

INTEGRATED STRATEGIC PLAN

2025 - 2030

MORENO VALLEY COLLEGE





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Mission

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

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

Vision

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

Values

L LEARNER-CENTEREDNESS:

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

I INCLUSIVITY:

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

O OPENNESS AND EQUITY:

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

N NEIGHBORLINESS AND COMMUNITY FOCUS:

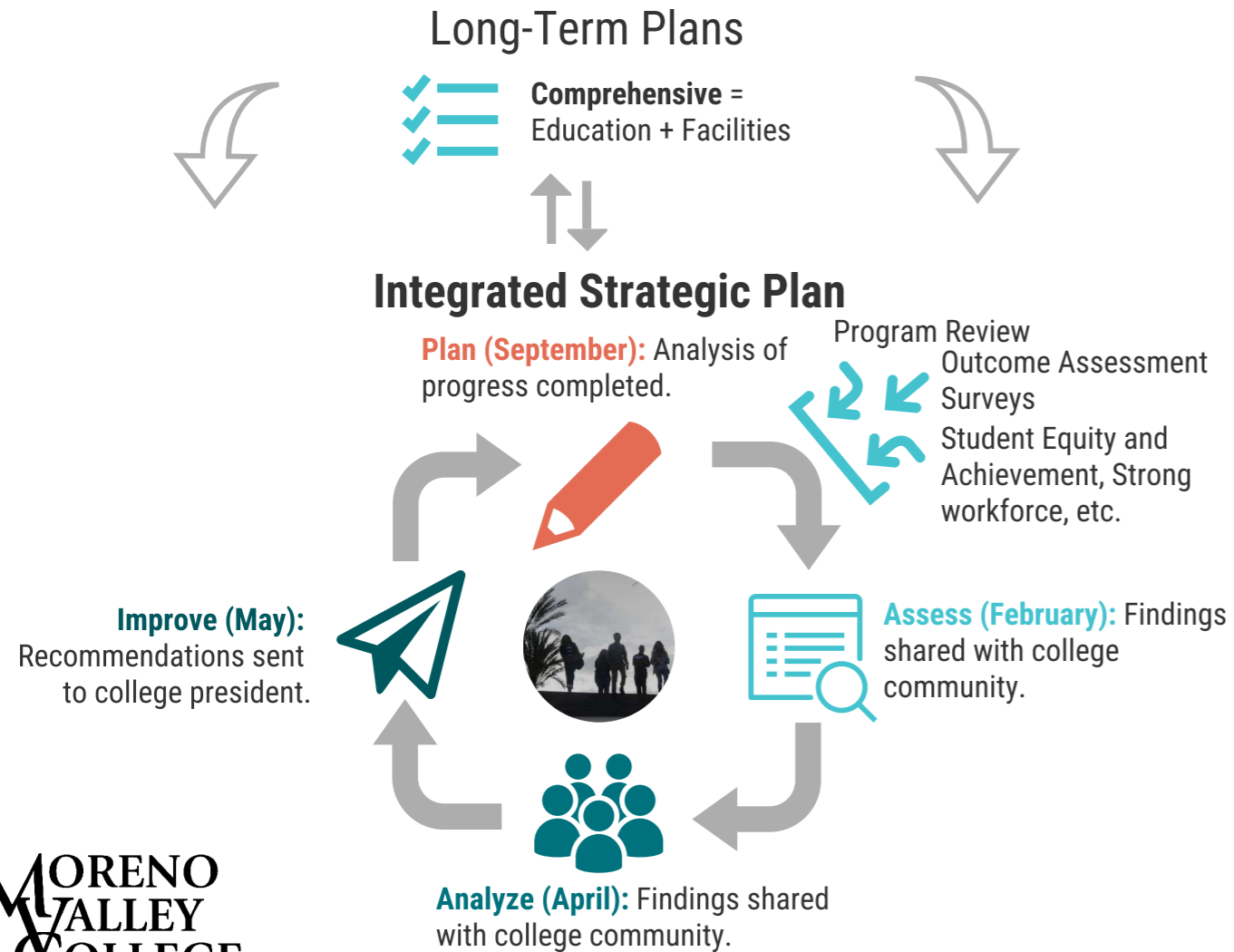
We embrace our diverse communities and our responsibility as an integral part of the social and economic development of the region. Through collaborative partnerships, we are dedicated to the preparation of our students and providing service learning activities to enhance our communities while being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

S SUSTAINABILITY:

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

Purpose, Planning Timeline, & Cycle

Planning Timeline



Purpose:

The 2025-30 Integrated Strategic Plan provides actionable goals and objectives to drive Moreno Valley College toward fulfilling long-term goals and objectives outline in the College Comprehensive Plan 2019-30. The strategic plan integrates the goals, objectives, and strategies included in the operational planning documents at Moreno Valley College. It includes both the Education and Facilities Plans for Moreno Valley College.

