GUIDED PATHWAYS
2022-26 Work Plan
Formatted Report

MORENO VALLEY COLLEGE

Four Pillars of Guided Pathways

Create clear curricular pathways to employment and further education.

Help students choose and enter their pathway.

Help students stay on their path.

Ensure that learning is happening with intentional outcomes.

Report Structure

The report format is outlined and presented following the structure as it appears in the NOVA system.

This year the format of the annual report has changed from last year. The focus is on the extent to which the Guided Pathways framework is being integrated on our campus.

Each college is asked to respond 10 Question Groups:

1. Successful Enrollment
2. Persistence: First Primary Term to Secondary Term
3. Completed Transfer-Level Math & English
4. Transfer
5. Completion
6. Student Equity and Achievement (SEA) Program Integration
7. Associate Degree for Transfer (ADT) Integration
8. Zero Textbook Cost to Degree (ZTC) Program Integration
9. California Adult Education Program (CAEP) Integration
10. Strong Workforce Program (SWP) Integration

The response options for Question Groups 1-5 are as follows:
- Less than 50% Complete
- 50 to 75% Complete
- More than 75% complete

The selected response is highlighted at the beginning of each question group.

The response options for Question Groups 6-10 are as follows:
- Starting Integration
- Integration in Progress
- Fully integrated

The selected response is highlighted at the beginning of each question group.

Each Question Group has a set of sub-questions. Question Group 1-5 has 8 sub-questions and Question Group 6-10 has 3 sub-questions.

If you have any questions or have feedback you would like to provide, please contact VP Figueroa @ mark.figueroa@mvc.edu. Thank you.

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Question Group: Successful Enrollment

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process.

<mark>*MVC Response - 50% to 75% complete*</mark>

<u>Sub-Questions</u>:

What Is your college's local goal?
Increase the number of students that apply and enroll to Moreno Valley College. *[Access & Equity] For key performance indicators go to* <u>https://mvc.edu/data</u> *=> Strategic Planning Dashboard => Fully implement Guided Pathways framework*

What are the major barriers for your college to reach this goal?
The CCCapply application is very long and provides some barriers for students, since it needs to be completed multiple times if applying to various colleges. Additionally, not all the information is needed to get students started. We need to reimagine the application process and understand the different contact points that could be done through the application process. Moreno Valley College has recently implemented engagement centers for each of its schools and we need additional resources to provide a minimal level of care to assist in successful enrollment. The CCCapply application does not lead the student inevitably to a career goal and resources to help the student to identify a career goal and then communicate back the initial pathway to achieve that goal beginning at the college. This result is a large number of applications but a large gap between application and actual enrollment.

What actions has your college taken that has led to noticeable advancement towards your goal?
Moreno Valley College has established partnerships with its K-12 school districts in both Moreno Valley and Val Verde Unified. For example, each high school senior completes an application regardless of their intent in coming to Moreno Valley College. This also includes an annual high school counseling event that provides opportunities for high school counselors to collaborate with Moreno Valley College employees about policies and procedures at the college. The purpose is to remove the barrier of application and introduce students to our fields of interests, resources, and enrollment procedures to clarify the transition to college after high school. Additionally, the college holds registration events, where students are able to get hands-on assistance with applying and registering for classes. The Office of Institutional Effectiveness produces a report for the engagement centers that provides information on those that have applied, but not enrolled. The students are contacted and additional tracking will be contacted on 'why' those students don't enroll and also enroll those that plan to enroll. Finally, the college has begun to implement its reorganization of the onboarding process which includes connecting students with initial contacts from their engagement center student success team (counselors,

faculty liaisons, educational advisors, and peer mentors) and surveys built into the orientation that assess undecided status and then provide workshops and counseling resources to assist undecided students to identify career goals and learn about the pathway to achieve those goals which may include transfer.

What actions will your college prioritize on going forward?
1. Scale student success teams through engagement centers
2. Continue holding events between college and K-12 partners that lead to successful enrollment and completed applications.
3. Continue holding registration events to provide assistance applying and registering for courses at Moreno Valley College.
4. Increase the number of students that apply and enroll including high school seniors in our K-12 feeder districts.
5. Schedule courses that meets student demand
6. Build evaluation of successful enrollment into governance redesign.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?
Moreno Valley College evaluates the first pillar in 'clarify the path' by the following key performance indicators: number of students that apply to MVC, of those that applied, the number that enroll at MVC, overall enrollments, capture rates from feeder high school, and number of students eligible for financial aid. The Office of Institutional Effectiveness disaggregates by subpopulations, specifically those historically marginalized by higher education to ensure equity gaps are closed. To complete this work, Moreno Valley College conducted an equity audit and integrated the recommendations into its Student Equity Plan. The college will complete another equity audit at the end of its strategic plan cycle to see progress in completing the recommendations.

In our student equity plan, the focus is successful enrollment for Black/African American, Native American/Alaskan, and Native Hawaiian/other Pacific Islander.

1. Increase the number of Black/African American students enrolled by 9% in Y1, 8% in Y2, and 8% in Y3 from 1438 to 1585, 1732, and 1880.
2. Increase the number of American Indian/Alaskan students enrolled by 9% in Y1, 8% in Y2, and 8% in Y3 from 50 to 55, 60, and 65.
3. Increase the number of Native Hawaiian/other Pacific Islander students enrolled by 9% in Y1,8% in Y2, and 8% in Y3 from 62 to 68, 74, and 80.
4. [Moreno Valley College's Equity Plan](#)

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Moreno Valley College recently completed a strategic plan cycle, which created our next plan. Our strategic plan now goes from 2022-25. The two major highlights of the last cycle was the need to include both equity with a specific focus on racial equity and social justice and guided pathways. Given the complexities of both, we completed an equity audit that gave formal recommendations that we could work on as a college and ideas of how to integrate both our equity work and guided pathways. The two are now first and second objectives for our current strategic plan. Given the strategic plan is integrated with adopting a guided pathways framework and equity, the college has a structured plan to achieve the goals of guided pathways and ensuring equity. Additionally, the college had a successful site visit in March 2020 with a follow-up report completed and accepted in January 2022. Part of the improvement plans were governance redesign. The college is currently completing the college governance redesign, which incorporates the strategic plan and provides a governance structure that adopts a guided pathways framework.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?
Time: The major barrier is time, adopting a new structure and evaluation processes takes time and we will have to be patient and continually improve the structure to ensure full adoption of a guided pathways framework.

With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students?

