# Integrated Strategic Plan 2022-25

**May 2022**

MORENO VALLEY COLLEGE

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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

## 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.

**Improve (May):** Recommendations sent to college president

**Assess (February):** Findings shared with college community.

**Analyze (April):** Findings shared with college community.

## 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.

**2022-25**

# Integrated Strategic Plan

## Equity Focused



1 — Clarify
2 — Enter
3 — Stay
4 — Ensure Learning

Community Engagement & Partnerships

Institutional Effectiveness & Resources

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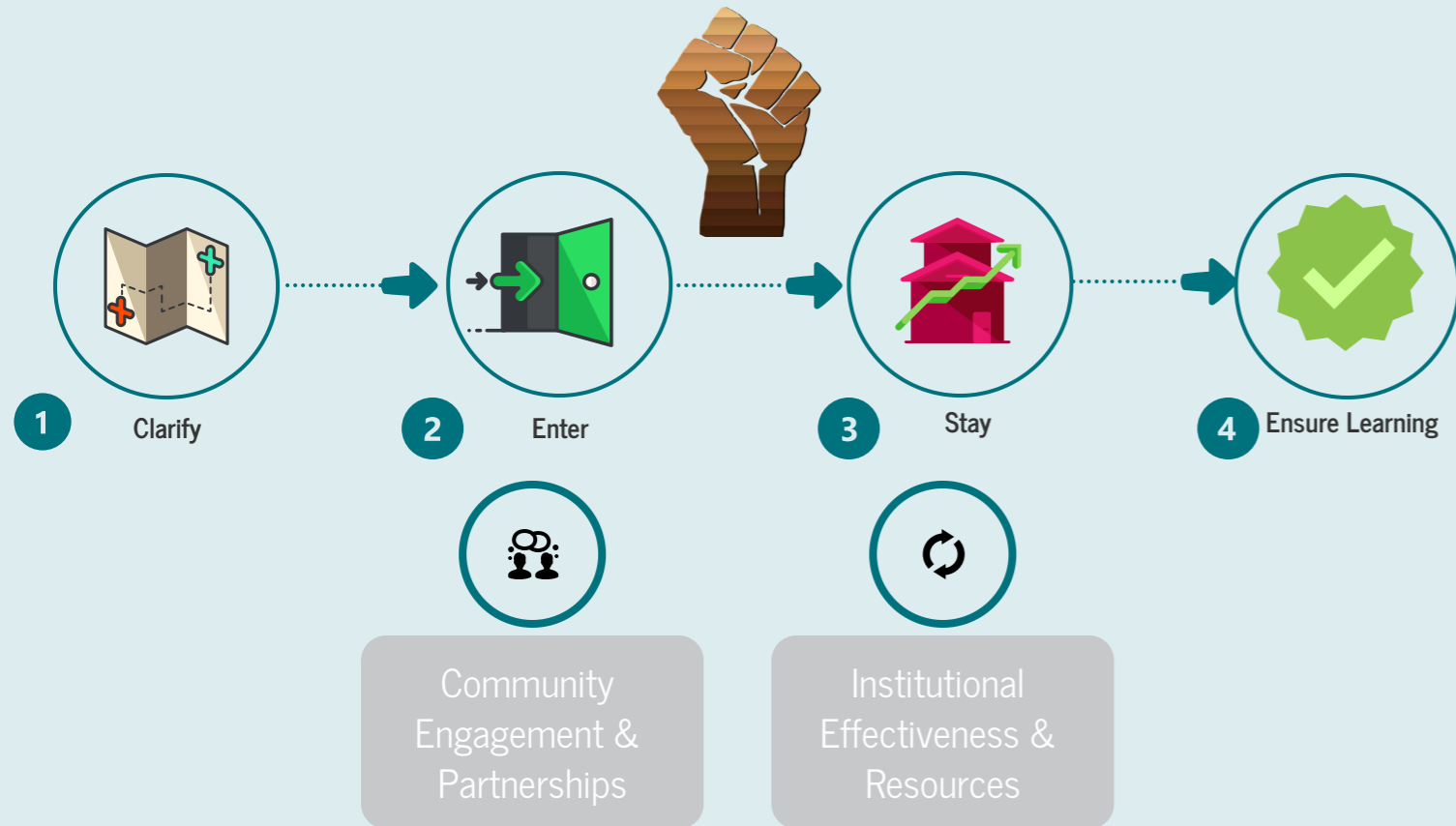
I. Equity with a Specific Focus on Social Justice and Racial Equity