The 2022-25 Integrated Strategic Plan was a flexible and living document that has been revised and updated through the annual planning process, where input is gathered and annual priorities are set. This has allowed the 2025-30 Integrated Strategic Plan to stay current. The next three years will be focused on equity, guided pathways, community engagement and partnerships, and institutional effectiveness and resources, while aligning all plans in the Integrated Strategic Plan as the Comprehensive Plan 2019-2030 is completed. Accountability and flexibility of the 2025-30 Integrated Strategic Plan will be possible through the annual evaluation cycle that will assess goals and recommend changes through the college and district governance processes. The cycle of assessment, timeline, and process is included in the planning timeline with Spring 2025 being a plan update period.¹

Supporting documents, plans, and activities:

- Annual Institutional Set-Standard Review.
- Institutional Effectiveness Report 2022-25
- Student Equity Plan 2025-28
- Comprehensive Plan 2019-2030

Comprehensive Plan: Goals & Objectives

Goals:

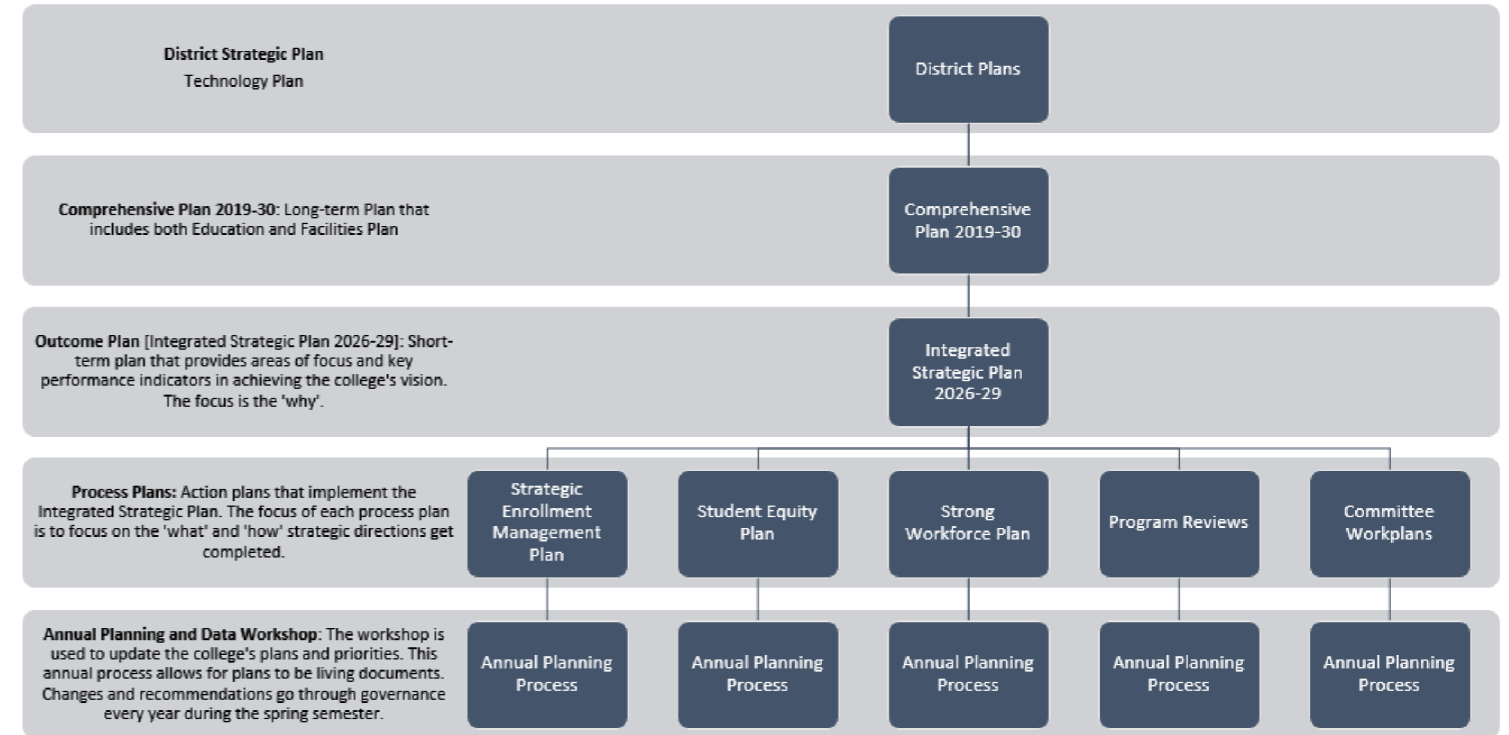
- Creating a comprehensive campus environment
- Planning for Equitable Student Success and Guided Pathways
- Enhancing the economic and social opportunities for the community

Objectives:

- Establish a comprehensive college in Moreno Valley
- Fully implement the guided pathways framework at the College
- Increase student equity, awards, and Weekly Student Contact (WSCH) hours in alignment with the statewide Vision 2030.
- Increase diversity of students, staff, and faculty at Moreno Valley College to reflect the demographic makeup of the surrounding communities.

Planning Visual & Long-Term Planning Calendar

- Institutional Effectiveness Report
- Institutional Set Standards Review
- Mission, Vision, Values Review
- Institutional Self-Evaluation & Midterm Reports
- Integrated Strategic Plan
- Strategic Enrollment Management
- Strong Workforce
- Student Equity Plan
- Comprehensive Plan



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

Planning Timeline

Long-Term Plans

Comprehensive =
Education + Facilities

Integrated Strategic Plan

Plan (September): Analysis of progress completed.

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

Assess (February): Findings shared with college community.

Analyze (April): Findings shared with college community.

Improve (May): Recommendations sent to college president.