MVC Response - Yes
<u>Sub-Questions</u>:

Please describe the continuous improvement process at your college towards advancing this goal.
Moreno Valley College (MVC) had embedded equity and guided pathways into its strategic planning cycle. Our Integrated Strategic Plan 2022-25 provides both the process, timeline, and evaluation in meeting our goals and objectives. The annual time for evaluation is a report produced in November to evaluate our progress in achieving the goals in our integrated strategic plan. The report is presented and shared at our Strategic Planning Council in February, the report and recommendations for changes is shared from February to May, and final approval of changes is made to the college president. Since our integrated strategic plan has goals on both equity and guided pathways, we are able to evaluate and improve, if needed, in areas such as successful enrollment, persistence, completed transfer level math and English, transfer, and completion. In short, fully implementing a guided pathways framework is incorporated in the planning and governance of the college. Additionally, the new governance redesign aligns the goals in the integrated strategic plan and the new committee structure.

[Click here to view the College's plans](#)

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Through our last strategic planning cycle, we learned that integrating equity and guided pathways into our planning cycles is essential to meet our goals. Additionally, the work of fully implementing a guided pathways framework takes time and conversations on structure are needed to ensure future success. The work is all interdependent, so time and patience are needed, when adopting a new governance structure, evaluation processes, and redesigning the college to be student ready. By integrating our planning and governance, it allows the college to be nimble and adjust quickly to ensure we fully implement a guided pathways framework.

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term.

<mark>MVC Response - 50% to 75% complete</mark>

Sub Questions:

What Is your college's local goal?
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]. For key performance indicators go to* https://mvc.edu/data *=> Strategic Planning Dashboard => Fully implement Guided Pathways framework*

What are the major barriers for your college to reach this goal?

There is a need for additional funds to hire people to run the engagement centers and find long-term physical space solutions for engagement centers. With the adoption of a guided pathways framework, there is a need for more people to provide the additional services and culture of care that are provided through the engagement centers.

An additional barrier is the application process, it is not user-friendly. Other systems, such as EduNav and MyPortal experience interruptions frequently, making it difficult for students to access important information, such as email. Additionally, making an appointment with a counselor is confusing for students.

What actions has your college taken that has led to noticeable advancement towards your goal?

Student Success Team and Engagement Centers: The college has implemented three physical engagement centers with plans to open the remaining ones. Each engagement center has a dedicated student success team, which has provided guidance and contact points to increase student engagement. Each engagement center is based on the six schools at Moreno Valley College. Additionally, the team is made up of ed advisors, faculty advisors, dedicated counselors, and peer mentors to ensure student engagement.

Equity focused: The college has aligned professional development during the current academic year on culturally responsive pedagogy for faculty, service for classified staff, and leadership for administrators. The goal of these efforts is to move college practices, policies, processes, teaching, and services toward being a culturally responsive and sustaining institution. The college has supported pilot work within the English discipline focused on culturally responsive pedagogy, which is now being scaled to in a Teaching Matters series. Through a research study,

the pilot program demonstrated increased student course retention and success rates for those faculty, who received the training.

Academic Support:

Student Success and Academic Support has improved access to library resources, tutoring and other academic support resources through a variety of initiatives to support persistence and completion at the college. One initiative has been for the Academic Success Center (ASC) to begin offering both face to face and virtual tutoring for all Moreno Valley College students. Students are now able to meet a tutor or attend workshop or study group and not have to come to campus. The center has also developed an online student training program for Canvas called Quest for Success (QFS). QFS provides students with training on the basic of using Canvas and taking online courses. The students are providing with real time feedback from ASC faculty to assist them as the work through the course. In addition, the Supplemental Instruction (SI) program has increase the number of courses supported by SI and has specifically target traditionally challenging gateway courses in Math, Biology and Chemistry. The program has also developed an Embedded Tutoring program that provides a more flexible in class support structure for students. The Moreno Valley College library has worked extensively to improve student access to library resources success as laptops, hotspots, textbooks and calculators. The library has also expanding their digital reserves to allow students to have access to zero cost textbooks and other Open Educational Resources.

What actions will your college prioritize on going forward?

1. Scale student success teams through engagement centers
2. Continually monitor student progress and provide proactive guidance
3. Schedule courses that meets student demand
4. Support intrusive advising and counseling
5. Integrate and align categorical areas into guided pathways framework
6. Student support and retention at unit completion
7. Remove barriers to accessing resources and support services
8. Enhance methodologies and practices within academic support centers
9. Support student life, extra-curricular, activities, and engagement
10. Build evaluation for persistence into governance redesign.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Moreno Valley College evaluates the first pillar in 'stay on the path' by the following key performance indicators: fall-to-spring persistence rates, successful completion of 12 units and 24 units in first semester and first year, and course success rate. The Office of Institutional Effectiveness disaggregates by subpopulations, specifically those historically marginalized by higher education to ensure equity gaps are closed. To complete this work, Moreno Valley College conducted an equity audit and integrated the recommendations into its Student Equity

Plan. The college will complete another equity audit at the end of its strategic plan cycle to see progress in completing the recommendations. [Click here for Equity Audit](#)

In our equity plan, the focus is Native American/Alaskan students:

Increase the number of Native American/Alaskan students retained from fall-to-spring by 44% in Y1, 31% in Y2, and 24% in Y3 from 5 to 9, 13, and 17

[Moreno Valley College's Equity Plan](#)

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward?

Moreno Valley College recently completed a strategic plan cycle, which created our next plan. Our strategic plan now goes from 2022-25. The two major highlights of the last cycle was we needed to include both equity with a specific focus on racial equity and social justice and guided pathways. Given the complexities of both, we completed an equity audit that gave formal recommendations that we could work on as a college and ideas of how to integrate both our equity work and guided pathways. The two are now first and second objectives for our current strategic plan. Given the strategic plan is integrated with adopting a guided pathways framework and equity, the college has a structured plan to achieve the goals of guided pathways and ensuring equity. Additionally, the college had a successful site visit in March 2020 with a follow-up report completed and accepted in January 2022. Part of the improvement plans were governance redesign. The college is currently completing the college governance redesign, which incorporates the strategic plan and provides a governance structure that adopts a guided pathways framework.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

The major barrier is time, adopting a new structure and evaluation processes takes time. We will have to be patient and continually improve the structure to ensure full adoption of a guided pathways framework.

With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence: First Primary Term to Secondary Term equitably and do not develop new barriers for students?