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

III. Community Engagement & Partnerships

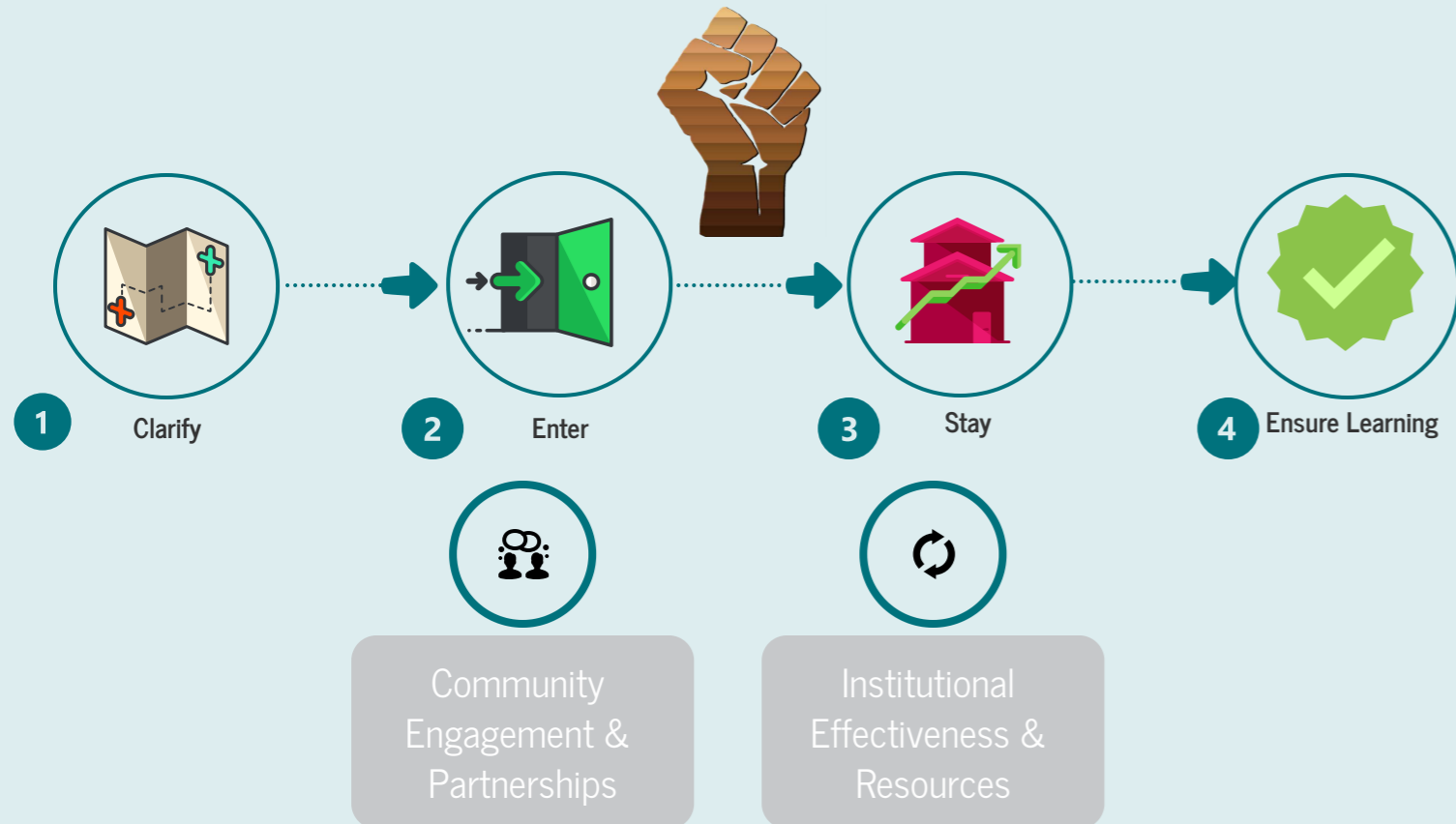IV. Institutional Effectiveness & Resources

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# Integrated Strategic Plan

**Equity Focused**



1. Clarify
2. Enter
3. Stay
4. Ensure Learning

Community Engagement & Partnerships

Institutional Effectiveness & Resources
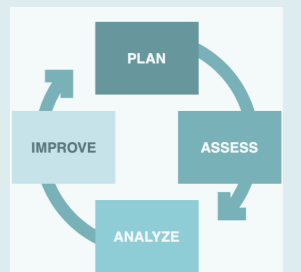
## Identified institutional barriers:

