Moreno Valley College
Strategic Enrollment Management Plan
2023-2025

Presented by

MVC Strategic Enrollment Management Taskforce

April 26, 2023

Strategic Planning Council endorsed 4/28/23

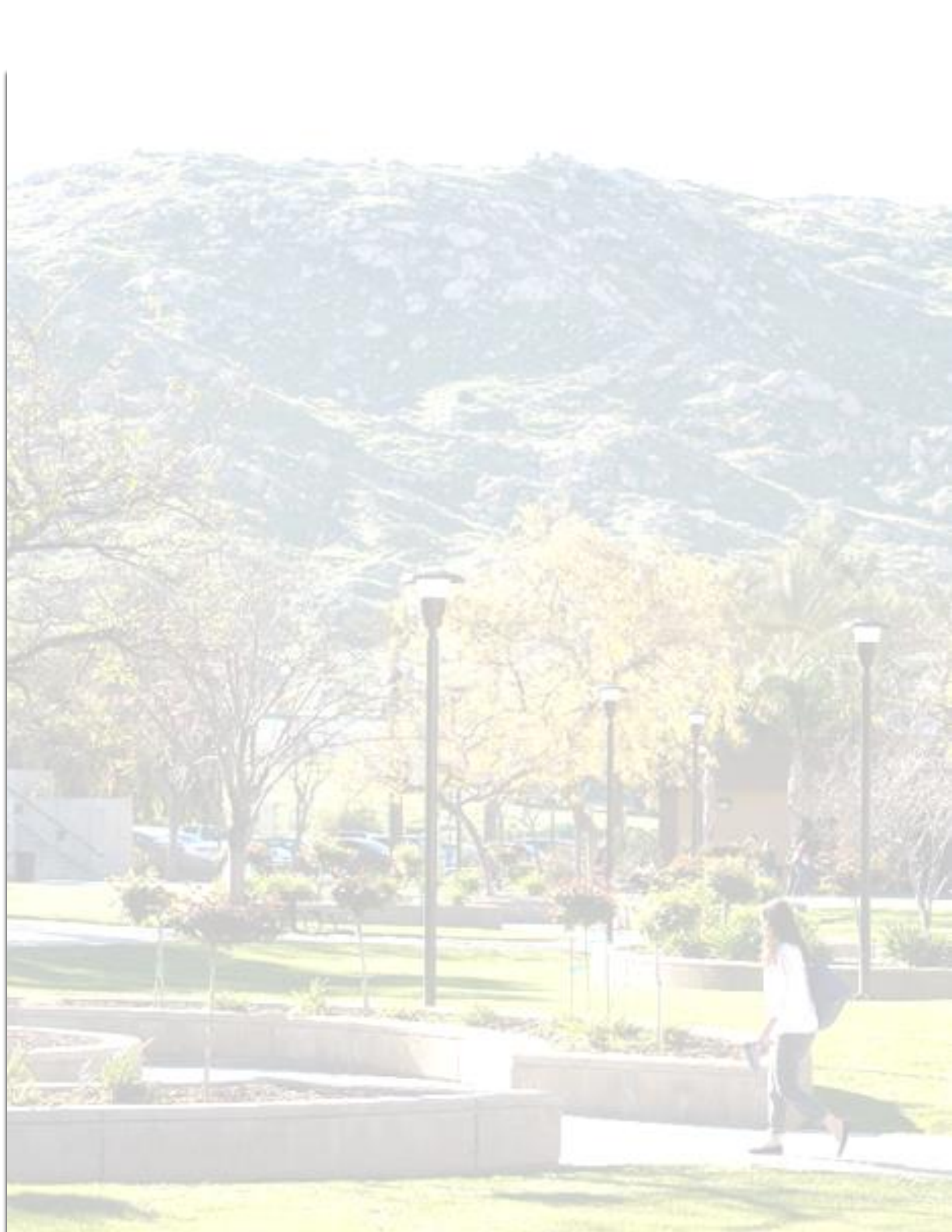Academic Senate endorsed 5/1/23

President's Cabinet endorsed 5/3/23

INTRODUCTION

Moreno Valley College is committed to educating and empowering students, providing equitable access to education, and serving the community. Moreno Valley College's core mission can be expressed in four words: Education, Empowerment, Equity, Service.

The overarching goal of Strategic Enrollment Management (SEM) is to develop and support a sustainable college-wide integrated system that maximizes student access and success, creates fiscal stability, and allows the college to anticipate scheduling needs. SEM is a college-wide responsibility, and its success depends on all college departments working in a coordinated fashion to identify enrollment goals that not only align with our mission, integrated strategic plan, and resources but also align with RCCD and California State Chancellor's Office plans. The college reaches these goals through the effective integration of administrative processes, holistic student support services, curriculum and schedule planning, and market analysis. Collaboration among knowledgeable, well-trained professionals, cross-functional collaborative teams and intentionally created opportunities to support enrollment management are critical to long-term SEM success.

This Strategic Enrollment Management Plan is a guide to help the College achieve its enrollment goals. It is informed by the following college, district, and state plans.

INSTITUTIONAL GOALS/EDUCATION MASTER PLAN GOALS 2022 – 2025

GUIDED PATHWAYS ESSENTIAL PRACTICES

COMPREHENSIVE MASTER PLAN

INTEGRATED STRATEGIC PLAN

EQUITY GOALS / CONSIDERATIONS (STUDENT EQUITY PLAN)

STUDENT CENTERED FUNDING FORMULA

EMERGENCY CONDITIONS RECOVERY PLAN MID-YEAR UPDATE RCCD DRAFT 12/19/2022

PROCESS FOR ESTABLISHING THE STRATEGIC ENROLLMENT MANAGEMENT PLAN

The President of Moreno Valley College established the Strategic Enrollment Management Taskforce in Spring 2022 The taskforce is co-chaired by the Vice President of Academic Affairs and the Vice President of Student Services. Taskforce membership includes faculty, classified professionals, student representatives and administrators. The taskforce was charged with the following:

Develop a data informed three-year Strategic Enrollment Management plan for the College that

    A. Values and responds to student needs;
    B. Promotes enrollment, success, equity, and completion;
    C. Re-establishes MVC as the College of Choice for students from Moreno Valley and Perris;
    D. Restores enrollment to pre-COVID levels and leads to additional growth long-term;
    E. Integrates with College Guided Pathways Framework Adoption efforts and initiatives;
    F. Incorporates the lessons learned from the COVID-19 pandemic.

The Strategic Enrollment Management Taskforce established a timeline and an approach for accomplishing the assigned charge. The first step was to gather the needed data and analyze enrollment trends, identify barriers and successes and pin-point areas of decline and potential growth. The taskforce developed seven workgroups each assigned to a specific student group that is defined by unique characteristics, needs, and educational goals. The workgroups reviewed data and developed recommended actions/priorities to improve scheduling, resource allocation, wrap-around services, holistic student support, outreach, and marketing to meet the goals of the plan. Each of the workgroups mapped the recommended enrollment action to the corresponding education master plan goal, specific objectives of the vision for success and equity goals presented in student equity plan. The actions and priorities are presented using the guided pathways framework and are aligned with the essential practices.

STRATEGIC ENROLLMENT TASKFORCE MEMBERS

Co-Chairs

AnnaMarie "Ree" Amezquita – Interim Vice President, Academic Affairs

Christopher T. Sweeten – Vice President, Student Services

Members

Eric Anthony – Associate Dean, CTE

Brandi Avila – Dean Student Development and Wellness

Larisa Broyles – Professor, Anthropology

Sean Drake – Professor, Mathematics

Robert Fontaine – Professor, Emergency Medical Services

Jennifer Granados – Counseling Clerk

Sandra Martinez – Dean Enrollment Services and Engagement

Delia Miller – Educational Advisor

Oscar Perez – Educational Advisor

Phil Rawlings – Dean of Instruction, School of Public Safety

Kevin Stewart – Dean of Instruction, STEM & CTE

Adviye Tolunay – Professor, Psychology

Tom Vitzelio – Dean Student Success and Academic Support

Kemari Wofford – ASMVC President

Michael Paul Wong – Dean of Student Success and Counseling

Date	Event Action
March 24, 2022	Presentation/Discussion: Understanding MVC Enrollment Trends
April 28, 2022	Presentation/Discussion: Understanding Enrollment Relationship to College Funding
May 12, 2022	Discussion: What do we know and what do we not know – Identify Data to Review
May 27, 2022	Continued review of data and findings
July 11 – 14, 2022	MVC sends team of nine to Enrollment Management Academy
August 17, 2022	Present MVC Enrollment Priorities by Segment
September	Taskforce Core Team establishes meetings to address and complete work on identified college segment priorities.
October	Segment workgroups establish meetings to address and complete work on specific college segment priorities and complete template
November	Core group reviews workgroup templates and identifies redundancies. Strategic Enrollment Management Taskforce leadership begin to synthesize information.
December	Strategic Enrollment Management Taskforce leadership develop the organizational structure for the plan into a working draft. Gaps in the draft are identified and a strategy for continued writing is developed.
January-February	Strategic Enrollment Management Taskforce leadership continues synthesizing information and organizing the plan in preparation to present a working draft.
March	Document shared for feed back
April	Document is shared through participatory governance
May	Presentation at Cabinet and District Strategic Planning

The Strategic Enrollment Management goals and objectives will guide college recruitment and retention related efforts over the next two years 2023 – 2025 while continuing our implementation of a Guided Pathways framework. The plan provides important context and measurable objectives that align with each goal. Actions are included in this plan and aligned to objectives. Timelines are included and accountable parties are identified to ensure that the College is able to make progress toward achieving its goals.

The overarching purpose is to attract and retain students representing the diversity of our community. The following plan provides a general framework for our enrollment goals and the goal-specific objectives that must be implemented to achieve success. Within that framework, we have identified the following goals and objectives:

Goal 1: Increase campus-wide awareness of and involvement in the principles of Strategic Enrollment Management

> **Objective 1**: Regular enrollment updates to college committees – Strategic Planning Council, Academic Senate, President's Management Council,

> **Objective 2**: Involve college personnel in SEM professional development opportunities and activities including but not limited to Enrollment Management Academy (EMA) and Schedule Fest.

> **Objective 3**: Establish regular meetings and membership of the Enrollment Management Subcommittee of Strategic Planning Council (SPC).

Goal 2: Increase Efficiency and Sustainable Fiscal Health Reaching 595 (WSCH/FTEF 18.5)

> **Objective 1**: Assess and evaluate space utilization and scheduling

> **Objective 2**: Update program and course rotation to ensure timely completion and productivity.

Goal 3: Re-establish MVC as the College of Choice for students from Moreno Valley and Perris

> **Objective 1**: Increase high school capture rates

> **Objective 2**: Increase opportunities for Dual Enrollment

> **Objective 3**: Increase marketing efforts on campus, with-in RCCD, and in our service area

Goal 4: Integrate SEM with College Guided Pathways Framework Adoption efforts and initiatives

> **Objective 1**: Increase the number of students that apply and enroll to Moreno Valley College

> **Objective 2**: Increase the number of students that attempt and successfully complete transfer level English and math in their first year and complete at least 9 units in their course of study.

> **Objective 3**: 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.

> **Objective 4**: Increase the number of students reaching their educational goal (certificate, degree, or transferring) in 2, 4, and 6 years, with a job in a closely related field.

The Moreno Valley College Strategic Enrollment Activities and Plan are organized using the Guided Pathways Principles: Clarifying the Path; Entering the Path; Staying on Path and Ensuring Learning. The link between Guided Pathways and Enrollment Management is clear as both seek to reduce equity gaps by increasing the number of students earning degrees, certificates, transferring and ultimately enjoying employment and earning a living wage. In scaling and implementing the Guided Pathways framework, following are goals identified in MVC's 2022 – 2025 Integrated Strategic Plan directly addressed by the Enrollment Activities. In reviewing the data that follows know that the SEM Taskforce reviewed and responded to the leading indicators as leading indicators are actionable.

FULLY IMPLEMENT A GUIDED PATHWAYS FRAMEWORK

Clarify the Path: Increase the number of students that apply and enroll to Moreno Valley College. [Access & Equity]

MVC has an opportunity to increase and improve the application conversion rate. In reviewing the data, we see a most recent 36% conversion rate meaning that of the 12,280 students who applied to MVC in 2021-2022, a little over 4,400 registered for classes. We can see that the percentage rate shows a slight increase after experiencing downward movement; however, the overall number of applications to MVC is significantly lower. The average number of applications from 2017/2018 to 2020/2021 - a four-year span – is 15,509. In the year 2021-2022, MVC processed 12,284 individual applications: this is a 39% lower percentage than the average and 3,225 applications fewer than the average.

MVC seeks to increase the number of high school graduates who apply to the college and enroll in general education credit courses, noncredit courses, and Career Technical Education (CTE) Programs. This increase will depend on increased recruitment, outreach and marketing to high school students and their families. Communicating the value in attending MVC is key to increasing conversion and capture rates from Moreno Valley Unified School District (MVUSD) and Val Verdi School District (VVUSD).

The data show a downward trend in capture rates from MVUSD; while VVUSD has steadily increased. At MVC, we watch and review the enrollment conversion rate and high school capture rates to measure the effectiveness of our website, marketing tools, and outreach efforts. MVC outreach and engagement center teams have established call centers to directly contact students who applied to the college but had not yet enrolled in classes. We send text messages and directed emails to support students wanting to enroll in classes. We use various methods to reach potential students, including texts, website banner ads, streaming ads, and social media posts. We see these methods as our opportunity to reach the largest pool of potential students, inclusive of both younger and adult students.

We recognize that there is an opportunity to increase the conversion and capture rates by establishing a focused marketing campaign and communication plan tailored to high school students and their families. We see further opportunities to break down the applications from prospective high school students into different groups based on their field of interest. Working through engagement center teams and marketing, targeted outreach activities can be created that are even more effective. We look to help students visualize themselves at MVC via short videos including alumni testimonial, instructor Tic-Toks, and day-in-the-life videos can offer a glimpse into the student experience MVC; while, short how-to videos can help new students adjust to college life. More detailed activities are included in the K-12Dual / Concurrent Enrollment and CTE segment information.

Measurement	Leading or Lagging	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Increase number of students that apply to Moreno Valley College.	leading	13,553	13,582	15,062	15,540	16,356	15,079	12,284
Of those that applied, increase the number of students enrolled in that same semester.	leading	4,990	4,873	5,809	6,235	6,242	5,077	4,416
Increase application conversion rate (number enrolled / number applied).	leading	37%	36%	39%	40%	38%	34%	36%
Increase unduplicated headcount.	leading	13,691	14,479	15,491	16,091	16,925	14,639	12,977
Increase Career Technical Education Enrollments.	leading	8,997	9,264	10,189	11,853	13,169	13,994	8,767
Increase number (headcount) of high school students in dual and concurrent enrollment.	leading	678	763	947	879	695	629	398
Increase capture rates from feeder high schools – Moreno Valley Unified	leading	27.7	29.5	31.3	31.5	25.6	25.3	-
Increase capture rates from feeder high schools – Val Verde Unified	leading	23.4	21.1	25.8	26.7	21.0	30.0	-

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]

The data show that the rate at which students at MVC attempt and successfully complete MAT and ENG in their first year has steadily increased. Analyzing trends over the past five years, students attempting MAT and ENG in their first year shows great increases: the low in 2015 at 6% increased by 21% over a 5-year span to 27.6% in 2021. Successful completion of Mat and English had also shown a promising trend with a 9% increase from 2015 to 2020. In 2021, we see a significant 4% dip likely due to Covid 19. When viewed separately, we see that students attempt ENG courses at a 34% greater rate than they attempt MAT. And students successfully complete ENG at a 26% greater rate than they complete MAT in the first year.

English and Math faculty at MVC have engaged in work to support student success. Both disciplines have participated in curriculum reform resulting from AB705, professional development, and communities of practice. The Office of Institutional Effectiveness (IE) worked with English faculty to embed data-coaching in efforts to scale up communities of practice so disciplines beyond math and English can engage in regular, ongoing professional learning. The math faculty participated and supported a Student Summer Bridge Program. They have also established a community of practice and the Winter Mathematics Summit was widely attended.

To increase the number of students that attempt and successfully complete transfer level math and English in their first year the college recognizes that activities supporting professional development, academic support and programing are key. More detailed activities are included in the Overall College-Wide Enrollments and Transfer segment information.

Measurement	Leading or Lagging	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Increase students that attempt English and math in first year.	leading	6.0%	9.9%	20.0%	25.1%	28.5%	27.6%	-
Increase students that attempt English in first year.	leading	29.2%	41.5%	48.3%	65.3%	62.5%	60.9%	-
Increase students that attempt math in first year.	leading	9.1%	12.2%	23.5%	30.3%	38.1%	26.5%	-
Increase students that successfully complete English and math in first year.	leading	3.5%	5.0%	6.6%	8.1%	12.5%	8.6%	-
Increase students that successfully complete English in first year.	leading	22.9%	30.8%	31.3%	41.0%	40.3%	35.8%	-
Increase students that successfully complete math in first year.	leading	5.0%	6.3%	7.9%	9.8%	15.0%	9.8%	-
Increase number of students who complete both transfer-level math and English in first year.	leading	68	94	59	226	292	92*	-

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]

Moreno Valley College will continue to support student success and persistence. The data from 2015 through 2022 highlights not only increases in fall to spring persistence among guided pathways cohorts, but also an increase in student success rates from year to year. Looking at the data for fall to spring persistence (GP cohorts) and fall to spring persistence (all students), there is a noticeable percentage increase for GP cohorts jumping 12% from year 20/21 to year 21/22. While there is a slight decrease for all students by .1% during this same period. The data reflects increases in the percentage of students completing 12 units in the first semester and an increase in course success rates.

The work done to achieve these successes in persistence and units attempted include implementing three physical engagement centers with plans to open the remaining ones. Each engagement center has a dedicated student success team, which provides guidance and contact points to increase student engagement. The team is made up of ed advisors, faculty advisors, dedicated counselors, and peer mentors to ensure student engagement. Engagement centers are based on the six schools at Moreno Valley College.

The college has aligned professional development on culturally responsive pedagogy for faculty, service for classified staff, and leadership for administrators. The goal of these efforts is to move college practices, policies, processes, teaching, and services toward being a culturally responsive and sustaining institution. The college has supported pilot work within the English discipline focused on culturally responsive pedagogy, which is now being scaled to in a Teaching Matters series. Through a research study, the pilot program demonstrated increased student course retention and success rates for those faculty who received the training.

Moving forward, the college has prioritized activities that will 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. Activities include continually monitoring student progress and provide supportive intrusive guidance;

scheduling courses that meet student demand and need to complete academic goals; continuing to offer holistic student support at unit completion; and removing barriers to accessing resources and support services. More detailed activities are included in the college enrollment strategies by segment.

Measurement	Leading or Lagging	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Increase fall to spring persistence. (GP cohorts)	leading	60.3%	60.2%	49.1%	56.7%	46.0%	47.7%	59.7%
Increase fall to fall persistence. (GP Cohorts)	leading	48.3%	47.9%	39.7%	42.2%	37.8%	46.3%	-
Increase fall to spring persistence. (all students)	leading	56.6%	54.8%	53.9%	55.0%	49.8%	49.4%	49.5%
Increase students that successfully complete 12 units first semester. (GP Cohorts)	leading	19.5%	17.9%	11.9%	14.0%	15.7%	16.4%	-
Increase students that successfully complete 30 or more units in first year. (GP Cohorts)	leading	10.1%	3.2%	5.4%	6.5%	8.7%	6.6%	-
Increase Course Success Rate. (GP Cohorts)	leading	62.9%	61.0%	57.2%	54.9%	54.0%	53.2%	56.5%
Increase Course Success Rate. (all students)	leading	71.6%	70.8%	68.9%	70.3%	69.8%	68.8%	69.8%

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]

During the 2017-18 academic year, the Riverside Community College District (RCCD) initiated support for the three colleges to implement the auto awarding of degrees and certificates. Moreno Valley College initiated the automatic awarding process and, as a result, the total number of students reaching their educational goal (a degree, certificate, or transferring) increased 28% from 1,550 in 2016-17 to 1,981 in 2017-18. More recently, the number of students receiving their educational goal increased to 2,127, which is the largest number over the last seven years going back to 2015-16.

MVC has been intentional through its hiring practices. One of the many factors to student success is having a faculty and staff that resembles the student population. Among all faculty, the percentage of black/African American faculty has increased more recently, from 5.4% in the Fall of 2015 to 9.1% in the Fall of 2022. Additionally, as of Fall 2022, 23.9% of all faculty are Hispanic/Latinx.

In Fall 2019, the college opened the STEM Innovation Center and Makerspace on campus dedicated to providing active learning strategies and opportunities to students. This space provides students, faculty, and the community with a space for the creation of hands-on applied learning activities in a lab that provides equipment with the ability of both additive and subtractive creation objects. The lab is eligible to join the MIT makerspace network and is designed to support courses from across the curriculum. In addition, the space is an area where the college is focusing professional development efforts for faculty to learn active teaching and learning strategies like project-based learning and design thinking that can be implemented in their classrooms regardless of their discipline. MVC iMAKE Innovation Center Partners with the nonprofit Maker Ed to create a Community of Practice (COMMP). The series of professional development workshops are designed to immerse educators in an exploration of the ways making can enhance learning throughout Moreno Valley College. These workshops are hosted in collaboration with Maker Ed and Moreno Valley College STEM Innovation Center & Makerspace.

To Increase the number of students reaching their educational goal (certificate, degree, or transferring) in 2, 4, and 6 years, with a job in a closely related field, MVC will focus on implementing and scaling enrollment actives as part of the enrollment management plan in support of learning and meeting educational goals. Actives include ensuring students know requirements for success: minimizing the time required to complete; customizing and contextualizing instruction; and becoming a culturally sustaining college. More detailed activities are included in the [college enrollment strategies by segment](#).

Measurement	Leading or Lagging	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Number of certificates awarded.	[lagging](#)	271	605	754	784	707	599	710
Number of certificates awarded (16 plus).	lagging	227	253	365	418	407	481	626
Number of degrees awarded.	lagging	702	915	1,564	1,610	1,672	1,608	1,955
Number of Transfers.	lagging	567	575	659	673	686	825	-
Number of students receiving a certificate, degree, or transferring (unduplicated).	lagging	1,135	1,550	1,981	2,096	1,992	1,954	-
Number of guided pathways cohort receiving a certificate, degree, or transferring (unduplicated) in 2 years.	lagging	2.9%	3.4%	8.9%	5.4%	6.8%	5.9%	-
Number of guided pathways cohort receiving a certificate, degree, or transferring (unduplicated) in 4 years.	lagging	14.6%	13.8%	18.9%	16.9%	-	-	-
Number of guided pathways cohort receiving a certificate, degree, or transferring (unduplicated) in 6 years.	lagging	20.0%	22.8%	-	-	-	-	-
Increase percent of CTE students employed in their field of study to close or very close.	lagging	N/A	N/A	N/A	N/A	71.6%	76.9%	65.4%
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)	lagging	N/A	N/A	N/A	N/A	$23.00	$24.50	$25.00
Increase the satisfaction of students with education and training received to satisfied or very satisfied.	lagging	N/A	N/A	N/A	N/A	89.7%	91.4%	90.5%
Reduce median time to degree.	lagging	3.5	3.8	4.3	3.8	3.3	3.5	3.8

For additional data, please see the Integrated Strategic Plan 2022-25. (https://mvc.edu/_resources/files/admin/ie-strategic-planning-dashboard.html)

Like the structure that Guided Pathways creates through educational pathways and support services, the Enrollment Management Activities create a structure by targeting key student groups defined by unique characteristic needs and/or areas of educational pursuit including Career Technical Education, Adult and ESL Education, Dual Enrollment / K12 Education, Transfer Pathways and Distance Education. The activities listed provide direction for strategies and practices to be specific and target the instructional and non-instructional needs of these student groups. This Strategic Enrollment Management plan is designed to meet a variety of goals, with equity as a consistent guiding component, to support students along a path that begins before initial enrollment and registration and continues through completion of academic careers at Moreno Valley College and beyond.