MVC Selection – Yes

Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Moreno Valley College (MVC) had embedded equity and guided pathways into its strategic planning cycle. Our Integrated Strategic Plan 2022-25 provides both the process, timeline, and evaluation in meeting our goals and objectives. The annual time for evaluation is a report is produced in November to evaluate our progress in achieving the goals in our integrated strategic plan, the report is presented and shared at our Strategic Planning Council in February, the report and recommendations for changes is shared from February to May, and final approval of changes is made to the college president. Since our integrated strategic plan has goals on both equity and guided pathways, we are able to evaluate and improve, if needed, in areas such as successful enrollment, persistence, completed transfer level math and English, transfer, and completion. In short, fully implementing a guided pathways framework is incorporated in the planning and governance of the college. Additionally, the new governance redesign aligns the goals in the integrated strategic plan and the new committee structure.

[Click here to view the plans of the college](#)

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Through our last strategic planning cycle, we learned that integrating equity and guided pathways into our planning cycles is essential to meet our goals. Additionally, the work of fully implementing a guided pathways framework takes time and conversations on structure are needed to ensure future success. The work is all interdependent, so time and patience is needed, when adopting a new governance structure, evaluation processes, and redesigning the college to be student ready. By integrating our planning and governance, it allows the college to be nimble and adjust quickly to ensure we fully implement a guided pathways framework.

Question Group: Completed Transfer-Level Math & English

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.

MVC Selection: 50% to 75% complete

Sub Questions:

What Is your college's local goal?
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]. For key performance indicators go to* https://mvc.edu/data *=> Strategic Planning Dashboard => Fully implement Guided Pathways framework*

What are the major barriers for your college to reach this goal?

Math

Although much progress has been made with successful completion of statistics, we are experiencing a major barrier in the form of higher failure rates in the STEM pathways due to a severe lack of preparedness of incoming students. AB705 has helped a lot of students to complete transfer level mathematics, however, for some students there is a need for remediation which we are no longer allowed to offer. Support courses help some students, but there are still others who need a full course of remediation.

English

English has eliminated most institutional barriers for students to attempt transfer level English. In doing so, our success rates dipped only slightly. Even so, English wants to improve success rates for all student populations, but especially so for the groups disproportionately impacted.

The major barrier to continual improvement in success rates for English is lack of funding for ongoing professional development (see below on the actions that let to noticeable advancement). In short, funding that allowed English to hold the Communities of Practice described below is no longer available. There are two key needs here: 1) to organize meaningful professional development activities, full-time English faculty need reassigned time to design, organize, and facilitate the activities; and 2) to encourage associate faculty (part-time faculty) to attend, we must pay them for their time. The District will pay associate faculty for up to 6 hours of professional development, but those 6 hours are easily consumed by general professional development offered through District Flex days. To encourage associate faculty to attend English-specific opportunities for professional learning, we must pay them for their time so that they understand that the institution supports their efforts to improve their teaching. Since associate faculty teach the vast majority of English composition sections, the need is even greater.

RCCD English sections also have some of the highest course caps on composition sections in the state. Given the demand for efficiency and the model of state funding, there is little hope that English could ever decrease course caps in transfer level English to the sizes recommended by the leading scholars of first-year college writing. This inability to have course caps that are the ideal for teaching transfer level writing is another major barrier.

Additionally, more work needs to be done to educate associate faculty about embedded tutors and to make the process for having embedded tutors easier for those faculty.

What actions has your college taken that has led to noticeable advancement towards your goal?

Communities of Practice (ComP): English faculty have developed communities of practice, collected evidence on the relationship between professional development and student outcomes demonstrating higher success rates for those faculty that participated in culturally responsive teaching practices. The ComP we have today resulted from focused attention on English Acceleration practices - Acceleration Academy and Integrated Reading and Writing starting in 2014. To shorten the pipeline to college level English and to reduce the number of exit points, the English faculty eliminated courses two and three levels below transfer. In 2014, accelerated ENG80 was developed to prepare students to succeed in transfer level ENG1A. English 80 focused on just in time remediation, asset-based pedagogies and affective domain. In Fall 2015, Moreno Valley College no longer offered courses two and three levels below transfer and focus was on culturally responsive teaching and asset-based pedagogies. These steps were taken well-before MMAP and AB705. These two state-wide initiatives helped to support the work already in place.

With AB705, English faculty eliminated non-transfer courses and developed the co-requisite course (ENG91). The co-req was offered for one year; to assess the work, English faculty surveyed students enrolled in transfer level English (ENG-1A) support course (ENG-91). The qualitative feedback received from students indicated they did not think they needed to take the support course to be successful. As a result, the English discipline agreed to give students a choice on enrolling in the support course. With this work, in Fall 2014 cohort of first-time students in college only 17% successfully completed transfer-level English in the first year. By the Fall 2018 cohort, this same measurement had increased to 41% successfully completing transfer level English in the first year with 65% at least attempting with the most recent cohort being the same as Fall 2018 with 60.9% attempting and 35.8% successfully completing. Currently, English faculty are deciding whether or not to offer English 91 because the data shows the course is not meeting their needs. English faculty have since learned that a student's GPA does not measure intellectual aptitude, it is measuring their challenges that span far beyond the classroom (i.e. money, childcare, etc.).

What actions will your college prioritize on going forward?

1. Continue scaling communities of practice for English and math disciplines.
2. Student support and retention at unit completion
3. Enhance methodologies and practices within academic support centers
4. Remove barriers to accessing resources and support services
5. Build evaluation for scaling of culturally sustaining practices.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Moreno Valley College evaluates the second pillar in 'enter the path' by the following key performance indicators: increase students that attempt and successfully complete English and math in their first year, while successfully completing 9 units in course of study. The Office of Institutional Effectiveness disaggregates by subpopulations, specifically those historically marginalized by higher education to ensure equity gaps are closed. To complete this work, Moreno Valley College conducted an equity audit and integrated the recommendations into its Student Equity Plan. The college will complete another equity audit at the end of its strategic plan cycle to see progress in completing the recommendations. click here for Equity Audit

In our equity plan, the focus is Black/African American, Native American/Alaskan, Native Hawaiian/other Pacific Islander, and Latinx/Hispanic students.

1. Increase the number of is Black/African American students completing transfer-level math and English by 37% in Y1, 27% in Y2, and 21% in Y3 from 29 to 46, 63, and 80.

2. Increase the number of Native American/Alaskan students completing transfer-level math and English by 100% in Y1, 50% in Y2, and 33% in Y3 from 0 to 1, 2, and 3.

3. Increase the number of Native Hawaiian/other Pacific Islander students completing transfer-level math and English by 100% in Y1, 50% in Y2, and 33% in Y3 from 1 to 2, 4, and 6.

