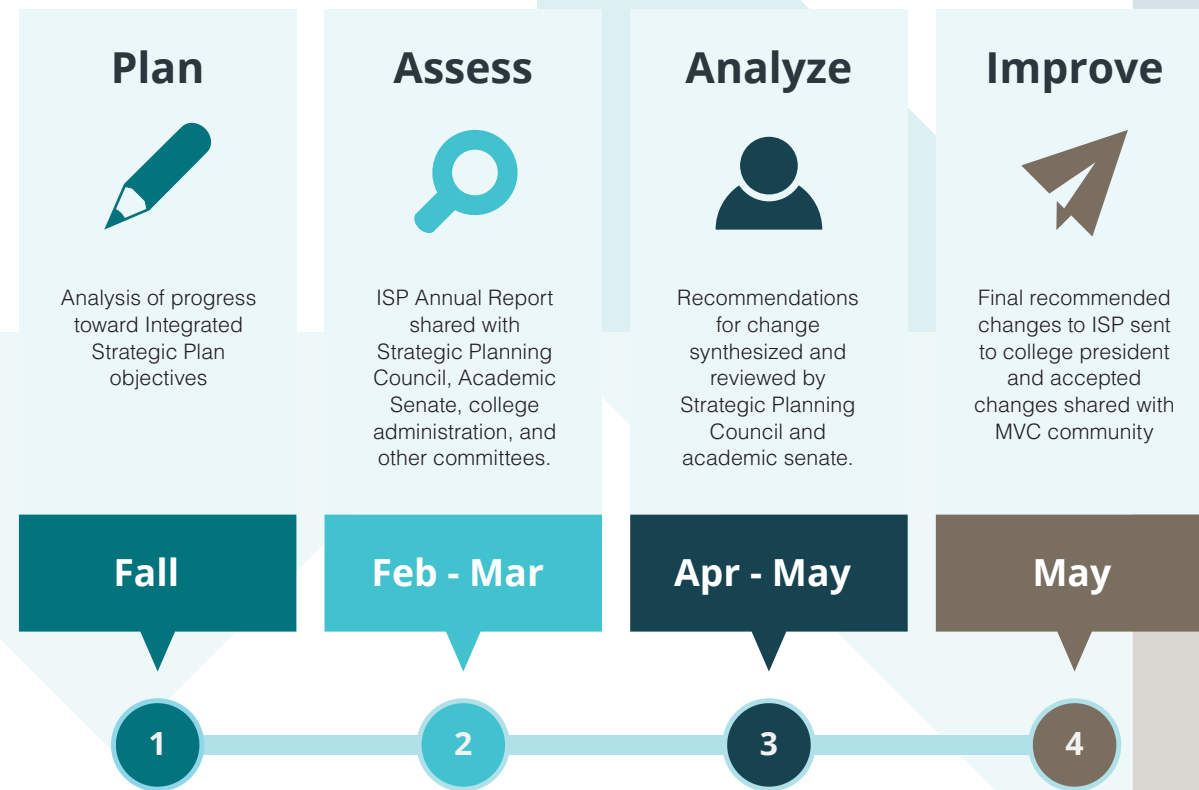
The Integrated Strategic Plan will be evaluated annually through analysis of the objectives with a report generated by the Office of Institutional Effectiveness. This analysis will include both quantitative and qualitative analysis of progress towards objectives. The report will be shared through the College governance structure, the administrative leadership team and more broadly through campus forums and website. The Evaluation Report will be based on previous academic year data and be prepared at the end of each fall semester. This report will be shared with the President's Cabinet, the Academic Senate, the Strategic Planning Council and other relevant committees.

One activity in support of the evaluation of progress towards the annual assessment of the ISP goals and objectives is through the development of a Strategic Key Performance Indicator Quantitative Dashboard. This dashboard will be developed during the 2018-19 academic year by the Office of Institutional Effectiveness. The dashboard will be updated regularly.

- Fall Semester
 - November: Office of Institutional Effectiveness will produce a report analyzing progress toward ISP Objectives and any initiatives related to these objectives.
- Spring Semester
 - February: ISP Annual report will be shared with the Strategic Planning Council during the Spring semester retreat.
 - Recommendations for change, if any, will be discussed.
 - February – March: ISP Annual report will be shared with

the Academic Senate at their first meeting during the spring semester and recommendations for change from the Strategic Planning Council will be discussed.

- February – March: ISP Annual Report will be shared with the administration. Recommendations for change, if any, will be discussed.
- February – March: ISP Annual Report will be shared with additional governance and operational committees for feedback and recommendations for change.
- February – March: ISP Annual Report will be shared with the College community via the website and through a campus forum.
- April – May: Recommendations for change will be synthesized and circulated through the Strategic Planning Council and the Academic Senate with a recommendation for approval to the College president.
- May: Final approval of changes, if any, made by college president and shared via the college website and email to all campus constituent groups.



PARTICIPANTS

ISP WORKGROUP

Jennifer Escobar
Assistant Professor, English

Karen Flores
2017-18 President, Associated Students of
Moreno Valley College

Dyrell Foster, Ed.D.
Vice President, Student Services

Melody Graveen, Ed.D.
Dean, Career & Technical Education

Andrew Graham
Placement and Testing Coordinator
Moreno Valley College CSEA

Maria Hernandez
2017-18 Vice President, Associated
Students of Moreno Valley College

Nathaniel Jones, Ph.D.
Vice President, Business Services

Carlos Lopez
Vice President, Academic Affairs

Deanna Murrell
Associate Professor, Counseling

LaTonya Parker, Ed.D.
2017-18 President, Academic Senate
Associate Professor, Counseling

Martha Rivas, Ph.D.
Dean, Institutional Effectiveness

Jaime Rodriguez
Institutional Research Specialist

Abel Sanchez
Strategic Planning Council Co-Chair
Assistant Professor, Biology

Andrew Sanchez, Ph.D.
Dean, Grants and Student Equity

Nick Sinigalia, Ph.D.
Associate Professor, Philosophy

Kathryn Stevenson, Ph.D.
Associate Professor, English

Eugenia Vincent
Dean, Student Services

Michael Paul Wong, Ph.D.
Dean, Student Services - Counseling

ACADEMIC SENATE 2017-2018 ROSTER

LaTonya Parker, President

Bonnie Montes, Vice President

Edd Williams, Secretary, Treasurer

Travis Gibbs, Senator At-Large

Michael McQuead, Representative, BITS

Jennifer Floerke, Representative, COMM

Lisa Hausladen, Representative, HHPS

Barry McNaughton, Representative, COMM

Adviye Tolunay-Ryan, Representative, HASS

Silvia Trejo, Representative, HASS

Esteban Navas, Representative, Math

Chris Nollette, Representative, PSET

Ellen Lipkin, Representative, NSK

Mike Colucci, Associate Faculty

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Jennifer Floerke, President

Bonnie Montes, Vice President

Edd Williams, Secretary and Treasurer

Travis Gibbs, Senator At-Large

Michael McQuead, Representative, BITS

Emma Pacheco, Representative, COMM

Lisa Hausladen, Representative, HHPS

Jeff Rhyne, Representative, COMM

Luciano Cruz, Representative, HASS

Adviye Tolunay-Ryan, Representative, HASS

Silvia Trejo, Representative, HASS

Mario Vega-Sanchez, Representative, HASS

Gabriela Maerean, Representative, Math

Esteban Navas, Representative, Math

Chris Nollette, Representative, PSET

Ellen Lipkin, Representative, NSK

Mike Colucci, Associate Faculty

Angela Thomas, Part-Time Representative

Ilyshaa Youngblood, Student Representative

LaTonya Parker, Ex-Oficio

STRATEGIC PLANNING COUNCIL 2017 – 2018 ROSTER

Carlos Lopez, Facilitator
Vice President, Academic Affairs

Jaime Rodriguez, Staff Co-Chair
Institutional Research Specialist

Abel Sanchez, Faculty Co-Chair
Assistant Professor, Biology

Martha Rivas, Ph.D., IME Facilitator
Dean, Institutional Effectiveness

Evelyn Gonzalez, IME Staff Co-Chair
Enrollment Services Assistant

Deanna Murrell, IME Faculty Co-Chair
Associate Professor, Counseling

Dyrell Foster, Ed.D., SLPS Facilitator
Vice President, Student Services

Jennifer Reynoso, SLPS Staff Co-Chair
Reading Paraprofessional

Daniel Clark, Ph.D., SLPS Faculty Co-Chair
Professor, English

Nathaniel Jones, Ph.D., RSC Facilitator
Vice President, Business Services

David Bobbitt, RSC Staff Co-Chair
Financial and Technical Analyst

Amy Balent, RSC Faculty Co-Chair
Professor, Art

Amanda Cachia, Ph.D., RSC Faculty Co-Chair
Assistant Professor, Art

Nicole Smith, Ph.D., LG Facilitator
Director, Disability Support Services

Andrew Graham, LG Staff Co-Chair
Placement and Testing Coordinator

LaTonya Parker, Ph.D., LG Faculty Co-Chair
Associate Professor, Counseling

Karen Flores, ASMVC Representative,
2017-2018 President,
Associated Students of Moreno Valley College

Maria Hernandez, ASMVC Representative,
2017-2018 Vice President,
Associated Students of Moreno Valley College

2018 – 2019 ROSTER

Carlos Lopez, SPC Facilitator
Vice President, Academic Affairs

Jaime Rodriguez, SPC Staff Co-Chair
Institutional Research Specialist

Abel Sanchez, SPC Faculty Co-Chair
Assistant Professor, Biology

Evelyn Gonzalez, IME Staff Co-Chair
Enrollment Services Assistant

Deanna Murrell, IME Faculty Co-Chair
Counseling Faculty

Dyrell Foster Ed.D., SLPS Facilitator
Vice President, Student Services

Jennifer Reynoso, SLPS Staff Co-Chair
Reading Paraprofessional



Daniel Clark, Ph.D., SLPS Faculty Co-Chair
Professor, English

Nathaniel Jones, Ph.D., RSC Facilitator
Vice President, Business Services

David Bobbitt, RSC Staff Co-Chair
Financial and Technical Analyst

Amanda Cachia, Ph.D., RSC Faculty Co-Chair
Assistant Professor, Art

Nicole Smith, Ph.D., LG Facilitator
Director, Disability Support Services

Koko Randolph, LG Staff Co-Chair
Placement and Testing Coordinator

Sean Drake, LG Faculty Co-Chair
Associate Professor, Mathematics

PRESIDENT'S MANAGEMENT COUNCIL

Robin Steinback, Ph.D.
President, Moreno Valley College

Dyrell Foster, Ed.D.
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Vice President, Business Services

Carlos Lopez
Vice President, Academic Affairs

AnnaMarie Amezcuita
Dean, Instruction

Melody Graveen, Ed.D.
Dean of Career & Technical Education

Arthur Turnier
Dean, Public Education Safety and Training

Eugenia Vincent
Dean, Student Services

Michael Paul Wong
Dean, Student Services Counseling

Andrew Sanchez
Dean, Grants and Equity Initiatives

Mary Ann Doherty
Dean, Grants and Business Services

Ann Yoshinaga
Associate Dean, Academic Support Services

Donnell Layne
Director, STEM Innovation

Susan Tarcon
Director, Health Services

Julio Gonzalez
Director, Middle College High School

Edward Alvarez
Director, First-Year Experience

Sandra Martinez
Director, Student Financial Services

Micki Grayson
Director, TRiO Programs

Jaime Clifton
Director, Enrollment Services

Nicole Smith
Director, Disability Support Services

Robert Beebe
Director, Facilities

Angel Orta-Perez
Assistant Director, Upward Bound Programs

Carlos Ponce
Assistant Director, Financial Aid Services

Julio Cuz
Manager, Technology Support Services

Sandra Rivas
Interim Manager, Early Childhood Education
Center

Julie Hlebasko
Assistant Manager, Food Services

Ronald Kirkpatrick
Supervisor, Grounds

Tom Shenton
Sergeant, Safety and Police

BITS: Business & Information Technology Systems
COMM: Communication Studies
HASS: Humanities, Arts & Social Sciences

HHPS: Health, Human & Public Services
Math: Mathematics
NSK: Natural Sciences & Kinesiology

SPC: Strategic Planning Council
IME: Institutional Missions and Effectiveness (Standard I)
SLPS: Student Learning Programs and Services (Standard II)

RSC: Resources (Standard III)
LG: Leadership and Governance (Standard IV)



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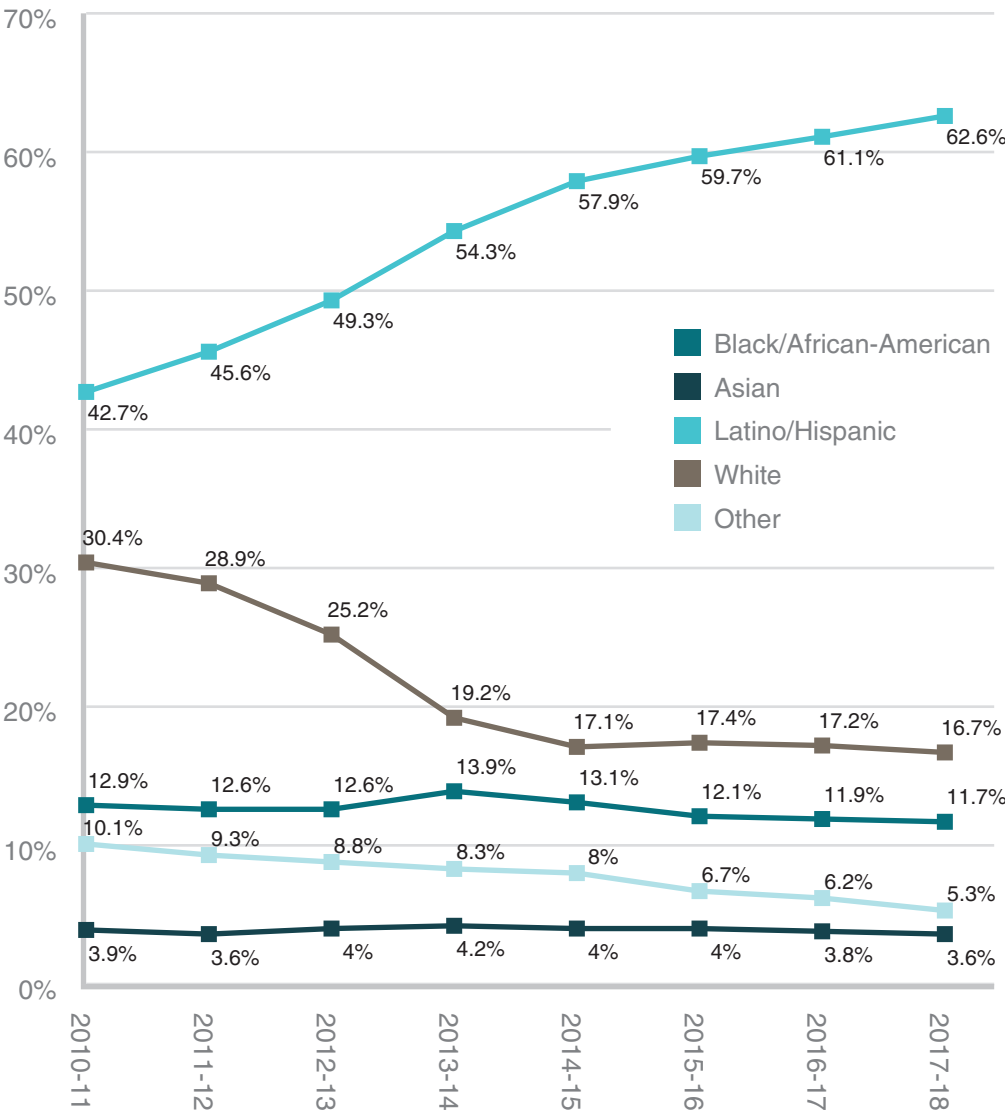
APPENDIX A STUDENT DEMOGRAPHICS

Overall, Moreno Valley College student population continues to be the most diverse within the Riverside Community College District. Latinx/Hispanic students make up the largest proportion of the student population at 61.1 percent. Notably, this population has grown by 19.9 percent since 2010-11.