Evaluation Plan and Responsibilities

Annual Planning & Data Workshop: Process & Timeline

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

Planning Priorities 2024-25 to 2029-30

1) Clarify the path: Application conversion rate

- Create a culture of care
- Communication plan (inward and outward) - highlight student successes (e.g. transfer stories, semester successes, high school journey)
- Elevate student voices

Application Conversion Rate Goal: Increase by 10 percentage points from 40% to 50% students that apply then enroll (1,529 more students).

2) Enter the path: Successful completion of English and math in the first year

- Introduce a culture of care (Ensure students feel supported and have their connection to campus).
- Focus on pathways from high school to college (complete English and math before they enter college. Dual enrollment, concurrent enrollment, and summer bridge)
- Create advising sessions and/or highlight the various resources and how they can be successful in college.

English and math in the first year Goal: Increase by 10 percentage points from 10% to 20% and 30% to 40% for first time students that attempt and successfully complete English and math in the first year (90 more students).

3) Stay on the Path: Persistence rate and course success rate

- Sustain a culture of care (deepen student engagement, scale student activities program, create a shared responsibility for student's education, student to student support, time management, and wellness).
- Communicate and ensure college-wide marketing on happenings on campus.
- Continue ongoing registration events to ensure college wide awareness.

Fall-to-Spring Persistence and Course Success Rate Goal: Increase by 10 percentage points from 50% to 60% students enrolled in fall are enrolled in following spring (787 more students). Increase by 10 percentage points from 70% to 80% course success rate (4,846 additional A, B, or C's out of all grades).

4) Ensure learning: Successfully completing education goal in 2 years

- a) Incorporate into a marketing plan the entire student journey from high school to completion.
- b) Evaluate and change policies and assessment to ensure student-centered focus (review and implement student equity recommendations)
- c) Ensure a culture of care (wrap around services)

Complete Education Goal: Increase by 10 percentage points from 10% to 20% students that complete their education goal in 2 years (90 more students)

- [Planning Priorities 2024-25](#)

2025-2030

Integrated Strategic Plan

Equity Focused



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



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



III. Community Engagement & Partnerships



IV. Institutional Effectiveness & Resources

2025-2030

Integrated Strategic Plan

Equity Focused



Identified Institutional Barriers

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



Solutions

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

2025-2030

Integrated Strategic Plan

Equity Focused



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

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

Supporting documents, plans, and activities:

- Equity Audit
- National Assessment of Collegial College Campuses
- Student Equity Plan
- Diversity Summit, and California Community College Equity Alliance

Why Social Justice and Racial Equity?

- Race is visible.
- Racial and ethnic minorities have been legally prohibited from attending colleges and universities.
- Social justice means equal rights and equitable opportunities for all.
- Some of the most pressing social justice issues include: economic inequality, racial injustice, gender injustice, disability injustice, environmental injustice that encompasses a wide range of issues and advocates for the fair treatment of all people.
- The intersectionality of race, gender, sexual orientation, ability, or socioeconomic status impacts each person's lived experience at a greater degree.
- Examples of social justice in action: Civil Rights Movement, Women's Suffrage Movement, Disability Rights Movement, and Environmental Justice Movement.



I.1- Equity with a Specific Focus on Social Justice & Racial Equity

Key Performance Indicators:

Increase training, professional learning, and dialogue amongst all constituents that includes both in-classroom and out-of-classroom experiences to holistically understand the student experience, with a specific focus on racial equity and social justice. [Train - Align Supports with Expectations]

Measurement	Strategic Actions
Percentage of equity audit recommendations completed that align supports with expectations [7 recommendations]	<p>Communications with Students</p> <ul style="list-style-type: none"> 1) Develop an archive with images and graphics representing the MVC student community demographics, that are updated regularly. 2) Establish a process to review and revise course syllabi and canvas pages on a regular basis 3) Review marketing materials, websites, and onboarding material for all programs <p>Professional Learning and Development</p> <ul style="list-style-type: none"> 4) Conduct Student Support Services Bi-Annual retreats/planning sessions 5) Establish a standing open forum/space for faculty members and classified professionals to share equity minded practices 6) Establish an Equity Innovation Fund/Grant to promote creative thinking of all stakeholders. Student Advocacy, Learning, & Development 7) Establish a Social Justice Speaker Series for and organized by students
Number of professional development opportunities for constituent groups on strategic goals including, but not limited to, social justice, racial equity, guided pathways, integrated planning, and resource development.	<ul style="list-style-type: none"> 1) Diversity Summit 2) FLEX events



I.2 - Equity with a Specific Focus on Social Justice & Racial Equity

Key Performance Indicators:

Build capacity to guide, teach, and train campus constituents around how to engage in that explicitly address issues of equity, race, culture, identity, and other forms of social difference, where we can learn together. [Learn - Challenges with Campus Dialogue]

