



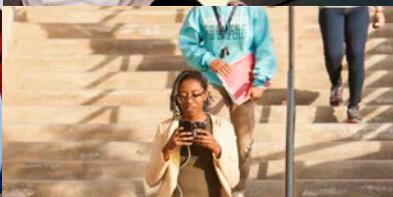
**MORENO  
VALLEY  
COLLEGE**

# INTEGRATED STRATEGIC PLAN 2018-23

Revised August 2019

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# MISSION, VISION AND VALUES

## OUR MISSION

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

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

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

## OUR VISION

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



## OUR VALUES

### Recognition of Our Heritage of Excellence

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

### Respect for Collegiality

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

### Dedication to Integrity

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

### Commitment to Accountability

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

### Passion for Learning

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

### Appreciation of Diversity

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

### Commitment to Community Building

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

# EXECUTIVE SUMMARY

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

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

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

# STRATEGIC GOALS

## I. STUDENT ACCESS AND EQUITY

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

## II. STUDENT LEARNING, SUCCESS, AND COMPLETION

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

## III. COMMUNITY ENGAGEMENT AND PARTNERSHIPS

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

## IV. PROFESSIONAL DEVELOPMENT

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

## V. INSTITUTIONAL EFFECTIVENESS AND RESOURCES

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

# DATA REVIEW AND BUDGET SNAPSHOT

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

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

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



## PURPOSE

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

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



## DEVELOPMENT

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

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

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

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

The committee was made clear that the development of the new plan had to be a participatory process across College constituencies. In addition, a recommendation was made that the planning and drafting phases of the new Integrated Strategic Plan should be done by a relatively small representative group of the College community. Robin Steinback, Ph.D., president, Moreno Valley College took this recommendation and created an Integrated Strategic Plan Taskforce with representatives from the major College constituency groups. Membership on the taskforce included

# GOALS AND OBJECTIVES

The 2018-23 Integrated Strategic Plan Goals and Objectives represent an enactment of the Moreno Valley College Mission, Vision, and Values. These goals and objectives focus on five primary domains:

- Student access and equity
- Student Learning, Success, and Completion
- Community Engagement and Partnerships
- Professional Development
- Institutional Effectiveness and Resources

A major aspiration of the Integrated Strategic Plan is to move the College forward with a students' academic and career goals in mind over its five-year time frame. College strategic goals represent an effort to align vertically with the California Community Colleges Vision for Success and the Riverside Community College District Strategic Plan. Moreover, this plan is integrated horizontally by incorporating themes, goals and objectives from internal College plans and reports.

This vertical and horizontal alignment is intended as an improvement over the previous strategic plan and to improve the effectiveness over the life of the plan. Lastly, this plan has an integrated evaluation cycle to monitor progress towards goals and objectives on a yearly basis. Notably, the evaluation cycle also allows for the Integrated Strategic Plan to be modified as data and feedback are received through this process.

A table linking objectives with other plans or reports appears in Appendix E.

representatives of the Academic Senate, Strategic Planning Committee, Riverside Community College District Faculty Association, Moreno Valley College classified staff, administration, and the Associated Students of Moreno Valley College.

The Integrated Strategic Plan Taskforce was composed of a cross-functional team of faculty, staff, students, and administrators. The team included Nick Sinigaglia, Deanna Murrell, LaTonya Parker, Abel Sanchez, Jaime Rodriguez, Andrew Graham, Karen Flores, Maria Hernandez, Martha Rivas, Andrew Sanchez, Melody Graveen, Dyrell Foster, Nathaniel Jones, and Carlos Lopez. Additional members of the College community were requested to attend meetings based on their expertise and capacity to contribute to specific areas of the Integrated Strategic Plan. These constituents included Michael Paul Wong, Jennifer Escobar, Katherine Stevenson and Eugenia Vincent.

The taskforce met several times throughout the fall 2017 semester to determine the major components of the plan. Initial work included reviewing the strategic plans from Norco College and Riverside City College as well as strategic plans from community colleges across

California. In addition, the California Community Colleges (CCC) Vision for Success, and the Research and Planning Group's Through the Gate initiative were reviewed.

It was determined that the Integrated Strategic Plan would incorporate Strategic Goals very similar to the Core Commitments found in the CCC Vision for Success Strategic Plan. The result would be a plan that aligns vertically with the district strategic plan and the Vision for Success and horizontally with Moreno Valley College operational plans.

Importantly, the taskforce worked to include objectives that are specific, measurable, attainable, realistic, and time-bound wherever possible. In other words, the Integrated Strategic Plan would include measurable outcomes to facilitate its yearly assessment.

At the end of the fall 2017 semester and at the beginning of the spring 2018 semester, through campus forums and the Strategic Planning Council (SPC) Spring Retreat, rough drafts of the strategic goals were presented to the College community. The SPC Spring Retreat provided the Taskforce the opportunity to receive targeted feedback for each of the drafted strategic goals and their objectives.

Strategies that demonstrated alignment with Integrated Strategic Plan goals and objectives were solicited and collected from campus community in the spring 2018 semester and continued into the fall 2018 semester. The taskforce generated a brief form that could be used by any College group to present their initiative or program and assess its alignment with the ISP. These strategies were not an exhaustive list, but rather a representative listing to provide examples of the important work being done at the College. In addition, these strategies provide a template for how other existing or new programs might align with the Integrated Strategic Plan goals and objectives. The result was a means and framework for every initiative or program to align with the Integrated Strategic Plan.

# STRATEGIC GOALS AND OBJECTIVES

## I. STUDENT ACCESS AND EQUITY

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

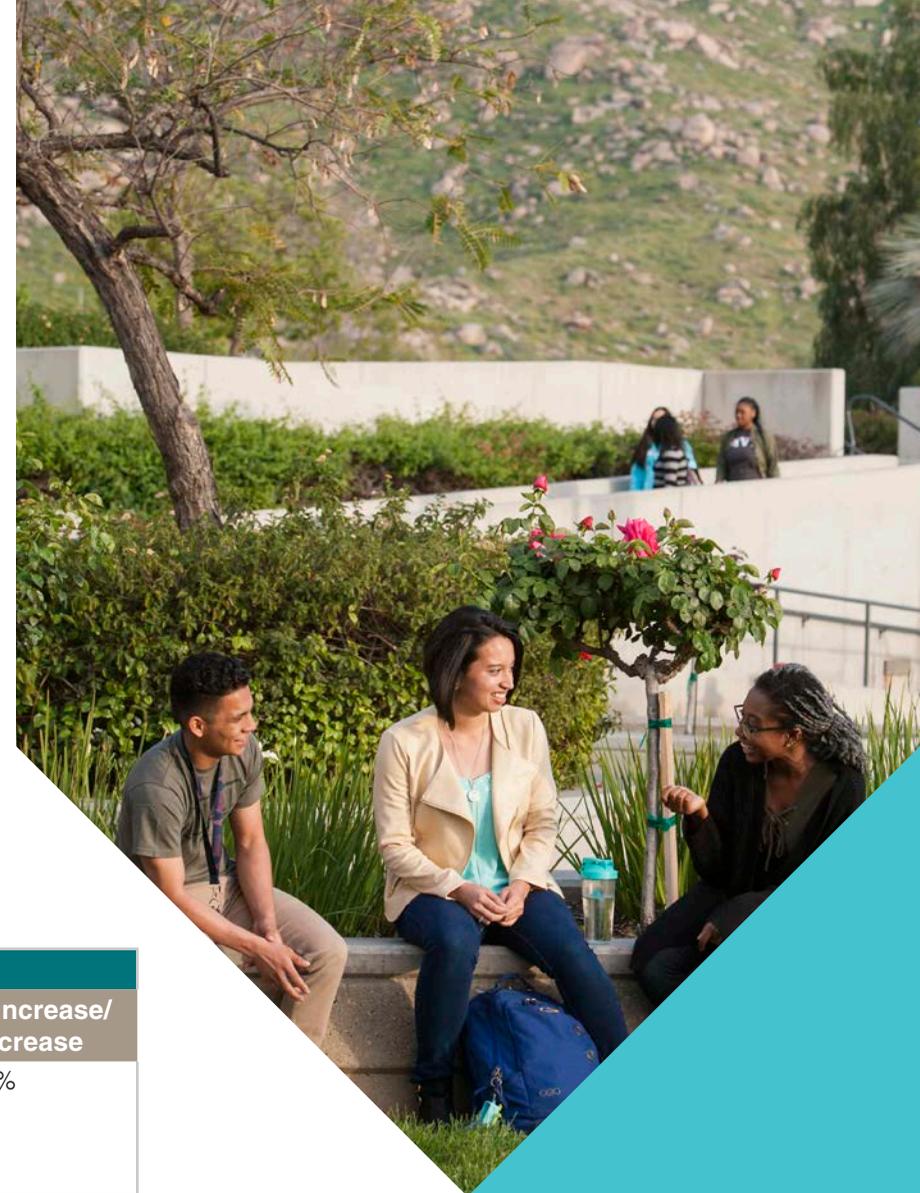
Objectives developed under student access and equity are aligned with:

- CCC Vision for Success Goals
- RCCD Strategic Plan Draft Goals
- MVC Student Success and Equity Plan
- MVC Student Equity and Achievement Plan (SEA)

The Vision for Success is the state-wide strategic plan for the California Community Colleges (CCC) system and seeks to reduce equity gaps by 40 percent within five years and eliminate them within 10 years. In fact, Moreno Valley College intends to exceed the state Vision for Success goals. Each of

the objectives below are also integrated within the College’s Student Success and Equity Plan (SSEP) and the Student Equity and Achievement Plan currently under development. The focus of these objectives links directly to goals embedded within the SSEP.

Note that the elimination of equity gaps is defined through the Student Equity and Success plan and developing Student Equity and Achievement Plan (SEA). Under these statewide equity frameworks, the elimination of equity gaps means the elimination of disproportionate impact as measured by the 80-percent rule, disproportionate impact index (PI), or the percentage point gap (PPG) methodologies. The College has taken the position that any group demonstrating disproportionate impact through either the PI or PPG methodologies. More detail on measurement of disproportionate impact can be found at the Moreno Valley College Student Equity and Achievement Committee webpage ([www.mvc.edu/sea](http://www.mvc.edu/sea)).



I. Student Access and Equity								
ISP Objective	Baseline Year	2017-18	2018-19	2019-20	2020-21	2021-22	Goal (2022-23)	% Increase/Decrease
<b>I.1 Improve student access to higher education overall by annual unduplicated headcount growth of four percent<sup>1</sup></b>		14,772	15,363	15,977	16,616	17,281	17,971	22%
<b>I.2 Improve student access to higher education by increasing high school student dual/concurrent enrollment 3 percent annually and serving at least 1712 students by 2022-23<sup>1</sup></b>	2017-18	1,477	1,536	1,598	1,661	1,728	1,712	16%

<sup>1</sup>Data sources: CCCCO Data Mart and 2019-20 RCCD Strategic Plan

# STRATEGIC GOALS AND OBJECTIVES

I. Student Access and Equity											
ISP Objective	Outcome or Equity Population	Baseline Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Goal (2022-23)	% Increase/ Decrease	Notes
<b>I.3 Improve access to higher education for disproportionately impacted groups by closing equity gaps. Increase enrollment growth for significantly impacted groups by at least 10 percent per year<sup>2</sup></b>	LGBTQ Female	2016-17	261	356	452	547	642	737	833	<b>219%</b>	
	Foster Youth		325	444	562	681	799	918	1036	<b>219%</b>	
	Some Other Race Female		33	45	57	69	81	93	105	<b>218%</b>	
	Hispanic		3,870	3,926	3,983	4,039	4,095	4,151	4,208	<b>9%</b>	Equity Gap Eliminated
	African American Male		716	977	1,239	1,00	1,716	2,022	2,284	<b>219%</b>	
	African American Female		1,158	1,212	1,266	1,320	1,374	1,428	1,482	<b>28%</b>	Equity Gap Eliminated
	Asian Female		167	172	178	183	188	193	199	<b>19%</b>	Equity Gap Eliminated
<sup>2</sup> Data sources: MVC Student Equity and Achievement Plan for Students Enrolled in Same Community College and 2019-20 RCCD Strategic Plan											
<b>I.4 Increase fall-to-spring student persistence rates overall from 53 percent in 2017-18 to 63 percent in 2022-23 and closing equity gaps for disproportionately impacted groups<sup>3</sup></b>	Overall	2017-18		53%	55%	57%	59%	61%	63%	<b>10%</b>	Baseline from SSM
	Veteran Male	2016-17	131	179	227	274	322	370	418	<b>160%</b>	
	LGBTQ Female		82	112	142	171	201	231	261	<b>160%</b>	
	White Male		255	282	308	335	361	388	414	<b>56%</b>	Equity Gap Eliminated
	White Female		344	357	371	384	397	410	424	<b>22%</b>	Equity Gap Eliminated
<sup>3</sup> Data sources: MVC Student Equity and Achievement Plan for Students Enrolled in Same Community College, SSM, and 2019-20 RCCD Strategic Plan											

<b>COMMON ACRONYMS</b>	CCC: California Community Colleges CCCCO: California Community Colleges Chancellor's Office	RCCD: Riverside Community College District MVC: Moreno Valley College	ACCJC: Accrediting Commission for Community and Junior Colleges CTE: Career & Technical Education
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# STRATEGIC GOALS AND OBJECTIVES CONTINUED

I. Student Access and Equity											
ISP Objective	Outcome or Equity Population	Baseline Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Goal (2022-23)	% Increase/ Decrease	Notes
<b>I.5 Increase fall-to-spring student persistence rates overall from 53 percent in 2017-18 to 63 percent in 2022-23 and closing equity gaps for disproportionately impacted groups<sup>4</sup></b>	Overall	2016-17	579	773	967	1,161	1,355	1,549	1,743	<b>201%</b>	
	African American		93	129	165	200	236	272	308	<b>231%</b>	
	Hispanic		539	747	954	1,162	1,369	1,577	1,784	<b>231%</b>	
	Economically Disadvantaged		758	1,050	1,342	1,633	1,925	2,217	2,509	<b>231%</b>	
	Disabled		53	73	94	114	135	155	175	<b>231%</b>	
	Foster Youth		9	12	15	18	21	24	27	<b>200%</b>	Equity Gap Eliminated
	LGBTQ		15	21	26	32	38	43	49	<b>225%</b>	Equity Gap Eliminated
	Native Hawaiian or Pacific Islander		0	1	2	3	4	5	6	<b>500%</b>	Equity Gap Eliminated
	American Indian or Alaskan Native		1	2	3	4	5	6	7	<b>600%</b>	Equity Gap Eliminated
<sup>4</sup> Data sources: MVC Student Equity and Achievement Plan for Students Enrolled in Same Community College and 2019-20 RCCD Strategic Plan											

<b>COMMON ACRONYMS</b>	CCC: California Community Colleges CCCCO: California Community Colleges Chancellor's Office	RCCD: Riverside Community College District MVC: Moreno Valley College	ACCJC: Accrediting Commission for Community and Junior Colleges CTE: Career & Technical Education
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I. Student Access and Equity

ISP Objective	Outcome or Equity Population	Baseline Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Goal (2022-23)	% Increase/ Decrease	Notes
<b>I.6 Improve completion of transfer level English and mathematics courses overall by 179 percent and by closing equity gaps for disproportionately impacted groups<sup>5</sup></b>	Overall	2016-17	137	164	197	237	284	341	382	<b>179%</b>	
	African American		6	7	9	10	13	16	17	<b>183%</b>	
	Disabled		2	2	3	3	4	5	6	<b>200%</b>	
	Veteran		2	2	3	3	4	5	6	<b>200%</b>	
	Foster Youth		2	2	3	3	4	5	6	<b>200%</b>	Equity Gap Eliminated
	LGBTQ		12	14	17	21	25	30	34	<b>183%</b>	Equity Gap Eliminated
	More than one race		0	1	1	2	2	3	4	<b>300%</b>	Equity Gap Eliminated

<sup>5</sup>Data sources: MVC Student Equity and Achievement Plan for Students Enrolled in Same Community College and 2019-20 RCCD Strategic Plan

<b>I.7 Increase number of students who attain the California Community Colleges Vision for Success Goal<sup>5</sup> Completion definition overall by 62 percent and closing equity gaps for disproportionately impacted groups<sup>6</sup></b>	Overall	2016-17	882	974	1,066	1,157	1,249	1,341	1,433	<b>62%</b>	
	African American		28	36	44	52	60	68	76	<b>171%</b>	
	Foster Youth		16	21	25	30	34	39	44	<b>173%</b>	
	LGBTQ		12	16	19	23	26	30	34	<b>180%</b>	
	Some Other Race Female		1	1	2	2	3	3	3	<b>240%</b>	
	Native Hawaiian or Pacific Islander		1	2	3	3	4	5	6	<b>480%</b>	
	Asian Male		9	12	14	17	19	22	25	<b>173%</b>	
	American Indian or Alaskan Native		1	2	3	3	4	5	6	<b>480%</b>	

<sup>5</sup>Vision for Success Goal Completion Definition: Among all students, the unduplicated count of students who earned one or more of the following: a Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree

<sup>6</sup>Data sources: MVC Student Equity and Achievement Plan for Students Enrolled in Same Community College and 2019-20 RCCD Strategic Plan

# STRATEGIC GOALS AND OBJECTIVES CONTINUED

## II. STUDENT LEARNING, SUCCESS, AND COMPLETION

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

Objectives under this goal are aligned with and informed by the following plans and reports:

- CCC Vision for Success Goals
- CCC Student Success Scorecard
- Institution Set Standards required by the ACCJC
- California Guided Pathways Key Performance Indicators
- CCCC Institutional Effectiveness Partnership Initiative Goals
- CCC Strong Workforce Initiative
- RCCD Strategic Plan Draft Goals
- 2015-18 MVC Integrated Strategic Plan
- Other locally determined objectives