Moreno Valley College will be recognized as the premier choice in the region for learners and community members seeking credit, noncredit, transfer and certificate educational opportunities. MVC will be recognized as an advocate and supporter of the community, its students, faculty, and professional staff. The College will be valued for its commitment to high quality education services and resources, professional development, access and equity, empowerment, and a commitment to social justice. The strategic priorities below will contribute to MVC increasing student completion rates in transfer and certificate pathways. The college will clarify and promote clear pathways for both full- and part-time students supporting enrollment in transfer eligible courses, ADTs, certificate programs while working to improve efficiency. Moreno Valley College's CTE and certificate programs will continue to broaden and enhance career exploration and planning, work-based learning opportunities, and prepare all students for jobs needed within the regional labor market. The strategic priorities below will contribute to the development of the Moreno Valley College Education Center as a comprehensive campus environment that offers a wide array of classes across various disciplines.

MVC will continue to strengthen and implement the Guided Pathways framework by supporting Engagement Centers and the Student Success Teams that proactively reach out to students to offer holistic support services including academic, financial, health, and advising assistance as needed linking students to support programs. The college will continue to work across departments collaborating between Academic Affairs, Student Services, Planning & Development and Business Services to support student access and success to meet enrollment goals. The outcomes of the strategic priorities will provide students with equitable access to a multitude of class formats, schedules, and offerings that complements their commitments outside of school. As a result, this will increase student success and enrollment at Moreno Valley College and The MVC Education Center at Ben Clark Training Center.

COLLEGE ENROLLMENT PRIORITIES BY SEGMENT

Segment 1: Overall College Enrollment

Segment 2: Moreno Valley College Education Center at Ben Clark Training Center

Segment 3: Adult Learners / Noncredit

Segment 4: Career Technical Education

Segment 5: Distance Education

Segment 6: Transfer Programs

Segment 7: K – 12 Dual/Concurrent Enrollment

DEFINITIONS OF SEGMENTS

Segment 1: Overall/College-wide Enrollment: Includes all Moreno Valley College students enrolled in courses at the college's main site at Lasselle and the off-site public safety education center located at the Ben Clark Training Center. Enrollments overall consider and account for the various course modalities: online, hybrid and face to face.

Segment 2: Moreno Valley Education Center at Ben Clark Training Center (MVCED): Located 11 miles from the main MVC campus, the education center is one of the largest public safety education centers in Southern California. MVCEC at BCTC is the result of a partnership between MVC, Riverside County Sheriff's Department, California Department of Forestry & Fire Protection, Riverside County Fire Department, California Highway Patrol, and Riverside County Probation Department.

Segment 3: Adult Learners/Noncredit: Noncredit courses and programs designed to serve adults (defined as persons 18 years of age or older) in the areas of elementary and secondary basic skills; attainment of a high school diploma or equivalency; English as a Second Language; entry or reentry into the workforce; adults with disabilities; short term career education with high employment potential; and pre-apprenticeship.

Segment 4: Career Technical Education: Courses and programs designed to provide students with knowledge and skills necessary for employment and career advancement and designated by a "vocational" Taxonomy of Programs (TOP) code. CTE programs may also include transfer preparation as a component or as the primary intent of the program.

Segment 5: Distance Education: Online education includes fully-online and hybrid courses offered by the College. The California Community College Chancellor's Office defines Online Education as any course that is delivered 51% or more online.

- **Distance Education Synchronous -** classes run in real time, with students and instructors attending together from different locations. Synchronous learning allows students to engage with class materials at the same time as their peers via the internet. This delivery type provides learners with a structured and immersive learning environment without the worry and stress of travel.

- **Distance Education Asynchronous -** classes run on a flexible schedule, with students accessing class materials during different hours and from different locations. Asynchronous classes offer learners the flexibility to study in a self-paced manner. While most asynchronous classes still have submission deadlines, students can connect with materials, peers, and instructors on their own schedules, often over an extended period. Teachers may prescribe an order of operations for the materials, but learners can often choose how much or how little time they spend in each area.

Segment 6: Transfer: Courses that are designated with a transfer status (CB05) of CSU and/or UC; Associate Degrees for Transfer (AS-T/AA-T); UC Transfer Programs (UCTP); and Certificates of Achievement for CSU GE-Breadth or IGETC.

Segment 7: K-12 Dual/Concurrent Enrollment: 6-12th grade students (who are at least 12 years of age) who register in a college course. **CCAP Dual Enrollment**: Dual enrollment students who register in a specific course or set of courses that are part of an approved College and Career Access Pathway (CCAP) partnership agreement between the College and a local area high school.

SEGMENT 1: OVERALL/COLLEGE-WIDE ENROLLMENT

WORKGROUP MEMBERSHIP

AnnaMarie "Ree" Amezquita – Interim Vic President, academic Affairs
Christopher Sweeten – Vice President, Student Services
Larisa Broyles – Professor, Anthropology
Adviye Tolunay – Professor, Psychology
Jennifer Granados – Counseling Clerk
Kemari Wofford – ASMVC President

INSTITUTIONAL GOALS/EDUCATION MASTER PLAN GOAL:

As reported in the Moreno Valley College Education Plan, the college experienced significant increases in headcount and enrollment from academic year 2013-2014 to the 2017 – 2018 school year showing an enrollment increase by 14.11% with 14,772 students enrolled in 2017-2018. MVC was on a path planning for and working toward the goal of continued increases in growth and enrollment. The positive enrollment trend beginning in 2018-2019 was estimated to increase 3% annually and surpass the 2010 high by 2025 – 2026. These predictions and enrollment goals were disrupted by the world-wide pandemic in March 2020. Consistent with national trends, Moreno Valley College enrollment dropped during the pandemic – the total number of enrolled students fell by 13% from fall 2019 to fall 2020 and by another 10% from fall 2020 to fall 2021.

Moreno Valley College has lost a total of 23% of its enrollments from fall 2019 to the present. Enrollment Management Priorities at MVC are focused on reestablishing enrollment to pre-pandemic levels (2019 – 2020) and getting back on track to meet the goals set in the Education Plan and to support The Moreno Valley Education Center at Ben Clark Training Center at 1000 FTES minimum.

KEY FINDINGS FROM DATA REVIEW

MVC had experienced a steady increase in the total number of enrollments from the academic years 2015-2016 (44603) to 2019-2020 (55328). However, this trend was disrupted with the onset of the Covid-19 pandemic, and our enrollment numbers since then have dropped to 47822 in 2020-2021 and to 40091 in 2021-2022. The unduplicated headcount (the total number of unique students enrolled) increased from 13691 in 2015-2016 to 16925 in 2019-2020. This number dropped to 14639 in 2020-2021 and to 12977 in 2021-2022. This trend was similar for numbers pertaining to Full-time Equivalent Student (FTES). FTEs had increased on annual basis from 6368.09 in 2015-2016 to 7265.17 in 2019-2020 and then declined drastically to 6138.31 in 2020-2021 and to 5287.75 the following year.

ENROLLMENT TRENDS

a. Student completion of MAT and ENG in the first year is declining
b. ADTs are an underutilized retention, success, and transfer tool. Many disciplines have had NO students earning the degree.
c. MVC has increased the numbers in onsite sections from FAL2020 but continues to experience inefficient enrollments in face to face and hybrid offerings; whereas, the Online sections continue to see high fill rates and increase student demand.

STUDENT SUCCESS TRENDS

a. The overall success rate at MVC has hovered around 68-70% in the past five academic years from 2017-2018 to 2021-2022.

b. A review of retention rates by modality shows a reversal of trends from 2014-2016. At that time, the retention rate for online sections was 80.6%. This lagged behind 81.3% for HYB and 88.3% for F2F. The retention rates for online sections improved over the years, but underwent a dramatic upswing in 2020-21 to 89.6%. Most classes at that time were being offered online as a result of a world-wide pandemic.

c. Success and completion trends in math have declined to 36%.

EQUITY TRENDS

a. In 2021-2022 MVC's overall success rate was 69.8%. Students that identified as Filipino (80.9%), White (80.7%), and Asian (78.9%) had the highest success rates and performed better than the college average. However, students that identified as Latinx/Hispanic (68%), Black (63.2%), and Native Hawaiian/Other Pacific Islander (55.2%) had success rates lower than the college average. Success rate for Latinx/Hispanic students was 71% in 2015-2016 and since then it has shown a decline and hovered around 68-69%. Since Latinx/Hispanic students constitute the largest ethnic group at MVC and that this is a Hispanic Serving Institution, lower success rates in this group compared to Filipino, White, and Asian students should be of concern. Success rates for Black students increased from 60.3% in 2017-2018 to 63.2% in 2021-2022. Success rates for Black students consistently falls below the college average and several other ethnic groups. Native Hawaiian/Other Pacific Islander have the lowest success rate (55.2%) in 2021-22, and this is particularly concerning, since in 2020-2021, the success rate for this group was 67%. Even though students that identify as Native Hawaiian/Other Pacific Islander constitute the smallest number of students enrolled at MVC (with only 62 students enrolled in 2021-2022), they have experienced the most significant decline in both success and retention (83.5% to 79.2%) in the last academic year.

b. The success and retention rates for male and female students were quite similar throughout the years at MVC. In 2019-2020 female students (70.9%) were slightly more successful than male students (68%), but this gap has closed in 2021-2022, with female students at 69.2% and male students at 70.7%. Even though there was a small decline in overall retention rates at the onset of the Covid-19 pandemic (85.2% in 2018-2019 to 84.1% in 2019-2020), since then overall retention rate have increased to 86.7% in 2021-2022. There has been a small and steady increase in retention rates for both male and female students at MVC in the recent years.

Segment 1: Overall/College-wide Enrollment								
Guided Pathways Framework	Strategic Enrollment Activity	Responsible Area(s)	Alignment with College Plans			Timeline		
			EMP	V4S	SEP	22/23	23/24	24/25
I. Clarify the Path: Increase the number of students that apply and enroll to Moreno Valley College. [Access & Equity]	Advertise Course Rotations – and modalities utilizing the 2-year rotation	Deans of Instruction, Discipline Faculty, Counseling, Engagement Centers	II.3 II.4	1 2	V.D.2.a, V.D.2.b, VI.C.4		X	
	Market Pathways – printed in office; posted in hallways using QR codes in strategic places	VP Planning and Development; Engagement Centers	II.3 II.4	1 2	VI.C.5, VI.C.7, VI.C.9, VI.D.2.b		X	
	Increase advertising in the community we serve, via flyers posted in local businesses, postcards and brochures mailed to residents, billboards	VP Planning and Development	II.2	1	VII.C.3	X		
	Promote ADTs	Counseling; Engagement Center Teams, VPSS, Faculty, Curriculum Committee	II.1 II.3 II.4	1 2	VII.C.2 VII.C.5		X	
	Reach out to former students who have not persisted	DSS, Engagement Centers, VPSS, Dean Enrollment Management Services and Engagement	II.3	1 2 3	III.D.2.b V.C.3 V.C.4	X		
	Utilize the tv sets, banners, street marque, intrusive campus signage at the college to advertise programs, events, and deadlines	VP Business Services, VP Planning and Development	II.1		V.C.3 V.C.5 V.C.7	X		
	Establish MESA Program in support of student completion, access and success in math and science.	Dean Stem & CTE, School STEM Faculty, Business Office, iMake Innovation Center	II.1	2	IV.A		X	
	Create short informative and welcoming videos for every discipline highlighting faculty and the programs. Put these on the website and play on rotation on the tv sets around the college	TSS, Discipline Faculty, Dean CTE	II.1	1	V.D.2.b VII.C.2 VII.C.3		X	

	Activity	Responsible						
	Work with March ARB to promote our flexible online, hybrid, evening, Friday, and Saturday courses for active-duty military veterans.	Outreach, Dean Enrollment Management	II.3 II.4	1	V.D.2.a V.D.2.b		X	
II. 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]	Create Fully Online Transfer and Certificate Pathways	Curriculum Committee, Discipline Faculty	II.4	1 2	V.D.2.a V.D.2.b			
	Increase diversification of course offering beyond traditional GE and CTE to include expanded Noncredit, CDCP, tutoring, dual enrollment, apprenticeship	Deans of Instruction, Department Chairs, Curriculum Committee	III.1	1	VII.D.3.c	X		
	Student access to syllabi before the start of classes.	Academic Senate, Distance Education Committee, Sidekicks, Teaching Faculty	II.1	3			X	
	Meet your instructor reboot	Faculty and Discipline Leads, TSS, VP Planning and Development (Marketing)	II.1	5			X	
	Expand / clarify dual-enrollment pathways and offer a wider variety of class modalities.	Director Middle College, Dean Academic Support, Dean Enrollment Services and Management	II.1 III.1	1 2		X		
	Incorporate Hy flex modalities and technology in course offerings	Curriculum Committee, Department Chairs, Academic Affairs Deans, TSS, VP Business Services	II.1	1				X
III. 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]C	Provide students information on requirements for different course modalities and advise them to select the modality that fits their needs best.	Engagement Teams, Counseling, Education Coaches	II.2 II.3 II.4	1 2		X		
	Continue to provide technological support for students: access to computers, printing, Wi-Fi	VPBS, Library, Dean Academic Support, Student Services Programs	II.4		II.C.3 III.C.3	X		
	Continue to provide Student Support Services (counseling, tutoring, health services, etc.) in both online and on-site modalities.	VPSS, Dean Student Health and Wellness, Dean Enrollment Services, Dean Academic Support, Academic Senate	I.3	2, 3		X		

	Continue to support ZTC/LTC integration to more sections/disciplines/programs	VPAA, Deans of Instruction, CMAC, Library, Dean Academic Support	II.3 II.4	1	V.C.4 V.C.5 V.D.1.c	X	
	Continue accelerated curriculum refinement, especially in math	Curriculum Committee, Math faculty	I.3, II.1	3		X	
	Continued support of embedded tutoring and Supplemental Instruction in gateway courses	Dean Academic Support, SI Coordinator, Tutoring Coordinator, Faculty		2		X	
	Continued equity-centered, growth-mindset professional development for math and English faculty	Faculty Development Committee, English and Math faculty/department	I.1, 1.2	5	IV.C.2 V.C.2 V.D.1.a	X	
IV. 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]	Continued support of DE Den and faculty professional development.	VPAA, Faculty Development Committee, Distance Education Committee	II.3	1		X	
	Encourage the CARE module for faculty	Academic Senate; Distance Education Committee, Faculty Development Committee	I.1 I.2 I.3	5	I. C. 1 I.D.2.a II.C.2 III.C.2 III.D.1.a III.D.2.a IV.C.2 V.C.2 V.D.1.a	X	

SEGMENT 2: MORENO VALLEY COLLEGE EDUCATION CENTER

WORKGROUP MEMBERSHIP

Phil Rawlings – Dean of Public Safety
Robert "Bob" Fontaine – Professor / Emergency Medical Services
Nidia Fernandez – Assistant Professor/ Counseling
Kristy Paine – Associate Professor / Law
Oscar Perez – Academic Educational Advisor

INSTITUTIONAL GOALS/EDUCATION MASTER PLAN GOAL:

The Moreno Valley College Education Center at Ben Clark Training Center (MVCED@BCTC) is one of the largest public safety training centers in Southern California. The Moreno Valley College Education Center offer students education and training in various public safety programs including Administration of Justice, Emergency Medical Services, Fire Technology, and Emergency Management and Homeland Security. In collaboration with campus partners, the Moreno Valley College Education Center has developed into one of the primary regional Public Safety Training locations in the Inland Empire.

The Moreno Valley College Education Center is committed to equitable access and student success through a Guided Pathways framework to ensure positive student learning outcomes. The completion of the Phase I building at Ben Clark Training Center has contributed to the College's Education and Facilities Master Plan by fostering a supportive and student-centered learning environment. With the completion of the Phase I building and in collaboration with the college and campus partners, the Moreno Valley College Education Center aims to expand its programs to provide access to students while enhancing economic and social opportunities for the community.

KEY FINDINGS FROM DATA

Enrollment trends for essential training experienced a decline due to impacts by COVID –19 creating a backlog for essential training programs in Public Safety. Although the data indicate downward trends in some programs, the efforts and strategies being implemented at the Moreno Valley College Education Center show some public safety programs are making a recovery towards pre-COVID-19 numbers. Student success rates for the various public safety programs indicate a promising trend upward.

ENROLLMENT TRENDS

    a. Administration of Justice:
        1. ADJ (General): Course enrollment for ADJ courses seem to be declining from its peak in 19-20 academic year where it was 1450 to the most current academic year 21-22 at 848.

        2. ADJ (Training): The academies remain fairly consistent throughout the previous academic years. However, there is a noticeable decline from 20-21 at 628 to the 21-22 academic year at 422.

    b. Emergency Medical Services:
        1. EMT: This program seems to be decreasing in enrollment from its peak in 18-19 academic year where it was at 656 to the most recent academic year, 21-22 at 453.

    c. Fire Technology:

1. Fire Technology: Enrollment in this program was at an all-time low in 16-17 (254) but had a peak in 20-21 (777) and has since had a significant decline in the most recent 21-22 academic year (531).

2. Firefighter Academy: The academy is increasing in enrollment compared to the previous year. In comparison, the 17-18 academic year had 117 and 21-22 had 165.

3. Emergency Management & Homeland Security: Enrollment for this program has been fairly low in the past academic years (16-17 - 18-19) but has had a significant increase from 20 students in 2018-2019 to 80 students in the 2019-2020 academic year but has since had a significant decrease for the 2020 – 2021 academic year to 19 students.

STUDENT SUCCESS TRENDS

a. Administration of Justice: ADJ (General): Success rates show a decline from 18-19 academic year at 76.6% to the 21-22 academic year at 72.9%. However, there appears to be a slight increase from 20-21 to 21-22.

b. ADJ (Training): Success rates remain very high in the upper 90% mark.

c. Emergency Medical Services: EMS is divided into two programs EMT and Paramedics. The EMT program has a completion rate of 64% and the completion of the paramedics is 95%. The paramedic classes of 20-22 (years 2019-2021) have a 100% employment rate. Starting Spring 2023 the paramedic program will add a 2nd cohort and increase the enrollment by 75%. Both the EMT and paramedic programs are partnering with Riverside County Workforce Development for sponsorship. This partnership is paying 100% of the program cost for qualifying students. Current paramedic class #24 has 22 of the 23 students enrolled in this partnership. Fall 2022 has 18 of the EMTS enrolled.

d. Fire Technology:

1. Fire Technology success rates are consistent in the 70% range in for the past couple of academic years.
2. Firefighter Academy has experienced good success rates and has remained consistent in the mid to high 90% range.

e. Emergency Management & Homeland Security success rates indicate a decline from the 2017-2018 academic year (88.2%) to the most recent academic year 2020-2021 (52.6%). However, this trend may be skewed since the program is new.

EQUITY TRENDS

a. Administration of Justice:

1. ADJ (General): Black/ African American students appear to have a lower success rate compared to the overall success rate of all students in this program. The underperformance of this student population seems to be constant since 16-17. And Latinx/ Hispanic success rates are consistent with the overall success rate of all student populations.

2. ADJ (Training): Success and retention rates for all student populations appear to be at the overall rate for all students, which is high.

b. Emergency Medical Services:

      1.EMT: Black/ African Americans are underperforming in the EMT program. For the 21-22 academic year, there was a 29% success rate for Black/ African American students out of the 15 that were enrolled.

      2.Paramedic: Female students had lower success rates in 18-19 (81.2%) and 19-20 (89.3%) compared to males but have since increased in 20-21 (97.9%) and 21-22 (94.3%).

c. Fire Technology:

      1. Fire Technology: Black/ African American and Latinx/ Hispanic seem to be underperforming compared to the overall rate since 19-20 academic year.

      2. Firefighter Academy: There is predominantly more male students compared to female students in this program.

d. Emergency Management & Homeland Security indicates there have been no Asian, Black/ African American, Filipino, and Native American/ Alaskan student populations reflected in the data since the 2019-2020 academic year; however, this trend may be skewed since the program is new.

Segment 2: Moreno Valley College Education Center								
Guided Pathways Framework	Strategic Enrollment Activity	Responsible Area(s)	Alignment with College Plans			Timeline		
			EMP	V4S	SEP	22/23	23/24	24/25
I. Clarify the Path: Increase the number of students that apply and enroll to Moreno Valley College. [Access & Equity]	Meet and work to exceed 1,000 FTES generated through courses offered in-person at BCTC	Dean of Instruction, Department Chair, Engagement Center	II.1	1		X		
II. 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]	Increase certificate related general education courses offered at the MVCEC	Counseling and Faculty Liaison, Engagement Center, Chair School Public Safety, Dean Public Safety	II.2 II.3 II.4	1		X		
	Increase weekend and evening class offerings	Dean of Instruction, Department Chair,	II.2 II.3 II.4	1, 4		X		
	Support ZTC/LTC integration to more sections/Education Center Programs	VPAA, Deans of Instruction, CMAC, Library, Dean Academic Support	II.3 II.4	1	V.C.4 V.C.5 V.D.1.c	X		
III. 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]	Provide counseling and education plans to public safety students utilizing guided pathways maps	Counseling, Education Advisor and Engagement Center	II.2 II.3 II.4	1, 2, 4			X	
	Coordinate course sequencing to improve prompt certificate and degree track completions.	Dean of Instruction, Department Chair,	II.2 II.3 II.4	1, 3			X	
IV. 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]	Engagement Center offers peer mentorship and cross disciplinary workshops.	Counseling, Education Advisor and Engagement Center	II.2 II.3 II.4	1, 4, 5		X		

SEGMENT 3: ADULT LEARNERS/NONCREDIT

WORKGROUP MEMBERSHIP

Eric Anthony – Associate Dean of CTE
Brandi Avila – Dean Student Development and Wellness
Anthony Alvarez – Academic Educational Advisor
Terrie Hawthorne – Associate Professor / Counseling
Anthony Alvarez – Academic Educational Advisor
Angel Orta Perez - Asst. Director Upward Bound
Joyce Kim – Associate Professor / ESL Noncredit
Melissa Thompson – Associate Professor - EAR Noncredit

INSTITUTIONAL GOALS/EDUCATION MASTER PLAN GOAL:

Moreno Valley College offers Noncredit courses for community members that are 18 years or older. Noncredit courses are tuition-free, and designed to enhance specific skills that enable students to build their personal, professional, and academic goals. Everyone can participate in Noncredit courses regardless of residency status, and Noncredit course hours completed may count towards AB 540 status. Many certificates are also available for these short-term, Noncredit classes. MVC's Noncredit course offerings focus on college preparation skill development, English as a Second Language, and career education. Each Noncredit certificate provides students an opportunity to gain skills necessary to advance in their careers, transition into a new career, or prepare for future advanced academic studies and training.

Noncredit courses at Moreno Valley College can be leveraged to support the College's Institutional Goals and Educational Master Plan. Nontraditional students that may have not enrolled in college because of existing barriers can benefit from MVC's Noncredit offerings. By linking Noncredit options to credit pathways, credentials, certificates, and degrees, Noncredit classes can create clear curricular pathways to employment and further education. Additionally, MVC's Education Master Plan references Noncredit as a strategy for growth. For example, English as a Second Language (ESL) is projected to grow its enrollment at a slower pace than the overall college due to redesigned ESL courses that have recently been implemented. Noncredit ESL opportunities are included in the Master Plan to target increased FTES with mirrored credit and Noncredit ESL courses.

Currently, MVC offers Noncredit courses in the following programs: Accounting, Computer Application Systems, Computer Information Systems, English, English as a Second Language, Entrepreneurship, Guidance, Professional Development Studies, Reading, and Vocational English as a Second Language. Since MVC's Noncredit program began recently, an opportunity exists to better understand the needs of our students and local employers and build new Noncredit programs and pathways based on this data.

KEY FINDINGS

A review of data from the MVC Data Library Adult Education Dashboard revealed considerations including the following. From 2014 to 2024, the industries that are expected to experience the biggest percentage gain of persons employed are Construction (42.9%), Transportation and Warehousing (34.5%), Accommodation and Food Services (29.2%), HealthCare and Social Assistance (25.5%), and Professional and Technical Services (22.1%).

ENROLLMENT TRENDS:

The unduplicated headcount increased from 91 students in 2020-2021 to 123 students in 2021-2022.

    a. 90.4% are students 40 and older; 85% are student between the age of 25-29; and 81.2% are 19 or younger.

    b. Students earning a "C" or better in an online course increased from 51% in 20-21 to 87.5% in 21-22

    c. Number of enrollments decreased slightly from 262 to 254 from 2020-21 to 2021-22.