Over this same period of time, the proportion of White students has fallen from 30.4 percent in 2010-11 to 16.7 percent in 2017-18. The next largest group is African Americans who comprise 11.7 percent of the population in 2017-18, which represents a decrease of 13.9 percent since the 2013-14.

Student Race/Ethnicity 2010-11 to 2017-18
Figure 1.1

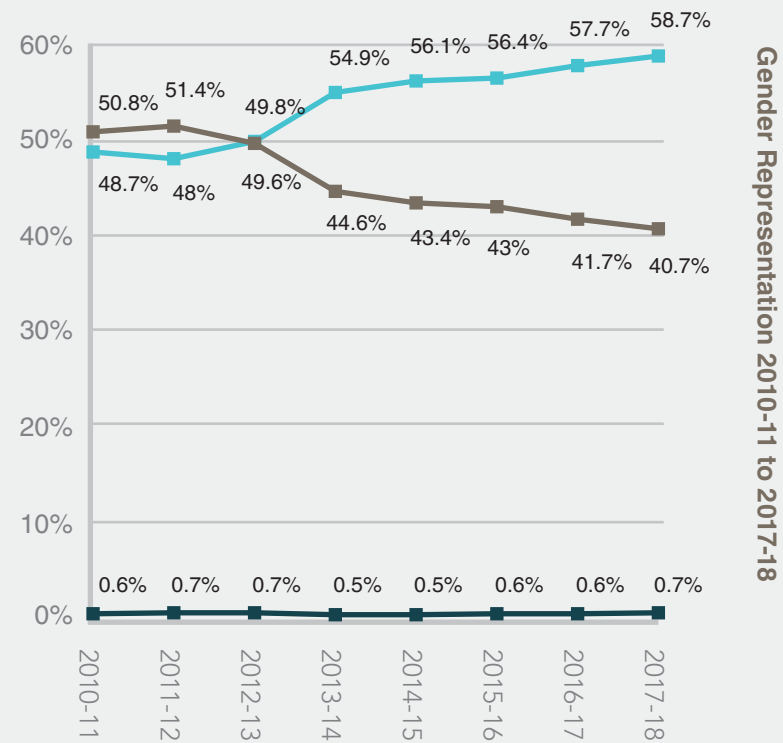
Figures 1.1, 1.2, 1.3 Data Source: CCCCO DataMart



Moreno Valley College serves a predominantly female population of students. Female students make up 58.7 percent of the population while male students make up 40.7 percent as of 2016-17. If the current trends continue the proportion of female students will continue to increase slowly while the proportion of male students will continue to fall. Notably, male students made up the majority of the student population from 2010 to 2012.

Gender Representation 2010-11 to 2017-18
Figure 1.2

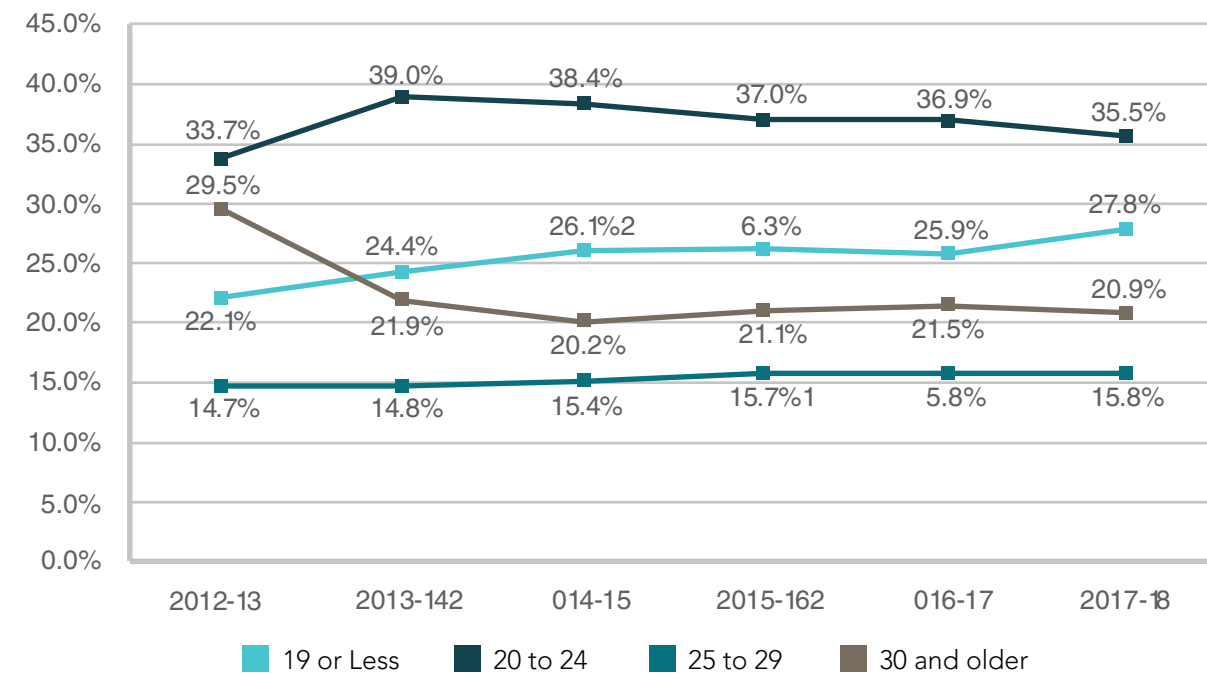
- Male
- Female
- Unknown



**Age Distribution
2010-11 to 2017-18**
Figure 1.3

The largest proportion of Moreno Valley College students are individuals 24 years old or younger. This population of students made up 63.3 percent of students in 2017-18. Students who are 25 and older make up the rest of the student population with students who are 30 years of age or older representing 20.9 percent of the population. The largest change in the student population occurred with the students who are 30 years old or older.

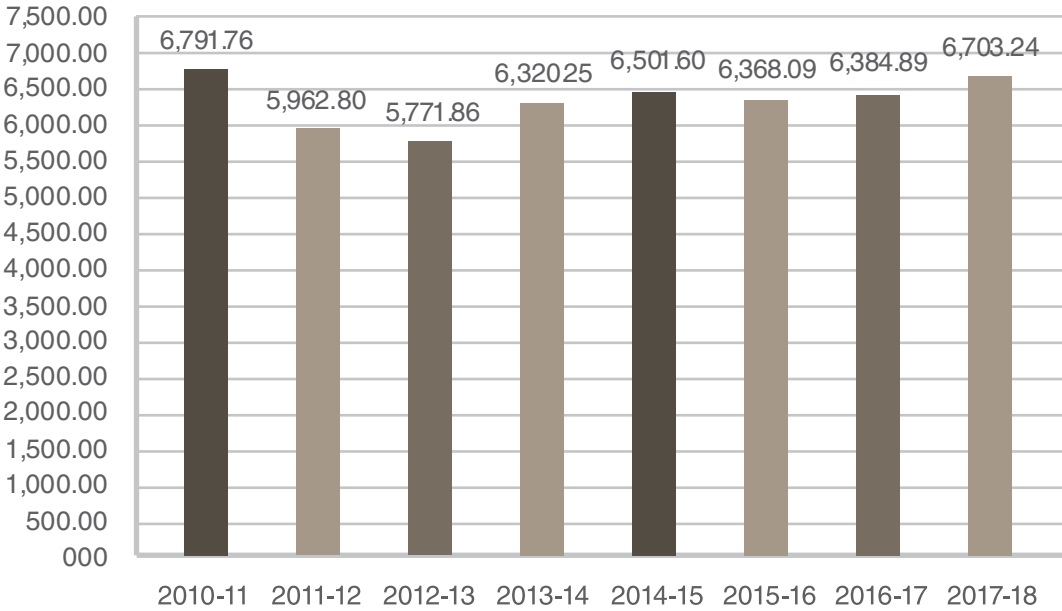
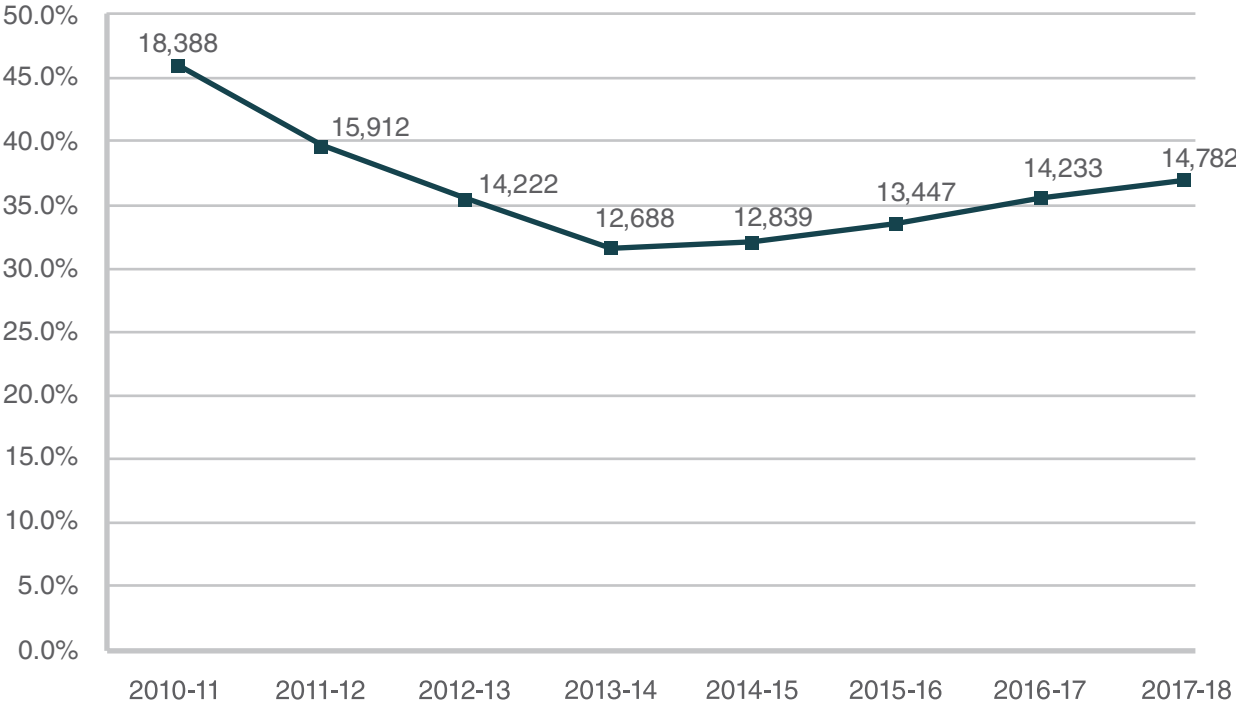
In 2012-13, this group of students represented 29.5 percent of the population, but then decreased to 20.9 percent. As of 2015-16, the age distribution of students appears to be stabilizing with the exception of students who are 19 years of age or younger. This group grew nearly two percent from 2016-17 to 2017-18.



APPENDIX A STUDENT ENROLLMENT DATA

Overall, Moreno Valley College has experienced steady enrollment growth in both unduplicated headcount and Full-Time Equivalent Students (FTES) since 2013-14. As of 2017-18, the College served 14,782 unduplicated students which represents growth of 2,094 students (plus 16.5 percent) from a low of 12,688 in 2013-14. In addition, FTES production has grown from a low of 5,771.86 in 2012-13 to 6,703.24 in 2017-18 representing an annual average growth rate of 3.2 percent.