II. Student Learning, Success and Completion									
ISP Objective	Outcome or Equity Population	Baseline Year	2017-18	2018-19	2019-20	2020-21	2021-22	Goal (2022-23)	% Increase/Decrease
<b>II.1 Increase the number of students earning California Community College Chancellors Office approved certificates by 101 percent and degrees by 101 percent overall.<sup>7</sup></b>	Overall Degrees	2017-18	1,564	1,880	2,197	2,513	2,830	3,146	<b>101%</b>
	Overall Certificates		754	907	1,059	1,212	1,364	1,517	<b>101%</b>
<b>II.2 Increase overall successful course completion rate by 10 percent from 66 percent in 2017-2018 to 76 percent in 2022-23<sup>7</sup></b>	Overall Course Completion Success Rate		66%	68%	70%	72%	74%	76%	<b>10% points</b>
<b>II.3 Increase fall-to-spring student persistence rate by 10 percent.<sup>7</sup></b>	Overall fall-to-spring Persistence Rate		53%	55%	57%	59%	61%	63%	<b>63%</b>
<b>II.4 Increase the number of first-time full-time completing at least 12 units in first semester and at least 24 units during the first year from 325 in 2017-18 to 523 in 2022-23.<sup>7</sup></b>	12+ units first semester		325	365	404	444	483	523	<b>61%</b>
	24+ units first year		261	293	325	356	388	420	<b>61%</b>

<sup>7</sup>Data sources: CCCC DataMart and 2019-20 RCCD Strategic Plan

## II. Student Learning, Success and Completion

ISP Objective	Outcome or Equity Population	Baseline Year	2017-18	2018-19	2019-20	2020-21	Goal (2022-23)	% Increase/Decrease	Notes
<b>II.5 Reduce excess accumulated units students earn for degree completion and reduce median time to completion of degrees, certificates and transfer rate (2017-18 Graduating Class Baseline)<sup>8</sup></b>	Average Units to Degree Completion	2017-18	94	91	88	85	82	<b>-13%</b>	Excess Accumulated Units from SSM
	Median Time to Degree		5.2	4.9	4.6	4.3	4.0	<b>1.2 Years</b>	Local Data
	Median Time to Transfer								

<sup>8</sup>Data sources: CCCC Student Success Metrics and Local Data

## II. Student Learning, Success and Completion

ISP Objective	Outcome or Equity Population	Baseline Year	2016-17	2017-18	2018-19	2019-20	2020-21	Goal (2022-23)	% Increase/Decrease	Notes
<b>II.6 Improve Career &amp; Technical Education student enrollment and outcome<sup>9</sup></b>	CTE Course Enrollments (Duplicated)	2016-17	8,955	9,362	9,769	10,175	10,582	10,989	<b>17%</b>	LaunchBoard
	Overall CTE Completion		46.2%	48.2%	50.2%	52.2%	54.2%	56.2%	<b>10% points</b>	CCCCO Scoreboard
	Job Placement	2017-18		71.8%	74.7%	77.5%	80.4%	83.2%	<b>11.4% points</b>	CTE Outcomes Survey
	12+ CTE Units	2016-17	544	574	604	634	664	694	<b>21%</b>	Launchboard
	Median Earnings		\$29,112	\$31,092	\$33,072	\$35,052	\$37,052	\$39,012	<b>\$7,920</b>	SSM
	Living Wage		57%	61%	65%	70%	74%	78%	<b>17% points</b>	SSM

<sup>4</sup>Data sources: MVC Student Equity and Achievement Plan for Students Enrolled in Same Community College and 2019-2020 RCCD Strategic Plan

### COMMON ACRONYMS

CCC: California Community Colleges  
CCCCO: California Community Colleges Chancellor's Office

RCCD: Riverside Community College District  
MVC: Moreno Valley College

ACCJC: Accrediting Commission for Community and Junior Colleges  
CTE: Career & Technical Education

# STRATEGIC GOALS AND OBJECTIVES CONTINUED

## III. COMMUNITY ENGAGEMENT AND PARTNERSHIPS

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

Objectives related to community engagement and partnerships represent alignment with:

- 2015-18 MVC Integrated Strategic Plan Goals
- RCCD Strategic Plan Draft Goals

**III.1** Establish and expand partnerships with educational partners, K-12 and higher education, to increase access, pathways, and success for students.

**III.2** Provide programs that contribute to the regional economy and meet industry, community, and workforce development needs.

**III.3** Collaborate with community, educational, and industry partners to develop resources that enhance educational programs and student support services.

## IV. PROFESSIONAL DEVELOPMENT

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

Objectives under professional development represent alignment with:

- 2015-18 MVC Integrated Strategic Plan
- RCCD Strategic Plan Draft Goals
- 2015-18 MVC Integrated Strategic Plan closeout feedback

**IV.1** Create a college-wide professional development structure to recommend professional development priorities based on strategic goals.

**IV.2** Develop an integrated professional development plan that meets the needs of all college stakeholder groups: students, faculty, staff and administrators.

**IV.3** Develop and conduct multiple professional development opportunities for constituent groups, including but not limited to techniques and programs for closing equity gaps, guided pathways, change leadership, integrated planning and resource development.



## V. INSTITUTIONAL EFFECTIVENESS AND RESOURCES

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

Objectives related to institutional effectiveness and resources are aligned with:

- ACCJC Standards
- RCCD Strategic Plan Draft Goals
- MVC Technology Plan
- RCCD Budget Advisory Committee Recommendations
- 2015-18 MVC Integrated Strategic Plan closeout feedback

**V.1** Implement and maintain sustainable budget practices that result in a balanced annual budget and a reserve that is at least one percent of the MVC overall fund budget.

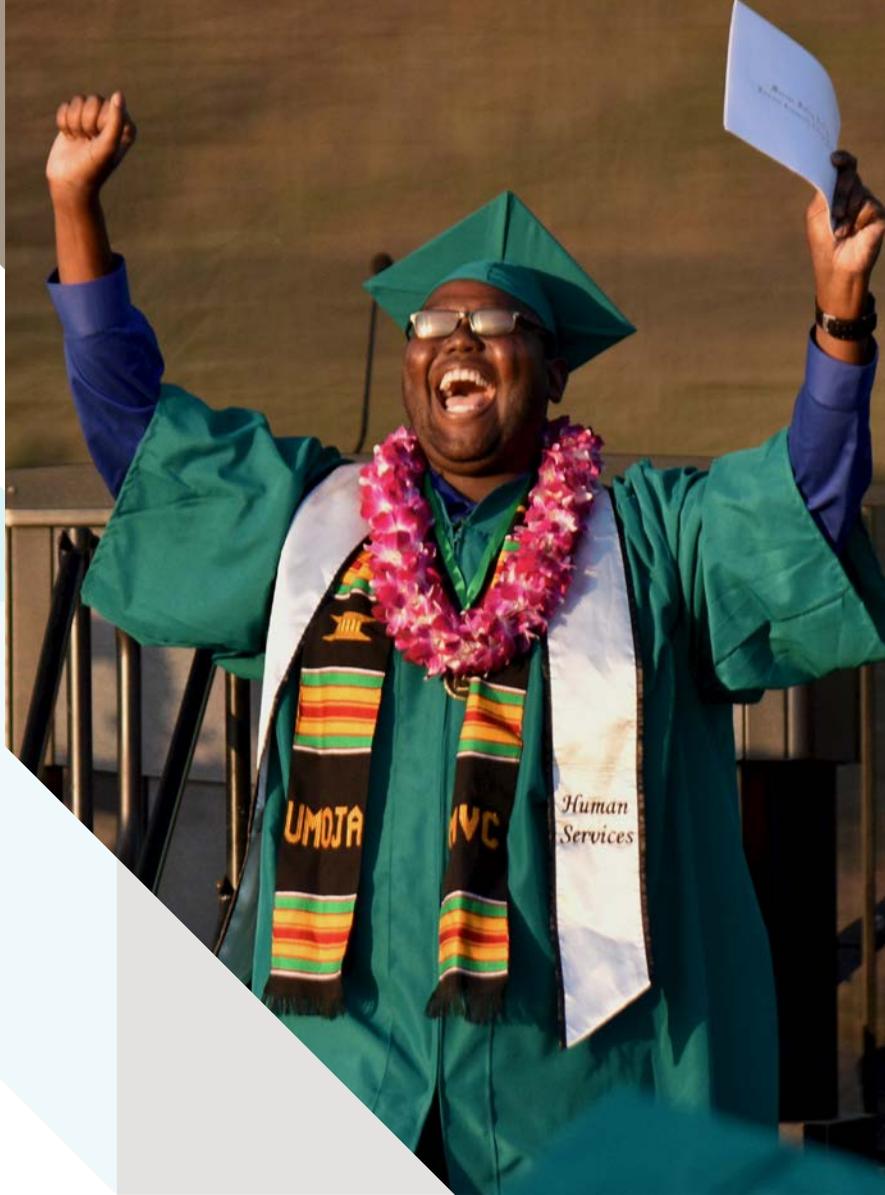
**V.2** Manage resources efficiently to meet strategic goals by supporting academic programs, student support programs and state of the art technology.

**V.4** Conduct annual assessment of the effectiveness of planning, resource allocation, and governance process, and make changes for improvement where indicated.

**V.5** Develop data that can be analyzed in order to support continuous improvement of College processes, plans and outcomes through the Office of Institutional Effectiveness.

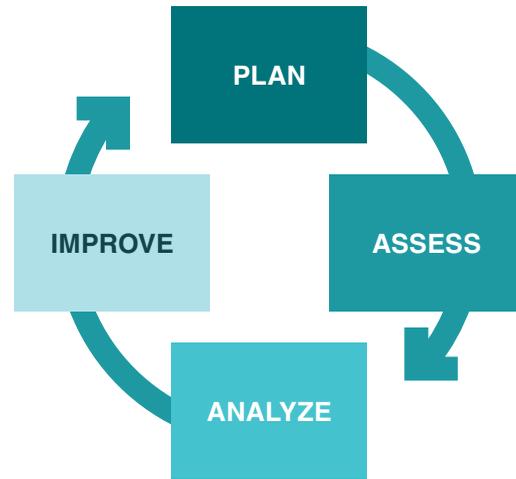
**V.6** Provide a healthy and safe campus environment for students, faculty and staff.

**V.7** Recruit and hire excellent faculty, staff and administrators in support of the College mission.



V. Institutional Effectiveness and Resources								
ISP Objective	Outcome or Equity Population	Baseline Year	2017-18	2018-19	2019-20	2020-21	Goal (2022-23)	% Increase/ Decrease
<b>V.3 Practice strategic enrollment management to achieve FTES targets while integrating fiscal planning with student achievement<sup>10</sup></b>	FTES Target	2017-18	7,024	7,405	7,785	8,166	8,546	<b>22%</b>

<sup>10</sup>Data sources: CCCC DataMart and 2019-2020 RCCD Strategic Plan



# EVALUATION PLAN

## EVALUATION PLAN SUMMARY

The 2018-23 Moreno Valley College Integrated Strategic Plan is intended to serve as a living guide for the College’s mid-term objectives. Objectives in the plan are intended to be Specific, Measurable, Attainable, Relevant, and Time-Based (SMART) objectives to allow for assessment and evaluation of the plan. In order to serve this function, the plan will be evaluated for progress on an annual basis with reporting and recommendations for change moving through the college governance structure. Moreover, the plan allows for flexibility, innovation, and change over its life through the adoption of a plan-assess-analyze-improve cycle. In this way, adjustments to outcomes/objectives and strategies can be made if they are indicated based on data and feedback from the College community.

## ISP EVALUATION CYCLE

The evaluation cycle will follow a Plan – Assess – Analyze – Improve cycle.

**Plan** – This is the planning phase in which SMART objectives are set for each MVC Core Commitment.

**Assess** – Each SMART objective will be assessed through the collection of data by the Office of Institutional Effectiveness.

**Analyze** – The data collected through the assessment cycle will be analyzed and compared to ISP targets and milestones by the Strategic Planning Committee.

**Improve** – Recommendations for improvement and change, if any, in the objectives and related activities will be made by the Strategic Planning Committee and shared with the campus community via reporting through the college governance structure.

## ANNUAL EVALUATION PLAN TIMELINE

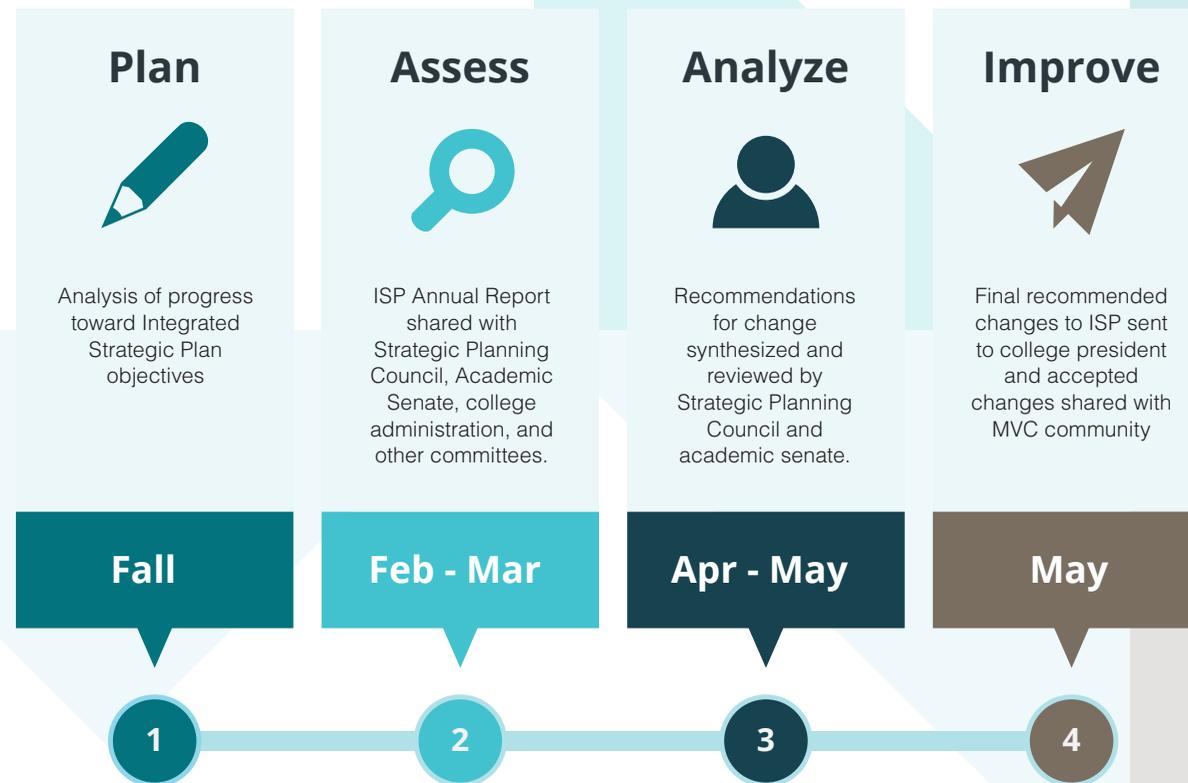
The Integrated Strategic Plan will be evaluated annually through analysis of the objectives with a report generated by the Office of Institutional Effectiveness. This analysis will include both quantitative and qualitative analysis of progress towards objectives. The report will be shared through the College governance structure, the administrative leadership team and more broadly through campus forums and website. The Evaluation Report will be based on previous academic year data and be prepared at the end of each fall semester. This report will be shared with the President’s Cabinet, the Academic Senate, the Strategic Planning Council and other relevant committees.

One activity in support of the evaluation of progress towards the annual assessment of the ISP goals and objectives is through the development of a Strategic Key Performance Indicator Quantitative Dashboard. This dashboard will be developed during the 2018-19 academic year by the Office of Institutional Effectiveness. The dashboard will be updated regularly.

- Fall Semester
  - November: Office of Institutional Effectiveness will produce a report analyzing progress toward ISP Objectives and any initiatives related to these objectives.
- Spring Semester
  - February: ISP Annual report will be shared with the Strategic Planning Council during the Spring semester retreat.
  - Recommendations for change, if any, will be discussed.
  - February – March: ISP Annual report will be shared with

the Academic Senate at their first meeting during the spring semester and recommendations for change from the Strategic Planning Council will be discussed.

- February – March: ISP Annual Report will be shared with the administration. Recommendations for change, if any, will be discussed.
- February – March: ISP Annual Report will be shared with additional governance and operational committees for feedback and recommendations for change.
- February – March: ISP Annual Report will be shared with the College community via the website and through a campus forum.
- April – May: Recommendations for change will be synthesized and circulated through the Strategic Planning Council and the Academic Senate with a recommendation for approval to the College president.
- May: Final approval of changes, if any, made by college president and shared via the college website and email to all campus constituent groups.