4. Increase the number of Hispanic/Latinx students completing Transfer Level Math and English by 43% in Y1, 30% in Y2, and 23% in Y3 from 128 to 223, 318, and 413.

5. [Moreno Valley College's Equity Plan](#)

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer-level Math & English work remains an institutional priority moving forward?

Moreno Valley College recently completed a strategic plan cycle, which created our next plan. Our strategic plan now goes from 2022-25. The two major highlights of the last cycle was we needed to include both equity with a specific focus on racial equity and social justice and guided pathways. Given the complexities of both, we completed an equity audit that gave formal recommendations that we could work on as a college and ideas of how to integrate both our equity work and guided pathways. The two are now first and second objectives for our current strategic plan. Given the strategic plan is integrated with adopting a guided pathways framework and equity, the college has a structured plan to achieve the goals of guided pathways and ensuring equity.

Additionally, the college had a successful site visit in March 2020 with a follow-up report completed and accepted in January 2022. Part of the improvement plans were governance redesign. The college is currently completing the college governance redesign, which incorporates the strategic plan and provides a governance structure that adopts a guided pathways framework.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

The major barrier is time, adopting a new structure and evaluation processes takes time and we will have to be patient and continually improve the structure to ensure full adoption of a guided pathways framework.

Additionally, there is also a lack of transparency about how Guided Pathways and SEA money is being spent. Faculty are being excluded from seeing budget and how budgets are spent. This barrier makes faculty feel that they are not part of solutions to ensuring that GP-informed Transfer-level Math & English work succeeds.

With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of 'Transfer-level Math & English Completion' equitably and do not develop new barriers for students?

MVC Selection: Yes

Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Moreno Valley College (MVC) had embedded equity and guided pathways into its strategic planning cycle. Our Integrated Strategic Plan 2022-25 provides both the process, timeline, and evaluation in meeting our goals and objectives. The annual time for evaluation is a report is produced in November to evaluate our progress in achieving the goals in our integrated strategic plan, the report is presented and shared at our Strategic Planning Council in February, the report and recommendations for changes is shared from February to May, and final approval of changes is made to the college president. Since our integrated strategic plan has goals on both equity and guided pathways, we are able to evaluate and improve, if needed, in areas such as successful enrollment, persistence, completed transfer level math and English, transfer, and completion. In short, fully implementing a guided pathways framework is incorporated in the planning and governance of the college. Additionally, the new governance redesign aligns the goals in the integrated strategic plan and the new committee structure.

[Click here to view the plans of the college](#)

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Through our last strategic planning cycle, we learned that integrating equity and guided pathways into our planning cycles is essential to meet our goals. Additionally, the work of fully implementing a guided pathways framework takes time and conversations on structure are needed to ensure future success. The work is all interdependent, so time and patience is needed, when adopting a new governance structure, evaluation processes, and redesigning the college to be student ready. By integrating our planning and governance, it allows the college to be nimble and adjust quickly to ensure we fully implement a guided pathways framework.

Question Group: Transfer

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.

<mark>MVC Selection - 50% to 75% complete</mark>

Sub Questions:

What Is your college's local goal?

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]*.

For key performance indicators go to https://mvc.edu/data *=> Strategic Planning Dashboard => Fully implement Guided Pathways framework*

What are the major barriers for your college to reach this goal?

A barrier to reaching this goal is lack of a central location or "Center," for students to stop in and explore university options; attend workshops; or meet university representatives, all year long. Funding for university tours so students can gain awareness of what a university is like, and services offered. Some type of funding to help students who are not eligible for fee waivers but still have an economic need to pay for application fees, intend to register fees, and transcripts.

What actions has your college taken that has led to noticeable advancement towards your goal?

Deep connections with K-12 Districts and University Partners: The Annual Education Partners Summit brings together faculty, staff, and administrators from our primary K-12 districts and transfer partners as a result of identifying a need to create space to share data, increase dialogue, and make change. Additionally, there are liaison faculty from the college that meet with local K-12 to collaborate on curriculum and expectations between high school and college classes. The collaboration has resulted in the following outcomes: discipline-based meetings and campus visitations; curricular re-design; reduction time in remediation through accelerated courses; and CTE course pathways. In addition, MVC serves as a member of the Riverside County Education Collaborative, made up of all unified school districts and select higher institutions of higher education in Riverside County.

Through the collaboration, MVC and local K-12 worked together to develop a comprehensive college and career readiness model that focuses on college access/dual enrollment, strategies to reduce the need for remediation, and effective transitional programs to bridge the gap from high school to college for first-time college students at MVC. One avenue to complete this work is through our joint Board meetings with the local unified school district, where we share data about our students' outcomes, review strategies, and discuss policy. Recently, there was an intersegmental pathway created through our STEM Outreach programs to middle school student through Cyberpatriot competitions and Cyber summer camps

What actions will your college prioritize on going forward?

1. Reward behaviors that contribute to transfer
2. Support intrusive advising and counseling
3. Integrate and align categorical areas and transfer center into guided pathways framework
4. Student support and retention at unit completion
5. Remove barriers to accessing resources and support services
6. Ensure transfer paths are clear and attainable.
7. Create a directory of classes that simplifies the complexities of transferring to the various 4-year institutions.
8. Develop and sustain relations with HBCUs.
9. Minimize the time required to transfer.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

In our equity plan, the focus is Hispanic/Latinx students.

1. Increase the number of Hispanic/Latinx students that transfer by 17% in Y1, 14% in Y2, and 13% in Y3 from 359 to 431, 503, and 574.
2. [Moreno Valley College's Equity Plan](#)

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward?

Moreno Valley College recently completed a strategic plan cycle, which created our next plan. Our strategic plan now goes from 2022-25. The need to include both equity, with a specific focus on racial equity and social justice, and well as guided pathways was highlighted from our last cycle. Given the complexities of both, we completed an equity audit that gave formal recommendations that we could work on as a college and ideas of how to integrate both our equity work and guided pathways. The two are now first and second objectives for our current strategic plan. Given the strategic plan is integrated with adopting a guided pathways framework and equity, the college has a structured plan to achieve the goals of guided pathways and ensuring equity. Additionally, the college had a successful site visit in March 2020 with a follow-up report completed and accepted in January 2022. Part of the improvement plans were governance redesign. The college is currently completing the college governance redesign, which incorporates the strategic plan and provides a governance structure that adopts a guided pathways framework.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

The major barrier is time, adopting a new structure and evaluation processes takes time. We will have to be patient and continually improve the structure to ensure full adoption of a guided pathways framework.