- 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
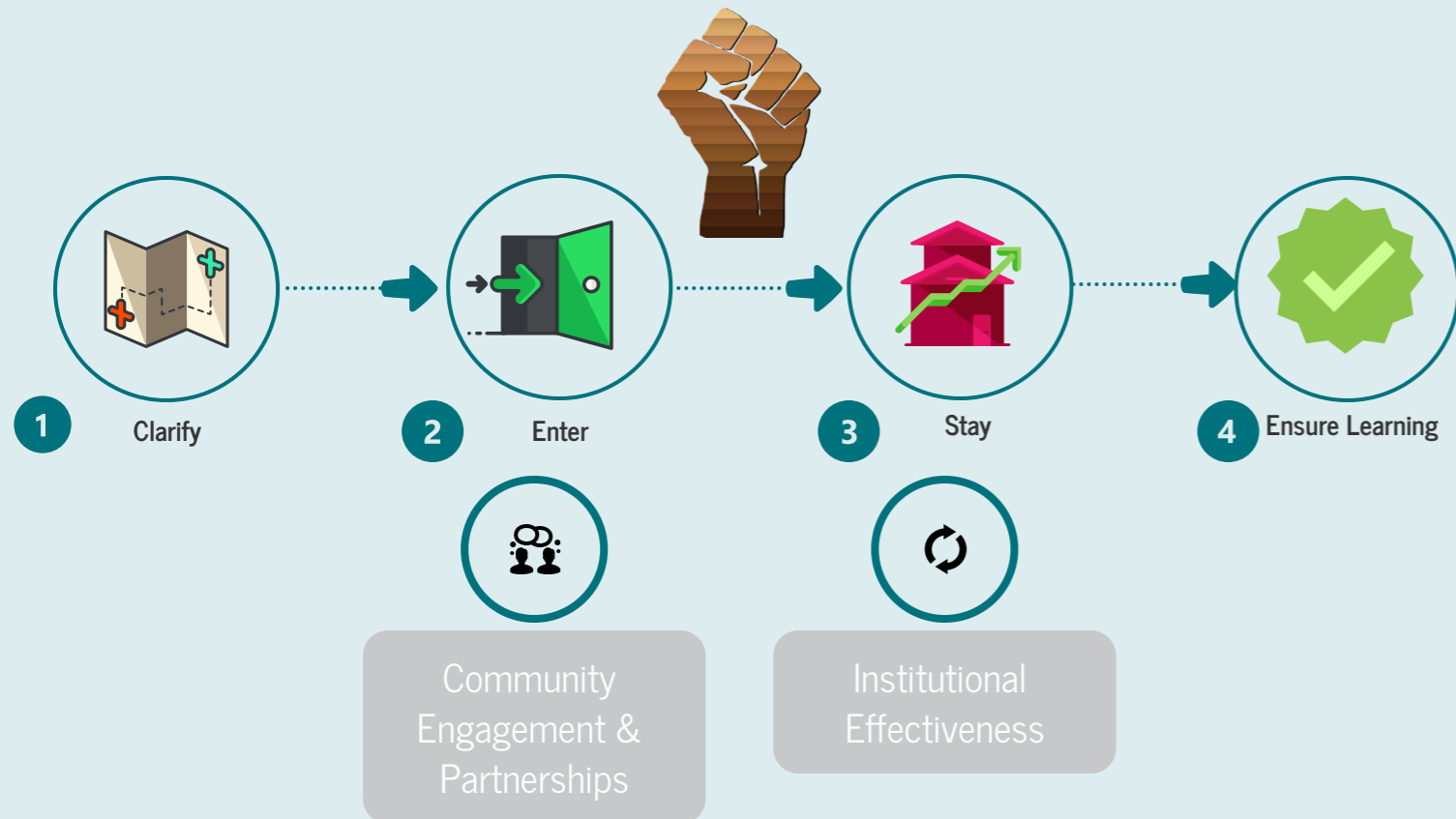- **Become a Culturally Sustaining College**