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Edd Williams, Secretary, Treasurer

Travis Gibbs, Senator At-Large

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Lisa Hausladen, Representative, HHPS

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Supervisor, Grounds

Tom Shenton  
Sergeant, Safety and Police



**BITS:** Business & Information Technology Systems  
**COMM:** Communication Studies  
**HASS:** Humanities, Arts & Social Sciences

**HHPS:** Health, Human & Public Services  
**Math:** Mathematics  
**NSK:** Natural Sciences & Kinesiology

**SPC:** Strategic Planning Council  
**IME:** Institutional Missions and Effectiveness (Standard I)  
**SLPS:** Student Learning Programs and Services (Standard II)

**RSC:** Resources (Standard III)  
**LG:** Leadership and Governance (Standard IV)



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## APPENDIX

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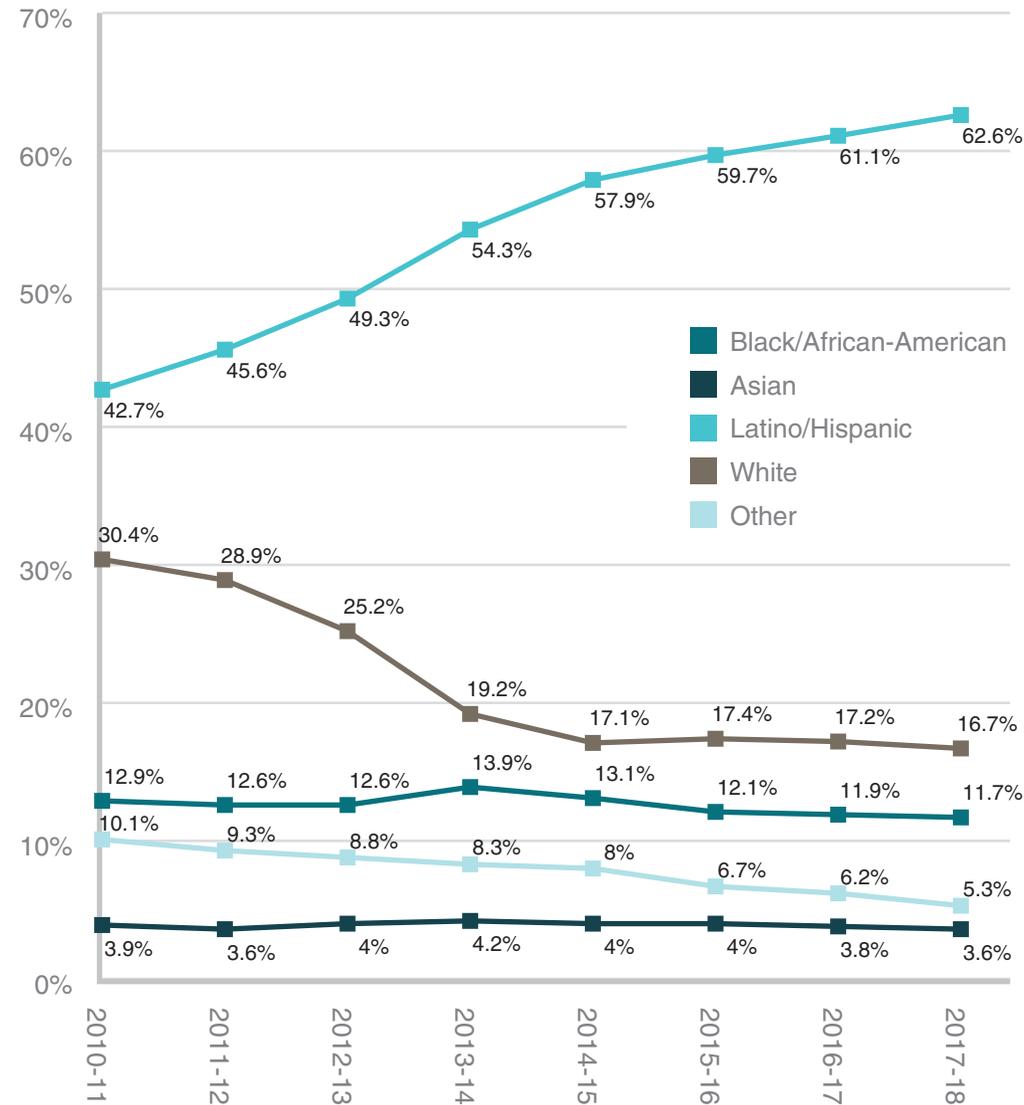
# APPENDIX A STUDENT DEMOGRAPHICS

Overall, Moreno Valley College student population continues to be the most diverse within the Riverside Community College District. Latinx/Hispanic students make up the largest proportion of the student population at 61.1 percent. Notably, this population has grown by 19.9 percent since 2010-11.

Over this same period of time, the proportion of White students has fallen from 30.4 percent in 2010-11 to 16.7 percent in 2017-18. The next largest group is African Americans who comprise 11.7 percent of the population in 2017-18, which represents a decrease of 13.9 percent since the 2013-14.

**Student Race/Ethnicity 2010-11 to 2017-18**  
Figure 1.1

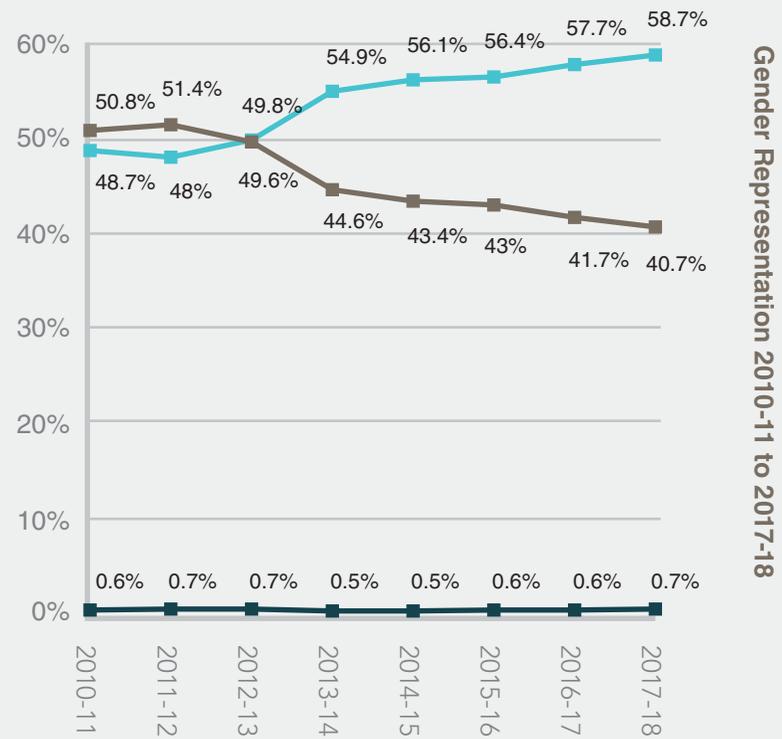
Figures 1.1, 1.2, 1.3 Data Source: CCCCO DataMart



Moreno Valley College serves a predominantly female population of students. Female students make up 58.7 percent of the population while male students make up 40.7 percent as of 2016-17. If the current trends continue the proportion of female students will continue to increase slowly while the proportion of male students will continue to fall. Notably, male students made up the majority of the student population from 2010 to 2012.

**Gender Representation 2010-11 to 2017-18**  
Figure 1.2

Male  
Female  
Unknown

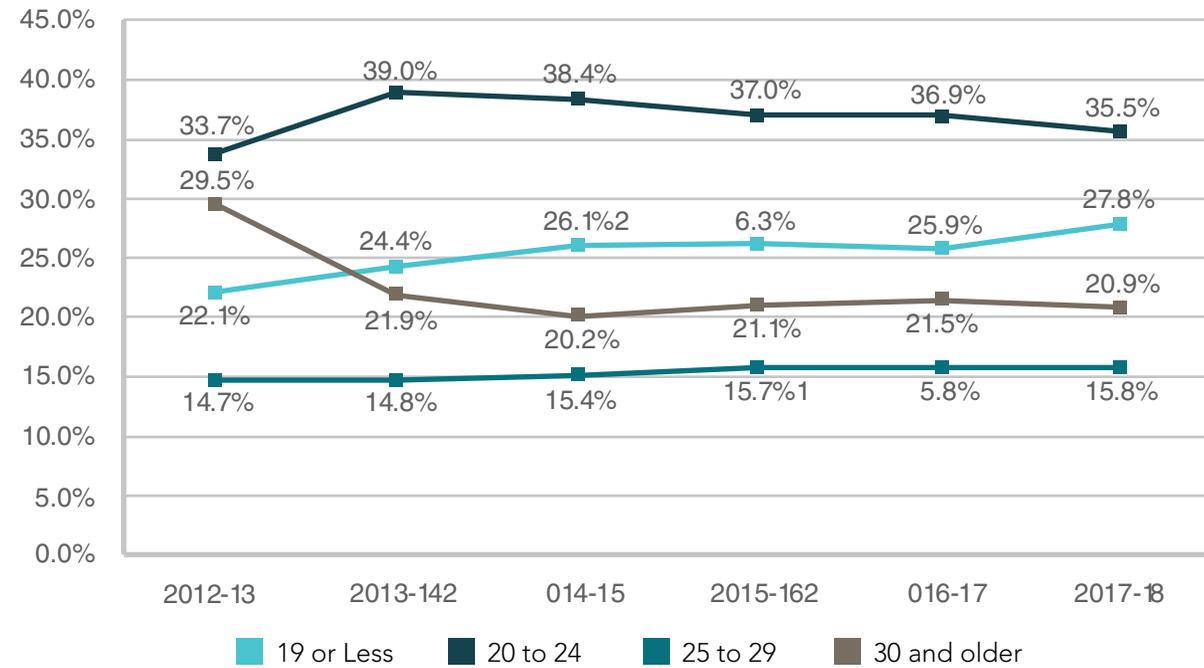


Gender Representation 2010-11 to 2017-18

Age Distribution 2010-11 to 2017-18  
Figure 1.3

The largest proportion of Moreno Valley College students are individuals 24 years old or younger. This population of students made up 63.3 percent of students in 2017-18. Students who are 25 and older make up the rest of the student population with students who are 30 years of age or older representing 20.9 percent of the population. The largest change in the student population occurred with the students who are 30 years old or older.

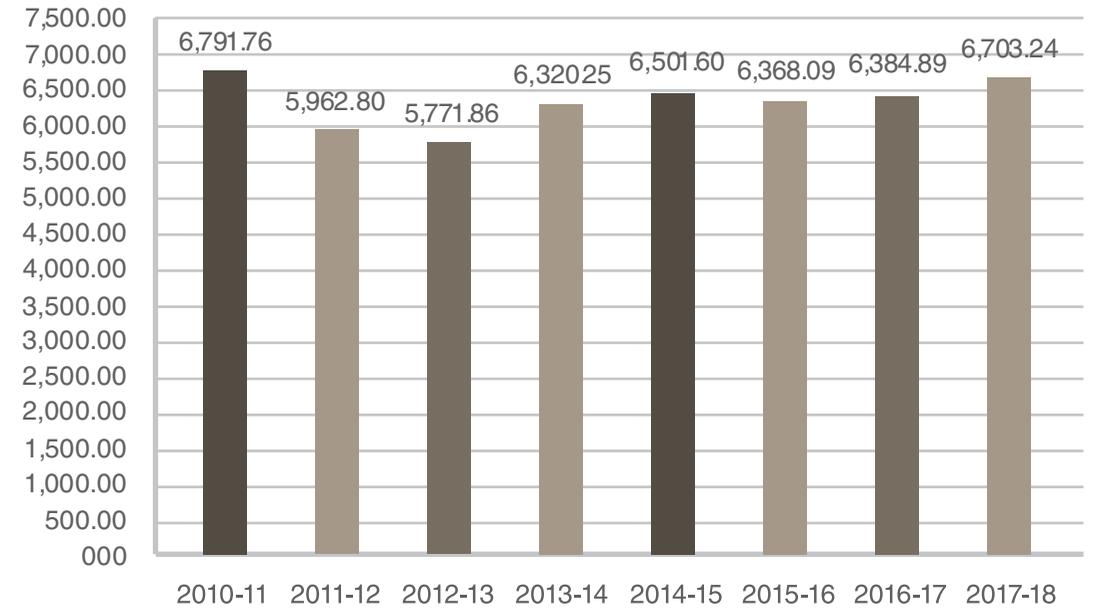
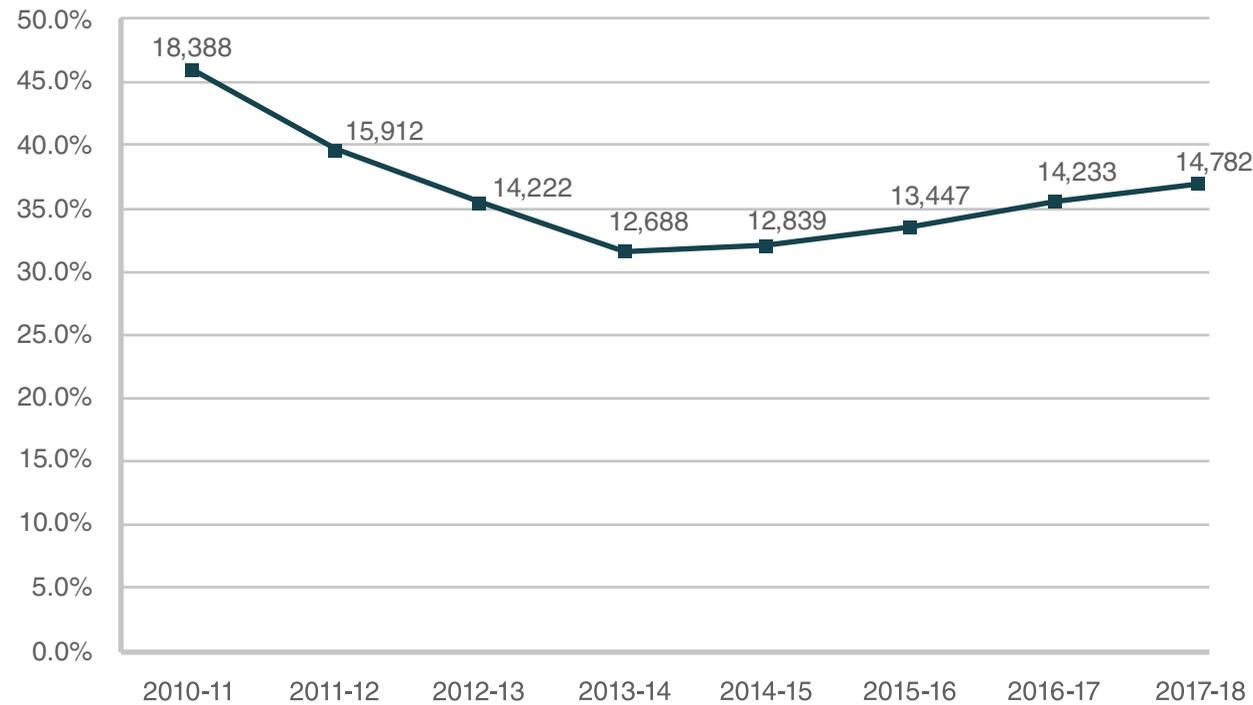
In 2012-13, this group of students represented 29.5 percent of the population, but then decreased to 20.9 percent. As of 2015-16, the age distribution of students appears to be stabilizing with the exception of students who are 19 years of age or younger. This group grew nearly two percent from 2016-17 to 2017-18.



# APPENDIX A STUDENT ENROLLMENT DATA

Overall, Moreno Valley College has experienced steady enrollment growth in both unduplicated headcount and Full-Time Equivalent Students (FTES) since 2013-14. As of 2017-18, the College served 14,782 unduplicated students which represents growth of 2,094 students (plus 16.5 percent) from a low of 12,688 in 2013-14. In addition, FTES production has grown from a low of 5,771.86 in 2012-13 to 6,703.24 in 2017-18 representing an annual average growth rate of 3.2 percent.

**Annual Headcount (Unduplicated)**  
Figure 2.1



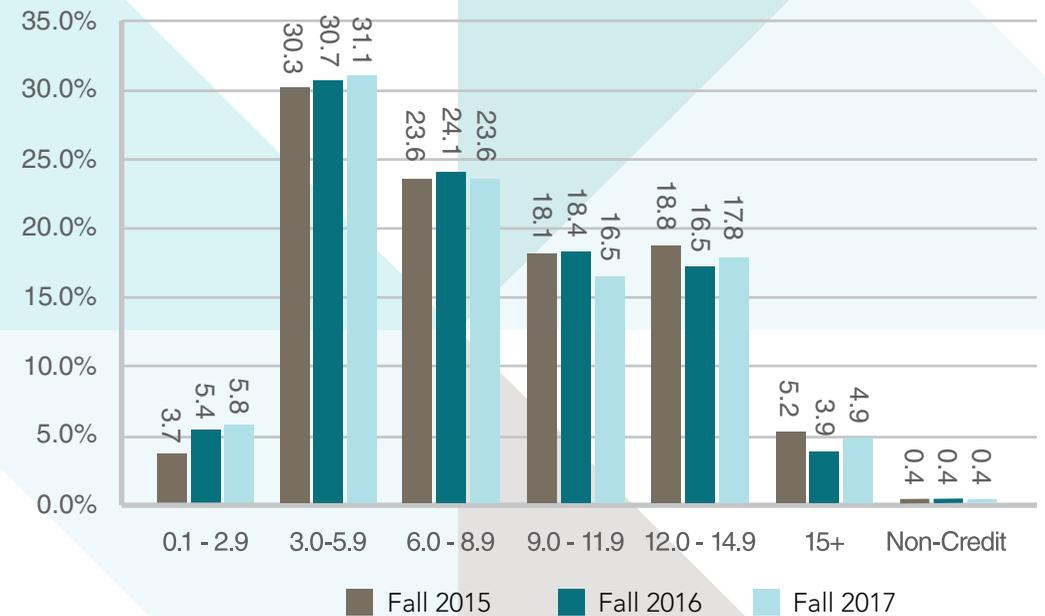
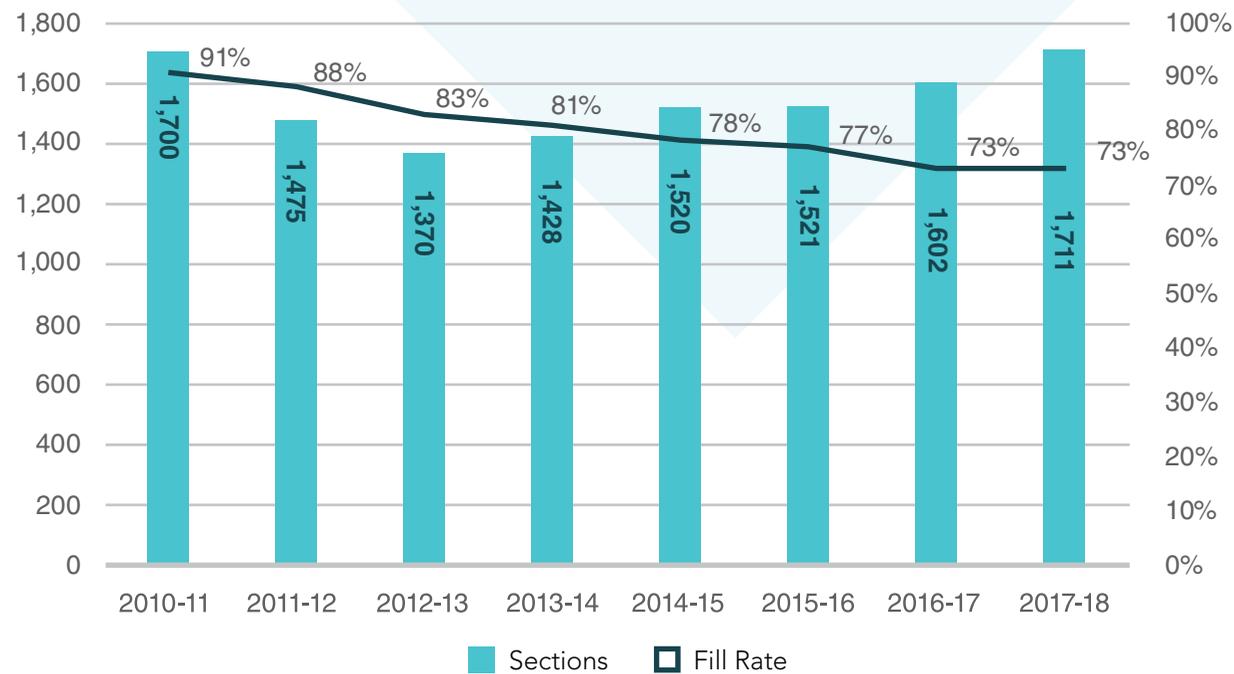
**Full-time Equivalent Students 2010-11 to 2017-18**  
Figure 2.2

Figure 2.1, 2.2 Data Source: RCCD Enrollment Management Dashboard (Final Total FTES = Final Resident and Final Non-Resident)

The number of course sections offered has generally tracked with enrollment growth since 2012-13. Course sections grew from a low of 1,370 in 2012-13 to 1,711 in 2017-18 (plus 24.9 percent). The course section offering is now restored to the peak offering that occurred in 2010-11. One important note is that as course

sections have grown since 2012-13, the fill rates for courses have dropped from a high of 91 percent in 2010-11 to 73 percent in 2017-18. The fill rate is one measure of course schedule efficiency and the college started work in the spring of 2016-17 that continues through today to improve this efficiency.