Measurement	Strategic Actions	Notes
Percentage of equity audit recommendations completed that increase engagement with campus dialogue [7 recommendations]	<p>Professional Learning and Development</p> <ol style="list-style-type: none"> 1) Establish common language around key definitions 2) Establish a space for ongoing critical reflection, learning, and adaptation of individual practices 3) Embed equity action plans within all employee evaluations <p>Supporting Critical Conversations and Reflection</p> <ol style="list-style-type: none"> 4) Conduct critical dialogue facilitation training with department managers and campus leadership 5) Encourage programs, initiatives, and services to develop a checklist of questions that guide their process for development recruitment and program materials 6) Establish equity-focused professional development/training geared towards role of Classified Professionals 7) Incorporate discussion questions from Heather McGee's book 8) Increase value of student voice in committees 	<p>More training for faculty on equity C.O.P Model, incorporate classified and students. Possible discipline groups.</p> <p>Time for implementation of possible changes (strategic doing)</p> <p>Funding for events</p> <p>Hybrid/Zoom for access</p> <p>Need time to attend/ time commitment. Right time of event</p> <p>Stipends for work/changes</p> <p>Increase value of student voice in committees</p>



I.3 - Equity with a Specific Focus on Social Justice & Racial Equity

Key Performance Indicators:

Evaluate, change, and implement necessary policies, practices, and procedures to close all equity gaps [Act & Facilitate - Race and Racial Equity]

Measurement	Strategic Actions
<p>Percentage of equity of policies, practices, and procedures that have been changed with a focus on equity, specifically racial equity and social justice [10 recommendations]</p>	<p>Recruitment 1) Evaluate job postings 2) Develop hiring practices</p> <p>Professional Learning and Campus Engagement 3) Conduct an equity map to catalog all work 4) Center equity within all flex days 5) Ensure all stakeholders can participate in professional learning, specifically part-time faculty and classified professionals 6) Utilize the four-part framework on Anti-Racism Education and Professional Development</p> <p>Business Operations 7) Develop a communication guide to explain the college prioritization process 8) Develop a forms committee to review and evaluate student forms and processes 9) Planning for the design of the physical campus space should be inclusive</p> <p>Curriculum and Instruction 10) Integrate intentional approaches to equity, diversity, and inclusion within Course Outline of Record</p>

2025-2030

Integrated Strategic Plan

Equity Focused



II. Fully Implement a Guided Pathways Framework

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

Supporting documents, plans, and activities:

- Scale of Adoption Assessment and Implementation Plan,
- California Community Colleges Guided Pathways Cohort 2, and
- Open Education Resources and Zero/Low Textbooks Costs Action Plan
- Planning Priorities 2024-25





II.1- Clarify the Path (Access & Equity)

Key Performance Indicators:

Increase the number of students that apply and enroll at Moreno Valley College with a clear understanding of courses needed to meet their educational goal.

Measurement	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Increase number of students that apply to Moreno Valley College.	16,356	15,079	12,284	17,170	15,815	30,528**
Of those that applied, increase the number of students enrolled in that same semester.	6,242	5,077	4,416	7,012	8,200	6,076
Increase application conversion rate (number enrolled / number applied).	38%	34%	36%	41%	52%	20%
Increase unduplicated headcount.	16,925	14,639	12,977	15,492	16,742	20,187
Increase career technical education enrollments.	13,169	13,994	8,767	13,177	14,882	10,138
Increase noncredit enrollments*	0	0	0	37	69	267
Increase number (headcount) of high school students in dual and concurrent enrollment.	703	697	583	573	2,534	3,918
Increase capture rates from feeder high schools.	28.7%	23.3%	23.1%	30.0%	30.0%	25.8%
Increase percent of students eligible for financial aid who receive aid (California Promise, CAFYES, and/or Cal Grant)	10,513	8,692	9,167	8,617	9,450	11,730
Measurement						
Increase use of technology to improve course scheduling to support student pathways.						
Increase number of students that have a comprehensive education plan by first term of enrollment						

Guided Pathways Pillar I: Clarify the Path

Strategic Direction	Actions	Notes
<p>Programs are organized and marketed in broad career-focused academic and communities or meta-majors.</p>	<ol style="list-style-type: none"> 1.) Continue developing marketing materials and webpages to inform students, faculty, staff, and community partners about fields of interest and schools. 2.) Develop qualitative/quantitative data points to assess and evaluate meta major structure after implementation. 3.) Enhance career focused onboarding in combination with our career exploration tool with the goal of assisting students to make choices around programs of study and associated careers. 	
<p>Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the colleges service area.</p>	<ol style="list-style-type: none"> 1.) College website will be updated to include visual program maps, career and transfer information. 2.) Continue to work with disciplines to include career and transfer information for each program of study. 3.) Identify existing transfer, career and regional workforce labor market data research and provide results to disciplines. 4.) Strengthen partnerships with local job industries to ensure the design of programs that meet our community's needs and labor market demands. Ensure this information is communicated/marketed college wide. 	
<p>Detailed information is provided on the colleges website on the employment and further education opportunities targeted by each program</p>	<ol style="list-style-type: none"> 1) The full website redesign was completed. 	
<p>Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the colleges website.</p>	<ol style="list-style-type: none"> 1.) Align and integrate EduNav with the districts new Anthology Reach, CRM (Customer Relationship Management System). 2.) Align and integrate EduNav with the colleges Pathmaker multi year scheduling tool. 3.) Develop a process for reviewing and updating programs of study in the colleges curriculum process. 4.) Refine event timelines and introduce re-orientation, scale up Lion's week, welcome back event, and race to registration events 	<p>Orientation (F2F, Online): Reorientation Lions Week (scaling up) Welcome back Race to Registration Refine event timelines</p>
<p>Required math courses are appropriately aligned with the students field of study.</p>	<ol style="list-style-type: none"> 1.) Continue exploration of additional alternative transfer level courses contextualized to specific career areas or transfer pathways. In addition, the faculty are exploring non-credit support courses for students. 	