STUDENT SUCCESS TRENDS:

    a. 85.4% success rate in 21-22 compared to 59.5% in 20-21. An increase of 26% has occurred despite being in a pandemic.

EQUITY TRENDS:

    a. When looking at unduplicated enrollment trends by race/ethnicity, enrollment increased among Asian, Latinx/Hispanic, and White populations. Enrollment stayed the same for Black/African American and Native American/Alaskan students. However, enrollment declined for Filipino students between 2020-2021 and 2021-2022.

    b. The unduplicated headcount for men increased from 30 to 40 between 2021-21 and 2021-22, and women increased from 60 to 81 during the same period.

    c. Despite the increase of African American successfully completing a course with a "c" or better; they lag all other ethnicities.

Segment 3: Adult Learners/Noncredit								
Guided Pathways Framework	Strategic Enrollment Management Plan Activity	Responsible Area(s)	Alignment with College Plans			Timeline		
			EMP	V4S	SEP	22/23	23/24	24/25
I. Clarify the Path: Increase the number of students that apply and enroll to Moreno Valley College. [Access & Equity]	Develop programs, courses and certificates that increase exposure to the growing industries in the Inland Empire.	Curriculum Committee, Program / Discipline Faculty, Deans of Instruction, CTE	II.1	1	VII.D1-3	X		
	Engage local stakeholders to better understand community needs and opportunities to lead community members to enter their educational pathway through Noncredit courses at MVC	CTE, Outreach, CalWORKs/Workforce Preparation, DSS, Office of Planning and Development (marketing)	III.1 III.2 III.3		VII.D.3.b	X		
II. 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]	Identify opportunities to articulate with credit courses	Curriculum Committee; APC		2,3	VII.D.1.a		X	
	Promote credit programs and pathways while students are enrolled in Noncredit courses – connect with faculty and students to provide context and encourage students to enter the pathway towards credential or degree attainment	Outreach, CTE, SS	II.1		VII.D.3.c		X	
III. 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]	Increase wrap around student support and services including extended tutoring, access to counselors, access to health and wellness services	Dean Health and Wellness, Dean Academic Support and Library,	I.3	2, 3		X		
	Develop a non-traditional schedule of on-site courses with associated academic and wellness support services that can be offered on Saturdays, Sundays, and evenings.	VPAA, Deans of Instruction, Department Chairs, IDSs, Dean Student Success and Wellness, Engagement Centers, academic support programs	I.3				X	
IV. 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]	Provide industry credentials through noncredit offerings and connect noncredit courses to credit pathways.	Curriculum Committee, Academic Senate, Deans of Instruction, Associate Dean CTE	IV.4	5	VII.D.3.c	X		
	Engage in regular data analysis to identify opportunities and gaps.	Office of Institutional Effectiveness	IV.4	5	VII.C.1	X		

WORKGROUP MEMBERSHIP

Kevin Stewart – Dean of STEM/CTE
Oscar Escobar – Academic Educational Advisor
Debbi Renfrow – Associate Professor / Library
Laura Dunphy – Associate Professor / Business

INSTITUTIONAL GOALS/EDUCATION MASTER PLAN GOAL:

Moreno Valley College offers a significant number of Career & Technical Education ("CTE") associate of science degrees and certificates in a number of industry sectors. The intent of Moreno Valley College's CTE pathways is to equip students with the requisite skills and the knowledge needed to enter a skilled or professional occupation. As such, CTE courses offer students the ability to learn skills needed to land opportunities in a high-wage, high-demand field of their choosing. Career & Technical Education courses deliver a technical, core academic education and the employable knowledge individuals need for prolonged career success. CTE students can develop problem-solving capabilities, project-completion skills, research competence, communication tools, time management proficiency, and critical thinking skills through their college coursework.

Moreno Valley College is committed to ensuring high-quality CTE programs in support of all student populations. In order to address the workforce shortage needs of our service area, we're committed to increasing Work-Based Learning (WBL) opportunities, career planning and career-based experiential learning opportunities, and coordination of coursework progression in CTE programs and academic pathways that lead to industry recognized credentials. Access, equity, and inclusion is a paramount to ensure social and economic mobility for all students. Given the need to eliminate persistent student equity gaps and improving access to higher education, Moreno Valley College's CTE programs will leverage guided pathways toward student learning, success, and educational goal attainment.

ENROLLMENT TRENDS:

a. The four most popular CTE courses are BUS-10, CIS-1A, ADJ-1, and MDA-10. As such, these gateway courses serve as foundational introductory classes for an array of CTE degrees and certificates. BUS, CIS and ADJ indicate the greatest percentage of growth in head count from FAL19 to FAL22; however, the overall CTE headcount has declined by 40% during the same timeframe.

b. Both CTE enrollment (13,132 vs. 13,140) and headcount (8,433 vs. 7,708) remained relatively flat between AY19-20 and AY20-21, respectively. However, following the need to rapidly implement emergency remote operations as a result of COVID-19, both CTE enrollment and headcount decreased approximately 20% year-over-year between AY20-21 and AY21-22.

STUDENT SUCCESS TRENDS:

Overall student success increased 17% between AY19-20 and AY21-22. In AY19-20, Moreno Valley College awarded a total of 842 CTE certificates and/or degrees compared to 990 in AY21-22. Underlying data reveals student success and degree/certificate obtainment impacted students disproportionately.

EQUITY TRENDS:

Although the number of CTE awards increased by 17.58% between AY19-20 and AY21-22, the total # of CTE Awards significantly varied by underlying student race/ethnicity data. For example, African American student CTE award count (n = 72) declined by -19.44% during this same period; alternatively, Hispanic (+30.16%, n = 478), White (+16.75%, n = 203), and Asian (+41.94%, n = 31) CTE award count increased. In alignment with the Moreno Valley College Student Equity Plan (2022-25), Moreno Valley College's CTE academic functional unit intends to work more closely with SEA, Institutional Effectiveness, and Special Programs (FYE, UMOJA, Puente, and other programs) moving forward.

Segment 4: Career Technical Education								
Guided Pathways Framework	Strategic Enrollment Management Plan Activity	Responsible Area(s)	Alignment with College Plans			Timeline		
			EMP	V4S	SEP	22/23	23/24	24/25
I. Clarify the Path: Increase the number of students that apply and enroll to Moreno Valley College. [Access & Equity]	Evaluate and reduce barriers for area employers to provide career exploration opportunities and employee upskilling.	Dean CTE, Outreach, Job Placement Coordinator	I.3 III.1					
	Expand and incentivize area employer engagement; wherein, local businesses identify need in alignment with academic school.	Dean of Instruction CTE, Job Placement Coordinator	III. III.2		VII.C.4, VII.D.3			
	Increase the number of CTE pathways eligible for Career Development and College Preparation (CDCP) Funding.	Department Chairs, Program Coordinators, Dean of Instruction CTE Faculty, Curriculum Committee			VII.D.1, VII.D.3			
	Provide clear understanding of pathways (e.g., The difference between a Certificate and an Associate's Degree) and programs of study (e.g., The difference in specialization areas of Cybersecurity) within CTE.	Engagement Center Teams, Job Placement Coordinator, Office of Planning and Development (Marketing)						
II. 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]	Leverage student success stories, specific to career and technical education pathways, for marketing collateral adjacent to engagement centers.	VP Planning and Development, CTE Faculty and Program Coordinators			VII.C.3			
III. 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]	Identify stackable CTE credentials (<6, 6-18, 8-16, 16-30, and 30-60) and wage progression/potential earnings by award type.	Program faculty, Dean CTE, Associate Dean CTE, Institutional Effectiveness	II.1 II.2 II.3 II.4					
	Engage CTE students who have been placed on academic probation to seek out academic/counseling services to promote term-to-term persistence.	Engagement Centers, Dean Academic Support, Office of Institutional Effectiveness	II.3 I.3	5				
IV. 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]	Work with business/industry to ensure that the CTE certifications earned by MVC students are valued.	Office of Institutional Effectiveness, Department Chairs, Dean of Instruction CTE	III.1	1	VII.C.4			
	Enhance pd opportunities for CTE faculty to maintain industry and program relevancy.	Professional Development Committee, Dean CTE, Faculty						

SEGMENT 5: DISTANCE EDUCATION

WORKGROUP MEMBERSHIP

Tom Vitzelio – Dean of Student Success and Academic Support
Joe Gonzales – Disability Specialist
Jim Lambert – Associate Professor / Fire Technology
Carrie Patterson – Assistant Professor / Communication Studies
Kari Richards-Dinger – Associate Professor / Mathematics

INSTITUTIONAL GOALS/EDUCATION MASTER PLAN GOAL:

Moreno Valley College's Distance Education programs and services have developed into a key component of the college's overall strategic mission to provide students with access to quality educational services and to have the support and resources they need to be successful. MVC's accreditation visit in 2019-2020 provided us the opportunity to take a candid and in-depth look at our distance education technology, resources, and services. The findings of this analysis showed that there were several areas that needed to be improved and that the college was committed to making these improvements. The college started several projects to support the development of distance education after the accreditation visits. These projects included:

- Creation of the DE Den/Canvas Community of Practice
- Accessibility Support Policies and Guide Lines
- Quest for Success Canvas Support and Training program for students
- Side Kick Faculty support program
- Creation of the Quad Canvas site and Community of Practice to support students

The Covid pandemic also prompted a new push to improve support and resources for distance education at Moreno Valley College.

ENROLLMENT TRENDS

Enrollment growth in distance education has been consistent from 2015-2016 to 2019-2020, with a significant increase taking place in 2020-2021 due to the Covid 19 Pandemic. Enrollment in DE courses grew from 3904 in 2015-2016 to 11,062 in 2019-2020. In 2020-2021 enrollment skyrocketed to 29,743. Please see attached MVC DE Historic Data for specific numbers.

STUDENT SUCCESS TRENDS

Student Success rates have grown consistently since the beginning of DE at Moreno Valley College. In 2010-2011 the DE success rate was 56% and grew to 74% in 2019-2020 prior to the start of the Covid 19 Pandemic. However, since 2020-2021 student success rates have declined, dropping to 67.4% in 2021-2022. Student retention rates for DE course have remained steady since 2013-2014 averaging in the mid 80% level. Retention grew in 2019-2020 to 89.2%, but has since declined to rates more consistent with previous levels. Please see attached MVC DE Historic Data for specific numbers.

OTHER TRENDS

a. DE Section fill rates have averaged 80.3% from 2010-2019 and grew to 88% in 2019-2020. However, since their peak in 2019-2020 these rates have decline to a historic low of 73.3% in 2021-2022.

b. Faculty Load Type Rates: Faculty teaching DE courses have typically been handled by Part-Time faculty. Even during Covid, most courses that were designated as DE were taught by Part-Time Faculty.

c. Overall Efficiency:
    1. Efficiency (WSCH/FTEF) average is 463.3 (Target is 525) from 2010 to 2022.
    2. Overall Efficiency (FTES/FTEF) average is 14.5 (15 is considered average) from 2010-2022.

d.Scheduling Efficiency has averaged 79.4% from 2010-2022 but has dropped down to 73% in 2021-2022.

Segment 5: Distance Education								
Guided Pathways Framework	Strategic Enrollment Management Plan Activity	Responsible Area(s)	Alignment with College Plans			Timeline		
			EMP	V4S	SEP	22/23	23/24	24/25
I. Clarify the Path: Increase the number of students that apply and enroll to Moreno Valley College. [Access & Equity]	Standardize Curriculum to support Distance Education	Faculty, Curriculum Committee, Distance Education Committee	II.1, II.2, II.3, II.4	1,2,3			X	
	Identify and Create Online programs of study	Faculty, Curriculum Committee, Distance Education Committee	II.1, II.2, II.3, II.4	1,2,3,5,6	V.D.2.b	X		
	Survey and identify the distance education needs for Moreno Valley college students and look at trends at other colleges and institutions and regions	DE Committee, Institutional Effectiveness and Dean IE	III.1	5,6	V.C.4, V.D.1.b	X		
II. 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]								
III. 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]	Integrate holistic students support services and resources into the distance education environment	Faculty, DE Committee, Dean Academic Support	II.2, II.3	5,6		X		
IV. 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]	Continue to provide support and professional development opportunities for students, faculty and classified professional working with or utilizing DE	Faculty, Professional Development Committee, Classified Professionals, Dean Academic Support	I.1, I.2	5,6	1.D.1.a, 1.D.2.a, IV.d.2.b, V.D.1.a	X		
	Establish standards for DE courses and teaching	Faculty, DE Committee, Curriculum Committee	I.1, I.2	5,6		X		

WORKGROUP MEMBERSHIP

Michael Paul Wong – Dean of Student Success and Counseling
Delia Miller – Academic Educational Advisor
Jimmy Bany – Assistant Professor / Sociology
Deanna Murrell – Assistant Professor / Counseling
Carmen Perches – Associate Professor/ Counseling (Career/Transfer Coordinator)
Cynthia Ramirez – Associate Professor / Counseling

INSTITUTIONAL GOALS/EDUCATION MASTER PLAN GOAL:

Supporting students to achieve their educational objective to transfer to a four-year university and eliminating persistent equity gaps in student transfer are key strategic goals of MVC. The RCCD Board Policy on Transfer BP 3120 states that transfer of students to baccalaureate level institutions is incorporated by the district as part of its mission, and that a transfer plan will be implemented that identifies appropriate target student populations in order to increase transfer applications of underrepresented students, in compliance with law and regulations. Moreno Valley college is committed to expanding partnerships with educational partners including higher education institutions to increase access, pathways, and success for students.

KEY FINDINGS

Enrollment in ADT's increased overall FY19 to FY22. Enrollment in AST's increased by 100% during this period and enrollment in AAT's increased by 68.9% during this period. The number of students transferring has increased every year since FY15, an overall increase of 58.3%.

EQUITY TRENDS

African American/Black students – after a sharp drop FY15 to FY16, transfer of African American/Black students has increased year by year. Transfer of Latinx/Hispanic students has increased year by year with a sharp increase FY20 to FY21 of 24%. The top 5 transfer institutions have remained steady over the last 2 years: CSU San Bernardino; UC Riverside; Cal Baptist University; CSU Fullerton; Cal Poly Pomona.

RP Group document on transfer of Latinx/Hispanic students identified transfer of Latinx/Hispanic students as a particular area of disproportionate impact for this population in the California Inland Empire. In the study, Latinx/Hispanic students appear to take all the correct steps on their pathway to transfer – educational planning, successfully completing the required courses for transfer, completing the transfer application – but for some reason do not enroll at rates relative to the other demographic populations. The RP Group followed up their original quantitative analysis that identified disproportionate impact on Latinx/Hispanic students in transfer with a qualitative study of Latinx/Hispanic students identifying their needs through student interviews. Latinx/Hispanic students identified the following as helpful in supporting successful transfer: workshops, support with filling out financial aid forms, ensuring that students are well informed, and taking a holistic, integrated approach. Students requested that there be timely and accurate information available widely to students who are transfer ready, reaching out to students at regular planned intervals, ensuring that students are transfer ready, and are on the transfer pathway.

Segment 6: Transfer Program								
Guided Pathways Framework	Strategic Enrollment Management Plan Activity	Responsible Area(s)	Alignment with College Plans			Timeline		
			EMP	V4S	SEP	22/23	23/24	24/25
I. Clarify the Path: Increase the number of students that apply and enroll to Moreno Valley College. [Access & Equity]	Establish workgroup to review Area of Emphasis degrees (AOE) and Associates Degree for Transfer (ADT). What are the benefits and drawbacks for each? How should we leverage each at the college when interacting with students?	Institutional Effectiveness, Engagement Center Teams, Curriculum Committee, Discipline faculty		3				
	Widely disseminate information about the existence of transfer application and deposit waiver in CSU in support of students who may struggle to afford the transfer application fee and deposit.	Admissions/Records, Dean Student Success and Enrollment, Office of Planning and Development (Marketing)	I.3	2 5	VI.D.1.g			
	Survey students about how they find out about transfer information, how they learn about transfer workshops	Institutional Effectiveness, Transfer Services		2 5	VI.C.5,6,7 & 9			
	Develop a communication plan tailored to middle school and high school prospective students focusing on MVC transfer pathways, including pathways that lead to majors that we do not offer such as engineering and nursing	Outreach, Engagement Center Success Teams, Dean Student Success and Enrollment, Office of Planning and Development	1.3	2 5	VI.C.5			
II. 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]	Develop and implement a communication plan specifically intended to promote Transfer Admissions Guarantee (TAG) and CSU transfer guarantee . Use student data for direct appeals depending on eligibility criteria of the individual guarantees. Provide this information through their faculty.	Dean of Student Success and Enrollment, Transfer Services, Faculty Development Committee, Engagement Center Teams, Institutional Effectiveness		2	VI.C.5, VI.C.7 VI.C 9			
	Strengthen 2+2 pathways with university partners, especially with degrees for which we don't have MVC degrees like engineering and social work	Dean Student Success and Enrollment, Articulation Officer, Transfer Services		2	VI.C.2			
	Using data identifying gateway transfer courses schedule year-round availability with equitable rotation and focused student support	Institutional Effectiveness, Office of Instruction, Engagement Center Success Teams, (Transfer Services), Academic Support						

	Using Honor's program course data, schedule sections in a rotation to maximize enrollments and transfer.	Institutional Effectiveness, Honors Program Coordinator		2 5				
III. 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]	Provide instructional faculty with key transfer information talking points to share with students: canvas, syllabus, class, office hours.	Academic Support, Institutional Effectiveness, Faculty Development Committee, Engagement Center Teams, Dean Student Success and Wellness, Academic Planning Council		2	VI.C.9			
	Embed inescapable support in transfer level courses including supplemental instruction, tutoring, counseling/advising, unit audit for transfer / completion	Academic Support, Institutional Effectiveness, Admissions and Records, Evaluation Specialists	I.3 I.4	2 5				
	Identify students who are close to transfer and need provide support to finish the pathway all the way to transfer	Engagement Centers, Institutional Effectiveness, Transfer Services, Dean Student Success and Enrollment, Dean Student Success and Wellness	I.4	2	VI.C.10			
	Establish a mentor program – pair first year students with other students who are in the transfer process. Scales up a practice in place in Puente.	Special Programs – Puente, Umoja, EOPS, Honors. Engagement Centers	I.3	2 5				
	Institutionalize automatic sharing of student transcript with CSUSB, reach out to create the same relationships with CSUF, Cal Poly Pomona	Evaluations, Transfer Services	I.3	2 5	VI.C.1			
IV. 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]	PD for faculty, classified professionals to increase awareness of transfer.	Transfer Services, Faculty Development Committee, Engagement Center Teams, Outreach		2	VI.C.10			

SEGMENT 7: K-12 DUAL/CONCURRENT ENROLLMENT

WORKGROUP MEMBERSHIP

Sandra Martinez – Dean Enrollment Services and Engagement
Sean Drake – Professor / Mathematics
Rachel Rodriguez – Academic Educational Advisor
Julio Gonzalez – Director MCHS
Jamie Clifton – Director of Enrollment Services
Nikki Thurston – Associate Professor/ Counseling
Tom Vitzelio – Dean of Student Success and Academic Support

INSTITUTIONAL GOALS/EDUCATION MASTER PLAN GOAL:

The Riverside Community College District authorizes the enrollment of eligible minor students whom the Board of Trustees determines would benefit from collegiate educational course work. It is the intent of the Board of Trustees to consider the enrollment of eligible minor students in compliance with the district priority admission mandates and in the district's fulfillment of its educational mission. Further, the Board of Trustees may authorize the acceptance of eligible minor students, when the collegiate educational course work being requested provides course work otherwise not available to the minor student, when the enrollment of the minor student in college course work is not in conflict or in lieu of the compulsory school attendance laws of the state, and when the exceptions to allow enrollment of minors is consistent with the philosophy and mission of the district. BP 3011 ADMISSION AND CONCURRENT ENROLLMENT OF HIGH SCHOOL AND OTHER YOUNG STUDENTS.

Moreno Valley College has established as part of its goals improved 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. The college further seeks to establish and expand partnerships with educational partners, K-12 and higher education, to increase access, pathways, and success for students.

KEY FINDINGS

Currently, the dual enrollment program at MVC does not collect apportionment. An analysis of our current CCAP agreement, established pathways and scheduling practices should be done to identify ways that will support collecting FTES. The timing for this review is right since our current MOU expires in 2023 and there is an opportunity to rewrite the MOU so that FTE's may be captured by MVC. One of the challenges in collecting FTES is the way that the courses are scheduled: during the high school day and located at the high school. MVC has an opportunity to explore additional scheduling modalities including online and before / after school.

ENROLLMENT TRENDS:

a. MVUSD Enrollment: Increased 81% from 2018-19 to 2021-22
b. VVUSD Enrollment: Increased 115% from 2018-19 to 2021-22
c. Overall Enrollment: Increased 248% from 2018-19 to 2021-22

STUDENT SUCCESS TRENDS:

a. MVUSD Course Rate: Increased by 12.4 points from 2018-19 to 2021-22 and is 88.3%

b. VVUSD Course Rate: Decreased by 5.9 points from 2018-19 to 2021-22 and is 89.9%, which is above the overall course success rate for all dual enrollment courses.

c. Overall Course Rate: Increased by 8.4 points from 2018-19 to 2021-22 and is 88.9%

EQUITY TRENDS:

a. K-12 partnerships have worked to support the learning and success of African American/Black students, Hispanic/Latinx students (male).

			Alignment with College Plans			Timeline		
Guided Pathways Framework	Strategic Enrollment Management Plan Activity	Responsible Area(s)	EMP	V4S	SEP	22/23	23/24	24/25
Segment 7: K-12 Dual/Concurrent Enrollment								
I. Clarify the Path: Increase the number of students that apply and enroll to Moreno Valley College. [Access & Equity]	Establish dual enrollment pathways in line with the MVC Guided Pathways framework	Dual Enrollment Partners, Dual Enrollment Director, MVC faculty and Dean Academic Support	II.2,	1, 2,3	I.D.2.b	X		
	Establish a focused communication and outreach plan tailored specifically for MVC Dual Enrollment partners	Dual Enrollment Partners, Dual Enrollment Director, MVC faculty and Dean Academic Support, VP Planning	III.1	3,5,6			X	
	Standard policies and processes for hiring dual enrollment instructors.	Dual Enrollment Partners, Dual Enrollment Director, MVC faculty, professional development and Dean Academic Support	I.1		II.D.3a-d	X		
II. 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]	Standardize process for scheduling of dual enrollment courses	Dual Enrollment Partners, Dual Enrollment Director, MVC faculty and Deans of Instruction, IDSs	II.2, II.4	1,2,3			X	
	Extend teaching modalities to include online and hybrid to support and expand dual enrollment	Dual Enrollment Partners, Dual Enrollment Director, MVC faculty and Dean Academic Support, Department Chairs, IDSs	II.2, II.3 and II.4	1,2,3,5			X	
III. 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]	Inform dual enrollment students and unified school districts of the support resources and services available to student.	Dual Enrollment Partners, Dual Enrollment Director, MVC faculty and Dean Academic Support, Dean of Student Success and Wellness	II.2, II.3	5,6	I.D.2.b		X	
IV. 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]	Offer regular professional development training on standard policies and procedures and evaluation of dual enrollment faculty	Dean Academic Support, Department Chairs, Dual Enrollment Partners,	I.1, I.2		VI.D.2.a VI.D2.b	X		

APPENDICES

I. EQUITY WITH A SPECIFIC FOCUS ON RACIAL AND SOCIAL JUSTICE

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]

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

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

II. FULLY IMPLEMENT GUIDED PATHWAYS FRAMEWORK

1 - Clarify the Path: Increase the number of students that apply and enroll to Moreno Valley College. [Access & Equity]

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]

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]

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]

III. COMMUNITY ENGAGEMENT & PARTNER

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

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

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

IV. INSTITUTIONAL EFFECTIVENESS & RESOURCES

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.

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

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

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.

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

APPENDIX 2: CALIFORNIA COMMUNITY COLLEGE VISION FOR SUCCESS

GOAL 1 Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL 2: Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.

GOAL 3: Decrease the average number of units accumulated by California Community College students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units.