Annual Headcount (Unduplicated)
Figure 2.1



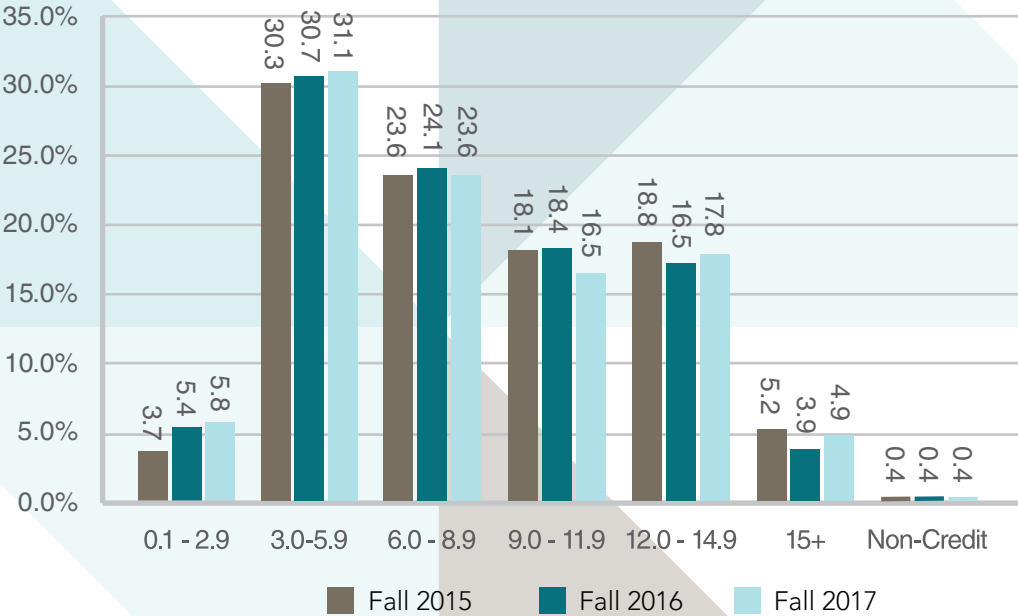
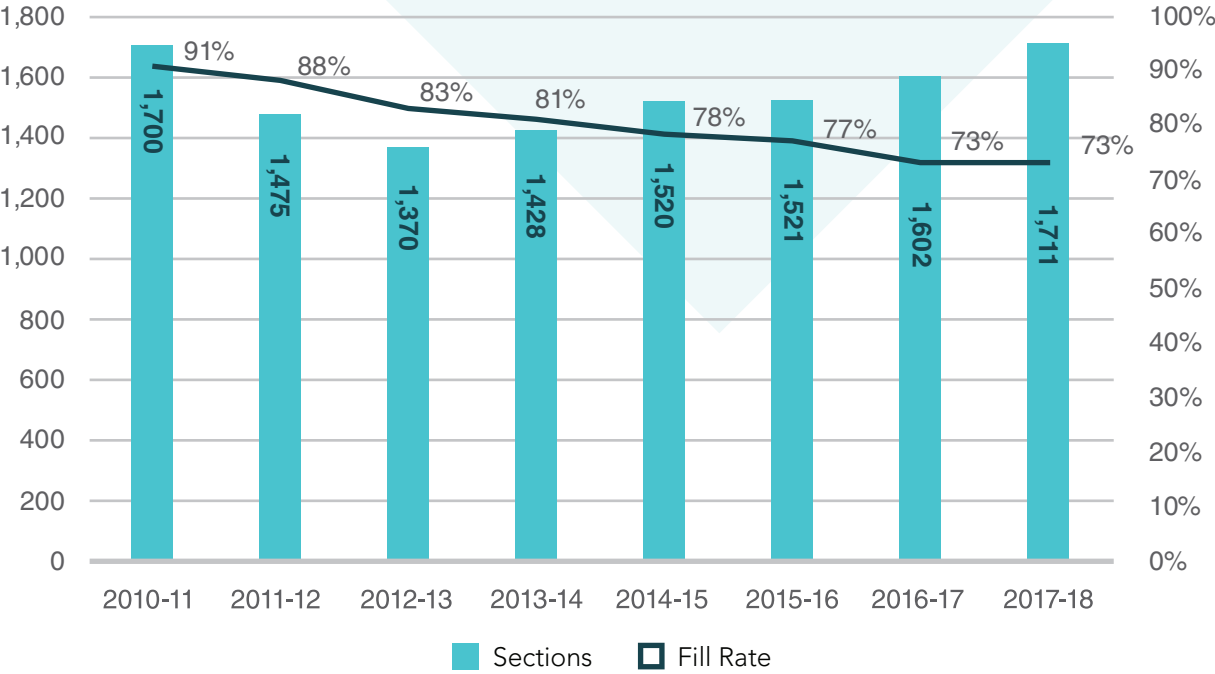
Full-time Equivalent Students
2010-11 to 2017-18
Figure 2.2

Figure 2.1, 2.2 Data Source: RCCD Enrollment Management Dashboard
(Final Total FTES = Final Resident and Final Non-Resident)

The number of course sections offered has generally tracked with enrollment growth since 2012-13. Course sections grew from a low of 1,370 in 2012-13 to 1,711 in 2017-18 (plus 24.9 percent). The course section offering is now restored to the peak offering that occurred in 2010-11. One important note is that as course

sections have grown since 2012-13, the fill rates for courses have dropped from a high of 91 percent in 2010-11 to 73 percent in 2017-18. The fill rate is one measure of course schedule efficiency and the college started work in the spring of 2016-17 that continues through today to improve this efficiency.

Total Sections and Fill Rates per Academic Year 2010-11 to 2017-18
Figure 2.3



Full-time/Part-time (Unit Load) % Fall 2015, '16 and '17
Figure 2.4

Based on fall semester enrollment data beginning in 2015, a significant majority of Moreno Valley College students attend part-time. These students made up 77 percent of the population in fall 2017. While the college is moving towards adoption of the Guided Pathways framework, the expectation that the proportion of full-time students to grow over the next five years.

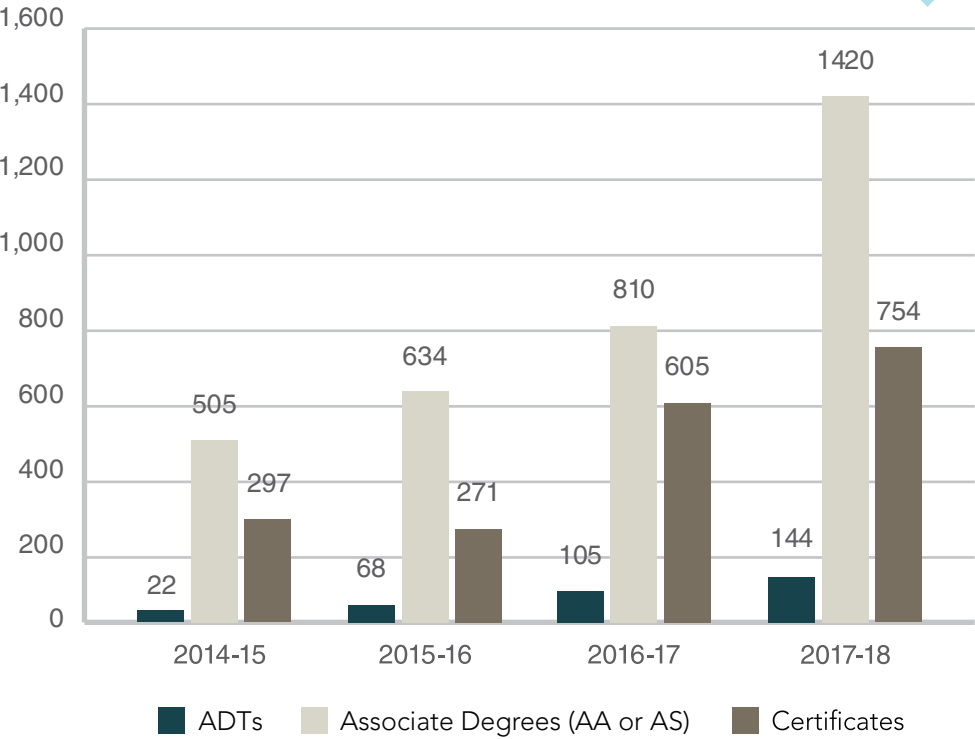
APPENDIX A STUDENT PERFORMANCE DATA

Student performance data served a central and critical area of investigation during the development of the 2018-23 Integrated Strategic Plan. Specific data reviewed included course level success rates, fall-spring and fall-fall persistence rates, degree/certificate completion rates, transfer rates, and Career & Technical Education enrollment and outcomes.

Student award data includes the number of degrees, including Associates Degrees for Transfer and certificates earned by students.

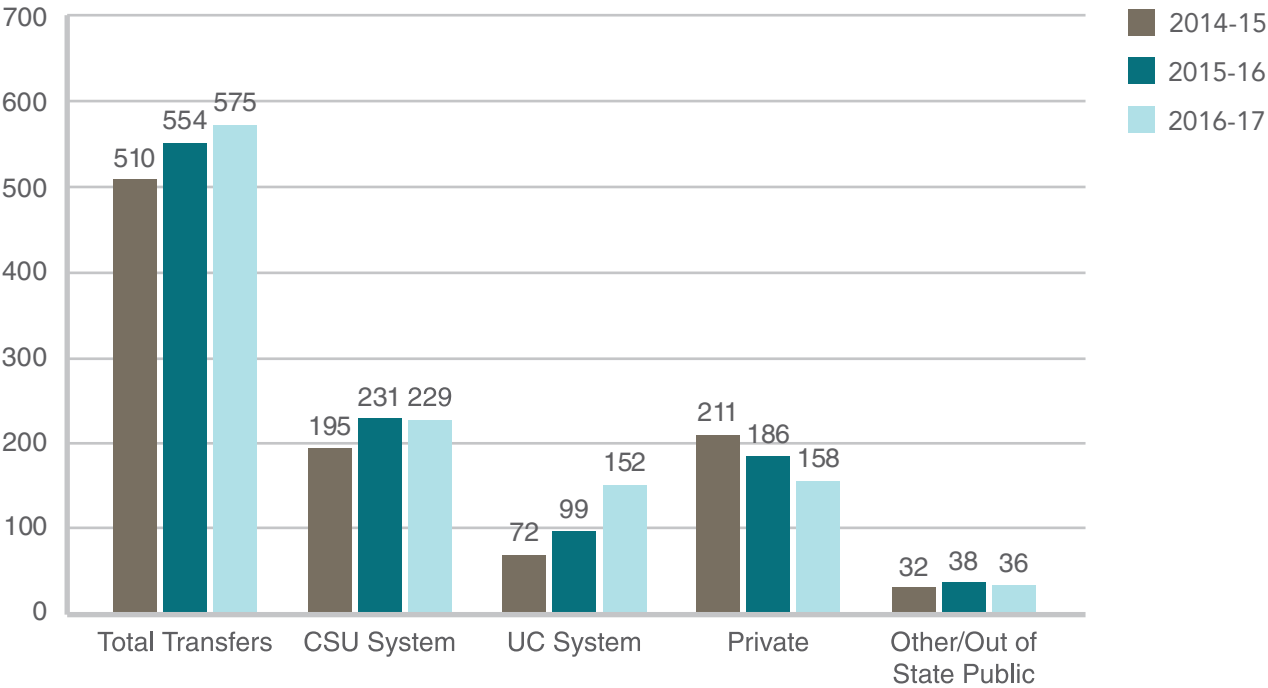
Award attainment by students is up significantly since 2014-15 with the total number of degrees growing from 505 in 2014-15 to 1,420 in 2017-18. This represents a large increase of 915 or 181 percent. In addition, ADT attainment grew from 22 to 144 (plus 122/555 percent) and certificates grew from 297 to 754 (plus 457/154 percent) over this same time period.

Student Award Attainment 2014-15 to 2017-18
Figure 3.1



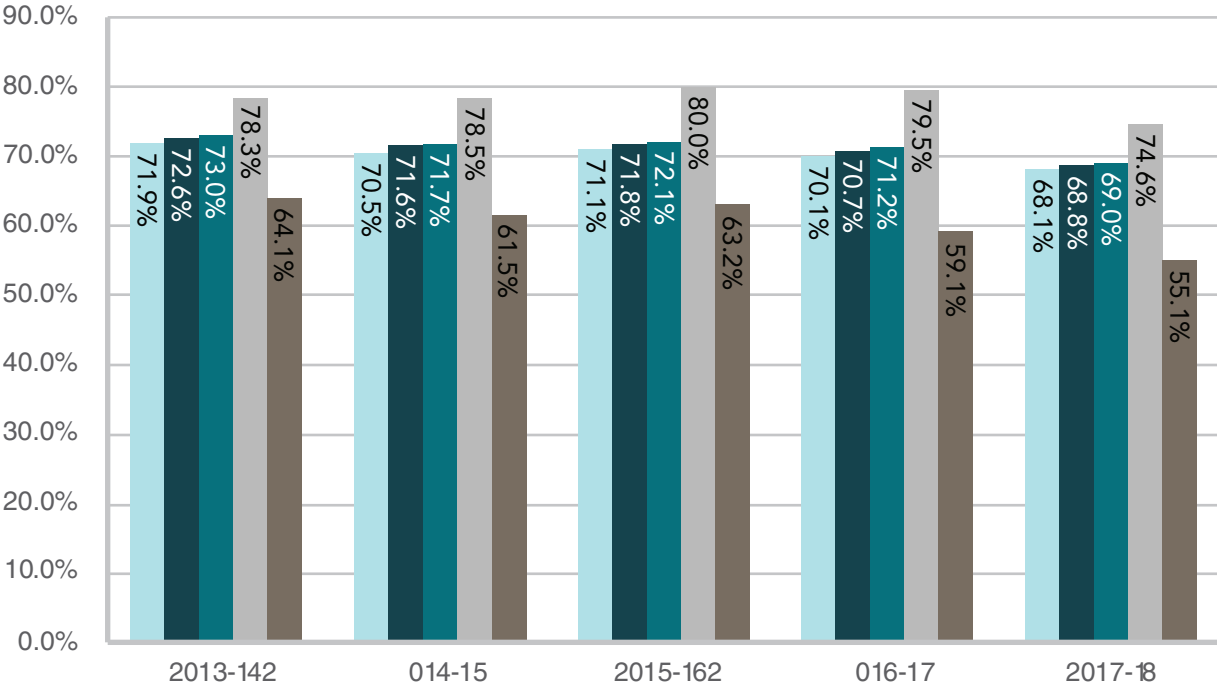
Another important student outcome is successful transfer to a four-year university. Student transfers have increased between 2014-15 and 2016-17 from 510 students to 575 (plus 65/12.7 percent). The majority of students who transfer do so to a California State University or a University of California campus. Students transferring to a public California institution has grown between 2014-15 and 2016-17. Students transferring to a CSU increased from 195 to 229, and those transferring to a UC increased from 72 to 152 over this period. Notably, the number of students transferring to private universities has fallen from 211 to 158 over the same time period.

Student Transfers to Four-Year Universities 2014-15 to 2016-17
Figure 3.2



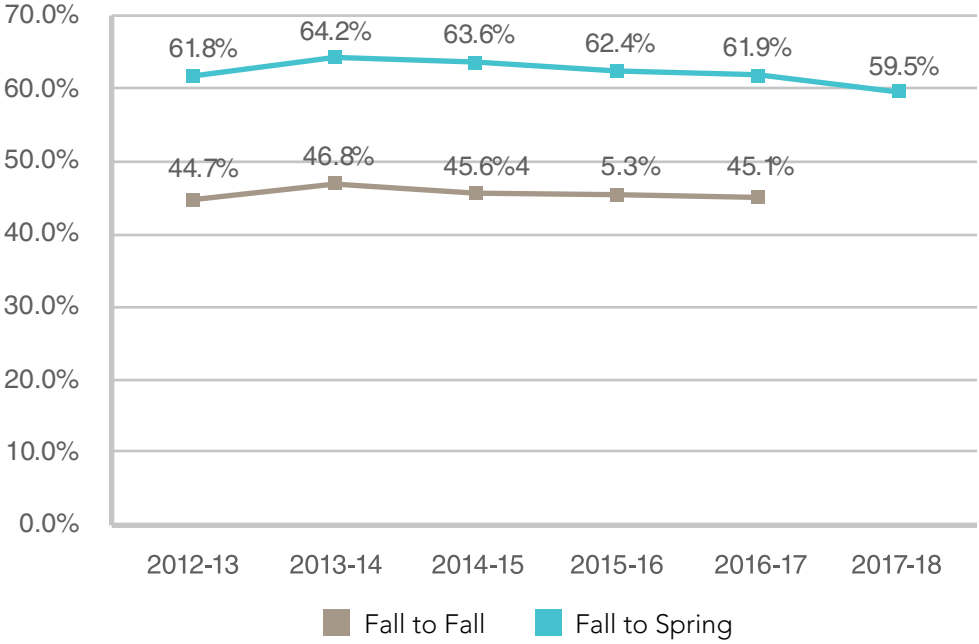
Student course completion rates have remained flat since 2013-14. Two exceptions to this are in Career & Technical Education and basic skills courses. CTE course level success rates have decreased slightly from

78.3 percent in 2013-14 to 74.6 percent 2017-18. In addition, basic skills course success rates have fallen from 64.1 percent in 2013-14 to 55.1 percent in 2017-18.