With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

MVC Selection: Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Moreno Valley College (MVC) had embedded equity and guided pathways into its strategic planning cycle. Our Integrated Strategic Plan 2022-25 provides both the process, timeline, and evaluation in meeting our goals and objectives. The annual time for evaluation is a report is produced in November to evaluate our progress in achieving the goals in our integrated strategic plan, the report is presented and shared at our Strategic Planning Council in February, the report and recommendations for changes is shared from February to May, and final approval of changes is made to the college president. Since our integrated strategic plan has goals on both equity and guided pathways, we are able to evaluate and improve, if needed, in areas such as successful enrollment, persistence, completed transfer level math and English, transfer, and completion. In short, fully implementing a guided pathways framework is incorporated in the planning and

governance of the college. Additionally, the new governance redesign aligns the goals in the integrated strategic plan and the new committee structure.

[Click here to view the various plans at the college](#)

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Through our last strategic planning cycle, we learned that integrating equity and guided pathways into our planning cycles is essential to meet our goals. Additionally, the work of fully implementing a guided pathways framework takes time and conversations on structure are needed to ensure future success. The work is all interdependent, so time and patience is needed, when adopting a new governance structure, evaluation processes, and redesigning the college to be student ready. By integrating our planning and governance, it allows the college to be nimble and adjust quickly to ensure we fully implement a guided pathways framework.

Question Group: Completion
Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys.

MVC Selection: 50% to 75% complete
Sub Questions:

Which areas of Completion does your college identify as 50% to 75% complete?
Certificate Completion
Degree Completion

What Is your college's local goal?
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]. For key performance indicators go to* https://mvc.edu/data *=> Strategic Planning Dashboard => Fully implement Guided Pathways framework*

What are the major barriers for your college to reach this goal?
The major barriers in completion are meeting student demand in course scheduling, course success rates, curriculum complexities of transferring to 4-year universities, and ensuring timely completion. Given six years to either receive a certificate, degree, or transfer, two in ten students complete (20%). If given four years, it is between 1 and 2 students in 10 (10- 20%). If given two years, the completion is less than 1 in 10 students (10%). The median time to degree is between 3-4 years over the last seven years. These are key data points being discussed at the college and leading conversations on the barriers to completion.

This has led to the development of a Strategic Enrollment Plan that takes in consideration the student journey from applying to completing. The plan is focused on clarifying the path, entering the path, staying on the path, and completing. This includes strategies to increase those that apply and also enroll, increase the course success rates, and ensure timely completion. In terms of application conversion rate (three to four in ten applicants eventually enroll at the college), the Strategic Enrollment Management Plan provides strategies in following two-year course rotation, program maps, aligning programs with emerging jobs, and advertising and holding events with the community. The plan also has strategies to increase course success rates and persistence from term to term, which includes continue scaling our engagement centers, making practices, procedures, and practices to advance racial equity and social justice, and ensuring a sense of belonging.

Finally, to ensure completion, the plan has strategies to align non-credit to credit pathways, labor market with program offerings, and improving our auto award process.

Additionally, though we have made substantial progress toward alleviating various major institutional barriers specific to student completion, as a result of emergent guided pathway implementation, many barriers continue to remain:

1. unstructured student pathways
2. too many academic choices
3. inconsistent and/or misaligned support services
4. unclear or inconsistent communication
5. inadequate technology to effectively guide and monitor student progress
6. institutional policies and procedures

Much of the Guided Pathways led reorganization is still ongoing. The college is still hiring its Director of Academic Success to manage the engagement centers. Similarly, the college still identifying resources and recruiting a manager to provide support to the Common Ground Center to support Black/African American, Hispanic/Latinx/o/a, LGBTQ+, and undocumented students. The college is still finding resources and hiring tenure track counselors to support all of the engagement centers and priority populations such as veterans and EOP students to ensure that all students can receive a comprehensive educational plan to every student prior to the second term that maps the student to career which may include transfer. Reorganization of onboarding incorporating career exploration for undecided students is ongoing, with the first set of career workshops being offered to the incoming Summer/Fall classes for 2023.

Although progress is being made in completion of English, completion of transfer level math in the first semester continues to lag overall, but equity gaps exacerbate this issue. Although the college has made progress through transition to a matrix placement process that places all new students in transfer level math and English at entry, students still do not complete or even attempt transfer level math and English in the first year at levels that meet the college's goals. In the college's advances from auto-awarding of degrees and certificates, the data shows that transfer level math tends to be a primary barrier for students to complete their programs of study,

even after meeting all other requirements, which also has an impact on transfer and career choice.

What actions has your college taken that has led to noticeable advancement towards your goal?

1. Removing barriers for awarding of degrees: During the 2017-18 academic year, the Riverside Community College District (RCCD) initiated support for the three colleges to implement the auto awarding of degrees and certificates. Moreno Valley College initiated the automatic awarding process and, as a result, the total number of students receiving their educational goal (a degree, certificate, or transferring) increased 28% from 1,550 in 2016-17 to 1,981 in 2017-18. More recently, the number of students receiving their educational goal increased to 2,127, which is the largest number over the last seven years going back to 2015-16.
2. Hiring Practices: MVC has been intentional through its hiring practices. One of the many factors to student success is having a faculty and staff that resembles the student population. Among all faculty, the percentage of Black/African American faculty has increased more recently, from 5.4% in the Fall of 2015 to 9.1% in the Fall of 2022. Additionally, as of Fall 2022, 23.9% of all faculty are Hispanic/Latinx.
3. Commitment to Innovation: In Fall 2019, the college opened the STEM Innovation Center and Makerspace, on campus dedicated to providing active learning strategies and opportunities to students. This space provides students, faculty, and our community with a space for the creation of hands-on applied learning activities in a lab that provides equipment with the ability of both additive and subtractive creation objects. The lab is eligible to join the MIT makerspace network and is designed to support courses from across the curriculum. In addition, the space is an area in which the college is focusing professional development efforts for faculty to learn active teaching and learning strategies like project-based learning and design thinking that can be implemented in their classrooms regardless of their discipline. MVC iMAKE Innovation Center Partners with the nonprofit Maker Ed to create a Community of Practice (COMMP). The series of professional development workshops designed to immerse educators in an exploration of the ways making can enhance learning throughout Moreno Valley College. These workshops are hosted in collaboration with Maker Ed and Moreno Valley College STEM Innovation Center & Makerspace.

The college has reorganized its counseling into engagement centers structured around schools and meta-majors, and presented student success teams composed of counselors, faculty liaisons, educational advisors, and peer mentors to better engage students throughout their pathways. This implementation is ongoing as the college is still hiring its Director of Academic Success to manage the engagement centers.