**Total Sections and Fill Rates per Academic Year 2010-11 to 2017-18**  
Figure 2.3



**Full-time/Part-time (Unit Load) %**  
Fall 2015, '16 and '17  
Figure 2.4

Based on fall semester enrollment data beginning in 2015, a significant majority of Moreno Valley College students attend part-time. These students made up 77 percent of the population in fall 2017. While the college is moving towards adoption of the Guided Pathways framework, the expectation that the proportion of full-time students to grow over the next five years.

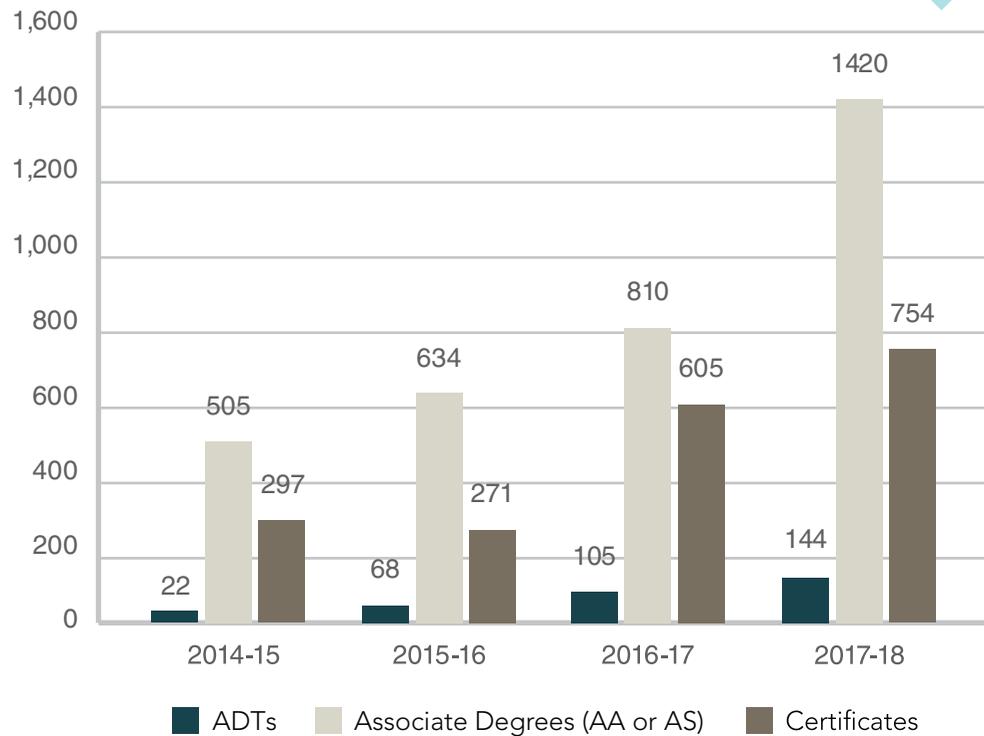
# APPENDIX A STUDENT PERFORMANCE DATA

Student performance data served a central and critical area of investigation during the development of the 2018-23 Integrated Strategic Plan. Specific data reviewed included course level success rates, fall-spring and fall-fall persistence rates, degree/certificate completion rates, transfer rates, and Career & Technical Education enrollment and outcomes.

Student award data includes the number of degrees, including Associates Degrees for Transfer and certificates earned by students.

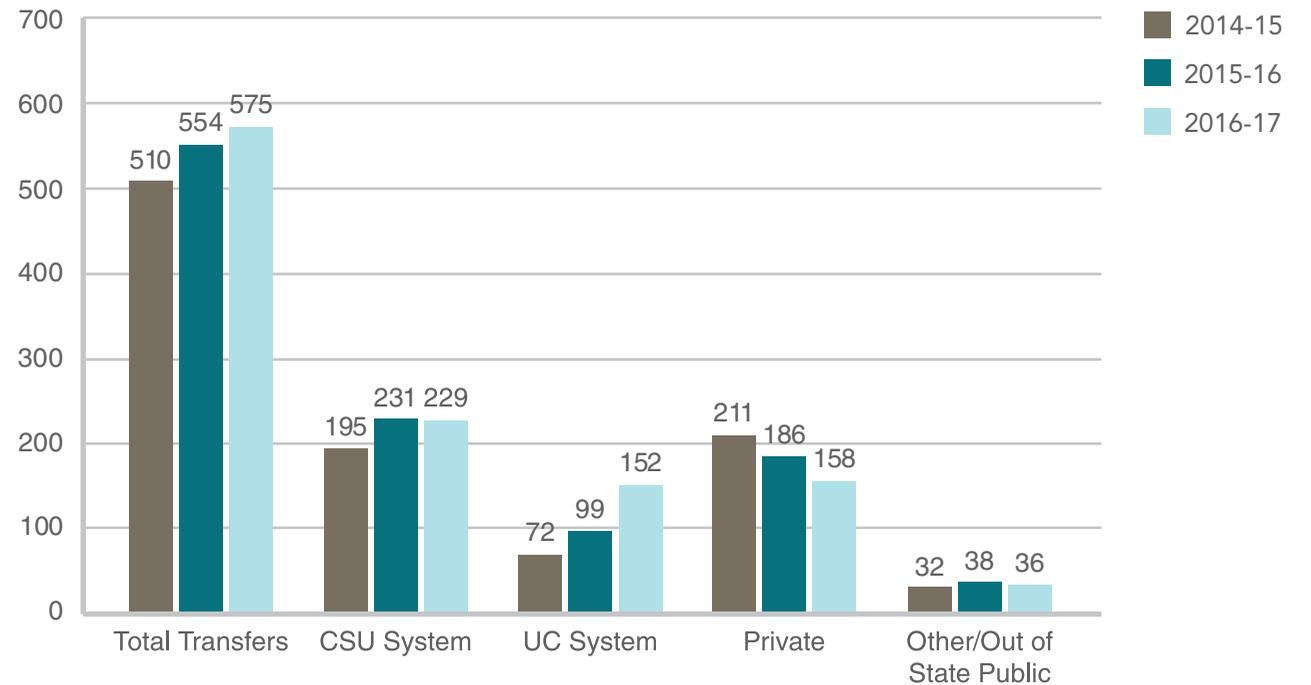
Award attainment by students is up significantly since 2014-15 with the total number of degrees growing from 505 in 2014-15 to 1,420 in 2017-18. This represents a large increase of 915 or 181 percent. In addition, ADT attainment grew from 22 to 144 (plus 122/555 percent) and certificates grew from 297 to 754 (plus 457/154 percent) over this same time period.

**Student Award Attainment 2014-15 to 2017-18**  
Figure 3.1



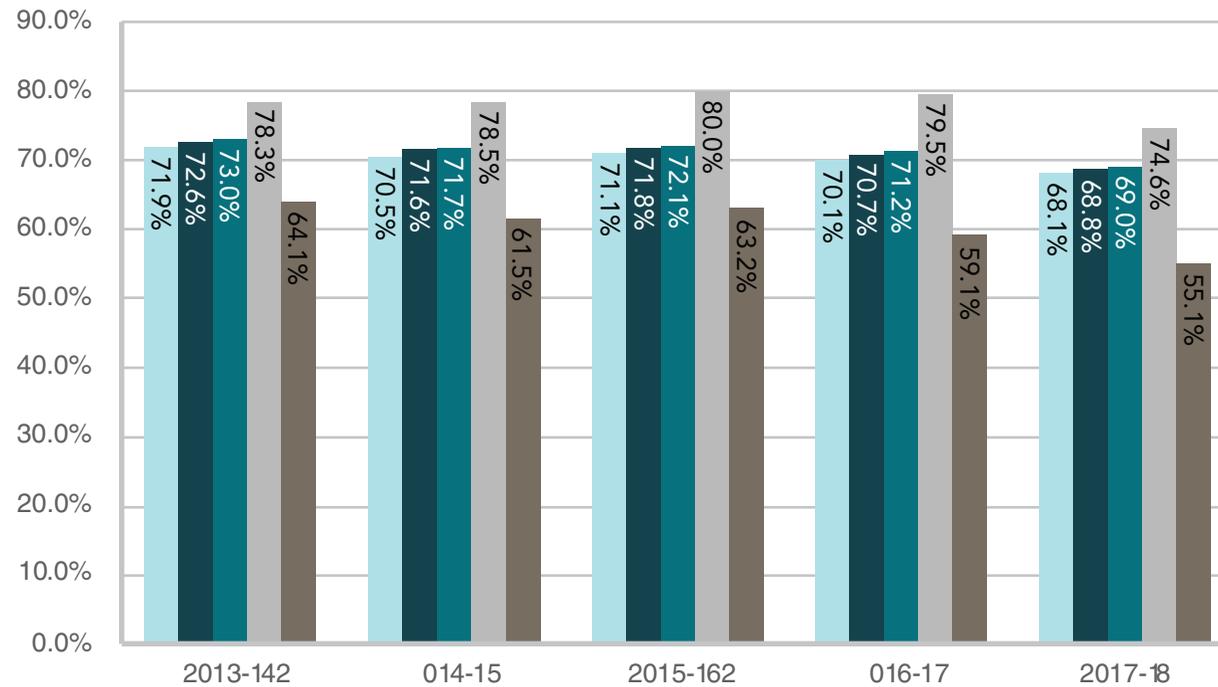
Another important student outcome is successful transfer to a four-year university. Student transfers have increased between 2014-15 and 2016-17 from 510 students to 575 (plus 65/12.7 percent). The majority of students who transfer do so to a California State University or a University of California campus. Students transferring to a public California institution has grown between 2014-15 and 2016-17. Students transferring to a CSU increased from 195 to 229, and those transferring to a UC increased from 72 to 152 over this period. Notably, the number of students transferring to private universities has fallen from 211 to 158 over the same time period.

**Student Transfers to Four-Year Universities 2014-15 to 2016-17**  
Figure 3.2



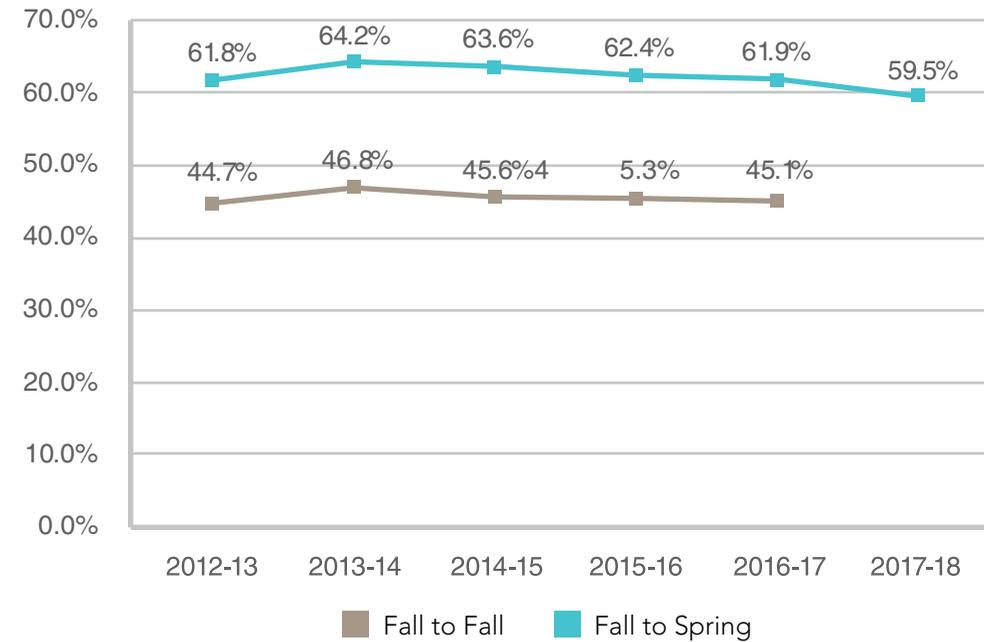
Student course completion rates have remained flat since 2013-14. Two exceptions to this are in Career & Technical Education and basic skills courses. CTE course level success rates have decreased slightly from

78.3 percent in 2013-14 to 74.6 percent 2017-18. In addition, basic skills course success rates have fallen from 64.1 percent in 2013-14 to 55.1 percent in 2017-18.



**Successful Course Completion Rates 2013-14 to 2017-18**  
Figure 3.3

- All Courses
- Transfer Courses
- Credit - Degree Applicable Courses
- Basic Skills Courses
- Career/Technical Education Courses



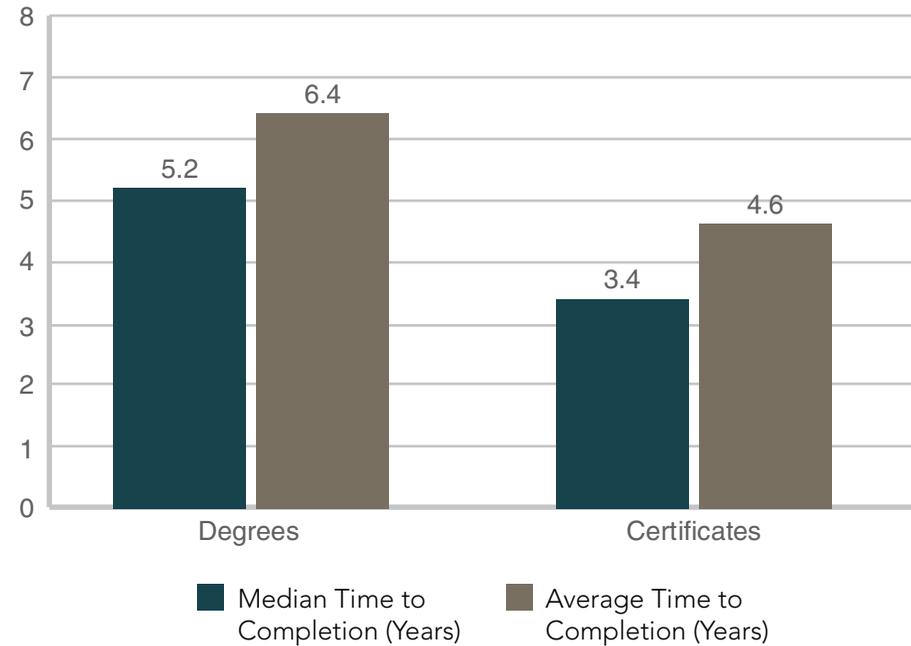
**Fall-to-Spring and Fall-to-Fall Student Persistence Rates 2012-13 to 2016-17**  
Figure 3.4

Student persistence rates are an important momentum metric that is a leading indicator of student educational goal attainment. At Moreno Valley College, fall to spring student persistence rates have fallen from a high of 64.2 percent during 2013-14 to 59.5 percent in 2017-18. Fall-to-fall student persistence rates have also fallen from a high of 46.8 percent in 2013-14 to 45.1 percent in 2016-17.

# APPENDIX A STUDENT PERFORMANCE DATA

In addition to the traditional success and retention metrics Moreno Valley College will now track two additional metrics: Average Total Credits Completed at Graduation and Median Time to Completion of Degrees/Certificates. The baseline year for this data is the 2017-18 graduating class, and the average number of credits earned by students was 81.4 and the media time to completion appears to the right.

Given that the typical degree at a California community college can be earned with 60 credits, many students are taking significantly more credits than they need. In fact, 21.4 credits represent nearly an additional year of full-time enrollment. Similarly, the median to completing a degree was 5.2 years and completing a certificate was 3.4 years based on the 2017-18 baseline year.