**Successful Course Completion Rates
2013-14 to 2017-18**
Figure 3.3

■ All Courses ■ Transfer Courses
■ Credit - Degree Applicable Courses
■ Basic Skills Courses
■ Career/Technical Education Courses



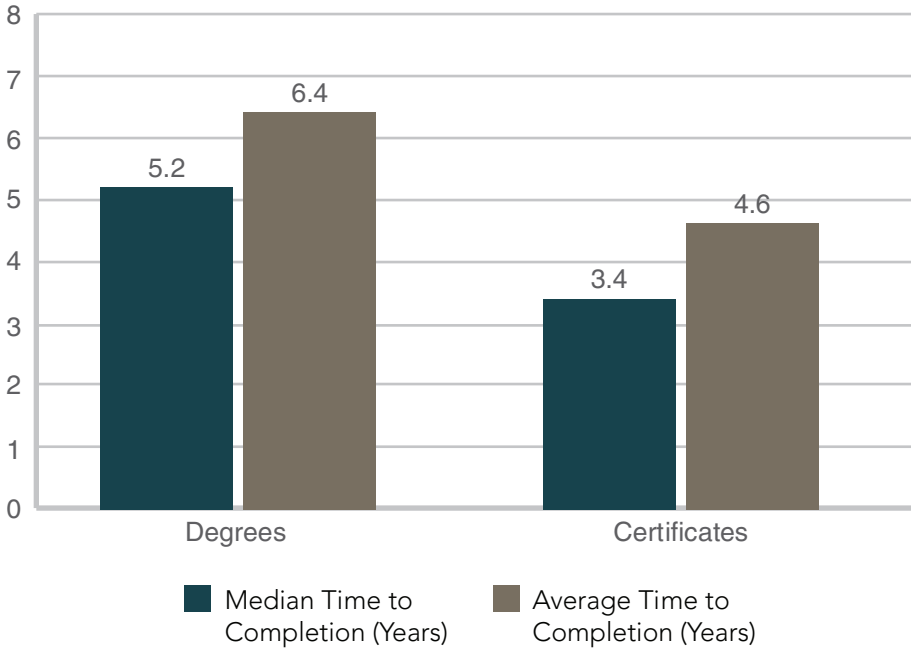
**Fall-to-Spring and Fall-to-Fall
Student Persistence Rates
2012-13 to 2016-17**
Figure 3.4

Student persistence rates are an important momentum metric that is a leading indicator of student educational goal attainment. At Moreno Valley College, fall to spring student persistence rates have fallen from a high of 64.2 percent during 2013-14 to 59.5 percent in 2017-18. Fall-to-fall student persistence rates have also fallen from a high of 46.8 percent in 2013-14 to 45.1 percent in 2016-17.

APPENDIX A STUDENT PERFORMANCE DATA

In addition to the traditional success and retention metrics Moreno Valley College will now track two additional metrics: Average Total Credits Completed at Graduation and Median Time to Completion of Degrees/Certificates. The baseline year for this data is the 2017-18 graduating class, and the average number of credits earned by students was 81.4 and the media time to completion appears to the right.

Given that the typical degree at a California community college can be earned with 60 credits, many students are taking significantly more credits than they need. In fact, 21.4 credits represent nearly an additional year of full-time enrollment. Similarly, the median to completing a degree was 5.2 years and completing a certificate was 3.4 years based on the 2017-18 baseline year.



For the 2018-23, Moreno Valley College Integrated Strategic Plan, data related to Career & Technical Education (CTE) outcomes were reviewed. The data elements reviewed include those related to the Strong Workforce Initiative, California Community Colleges Student Success Scorecard CTE Progression Metric and the Annual CTE Outcomes Survey.

Based on the data shown to the left, the number of student enrollments has dropped from a high of 17,001 in 2011-12 to 8,955 in 2016-17, though the number of enrollments rebounded slightly over the last two data periods. Note that student enrollments in CTE courses represent a duplicated headcount of students as this metric captures the number of seats taken in these courses and an individual student is counted in each CTE course they enroll in during a given year.

2017-18

81.4 Average Total Credits Completed at Graduation
70.1 Average Total Degree Applicable Units at Graduation

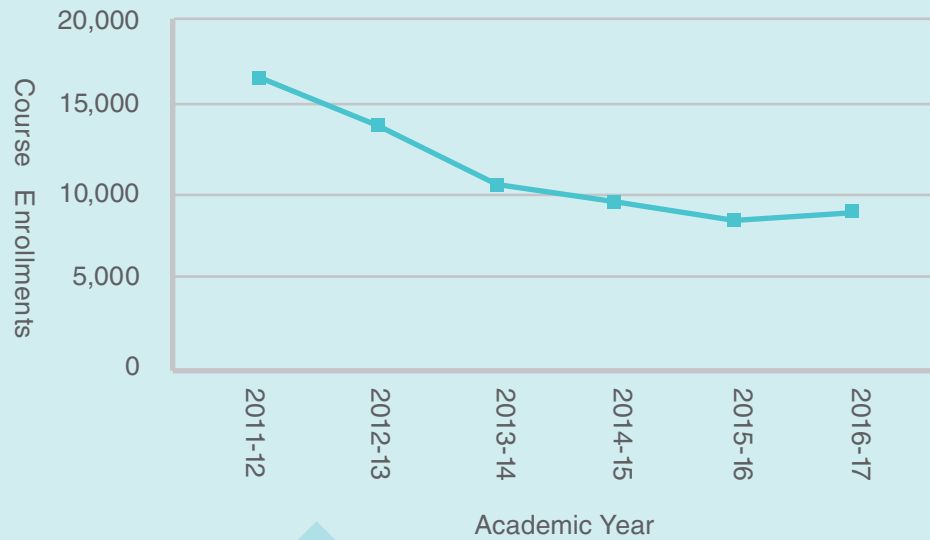
Median and Average Time to Completion for Degrees and Certificates 2017-2018
Figure 3.5

COMMON ACRONYMS

CCC: California Community Colleges
CCCCO: California Community Colleges Chancellor's Office

RCCD: Riverside Community College District
MVC: Moreno Valley College

ACCJC: Accrediting Commission for Community and Junior Colleges
CTE: Career & Technical Education



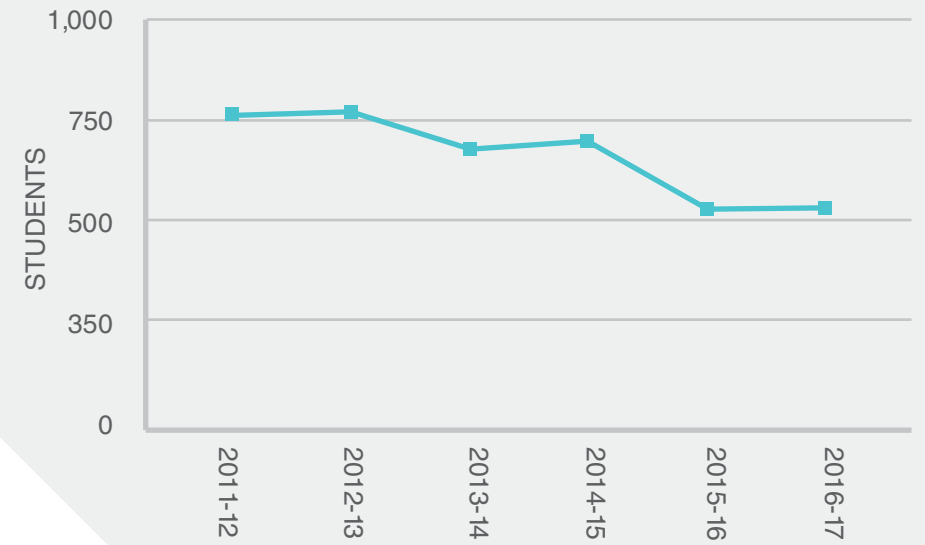
**CTE Enrollments
2011-12 to 2016-17**
Figure 3.6

Figure 1.1 Data Source: Colleague
Figure 1.2, 1.3, 1.4 Data Source: Chancellor's
Office Management Information System

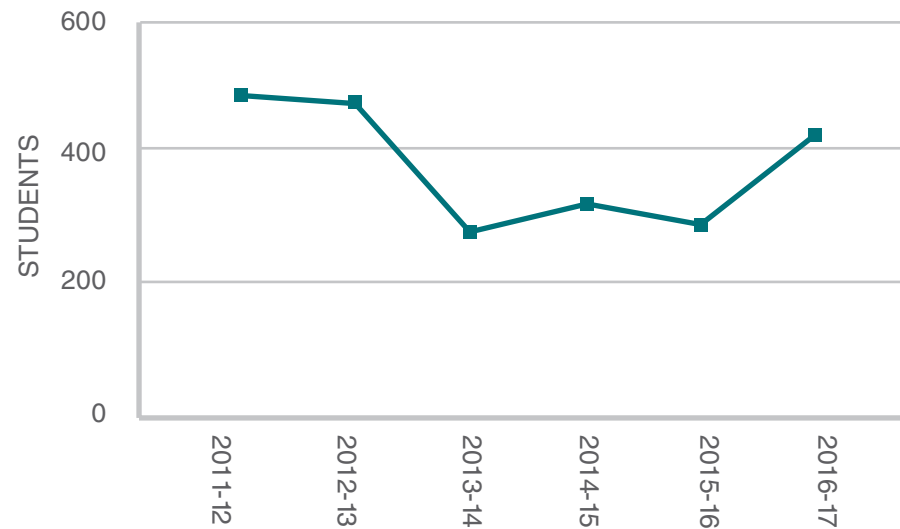
The number of CTE degrees and certificates earned by students has fallen from a high of 489 in 2011-12 to 427 in 2016-17. However, from 2015-17 this metric increased significantly from 290 degrees and certificates to 427. If this upward trend continues, the College will surpass the previous high by 2018-19 or earlier.

**Number of CTE Degrees
and Certificates
2011-12 to 2016-17**
Figure 3.7

The number of students who complete 12 plus units in a CTE field within one year is a momentum indicator of eventual student certificate and degree completion. At Moreno Valley College, this data point has dropped from a high of 755 students in 2011-12 to 544 students in 2016-17.



**Number of students
who complete 12
plus units in a CTE
field in one year
2011-12 to 2016-17**
Figure 3.8



APPENDIX A

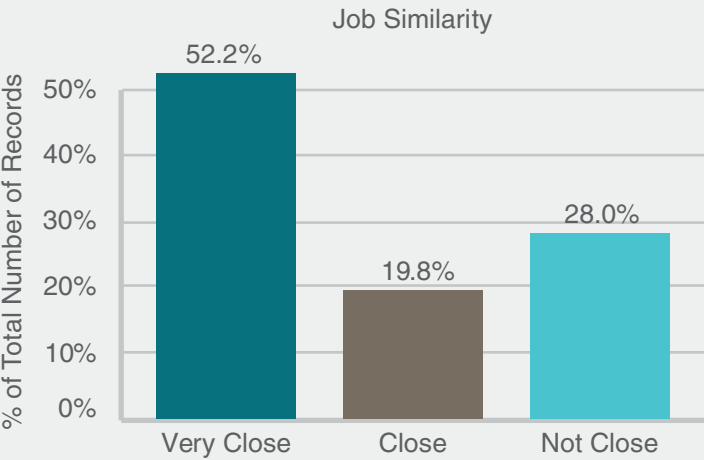
STUDENT PERFORMANCE DATA

CTE Education Rate
Figure 3.9

2010-11		2011-12	
Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
2,739	48.7%	1,473	46.2%

Another CTE metric being tracked as part of the Moreno Valley College Integrated Strategic Plan is the California Community College Student Success Scorecard CTE Rate. This metric tracks the number of students who complete more than eight units in a single CTE discipline and subsequently completed a degree, certificate, or achieved a transfer related outcome. The students are tracked as cohorts over six years. Given the span of time each cohort is tracked Moreno Valley College has two cohorts of data available, and the college rates appear below. The college CTE rate dropped slightly from 48.7 percent in 2016-17 to 46.2 percent in 2017-18.

If you are working, how closely related to your field of study is your current job?



**2017 CTE Outcomes Survey –
Similarity Between Job and Program of Study**
Figure 3.10

Lastly, for students who complete a Career & Technical Education certificate or degree, the closeness of their field of study to their current job has significant impact on their earnings. Per the 2017 California Community Colleges Annual Career & Technical Education Outcomes Survey (CTEOS), students experience the largest wage gains when they are employed in jobs that are either very close or close to their fields of study. Based on the CTEOS, 72 percent of Moreno Valley College students earn employment in a field that is either very close or close to their field of study.