II.2 Enter the Path (Access & Equity)

Key Performance Indicators:

Increase the number of students that attempt and successfully complete transfer level English and math in their first year and at least 9 units in their course of study.

Measurement	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Increase students that attempt English and math in first year. *Fall starts only	28.5%	27.6%	27.0%%	72.7%	31.3%	12.1%
Increase students that attempt English in first year. *Fall starts only	62.5%	60.9%	72.7%	72.7%	69.6%	56.7%
Increase students that attempt math in first year. *Fall starts only	38.1%	26.5%	31.5%	77.2%	37.9%	19.9%
Increase students that successfully complete English and math in first year. *Fall starts only	12.5%	8.6%	12.3%	47.3%	10.8%	3.7%
Increase number of students who successfully complete English and math in first year. *All students	292	229	154	188	190	NA
Measurement						
Increase students that successfully complete 9 units in course of study.						

Guided Pathways Pillar II: Get on the Path

Strategic Direction	Actions	Notes
<p>Every new student is helped to explore career/college options, choose a program of study and develop a full-time program plan as soon as possible.</p>	<ol style="list-style-type: none"> 1.) Roll out career exploration in the new onboarding process along with career exploration workshops for applicants during onboarding. 2.) Assess students who have completed the new onboarding process for undecided attitudes and career knowledge. 3.) Create a series of workshops (7 step career decision making) that will accommodate all onboarding students prior to the start of the semester or before the last day to add for students who apply before the start of each semester. 4.) Create a uniform platform and webpage that informs students, staff & the community about available career services. 5.) Create case management system to follow students through the 7 step decision making process. Streamline communication sent to students in regards to next steps after completing CCC apply application. 6.) Create a uniform process for marketing, outreach & recruitment for special programs. 	<ol style="list-style-type: none"> 1.) Breakdown of GEs and importance of mindset of taking first 2.) Need more institutional support for counseling: 45.6% late registration due to waiting for counseling appointment 3.) Students not knowing about importance of goal: Why take English & Math 4.) Zero updated program maps & trailheads <p>Practices to Scale</p> <ul style="list-style-type: none"> • Mandate counseling (model special programs)
<p>Supports are provided to help students to succeed in the gateway courses for the colleges major program areas.</p>	<ol style="list-style-type: none"> 1.) Institutionalize Embedded Tutors. 2.) Improve market for tutoring, library and OER. 3.) Expand professional development for faculty and tutors. 	
<p>Supports are provided to help students to succeed in the program-relevant gateway math courses by the end of their first year.</p>	<ol style="list-style-type: none"> 1.) Institutionalize Embedded Tutors for all Math 12/112 and Math 36/136 courses. 2.) Improve messaging to get students to take math in their first semester at MVC. 3.) Expand professional development for faculty and tutors. 4.) Implement a new Early Alert program. 	
<p>Supports are provided to help students to succeed in the program-relevant gateway English courses by the end of their first year.</p>	<ol style="list-style-type: none"> 1.) Institutionalize Embedded Tutors for all English 1A courses. 2.) Institutionalize the concept of writing across the curriculum. 3.) Expand professional development for faculty and tutors. 	
<p>Intensive support is provided to help students succeed in college-level courses as soon as possible.</p>	<ol style="list-style-type: none"> 1.) Institutionalize Embedded Tutors. 2.) Integrate Early Alert and the Engagement Centers. 3.) Improve market for tutoring, library and OER. 4.) Expand professional development for faculty and tutors. 5.) Expand Early Alert program. 	
<p>The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<ol style="list-style-type: none"> 1.) MVC Educational Advisors will over orientations with career surveys to incoming HS students. 2.) Develop formal process to integrate program of study selection for all incoming high school students. 3.) Work with partners to create career and program of study selection activities. 	





II.3 Stay on the Path (Success & Equity)

Key Performance Indicators:

Increase the number of students that persist from fall-to-spring and fall-to-fall semesters, while successfully completing 24 units in their first year.

Measurement	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Increase fall to spring persistence (GP cohorts). *Fall starts only	46.0%	47.7%	59.7%	52.6%	55.0%	52.6%
Increase fall to fall persistence (GP Cohorts). *Fall starts only	37.8%	46.3%	44.5%	42.8%	43.2%	NA
Increase fall to spring persistence (all students). *All students	49.8%	49.4%	49.5%	48.6%	50.4%	46.6%
Increase students that successfully complete 12 units first semester. *Fall starts only	15.7%	16.4%	13.8%	23.3%	4.6%	21.2%
Increase students that successfully complete 24 units first year. * Fall starts only	15.9%	21.8%	22.0%	24.3%	22.4%	21.4%
Increase course success rate. *Fall starts only	54.0%	53.2%	56.5%	57.6%	53.5%	57.3%
Increase course success rate. *All students	69.8%	68.8%	69.8%	69.0%	70.9%	74.4%
Measurement	Notes					
Increase course sections and Zero Textbook Cost Degrees/Certificates offered.	<ul style="list-style-type: none"> -Increased training and professional development opportunities for full and part-time faculty in the adoption of Open Education Resources. -Increased marketing of Zero Textbook Cost Degrees/Certificates and Zero/Low Textbook Courses to students. -Evaluated the student success in Zero/Low Textbook Courses, which has shown a positive impact on course success rates to similar courses without ZTC/LTC option. -Create pathways that are free of all textbook costs. 					