The college has created a Common Ground Center to provide support for its high priority student populations named in the equity plan, but is still identifying resources and recruiting a manager to provide support to that space.

Every student receives a first semester plan from an educational advisor in their engagement center at entry, and students have access to the EduNav software that maps students in their programs of study all the way to graduation. The college provides a counselor generated comprehensive educational plan to students in categorical programs prior to the second term that maps the student to career which may include transfer. This is still being scaled up to all students regardless of categorical program membership through the use of engagement centers.

Onboarding has been reorganized incorporating career exploration for undecided students. Implementation is ongoing, with the first set of career workshops being offered to the incoming Summer/Fall classes for 2023.

Math has reorganized transfer level math classes to be targeted at a wider student exposure to math concepts, and structured the classes around meta-majors to ensure relevancy to students programs of study. Creating infrastructure to hire math and English faculty who look like the students they teach and professional development for all math and English faculty to use more equitable pedagogical approaches is identified as a key element of the equity plan and ongoing.

What actions will your college prioritize on going forward?
1. Reward behaviors that contribute to completion
2. Support intrusive advising and counseling
3. Ensure students know requirements for success.
4. Minimize time required to complete
5. Customize and contextualized instruction
6. Become a culturally sustaining college
7. Schedule courses that meets student demand
8. Build evaluation for completion into governance redesign.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

In our equity plan, the focus is Black/African American students and Native American, Hawaiian/other Pacific Islanders students.

1. Increase the number of Black/African American students receiving a degree and certificate completion by 17% in Y1, 14% in Y2, and 12% in Y3 from 106 to 127, 148, and 169.

2. Increase the number of Native Hawaiian/other Pacific Islander students receiving a degree and certificate completion by 33% in Y1, 25% in Y2, and 20% in Y3 from 8 to 12, 16, and 20.

3. [Moreno Valley College's Equity Plan](#)

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?
Moreno Valley College recently completed a strategic plan cycle, which created our next plan. Our strategic plan now goes from 2022-25. The two major highlights of the last cycle was we needed to include both equity with a specific focus on racial equity and social justice and guided pathways. Given the complexities of both, we completed an equity audit that gave formal recommendations that we could work on as a college and ideas of how to integrate both our equity work and guided pathways. The two are now first and second objectives for our current strategic plan. Given the strategic plan is integrated with adopting a guided pathways framework and equity, the college has a structured plan to achieve the goals of guided pathways and ensuring equity. Additionally, the college had a successful site visit in March 2020 with a follow-up report completed and accepted in January 2022. Part of the improvement plans were governance redesign. The college is currently completing the college governance redesign, which incorporates the strategic plan and provides a governance structure that adopts a guided pathways framework.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?
The major barrier is time, adopting a new structure and evaluation processes takes time. We will have to be patient and continually improve the structure to ensure full adoption of a guided pathways framework.

With Completion in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

MVC Selection: Yes
Sub-Questions:

Which areas of Completion does your college wish to discuss for this selection?
Degree Completion

Please describe the continuous improvement process at your college towards advancing this goal.
Moreno Valley College (MVC) had embedded equity and guided pathways into its strategic planning cycle. Our Integrated Strategic Plan 2022-25 provides both the process, timeline, and

evaluation in meeting our goals and objectives. The annual time for evaluation is a report produced in November to evaluate our progress in achieving the goals in our integrated strategic plan. The report is presented and shared at our Strategic Planning Council in February, the report and recommendations for changes is shared from February to May, and final approval of changes is made to the college president. Since our integrated strategic plan has goals on both equity and guided pathways, we are able to evaluate and improve, if needed, in areas such as successful enrollment, persistence, completed transfer level math and English, transfer, and completion. In short, fully implementing a guided pathways framework is incorporated in the planning and governance of the college. Additionally, the new governance redesign aligns the goals in the integrated strategic plan and the new committee structure.Click here to view the plans of the college

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?
Through our last strategic planning cycle, we learned that integrating equity and guided pathways into our planning cycles is essential to meet our goals. Additionally, the work of fully implementing a guided pathways framework takes time and conversations on structure are needed to ensure future success. The work is all interdependent, so time and patience is needed, when adopting a new governance structure, evaluation processes, and redesigning the college to be student ready. By integrating our planning and governance, it allows the college to be nimble and adjust quickly to ensure we fully implement a guided pathways framework.

Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics.

<mark>MVC Response - Integration in Progress</mark>

<u>Sub-Questions:</u>

What are some present challenges that affect reaching full integration?

Some challenges affecting full integration of SEP include the following:

1. SEA remains a committee not fully integrated into the college's shared governance structure, so SEP efforts are not always widely known campus-wide and thus SEP efforts may be in conflict with other campus efforts in Academic Senate or the Faculty Association (for example, while SEA may be trying to implement supports for new faculty, such as cluster hiring or recommending new faculty be advanced to tenure in 3 years instead of 4, the FA has voted to require all faculty be advanced to tenure in 4 years instead of 3 or 4; another example, APC and SEA do not communicate regarding hiring goals in the SEP, so faculty vote on hiring priorities without being familiar with the SEP hiring goals

2. Most of the SEA funds are allocated for salaries, and the SEA Committee recently lost control over the discretionary budget, so implementing efforts in the SEP has been delayed and no clear process exists for faculty to spearhead SEP related efforts such as offering instructional PD for part-time faculty; this can make it difficult to plan for offering something like equitable hiring workshops.

3. Some of the SEP efforts are new to the college—for example, offering PD for classified professionals and administrators—so the rollout may be slow as we learn how to organize and offer equity-minded, anti-racist, and role-specific PD tailored to the student success metrics for the DI populations

4. Because the college is prioritizing some efforts—PD for all campus constituents, PD for faculty, and equitable hiring—some efforts will receive less attention and may be off the radar (for example, supporting Native American students)
5. There are no funds earmarked for faculty PD, so the college is waiting to hear back regarding grant applications before offering PD for faculty
6. The SEA leadership team is about to shift, so efforts to know the SEP and help implement it may be delayed by the learning curve of having a new team, particularly as the new team will operate under a new structure, with the faculty side of SEA going to Academic Senate and the student services side of SEA re-organizing under a new college committee

What are the actions your college has taken / plans to take to overcome these challenges?