For the 2018-23, Moreno Valley College Integrated Strategic Plan, data related to Career & Technical Education (CTE) outcomes were reviewed. The data elements reviewed include those related to the Strong Workforce Initiative, California Community Colleges Student Success Scorecard CTE Progression Metric and the Annual CTE Outcomes Survey.

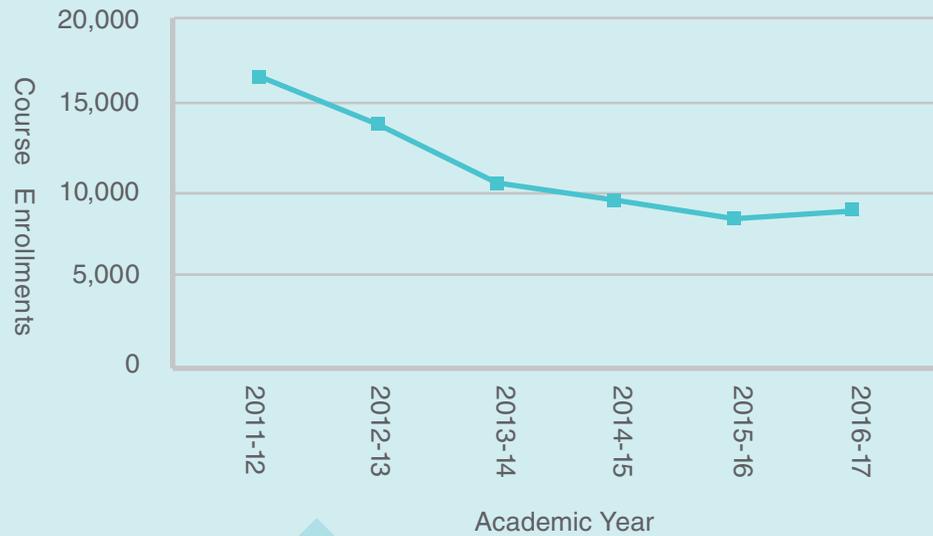
Based on the data shown to the left, the number of student enrollments has dropped from a high of 17,001 in 2011-12 to 8,955 in 2016-17, though the number of enrollments rebounded slightly over the last two data periods. Note that student enrollments in CTE courses represent a duplicated headcount of students as this metric captures the number of seats taken in these courses and an individual student is counted in each CTE course they enroll in during a given year.

2017-18

**81.4** Average Total Credits Completed at Graduation  
**70.1** Average Total Degree Applicable Units at Graduation

**Median and Average Time to Completion for Degrees and Certificates 2017-2018**  
 Figure 3.5

COMMON ACRONYMS	CCC: California Community Colleges CCCCO: California Community Colleges Chancellor's Office	RCCD: Riverside Community College District MVC: Moreno Valley College	ACCJC: Accrediting Commission for Community and Junior Colleges CTE: Career & Technical Education
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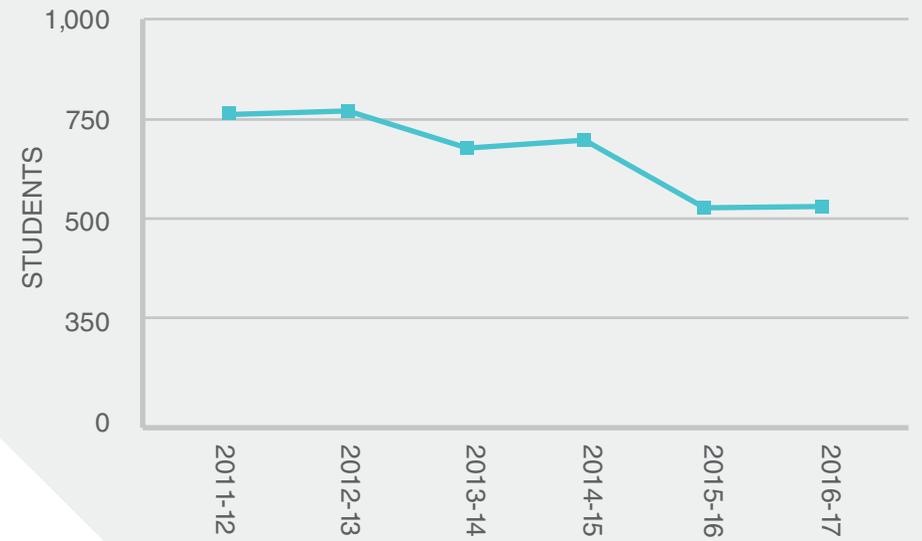
**CTE Enrollments  
2011-12 to 2016-17**  
Figure 3.6

Figure 1.1 Data Source: Colleague  
Figure 1.2, 1.3, 1.4 Data Source: Chancellor's  
Office Management Information System

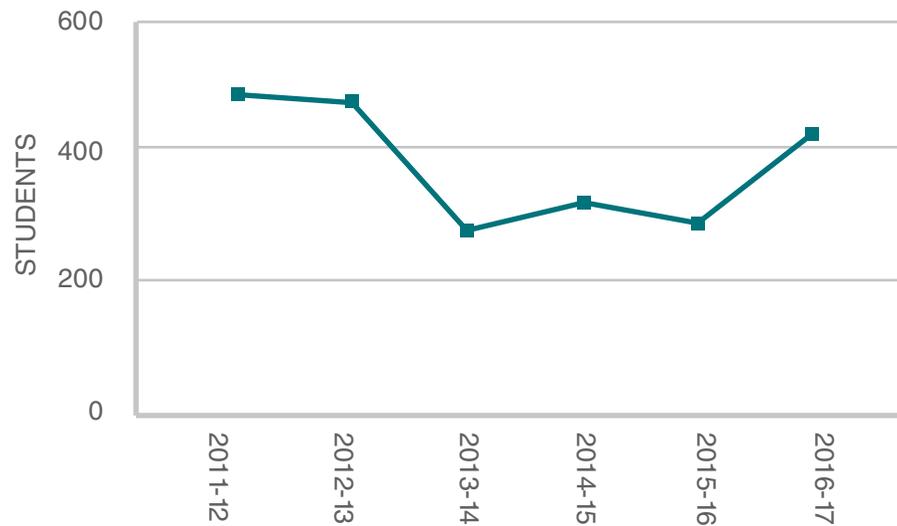
The number of CTE degrees and certificates earned by students has fallen from a high of 489 in 2011-12 to 427 in 2016-17. However, from 2015-17 this metric increased significantly from 290 degrees and certificates to 427. If this upward trend continues, the College will surpass the previous high by 2018-19 or earlier.

**Number of CTE Degrees  
and Certificates  
2011-12 to 2016-17**  
Figure 3.7

The number of students who complete 12 plus units in a CTE field within one year is a momentum indicator of eventual student certificate and degree completion. At Moreno Valley College, this data point has dropped from a high of 755 students in 2011-12 to 544 students in 2016-17.



**Number of students  
who complete 12  
plus units in a CTE  
field in one year  
2011-12 to 2016-17**  
Figure 3.8



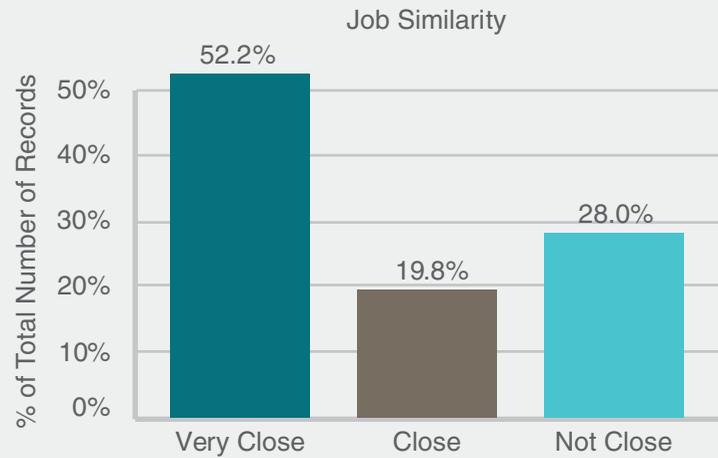
# APPENDIX A STUDENT PERFORMANCE DATA

**CTE Education Rate**  
Figure 3.9

2010-11		2011-12	
Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
2,739	48.7%	1,473	46.2%

Another CTE metric being tracked as part of the Moreno Valley College Integrated Strategic Plan is the California Community College Student Success Scorecard CTE Rate. This metric tracks the number of students who complete more than eight units in a single CTE discipline and subsequently completed a degree, certificate, or achieved a transfer related outcome. The students are tracked as cohorts over six years. Given the span of time each cohort is tracked Moreno Valley College has two cohorts of data available, and the college rates appear below. The college CTE rate dropped slightly from 48.7 percent in 2016-17 to 46.2 percent in 2017-18.

**If you are working, how closely related to your field of study is your current job?**



**2017 CTE Outcomes Survey – Similarity Between Job and Program of Study**  
Figure 3.10

Lastly, for students who complete a Career & Technical Education certificate or degree, the closeness of their field of study to their current job has significant impact on their earnings. Per the 2017 California Community Colleges Annual Career & Technical Education Outcomes Survey (CTEOS), students experience the largest wage gains when they are employed in jobs that are either very close or close to their fields of study. Based on the CTEOS, 72 percent of Moreno Valley College students earn employment in a field that is either very close or close to their field of study.

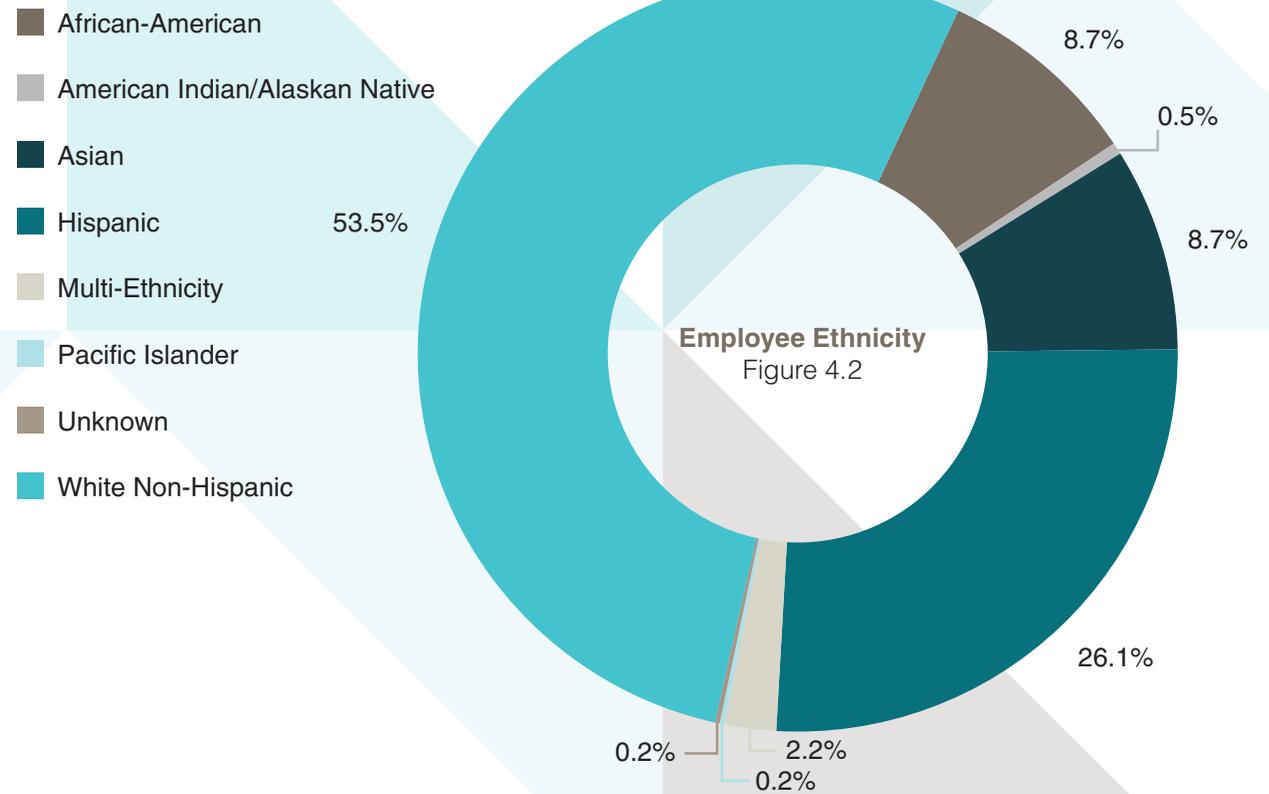
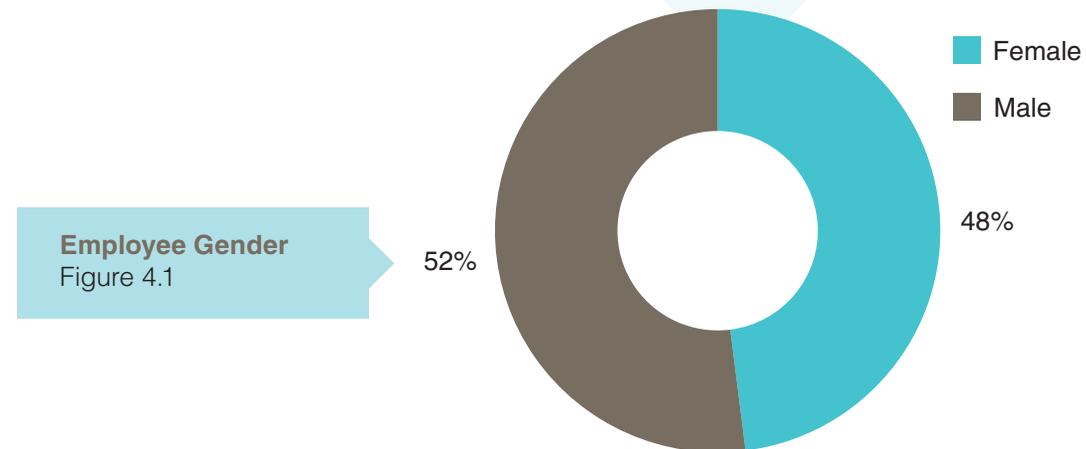
*Figures 3.10 Data Source: 2017 California Community Colleges Career & Technical Education Outcomes Survey*

# APPENDIX A EMPLOYEE PROFILE

The College employed 587 full- and part-time faculty, staff, and administrators during the fall of 2017. The largest group of employees are temporary faculty who number 360. In addition, based on the graphs below and the complete employee demographics table included in the appendix other notable features of this data include:

- Females are the majority of employees in each group with the exception of temporary faculty
- Overall, the diversity of educational administrators and classified staff is significant though not representative of the college's student population
- Faculty, both tenured/tenure track and temporary, are majority White Non-Hispanic which is not reflective of the student population at the College (*figure 9.2*)

Figures 4.1, 4.2 Data Source: California Community Colleges Chancellor's Office DataMart



# APPENDIX A EMPLOYEE PROFILE

Fall 2017	Employee Count	Employee Count (%)
<b>TOTAL Moreno Valley College</b>	<b>587</b>	<b>100.00%</b>
<b>TOTAL Educational Administrator</b>	<b>13</b>	<b>2.21%</b>
Female	8	61.54%
Male	5	38.46%
<b>TOTAL Academic, Tenured/Tenure Track</b>	<b>93</b>	<b>15.84%</b>
Female	52	55.91%
Male	41	44.09%
<b>TOTAL Academic, Temporary</b>	<b>360</b>	<b>61.33%</b>
Female	143	39.72%
Male	217	60.28%
<b>TOTAL Classified</b>	<b>121</b>	<b>20.61%</b>
Female	79	65.29%
Male	42	34.71%

Fall 2017	Employee Count	Employee Count (%)
<b>TOTAL Moreno Valley College</b>	<b>587</b>	<b>100.00%</b>
<b>TOTAL Educational Administrator</b>	<b>13</b>	<b>2.21%</b>
African-American	2	15.38%
Asian	2	15.38%
Hispanic	4	30.77%
White Non-Hispanic	5	38.46%
<b>TOTAL Academic, Tenured/Tenure Track</b>	<b>93</b>	<b>15.84%</b>
African-American	8	8.60%
American Indian/Alaskan Native	1	1.08%
Asian	9	9.68%
Hispanic	18	19.35%
Multi-Ethnicity	2	2.15%
White Non-Hispanic	55	59.14%

Fall 2017	Employee Count	Employee Count (%)
<b>TOTAL Moreno Valley College</b>	<b>587</b>	<b>100.00%</b>
<b>TOTAL Academic, Temporary</b>	<b>360</b>	<b>61.33%</b>
African-American	14	3.89%
American Indian/Alaskan Native	2	0.56%
Asian	35	9.72%
Hispanic	89	24.72%
Multi-Ethnicity	7	1.94%
Unknown	1	0.28%
White Non-Hispanic	212	58.89%
<b>TOTAL Classified</b>	<b>121</b>	<b>20.61%</b>
African-American	27	22.31%
Asian	5	4.13%
Hispanic	42	34.71%
Multi-Ethnicity	4	3.31%
Pacific Islander	1	0.83%
White Non-Hispanic	42	34.71%

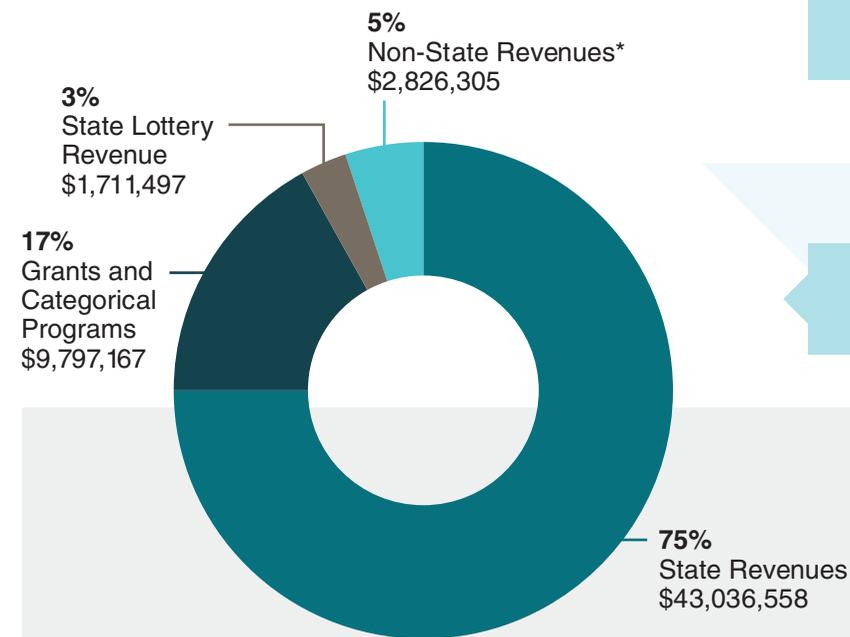
Data Source: California Community Colleges Chancellor's Office DataMart

# APPENDIX B BUDGET SUMMARY

Over the past several years, the College's total revenues have increased from \$48.1 million in Fiscal Year 2015-16 to \$54.8 million in Fiscal Year 2017-18. The revenue data appears below. College revenues fall into two primary fund classifications, general funds and categorical-restricted funds.