GOAL 4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 76 percent

GOAL 5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

APPENDIX 3: GUIDED PATHWAYS ESSENTIAL PRACTICES

I. MAPPING PATHWAYS TO STUDENT END GOALS

a. Programs are organized and marketed in broad career-focused academic communities or "meta-majors".
b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence.
e. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.
f. Required math courses are appropriately aligned with the student's field of study

II. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY

a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year.
d. Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year.
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

III. KEEPING STUDENTS ON PATH

a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
b. Students can easily see how far they have come and what they need to do to complete their program.
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career

IV. ENSURE THAT STUDENTS ARE LEARNING

a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
g. The college assesses effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

APPENDIX 4: EQUITY GOALS/CONSIDERATIONS (STUDENT EQUITY PLAN)

I. SUCCESSFUL ENROLLMENT BLACK/AFRICAN AMERICAN STUDENTS

A. Target Outcomes	Increase the number of Black/African American students enrolled by 9% in Y1, 8% in Y2, and 8% in Y3
B. Current Structure	Currently, the college does not offer regular, ongoing anti-racist, equity-centered, and role-specific PD for classified professionals or managers/administrators around the successful enrollment of Black/African American students. In addition, dual enrollment opportunities are expanding, but would be more effective in increasing Black/African American student enrollment if those outreach efforts were targeted. One program, Umoja, onboards cohorts, but that program has only two Coordinators: one counselor and one English faculty. Students not in the Umoja program may not be accessing program supports, such as book waivers.
C. Ideal Structure	1. Ideally, the college establishes anti-racist, equity-centered, role-specific PD for classified professionals and managers/administrators/program directors around the successful enrollment of Black/African American students. 2. Dual enrollment opportunities are expanded through targeted outreach to Black/African American students 3. Program supports are scaled up and accessible (Umoja, EOPS, Aces, foster youth, Second Chance programs)

D. Planning & Action	1. Classified Professionals
	
	  a. Establish anti-racist, equity-centered, role-specific PD for classified professionals around the successful enrollment of Black/African American students
	
	2. Managers/Administrators/Program Directors
	
	  a. Establish anti-racist, equity-centered, role-specific PD for managers/administrators around the successful enrollment of Black/African American students
	  b. Expand dual enrollment opportunities for Black/African American students
	  c. Scale up/expand access to support programs (Umoja, EOPS, Aces, foster youth, Second Chance programs

E. CO Support Needed	Continue to provide equity resources, such as the Vision for Success, for different campus constituents (faculty, classified professionals, administrators) and expand access to resources to the responsible parties (i.e., Flex and/or Professional Development Committees)

II. SUCCESSFUL ENROLLMENT NATIVE AMERICAN/ALASKAN STUDENTS

A. Target Outcomes	Increase the number of Native American/Alaskan students enrolled by 9% in Y1, 8% in Y2, and 8% in Y3
B. Current Structure	Currently, the college does not have a clear process to address equity gaps in the recruiting, hiring, and retaining of employees who are underrepresented at the college even as the student groups they reflect experience disproportionate impact. In addition, the college does not offer regular, ongoing anti-racist, equity-centered, and role-specific PD for classified professionals or managers/administrators around the successful enrollment of American Indian/Alaskan students. American Indian/Alaskan are impacted in multiple metrics, but there is no existing program to connect American Indian/Alaskan students with financial or other support
C. Ideal Structure	1. Ideally, the college addresses equity gaps in employee hiring, particularly for employees who reflect disproportionately impacted student groups and are willing to mentor American Indian/Alaskan students.

2. The college establishes anti-racist, equity-centered, role-specific PD for classified professionals and managers/administrators/program directors around the successful enrollment of American Indian/Alaskan students and Native invisibility.
3. The college develops financial supports for American Indian/Alaskan students, including scholarships covering tuition and textbook/access code costs and other kinds of support, such as mentoring programs

D. Planning & Action

1. Classified Professionals

   a. Establish anti-racist, equity-centered, role-specific PD for classified professionals around Native invisibility and the successful enrollment of American Indian/Alaskan students

2. Managers/Administrators/Program Directors

   a. Establish anti-racist, equity-centered, role-specific PD for managers/administrators around the successful enrollment of American Indian/Alaskan students
   b. Develop supports for American Indian/Alaskan students, including a scholarship fund and mentoring program for students

3. Hiring Committees
   a. Recruit, Hire, and Retain classified professionals, administrators, and faculty, including tenured faculty, who reflect and represent the community and student populations
   b. Revise job postings to highlight DEI
   c. Expand job posting platforms and other recruitment efforts (e.g., recruit from HBCUs and CSUs in addition to UCs)
   d. Attend training sessions on recruiting, hiring, and retaining employees representative of the student population and community

4. Faculty, Classified Professionals, Administrators:
   a. Engage in cluster hiring
   b. Attend training sessions on equitable recruiting, hiring, and retaining of employees representative of the student body and community
   c. Remove barriers to recruiting diverse candidate pools (i.e., evaluate job postings to prioritize the "Commitment to Diversity" expectation of all candidates and future employees; expand and diversify job posting platforms and recruitment (i.e. expand recruitment from UCs to CSUs)
   d. Build supports for hiring a diverse pool of candidates (e.g., establish a resource page for equity-minded hiring practices inclusive of different phases of the process, i.e. writing job descriptions, developing interview questions, advertising)
   e. Build supports for retaining employees reflective of and representing the community and student populations

E. CO Support Needed

Provide equity PD resources, such as the Vision for Success, for different campus constituents (faculty, classified professionals, administrators)-particularly relating to Native invisibility. Legislated changes to HR policies that prohibit race-conscious and equitable hiring practices

III. SUCCESSFUL ENROLLMENT NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

A. Target Outcomes

Increase the number of Native Hawaiian/other Pacific Islander students enrolled by 9% in Y1,8% in Y2, and 8% in Y3

B. Current Structure

Currently, the college does not have a clear process to address equity gaps in the recruiting, hiring, and retaining of employees who are underrepresented at the college even as the student groups they reflect experience disproportionate impact. In addition, the college does not offer regular, ongoing anti-racist, equity-centered, and role-specific PD for classified professionals or managers/administrators around the successful

enrollment of Native Hawaiian/other Pacific Islander students. Native Hawaiian/other Pacific Islander are impacted in multiple metrics, but there is no existing program to connect Native Hawaiian/other Pacific Islander students with financial or other support

C. Ideal Structure	1. Ideally, the college addresses equity gaps in employee hiring, particularly for employees who reflect disproportionately impacted student groups and are experienced in and able to mentor Native Hawaiian/other Pacific Islander. 2. The college establishes anti-racist, equity-centered, role-specific PD for classified professionals and managers/administrators/program directors around the successful enrollment of Native Hawaiian/other Pacific Islander students and Native invisibility. 3. The college develops financial supports for Native Hawaiian/other Pacific Islander students, including scholarships covering tuition and textbook/access code costs and other kinds of support, such as mentoring programs

D. Planning &Action	1. Classified Professionals
	
	    a. Establish anti-racist, equity-centered, role-specific PD for classified professionals around Native invisibility and the successful enrollment of Native Hawaiian/other Pacific Islander students
	
	2. Managers/Administrators/Program Directors
	
	    a. Establish anti-racist, equity-centered, role-specific PD for managers / administrators around the successful enrollment of Native Hawaiian/other Pacific Islander students
	    b. Develop supports for Native Hawaiian/other Pacific Islander students, including a scholarship fund and mentoring program for students
	
	3. Hiring Committees
	
	    a. Recruit, Hire, and Retain classified professionals, administrators, and faculty, including tenured faculty, who reflect and represent the community and student populations
	    b. Revise job postings to highlight DEI
	    c. Expand job posting platforms and other recruitment efforts (e.g., recruit from HBCUs and CSUs in addition to UCs)
	    d. Attend training sessions on recruiting, hiring, and retaining employees representative of the student population and community
	
	4. Faculty, Classified Professionals, Administrators:
	    a. Engage in cluster hiring
	    b. Attend training sessions on equitable recruiting, hiring, and retaining of employees representative of the student body and community
	    c. Remove barriers to recruiting diverse candidate pools (i.e., evaluate job postings to prioritize the "Commitment to Diversity" expectation of all candidates and future employees; expand and diversify job posting platforms and recruitment (i.e. expand recruitment from UCs to CSUs)
	    d. Build supports for hiring a diverse pool of candidates (e.g., establish a resource page for equity-minded hiring practices inclusive of different phases of the process, i.e. writing job descriptions, developing interview questions, advertising)
	    e. Build supports for retaining employees reflective of and representing the community and student populations

E. CO Support Needed	Provide equity PD resources, such as the Vision for Success, for different campus constituents (faculty, classified professionals, administrators)--particularly relating to Native invisibility. Legislated changes to HR policies that prohibit race-conscious and equitable hiring practices

IV. COMPLETION OF TRANSFER-LEVEL MATH AND ENGLISH: BLACK/AFRICAN AMERICAN; NATIVE AMERICAN/ALASKAN; NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER; HISPANIC/LATINX/A/O INCREASE THE COMPLETION OF TRANSFER- LEVEL MATH AND ENGLISH BY 11 PERCENTAGE POINTS FROM 9% TO 20% IN THREE YEARS.

A. Target Outcomes

1. Increase the number of Black/African American students completing Transfer-Level Math and English by 37% in Y1, 27% in Y2, and 21% in Y3
2. Increase the number of Native American/Alaskan students completing Transfer-Level Math and English by 100% in Y1, 50% in Y2, and 33% in Y3
3. Increase the number of Native Hawaiian/other Pacific Islander students completing Transfer-Level Math and English by 100% in Y1, 50% in Y2, and 33% in Y3
4. Increase the number of Hispanic/Latinx/a/o students completing Transfer-Level Math and English by 43% in Y1, 30% in Y2, and 23% in Y3

B. Current Structure

Currently, the college does not have a clear process to address equity gaps in the recruiting, hiring, and retaining of faculty who are underrepresented at the college even as the student groups they reflect experience disproportionate impact. In addition, the college has not yet identified funding to continue regular, ongoing anti-racist, equity-centered, and discipline-specific PD for math and English faculty around the successful completion of Black/African American students. PD that is focused on anti-racist assessment ecologies and flexible policies can also be disrupted by inadequate teaching and learning conditions. For example, math and English classes at MVC have some of the highest course caps state and nation-wide even as the college serves student populations experiencing disproportionate impact regionally and state-wide. Currently, 9 out of 10 students do not complete transfer-level math and English in one year. At the same time, MVC math and English course caps are higher than many other regional schools. In short, course caps are too large. Current course caps:

1. English 1A: 30
2. English 1B: 35
3. All math courses: 45

At the same time, the FT to PT faculty ratio is usually out of compliance with the faculty obligation number (FON). While the pandemic has seen a temporary improvement in the ratio as a result of enrollment declines, FT faculty are overburdened and PT faculty are under-employed. PT faculty do not have a dedicated space to hold office hours, and they do not have enough paid office hours to provide student support compared to full-time faculty. These practices disrupt transformative classroom practices: equity-centered, anti-racist PD focuses on rethinking classroom assessment ecologies, such as rethinking grading, attendance policies, and late work, but those practices are also workload management practices. In other words, instructors may be incentivized to drop students for non-attendance on the first day of class, drop students who have missed a certain number of days, and adopt no-late-work policies/no-revision/no retake policies as a way to manage workloads. Additionally, access codes and textbook costs can be prohibitive, particularly for transfer-required classes.

C. Ideal Structure

1. Ideally, the college addresses equity gaps in math and English faculty hiring, particularly for faculty who reflect disproportionately impacted student groups.
2. The college funds anti-racist, equity-centered, role-specific PD for math and English faculty.
3. The college improves teaching/learning conditions by re-evaluating course caps and increasing the ratio of FT to PT faculty in math and English.
4. Ideally, the college would optimize teaching and learning conditions by reducing class size and increasing full-time to part-time faculty ratio. Math and English classes would have course caps that are better aligned with statewide trends–for example, English 1A and English 1B course caps would be 20. Math course caps would be 30 in all classes. Lower course caps are required to:

      a. foster a culture of care (e.g., learning student names, stories, and academic goals)

      b. have productive interactive and collaborative learning (e.g., working in teams on whiteboards and configuring the classroom space to be interactive)

      c. provide effective individual feedback

      d. instructor have enough time to conduct meaningful office hours for all students

      e. build a safe, welcoming, and inclusive classroom community

5. The college would also improve the FT to PT faculty ratio (FON) by increasing the number of full-time math and English faculty. Compliance with the faculty obligation number would be required at each college, not districtwide; for example, the FT to PT faculty would meet and/or exceed the 75:25 ratio and PT faculty would have paid office hours with dedicated spaces where they can schedule those hours. Incentivizing effective teaching and learning environments by improving faculty workloads could increase student success and equity.

6. Ideally, a program is set up to waive access codes and textbook costs for required transfer-level math and English classes.

D. Planning and Action	1. Hiring Committees
	  a. Recruit, Hire, and Retain faculty who reflect and represent the community and student populations
	  b. Revise job postings to highlight DEI
	  c. Expand job posting platforms and other recruitment efforts (e.g., recruit from HBCUs and CSUs in addition to UCs)
	  d. Attend training sessions on recruiting, hiring, and retaining employees representative of the student population and community
	2. Faculty, Classified Professionals, Administrators:
	  a. Engage in cluster hiring
	  b. Attend training sessions on equitable recruiting, hiring, and retaining of faculty representative of the student body and community
	  c. Remove barriers to recruiting diverse candidate pools (i.e., evaluate job postings to prioritize the "Commitment to Diversity" expectation of all candidates and future employees; expand and diversify job posting platforms and recruitment (i.e. expand recruitment from UCs to CSUs)
	  d. Build supports for hiring a diverse pool of candidates (e.g., establish a resource page for equity-minded hiring practices inclusive of different phases of the process, i.e. writing job descriptions, developing interview questions, advertising)
	  e. Build supports for retaining faculty reflective of and representing the community and student populations

E. CO Support Needed	Standardize course caps statewide; Subsidize course caps reductions in math and English at schools experiencing disproportionate impact statewide (e.g., Inland Empire Latinos disproportionately impacted in transfer); Enforce and enable the faculty obligation number at the college level, not just the district level; Improve the FON/FT to PT ratio; Lobby for pay parity for part-time faculty to incentivize hiring full-time faculty

V. RETENTION: NATIVE AMERICAN/ALASKAN INCREASE RETENTION BY 21 PERCENTAGE POINTS FROM 49% TO 70% IN THREE YEARS.

A. Target Outcomes	Increase the number of Native American/Alaskan students retained from fall-to-spring by 44% in Y1, 31% in Y2, and 24% in Y3
B. Current Structure	Currently, the college does not have a clear process to address equity gaps in the recruiting, hiring, and retaining of faculty who are underrepresented at the college even as the student groups they reflect experience disproportionate impact. Faculty participation in communities of practice that offer regular, ongoing anti-racist, equity-centered, and discipline-specific PD is limited by funding limitations. There is no existing

program or process for reaching out to or checking in with American Indian/Alaskan students.

C. Ideal Structure	1. Ideally, the college plans to address equity gaps in faculty hiring, particularly for faculty who reflect disproportionately impacted student groups. 2. The college increases funding for anti-racist, equity-centered, discipline-specific PD for faculty around the retaining American Indian/Alaskan students and Native invisibility. 3. In addition, the college would develop a mentoring program for American Indian/Alaskan students that incorporates a "check-in" before and at critical exit points and explores "webbing" efforts, such as connecting students to a club, class, or peers. 4. The college would also conduct, and respond to, student surveys regarding retention barriers by alleviating financial and other barriers (i.e., covid-related barriers, such as a vaccine mandate or work/school balance issues like child care). In response to such surveys, it would act to ensure course and program availability and offer a broad range of class modalities (including in-person, online, synchronous, asynchronous, hybrid, and 8-week courses). 5. The college would waive textbook and access code costs in transfer-level math and English and commit to diversifying curriculum (i.e., explore expanding Ethnic Studies, offering Native American Literature courses, developing a Social Justice Area of Emphasis)

D. Planning and Action	1. Administrators/Program Directors:
	   a. Fund anti-racist, equity-centered, discipline-specific PD for all disciplines and faculty, including part-time faculty, especially PD focused on eliminating departmental/discipline-wide equity gaps
	   b. Conduct, and respond to, student surveys regarding retention barriers by alleviating financial and other barriers (i.e., covid-related barriers, such as a vaccine mandate or work/school balance issues like child care)
	   c. Waive textbooks and access code costs in transfer-level math and English
	   d. Develop a mentoring program for American Indian/Alaskan students that incorporates a "check-in" before and at critical exit points and explores "webbing" efforts, such as connecting students to a club, class, or peers
	2. Chairs:
	   a. Ensure course and program availability
	   b. Offer a broad range of class modalities (including in-person, online, synchronous, asynchronous, hybrid, and 8-week courses)
	   c. Lead disciplines/departments in diversifying curriculum (i.e., explore expanding Ethnic Studies, offering Native American Literature courses, developing a Social Justice Area of Emphasis)
	3. Hiring Committees
	   a. Recruit, Hire, and Retain classified professionals, administrators, and faculty, including tenured faculty, who reflect and represent the community and student populations
	   b. Revise job postings to highlight DEI
	   c. Expand job posting platforms and other recruitment efforts (e.g., recruit from HBCUs and CSUs in addition to UCs)
	   d. Attend training sessions on recruiting, hiring, and retaining employees representative of the student population and community
	4. Faculty, Classified Professionals, Administrators:
	   a. Engage in cluster hiring
	   b. Attend training sessions on equitable recruiting, hiring, and retaining of employees representative of the student body and community

c. Remove barriers to recruiting diverse candidate pools (i.e. evaluate job postings to prioritize the "Commitment to Diversity" expectation of all candidates and future employees; expand and diversify job posting platforms and recruitment (i.e. expand recruitment from UCs to CSUs)

d. Build supports for hiring a diverse pool of candidates (e.g., establish a resource page for equity-minded hiring practices inclusive of different phases of the process, i.e. writing job descriptions, developing interview questions, advertising)

e. Build supports for retaining employees reflective of and representing the community and student populations

E. CO Support Needed	Provide equity PD resources, such as the Vision for Success, for different campus constituents (faculty, classified professionals, administrators) -- particularly relating to Native invisibility; Legislated changes to HR policies that prohibit race-conscious and equitable hiring practices

VI. TRANSFER HISPANIC/LATINX/A/O

A. Target Outcomes	Increase the number of Hispanic/Latinx/a/o students that transfer by 17% in Y1, 14% in Y2, and 13% in Y3
B. Current Structure	Currently, students are largely on their own when it comes to transferring to and successful integration at a 4-year school, which can disrupt, delay, or even prohibit transfer; the burden is on students to know when, where, and how to transfer, including meeting deadlines, understanding financial aid opportunities, submitting FAFSA, choosing a college and program of study aligned with their existing MVC program of study, applying to schools, procuring transcripts, and paying application fees. In addition, the transfer pathway for part-time students may not be clear. While transfer events, such as the Transfer Fair, are offered, students may not be aware of financial aid opportunities or deadlines for submitting FAFSA applications or transfer applications without having attended a workshop
C. Ideal Structure	1. Ideally, the college eliminates transfer barriers by waiving application fees and automatically sending transcripts, for instance. 2. The college would also explore students' automatic transfer to 4-year schools at the time of enrollment at MVC or by the end of the first term. Students would be successfully onboarded to 4-year schools via bridge programs that connect them with trusted 4-year partners offering financial and academic program supports (i.e., transfer programs, Puente, EOP, etc.). 3. MOUs and transfer guarantees would be expanded. 4. The college would develop clear transfer pathways for part-time students and consider hybrid formats for students who take all their courses online. 5. Transfer communication would be more intrusive, immersive, and hybrid. 6. A transfer calendar would be developed in alignment with Guided Pathways pillars so events are calendared in early in the pathway. 7. Transfer events would be embedded in instructional program maps and transfer communication would be systematized and automated (via online messaging tools, such as chatbots, Canvas, etc.). 8. In addition, the college would spin out elements of GUI 46 content for students not enrolled in the class. 9. Student Services and Academic Affairs would be aware of and engaged in communicating transfer information, for instance by faculty embedding transfer information in their courses or participating in transfer events. 10. Student success teams would help connect students with intrusive transfer counseling, anticipating student groups historically experiencing disproportionate impact and proactively reaching out to those student groups who are at or near the

gate to offer financial, academic, tutoring, and/or advising assistance, as needed, and link to transfer bridge programs.

11. SEA and Institutional Effectiveness would work closely to understand better through inquiry why specific equity gaps persist at the local level, for example the gap for Hispanic/Latinx/a/o students in the Inland Empire region.

D. Planning & Action	1. Administrators/Transfer Liaison:

    a. Work with Office of Institutional Effectiveness to better understand unique barriers of Hispanic/Latinx/a/o students at/near the gate

    b. Develop a system for reaching out to Hispanic/Latinx/a/o at or near the gate

    c. Collaborate with transfer institutions to expand MOUs and onboarding/bridge programs

    d. Explore all automatic transfer technologies, innovations, and grants and lobby for automation technology where it doesn't currently exist

    e. Explore/participate in developing new 2+2 programs

    f. Develop an Innovation fund for improving Hispanic/Latinx/a/o Transfer

    g. Waive and promote waivers for all transfer application fees and deposit fees through partnerships with transfer institutions and SEA funds

    h. Send transcripts automatically

2. Faculty Advisors/Classified Professionals/Student Success Teams:

    a. Train high-touch faculty, such as counselors and faculty advisors, to prioritize and proactively support the transfer efforts of student groups experiencing disproportionate impact and guide faculty in supporting transfer efforts

    b. Embed a transfer calendar and recommended steps into the Academic Pathway Maps being developed and shared with students as part of the college's Guided Pathways rollout

E. CO Support Needed	Assist in technological innovations to automate and simplify the transfer process

VII. DEGREE AND CERTIFICATE COMPLETION: BLACK/AFRICAN AMERICAN STUDENTS; NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

A. Target Outcomes	1. Increase the number of Black/African American students receiving a Degree and Certificate Completion by 17% in Y1, 14% in Y2, and 12% in Y3 2. Increase the number of Native Hawaiian/other Pacific Islander students receiving a Degree and Certificate Completion by 33% in Y1, 25% in Y2, and 20% in Y3
B. Current Structure	Currently, students must apply for graduation and some are automatically processed with cohort rosters, data from Institutional Effectiveness, and lists provided by University (i.e. CSU ADT eVerify List), but improved data could help increase degree and certificate completion. In addition, degrees and certificates are awarded to students based on existing college curriculum and ADT opportunities, but those opportunities could be expanded.
C. Ideal Structure	1. Ideally, the college uses data reports from Institutional Effectiveness to identify those who have completed 60-degree applicable units, including Eng-1A and Math competency and continues to verify BCTC academy rosters to ensure students are awarded completion of achievement certificates and conduct graduation checks for special programs (i.e. FYE, UMOJA, Puente and other programs). 2. The college promotes a graduation culture throughout the college with increased communication and marketing of ADT deadlines, graduation deadlines, and Commencement Celebrations 3. Improved marketing and outreach to inform students about course selections and graduation requirements.

4. Degree and certificate award opportunities would be expanded by updating curriculum to align with workforce demands and to prepare students to pass industry standard testing.
5. The college would expand articulation agreements; increase associate degree offerings (e.g., ASL) and ADTs and accelerated degree programs; and offer non-credit course pathways that lead to certificates, degrees, and transfer.

D. Planning & Action

1. Administrators:
    a. Expand articulation agreements
2. Classified Professionals:
    a. Continue to work with Institutional Effectiveness to identify those who have completed 60-degree applicable units, including Eng-1A and Math competency
    b. Continue to verify BCTC cohort rosters ensure students are awarded completion of achievement certificates and conduct graduation checks for special programs (i.e., FYE, UMOJA, Puente and other programs).
3. Faculty:
    a. Increase Associate Degree offerings (e.g., ASL) and ADTs and accelerated degree programs
    b. Update curriculum to align with workforce demands
    c. Offer non- credit course pathways that lead to certificates, degrees, and transfer.

E. CO Support Needed

Assist in the automation of auto-awarding (e.g., technological supports)

ENROLLMENT, SUCCESS, AND RETENTION DEFINITIONS

1. **Application Conversion Rate** is the total number of students who applied **and** enrolled divided by the total number of applications.

2. **Award** is any degree or certificate.

3. **Attempt Transfer Level English and Math Rate** is the total number of first-time students who attempt transfer level English and math in their first year divided by the total number of first-time students. Note**.** Includes discipline specific statistics courses (PSY-48/SOC-48). Special Admit, Police Academy and Fire Technology students are excluded.