Some efforts the college is taking to address the above challenges include the following:

1. The college has recently proposed a new governance structure in which SEA will split so that, in essence, there will be a faculty side of SEA under Academic Senate and another side of SEA not under Academic Senate. This effort aims to ensure SEP and SEA business related to 10+1 is under Senate purview, which will likely help center faculty-related equity matters.
2. The Faculty Co-Chair of the SEA has submitted an SEP faculty-specific Needs Assessment, as requested by the Academic Senate President, to be evaluated by the administrator in charge of the SEA budget and is awaiting feedback
3. While offering PD to classified professionals and administrators is new to the college, we have already made steps to plan a Spring Retreat aimed at planning the following year's PD so that we can roll out PD in the Fall of 2023.
4. As the college prioritizes SEP efforts, it should also be mindful of efforts not prioritized and have an implementation plan for those efforts; currently, such plans can be written into the bylaws for the new committees and workgroups resulting from the college's shared governance restructuring
5. To procure funds for offering PD to instructional faculty, the college has applied for grant money and is awaiting a response
6. The shift in SEA leadership will be supported by the current team's participation in writing the new bylaws and participating in the new committees and workgroups until the new leadership team is established

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Moreno Valley College has already started the integration by creating an integrated strategic plan that outlines goals and supporting documents that include but not limited to: Student Equity Plan, Zero Textbook Cost to Degree Program, and Strong Workforce Program Integration plans that will ensure the colleges meets its goals in equity with a specific focus on social justice and

racial equity, fully implementing a guided pathways framework, community and partnerships, and institutional effectiveness and resources by placing the plan under the goal for which it is aligned. Over time, the plans will be updated and be fully integrated into the planning and governance of the college by following our assessment cycles. We need time to see through our new structures and plans. Integrated Strategic Plan is available here.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Immediate: The Office of Institutional Effectiveness conducts analysis of the integration of Student Equity through all planning at the college. Currently, both Student Equity and Guided Pathways are objectives 1 and 2 in MVC's Integrated Strategic Plan.

Intermediate: Provide analysis to MVC's new governance structure.

Long-Term: Governance committees will evaluate the analysis and provide a plan that fully integrates both Student Equity and Guided Pathways into the day-to-day operations of the college.

Question Group: Associate Degree for Transfer (ADT) Integration

Using the scale below, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics.

MVC Selection: Integration in Process

Sub-Questions:

What are some present challenges that affect reaching full integration?

The college is expanding its course offerings/programs in an effort to attract and retain students from Black/Latinx communities which include several Ethnic Studies courses. The major barriers to degree/certificate completion include the curriculum process itself. Having a unified curriculum process through the district impacts the speed at which new courses and programs/certificates can be developed and implemented. New programs/certificates face the additional hurdle awaiting State approval.
In addition, the articulation agreement timelines with CSUs and UCs complicate the approval process as they only occur once each academic year.

What are the actions your college has taken / plans to take to overcome these challenges?

MVC is attempting to expand the number of ADTs offered by the college. There are a number of ADTs that we cannot offer because we do NOT have the lab space required (specifically for Organic Chemistry). MVC could consider engaging in an MOU with area partners (UCR or others) to provide the opportunity for MVC students to complete this course. Additional ADTs are being developed but will require the adoption of new disciplines and/or inclusion of new courses.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Immediate: Conduct research on students that transfer with no degrees, local degrees, and associate degrees for transfer and alignment with the labor market and begin conversations at the Curriculum Committee about the integration of Associate Degrees for Transfer (ADTs) into our Guided Pathways work.

Intermediate: Develop a plan for integration of ADTs and programs into the Guided Pathways workplan.

Long-Term: Integrate ADTs and development of new programs to match labor demand into the Guided Pathways plan based on the recommendation of the Curriculum Committee.

Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration

Using the scale below, describe your college's progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics.

MVC Selection Selections: Integration in Progress

Sub-Questions:

What are some present challenges that affect reaching full integration?

1. IT limitations with the district ERP keeps the college from being compliant with Federal code 1015b.
2. No dedicated grants coordinator to assist with grant support and opportunities
3. Implementation of new XB-12 requirements for collecting data on course materials and for reporting to the state

4. Lack of human resources in leading coordination and communication of ZTC (Zero Textbook Cost) efforts/changes/needs at the college, district and state levels
5. Faculty skepticism or hesitation to adopt ZTC and OER resources
6. Faculty to faculty support for ZTC/OER exploration and adoption
7. Limitations of ZTC/OER materials available for certain subjects
8. Student and college data that compares enrollment, retention, and success data of ZTC sections verses non-ZTC sections
9. Documentation, communication, and process of reporting of ZTC sections and resources, particularly with part-time faculty.
10. Development of a ZTC/OER handbook for documentation of relevant processes, definitions, etc
11. Sustainability of class sets and other institutional purchasing to create ZTC sections
12. Printing of OER materials for students that prefer printed resources
13. Incorporation of ZTC data in college and district marketing
14. Implementation of full ZTC degrees, which include general education courses
15. Reporting of OER/ZTC resources used at the college to the library and bookstore
16. Improved communication between ZTC leaders/governance bodies and disciplines/departments
17. Sustainability of funding in ZTC resources
18. Long term mapping and sustaining of ZTC sections
19. Continued integration of ZTC efforts into college plans and goals
20. Development of application process for faculty to utilize AB132 funds to encourage and assist with adoption and creation of ZTC/OER resources
21. Creation of an assessment process to measure college progress with ZTC and to refine future goals and efforts
22. Identification/creation of OER repository for hosting local/edited OER content

What are the actions your college has taken / plans to take to overcome these challenges?

1. Implementation of a new district ERP, scheduled to go live in October 2024
2. The hiring of a replacement for the vacant grants coordinator position
3. Sought clarity from the state to clarify XB-12 requirements and definitions
4. Hiring of fulltime OER librarian to lead ZTC/OER efforts at college, district, and state levels
5. Workshops, presentations, and outreach to faculty and college stakeholders to clarify, update, and educate about ZTC/OER resources and opportunities
6. Creation of ZTC dashboard that collects data on college's ZTC sections
7. Labeling of ZTC and LTC (Low Textbook Cost) sections in the college's online catalog so students can identify these sections and data can be collected on them
8. Participation in the yearlong AAC&U Institute on Open Educational Resources (IOER) to assist with developing and coordinating a college-wide action plan related to affordable course materials