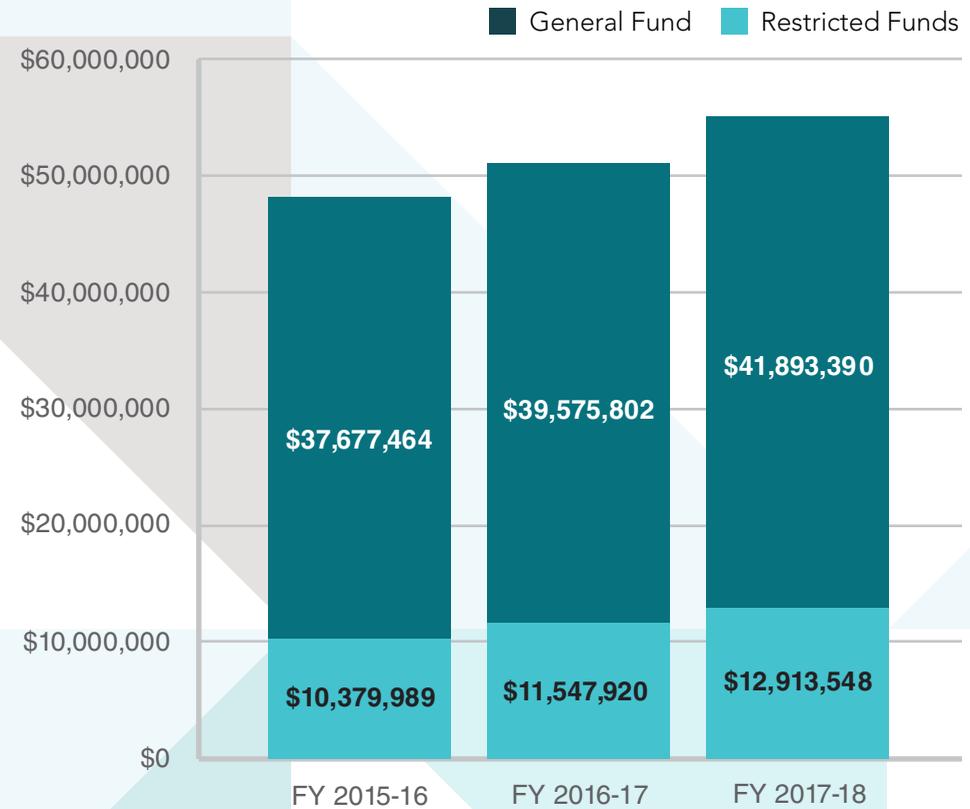
General funds are largely provided to the College by the State of California through appropriation via our District office, based on

enrollments measured by Full-Time-Equivalent-Student (FTES). The state's appropriation is governed by Proposition 98, the constitutional guarantee of funding for K-14 education. The general fund on average makes up 77.45 percent of the College's total revenues. Thus, the increase in Proposition 98 funding to community colleges, which has increased by \$2.6 billion since 2011, has been the key driver in the College's increase in revenues.



**College Revenue 2015-16 to 2017-18**  
Figure 5.1

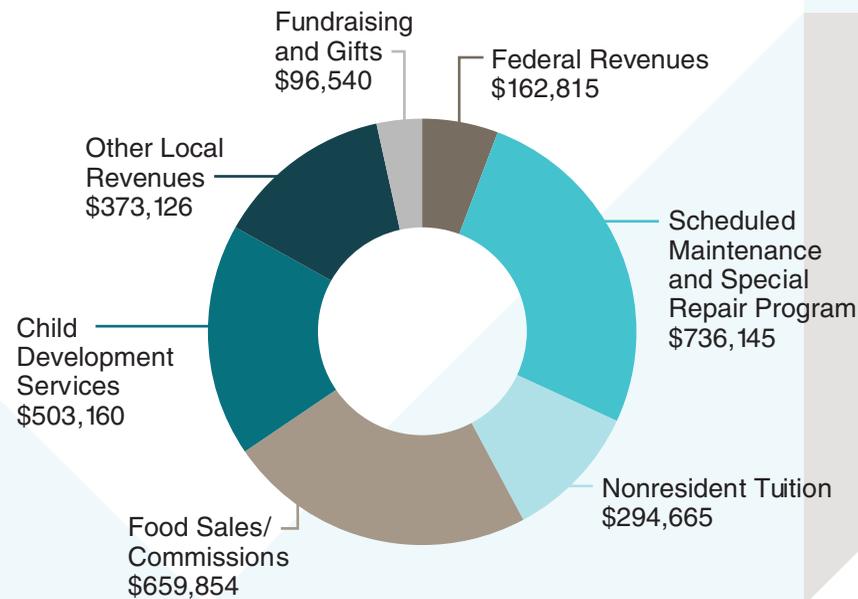
**Revenue 2017-18**  
Figure 5.2



The College's revenues from Categorical-Restricted funds have also increased during the FY 2015-16 to FY 2017-18 timeframe going from \$10.38 million to \$12.91 million. Categorical-Restricted funds includes both state and non-state sources. Non-state sources include Federal grants, nonresident tuition, fundraising, and others.

The increase in revenues from Categorical-Restricted funds was the result of new state categorical programs, new grants, and greater levels of funding for existing grant and categorical programs. Additionally, Lottery funds have increased \$1.1 million in FY 2015-16 to \$1.77 million in FY 2017-18.

## APPENDIX B BUDGET SUMMARY



**College Non-State Revenue 2017-18**  
Figure 5.3

The passage of the 2018 California Budget Act, the State adopted the Student-Centered Funding Formula (SCFF), for funding community colleges. The SCFF was developed based on clear principals:

1. To encourage progress toward the California Community Colleges Vision for Success adopted by the California Community College Board of Governors
2. To provide groups of students that have faced barriers to success with additional support to meet their goals
3. To improve resources available to community college districts by making them stable, predictable, and flexible
4. To further the activities the Chancellor's Office is undertaking through the Guided Pathways framework.

The new formula calculates apportionments generally using three allocations:

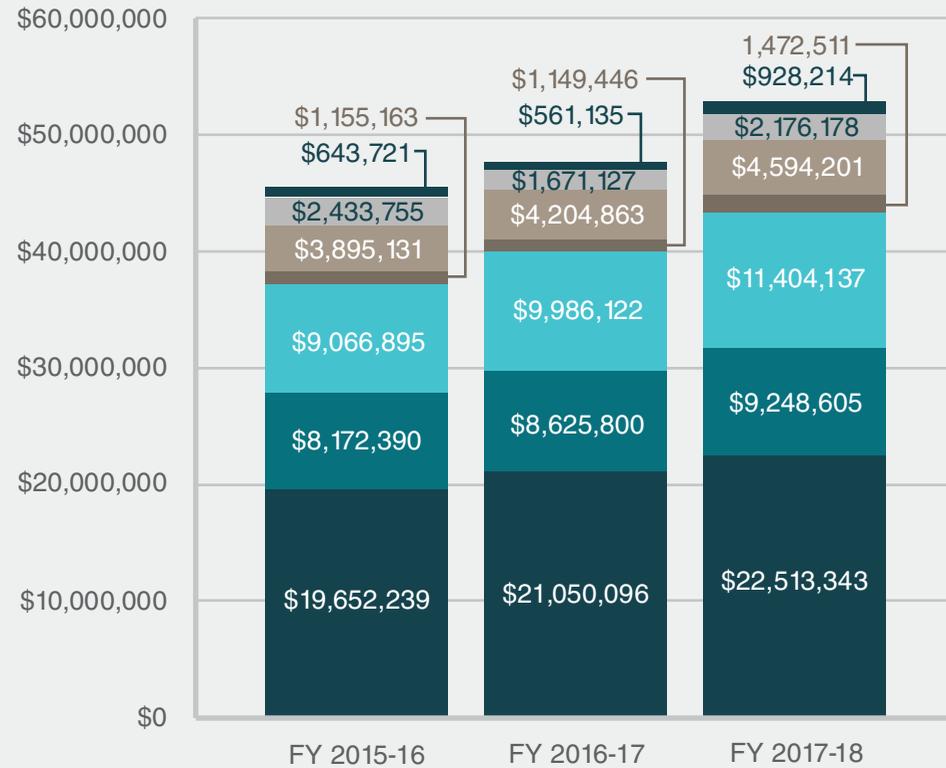
- **Base Allocation**—Enrollment driven - Credit enrollment through FTES
- **Supplemental Allocation**—Access driven - counts of low-income students, measured by Pell Grant, AB540 and Promise Grant recipients
- **Student Success Allocation**—Student Success driven - Counts of successful student outcomes related to the Vision for Success, with premiums for outcomes of low-income students.

Noncredit FTES (and some other FTES) would be funded at current rates. The SCFF is being implemented over three years, 2018-19 to 2020-21 as a phased transition from the previous funding model.

Under the new funding formula, Riverside Community College District is projected to receive an increase in base apportionment budget of \$17.36 million. The District is currently in the process of developing a new Budget Allocation Model (BAM). Although, the District has not finalized its new BAM, current efforts are to incorporate variables included in the SCFF. Further, the State Chancellor's Office through its Categorical program Integration effort is seeking to provide greater flexibility and efficiency of reporting associated with the Equity, Basic Skills and Student Support Services programs. With softening enrollments, and significant changes in funding allocation methodologies occurring at the State and the District, College revenues going forward is difficult to predict. However, what is clear, is the important role that data monitoring, goal setting, and analysis will play in informing academic, student support and financial decisions.

In addition to the revenues and the change in the state budget formula for community college discussed above, Moreno Valley College tracks expenditures in an effort to be fiscally prudent. Like most institutions, particularly colleges, their most valuable resource is their people, the faculty and staff that work together to advance the College's mission. The college's use of funds reflects this prioritization as indicated in Figures 5.4 and 5.5:

**College Expenditures 2015-16 to 2017-18**  
Figure 5.4



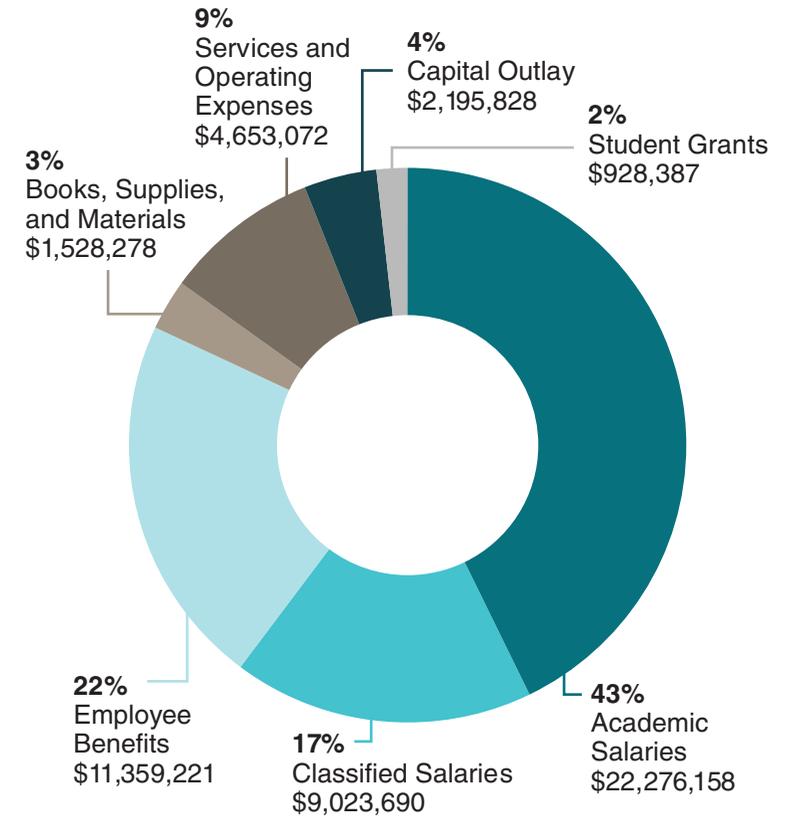
- 82 percent of expenditures devoted to faculty and staff compensation (salary and employee benefits).
- 9 percent of expenditures are for services and operating expenses
- Four percent of expenditures are attributable to capital outlay projects
- Three percent of expenditures are for books, supplies, and materials
- Two percent of expenditures are for student grants

- 1000 Instructional Salaries
- 2000 Classified Salaries
- 3000 Benefits
- 4000 Supplies
- 5000 Services
- 6000 Equipment
- 7000 Student Aid

Given employee compensation's large share of the College's expense budget, along with restricted/categorical funds expenditures, the College's discretionary budget is quite modest, less than 5 percent. As reflected in the chart above, expenses have been increasing in each area and overall. The greatest cost drivers include increases in salaries and wages,

increases associated with the rising cost of health benefits and the State's retirement systems PERS and STRS. Other expense cost drivers include general inflation and rising utility and capital expenditure costs increases.

Due to rising expenditure costs and revenue uncertainty, maintaining the fiscal stability of the



**College Expenses 2017-18**  
Figure 5.5

college is particularly important. Moreover, when one considers that the current economic boom has lasted for nine years, the college should work to position itself with regard to available resources in order to serve students in achieving their educational goals.

# APPENDIX C 2017-18 STUDENT SUCCESS AND EQUITY PLAN DISPROPORTIONATE IMPACT DATA

## SUMMARY OF PROGRESS MADE

Progress made towards closing the student equity gaps specified in the previous Student Equity Plan has been mixed. Some of the identified gaps have closed to some degree, such as the access for veterans, basic skills course completion for current or former foster youth, and remedial math course completion for individuals with disabilities, whereas other gaps have increased, despite the intervention efforts implemented. Most notably, the achievement gaps have increased for African-American students in basic skills course completion. Overall the college has made progress with closing student equity gaps, as shown in the tables to the right, however it is Moreno Valley College's goal to significantly reduce stubborn equity gaps for disproportionately impacted student populations in as efficient a time period as possible.

A summary of Moreno Valley College's progress made towards closing student equity gaps for disproportionately impacted student populations, showing currently available indicator data, are outlined to the right.

ACCESS - All MVC			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
White students	-10.3	-9	-9.5
Male students	-6.5	-7.4	-7.9
Individuals with Disabilities	-4.5	-6.4	-5
Veterans	-3.5	-2.1	-1.2

ACCESS CTE non-PSET			
Disproportionately Impacted Subgroups	2014-15	2015 -16	2016-17
White students	-16.4	-12.9	-14.6
Male students	-9.4	-6.1	-9.1
Individuals with Disabilities	-4.3	-5.7	-3.1
Asian			-2.8
Veterans		-4.6	-1.1

ACCESS - PSET only			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
Female students	-27.4	-23.4	-23.3
Individuals with Disabilities	-6.6	-7.5	-6.8
Asian students	-6	-4.5	-4.4
African American/Black	-4.8	-3.8	-3.8
Latina/o			-0.5

Overall Course Completion			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
Current or former foster youth	-15.5	-10.8	-14.1
African American/Black	-9.9	-10.8	-10.8
Native Hawaiian/Pacific Islander	-10.7	-9.7	-9.5
Race unknown	-7.7		

Transfer Course Completion			
Disproportionately Impacted Subgroups	2014-15	2015 -16	2016-17
Current or former foster youth	-14.1	-9.7	-12.5
Native Hawaiian/Pacific Islander	-11.9	-10.1	-15.3
African American/Black	-8.4	-9.3	-9.5

Basic Skills Course Completion			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
African American/Black	-11.7	-10.5	-14.4
Individuals with Disabilities	-11.3	-6	-11.1
Current or former foster youth	-10.9	-12.1	-9.8
Native Hawaiian/Pacific Islander		-14.9	
American Indian/Alaska Native			-9.1

Remedial English Cohort			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
African American/Black	-13	-8.8	
Current or former foster youth	-9.7	-7.9	
Individuals with Disabilities	-6.8		
Male students	-5	-3.9	

## 2017-18 STUDENT SUCCESS AND EQUITY PLAN DISPROPORTIONATE IMPACT DATA

Remedial Math Cohort			
Disproportionately Impacted Subgroups	2014-15	2015 -16	2016-17
Current or former foster youth	-12.9	-11.9	
Individuals with Disabilities	-11.5	-3.1	
African American/Black	-9.8	-10.6	
Two or more races (bi/multiracial)		-8.6	

Remedial ESL Cohort			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
African American/Black	-20.2		
Individuals with Disabilities		-10.7	
White students		-2.3	
Latino/a	-0.4	-0.6	
Female students	-1.9	-0.4	
Asian	-2		

Student Progress and Achievement Rate (SPAR)			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
Current or former foster youth	-21.1		
Individuals with Disabilities	-6.5	-12.5	
Male students	-4.6		
Gender unknown		-10.7	
Two or more races (bi/multiracial)		-9.9	
African American/Black		-5.5	

Persistence Cohort			
Disproportionately Impacted Subgroups	2014-15	2015 -16	2016-17
Current or former foster youth	-9.4		
Filipino students	-6.9		
Asian students	-5.5		
White Students	-4.9	-2.1	
Race unknown		-13.7	
African American/Black		-6.1	
Gender Unknown		-5.3	

30-plus Unit Cohort			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
Current or former foster youth	-13.3	-4.5	
Individuals with Disabilities	-8.4	-3.8	
Two or more races (bi/multiracial)	-4.3		
Gender Unknown		-7.9	
African American/Black students		-7.1	
Race Unknown		-5.2	

Transfer Cohort			
Disproportionately Impacted Subgroups	2014-15	2015-16	2016-17
Current or former foster youth	-12.3	-11.2	
Race unknown	-5.9		
Male students	-3.3	-1.6	
Latino/a students	-2.6	-2.1	
Gender Unknown		-15.5	
Individuals with Disabilities		-13.6	
African American/Black students		-4.4	

## STUDENT EQUITY SUMMARY

Severely and disproportionately impacted students Saliency and Frequency of 12 Equity Key Performance Indicators:

<b>African American/Black students (10/12)</b>	83 percent
<b>Individuals with disabilities (9/12)</b>	75 percent
<b>Current or former foster youth (8/12)</b>	67 percent
<b>Male students (5/12)</b>	42 percent

## APPENDIX D DEFINITION OF DISPROPORTIONATE IMPACT

### DEFINITION OF DISPROPORTIONATE IMPACT PER THE 2018 MORENO VALLEY COLLEGE STUDENT SUCCESS AND EQUITY PLAN AND THE CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CCCCO)

The California Community Colleges Chancellor's Office issued revised "Guidelines for Measuring Disproportionate Impact in Equity" in August 2015. Based on these guidelines the Student Success and Equity Committee adopted the 80 percent Rule methodology for identifying and assessing as discussed in the guidelines document.