4. **Career Technical Education(CTE):** Courses and programs designed to provide students with knowledge and skills necessary for employment and career advancement and designated by a "vocational" [Taxonomy of Programs](TOP) code.

5. **Capture Rate** is the total number of first- time students under age 20 in a fall semester divided by the total of the high school graduates from high schools in our feeder districts at the end of the previous academic year.

6. **Complete Transfer Level English and Math Rate** is the total number of first-time students who earned an A, B, or C in both English and math in their first year divided by the total number of first-time students. **Note.** First-time students are given one full year from the first semester enrolled to complete English and math. Special Admit, Police Academy and Fire Technology students are excluded.

7. **Complete 9+ Units in Field of Study** is the total number of students who earn an A, B, C, or Pass in 9 or more units in their field of study in their first year.

8. **Course Success** rate is the number of students receiving an A, B, C, or Pass divided by the total number of enrollments.

9. **Credit Courses** are designed for students who are interested in earning college units towards a degree or certificate. Students who take credit courses receive a letter grade (A, B, C, D or F) at the end of the semester.

10. **Data Measurements (Leading and Lagging Indicators)**

    a. **Leading indicators** are predictive. They drive future performance. Leading indicators are in our control and lead to our success goals. Leading indicators are actionable for the target population. Some leading indicators include attendance, grades in subject areas or courses, and assessments. Knowing the outcomes for these metrics helps the college to determine the interventions and supports that students need to be successful.

    b. **Lagging indicators** tell us the story of what has happened in the past. Lagging indicators are our big goals, the long-term impact we hope to achieve: graduation rates, persistence to degree.

11. **Enrollments:** The total number of enrollments generated by students (note: one student enrolled in three courses = 3 enrollments).

    a. **Dual Enrollment:** College courses taken by high school students, courses typically offered on the high school campus during the traditional school day, courses are typically taught by high school faculty who meet community college minimum qualifications, these courses serve primarily high school students.

b. **Concurrent Enrollment:** College courses taken by high school students outside of the traditional school day, courses are typically offered on community college campus, courses are taught by community college faculty, and they are open to the public.

12. **Fall to Fall Persistence** is the number of students enrolled in fall and enrolled the following fall semester divided by the total number of students enrolled in the initial fall semester.

13. **Fall to Spring Persistence** is the number of students enrolled in both fall and spring semesters divided by the total number of students enrolled in the fall semester.

14. **Full-time Equivalent Faculty (FTEF):** A standard way of counting the number of faculty for the purpose of reporting; one FTEF is equal to 15 teaching load units (TLU) (1 hour lecture instruction = 1 TLU; 1 hour lab/studio instruction = 0.8335 TLU; 1-hour Noncredit lecture instruction = 0.75 TLU; 1-hour Noncredit lab instruction = 0.5 TLU; 1 hour non-teaching faculty duties = 0.5 TLU)

15. **Full-time Equivalent Student (FTES):** A standard way of counting enrollment for the purpose of reporting and funding; FTES is calculated by dividing the total number of hours of instruction delivered by 525 (based on the idea that one full-time student will be registered for 525 hours of instruction per year).

16. **Headcount vs. Enrollments:**

  a. **Unduplicated Headcount:** The total number of unique students enrolled (note: one student enrolled in three courses = 1). This is typically used to understand student demographics or the number of individual students served by a program.

  b. **Duplicated Headcount:** This headcount measure recognizes when students appear in more than one setting. For example, adding headcount for fall semester and spring semester results in duplicated headcount as the same students can be enrolled in both fall and spring semesters. Similarly, headcount by campus location is often duplicated as students can be enrolled in courses at multiple sites.

17. **Noncredit:** Courses that are offered for free; focus on skill attainment rather than grades; are repeatable; and focus on one of the following areas: elementary and secondary basic skills, English as a Second Language, citizenship and workforce preparation, programs for adults with disabilities, short-term career education, parenting, older adult needs, health and safety, and home economics.

18. **Course Retention Rate:** The California Community College Chancellor's Office defines retention as the number of students who completed a course with or without a passing grade; includes enrollments with grades of A,B,C,D,F,P,NP,I*,IPP,INP,FW

19. **Course Success Rate:** The California Community College Chancellor's Office defines success as the number of students who complete a course with a passing grade (includes enrollments with grades of A,B,C,P,IA,IB,IC,IPP)

20. **Student Residence Status:** Every student enrolling in credit courses shall be classified as a California resident or nonresident at the time of application for admission or if the student has had a break in attendance for more than one semester:

  a. **Resident:** A student who has been physically present in California for more than one year immediately preceding the residence determination date (one year and one day), and has demonstrated an intent to make California a permanent home.

  b. **Non-resident:** A student who does not have residence in California for more than one year immediately preceding the residence determination date.

21. **Successfully Complete Units** in the first semester/year is the number of first-time students who earn an A, B, C, or Pass in 12+/24+ units across the district in their first semester/year. **Note.** Special Admit, Police Academy and Fire Technology students are excluded.

22. **WSCH/FTEF** is the weekly scheduled contact hours divided by full-time equivalent faculty.

INSTITUTIONAL DEFINITIONS:

RCCD Budget Allocation Model (BAM)

The RCCD Budget Allocation Model (referred to as BAM) is a method of allocating District general fund apportionment and non-specific revenue amongst the three colleges. The BAM was developed to allocate resources based on the core principles of fairness, equity and transparency.

The district is primarily funded through apportionment, the majority of which is based on the number of Full-Time Equivalent Students (FTES) we serve annually. As such, the BAM was developed using the concept of "FTES as Currency" whereby each FTES generated has a value (or currency) that can be assigned based on a "standard" or "exchange rate" for each instructional program or discipline. Each discipline is rolled up into three major categories 1) STEM; 2) Liberal Arts; and 3) CTE using the calculated median rate between the three colleges.   The category "exchange rate" is then used to apply to projected FTES for each respective category. At this time, unique disciplines (defined as a discipline that occurs at only one college) is calculated based on actual rate for the respective college. In general, the BAM uses the FTES "Exchange Rates" that are developed to allocate resources to the colleges.

APPENDIX 6: STUDENT CENTERED FUNDING FORMULA & BUDGET ALLOCATION MODEL

STUDENT CENTERED FUNDING FORMULA (SCFF)

California community colleges are funded under the Student-Centered Funding Formula (SCFF). Total funding under the SCFF is comprised of a Base Allocation component, a Supplemental Equity Allocation component, and a Student Success component. The Base Allocation, which primarily provides enrollment-based funding, utilizing a 3-year average of full-time equivalent students (FTES), comprises 70% of a district's total state apportionment funding. The Supplemental Equity Allocation, which provides additional funding for economically disadvantaged students, defined as AB 540 students, students receiving a state fee-waiver grant, or students receiving a Pell grant, comprises 20% of a district's total state apportionment. Lastly, the Student Success component of the formula provides funding based on a point system for specific performance measure outcomes utilizing a 3-year average of qualifying headcounts. The Student Success component comprises the remaining 10% of a district's total state apportionment.

1. FTES: Base allocation (70%) based on enrollment.
2. EQUITY: Supplemental allocation (20%) based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant, and students covered by AB 540.
3. SUCCESS: Student success allocation (10%) based on outcomes that include:

   a. the number of students earning associate degrees and credit certificates,

   b. the number of students transferring to four-year colleges and universities,

   c. the number of students who complete transfer-level math and English within their first year,

   d. the number of students who complete nine or more career education units, and

   e. the number of students who have attained the regional living wage.

SCFF RATES AT 2022-23 ADVANCE (SEPTEMBER 2022), INCLUDING COLA

Allocations	2022-23 Funding Rates
Credit FTES	4,840
Incarcerated Credit	6,788
Special Admit Credit	6,788
Career Development College Preparation (CDCP)	6,788
Noncredit	4,082
Supplemental Point Value	1,145
Student Success Main Point Value	675
Student Success Equity Point Value	170

DISTRICT BUDGET ALLOCATION MODEL (BAM)

 The district is primarily funded through apportionment, the majority of which is based on the number of Full-Time Equivalent Students (FTES) we serve annually. As such, the BAM was developed using the concept of "FTES as Currency" whereby each FTES generated has a value (or currency) that can be assigned based on a "standard" or "exchange rate" for each instructional program or discipline. Each discipline is rolled up into three major categories 1) STEM; 2) Liberal Arts; and 3) CTE using the calculated median rate between the three colleges.   The category "exchange rate" is then used to apply to projected FTES for each respective category. At this time, unique disciplines (defined as a discipline that occurs at only one college) is calculated based on actual rate for the respective college. In general, the BAM uses the FTES "Exchange Rates" that are developed to allocate resources to the colleges.

 Beyond the core principles of fairness, equity and transparency, additional principles were developed to guide the allocation of resources as shown in Exhibit G, including the alignment of resource allocation decisions with strategic plans for each entity, and more specifically scaling of the Guided Pathways initiative. The focus of the BAM has been on the general operating fund; however, the principles enumerated above can be applied to all resources of the district wherever applicable.

 Detailed BAM development including the summary, principals, procedures, FY 2022-23 final Budget, Revenue Allocation, District Median Cost Per FTES, FTES Model by Discipline can be found at : FY 2022-23 Budget Allocation Model

APPENDIX 7: SCHEDULE DEVELOPMENT PROCESS & GUIDELINES

The Vice President for Academic Affairs (VPAA) is ultimately responsible for making enrollment management recommendations and decisions in collaboration with the Vice President of Business Services (VPBS) to ensure that the recommendations and decisions are fiscally sound. In addition, he/she/they receives input from Academic Affairs deans in coordination with department chairs to provide information that is relevant to enrollment management decisions.

SCHEDULE DEVELOPMENT PLANNING VALUES AND CONSIDERATIONS:

1. Scheduling is based on student demand, facility optimization, and budget considerations.
2. Schedule and planning are data-driven and depend on current, reliable, accessible data from Office of Institutional Effectiveness and District Data Dashboards – Power BI
3. Students should be able to complete a degree or program within a reasonable period of time.
4. Community needs

The following guidelines are meant to support an overarching direction for developing a schedule of offerings that is student-centered supporting student access and success. These guidelines are meant to facilitate collaboration and discussions between discipline faculty, departments, and deans.

BUILDING SECTIONS

1. Disciplines, departments, deans and the college as a whole must consider mode of delivery and time of day when building sections so that offerings are balanced, appropriate pedagogically and maximum student access,
2. When considering which courses to schedule in the online mode, articulation as well as access needs to inform the decision. DE Curriculum must also be in place to schedule OL and HYB modalities.

ADDING/CANCELLING SECTIONS

1. Courses offered at a particular time of day or in a particular mode of delivery with consistently low fill ratios, retention and/or success pattern should be reviewed: discipline faculty, scheduling chair or assistant chair, and the area dean engage in collaborative discussions about the balance of offerings. The program review process offers a structure to facilitate these conversations and plan for changes and adjustments based on ongoing review of data. The conversations should focus on course level data, not data for an individual faculty member's course.
2. Data about how courses fit into completion of course of study will be considered: CTE Pathways/ degrees and certificates, remediation, transfer. If a course hasn't been in a rotation because of budget cuts and is needed to complete a pathway or ensure the integrity of programs, this needs to be considered. Historical fill ratios for courses should also be considered.
3. Using data on WSCH and FTES rather than primarily numbers of sections will facilitate conversations about growth and cutting back when necessary.

4. Closely monitoring waitlists, communicating with student services personnel and program coordinators can be used as a strategy for making sure any added sections will be filled.
5. Sections that have a fill rate below 70% are closely monitored. Deans initiate conversations with chairs and discipline faculty to understand the course /section as part of a degree or certificate pathway, is the course tied to existing industry partnerships, or impacted by facilities constraints.
6. Consideration to support a low enrolled section might be made for courses that are part of a newly developed program that is just getting underway or an existing program that is rebuilding. Consultation with department chairs and faculty who would be able to explain the circumstances that warrant an exception is essential.
7. Another consideration might be that there is no more space for prime-time offerings, but the college needs to offer more sections to accommodate student demand, even if enrollments, say in late afternoon, would be softer.
8. To minimize adverse impact on students, decisions to cancel courses will be made as soon as possible. Students are contacted and support is offered to identify an alternative section that is closely aligned with the cancelled section.

COLLEGEWIDE HEADCOUNT

UNDUPLICATED HEADCOUNT BY YEAR

Unduplicated Headcount by Year	2017-18	2018-19	2019-20	2020-21	2021-22
	15,616	16,092	16,767	14,768	12,814
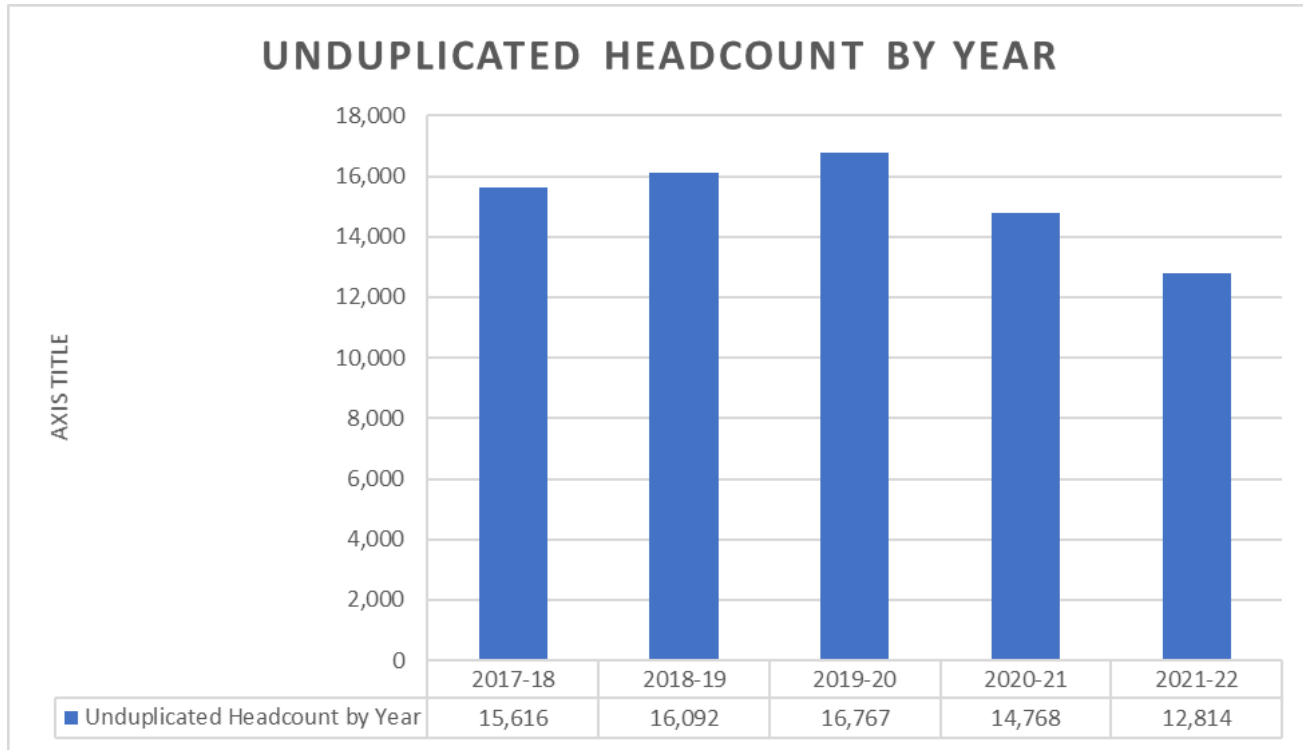
Source: Chancellor's Office Data Mart - Student Annual/Term Count
Note: Includes summer as a leading term; that is, a year is summer-fall-Spring

HEADCOUNT, BY STUDENT TYPE

Source: Chancellor's Office Data Mart - Student Annual/Term Count; Data Retrieved October 28, 2022

Note: Includes summer as a leading term; that is, a year is summer-fall-spring

Unduplicated Headcount by Age & Year

	2017-18	2018-19	2019-20	2020-21	2021-22
19 or Less	4494	4709	5375	4255	3826
20 to 24	5402	5342	5349	4780	4163
25 to 29	2454	2605	2439	2144	1914
30 to 34	1240	1382	1419	1390	1149
35 to 39	743	815	896	912	686
40 to 49	806	840	875	917	789
50 +	477	397	414	370	287
Unknown	0	2	0	0	0
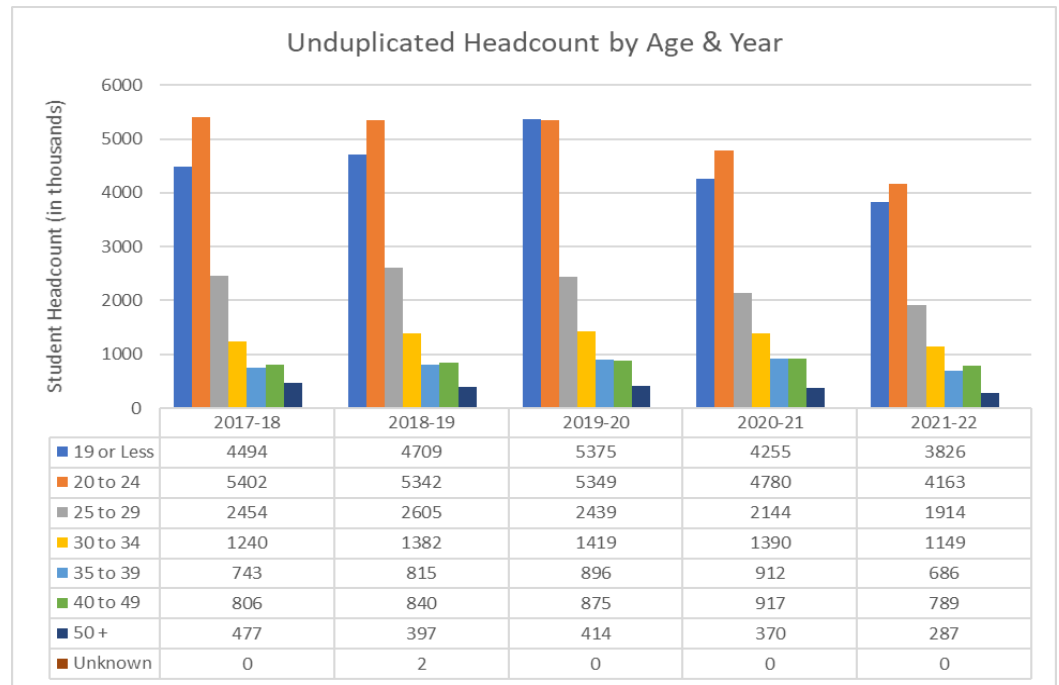
Unduplicated Headcount by Gender & Year

	2017-18	2018-19	2019-20	2020-21	2021-22
Female	9247	9375	9748	8838	7575
Male	6263	6612	6884	5814	5137
Non-Binary	0	0	10	15	37
Unknown	106	105	125	101	65

Source: Chancellor's Office Data Mart - Student Annual/Term Count; Data Retrieved October 28, 2022

Note: Includes summer as a leading term; that is, a year is summer-fall-spring

% of Unduplicated Headcount by Ed Goal & Semester (Fall)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
4-year student	4.07%	4.15%	3.50%	3.87%	3.45%
Award - No Transfer	19.62%	17.39%	15.44%	15.29%	16.57%
Career Advancement	6.84%	6.83%	9.27%	11.41%	8.83%
Core Competencies	0.83%	0.79%	0.98%	2.19%	1.22%
Degree and Transfer	65.75%	66.84%	66.41%	62.50%	64.65%
Undecided	2.88%	4.00%	4.41%	4.74%	5.28%

Source: Chancellor's Office Data Mart - Student Annual/Term Count; Data Retrieved October 28, 2022

Note: Includes summer as a leading term; that is, a year is summer-fall-spring

FULL-TIME/PART-TIME (UNIT LOAD)

% of Unduplicated Headcount by Load & Semester

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Non-Credit	0.43%	0.29%	0.20%	0.22%	0.00%	0.00%	0.24%	0.64%	0.26%	0.43%
0-to-6	38.73%	39.63%	36.41%	39.83%	39.00%	41.16%	41.20%	44.49%	41.85%	45.89%
6-to-12	39.10%	41.89%	40.21%	40.24%	38.15%	40.03%	38.43%	38.66%	40.11%	38.11%
12+	21.74%	18.18%	23.19%	19.71%	22.85%	18.80%	20.13%	16.21%	17.78%	15.58%

Source: Chancellor's Office Data Mart - Part-time/Full-time (Unit Load) Report; Data Retrieved October 28, 2022

ENROLLMENT STATUS

Student Enrollment Status by Semester

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Continuing Student	5472	5448	5791	5652	4725	6512	6897	6998	5899	5255
First-Time Student	1644	1578	1904	1112	1153	345	378	365	223	200
First-Time Transfer Student	446	788	788	529	362	521	572	443	433	398
Returning Student	1705	1635	1807	1510	1211	1274	1379	1071	1173	1067
Special Admit Student	731	595	430	446	322	526	463	445	396	373
Uncollected/Unreported	34	108	0	0	0	0	0	0	0	0

Source: Chancellor's Office Data Mart - Enrollment Status Summary Report; Data Retrieved October 28, 2022.