9. Beginning of the utilization of AB 132 funds to implement full ZTC pathways
10. ZTC goals have been integrated into the College's Integrated Strategic Plan, Strategic Enrollment Management, Student Equity Plan, and other college plans and goals
11. Mapping of college's ZTC program offerings to identify focus of AB 132 funds
12. Program review funds allocated for purchasing of ZTC resources and printing of OER materials
13. Refinement of a process for faculty to report sections as ZTC, LTC, No materials, cost
14. Began work on the creation of a ZTC/OER handbook
15. Embedding of ZTC aggregated data into program review to measure/reflect on effectiveness
16. Purchasing of Alma-Digital, a resource that can be used to legally digitize and make available online certain resources
17. Regular monthly meetings with OER leads for each college and with Dean of DE to coordinate OER/ZTC efforts across the district
18. Including of ZTC needs in relevant area's program reviews

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Immediate:

Completion of the AAC&U's IOER

Refinement of ZTC data dashboard

Continued outreach on ZTC/OER

Creation of faculty application for AB 132 funds

Use of program review funds and AB 132 funds to support ZTC

Intermediate:

1. Hiring of OER librarian
2. Completion of ZTC/OER handbook
3. Continued outreach on ZTC/OER

Long-Term

1. Continued outreach on ZTC/OER

Moreno Valley College has already started the integration by creating an integrated strategic plan that outlines goals and supporting documents that include but not limited to: Student Equity Plan, Zero Textbook Cost to Degree Program, and Strong Workforce Program Integration plans that will ensure the colleges meets its goals in equity with a specific focus on social justice and racial equity, fully implementing a guided pathways framework, community and partnerships, and institutional effectiveness and resources by placing the plan under the goal for which it is aligned.

How will your college evaluate these listed outcomes?

1. Regularly assess college and discipline ZTC needs and goals and what resources are needed to continue to support them in a sustainable and effective way
2. Course Materials Affordability Committee annual institutional assessment and plan related to ZTC and course affordability

Question Group: California Adult Education Program (CAEP) Integration

Using the scale below, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics.

MVC Selection: Integration in Progress

Sub-Questions:

What are some present challenges that affect reaching full integration?

MVC's Student Equity Plan identifies enrollment goals to include increasing the number of Black/African American students enrolled by 9% in Y1, 8% in Y2, and 8% in Y3 from 1438 to 1585, 1732, and 1880 (between 2022-2025). The plan also aims to increase American Indian/Alaskan student enrollment by 9% in Y1, 8% in Y2, and 8% in Y3 from 50 to 55, 60, and

65. Although Moreno Valley College's adult education program is relatively new, data exists for the 2020-2021 and 2021-2022 academic years. The unduplicated headcount for MVC's noncredit courses increased from 91 in 2020-2021 to 123 in 2021-2022, which represents an increase of 35%. Despite this increase in the overall headcount between years, the unduplicated headcount for Black/African American students stagnated at 13, and the unduplicated headcount for Native American/Alaskan students remained the same at one.

What are the actions your college has taken / plans to take to overcome these challenges?

MVC's Student Equity Plan includes a stated goal of addressing equity gaps in faculty hiring, particularly for faculty who reflect disproportionately impacted student groups, as well as increase funding for anti-racist, equity-centered, discipline-specific PD for faculty around retaining American Indian/Alaskan students. MVC also plans to develop a mentoring program for American Indian/Alaskan students that incorporates a "check-in" before and at critical exit points and explores "webbing" efforts, such as connecting students to a club, class, or peers. MVC's Strategic Enrollment Management Plan aims to engage local stakeholders to better understand community needs and opportunities to lead community members to enter their educational pathway through non-credit courses at MVC. Additionally, this plan calls for faculty, classified professionals, and administrators to regularly engage in data analysis to identify opportunities and gaps around noncredit courses.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Immediate: Increase in the diversity of faculty hires to reflect disproportionately impacted student groups

Intermediate: Improvement in noncredit course offerings to meet community needs and increase enrollment

Long-Term: Continuous engagement with local stakeholders to meet the evolving needs of the community

Question Group: Strong Workforce Program (SWP) Integration

Using the scale below, describe your college's progress integrating SWP with Guided Pathways to achieve KPI Metrics.

<mark>MVC Selection: Integration in Progress</mark>

<u>Sub-Questions:</u>

What are some present challenges that affect reaching full integration?

MVC's Student Equity Plan identifies enrollment goals to include increasing the number of Black/African American students enrolled by 9% in Y1, 8% in Y2, and 8% in Y3 from 1438 to 1585, 1732, and 1880 (between 2022-2025). While the number of MVC students identified as Strong Workforce Program Students increased between 2014-2015 through 2019-2020, this number dropped from 6,953 to 6,487 students in 2020-2021, possibly due to the Covid-19 pandemic. In 2019-2020, 746 Black/African American students were identified as Strong Workforce Program Students, however this number dropped to 590 Black/African American

students in 2020-2021. Within one academic year, the number of Black/African American students in CTE classes dropped by 21 percent. Additionally, MVC's SEP targets an increase in American Indian/Alaskan student enrollment by 9% in Y1, 8% in Y2, and 8% in Y3 from 50 to 55, 60, and 65. The number of American Indian/Alaskan students identified as Strong Workforce Program Students dropped from 14 in 2019-2020 to 10 in 2020-2021. The CTE enrollment for American Indian/Alaskan students represents a 29% drop within one academic year.

What are the actions your college has taken / plans to take to overcome these challenges?

MVC's Student equity plan calls for the college to establish an anti-racist, equity-centered, role-specific professional development for classified professionals and administrators around the successful enrollment of Black/African American students into career pathways. Additionally, MVC students establish an educational plan in a career pathway and receive enrollment support within their first term at the college. The SEP also targets the expansion of dual enrollment opportunities through targeted outreach to Black/African American students and additional program supports for students. The plan also includes improved outreach with high schools with American Indian/Alaskan students. MVC has intentionally increased outreach and has begun to offer more community events on campus this Spring 2023, including events like CTE Day, Lions Week, and Open House. Additionally, MVC will continue to engage a diverse body of local business partners to serve as CTE Advisory members, provide work-based learning opportunities for students, provide professional development opportunities for faculty, and become registered apprenticeship employers for MVC students

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Immediate: Increase awareness of MVC CTE programs among a more diverse population of students

Intermediate: Increase dual enrollment pathways and articulation agreements for CTE programs

Long-Term: Increase diverse student enrollment in alignment with local and regional Strong Workforce programs and objectives

Moreno Valley College has already started the integration by creating an integrated strategic plan that outlines goals and supporting documents that include but not limited to: Student Equity Plan, Zero Textbook Cost to Degree Program, and Strong Workforce Program Integration plans that will ensure the colleges meets its goals in equity with a specific focus on social justice and racial equity, fully implementing a guided pathways framework, community and partnerships, and institutional effectiveness and resources by placing the plan under the goal for which it is aligned.