The 80 percent rule states that evidence of disproportionate impact exists when any identified student equity group is performing at less than four-fifths (4/5 or 80 percent) of the highest performing group for a specific metric. Examples of how the 80 percent Rule methodology is applied and

interpreted are included in the guidelines from the state chancellor's office.

Note that as of 2018, the CCCCCO is recommending that colleges use Percentage Point Gap Method of assessing and monitoring disproportionate impact as a result of language included in AB504 Community Colleges: Student Success and Support Funding. The Moreno Valley College Student Success and Equity Committee is moving towards adopting this new method per AB504 and direction from the state Chancellor's Office.

# APPENDIX E ALIGNMENT OF GOALS AND OBJECTIVES WITH INTERNAL AND EXTERNAL PLANS

2018-23 Moreno Valley College Integrated Strategic Plan Alignment			
ISP Goal	Objective	Internal or External Plan Alignment	
<b>I. Student Access and Equity</b>	<b>I.1</b> Improve access to higher education for disproportionately impacted groups by closing equity gaps by 40 percent within five years and eliminating these gaps within 10 years.	1) CCC Vision for Success Goals 2) RCCD Strategic Plan Draft Goals 3) MVC Student Success and Equity Plan	
	<b>I.2</b> Improve course completion rates for disproportionately impacted groups by closing equity gaps by 40 percent within five years and eliminating these gaps within 10 years.		
	<b>I.3</b> Improve Basic Skills (Math, English, ESL, & Reading) course completion rates for all disproportionately impacted groups by closing equity gaps by 2 percentage points per year.		
	<b>I.4</b> Improve completion of transfer level English and mathematics by closing equity gaps for disproportionately impacted groups by 40 percent within five years and eliminating these gaps within 10 years.		
	<b>I.5</b> Increase degree and certificate completion for disproportionately impacted groups by closing equity gaps by 40 percent within five years and eliminating these gaps within 10 years.		
<b>II. Student Learning, Success and Completion</b>	<b>II.1</b> Increase the number of Associate Degrees and certificates by 20 percent and transfer to four-year universities by 35 percent.	1) CCC Vision for Success Goals 2) CCC Student Success Scorecard 3) CCCC Institutional Effective Partnership Initiative Goals 4) ACCJC Set Standards 5) RCCD Strategic Plan Draft Goals 6) 2015-18 MVC Integrated Strategic Plan	
	<b>II.2</b> Increase overall successful course completion rate by 5 percentage points.	1) CCCC Institutional Effective Partnership Initiative Goals 2) ACCJC Set Standards 3) California Guided Pathways Key Performance Indicators 4) 2015-18 MVC Integrated Strategic Plan	
	<b>II.3</b> Increase fall to spring and fall to fall persistence rate by 5 percentage points.	1) CCC Student Success Scorecard 3) CCCC Institutional Effective Partnership Initiative Goals 4) ACCJC Set Standards 5) California Guided Pathways Key Performance Indicators 6) 2015-18 MVC Integrated Strategic Plan	
	<b>II.4</b> Increase the number of full-time, first-time students by 10 percentage points.	1) California Guided Pathways Key Performance Indicators	
<b>COMMON ACRONYMS</b>	CCC: California Community Colleges CCCCO: California Community Colleges Chancellor's Office	RCCD: Riverside Community College District MVC: Moreno Valley College	ACCJC: Accrediting Commission for Community and Junior Colleges CTE: Career & Technical Education

# APPENDIX E ALIGNMENT OF GOALS AND OBJECTIVES WITH INTERNAL AND EXTERNAL PLANS

2018-23 Moreno Valley College Integrated Strategic Plan Alignment		
ISP Goal	Objective	Internal or External Plan Alignment
<b>II. Student Learning, Success and Completion</b>	<b>II.5</b> Reduce excess accumulated units students earn for degree completion, and reduce median time to completion of degrees, certificates, and transfer (2017-18 Graduating Class Baseline): a. Average Units to Complete Degree from 81.4 to 75 b. Median Time to Degree from 5.2 years to 4 years c. Median Time to Certificate from 3.4 years to 2.4 years d. Median Time to Transfer *Baseline data for this metric to be established during 2018-19.	1) California Guided Pathways Key Performance Indicators 2) Other locally determined objectives
	<b>II.6</b> Improve Career & Technical Education enrollment and outcomes: a. Overall CTE course enrollment from 8,955 enrollments to 10,500 enrollments (2016-17 LaunchBoard baseline). b. CTE completion from 46.2 percent to 60 percent (2016-17 CCCCCO Scorecard baseline). c. Job placement in closely or very closely related field from 72 percent to 80 percent (2017 CTE Outcomes baseline) d. Overall CTE students who complete 12 plus CTE units from 544 to 650 (2016-17 LaunchBoard baseline).	1) CCC Student Success Scorecard 2) CCC Strong Workforce Initiative
<b>III. Community Engagement and Partnerships</b>	<b>III.1</b> Establish and expand partnerships with educational partners, K-12 and higher education, to increase access, pathways, and success for students.	1) 2015-18 MVC Integrated Strategic Plan Goals 2) RCCD Strategic Plan Draft Goals
	<b>III.2</b> Provide programs that contribute to the regional economy and meet industry, community, workforce development needs.	
	<b>III.3</b> Collaborate with community, educational, and industry partners to develop resources that enhance educational programs and student support services.	
<b>IV. Professional Development</b>	<b>IV.1</b> Create a college-wide professional development structure to recommend professional development priorities based on strategic goals.	1) Feedback from 2015-18 MVC Integrated Strategic Plan closeout
	<b>IV.2</b> Develop an integrated professional development plan that meets the needs of college stakeholder groups: students, faculty, staff and administrators.	
	<b>IV.3</b> Develop and conduct multiple professional development opportunities for all constituent groups including but not limited to techniques and programs for closing equity gaps, guided pathways, change leadership, integrated planning and resource development.	1) Feedback from 2015-18 MVC Integrated Strategic Plan closeout 2) RCCD Strategic Plan Draft Goals

**COMMON  
ACRONYMS**

CCC: California Community Colleges  
CCCCO: California Community Colleges Chancellor's Office

RCCD: Riverside Community College District  
MVC: Moreno Valley College

ACCJC: Accrediting Commission for Community and Junior Colleges  
CTE: Career & Technical Education

**2018-23 Moreno Valley College Integrated Strategic Plan Alignment**

ISP Goal	Objective	Internal or External Plan Alignment
<b>V. Institutional Effectiveness and Resources</b>	<b>V.1</b> Implement and maintain sustainable budget practices that results in a balanced annual budget and a College reserve that is two percent* of the general fund budget.  * Two percent is the tentative college reserve pending final recommendation from District Budget Advisory Committee.	1) RCCD Strategic Plan Draft Goals 2) RCCD Budget Advisory Committee Recommendations 3) ACCJC Standards
	<b>V.2</b> Manage resources efficiently to meet strategic goals by supporting academic programs, student support programs, and state of the art technology.	1) RCCD Strategic Plan Draft Goals 2) MVC Technology Plan 3) Feedback from 2015-18 MVC Integrated Strategic Plan closeout 4) ACCJC Standards
	<b>V.3</b> Practice strategic enrollment management that integrates fiscal planning with student achievement.	1) RCCD Strategic Plan Draft Goals
	<b>V.4</b> Conduct annual assessment of the effectiveness of planning, resource allocation, and governance process and make changes for improvement where indicated.	1) Feedback from 2015-18 MVC Integrated Strategic Plan closeout 2) ACCJC Standards
	<b>V.5</b> Produce needed data and analysis to support continuous improvement of college processes, plans and outcomes through the Office of Institutional Effectiveness.	1) RCCD Strategic Plan Draft Goals 2) Feedback from 2015-18 MVC Integrated Strategic Plan closeout 3) ACCJC Standards
	<b>V.6</b> Provide a healthy and safe campus environment for students, faculty and staff.	1) RCCD Strategic Plan Draft Goals 2) ACCJC Standards
	<b>V.7</b> Recruit and hire excellent faculty, staff, and administrators in support of the College mission.	1) RCCD Strategic Plan Draft Goals 2) MVC Technology Plan 3) RCCD Budget Advisory Committee Recommendations 4) Feedback from 2015-18 MVC Integrated Strategic Plan closeout 5) ACCJC Standards

# APPENDIX F EXAMPLE ACTIVITIES TO ACHIEVE INTEGRATED STRATEGIC PLAN GOALS AND OBJECTIVES

In the section below, examples of ongoing activities are described in detail, including a summary description of the actions taken related to Moreno Valley College Strategic Goals: target participants of the activity; planned activities whose attainment will advance the College toward achieving that strategic goal(s); alignment with College Strategic Goals

and Student Equity Indicators; and intended outcomes of the activity over the next five years.

It is important to know that the examples of ongoing activities are not a comprehensive listing of college activities intended to achieve the Moreno Valley College Integrated Strategic

Plan. The College will continue to implement an array of activities to address its strategic goals, as well as monitor and evaluate activities and collect data to assess the progress and effectiveness of individual activities. To this end, existing activities may be modified, new activities will be implemented, or ineffective activities may be concluded.

1. K-12/MVC MATH COLLABORATIVE			
Description	The K12/MVC Math Collaborative is a cross-sectoral and cross-institutional collaboration between secondary and postsecondary educators in Perris and Moreno Valley. The mission of the collaborative is to increase students' successful college transition and completion through collaboration between the College and high school math faculty, vertical alignment of curricula, and faculty-to-faculty meetings.	Planned activities	For 2018-19, two regular meetings are planned, and cross-sectoral visits will resume.
Target	The target audience is classroom educators, especially math teachers, who work with Black and Latinx students and (potential) first-generation college students.	Outcomes	<ol style="list-style-type: none"> <li>1. High attendance and return rate for participants</li> <li>2. Dual enrollment in math</li> <li>3. Increased promotion of MVC by 12th grade math teachers</li> <li>4. Alignment of high school Common Core standards (ELA) and MVC First-Year Mathematics</li> <li>5. Implementation of strategies that support racially and linguistically diverse students</li> </ol>
Participants Served	About 25 math educators are served each year.	MVC Student Equity Indicators	<ul style="list-style-type: none"> <li>• Access</li> <li>• Course Completion</li> <li>• Math Basic Skills Completion</li> </ul> <p>In the coming year, the collaborative will expand its focus to include improving student transfer rates to four-year colleges and universities.</p>
MVC Strategic Goals Alignment	<ul style="list-style-type: none"> <li>• Student Access and Equity</li> <li>• Student Learning, Success, and Completion</li> <li>• Community Engagement and Partnerships</li> <li>• Professional Development</li> </ul>	Equity Groups Served	The collaborative has worked to support the learning and success of African American/Black students, Hispanic/Latinx students (male) and may expand its focus to include current or former foster youth, homeless students and LGBTQ+ students in 2018-19.
How are activities being implemented	Activities are implemented through development and sharing of research-based and equitable best practices for historically underserved students, especially Black and Latinx students.		
Data available	Quantitative data includes attendance logs and access and success rates for newly matriculated students entering Moreno Valley College. Qualitative data includes educator feedback, student feedback, and student panels.		

## 2. K-12/MVC LITERACY COLLABORATIVE

Description	The K12/MVC Literacy Collaborative is a cross-sectoral and cross-institutional collaboration between secondary and postsecondary educators in Perris and Moreno Valley. The mission of the collaborative is to create equitable opportunities for historically underrepresented and underserved communities through collaboration, shared accountability, and systemic changes to support students' successful college transition and completion. This is accomplished through a variety of activities, including vertical alignment, regular faculty-to-faculty meetings, cross-institutional visits and projects.	Data available	Yes, but more data is needed. Quantitative data includes attendance logs and access and success rates for newly matriculated students entering Moreno Valley College. Qualitative data includes educator feedback, student feedback, student panels (e.g. focus groups) and field notes.
		Planned activities	For 2018-19, four regular meetings are planned and cross-sectoral visits will resume. An articulated set of student outcomes/standards and activities to support students' research skills will be developed.
Target	The target audience is classroom educators, especially English teachers, who work with Black and Latinx students, English learners and potential and current first-generation college students. The goal is for this ongoing faculty-to-faculty collaboration to result in increased success in supporting students—especially Black and Latinx students and first-generation college students—in the successful transition from secondary to postsecondary settings.	Outcomes	<ol style="list-style-type: none"> <li>1. High attendance and return rate for participants.</li> <li>2. Dual enrollment in English</li> <li>3. Increased promotion of MVC by 12th grade English teachers</li> <li>4. Alignment of high school Common Core standards (ELA) and MVC First-Year Composition</li> <li>5. Implementation of strategies that support racially and linguistically diverse students</li> </ol>
Participants Served	About 100 English and ELD educators were served in 2017-18. (Exact numbers/names/dates can be confirmed at the start of fall term)	MVC Student Equity Indicators	<ul style="list-style-type: none"> <li>• Access</li> <li>• Course Completion</li> <li>• ESL and Basic Skills Completion</li> </ul>
MVC Strategic Goals Alignment	<ul style="list-style-type: none"> <li>• Student Access and Equity</li> <li>• Student Learning, Success, and Completion</li> <li>• Community Engagement and Partnerships</li> <li>• Professional Development</li> </ul>		In the coming year, the collaborative will expand its focus to include transfer.
How are activities being implemented	Activities are implemented through development and sharing of research-based and equitable best practices for historically underserved students, especially Black and Latinx students.	Equity Groups Served	The collaborative has explicitly worked to support the learning and success of African American/Black students, Hispanic/Latinx students (male) and will expand its focus to include current or former foster youth, homeless students, and LGBTQ+ students in 2018-19.