Definitions:

First-time: Enrolled in college for the first time after High School

First-time Transfer: Enrolled at College for the first time and who transferred from another institution of higher education

Continuing: Enrolled in the previous regular session (in this case, spring)

Returning: Enrolled after an absence of one or more primary terms (fall and spring are primary terms) `

Click here for further definitions: https://webdata.cccco.edu/ded/SB/SB11.pdf
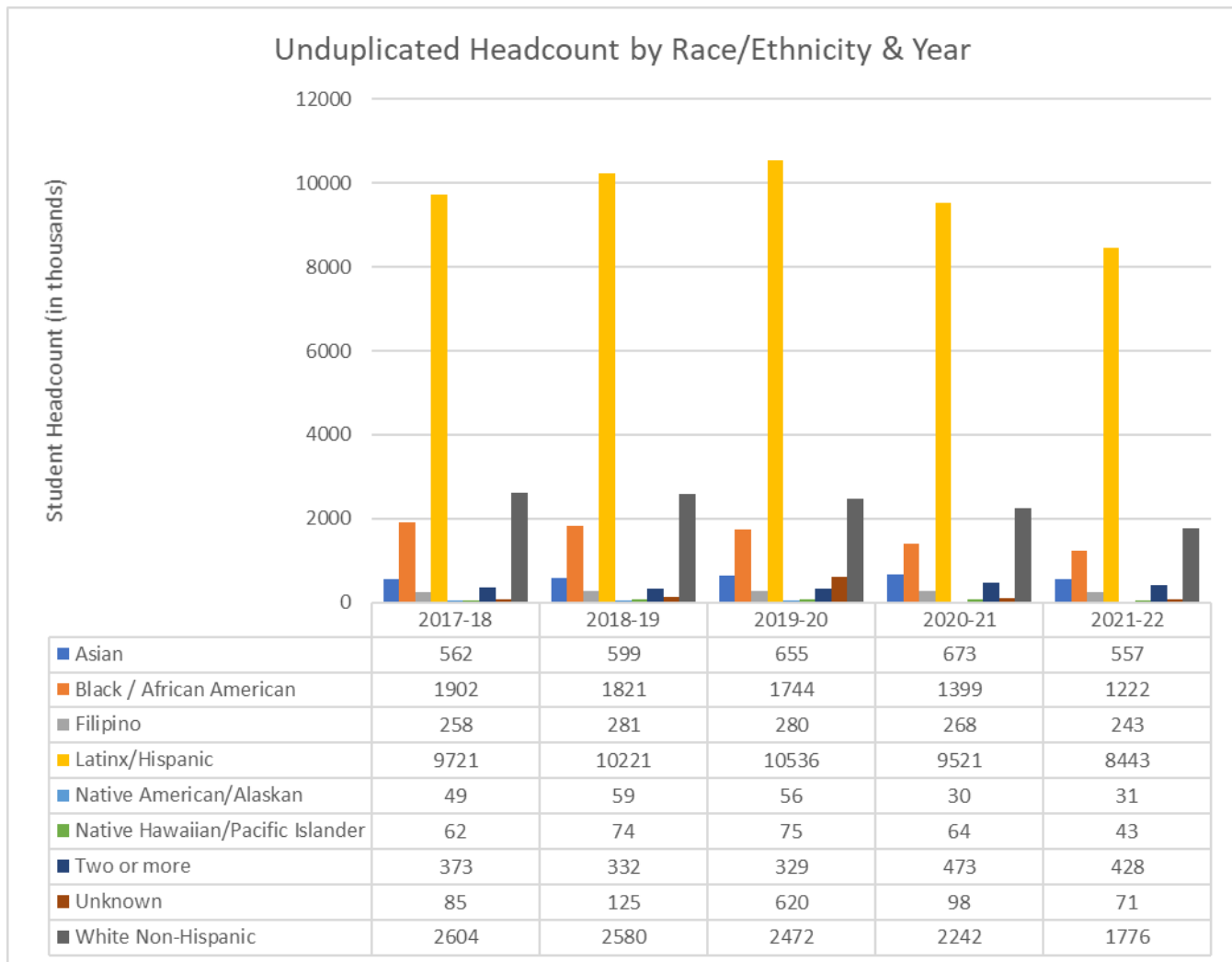
ETHNICITY TRENDS

Unduplicated Headcount by Race/Ethnicity & Year

	2017-18	2018-19	2019-20	2020-21	2021-22
Asian	562	599	655	673	557
Black / African American	1902	1821	1744	1399	1222
Filipino	258	281	280	268	243
Latinx/Hispanic	9721	10221	10536	9521	8443
Native American/Alaskan	49	59	56	30	31
Native Hawaiian/Pacific Islander	62	74	75	64	43
Two or more	373	332	329	473	428
Unknown	85	125	620	98	71
White Non-Hispanic	2604	2580	2472	2242	1776

Source: Chancellor's Office Data Mart - Student Annual/Term Count; Data Retrieved October 28, 2022

Note: Includes summer as a leading term; that is, a year is summer-fall-spring

STUDENT PLACE OF RESIDENCE
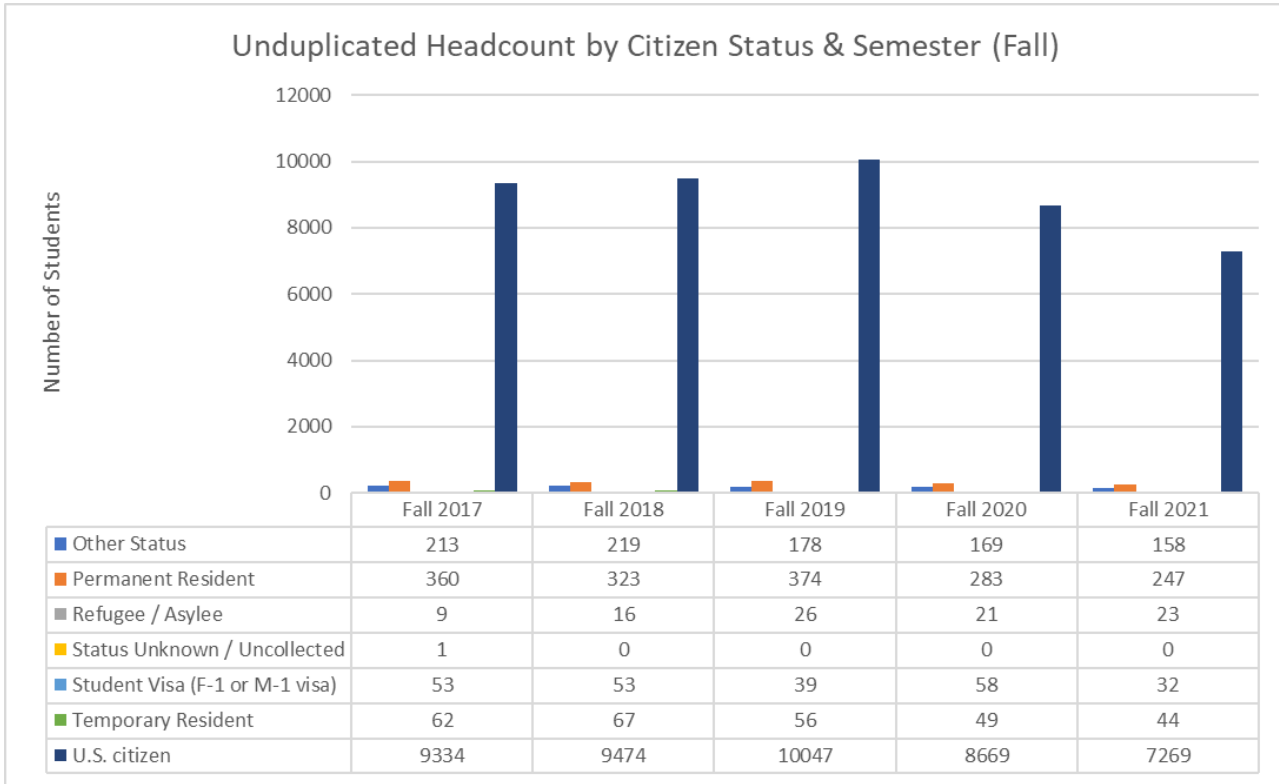
Unduplicated Headcount by Citizen Status & Semester (Fall)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
■ Other Status	213	219	178	169	158
■ Permanent Resident	360	323	374	283	247
■ Refugee / Asylee	9	16	26	21	23
■ Status Unknown / Uncollected	1	0	0	0	0
■ Student Visa (F-1 or M-1 visa)	53	53	39	58	32
■ Temporary Resident	62	67	56	49	44
■ U.S. citizen	9334	9474	10047	8669	7269

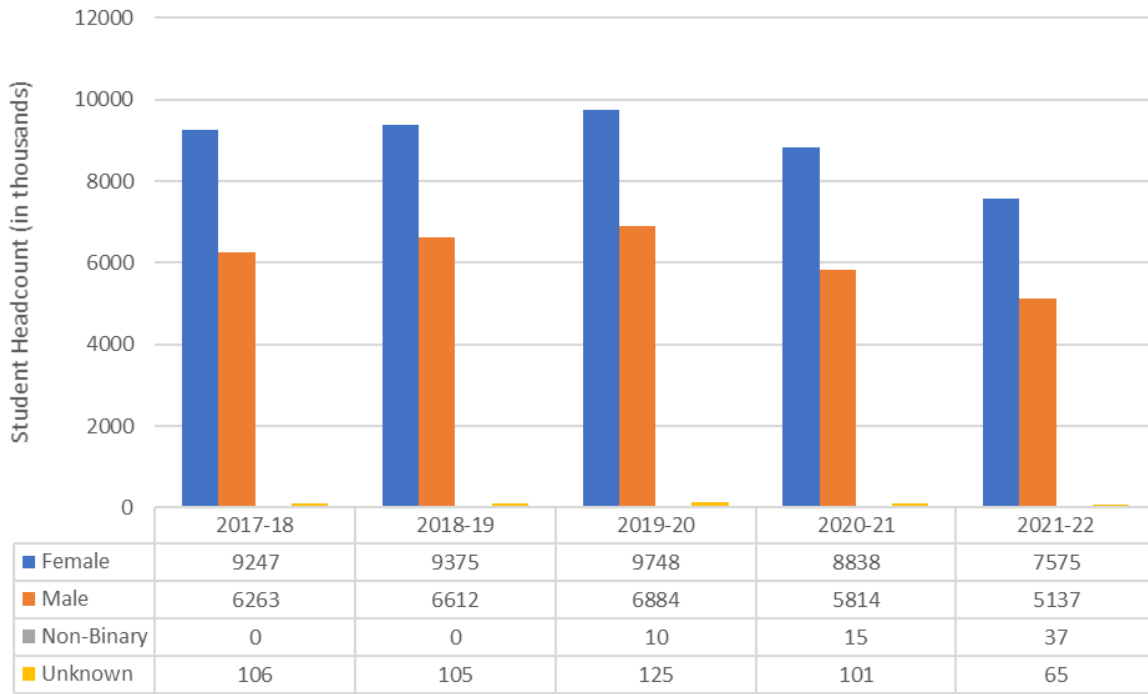*Source: Chancellor's Office Data Mart - Student Annual/Term Count; Data Retrieved October 28, 2022*

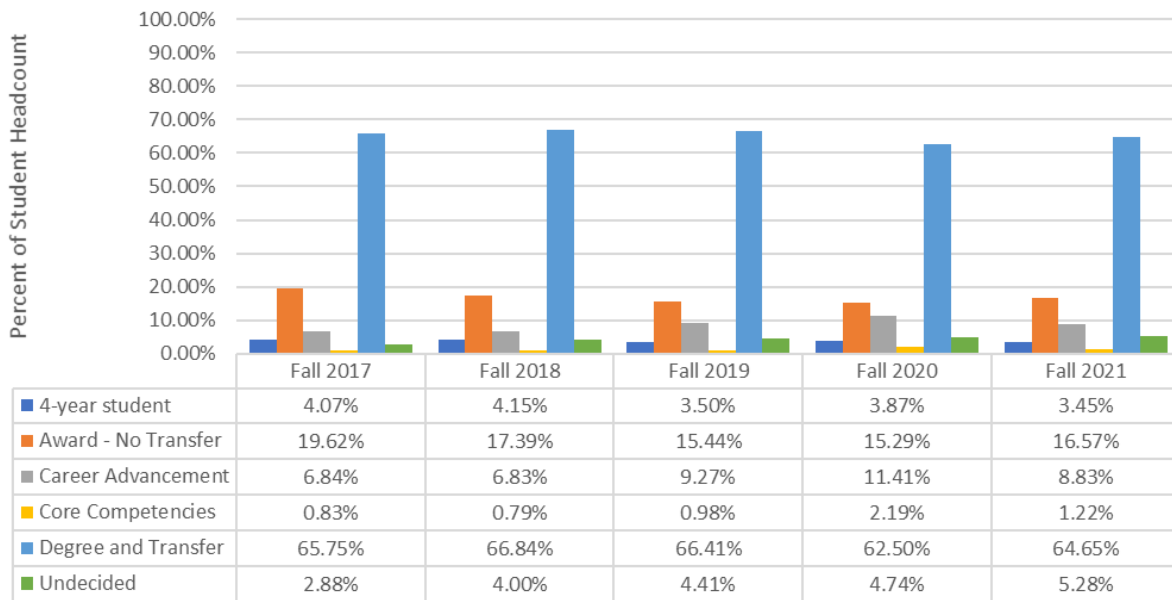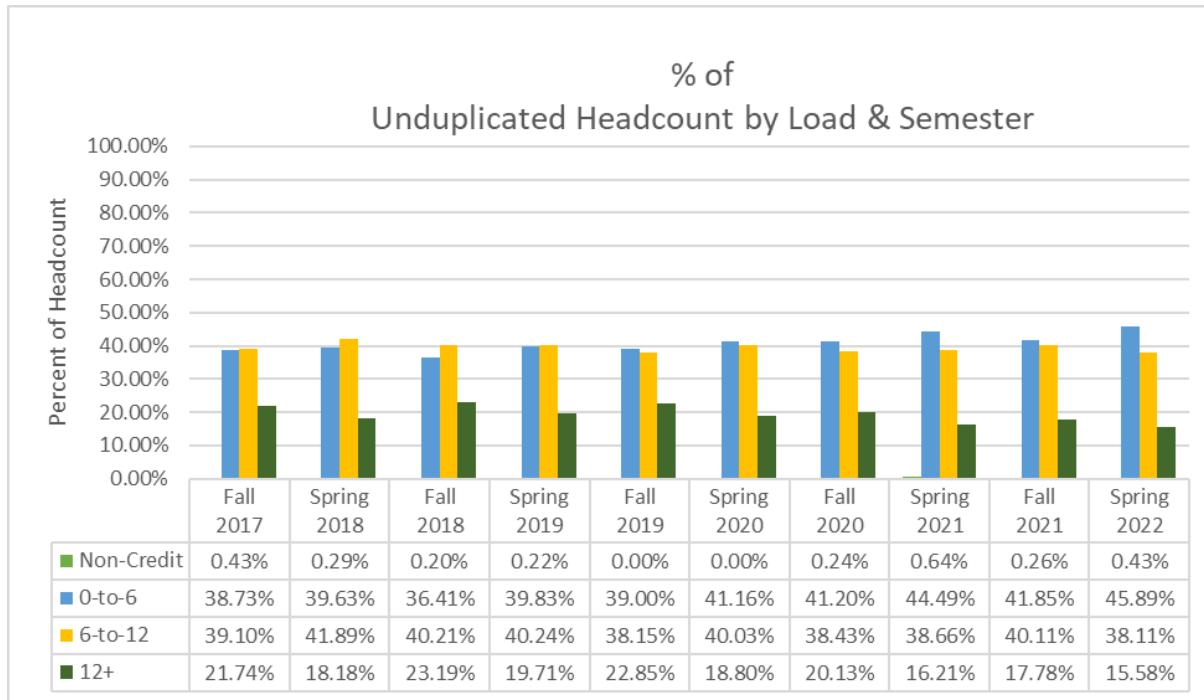*Note: Includes summer as a leading term; that is, a year is summer-fall-spring. To view data definitions for citizen status, click here*
https://webdata.cccco.edu/ded/SB/SB06.pdf

APPENDIX 9: FULL-TIME EQUIVALENT STUDENTS (FTES) AND PRODUCTIVITY

COLLEGEWIDE FTES

Full-Time Equivalent Students (FTES) by Year

	2017-18	2018-19	2019-20	2020-21	2021-22
Total	6834.75	7463.43	7503.45	6452.41	5499.96
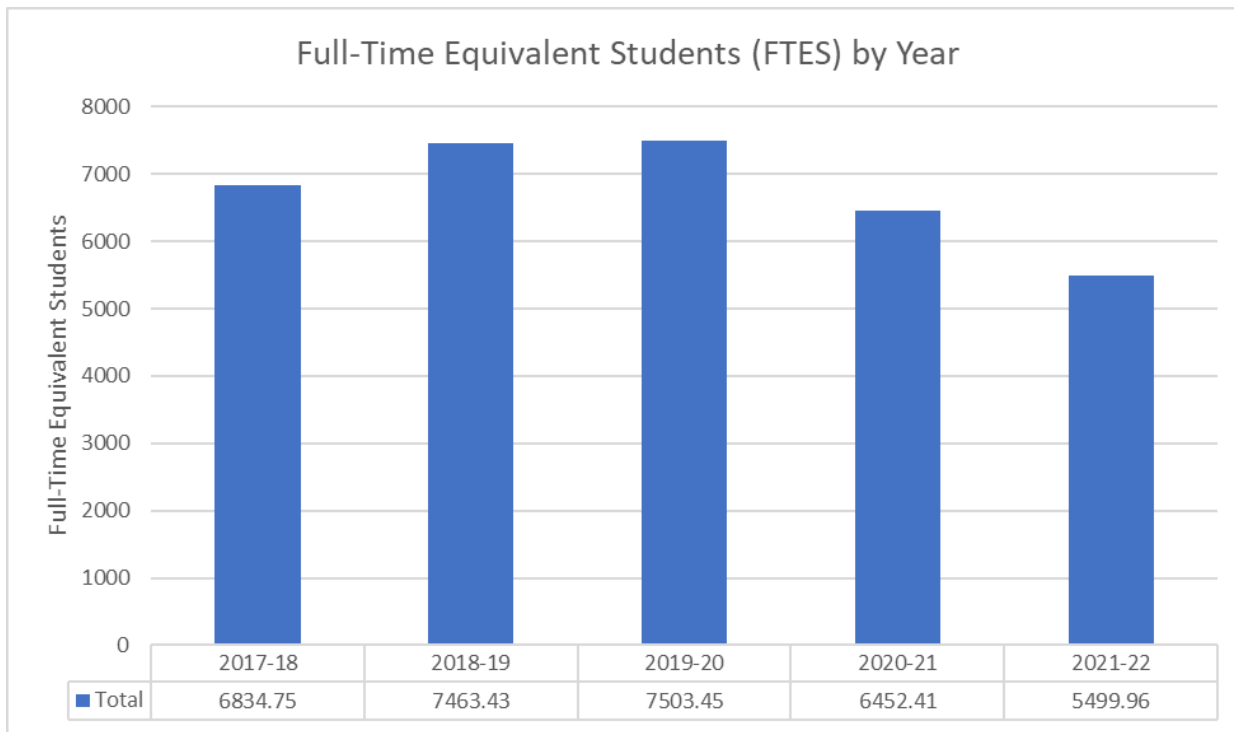
Source: Chancellor's Office Data Mart - Fulltime Equivalent Students (FTES); Data Retrieved _____

Note: The FTES from DataMart are based on simple calculation for instructional time and do not reflect different attendance methods.

INSTRUCTIONAL PRODUCTIVITY

Productivity by Year

	17-18	18-19	19-20	20-21	21-22
Total	492.6	490.1	509.5	461	374.8
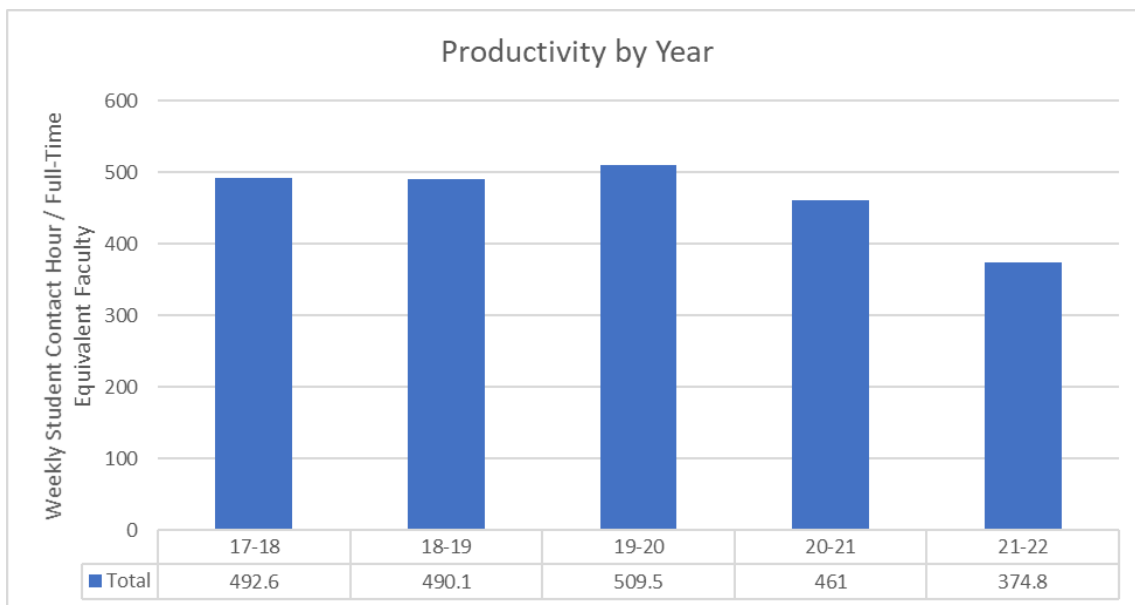
Source: Moreno Valley College's Data Library. Data Retrieved October 28, 2022

DISTANCE EDUCATION FTES

Full-Time Equivalent Students by Instructional Method & Year

	2017-18	2018-19	2019-20	2020-21	2021-22
Delayed Interaction (Internet Based)	910.66	1089.25	1223.6	3491.37	3428.39
Non Distance Education Methods	5924.09	6374.18	6279.85	2961.04	2071.57
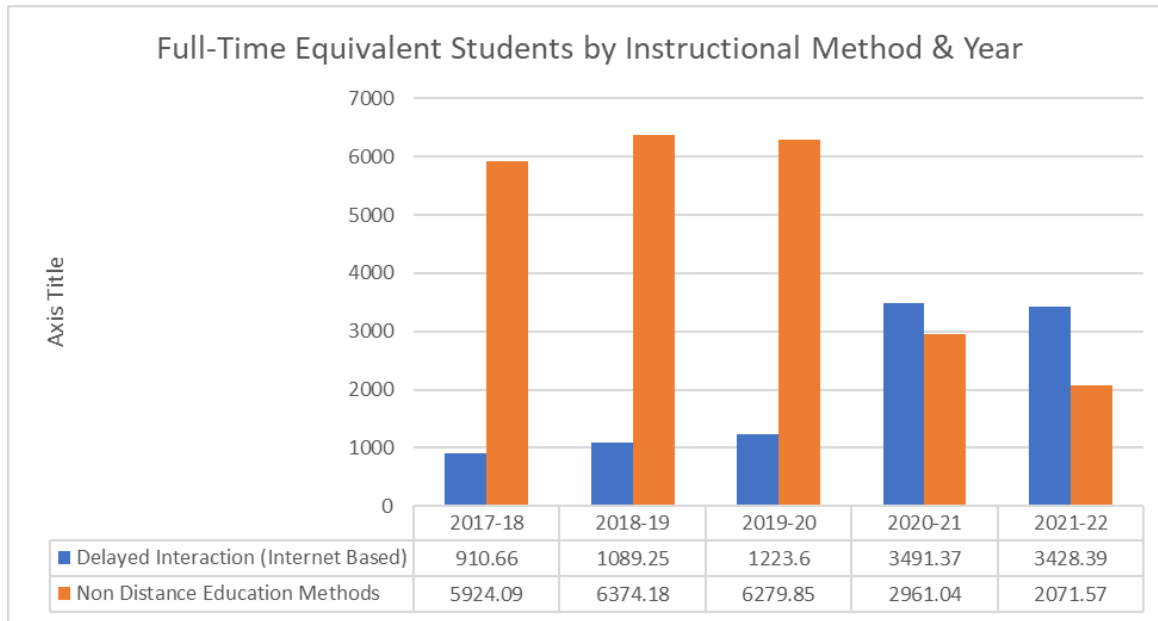
Source: Chancellor's Office Data Mart - Distance Education (DE) FTES Summary Report; Data Retrieved October 28, 2022.