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

# Integrated Strategic Plan

## Equity Focused



| 1 | Clarify |
| 2 | Enter |
| 3 | Stay |
| 4 | Ensure Learning |

Community Engagement & Partnerships

Institutional Effectiveness

## 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

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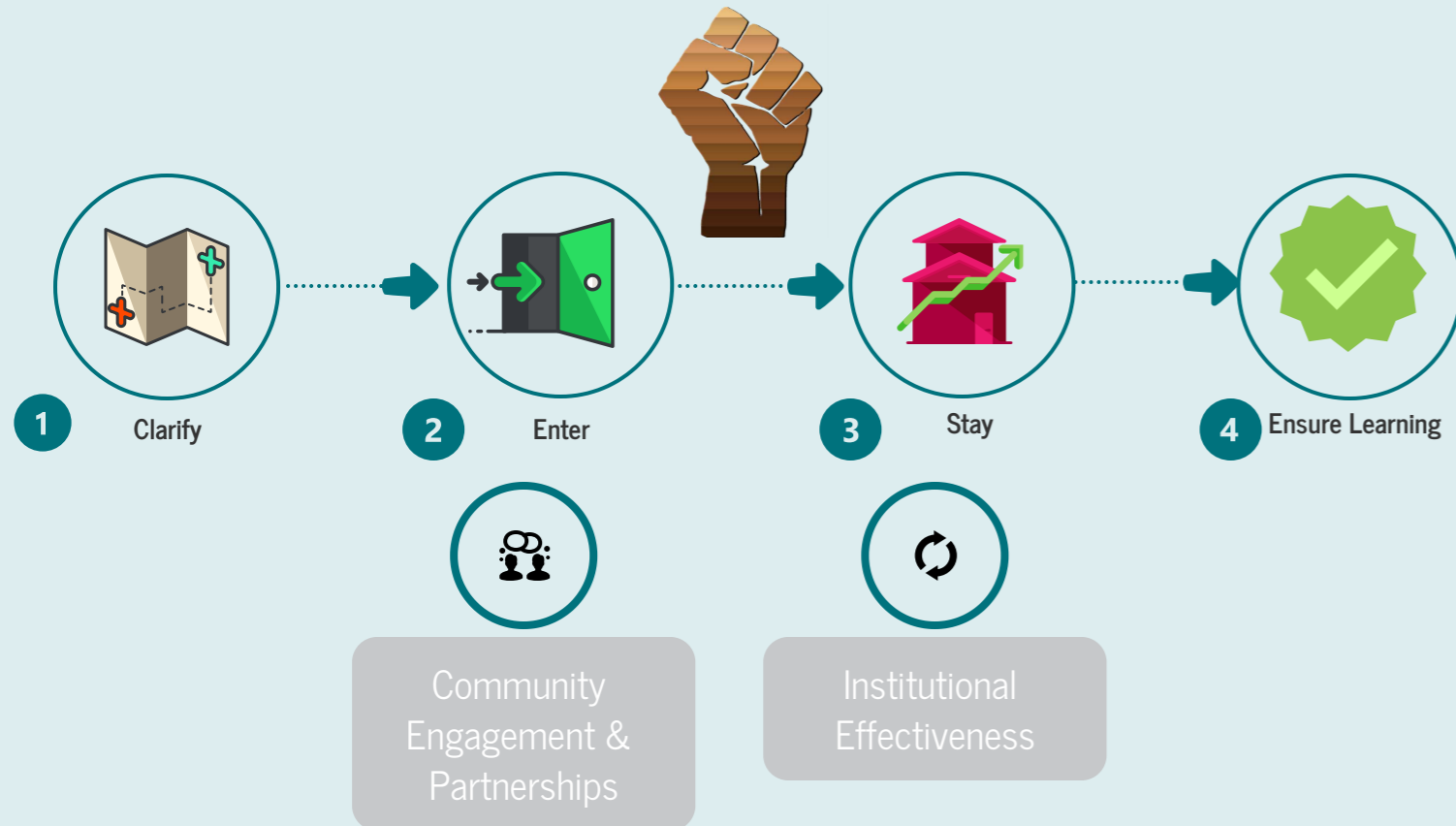IMPROVE

# 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% | | | |

# Integrated Strategic Plan

**Equity Focused**

MORENO VALLEY COLLEGE

MORENO VALLEY COLLEGE

1 Clarify

2 Enter

3 Stay

4 Ensure Learning

Community Engagement & Partnerships

Institutional Effectiveness

## 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

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# Key Performance Indicators Summary

| 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) 10% increase | 20% increase | 30% increase | Integrated Strategic Plan (Recommendation) Goal: 2022-23 | Goal: 2023-24 | Goal: 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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 coversation rate (number enrolled / number applied). | leading | 37% | 36% | 39% | 40% | 38% | 34% | 36% | TBD | TBD | TBD | | | |
| 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 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) 10% increase | 20% increase | 30% increase | Integrated Strategic Plan (Recommendation) 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% | 65.3% | 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 | 3.5% | 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% | 9.8% | 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)