*NA is Not available (Spring 2025)

Guided Pathways Pillar III: Stay on the Path

Strategic Direction	Actions	Notes
<p>Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<ol style="list-style-type: none"> 1.) Student Success Teams looked at various metrics for different groups in their Engagement Center reporting areas, including disproportionate impact, and brainstormed culturally responsive practices to support students. This work will continue in collaboration with other departments/offices/committees to develop case management processes to improve equity metrics. 2.) In addition, Moreno Valley College will look to procure software that will aid with case management. 3.) Professional development opportunities will continue to be offered to Counselors centered around the theme of culturally responsive practices and pedagogy, scaling up this portion of faculty professional development so that more equitable pedagogical practices are scaled up. 4.) Identify gaps in resources (physical, human, financial) for each Engagement Center. 5.) Identify activities, space assignments, engagement opportunities for students. 	<p>Increase the number of students that persist from fall to spring and fall to fall semesters while successfully completing 18-24 units in their program of study in their first year</p>
<p>Students can easily see how far they have come and what they need to do to complete their program.</p>	<ol style="list-style-type: none"> 1.) EduNav now recognizes and incorporates major AP credits and coursework from other institutions. Counselors have the ability to incorporate major preparation coursework for transfer. We will continue to work with EduNav programmers to recognize and incorporate special program pathways (like Honors). 2.) Continue to transition all counselors, including counselors in special programs, to fully using EduNav as their primary planning tool. Most counselors, including counselors in special programs, are now using EduNav as their primary planning tool. 3.) Continue to work with EduNavs programmers to adjust EduNavs user interface to enhance the clarity offered to students. 4.) Work with counselors and special programs in Spring 2022 to ensure all counselors are using EduNav to plan. 5.) Continue to work with EduNav programmers to add new programs of study to EduNav and ensure that there is a process for changes to programs of study to get into EduNav. 	<p>The required Comprehensive SEP worked with the exception of EduNav not being the main source for students to self-schedule. My portal no longer allows students to view class schedule or print schedule My portal no longer allows students to complete online orientation, redirect to web advisor of which most new students are aware of leading to error message</p>
<p>Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<ol style="list-style-type: none"> 1.) Assess the current MVC Early Alert System. 2.) Develop guidance principles, policies and procedures for an MVC Early Alert System. 3.) Pilot new Right Track Early Alert system for Academic Support Services and Library. 4.) Expand professional development for faculty and tutors. 	

Guided Pathways Pillar III: Stay on the Path

Strategic Direction	Actions
<p>Assistance is provided to students who are focused on limited access programs, such as nursing or culinary arts, have alternative pathways to credentials and a career.</p>	<ol style="list-style-type: none"> 1.) Continue to develop career pathways that align with individual programs of study. 2.) Identify alternative career pathways that can be pursued for students who are not admitted to selective admission programs. 3.) Student Success Teams develop parallel pathways that incorporate similar sets of career interests for these programs of study. 4.) Develop and implement a strategic plan for student success teams to provide alternate options and career exploration to students who may not be accepted into limited access programs (EMS, DEH, DEA, ADJ, FIT). 5.) Student Success Teams that include these limited access programs develop plans to provide alternative career and academic pathways for students who are not admitted.
<p>The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<ol style="list-style-type: none"> 1.) We will be meeting individually with our IDC to continue to employ Pathmaker.
<p>The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<ol style="list-style-type: none"> 1.) MVC Educational Advisors will over orientations with career surveys to incoming HS students. 2.) Develop formal process to integrate program of study selection for all incoming high school students. 3.) Work with partners to create career and program of study selection activities.





II.4 Ensure Learning (Success & Equity)

Key Performance Indicators:

Increase the number of students receiving their educational goal (certificate, degree, or transferring) in 2, 4, 6 years, with a job in a closely related field.

Measurement	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Number of certificates awarded.	707	599	710	780	780	1,021
Number of certificates awarded (16 plus).	407	481	626	421	420	498
Number of degrees awarded.	1,672	1,608	1,955	1,354	1,445	1,728
Number of transfers.	686	825	709	714	715	727
Number of students receiving a certificate, degree, or transferring (unduplicated).	1,992	1,954	2,127	1,984	2,006	2,321
Number of guided pathways cohort receiving a certificate, degree, or transferring (unduplicated) in 2 years. *Fall starts only	6.8%	5.9%	5.5%	9.4%	7.8%	NA
Number of guided pathways cohort receiving a certificate, degree, or transferring (unduplicated) in 4 years. *Fall starts only	14.8%	18.1%	25.7%	NA	NA	NA
Number of guided pathways cohort receiving a certificate, degree, or transferring (unduplicated) in 6 years. *Fall starts only	19.7%	NA	NA	NA	NA	NA
Increase percent of career technical education students employed in their field of study to close or very close.	71.6%	76.9%	65.4%	76.1%	70.1%	NA
Ensure career technical education graduates earn at least a livable wage as reported in the Career Technical Outcomes Survey. (MIT Livable wage: \$18.95 for 1 adult and 0 children)	\$23.00	\$24.50	\$25.00	\$30.00	\$25.00	NA
Increase the satisfaction of students with education and training received to satisfied or very satisfied.	89.7%	91.4%	90.5%	93.9%	91.2%	NA
Reduce median time to degree.	3.25	3.5	3.8	3.5	4.9	5.1
Reduce number of units for degrees and/or certificates (16 units +).	-	-	-	69.5/51.1	73.0/59.5	87.5/41.1