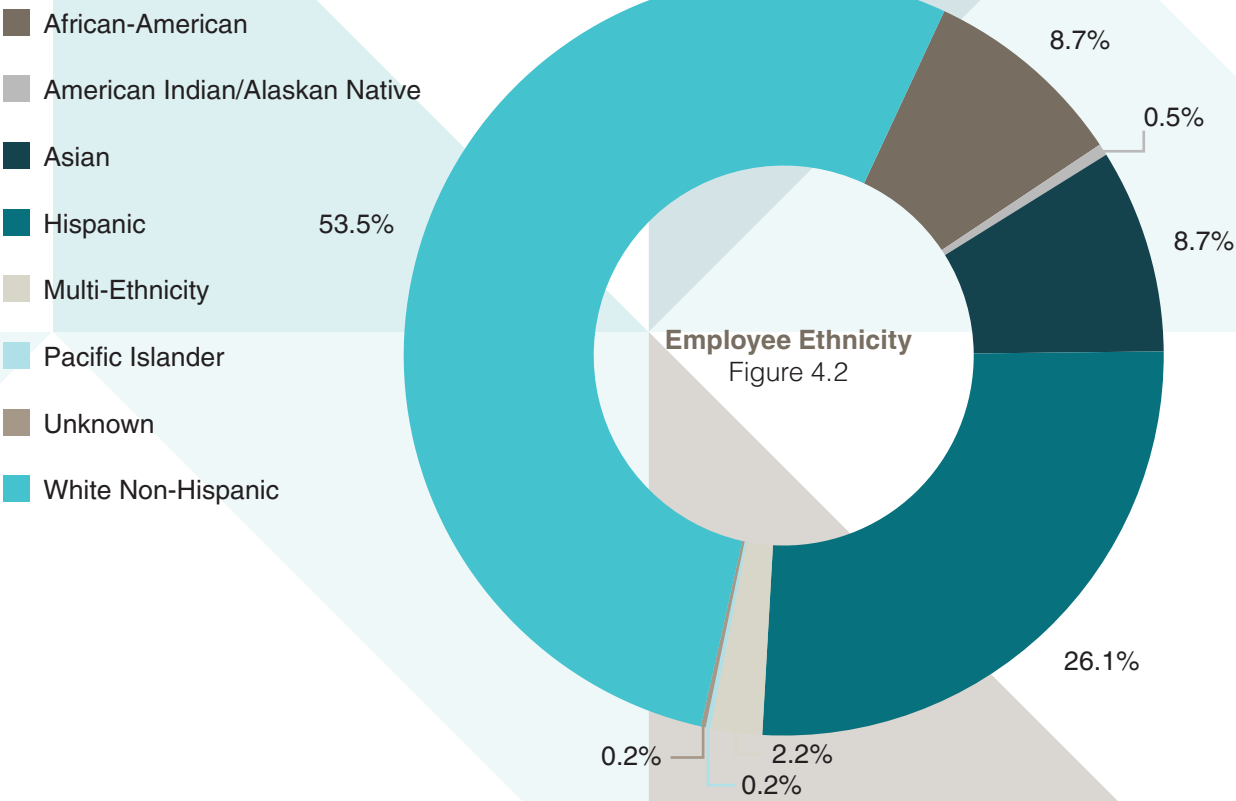
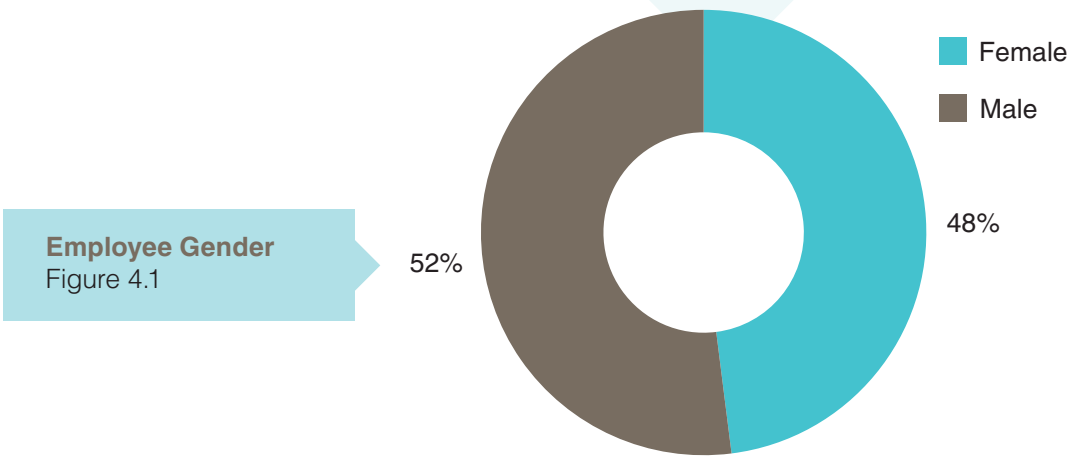
*Figures 3.10 Data Source:
2017 California Community Colleges Career & Technical
Education Outcomes Survey*

APPENDIX A EMPLOYEE PROFILE

The College employed 587 full- and part-time faculty, staff, and administrators during the fall of 2017. The largest group of employees are temporary faculty who number 360. In addition, based on the graphs below and the complete employee demographics table included in the appendix other notable features of this data include:

- Females are the majority of employees in each group with the exception of temporary faculty
- Overall, the diversity of educational administrators and classified staff is significant though not representative of the college's student population
- Faculty, both tenured/tenure track and temporary, are majority White Non-Hispanic which is not reflective of the student population at the College (*figure 9.2*)

Figures 4.1, 4.2 Data Source: California Community Colleges Chancellor's Office DataMart



APPENDIX A

EMPLOYEE PROFILE

Fall 2017	Employee Count	Employee Count (%)
TOTAL Moreno Valley College	587	100.00%
TOTAL Educational Administrator	13	2.21%
Female	8	61.54%
Male	5	38.46%
TOTAL Academic, Tenured/Tenure Track	93	15.84%
Female	52	55.91%
Male	41	44.09%
TOTAL Academic, Temporary	360	61.33%
Female	143	39.72%
Male	217	60.28%
TOTAL Classified	121	20.61%
Female	79	65.29%
Male	42	34.71%

Fall 2017	Employee Count	Employee Count (%)
TOTAL Moreno Valley College	587	100.00%
TOTAL Educational Administrator	13	2.21%
African-American	2	15.38%
Asian	2	15.38%
Hispanic	4	30.77%
White Non-Hispanic	5	38.46%
TOTAL Academic, Tenured/Tenure Track	93	15.84%
African-American	8	8.60%
American Indian/Alaskan Native	1	1.08%
Asian	9	9.68%
Hispanic	18	19.35%
Multi-Ethnicity	2	2.15%
White Non-Hispanic	55	59.14%

Fall 2017	Employee Count	Employee Count (%)
TOTAL Moreno Valley College	587	100.00%
TOTAL Academic, Temporary	360	61.33%
African-American	14	3.89%
American Indian/Alaskan Native	2	0.56%
Asian	35	9.72%
Hispanic	89	24.72%
Multi-Ethnicity	7	1.94%
Unknown	1	0.28%
White Non-Hispanic	212	58.89%
TOTAL Classified	121	20.61%
African-American	27	22.31%
Asian	5	4.13%
Hispanic	42	34.71%
Multi-Ethnicity	4	3.31%
Pacific Islander	1	0.83%
White Non-Hispanic	42	34.71%

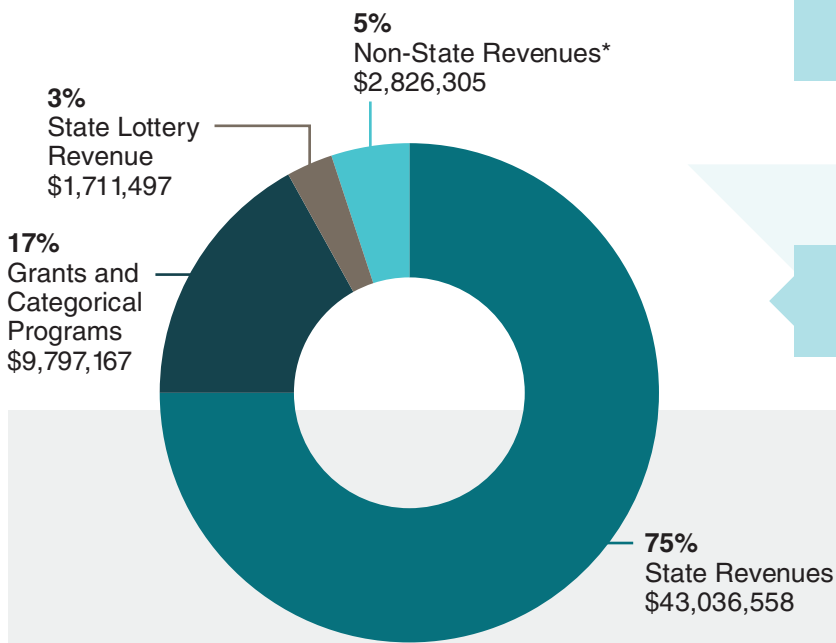
Data Source: California Community Colleges Chancellor's Office DataMart

APPENDIX B BUDGET SUMMARY

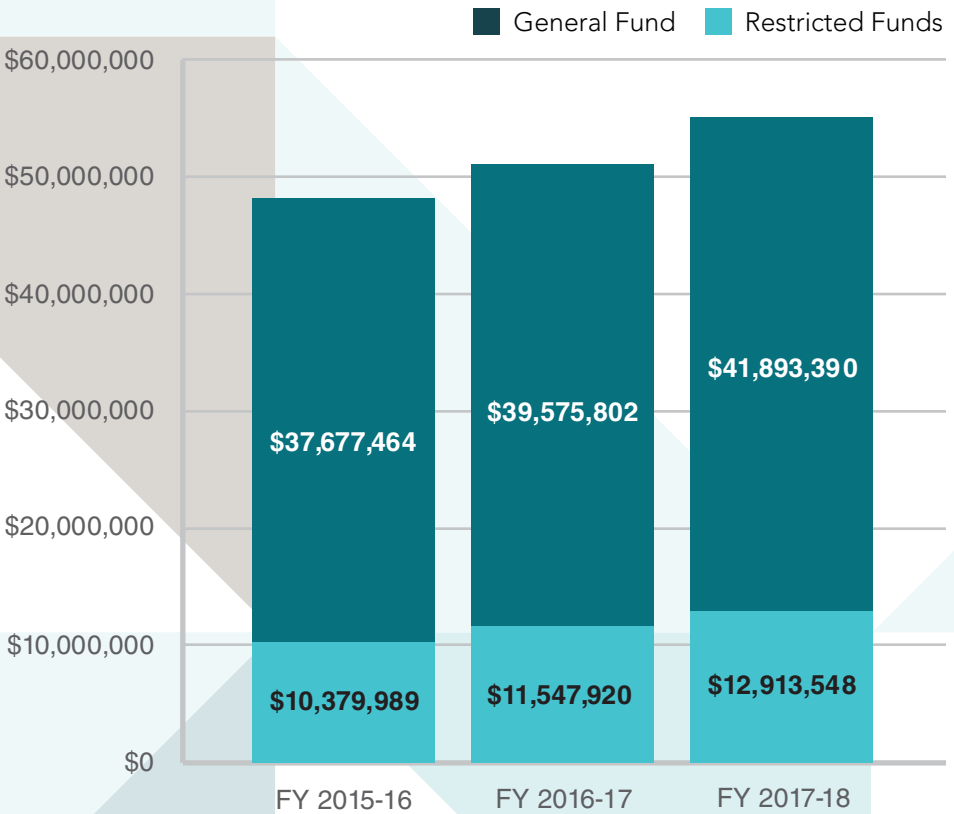
Over the past several years, the College's total revenues have increased from \$48.1 million in Fiscal Year 2015-16 to \$54.8 million in Fiscal Year 2017-18. The revenue data appears below. College revenues fall into two primary fund classifications, general funds and categorical-restricted funds.

General funds are largely provided to the College by the State of California through appropriation via our District office, based on

enrollments measured by Full-Time-Equivalent-Student (FTES). The state's appropriation is governed by Proposition 98, the constitutional guarantee of funding for K-14 education. The general fund on average makes up 77.45 percent of the College's total revenues. Thus, the increase in Proposition 98 funding to community colleges, which has increased by \$2.6 billion since 2011, has been the key driver in the College's increase in revenues.



College Revenue 2015-16 to 2017-18
Figure 5.1

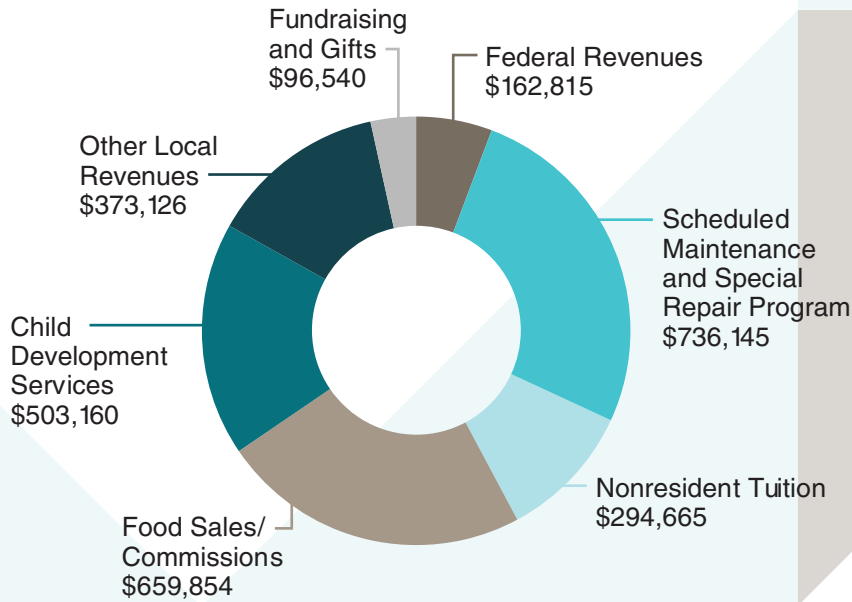


Revenue 2017-18
Figure 5.2

The College's revenues from Categorical-Restricted funds have also increased during the FY 2015-16 to FY 2017-18 timeframe going from \$10.38 million to \$12.91 million. Categorical-Restricted funds includes both state and non-state sources. Non-state sources include Federal grants, nonresident tuition, fundraising, and others.

The increase in revenues from Categorical-Restricted funds was the result of new state categorical programs, new grants, and greater levels of funding for existing grant and categorical programs. Additionally, Lottery funds have increased \$1.1 million in FY 2015-16 to \$1.77 million in FY 2017-18.

APPENDIX B BUDGET SUMMARY



College Non-State Revenue 2017-18
Figure 5.3

The passage of the 2018 California Budget Act, the State adopted the Student-Centered Funding Formula (SCFF), for funding community colleges. The SCFF was developed based on clear principals:

1. To encourage progress toward the California Community Colleges Vision for Success adopted by the California Community College Board of Governors
2. To provide groups of students that have faced barriers to success with additional support to meet their goals
3. To improve resources available to community college districts by making them stable, predictable, and flexible
4. To further the activities the Chancellor's Office is undertaking through the Guided Pathways framework.

The new formula calculates apportionments generally using three allocations:

- **Base Allocation**—Enrollment driven - Credit enrollment through FTES
- **Supplemental Allocation**—Access driven - counts of low-income students, measured by Pell Grant, AB540 and Promise Grant recipients
- **Student Success Allocation**—Student Success driven - Counts of successful student outcomes related to the Vision for Success, with premiums for outcomes of low-income students.