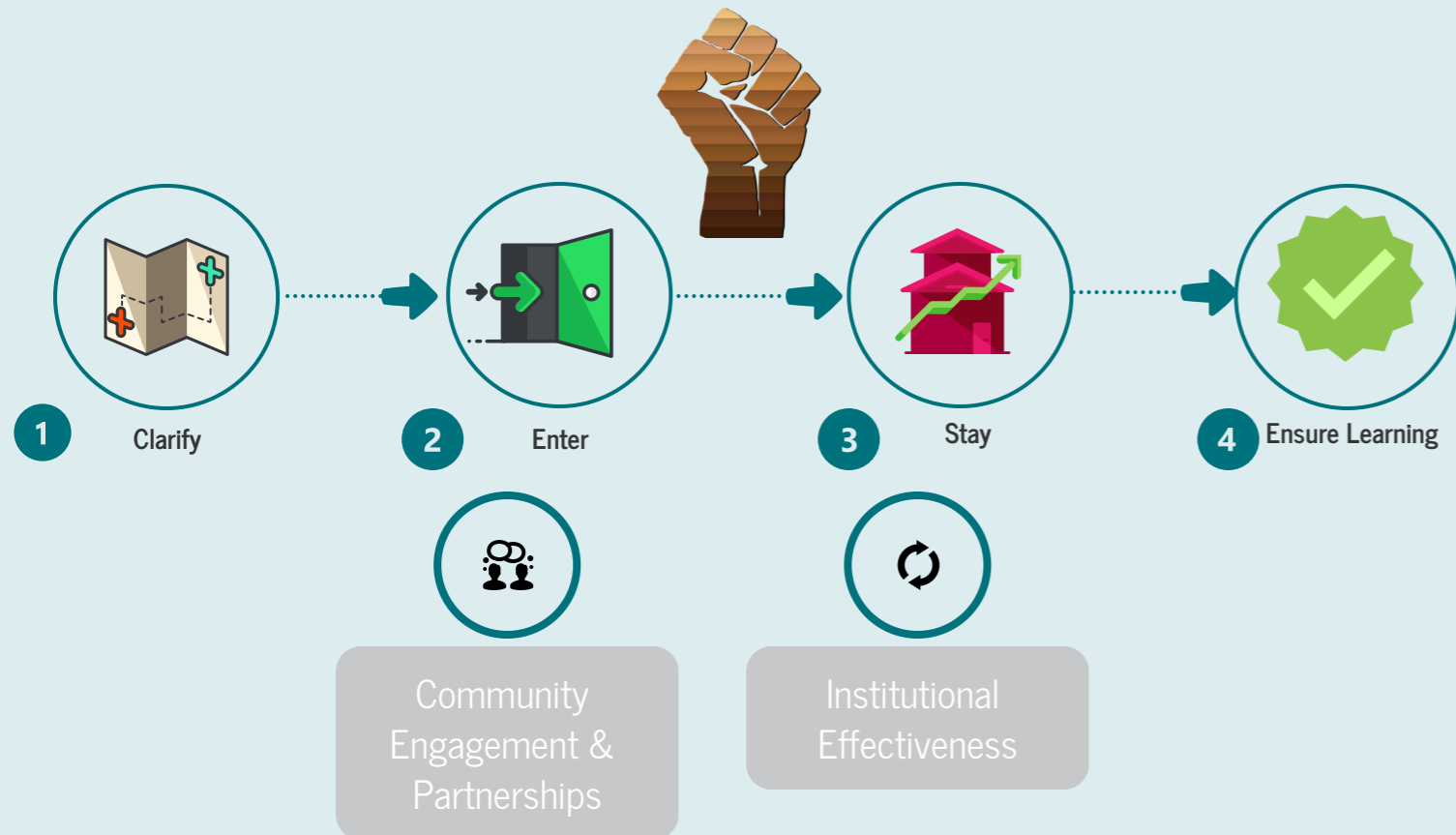| Strategic Goal | Measurement | Leading or Lagging | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Goal setting (in total number) | | | Integrated Strategic Plan (Recommendation) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | 10% 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) 10% increase | 20% increase | 30% increase | Integrated Strategic Plan (Recommendation) 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 (undplicated). (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 (undplicated) 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 (undplicated) 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 (undplicated) 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 recevied 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 | | | |

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**2022-25**

# Integrated Strategic Plan

## Equity Focused



1 Clarify → 2 Enter → 3 Stay → 4 Ensure Learning

Community Engagement & Partnerships

Institutional Effectiveness

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- 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