TRANSFER CREDIT COURSE FTES

Transfer Full-Time Equivalent Students (FTES) by Year

	2017-18	2018-19	2019-20	2020-21	2021-22
Total	5229.93	5676.36	6215.67	5523.11	4504.16
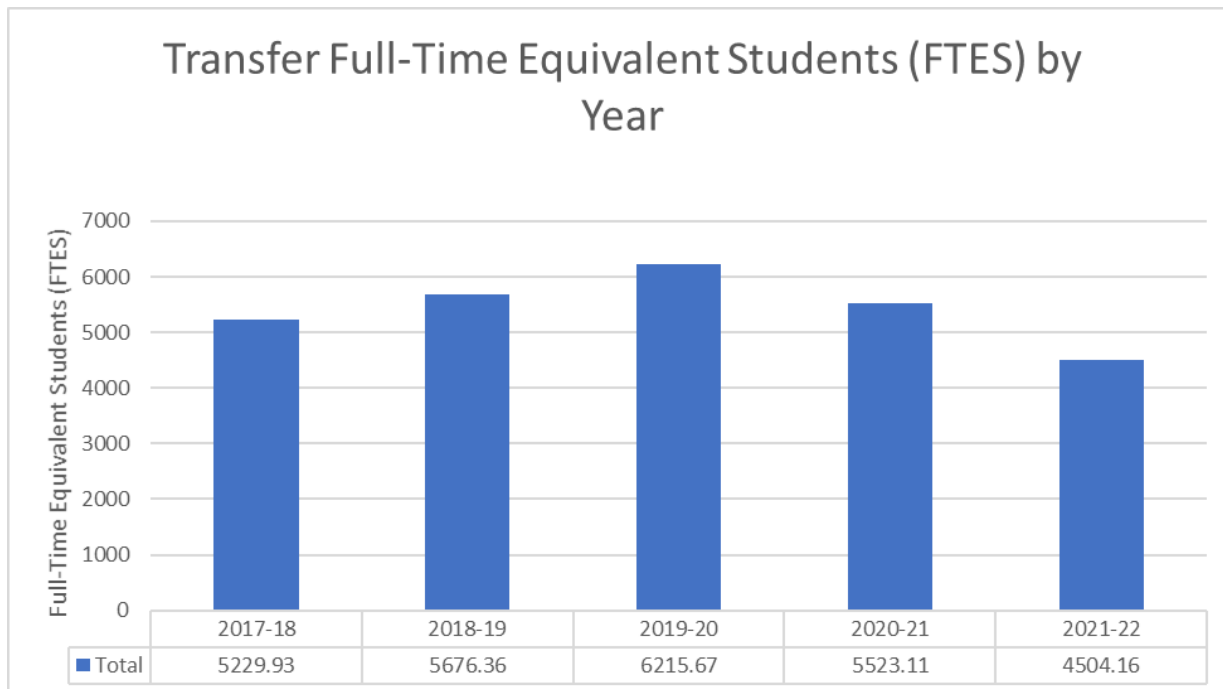
Source: Chancellor's Office Data Mart - Fulltime Equivalent Students (FTES) (Transfer Count); Data Retrieved October 28, 2022

BASIC SKILLS COURSE FTES
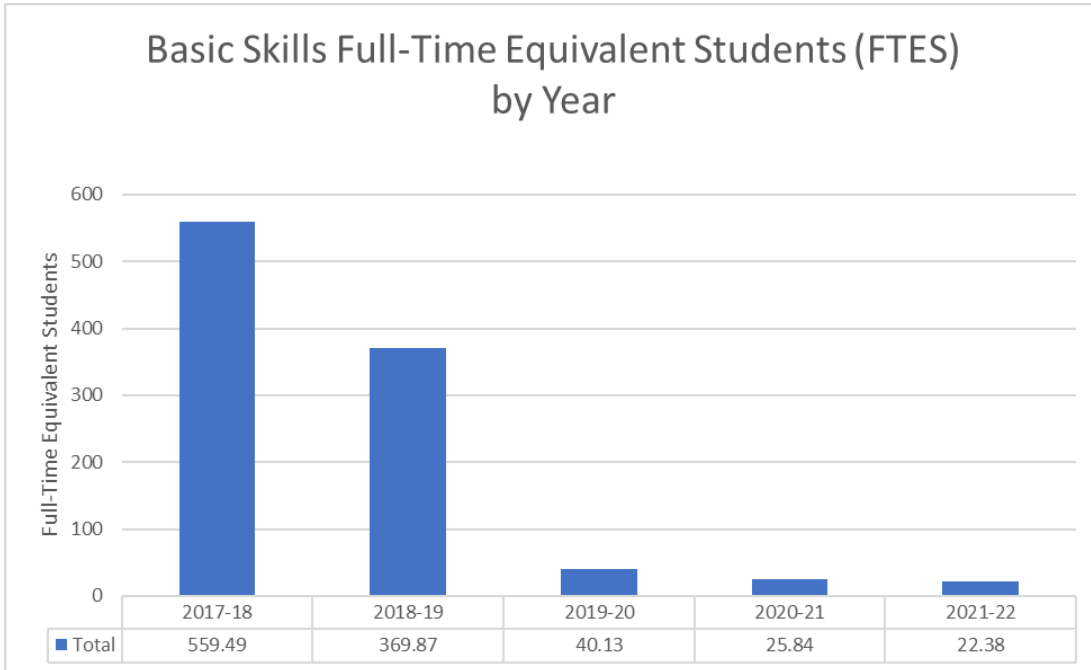
Source: *Chancellor's Office Data Mart - Fulltime Equivalent Students (FTES) (Basic Skills Count); Data Retrieved October 28, 2022.*

CAREER EDUCATION COURSE FTES
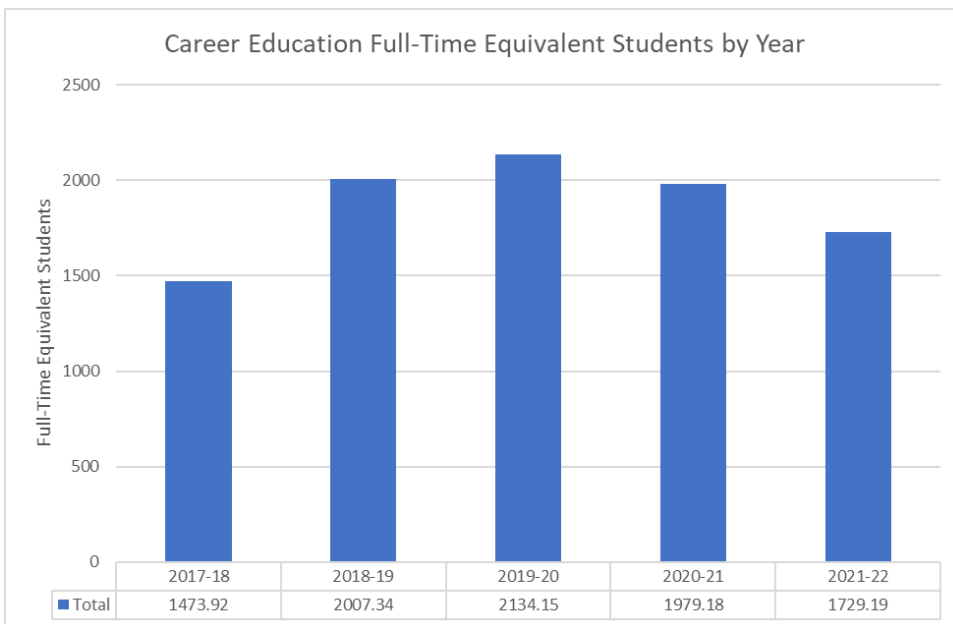
Source: *Chancellor's Office Data Mart - Fulltime Equivalent Students (FTES) (Vocational Education Count); Data Retrieved October 28, 2022.*

APPENDIX 10: SUPPLEMENTAL ALLOCATION DATA

PELL & PROMISE GRANTS

Student Headcount by Financial Aid Award & Year

	2017-18	2018-19	2019-20	2020-21	2021-22
California College Promise Grant	9595	9752	10290	8112	6995
Grants (Cal, CAFYEs, etc.)	3416	3518	3529	4136	5821
Loans	163	148	99	56	50
Scholarship	456	646	659	358	142
Work Study	186	176	152	72	95
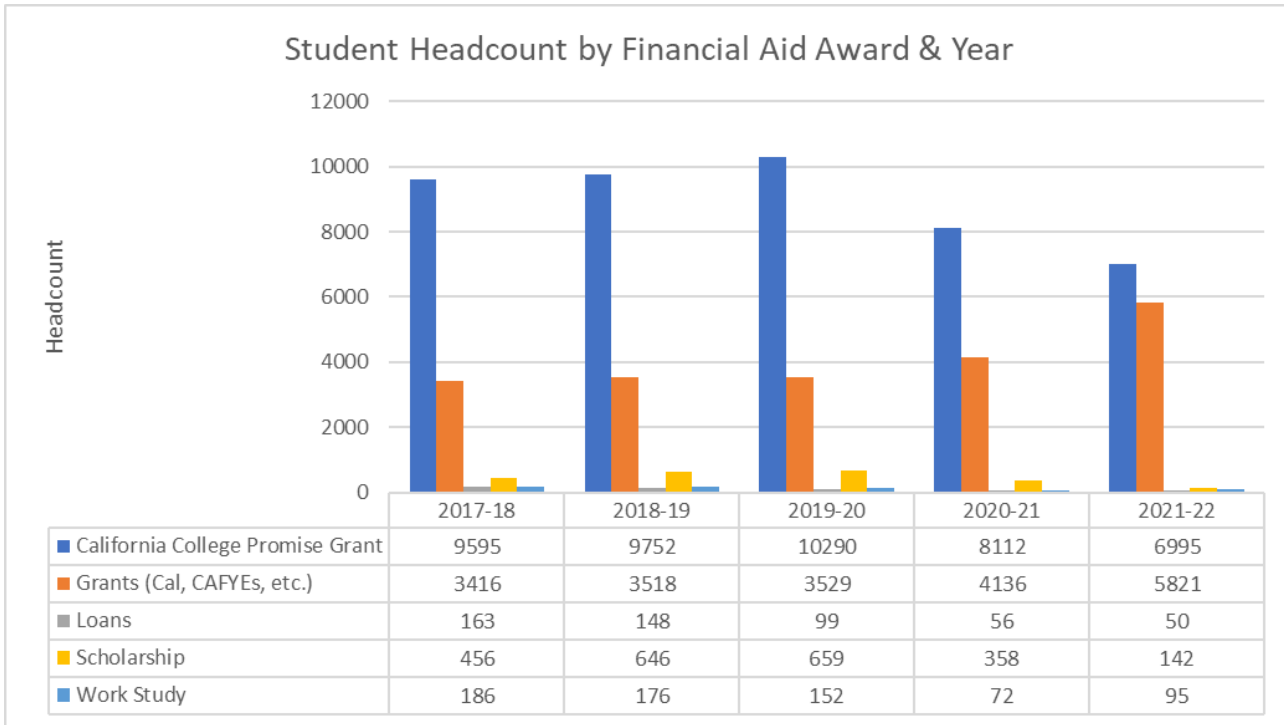
Source: Chancellor's Office Data Mart - Financial Aid Summary Report; Data Retrieved October 28, 2022

APPENDIX 11: STUDENT ACHIEVEMENT AND SUCCESS

COURSE SUCCESS RATES: FACE-TO-FACE (F2F) AND ONLINE (DE)

Moreno Valley College Service Area Population by Race/Ethnicity & Year

	17-18	18-19	19-20	20-21	21-22
F2F	69.8%	71.0%	69.4%	67.2%	77.5%
Hybrid	65.3%	70.4%	70.8%	64.4%	68.0%
Online	65.2%	66.6%	70.3%	70.1%	67.7%
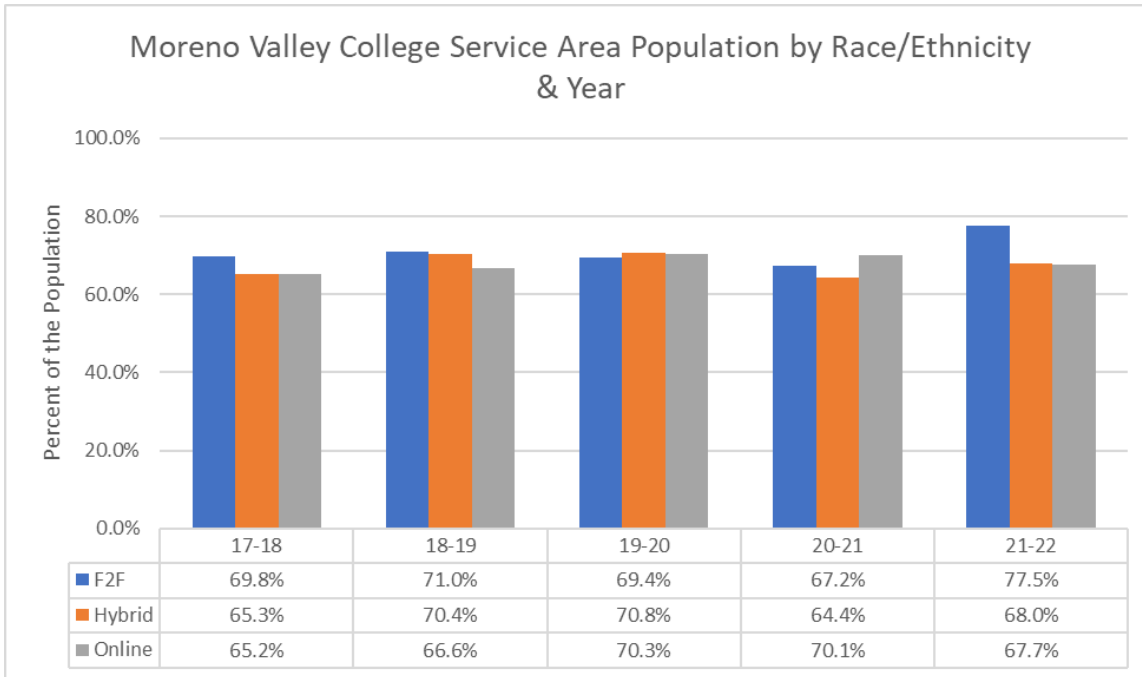
Source: Moreno Valley College's Data Library. Data Retrieved October 28, 2022

PROGRAM AWARDS (DEGREES & CERTIFICATES)
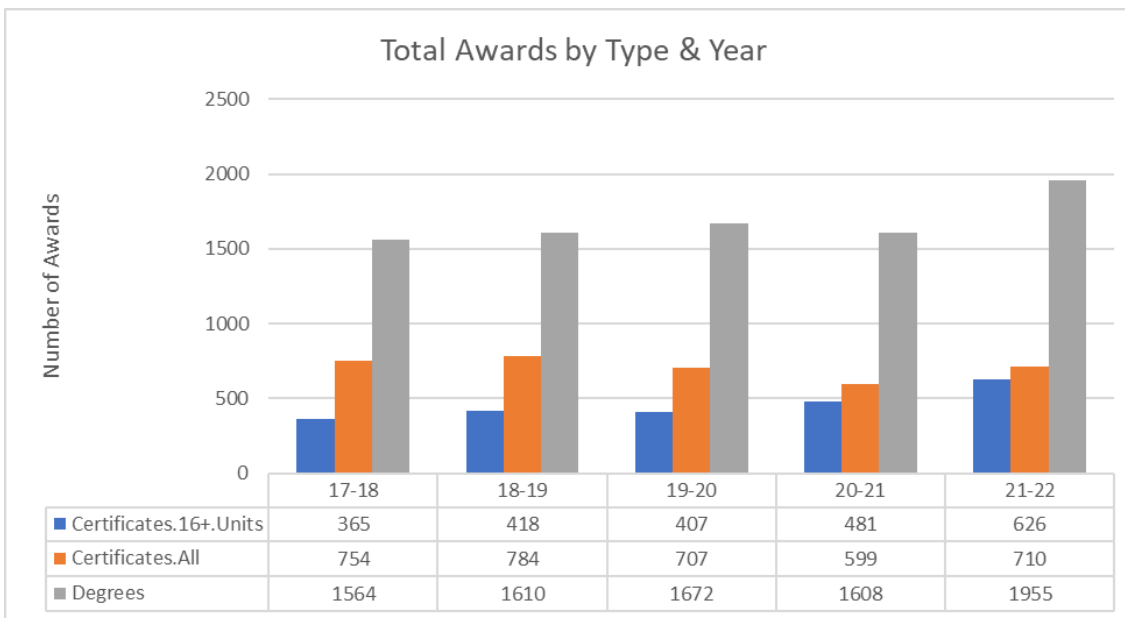
Total Awards by Type & Year

	17-18	18-19	19-20	20-21	21-22
Certificates.16+.Units	365	418	407	481	626
Certificates.All	754	784	707	599	710
Degrees	1564	1610	1672	1608	1955

Source: Moreno Valley College's Data Library. Data Retrieved October 28, 2022

Number of Students Receiving an Award or Transfer by Year

	17-18	18-19	19-20	20-21
■ Award or Transfer	1981	2096	1992	1954

Source: Moreno Valley College's Data Library. Data Retrieved October 28, 2022

Number of Transfers by Year

	Transfers 17-18	Transfers 18-19	Transfers 19-20	Transfers 20-21
■ Total	659	673	686	825
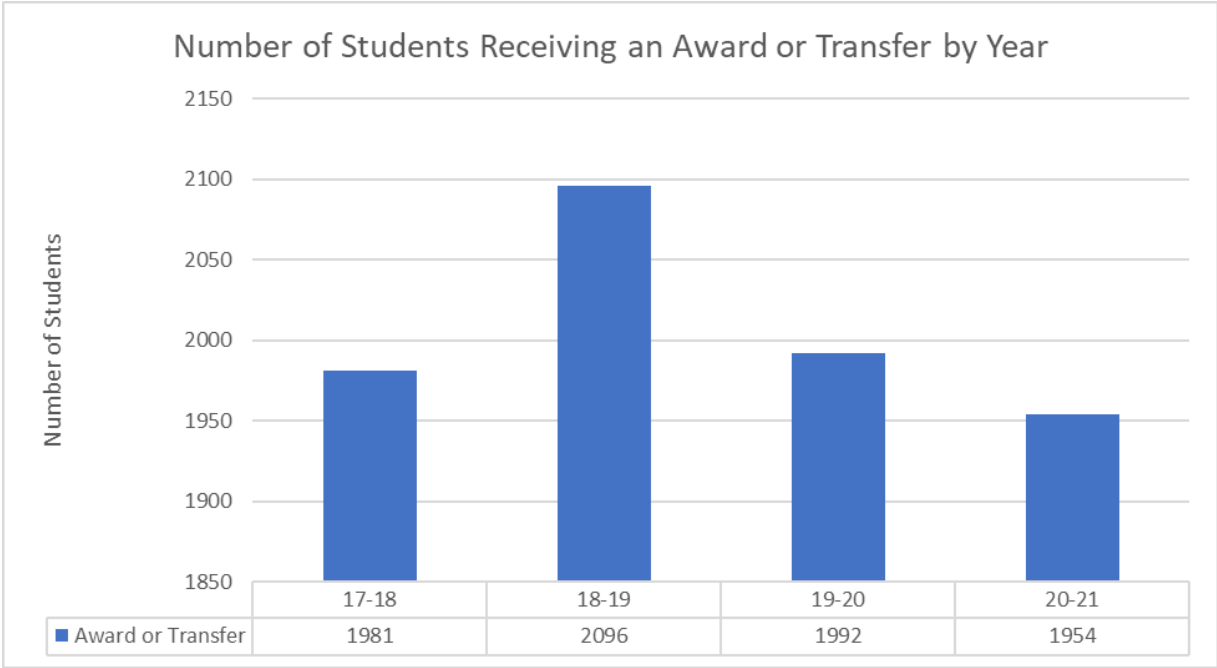
Source: Moreno Valley College's Data Library. Data Retrieved October 28, 2022

APPENDIX 12: COMMUNITY DATA

EDUCATIONAL ATTAINMENT

Moreno Valley College Service Area Educational Attainment

	Less than 9th grade	9th to 12th grade, no diploma	High school graduate (includes equivalency)	Some college, no degree	Associate's degree	Bachelor's degree	Graduate or professional degree
■ Percent	13.0%	11.5%	29.9%	23.0%	7.3%	10.3%	5.0%
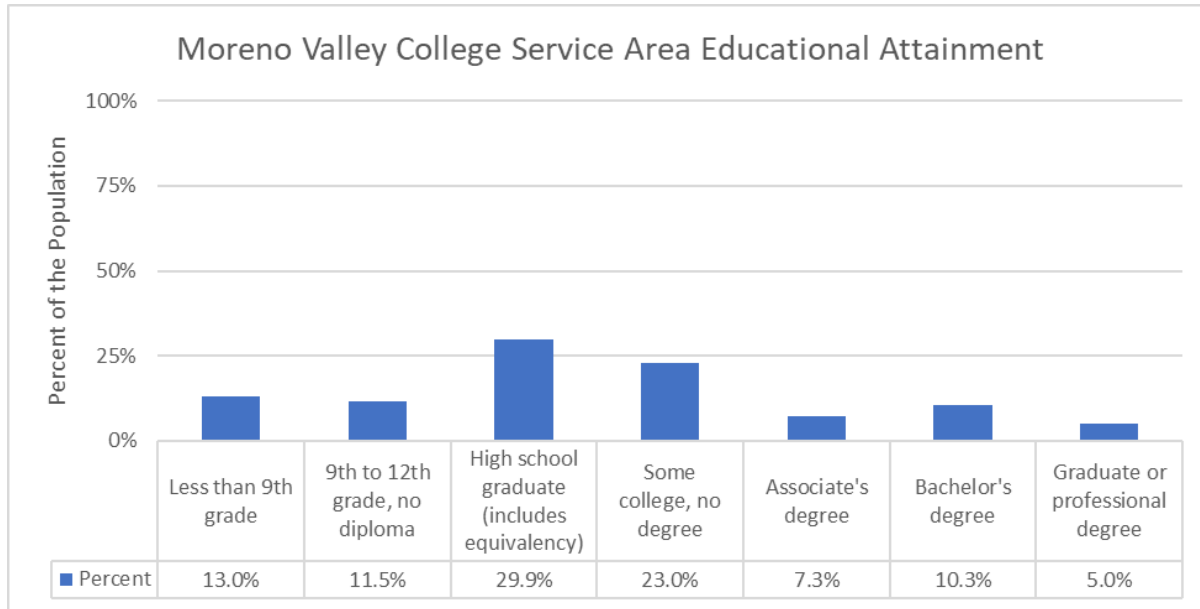
Source: 2020 American Community Survey 5-Year Estimates Data Profiles: Selected Social Characteristics in the United States. Includes cities of Moreno Valley and Perris. Percentages are out of the population 25 years old and over.

GENERAL COMMUNITY DEMOGRAPHICS

Moreno Valley College Service Area Population by Race/Ethnicity & Year

	2015	2016	2017	2018	2019	2020
■ Asian	14,199	14,129	15,010	15,496	14,997	13,724
■ Black/African American	42,403	43,307	41,387	43,715	42,824	42,103
■ Latinx/Hispanic	166,248	168,023	174,341	176,786	181,138	187,089
■ Native American/Alaskan	624	548	690	479	359	361
■ Native Hawaiian/Pacific Islander	1,163	1,354	1,103	791	594	760
■ Two or more	4,408	4,739	4,493	4,800	4,735	5,370
■ Unknown	329	389	333	461	621	717
■ White Non-Hispanic	43,961	43,290	41,345	38,782	39,311	36,335

Source: *2018 American Community Survey 5-Year Estimates Data Profiles (TableID: DP02)*

Source: 2015-2020 American Community Survey 5-Year Estimates: ACS Demographic and Housing Estimates. Includes cities of Moreno Valley and Perris

Moreno Valley College Service Area Population by Race/Ethnicity & Year

	2015	2016	2017	2018	2019	2020
■ Asian	5.2%	5.1%	5.4%	5.5%	5.3%	4.8%
■ Black/African American	15.5%	15.7%	14.8%	15.5%	15.0%	14.7%
■ Latinx/Hispanic	60.8%	60.9%	62.6%	62.8%	63.7%	65.3%
■ Native American/Alaskan	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%
■ Native Hawaiian/Pacific Islander	0.4%	0.5%	0.4%	0.3%	0.2%	0.3%
■ Two or more	1.6%	1.7%	1.6%	1.7%	1.7%	1.9%
■ Unknown	0.1%	0.1%	0.1%	0.2%	0.2%	0.3%
■ White Non-Hispanic	16.1%	15.7%	14.8%	13.8%	13.8%	12.7%

Source: 2015-2020 American Community Survey 5-Year Estimates: ACS Demographic and Housing Estimates. Includes cities of Moreno Valley and Perris.

Moreno Valley College Service Area Population by Gender & Year

	2015	2016	2017	2018	2019	2020
■ Female	139,287	140,859	141,456	142,659	144,968	145,352
■ Male	134,048	134,920	137,246	138,651	139,611	141,107

Source: 2015-2020 American Community Survey 5-Year Estimates: ACS Demographic and Housing Estimates. Includes cities of Moreno Valley and Perris.

Moreno Valley College Service Area Population by Gender & Year

	2015	2016	2017	2018	2019	2020
Female	51.0%	51.1%	50.8%	50.7%	50.9%	50.7%
Male	49.0%	48.9%	49.2%	49.3%	49.1%	49.3%

Source: 2015-2020 American Community Survey 5-Year Estimates: ACS Demographic and Housing Estimates. Includes cities of Moreno Valley and Perris.

Moreno Valley College Service Area Population by Age & Year

	2015	2016	2017	2018	2019	2020
Under 5 years	21,209	21,198	21,473	21,999	21,570	21,419
5 to 9 years	23,784	23,736	23,194	22,461	22,329	22,199
10 to 14 years	23,754	23,255	23,804	24,194	24,622	25,329
15 to 19 years	25,673	25,376	24,620	24,259	23,674	23,024
20 to 24 years	24,416	25,407	25,255	25,652	25,728	24,850
25 to 34 years	39,742	40,894	43,183	44,103	45,166	45,759
35 to 44 years	37,461	37,530	37,130	36,971	37,440	38,086
45 to 54 years	33,134	34,014	34,206	34,968	35,456	34,593
55 to 59 years	15,096	14,533	14,191	14,703	14,649	15,176
60 to 64 years	10,243	10,316	10,822	10,652	11,416	12,230
65 to 74 years	11,985	12,681	13,761	14,229	14,662	15,734
75 to 84 years	5,063	5,051	5,318	5,437	6,132	6,378
85 years and over	1,775	1,788	1,745	1,682	1,735	1,682

Source: 2015-2020 American Community Survey 5-Year Estimates: ACS Demographic and Housing Estimates. Includes cities of Moreno Valley and Perris.