Noncredit FTES (and some other FTES) would be funded at current rates. The SCFF is being implemented over three years, 2018-19 to 2020-21 as a phased transition from the previous funding model.

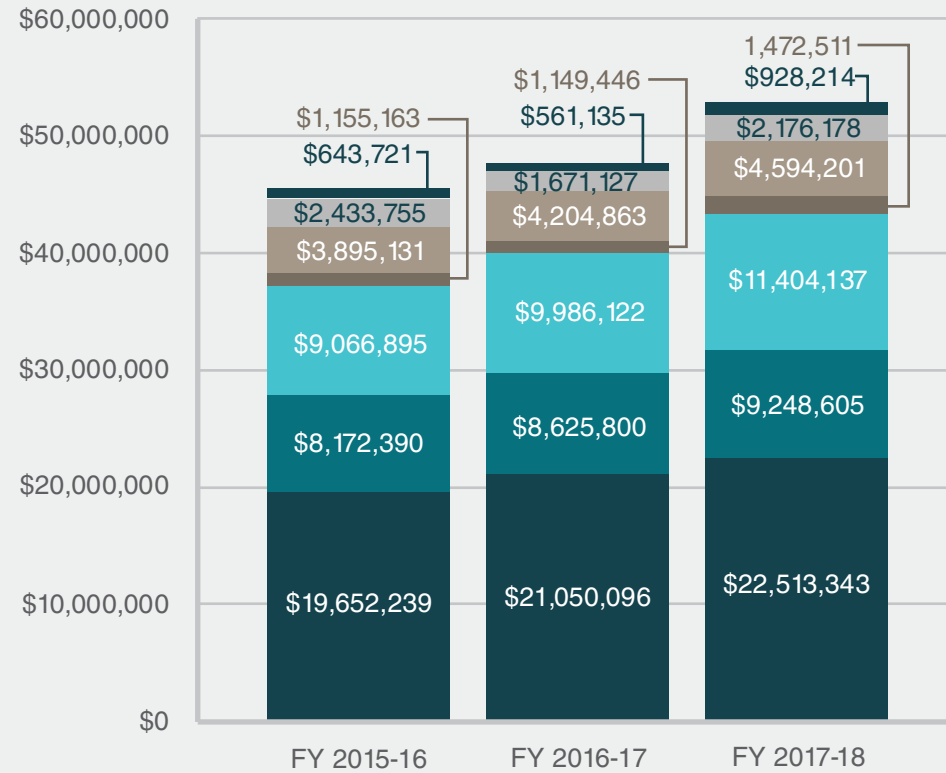
Under the new funding formula, Riverside Community College District is projected to receive an increase in base apportionment budget of \$17.36 million. The District is currently in the process of developing a new Budget Allocation Model (BAM). Although, the District has not finalized its new BAM, current efforts are to incorporate variables included in the SCFF. Further, the State Chancellor's Office through its Categorical program Integration effort is seeking to provide greater flexibility and efficiency of reporting associated with the Equity, Basic Skills and Student Support Services programs. With softening enrollments, and significant changes in funding allocation methodologies occurring at the State and the District, College revenues going forward is difficult to predict. However, what is clear, is the important role that data monitoring, goal setting, and analysis will play in informing academic, student support and financial decisions.

In addition to the revenues and the change in the state budget formula for community college discussed above, Moreno Valley College tracks expenditures in an effort to be fiscally prudent. Like most institutions, particularly colleges, their most valuable resource is their people, the faculty and staff that work together to advance the College's mission. The college's use of funds reflects this prioritization as indicated in Figures 5.4 and 5.5:

College Expenditures 2015-16 to 2017-18
Figure 5.4

- 82 percent of expenditures devoted to faculty and staff compensation (salary and employee benefits).
- 9 percent of expenditures are for services and operating expenses
- Four percent of expenditures are attributable to capital outlay projects
- Three percent of expenditures are for books, supplies, and materials
- Two percent of expenditures are for student grants

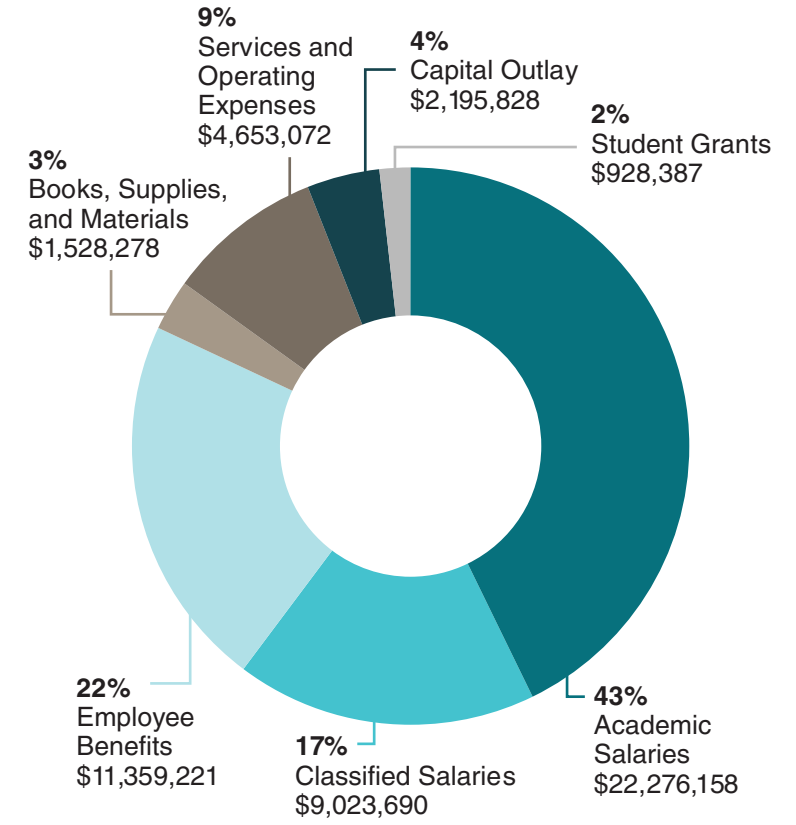
- 1000 Instructional Salaries
- 2000 Classified Salaries
- 3000 Benefits
- 4000 Supplies
- 5000 Services
- 6000 Equipment
- 7000 Student Aid



Given employee compensation's large share of the College's expense budget, along with restricted/categorical funds expenditures, the College's discretionary budget is quite modest, less than 5 percent. As reflected in the chart above, expenses have been increasing in each area and overall. The greatest cost drivers include increases in salaries and wages,

increases associated with the rising cost of health benefits and the State's retirement systems PERS and STRS. Other expense cost drivers include general inflation and rising utility and capital expenditure costs increases.

Due to rising expenditure costs and revenue uncertainty, maintaining the fiscal stability of the



College Expenses 2017-18
Figure 5.5

college is particularly important. Moreover, when one considers that the current economic boom has lasted for nine years, the college should work to position itself with regard to available resources in order to serve students in achieving their educational goals.

APPENDIX C 2017-18 STUDENT SUCCESS AND EQUITY PLAN DISPROPORTIONATE IMPACT DATA

SUMMARY OF PROGRESS MADE

Progress made towards closing the student equity gaps specified in the previous Student Equity Plan has been mixed. Some of the identified gaps have closed to some degree, such as the access for veterans, basic skills course completion for current or former foster youth, and remedial math course completion for individuals with disabilities, whereas other gaps have increased, despite the intervention efforts implemented. Most notably, the achievement gaps have increased for African-American students in basic skills course completion. Overall the college has made progress with closing student equity gaps, as shown in the tables to the right, however it is Moreno Valley College's goal to significantly reduce stubborn equity gaps for disproportionately impacted student populations in as efficient a time period as possible.

A summary of Moreno Valley College's progress made towards closing student equity gaps for disproportionately impacted student populations, showing currently available indicator data, are outlined to the right.

ACCESS - All MVC			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
White students	-10.3	-9	-9.5
Male students	-6.5	-7.4	-7.9
Individuals with Disabilities	-4.5	-6.4	-5
Veterans	-3.5	-2.1	-1.2

ACCESS CTE non-PSET			
Disproportionately Impacted Subgroups	2014-15	2015 -16	2016-17
White students	-16.4	-12.9	-14.6
Male students	-9.4	-6.1	-9.1
Individuals with Disabilities	-4.3	-5.7	-3.1
Asian			-2.8
Veterans		-4.6	-1.1

ACCESS - PSET only			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
Female students	-27.4	-23.4	-23.3
Individuals with Disabilities	-6.6	-7.5	-6.8
Asian students	-6	-4.5	-4.4
African American/Black	-4.8	-3.8	-3.8
Latina/o			-0.5

Overall Course Completion			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
Current or former foster youth	-15.5	-10.8	-14.1
African American/Black	-9.9	-10.8	-10.8
Native Hawaiian/Pacific Islander	-10.7	-9.7	-9.5
Race unknown	-7.7		

Transfer Course Completion			
Disproportionately Impacted Subgroups	2014-15	2015 -16	2016-17
Current or former foster youth	-14.1	-9.7	-12.5
Native Hawaiian/Pacific Islander	-11.9	-10.1	-15.3
African American/Black	-8.4	-9.3	-9.5

Basic Skills Course Completion			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
African American/Black	-11.7	-10.5	-14.4
Individuals with Disabilities	-11.3	-6	-11.1
Current or former foster youth	-10.9	-12.1	-9.8
Native Hawaiian/Pacific Islander		-14.9	
American Indian/Alaska Native			-9.1

Remedial English Cohort			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
African American/Black	-13	-8.8	
Current or former foster youth	-9.7	-7.9	
Individuals with Disabilities	-6.8		
Male students	-5	-3.9	

2017-18 STUDENT SUCCESS AND EQUITY PLAN DISPROPORTIONATE IMPACT DATA

Remedial Math Cohort			
Disproportionately Impacted Subgroups	2014-15	2015 -16	2016-17
Current or former foster youth	-12.9	-11.9	
Individuals with Disabilities	-11.5	-3.1	
African American/Black	-9.8	-10.6	
Two or more races (bi/multiracial)		-8.6	

Remedial ESL Cohort			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
African American/Black	-20.2		
Individuals with Disabilities		-10.7	
White students		-2.3	
Latino/a	-0.4	-0.6	
Female students	-1.9	-0.4	
Asian	-2		

Student Progress and Achievement Rate (SPAR)			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
Current or former foster youth	-21.1		
Individuals with Disabilities	-6.5	-12.5	
Male students	-4.6		
Gender unknown		-10.7	
Two or more races (bi/multiracial)		-9.9	
African American/Black		-5.5	

Persistence Cohort			
Disproportionately Impacted Subgroups	2014-15	2015 -16	2016-17
Current or former foster youth	-9.4		
Filipino students	-6.9		
Asian students	-5.5		
White Students	-4.9	-2.1	
Race unknown		-13.7	
African American/Black		-6.1	
Gender Unknown		-5.3	

30-plus Unit Cohort			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
Current or former foster youth	-13.3	-4.5	
Individuals with Disabilities	-8.4	-3.8	
Two or more races (bi/multiracial)	-4.3		
Gender Unknown		-7.9	
African American/Black students		-7.1	
Race Unknown		-5.2	

Transfer Cohort			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
Current or former foster youth	-12.3	-11.2	
Race unknown	-5.9		
Male students	-3.3	-1.6	
Latino/a students	-2.6	-2.1	
Gender Unknown		-15.5	
Individuals with Disabilities		-13.6	
African American/Black students		-4.4	

STUDENT EQUITY SUMMARY

Severely and disproportionately impacted students Saliency and Frequency of 12 Equity Key Performance Indicators:

African American/Black students (10/12)	83 percent
Individuals with disabilities (9/12)	75 percent
Current or former foster youth (8/12)	67 percent
Male students (5/12)	42 percent

APPENDIX D DEFINITION OF DISPROPORTIONATE IMPACT

DEFINITION OF DISPROPORTIONATE IMPACT PER THE 2018 MORENO VALLEY COLLEGE STUDENT SUCCESS AND EQUITY PLAN AND THE CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CCCCO)

The California Community Colleges Chancellor's Office issued revised "Guidelines for Measuring Disproportionate Impact in Equity" in August 2015. Based on these guidelines the Student Success and Equity Committee adopted the 80 percent Rule methodology for identifying and assessing as discussed in the guidelines document.

The 80 percent rule states that evidence of disproportionate impact exists when any identified student equity group is performing at less than four-fifths ($\frac{4}{5}$ or 80 percent) of the highest performing group for a specific metric. Examples of how the 80 percent Rule methodology is applied and

interpreted are included in the guidelines from the state chancellor's office.

Note that as of 2018, the CCCCCO is recommending that colleges use Percentage Point Gap Method of assessing and monitoring disproportionate impact as a result of language included in AB504 Community Colleges: Student Success and Support Funding. The Moreno Valley College Student Success and Equity Committee is moving towards adopting this new method per AB504 and direction from the state Chancellor's Office.