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# 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 | 36.0% | 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
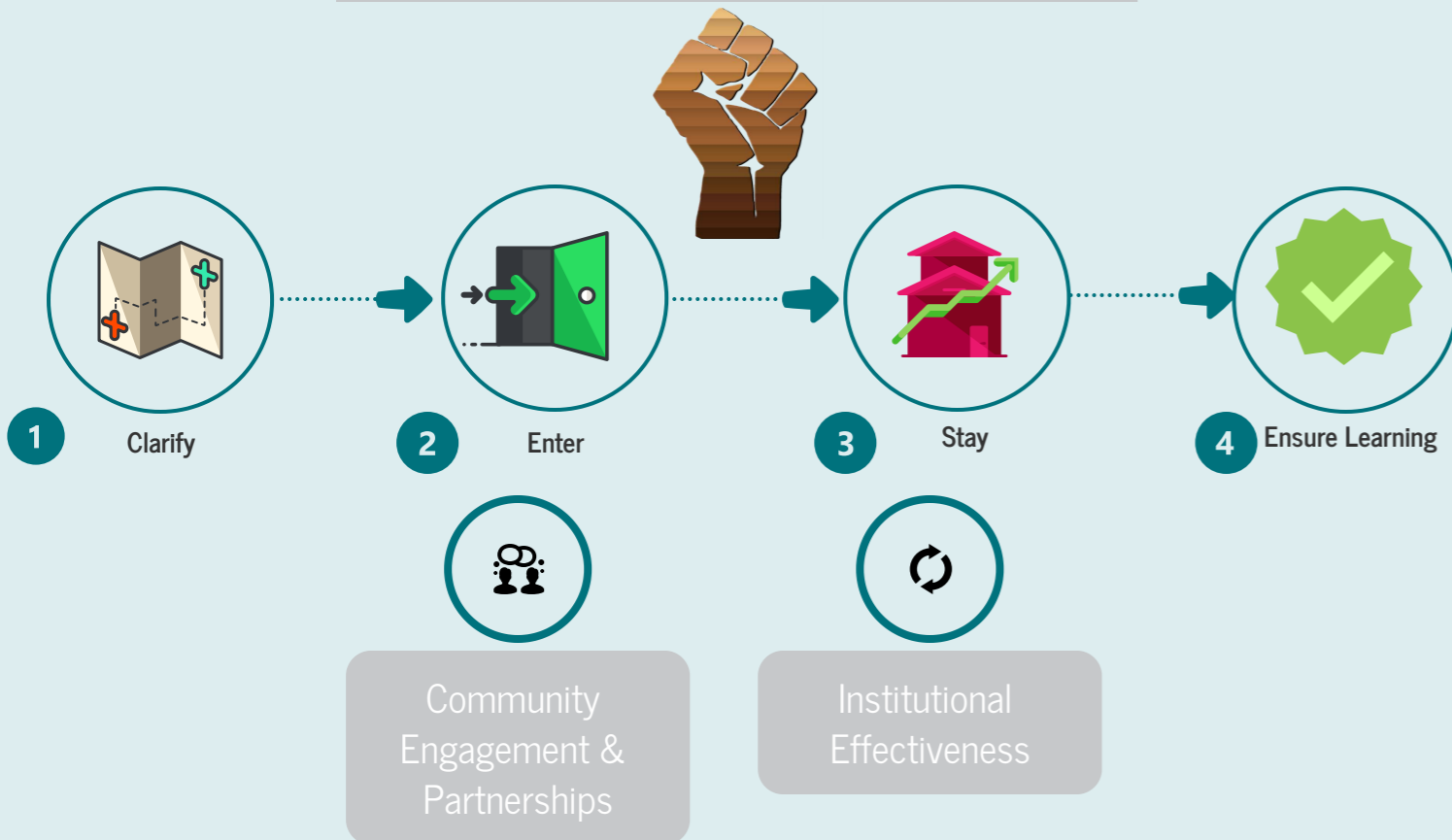
**Equity Focused**

- IV.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.

**1** Clarify

**2** Enter

**3** Stay

**4** Ensure Learning

Community Engagement & Partnerships

Institutional Effectiveness

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# 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) 10% increase | 20% increase | 30% increase | Integrated Strategic Plan (Recommendation) 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 busget 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 assessmnets, 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 | | | |
| IV.5 - Recruit and hire excellent classified professionals, faculty, and management in support of the College mission, while reflecting the community we serve. | 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 | | | |

# Evaluation Plan and Responsibilities

## Planning Timeline

Long-term Plans

✓ **Comprehensive** =
✓ Education + Facilities
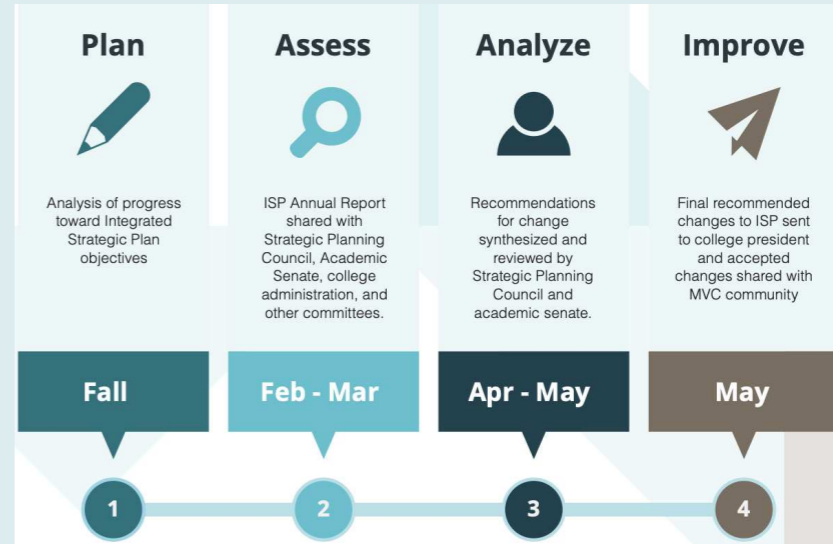
### Integrated Strategic Plan