# APPENDIX F EXAMPLE ACTIVITIES TO ACHIEVE INTEGRATED STRATEGIC PLAN GOALS AND OBJECTIVES

3. ADVANCING STEM THROUGH CTE (ASC)			
Description	ASC will transform community college STEM education and programming by bringing cutting edge, innovative training and instructional strategies to STEM and Career & Technology Education programs. Programs will be designed with the required skillsets and attributes students need to be successful in STEM fields of study and careers.	Data available	Not at this time
	Through creating a STEM Innovation Center/Makerspace, Moreno Valley College will lead in interactive, real-time and experiential learning domains in Applied Health, Information Systems, Simulation/Gaming and multi-media programs. Doing so will increase certificate and transfer degree pathways, access, capacity and employment retention while supporting students in their educational journey to become a more valuable asset to the STEM workforce.	Planned activities	<ol style="list-style-type: none"> <li>1. The conversion of the Mobile STEM Bus into the Mobile Makerspace</li> <li>2. The buildout of the STEM Innovation Center/Makerspace</li> </ol>
Target	Underrepresented minorities and women in STEM studies	Outcomes	<ol style="list-style-type: none"> <li>1. Increase disproportionately impacted student involvement in STEM activities through offering CyberPatriot camps and competitions, coding camps, and activities which incorporate exploration of STEM fields. This year, Moreno Valley college offered the second year of CyberPatriot Camp, resulting in a 450 percent increase in student participation (26 to 117) and trained 13 new coaches in order to expand the program.</li> <li>2. Increased outreach through use of the iMAKE Mobile Innovation Center to include attendance at 40 events/locations.</li> </ol>
Participants Served	<ol style="list-style-type: none"> <li>1. The K12 population of Moreno Valley Unified School District</li> <li>2. The student population of Moreno Valley College</li> </ol>	MVC Student Equity Indicators	<ul style="list-style-type: none"> <li>• Access</li> <li>• Course Completion</li> <li>• ESL and Basic Skills Completion</li> <li>• Degree and Certificate Completion</li> <li>• Transfer</li> </ul>
MVC Strategic Goals Alignment	<ul style="list-style-type: none"> <li>• Student Access and Equity</li> <li>• Student Learning, Success, and Completion</li> <li>• Community Engagement and Partnerships</li> <li>• Professional Development</li> <li>• Institutional Effectiveness</li> </ul>	Equity Groups Served	African American/Black students, students with disabilities; Hispanic/Latino male students, current or former foster youth, Veterans, homeless students, LGBT and other students.
How are activities being implemented	<ol style="list-style-type: none"> <li>1. Curriculum development by faculty member Kasey Nguyen, Ph.D.</li> <li>2. Mobile and Static Makerspace being implemented by CTE staff in partnership with Base 11.</li> <li>3. Outreach activities with K-12 and community partners</li> </ol>		

#### 4. COMPREHENSIVE EDUCATION PLAN CAMPAIGN

Description	The college counseling department will implement a variety of year-round activities aimed at new and continuing students that are designed to ensure that all students receive a comprehensive student educational plan before the end of three semesters or 15 units. The College will achieve this by coordinating strategic activities into ongoing matriculation activities, counseling activities conducted by special programs, and special recruitment and onboarding activities.	Data available	Yes, college institutional data
Target	All new and continuing Moreno Valley College students	Planned activities	<ol style="list-style-type: none"> <li>1. Complete comprehensive student educational plans for students prior to attending counselor meetings</li> <li>2. Implement counseling workshops to reduce time with counselor to increase efficiency of counseling task</li> <li>3. Plan to reduce priority registration status for students out of compliance</li> <li>4. Develop process to increase efficiency of how comprehensive student educational plans are delivered</li> </ol>
Participants Served	<ol style="list-style-type: none"> <li>1. Newly matriculated students</li> <li>2. Continuing Moreno Valley College with less than 15 units</li> </ol>	Outcomes	<ol style="list-style-type: none"> <li>1. For 2017-2018 academic year, 2,527 students received a comprehensive Student Educational Plan</li> </ol>
MVC Strategic Goals Alignment	<ul style="list-style-type: none"> <li>• Student Access and Equity</li> <li>• Student Learning, Success and Completion</li> </ul>	MVC Student Equity Indicators	<ul style="list-style-type: none"> <li>• Degree and Certificate Completion</li> <li>• Transfer</li> </ul>
How are activities being implemented	<ol style="list-style-type: none"> <li>1. Counseling services provided by individual counseling faculty</li> <li>2. Counseling services provided by program-based counseling faculty</li> <li>3. Counseling and advising services coordinated by program staff</li> </ol>	Equity Groups Served	African American/Black students; students with disabilities; Hispanic/Latino male students; current or former foster youth; Veterans; homeless students; LGBT students; and others

# APPENDIX F EXAMPLE ACTIVITIES TO ACHIEVE INTEGRATED STRATEGIC PLAN GOALS AND OBJECTIVES

5. UMOJA LEARNING COMMUNITY	
Description	The Umoja program is dedicated to increasing the number of educationally underserved students who enroll at Moreno Valley College, so they can earn their degrees; transfer to a four-year college or university; and return to the community as leaders and mentors for future generations. The program achieves these goals through the use of learning communities. This program will expand the Umoja Learning Community by implementing guided pathway degree maps that will include critical general education courses like history and mathematics.
Target	Continuing students participating in the Umoja program
Participants Served	<ol style="list-style-type: none"> <li>Newly enrolled Umoja students</li> <li>Continuing Umoja students who have not completed a math, history, or guidance course</li> </ol>
MVC Strategic Goals Alignment	<ul style="list-style-type: none"> <li>Student Access and Equity</li> <li>Student Learning, Success and Completion</li> </ul>
How are activities being implemented	<ol style="list-style-type: none"> <li>Program planning and development activities by Umoja counselors and staff</li> <li>Curricular development by English, history and math faculty</li> <li>Curricular development by Umoja counseling faculty</li> </ol>
Data available	Not at this time
Planned activities	<ol style="list-style-type: none"> <li>Implement linked English 1A+91 in fall 2018</li> <li>Implement linked African-American history and math courses</li> </ol>
Outcomes	None at this time
MVC Student Equity Indicators	<ul style="list-style-type: none"> <li>Basic Skills Completion</li> <li>Course Completion</li> <li>Degree and Certificate Completion</li> <li>Transfer</li> </ul>
Equity Groups Served	African American/Black students, students with disabilities and others

## 6. MORENO VALLEY COLLEGE PUENTE PROGRAM

Description	<p>The Puente Program is an academic, transfer-motivational program. The mission of the Puente Program is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to succeeding generations. Students in the program take English and guidance courses, work closely with the Puente coordinators (English and counseling faculty), are paired with a community mentor, participate in cultural events and visit universities across the state.</p>	Data available	<p>Yes.</p> <ol style="list-style-type: none"> <li>1. Students will participate in university visits, including a Transfer Motivational Conference (at University of California, Riverside) and field trips to Cal State and UC campuses.</li> <li>2. As well as cultural events such as Noche de Familia (family night) and museum visits.</li> <li>3. The desired outcomes are for students to finish the English sequence in one academic year; take guidance courses, complete requirements to transfer, transfer to a four-year university, graduate and return as mentors.</li> <li>4. For the 2017-18 academic year, 10 out of the 30 professionals that volunteered (Friends of Puente) or mentored students in the program are graduates of the MVC Puente Program.</li> <li>5. For the 2018-19, the Puente Counselor Coordinator is a graduate of the College Puente Program.</li> </ol>
Target	<p>The program welcomes and includes underserved students. Historically, the MVC Puente Program serves students in many equity subgroups. However, the majority of the students that decide to participate in the program tend to be Latinx students.</p>	Planned activities	
Participants Served	<p>In the current academic year/cohort between 30 to 35 (Fall Phase 1, Spring Phase 2). However, students that are not in the Puente English or Guidance courses are still part of the program until they transfer. In a given year, there are over 100 students being served by the program.</p> <p>In the current academic year/cohort there are between 30 to 35 (fall Phase 1, spring Phase 2) served. Students who complete Phase 1 and Phase 2 and are not in the current Puente English or guidance courses are still part of the program until they transfer or graduate. In a given year, there are over 120 students being served at Moreno Valley College. The Puente Program also provides services to students in the Puente Club, approximately 30 students and the cohort of peer mentors, usually 5 to 10 students. Hence, in a given year, the program serves an average of 150 students.</p>	Outcomes	<ol style="list-style-type: none"> <li>1. High attendance and return rate for participants.</li> <li>2. Dual enrollment in English</li> <li>3. Increased promotion of MVC by 12th grade English teachers</li> <li>4. Alignment of high school Common Core standards (ELA) and MVC First-Year Composition</li> <li>5. Implementation of strategies that support racially and linguistically diverse students</li> </ol>
MVC Strategic Goals Alignment	<p>Puente aligns with the College's strategic goals.</p>	MVC Student Equity Indicators	<ul style="list-style-type: none"> <li>• All student equity indicators</li> </ul>
How are activities being implemented	<p>Classes and events are planned and executed by the Program coordinators, English faculty and guidance counselor/counseling faculty.</p>	Equity Groups Served	<p>Puente is open to underserved students. The College has served African American/Black students, students with disabilities, Hispanic/Latino male students, Veterans and LGBT students among others.</p>

# APPENDIX F EXAMPLE ACTIVITIES TO ACHIEVE INTEGRATED STRATEGIC PLAN GOALS AND OBJECTIVES

7. MORENO VALLEY COLLEGE TRIO PROGRAMS			
Description	The Federal TRIO Programs (TRIO) are outreach and student services programs designed to identify and provide services for individuals from income qualifying and first-generation backgrounds to help them prepare for and graduate from college. Moreno Valley College has four TRIO programs – the ACES Student Support Services Program (collegiate), the Upward Bound Math and Science (UBMS) Program (pre-collegiate), the Educational Talent Search Program (pre-collegiate) and the Upward Bound Program (pre-collegiate).	Data available	Annual quantitative data for each TRIO program is available. Data includes academic performance, retention, course completion and graduation rates.
		Planned activities	<ul style="list-style-type: none"> <li>UC College Information Night, College Nights, overnight field experiences to universities in the central and northern portion of the state, inaugural TRIO Leadership Conference at MVC.</li> </ul>
Target	TRIO pre-college programs serve students from Valley View High School, Vista del Lago High School, Riverside County Education Academy, Badger Springs Middle School, Landmark Middle School, and Mountain View Middle School. A minimum of two thirds of TRIO the students in each of the programs must be from income qualifying, potentially first-generation backgrounds.	Outcomes	<ol style="list-style-type: none"> <li>Increase student enrollment</li> <li>Increase degree or certificate completion</li> <li>Increase student transfer rates</li> <li>Increased numbers of students who participate in special programs and services</li> </ol>
Participants Served	Between all TRIO programs 766 student participated	MVC Student Equity Indicators	<ul style="list-style-type: none"> <li>Access</li> <li>Course Completion</li> <li>ESL and Math Basic Skills Completion</li> <li>Degree and Certificate Completion</li> <li>Transfer</li> </ul>
MVC Strategic Goals Alignment	<ul style="list-style-type: none"> <li>Student Access and Equity</li> <li>Student Learning, Success, and Completion</li> <li>Community Engagement and Partnerships</li> <li>Professional Development</li> </ul>		Equity Groups Served
How are activities being implemented	Activities implemented by TRIO staff provide comprehensive wrap-around services to participating students, including academic advising, tutoring, mentoring, workshops, field experiences, assistance with completing college, financial aid, scholarship and internship applications.		

## 8. MATH DISCIPLINE MMAP SUPPORT COURSE DEVELOPMENT

Description	The Moreno Valley College math discipline has implemented placement guidelines (MMAP) that will place students in college-level math or college-level math with support. Support courses for Math 5, 12, and 36 have been developed with the goal of being an integral part of these new placement guidelines.	Planned activities	1. Newly developed support courses will be sent to curriculum committee in fall 2018. Adjustments will be made to the placement guidelines and perhaps the courses curriculum as data is collected on student completion and success.
Target	The target population is incoming students who intend on taking Math 5, 12, 25, and/or Math 23.	Outcomes	1. Desired outcomes are increased transfer rates and increased math completion rates.
Participants Served	Unknown at this time.	MVC Student Equity Indicators	<ul style="list-style-type: none"> <li>• Access</li> <li>• Course Completion</li> <li>• Degree and Certificate Completion</li> <li>• Transfer</li> </ul>
MVC Strategic Goals Alignment	Student Access and Equity Student Learning, Success, and Completion Professional Development	Equity Groups Served	These activities will serve students who belong to groups who have the largest student equity gaps, including African American/Black students, Hispanic/Latinx students (male), former foster youth, homeless students and LGBTQ.
How are activities being implemented	Curriculum development activities are being implemented by the math discipline professors along with districtwide math discipline professors.		
Data available	None at this time.		

# APPENDIX F EXAMPLE ACTIVITIES TO ACHIEVE INTEGRATED STRATEGIC PLAN GOALS AND OBJECTIVES

9. ENG 91 CO-REQUISITE SUPPORT COURSE FOR ENG 1A			
Description	The English discipline, with colleagues at Riverside City College, developed ENG 91, a two-unit corequisite support course to be taken with ENG 1A for students who have not assessed directly into 1A. The discipline will be revising in the 2018-19 academic year the ENG 1A COR, removing the prerequisites limiting enrollment. In addition, full- and part-time English faculty will participate in professional development opportunities that will help to facilitate this development.	How are activities being implemented (continued)	There was a faculty workgroup comprised of about 15 full- and part-time faculty who met six times over the course of the spring. There was a second team of faculty trained to teach ENG 91 in three-day summer intensive training in June. There was a one-day session in June on the changes more broadly, and there will be a two-day professional development in August before fall classes begin. Additionally, another cohort of faculty (FT and PT) will be going through the ENG 91 training in the fall. In total, there were approximately 20 professional development events targeting faculty in English to increase retention and success rates, especially for our student population groups not at equity. And, there will be regular professional development activities for ENG faculty throughout the 18-19 AY (to date there are 7 events planned for summer and fall 2018).
	Students targeted for this program are those who did not place directly into English composition (ENGL 1A) and are at risk of not completing this core course required to degree attainment and transfer to four-year colleges and universities.		None at this time.
Target	Specifically, with regard to equity, the course needs to meet the requirements of students falling below equity in completing ENG 1A—namely, foster youth, African-American and male students.	Data available	
Participants Served	It is known that in the recent past that roughly 30 percent of entering students needed at least one course before taking ENG 1A. Students who would not directly place into 1A, under traditional or revised placement options, will be served/benefited by the changes the discipline is making.	Planned activities	<ul style="list-style-type: none"> <li>Continued professional development to help faculty adjust teaching approaches so that we can address needs of students from impacted equity groups. Change ENG 1A COR to remove prerequisites. Cease offering ENG 50 and ENG 80.</li> </ul>
	<ul style="list-style-type: none"> <li>Student Access and Equity</li> <li>Student Learning, Success, and Completion</li> <li>Professional Development</li> <li>Institutional Effectiveness</li> </ul>	Outcomes	<ol style="list-style-type: none"> <li>Desired outcomes are to increase transfer rates and college-level English course completion rates.</li> <li>Increase professional development activities for English faculty.</li> </ol>
MVC Strategic Goals Alignment		MVC Student Equity Indicators	<ul style="list-style-type: none"> <li>Access</li> <li>Course Completion</li> <li>ESL and Basic Skills Completion</li> <li>Degree and Certificate Completion</li> <li>Transfer</li> </ul>
How are activities being implemented	ENG 91 was developed by a team of RCCD faculty. Moreno Valley College English faculty have been offered various professional development opportunities to learn about RCCD's response to AB705, to get trained in teaching ENG 91, and to gain new pedagogical strategies for changing how we approach ENG 1A to help students complete their college composition course requirement.	Equity Groups Served	These activities will serve students who belong to groups who have the largest student equity gaps, such as African American/Black students; students with disabilities; Hispanic/Latino male students; current or former foster youth; Veterans; homeless students; LGBT students and Others.

## 10. MORENO VALLEY COLLEGE PROMISE INITIATIVE

Description	The Moreno Valley College Promise Initiative is a commitment to help students complete their associate degree requirements, transfer requirements, and/or workforce certificate requirements in a timely and efficient manner.	Planned activities	1. Ongoing program activities for 2018-19 participating students continue throughout the academic year. Planning activities for the 2019-20 Summer Bridge cohort begin during the fall semester.
Target	The program is open to first-time college students that are 18 years of age or older, or have a high school diploma/GED, or are recent graduates. Participation priority is given to students from Moreno Valley Unified School District and Val Verde Unified School District. Students who commit to enrolling as a full-time student for the entire year, including enrollment in math and English courses, are the target group.	Outcomes	<ol style="list-style-type: none"> <li>2. Increased college enrollments</li> <li>3. Increased course completion rates in math and English</li> <li>4. Increased transfer rates</li> <li>5. Increased degree and/or certificate rates</li> <li>6. Increased FTES</li> <li>7. Reduction in time to completion or transfer</li> <li>8. Increased Student Educational Plan completion</li> </ol>
Participants Served	583 students in two cohorts have been served by the initiative. In 2018, there are 582 students participating.		
MVC Strategic Goals Alignment	<ul style="list-style-type: none"> <li>• Student Access and Equity</li> <li>• Student Learning, Success and Completion</li> </ul>	MVC Student Equity Indicators	<ul style="list-style-type: none"> <li>• Access</li> <li>• Course Completion</li> <li>• ESL and Basic Skills Completion</li> <li>• Degree and Certificate Completion</li> <li>• Transfer</li> </ul>
How are activities being implemented	Activities are implemented primarily by the College Promise/First-Year Experience staff who provide comprehensive wrap-around services to participating students, including recruitment, enrollment services, academic advising, tutoring, mentoring, workshops, field experiences, assistance with completing college, financial aid, scholarship, and internship applications. In addition, other program implementation activities are provided by faculty, counseling faculty and student services program staff.	Equity Groups Served	Activities will be delivered to students who belong to groups who have the largest student equity gaps, including African American/Black students; students with disabilities; Hispanic/Latino male students; current or former foster youth; Veterans; homeless students; LGBT students; and others.
Data available	Yes, participation and student success data are available for all cohorts.		

**11. STRONG WORKFORCE PROGRAM**

Description	Ongoing funding, which is structured as a 60 percent Local Share allocation for each community college district and a 40 percent Regional Share determined by a regional consortium of colleges to focus on the state’s seven macro-economic regions. Both the Local and Regional Share require local stakeholders to collaborate, including industry and local workforce development boards.	How are activities being implemented	Project proposals are submitted annually to the state for the local and regional share. Projects have included development of cybersecurity program, curriculum development, outreach, and creation of a cross-discipline training platform, to name a few.
	The Strong Workforce Program focuses on data-driven outcomes rather than activities, along with an emphasis on innovation and risk-taking. In this way, colleges can be more responsive to labor market conditions and student outcomes.	Data available	Yes – see Launchboard in Calpass.
Target	Students interested in CTE professions.	Planned activities	<ul style="list-style-type: none"> <li>Updating of the Education Paraprofessional Certificate to include creation of a teacher pipeline.</li> <li>Addition of support for the College’s Food Bank</li> </ul>
Participants Served	In 2016-17, there were approximately 8,955 CTE course enrollments and 427 students were awarded a degree or certificate: <ul style="list-style-type: none"> <li>Source: <a href="http://www.calpassplus.org/Launchboard/SWP.aspx">www.calpassplus.org/Launchboard/SWP.aspx</a></li> </ul>	Outcomes	<ul style="list-style-type: none"> <li>The projects align with the indicators: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion and Transfer.</li> </ul>
MVC Strategic Goals Alignment	<ul style="list-style-type: none"> <li>Student Access and Equity</li> <li>Student Learning, Success, and Completion</li> <li>Institutional Effectiveness</li> </ul>	MVC Student Equity Indicators	
		Equity Groups Served	Current or former foster youth, Veterans and homeless students

# APPENDIX G

## ISP ACTIVITY TEMPLATE

Committee/Program/Department Name:

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Proposed Activity/Initiative:

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Program or Activity Description:

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Target Group:

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Participants Served:

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Aligned with the following MVC Strategic Goals and Objectives:

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Method for activity implementation:

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Data available:

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Planned activities:

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Outcomes:

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MVC Student Equity Indicators:

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Equity groups served:

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**INTEGRATED  
STRATEGIC  
PLAN 2018-23**

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