Guided Pathways Pillar IV: Ensure Learning

Strategic Direction	Actions	Notes
<p>Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<ol style="list-style-type: none"> 1.) Establish a workgroup between Program Review, Assessment & Faculty Development Chairs to create timeline and outline responsibilities for communication of results to faculty development needs. Refer staff, management training needs to appropriate administrators. 2.) Complete process linking program review, outcomes assessment, and faculty professional development, while ensuring a systematic approach across program review, outcomes assessment, and professional development. 3.) Finalize system that ensures program learning outcomes on program maps, which could be similar to program map review embedded into program review. 4.) Establish regular professional development (FLEX) activities, including but not limited to Fall/Spring FLEX days, aligned with needs identified in program review and assessment. 5.) Align curriculum with industry/labor market needs for each program following what is already completed within the Career Technical Education program review process. 	<p>Separate the goal of “learning” with increasing numbers of degrees & certificates.</p> <p>Better track each step from Enter -> Clarify -> Stay -> Learn</p> <p>More robust assessment of “learning”</p> <p>Follow up on results of assessment</p> <p>Use results to improve</p> <p>Better track success at transfer institutions (ADT, CTE, etc.)</p>
<p>Instruction across programs (especially in program introductory courses. engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.</p>	<ol style="list-style-type: none"> 1.) Coordinate activities and opportunities (FLEX, Lunch n Learn, etc.) between CTE faculty and non CTE faculty to implement best practices (i.e. Service learning; Project based Learning; Design Thinking; and Entrepreneurship; incorporating field work as experiential learning; leveraging iMake Innovation Center as a focal point for training faculty and students; and incorporating apprenticeship programs). 2.) Implement on-going professional development activities every semester where experts can provide specific examples on culturally responsive pedagogy for faculty, culturally responsive service for classified professionals, and culturally responsive leadership for administrators, and culturally responsive environment for our students. 3.) Create opportunities and develop workshops for student mentorship or faculty mentorship to expand skills beyond the classroom that will be used by Student Success Teams. 	<p>Enhance student engagement in DE classes</p> <p>RSI especially</p>
<p>Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework</p>	<ol style="list-style-type: none"> 1.) US Dept of Education HSI STEM Grant: Experiential Learning: Closing the STEM Talent Gap. Grand awarded 10/1/21 to 9/30/26. Develop the Outdoor Living Classroom at MVC and continue to incorporate additional experiential learning opportunities for students and cross discipline collaborations. 2.) Eon Reality XR Training: 2nd Wave: 10Core Faculty. 3rd Wave: Industry Partners. 4th Wave: Remaining Faculty. 3.) Makerspace Design Classroom: Add additional faculty classes held in Makerspace for credit and noncredit. 4.) Making Community of Practice: Renew of Contact/MOU . 5.) Noncredit CIS classes. 6.) Apple Design: Follow up workshops. Regional IE/DRC college competition. 	

Guided Pathways Pillar IV: Ensure Learning

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Guided Pathways Pillar IV: Ensure Learning

Strategic Direction	Actions
<p>Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p>Continue working towards 100% course and programs assessment rate.</p>
<p>Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<ol style="list-style-type: none"> 1.) Institutionalize Embedded Tutors for all Math 12/112 and Math 36/136 courses. 2.) Improve messaging to get students to take math in their first semester at MVC. 3.) Expand professional development for faculty and tutors. 4.) Implement a new Early
<p>The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<ol style="list-style-type: none"> 1.) Continue TRIO/Upward Bound Summer Camp with student employee/high school student mentorship/ePortfolio student development. 2.) Guidance Counseling Classes: Hold in Makerspace and have ongoing e-portfolio workshops. 3.) Present e-Portfolio Workshop development for counselors as a tool for their counseling sessions, student ed plans, and Guidance courses taught. 4.) Offer additional e-Portfolio workshops in collaboration with CTE and Career Counseling. 5.) BadgrPro: Badge for completing e-Portfolio. 6.) Collaboration with Student Services departments for workshops on e-Portfolios facilitated by their counselors, staff, etc.
<p>The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc..) and uses the results to create targeted professional development.</p>	<ol style="list-style-type: none"> 1.) Integrated findings from all surveys and assessments into our Integrated Strategic Plan 2026-29, specifically the recommendations from our equity audit. 2.) Align professional development activities with college priorities based on our annual assessment of the strategic plan. 3.) Scale Teaching Matters Workshops to evaluate and change necessary practices, procedures, and policies with a focus on Social Justice and Racial Equity. 4.) Continue engagement with student leadership in performing student surveys and focus groups.

2025-2030

Integrated Strategic Plan

Equity Focused



III. Community Engagement & Partnerships

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

Supporting documents, plans, and activities:

- Strong Workforce Plan





III. Community Engagement & Partnerships

Key Performance Indicators:

Expand partnerships with educational partners, K-12 and higher education, to increase access, pathways, and success for students.