**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.

**Improve (May):** Recommendations sent to college president

**Analyze (April):** Findings shared with college community.

| Plan | Assess | Analyze | Improve |
|---|---|---|---|
| Analysis of progress toward Integrated Strategic Plan objectives | ISP Annual Report shared with Strategic Planning Council, Academic Senate, college administration, and other committees. | Recommendations for change synthesized and reviewed by Strategic Planning Council and academic senate. | Final recommended changes to ISP sent to college president and accepted changes shared with MVC community |
| **Fall** | **Feb - Mar** | **Apr - May** | **May** |
| 1 | 2 | 3 | 4 |

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.

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## Planning Timeline

Long-term Plans

✓ **Comprehensive** = Education + Facilities

### Integrated Strategic Plan

**Plan (September):** Analysis of progress completed.

Program Review
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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: *Mattering and Affirmation Impact of External Environments* Audit: *Communications with Students* |
| | b. | Establish a process to review and revise course syllabi and canvas pages on a regular basis | | NACCC: *Mattering and Affirmation Racial Learning and Literacy* Audit: *Communications with Students* |
| | c. | Review marketing materials, websites, and onboarding material for all programs | | NACCC: *Appraisals of Institutional Commitment Impact of External Environments* Audit: *Communications with Students* |
| | **Professional Learning and Development** | | | |
| | a. | Conduct Student Support Services Bi-Annual retreats/planning sessions | | NACCC: *Mattering and Affirmation Cross-Racial Engagement* Audit: *Professional Learning and Development* |
| | b. | Establish a standing open forum/space for faculty members and classified professionals to share equity minded practices | | NACCC: *Mattering and Affirmation Cross-Racial Engagement Racial Learning and Literacy Encounters with Racial Stress* Audit: *Professional Learning and Development* |
| | c. | Establish an Equity Innovation Fund/Grant to promote creative thinking of all stakeholders | | NACCC: *Mattering and Affirmation Impact of External Environments* Audit: *Professional Learning and Development* |
| | **Student Advocacy, Learning, & Development** | | | |
| | a. | Establish a Social Justice Speaker Series for and organized by students | | NACCC: *Mattering and Affirmation Cross-Racial Engagement Racial Learning and Literacy Encounters with Racial Stress* Audit: *Student Advocacy, Learning, & Development* |

# Evaluation Plan and Responsibilities
## Strategic Goal I.2

## Planning Timeline

### Long-term Plans

✓✓✓ **Comprehensive** = Education + Facilities

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Student Equity and Achievement, Strong workforce, etc.

**Improve (May):** Recommendations sent to college president

**Assess (February):** Findings shared with college community.

**Analyze (April):** Findings shared with college community.

| 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 |

## Planning Timeline

### Long-term Plans

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✓

### Integrated Strategic Plan

**Plan (September):** Analysis of progress completed.

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

**Improve (May):**
Recommendations sent to
college president

**Assess (February):** Findings
shared with college community.

**Analyze (April):** Findings shared
with college community.

| 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 Audit: Recruitment |
| | b. Develop hiring practices | | |
| | **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 | | |
| | 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 |

## Planning Timeline

### Long-term Plans

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### Integrated Strategic Plan

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Surveys
Student Equity and Achievement, Strong workforce, etc.

**Improve (May):** Recommendations sent to college president

**Assess (February):** Findings shared with college community.

**Analyze (April):** Findings shared with college community.

| 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) | 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) | 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) | 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) | 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) | 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. |

## Planning Timeline

### Long-term Plans

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✓

### Integrated Strategic Plan

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| 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) | 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 <br> 2. Assess students who have completed the new onboarding process for undecided attitudes and career knowledge <br> 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. <br> 4. Create a uniform platform and webpage that informs students, staff & the community about available career services by Fall 2022 <br> 5. Create case management system to follow students though the ⬚ 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. <br> 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) | 1. Institutionalize Embedded Tutors <br> 2. Improve market for tutoring, library and OER <br> 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) | 1. Institutionalize Embedded Tutors for all Math 12/112 and Math 36/136 courses <br> 2. Improve messaging to get students to take math in their first semester at MVC <br> 3. Expand professional development for faculty and tutors <br> 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 2109). (Scaling in progress) | 1. Institutionalize Embedded Tutors for all English 1A courses <br> 2. Institutionalize the concept of "writing across the curriculum." <br> 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) | 1. Institutionalize Embedded Tutors <br> 2. Integrate Early Alert and the Engagement Centers <br> 3. Improve market for tutoring, library and OER <br> 4. Expand professional development for faculty and tutors <br> 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) | 1. MVC Educational Advisors will over orientations with career surveys to incoming HS students in Spring 2022. <br> 2. Develop formal process to integrate program of study selection for all incoming high school students. <br> 3. Work with LEAs to create career and program of study selection activities. |