APPENDIX E ALIGNMENT OF GOALS AND OBJECTIVES WITH INTERNAL AND EXTERNAL PLANS

2018-23 Moreno Valley College Integrated Strategic Plan Alignment			
ISP Goal	Objective	Internal or External Plan Alignment	
I. Student Access and Equity	I.1 Improve access to higher education for disproportionately impacted groups by closing equity gaps by 40 percent within five years and eliminating these gaps within 10 years.	1) CCC Vision for Success Goals 2) RCCD Strategic Plan Draft Goals 3) MVC Student Success and Equity Plan	
	I.2 Improve course completion rates for disproportionately impacted groups by closing equity gaps by 40 percent within five years and eliminating these gaps within 10 years.		
	I.3 Improve Basic Skills (Math, English, ESL, & Reading) course completion rates for all disproportionately impacted groups by closing equity gaps by 2 percentage points per year.		
	I.4 Improve completion of transfer level English and mathematics by closing equity gaps for disproportionately impacted groups by 40 percent within five years and eliminating these gaps within 10 years.		
	I.5 Increase degree and certificate completion for disproportionately impacted groups by closing equity gaps by 40 percent within five years and eliminating these gaps within 10 years.		
II. Student Learning, Success and Completion	II.1 Increase the number of Associate Degrees and certificates by 20 percent and transfer to four-year universities by 35 percent.	1) CCC Vision for Success Goals 2) CCC Student Success Scorecard 3) CCCCCO Institutional Effective Partnership Initiative Goals 4) ACCJC Set Standards 5) RCCD Strategic Plan Draft Goals 6) 2015-18 MVC Integrated Strategic Plan	
	II.2 Increase overall successful course completion rate by 5 percentage points.	1) CCCCCO Institutional Effective Partnership Initiative Goals 2) ACCJC Set Standards 3) California Guided Pathways Key Performance Indicators 4) 2015-18 MVC Integrated Strategic Plan	
	II.3 Increase fall to spring and fall to fall persistence rate by 5 percentage points.	1) CCC Student Success Scorecard 3) CCCCCO Institutional Effective Partnership Initiative Goals 4) ACCJC Set Standards 5) California Guided Pathways Key Performance Indicators 6) 2015-18 MVC Integrated Strategic Plan	
	II.4 Increase the number of full-time, first-time students by 10 percentage points.	1) California Guided Pathways Key Performance Indicators	
COMMON ACRONYMS	CCC: California Community Colleges CCCCCO: California Community Colleges Chancellor's Office	RCCD: Riverside Community College District MVC: Moreno Valley College	ACCJC: Accrediting Commission for Community and Junior Colleges CTE: Career & Technical Education

APPENDIX E ALIGNMENT OF GOALS AND OBJECTIVES WITH INTERNAL AND EXTERNAL PLANS

2018-23 Moreno Valley College Integrated Strategic Plan Alignment		
ISP Goal	Objective	Internal or External Plan Alignment
II. Student Learning, Success and Completion	II.5 Reduce excess accumulated units students earn for degree completion, and reduce median time to completion of degrees, certificates, and transfer (2017-18 Graduating Class Baseline): a. Average Units to Complete Degree from 81.4 to 75 b. Median Time to Degree from 5.2 years to 4 years c. Median Time to Certificate from 3.4 years to 2.4 years d. Median Time to Transfer *Baseline data for this metric to be established during 2018-19.	1) California Guided Pathways Key Performance Indicators 2) Other locally determined objectives
	II.6 Improve Career & Technical Education enrollment and outcomes: a. Overall CTE course enrollment from 8,955 enrollments to 10,500 enrollments (2016-17 LaunchBoard baseline). b. CTE completion from 46.2 percent to 60 percent (2016-17 CCCCCO Scorecard baseline). c. Job placement in closely or very closely related field from 72 percent to 80 percent (2017 CTE Outcomes baseline) d. Overall CTE students who complete 12 plus CTE units from 544 to 650 (2016-17 LaunchBoard baseline).	1) CCC Student Success Scorecard 2) CCC Strong Workforce Initiative
III. Community Engagement and Partnerships	III.1 Establish and expand partnerships with educational partners, K-12 and higher education, to increase access, pathways, and success for students.	1) 2015-18 MVC Integrated Strategic Plan Goals 2) RCCD Strategic Plan Draft Goals
	III.2 Provide programs that contribute to the regional economy and meet industry, community, workforce development needs.	
	III.3 Collaborate with community, educational, and industry partners to develop resources that enhance educational programs and student support services.	
IV. Professional Development	IV.1 Create a college-wide professional development structure to recommend professional development priorities based on strategic goals.	1) Feedback from 2015-18 MVC Integrated Strategic Plan closeout
	IV.2 Develop an integrated professional development plan that meets the needs of college stakeholder groups: students, faculty, staff and administrators.	
	IV.3 Develop and conduct multiple professional development opportunities for all constituent groups including but not limited to techniques and programs for closing equity gaps, guided pathways, change leadership, integrated planning and resource development.	1) Feedback from 2015-18 MVC Integrated Strategic Plan closeout 2) RCCD Strategic Plan Draft Goals

COMMON ACRONYMS	CCC: California Community Colleges CCCCO: California Community Colleges Chancellor's Office	RCCD: Riverside Community College District MVC: Moreno Valley College	ACCJC: Accrediting Commission for Community and Junior Colleges CTE: Career & Technical Education
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2018-23 Moreno Valley College Integrated Strategic Plan Alignment		
ISP Goal	Objective	Internal or External Plan Alignment
V. Institutional Effectiveness and Resources	V.1 Implement and maintain sustainable budget practices that results in a balanced annual budget and a College reserve that is two percent* of the general fund budget. * Two percent is the tentative college reserve pending final recommendation from District Budget Advisory Committee.	1) RCCD Strategic Plan Draft Goals 2) RCCD Budget Advisory Committee Recommendations 3) ACCJC Standards
	V.2 Manage resources efficiently to meet strategic goals by supporting academic programs, student support programs, and state of the art technology.	1) RCCD Strategic Plan Draft Goals 2) MVC Technology Plan 3) Feedback from 2015-18 MVC Integrated Strategic Plan closeout 4) ACCJC Standards
	V.3 Practice strategic enrollment management that integrates fiscal planning with student achievement.	1) RCCD Strategic Plan Draft Goals
	V.4 Conduct annual assessment of the effectiveness of planning, resource allocation, and governance process and make changes for improvement where indicated.	1) Feedback from 2015-18 MVC Integrated Strategic Plan closeout 2) ACCJC Standards
	V.5 Produce needed data and analysis to support continuous improvement of college processes, plans and outcomes through the Office of Institutional Effectiveness.	1) RCCD Strategic Plan Draft Goals 2) Feedback from 2015-18 MVC Integrated Strategic Plan closeout 3) ACCJC Standards
	V.6 Provide a healthy and safe campus environment for students, faculty and staff.	1) RCCD Strategic Plan Draft Goals 2) ACCJC Standards
	V.7 Recruit and hire excellent faculty, staff, and administrators in support of the College mission.	1) RCCD Strategic Plan Draft Goals 2) MVC Technology Plan 3) RCCD Budget Advisory Committee Recommendations 4) Feedback from 2015-18 MVC Integrated Strategic Plan closeout 5) ACCJC Standards

APPENDIX F

EXAMPLE ACTIVITIES TO ACHIEVE INTEGRATED STRATEGIC PLAN GOALS AND OBJECTIVES

In the section below, examples of ongoing activities are described in detail, including a summary description of the actions taken related to Moreno Valley College Strategic Goals: target participants of the activity; planned activities whose attainment will advance the College toward achieving that strategic goal(s); alignment with College Strategic Goals

and Student Equity Indicators; and intended outcomes of the activity over the next five years.

It is important to know that the examples of ongoing activities are not a comprehensive listing of college activities intended to achieve the Moreno Valley College Integrated Strategic

Plan. The College will continue to implement an array of activities to address its strategic goals, as well as monitor and evaluate activities and collect data to assess the progress and effectiveness of individual activities. To this end, existing activities may be modified, new activities will be implemented, or ineffective activities may be concluded.

1. K-12/MVC MATH COLLABORATIVE			
Description	The K12/MVC Math Collaborative is a cross-sectoral and cross-institutional collaboration between secondary and postsecondary educators in Perris and Moreno Valley. The mission of the collaborative is to increase students' successful college transition and completion through collaboration between the College and high school math faculty, vertical alignment of curricula, and faculty-to-faculty meetings.	Planned activities	For 2018-19, two regular meetings are planned, and cross-sectoral visits will resume.
Target	The target audience is classroom educators, especially math teachers, who work with Black and Latinx students and (potential) first-generation college students.	Outcomes	1. High attendance and return rate for participants 2. Dual enrollment in math 3. Increased promotion of MVC by 12th grade math teachers 4. Alignment of high school Common Core standards (ELA) and MVC First-Year Mathematics 5. Implementation of strategies that support racially and linguistically diverse students
Participants Served	About 25 math educators are served each year.	MVC Student Equity Indicators	• Access • Course Completion • Math Basic Skills Completion In the coming year, the collaborative will expand its focus to include improving student transfer rates to four-year colleges and universities.
MVC Strategic Goals Alignment	<ul style="list-style-type: none">• Student Access and Equity• Student Learning, Success, and Completion• Community Engagement and Partnerships• Professional Development		
How are activities being implemented	Activities are implemented through development and sharing of research-based and equitable best practices for historically underserved students, especially Black and Latinx students.		
Data available	Quantitative data includes attendance logs and access and success rates for newly matriculated students entering Moreno Valley College. Qualitative data includes educator feedback, student feedback, and student panels.	Equity Groups Served	The collaborative has worked to support the learning and success of African American/Black students, Hispanic/Latinx students (male) and may expand its focus to include current or former foster youth, homeless students and LGBTQ+ students in 2018-19.

2. K-12/MVC LITERACY COLLABORATIVE			
Description	The K12/MVC Literacy Collaborative is a cross-sectoral and cross-institutional collaboration between secondary and postsecondary educators in Perris and Moreno Valley. The mission of the collaborative is to create equitable opportunities for historically underrepresented and underserved communities through collaboration, shared accountability, and systemic changes to support students' successful college transition and completion. This is accomplished through a variety of activities, including vertical alignment, regular faculty-to-faculty meetings, cross-institutional visits and projects.	Data available	Yes, but more data is needed. Quantitative data includes attendance logs and access and success rates for newly matriculated students entering Moreno Valley College. Qualitative data includes educator feedback, student feedback, student panels (e.g. focus groups) and field notes.
Target	The target audience is classroom educators, especially English teachers, who work with Black and Latinx students, English learners and potential and current first-generation college students. The goal is for this ongoing faculty-to-faculty collaboration to result in increased success in supporting students—especially Black and Latinx students and first-generation college students—in the successful transition from secondary to postsecondary settings.	Planned activities	For 2018-19, four regular meetings are planned and cross-sectoral visits will resume. An articulated set of student outcomes/standards and activities to support students' research skills will be developed.
Participants Served	About 100 English and ELD educators were served in 2017-18. (Exact numbers/names/dates can be confirmed at the start of fall term)	Outcomes	<ol style="list-style-type: none"> 1. High attendance and return rate for participants. 2. Dual enrollment in English 3. Increased promotion of MVC by 12th grade English teachers 4. Alignment of high school Common Core standards (ELA) and MVC First-Year Composition 5. Implementation of strategies that support racially and linguistically diverse students
MVC Strategic Goals Alignment	<ul style="list-style-type: none"> • Student Access and Equity • Student Learning, Success, and Completion • Community Engagement and Partnerships • Professional Development 	MVC Student Equity Indicators	<ul style="list-style-type: none"> • Access • Course Completion • ESL and Basic Skills Completion <p>In the coming year, the collaborative will expand its focus to include transfer.</p>
How are activities being implemented	Activities are implemented through development and sharing of research-based and equitable best practices for historically underserved students, especially Black and Latinx students.	Equity Groups Served	The collaborative has explicitly worked to support the learning and success of African American/Black students, Hispanic/Latinx students (male) and will expand its focus to include current or former foster youth, homeless students, and LGBTQ+ students in 2018-19.

APPENDIX F EXAMPLE ACTIVITIES TO ACHIEVE INTEGRATED STRATEGIC PLAN GOALS AND OBJECTIVES

3. ADVANCING STEM THROUGH CTE (ASC)			
<div> Description </div> <div> Target </div> <div> Participants Served </div> <div> MVC Strategic Goals Alignment </div> <div> How are activities being implemented </div>	<p>ASC will transform community college STEM education and programming by bringing cutting edge, innovative training and instructional strategies to STEM and Career & Technology Education programs. Programs will be designed with the required skillsets and attributes students need to be successful in STEM fields of study and careers.</p> <p>Through creating a STEM Innovation Center/Makerspace, Moreno Valley College will lead in interactive, real-time and experiential learning domains in Applied Health, Information Systems, Simulation/Gaming and multi-media programs. Doing so will increase certificate and transfer degree pathways, access, capacity and employment retention while supporting students in their educational journey to become a more valuable asset to the STEM workforce.</p>	<div> Data available </div> <div> Planned activities </div> <div> Outcomes </div> <div> MVC Student Equity Indicators </div> <div> Equity Groups Served </div>	<div> Not at this time </div> <div> <ol style="list-style-type: none"> The conversion of the Mobile STEM Bus into the Mobile Makerspace The buildout of the STEM Innovation Center/Makerspace </div> <div> <ol style="list-style-type: none"> Increase disproportionately impacted student involvement in STEM activities through offering CyberPatriot camps and competitions, coding camps, and activities which incorporate exploration of STEM fields. This year, Moreno Valley college offered the second year of CyberPatriot Camp, resulting in a 450 percent increase in student participation (26 to 117) and trained 13 new coaches in order to expand the program. Increased outreach through use of the iMAKE Mobile Innovation Center to include attendance at 40 events/locations. </div> <div> <ul style="list-style-type: none"> Access Course Completion ESL and Basic Skills Completion Degree and Certificate Completion Transfer </div> <div> <p>African American/Black students, students with disabilities; Hispanic/Latino male students, current or former foster youth, Veterans, home-less students, LGBT and other students.</p> </div>
	<p>Underrepresented minorities and women in STEM studies</p>		
	<ol style="list-style-type: none"> The K12 population of Moreno Valley Unified School District The student population of Moreno Valley College 		
	<ul style="list-style-type: none"> Student Access and Equity Student Learning, Success, and Completion Community Engagement and Partnerships Professional Development Institutional Effectiveness 		
	<ol style="list-style-type: none"> Curriculum development by faculty member Kasey Nguyen, Ph.D. Mobile and Static Makerspace being implemented by CTE staff in partnership with Base 11. Outreach activities with K-12 and community partners 		

4. COMPREHENSIVE EDUCATION PLAN CAMPAIGN			
Description	The college counseling department will implement a variety of year-round activities aimed at new and continuing students that are designed to ensure that all students receive a comprehensive student educational plan before the end of three semesters or 15 units. The College will achieve this by coordinating strategic activities into ongoing matriculation activities, counseling activities conducted by special programs, and special recruitment and onboarding activities.	Data available	Yes, college institutional data
Target	All new and continuing Moreno Valley College students	Planned activities	<ol style="list-style-type: none"> 1. Complete comprehensive student educational plans for students prior to attending counselor meetings 2. Implement counseling workshops to reduce time with counselor to increase efficiency of counseling task 3. Plan to reduce priority registration status for students out of compliance 4. Develop process to increase efficiency of how comprehensive student educational plans are delivered
Participants Served	<ol style="list-style-type: none"> 1. Newly matriculated students 2. Continuing Moreno Valley College with less than 15 units 	Outcomes	<ol style="list-style-type: none"> 1. For 2017-2018 academic year, 2,527 students received a comprehensive Student Educational Plan
MVC Strategic Goals Alignment	<ul style="list-style-type: none"> • Student Access and Equity • Student Learning, Success and Completion 	MVC Student Equity Indicators	<ul style="list-style-type: none"> • Degree and Certificate Completion • Transfer
How are activities being implemented	<ol style="list-style-type: none"> 1. Counseling services provided by individual counseling faculty 2. Counseling services provided by program-based counseling faculty 3. Counseling and advising services coordinated by program staff 	Equity Groups Served	African American/Black students; students with disabilities; Hispanic/Latino male students; current or former foster youth; Veterans; homeless students; LGBT students; and others