Measurement	Notes
Number of partnerships with K-12 districts.	Expand dual enrollment Expand professional development for counselors (HS/MVC) Maps Initiative CPL TRIO Dual enrollment (man power)
Percentage of college programs aligned with K-12 pathways (such as career pathways or transfer pathways).	

Expand partnerships with community partners, including municipalities and businesses, to increase access, pathways, and success for students.

Measurement	Notes
Number of partnerships with community partners.	
Number of students using partnerships between college and community partner.	

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

Measurement	Notes
Percentage of college programs aligned with top 25 middle skill jobs in regional economy.	
Percentage of college programs aligned with top 25 middle skill jobs in regional economy.	

2025-2030

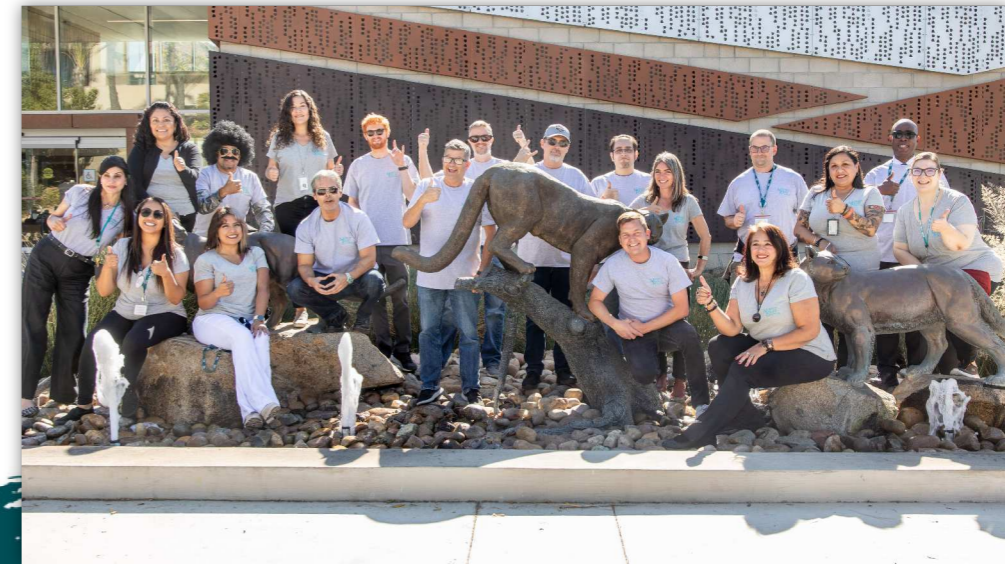
Integrated Strategic Plan

Equity Focused



IV. Institutional Effectiveness & Resources

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





IV. Institutional Effectiveness & Resources

Maintain sustainable budget practices that result in a balanced annual budget and a reserve that is at least 1% of the Moreno Valley College overall fund budget.

Measurement	Notes
Maintain a balanced budget.	BAM Inequity Scaffolding grant writing
Maintain a reserve of at least 1% of overall budget.	

Increase external revenue sources to 30% of overall budget ensuring funding available to support student access, success, and equity.

Measurement	Notes
Ensure 30% of the overall budget is from external revenue sources.	

Practice sustainable fiscal health and strategic enrollment management by reaching 595 (WSCH/FTEF).

Measurement	Notes
Increase WSCH/FTEF (FTES/FTEF) to 595 (18.5)	2019-20: 470 (14.7), 2020-21: 419 (13.7), 2021-22: 366.0 (12.0), 2022-23: 387.0 (12.5), 2023-24: 408 (13.2), 2024-25: NA -Space usage



IV. Institutional Effectiveness & Resources (Cont.)

Improve Institutional Effectiveness by conducting annual assessments and to set meaningful measures for a) planning, b) resource allocation, c) governance processes, d) campus climate (including student and employee surveys), and e) data access and usage.

Measurement	Notes
Increase institutional effectiveness by providing assessment on planning, resource allocation, and governance processes. Summer 2021: finalize assessments, Fall 2022: gather feedback on assessments through governance, Spring 2022: distribute, share, and incorporate findings into college planning, and annually complete assessments as defined by MVC's planning processes.	<ul style="list-style-type: none"> -Completed governance redesign and implemented a new governance structure -Completed and documented college-wide prioritization through program review -Completed <u>Leadership and Decision-Making Process Survey</u> every 3 years with annual evaluations by committee. -Developed and Implemented <u>College Data Library, Institutional Effectiveness Report, and Student Voice Survey.</u> <p>-Increase survey: Hit all areas in college ·Evening hours ·Access needed to campus resources</p>

Recruit and hire excellent classified professionals, faculty, and management in support of the College mission, while reflecting the community we serve.

Measurement	Notes
Compare community demographics to employee demographics and conduct a disproportionately impacted analysis.	<ul style="list-style-type: none"> -Riverside Community College District Equal Employment Opportunity Plan. -Provide <u>demographic breakdown of employees</u> to community that we serve. · -Evaluate "interim" approach

Resource Allocation

Annual Timeline

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

Prioritization Rubric

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

Acknowledgments & Appendices



Annual Institutional Set-Standard Review
Institutional Effectiveness Report
Equity Audit
National Assessment of Collegial College Campus
Student Equity Plan
Scale of Adoption Assessment - Guided Pathways
Strong Workforce Plan
Mission, Vision, Values Review
Integrated Strategic Plan 2022-25