## Planning Timeline

Long-term Plans

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✓
✓

↕ **Integrated Strategic Plan**

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| 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) | 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) | 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 EduNav's programmers to adjust EduNav's 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) | 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) | 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) | 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

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**Integrated Strategic Plan**

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

**Improve (May):** Recommendations sent to college president

**Assess (February):** Findings shared with college community.

**Analyze (April):** Findings shared with college community.

| 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) | 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) | 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) | 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) | 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) | 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) | 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. BadgrPro – 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) | 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]

**Planning Timeline**

Long-term Plans

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Education + Facilities

**Integrated Strategic Plan**

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Outcome Assessment
 Surveys

Student Equity and
Achievement, Strong
workforce, etc.

**Improve (May):**
Recommendations sent to
college president

**Assess (February):** Findings
shared with college community.

**Analyze (April):** Findings shared
with college community.

**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.
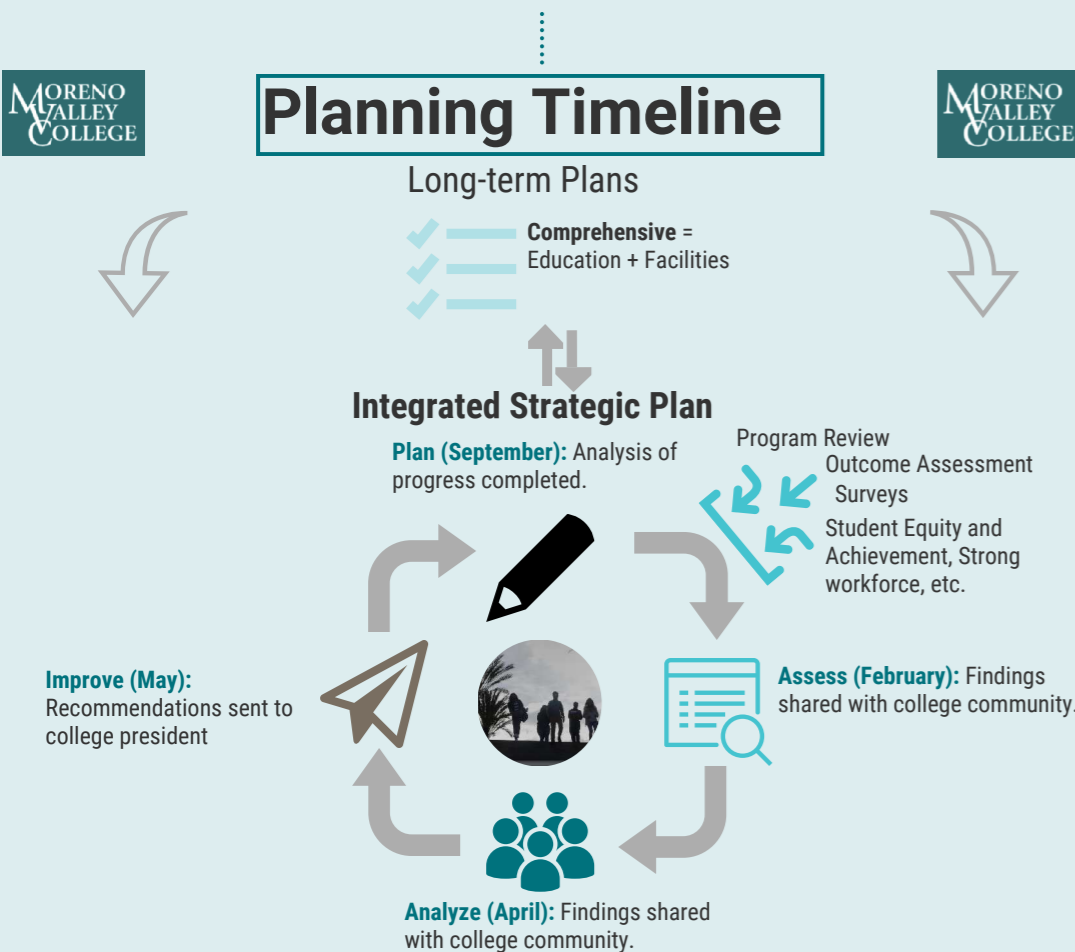
# Long-Term Planning Calendar

| 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