APPENDIX F

EXAMPLE ACTIVITIES TO ACHIEVE INTEGRATED STRATEGIC PLAN GOALS AND OBJECTIVES

5. UMOJA LEARNING COMMUNITY				
Description	The Umoja program is dedicated to increasing the number of educationally underserved students who enroll at Moreno Valley College, so they can earn their degrees; transfer to a four-year college or university; and return to the community as leaders and mentors for future generations. The program achieves these goals through the use of learning communities. This program will expand the Umoja Learning Community by implementing guided pathway degree maps that will include critical general education courses like history and mathematics.	How are activities being implemented	<div><div>1.</div><div>Program planning and development activities by Umoja counselors and staff</div></div> <div><div>2.</div><div>Curricular development by English, history and math faculty</div></div> <div><div>3.</div><div>Curricular development by Umoja counseling faculty</div></div>	
		Data available	Not at this time	
Target		Continuing students participating in the Umoja program	<div><div>1.</div><div>Implement linked English 1A+91 in fall 2018</div></div> <div><div>2.</div><div>Implement linked African-American history and math courses</div></div>	
Participants Served		<div><div>1.</div><div>Newly enrolled Umoja students</div></div> <div><div>2.</div><div>Continuing Umoja students who have not completed a math, history, or guidance course</div></div>	Outcomes	None at this time
		MVC Strategic Goals Alignment	<div><div>•</div><div>Student Access and Equity</div></div> <div><div>•</div><div>Student Learning, Success and Completion</div></div>	MVC Student Equity Indicators
			Equity Groups Served	African American/Black students, students with disabilities and others

6. MORENO VALLEY COLLEGE PUENTE PROGRAM			
Description	The Puente Program is an academic, transfer-motivational program. The mission of the Puente Program is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to succeeding generations. Students in the program take English and guidance courses, work closely with the Puente coordinators (English and counseling faculty), are paired with a community mentor, participate in cultural events and visit universities across the state.	Data available	Yes.
Target	The program welcomes and includes underserved students. Historically, the MVC Puente Program serves students in many equity subgroups. However, the majority of the students that decide to participate in the program tend to be Latinx students.	Planned activities	1. Students will participate in university visits, including a Transfer Motivational Conference (at University of California, Riverside) and field trips to Cal State and UC campuses.
	In the current academic year/cohort between 30 to 35 (Fall Phase 1, Spring Phase 2). However, students that are not in the Puente English or Guidance courses are still part of the program until they transfer. In a given year, there are over 100 students being served by the program.		2. As well as cultural events such as Noche de Familia (family night) and museum visits.
Participants Served	In the current academic year/cohort there are between 30 to 35 (fall Phase 1, spring Phase 2) served. Students who complete Phase 1 and Phase 2 and are not in the current Puente English or guidance courses are still part of the program until they transfer or graduate. In a given year, there are over 120 students being served at Moreno Valley College. The Puente Program also provides services to students in the Puente Club, approximately 30 students and the cohort of peer mentors, usually 5 to 10 students. Hence, in a given year, the program serves an average of 150 students.	Outcomes	3. The desired outcomes are for students to finish the English sequence in one academic year; take guidance courses, complete requirements to transfer, transfer to a four-year university, graduate and return as mentors.
			4. For the 2017-18 academic year, 10 out of the 30 professionals that volunteered (Friends of Puente) or mentored students in the program are graduates of the MVC Puente Program.
MVC Strategic Goals Alignment	Puente aligns with the College's strategic goals.	MVC Student Equity Indicators	5. For the 2018-19, the Puente Counselor Coordinator is a graduate of the College Puente Program.
How are activities being implemented	Classes and events are planned and executed by the Program coordinators, English faculty and guidance counselor/counseling faculty.	Equity Groups Served	1. High attendance and return rate for participants.
			2. Dual enrollment in English
			3. Increased promotion of MVC by 12th grade English teachers
			4. Alignment of high school Common Core standards (ELA) and MVC First-Year Composition
			5. Implementation of strategies that support racially and linguistically diverse students
			• All student equity indicators
			Puente is open to underserved students. The College has served African American/Black students, students with disabilities, Hispanic/Latino male students, Veterans and LGBT students among others.

APPENDIX F

EXAMPLE ACTIVITIES TO ACHIEVE INTEGRATED STRATEGIC PLAN GOALS AND OBJECTIVES

7. MORENO VALLEY COLLEGE TRIO PROGRAMS			
Description	The Federal TRIO Programs (TRIO) are outreach and student services programs designed to identify and provide services for individuals from income qualifying and first-generation backgrounds to help them prepare for and graduate from college. Moreno Valley College has four TRIO programs – the ACES Student Support Services Program (collegiate), the Upward Bound Math and Science (UBMS) Program (pre-collegiate), the Educational Talent Search Program (pre-collegiate) and the Upward Bound Program (pre-collegiate).	Data available	Annual quantitative data for each TRIO program is available. Data includes academic performance, retention, course completion and graduation rates.
Target	TRIO pre-college programs serve students from Valley View High School, Vista del Lago High School, Riverside County Education Academy, Badger Springs Middle School, Landmark Middle School, and Mountain View Middle School. A minimum of two thirds of TRIO the students in each of the programs must be from income qualifying, potentially first-generation backgrounds.	Planned activities	<ul style="list-style-type: none"> UC College Information Night, College Nights, overnight field experiences to universities in the central and northern portion of the state, inaugural TRIO Leadership Conference at MVC.
Participants Served	Between all TRIO programs 766 student participated	Outcomes	1. Increase student enrollment 1. Increase degree or certificate completion 1. Increase student transfer rates 1. Increased numbers of students who participate in special programs and services
MVC Strategic Goals Alignment	<ul style="list-style-type: none"> Student Access and Equity Student Learning, Success, and Completion Community Engagement and Partnerships Professional Development 	MVC Student Equity Indicators	<ul style="list-style-type: none"> Access Course Completion ESL and Math Basic Skills Completion Degree and Certificate Completion Transfer
How are activities being implemented	Activities implemented by TRIO staff provide comprehensive wrap-around services to participating students, including academic advising, tutoring, mentoring, workshops, field experiences, assistance with completing college, financial aid, scholarship and internship applications.	Equity Groups Served	TRIO programs serve African American/Black students; students with disabilities; Hispanic/Latino male students; current or former foster youth; Veterans; homeless students; and LGBT students. In addition, the programs serve students from low income, first-generation backgrounds, disconnected youth, foster youth, and students identified as homeless/McKinney Vinto.

8. MATH DISCIPLINE MMAP SUPPORT COURSE DEVELOPMENT			
Description	The Moreno Valley College math discipline has implemented placement guidelines (MMAP) that will place students in college-level math or college-level math with support. Support courses for Math 5, 12, and 36 have been developed with the goal of being an integral part of these new placement guidelines.	Planned activities	1. Newly developed support courses will be sent to curriculum committee in fall 2018. Adjustments will be made to the placement guidelines and perhaps the courses curriculum as data is collected on student completion and success.
Target	The target population is incoming students who intend on taking Math 5, 12, 25, and/or Math 23.	Outcomes	1. Desired outcomes are increased transfer rates and increased math completion rates.
Participants Served	Unknown at this time.	MVC Student Equity Indicators	<ul style="list-style-type: none"> • Access • Course Completion • Degree and Certificate Completion • Transfer
MVC Strategic Goals Alignment	Student Access and Equity Student Learning, Success, and Completion Professional Development		
How are activities being implemented	Curriculum development activities are being implemented by the math discipline professors along with districtwide math discipline professors.	Equity Groups Served	These activities will serve students who belong to groups who have the largest student equity gaps, including African American/Black students, Hispanic/Latinx students (male), former foster youth, homeless students and LGBTQ.
Data available	None at this time.		

APPENDIX F EXAMPLE ACTIVITIES TO ACHIEVE INTEGRATED STRATEGIC PLAN GOALS AND OBJECTIVES

9. ENG 91 CO-REQUISITE SUPPORT COURSE FOR ENG 1A			
Description	The English discipline, with colleagues at Riverside City College, developed ENG 91, a two-unit corequisite support course to be taken with ENG 1A for students who have not assessed directly into 1A. The discipline will be revising in the 2018-19 academic year the ENG 1A COR, removing the prerequisites limiting enrollment. In addition, full- and part-time English faculty will participate in professional development opportunities that will help to facilitate this development.	How are activities being implemented (continued)	There was a faculty workgroup comprised of about 15 full- and part-time faculty who met six times over the course of the spring. There was a second team of faculty trained to teach ENG 91 in three-day summer intensive training in June. There was a one-day session in June on the changes more broadly, and there will be a two-day professional development in August before fall classes begin. Additionally, another cohort of faculty (FT and PT) will be going through the ENG 91 training in the fall. In total, there were approximately 20 professional development events targeting faculty in English to increase retention and success rates, especially for our student population groups not at equity. And, there will be regular professional development activities for ENG faculty throughout the 18-19 AY (to date there are 7 events planned for summer and fall 2018).
Target	Students targeted for this program are those who did not place directly into English composition (ENGL 1A) and are at risk of not completing this core course required to degree attainment and transfer to four-year colleges and universities. Specifically, with regard to equity, the course needs to meet the requirements of students falling below equity in completing ENG 1A—namely, foster youth, African-American and male students.		
Participants Served	It is known that in the recent past that roughly 30 percent of entering students needed at least one course before taking ENG 1A. Students who would not directly place into 1A, under traditional or revised placement options, will be served/benefited by the changes the discipline is making.	Data available	None at this time.
MVC Strategic Goals Alignment	<ul style="list-style-type: none"> Student Access and Equity Student Learning, Success, and Completion Professional Development Institutional Effectiveness 	Planned activities	<ul style="list-style-type: none"> Continued professional development to help faculty adjust teaching approaches so that we can address needs of students from impacted equity groups. Change ENG 1A COR to remove prerequisites. Cease offering ENG 50 and ENG 80.
		Outcomes	<ol style="list-style-type: none"> Desired outcomes are to increase transfer rates and college-level English course completion rates. Increase professional development activities for English faculty.
How are activities being implemented	ENG 91 was developed by a team of RCCD faculty. Moreno Valley College English faculty have been offered various professional development opportunities to learn about RCCD's response to AB705, to get trained in teaching ENG 91, and to gain new pedagogical strategies for changing how we approach ENG 1A to help students complete their college composition course requirement.	MVC Student Equity Indicators	<ul style="list-style-type: none"> Access Course Completion ESL and Basic Skills Completion Degree and Certificate Completion Transfer
		Equity Groups Served	These activities will serve students who belong to groups who have the largest student equity gaps, such as African American/Black students; students with disabilities; Hispanic/Latino male students; current or former foster youth; Veterans; homeless students; LGBT students and Others.

10. MORENO VALLEY COLLEGE PROMISE INITIATIVE			
Description	The Moreno Valley College Promise Initiative is a commitment to help students complete their associate degree requirements, transfer requirements, and/or workforce certificate requirements in a timely and efficient manner.	Planned activities	1. Ongoing program activities for 2018-19 participating students continue throughout the academic year. Planning activities for the 2019-20 Summer Bridge cohort begin during the fall semester.
Target	The program is open to first-time college students that are 18 years of age or older, or have a high school diploma/GED, or are recent graduates. Participation priority is given to students from Moreno Valley Unified School District and Val Verde Unified School District. Students who commit to enrolling as a full-time student for the entire year, including enrollment in math and English courses, are the target group.	Outcomes	2. Increased college enrollments 3. Increased course completion rates in math and English 4. Increased transfer rates 5. Increased degree and/or certificate rates 6. Increased FTES 7. Reduction in time to completion or transfer 8. Increased Student Educational Plan completion
Participants Served	583 students in two cohorts have been served by the initiative. In 2018, there are 582 students participating.	MVC Student Equity Indicators	<ul style="list-style-type: none"> • Access • Course Completion • ESL and Basic Skills Completion • Degree and Certificate Completion • Transfer
MVC Strategic Goals Alignment	<ul style="list-style-type: none"> • Student Access and Equity • Student Learning, Success and Completion 		
How are activities being implemented	Activities are implemented primarily by the College Promise/First-Year Experience staff who provide comprehensive wrap-around services to participating students, including recruitment, enrollment services, academic advising, tutoring, mentoring, workshops, field experiences, assistance with completing college, financial aid, scholarship, and internship applications. In addition, other program implementation activities are provided by faculty, counseling faculty and student services program staff.	Equity Groups Served	Activities will be delivered to students who belong to groups who have the largest student equity gaps, including African American/Black students; students with disabilities; Hispanic/Latino male students; current or former foster youth; Veterans; homeless students; LGBT students; and others.
Data available	Yes, participation and student success data are available for all cohorts.		

11. STRONG WORKFORCE PROGRAM			
Description	Ongoing funding, which is structured as a 60 percent Local Share allocation for each community college district and a 40 percent Regional Share determined by a regional consortium of colleges to focus on the state's seven macro-economic regions. Both the Local and Regional Share require local stakeholders to collaborate, including industry and local workforce development boards.	How are activities being implemented	Project proposals are submitted annually to the state for the local and regional share. Projects have included development of cybersecurity program, curriculum development, outreach, and creation of a cross-discipline training platform, to name a few.
	The Strong Workforce Program focuses on data-driven outcomes rather than activities, along with an emphasis on innovation and risk-taking. In this way, colleges can be more responsive to labor market conditions and student outcomes.	Data available	Yes – see Launchboard in Calpass.
Target	Students interested in CTE professions.	Planned activities	<ul style="list-style-type: none"> Updating of the Education Paraprofessional Certificate to include creation of a teacher pipeline. Addition of support for the College's Food Bank
	In 2016-17, there were approximately 8,955 CTE course enrollments and 427 students were awarded a degree or certificate:	Outcomes	<ul style="list-style-type: none"> The projects align with the indicators: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion and Transfer.
Participants Served	<ul style="list-style-type: none"> Source: www.calpassplus.org/Launchboard/SWP.aspx 	MVC Student Equity Indicators	
MVC Strategic Goals Alignment	<ul style="list-style-type: none"> Student Access and Equity Student Learning, Success, and Completion Institutional Effectiveness 	Equity Groups Served	Current or former foster youth, Veterans and homeless students

APPENDIX G

ISP ACTIVITY TEMPLATE

Committee/Program/Department Name:

Proposed Activity/Initiative:

Program or Activity Description:

Target Group:

Participants Served:

Aligned with the following MVC Strategic Goals and Objectives:

Method for activity implementation:

Data available:

Planned activities:

Outcomes:

MVC Student Equity Indicators:

Equity groups served:





INTEGRATED STRATEGIC PLAN 2018-23

16130 Lasselle St.
Moreno Valley, CA 92551
www.mvc.edu
(951) 571-6100