* All findings need to be interpreted with caution as the population figures are estimates. The estimates are based on a sample and are subject to sampling variability, represented as a margin of error. Please see the data source for each table to see the margin of error for each estimate.

Moreno Valley College Service Area Language Spoken at Home

	English Only	Spanish	Other Indo-European Languages	Asian/Pacific Island Languages	Other Languages
■ Percent	45.6%	49.4%	0.9%	3.4%	0.7%

Source: 2020 American Community Survey 5-Year Estimates: Estimates Subject Tables. Includes cities of Moreno Valley and Perris. Percentages are out of the population 5 years old and over.
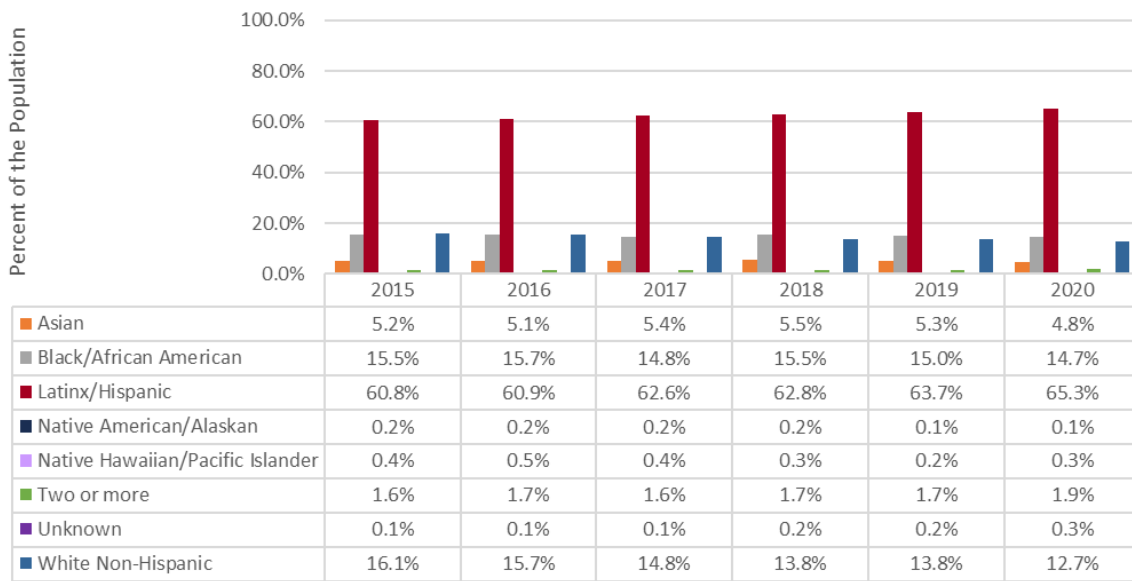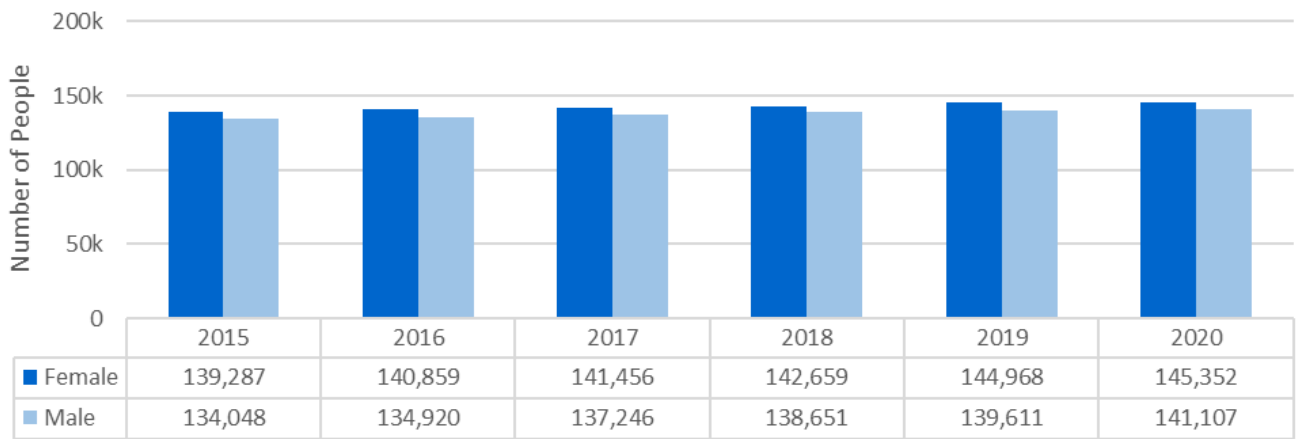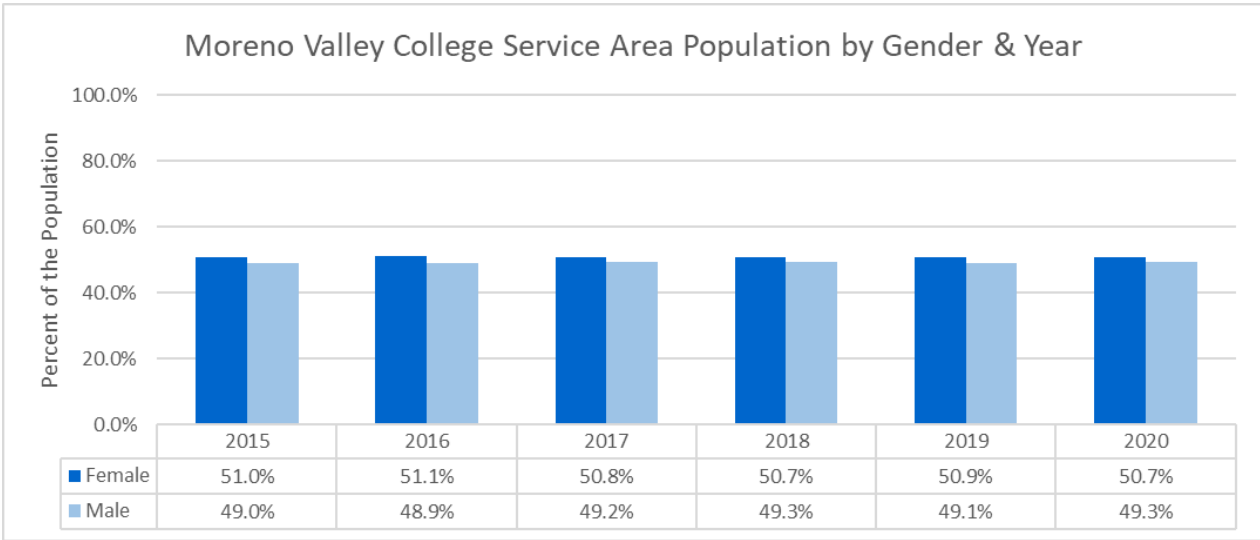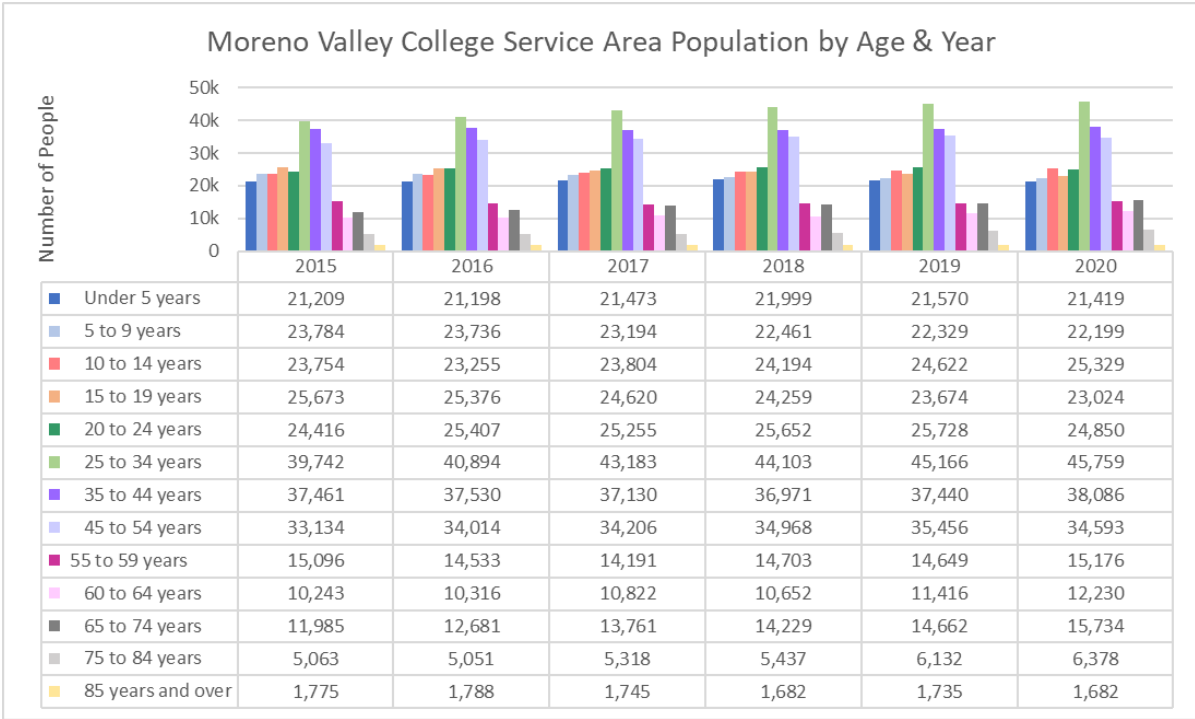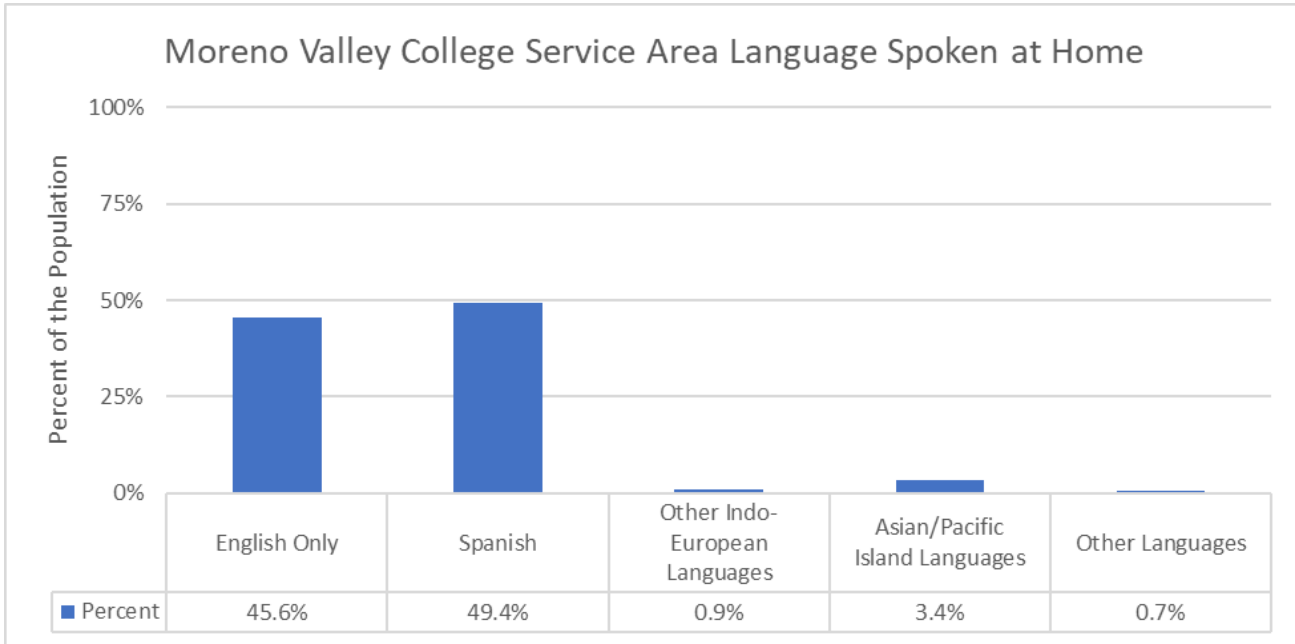
Moreno Valley College Service Area Language Other Than English Spoken at Home by Age

	Spanish	Other Indo-European Languages	Asian/Pacific Island Languages	Other Languages
■ 5 to 17 years old	10.7%	0.1%	0.3%	0.1%
■ 18 to 64 years old	35.3%	0.7%	2.3%	0.4%
■ 65 years old and over	3.3%	0.1%	0.8%	0.2%

Source: 2020 American Community Survey 5-Year Estimates: Estimates Subject Tables. Includes cities of Moreno Valley and Perris. Percentages are out of the population 5 years old and over.
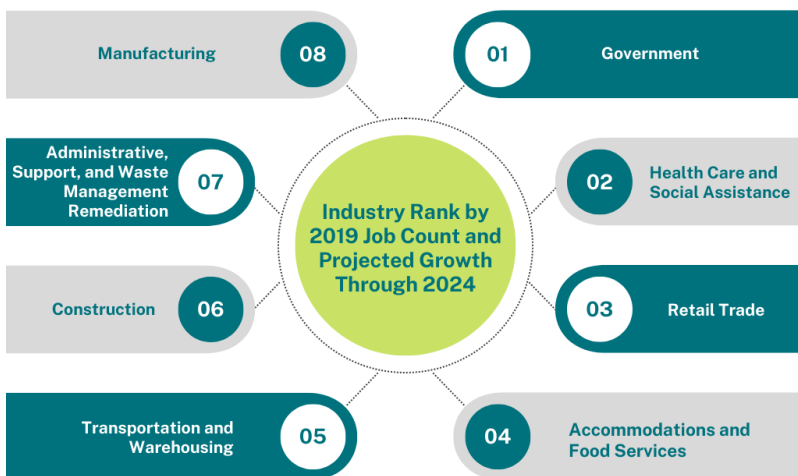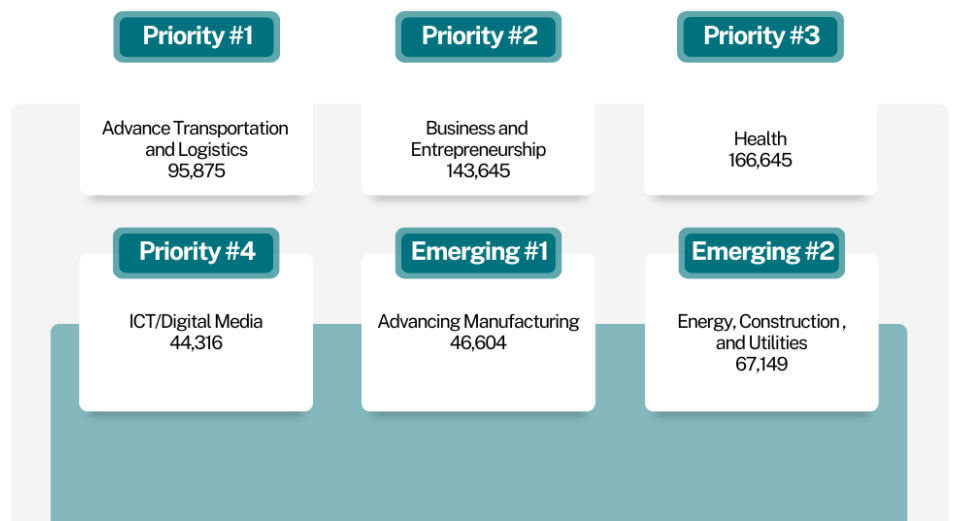
* All findings need to be interpreted with caution as the population figures are estimates. The estimates are based on a sample and are subject to sampling variability, represented as a margin of error. Please see the data source for each table to see the margin of error for each estimate.

REGIONAL CAREER EDUCATION PRIORITIES

Moreno Valley College, part of Riverside Community College District, is located with the Inland Empire Regional Planning Unit ("IERPU"). As such, the Inland Empire/Desert Regional Consortium ("IEDRC"), comprises of 12 community colleges, two county offices of education, 56 public school districts, four regional occupation centers/programs, and more than 50 charter schools. Collectively, in collaboration with both the IERPU and IEDRC, the following key regional Priorities have been identified:


Regional Career Education Priorities and Emerging Sectors

The Number of Community College Level Jobs within the Region

Priority #1	Priority #2	Priority #3
Advance Transportation and Logistics 95,875	Business and Entrepreneurship 143,645	Health 166,645

Priority #4	Emerging #1	Emerging #2
ICT/Digital Media 44,316	Advancing Manufacturing 46,604	Energy, Construction, and Utilities 67,149

Industry Rank by 2019 Job Count and Projected Growth Through 2024

- 01 Government
- 02 Health Care and Social Assistance
- 03 Retail Trade
- 04 Accommodations and Food Services
- 05 Transportation and Warehousing
- 06 Construction
- 07 Administrative, Support, and Waste Management Remediation
- 08 Manufacturing

Strong Workforce Program Students

All Moreno Valley College students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.
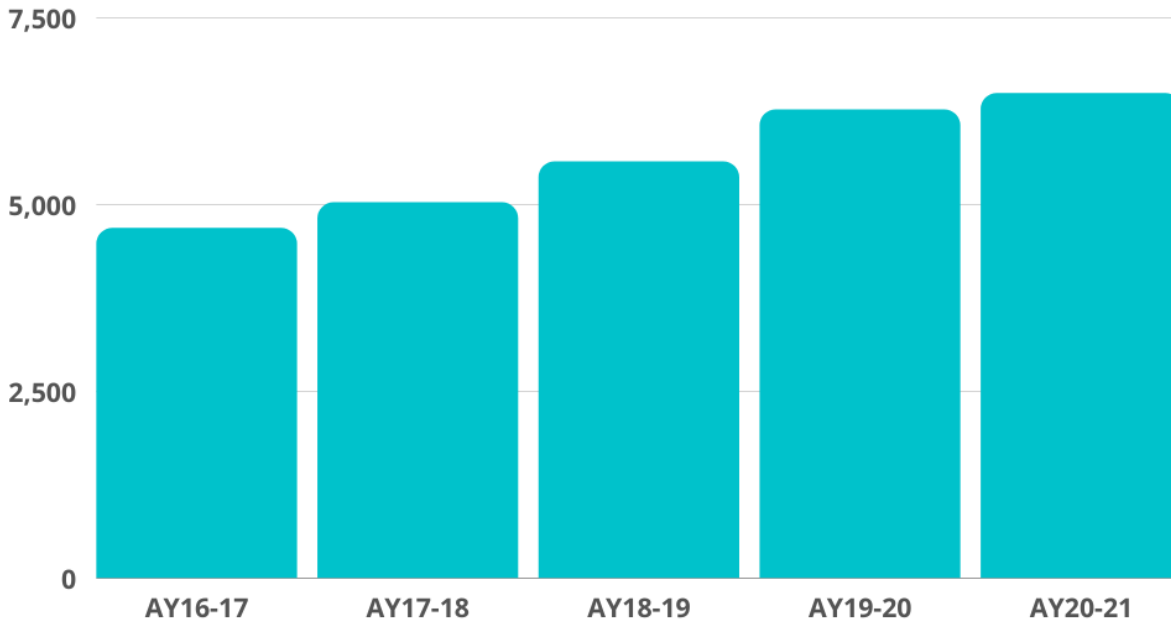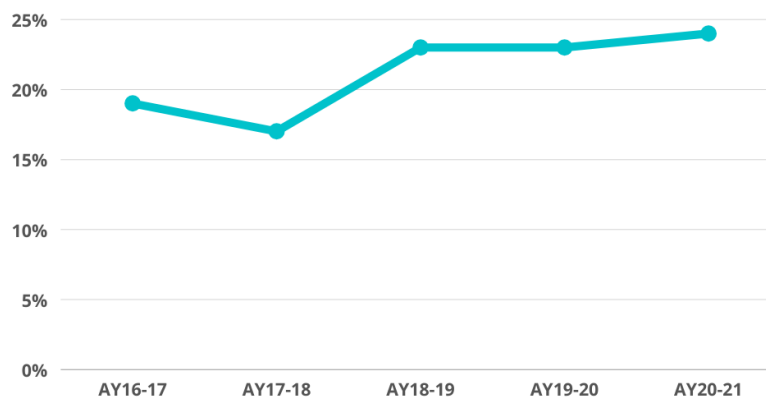
Source: Chancellor's Office Management Information System, LaunchBoard

SWP STUDENTS EARNING 9+ CE UNITS IN A SINGLE YEAR

### SWP Students Who Earned 9 or More Career Education Units in a Single Year

Among all Moreno Valley College SWP students, the proportion who successfully completed nine or more career education semester units in the selected year.

Source: Chancellor's Office Management Information System, LaunchBoard

SWP STUDENTS WHO
EARNED A DEGREE
OR CERTIFICATE OR
ATTAINED
APPRENTICESHIP
JOURNEY STATUS

SWP Students Who Transferred to a Four-Year Postsecondary Institution

Among SWP students who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year.
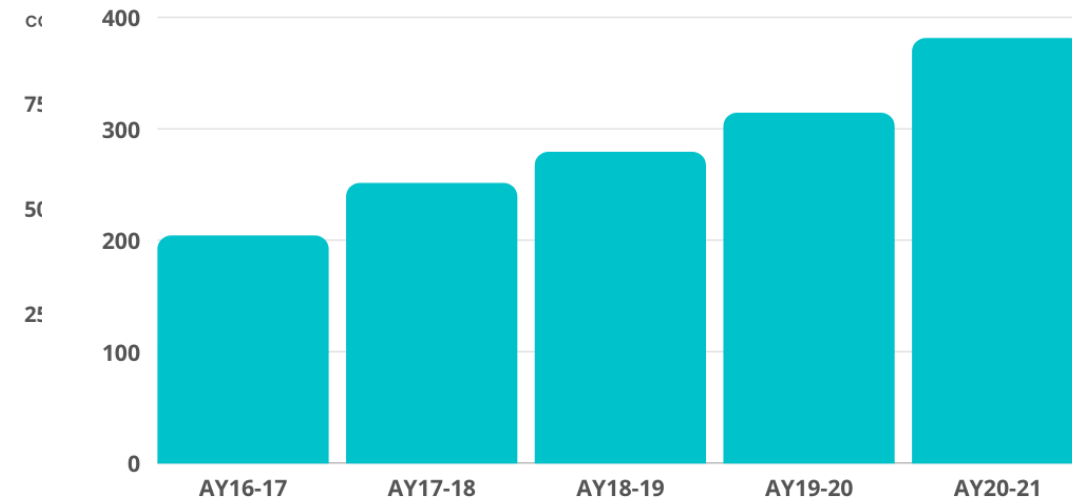
Source: Chancellor's Office Management Information System, LaunchBoard

SWP EXITING STUDENTS WHO ATTAINING THE LIVING WAGE

SWP Exiting Students Who Attained the Living Wage

Among Moreno Valley College SWP students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.
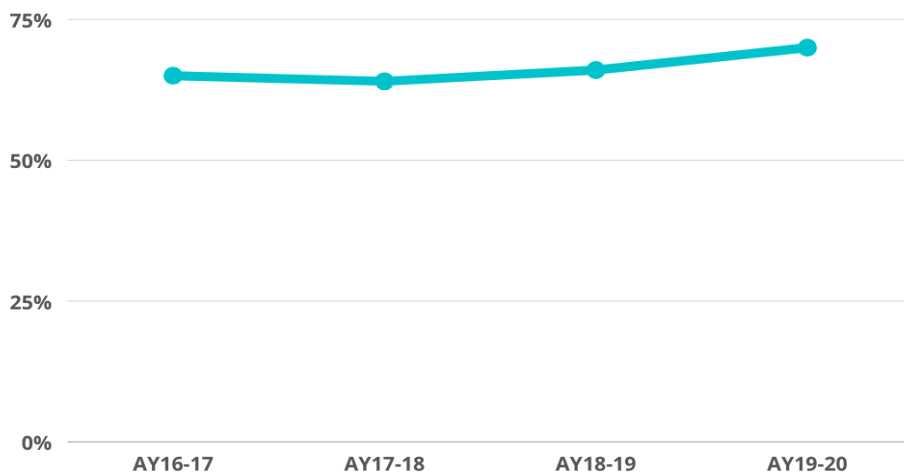
Source: Chancellor's Office Management Information System, LaunchBoard

APPENDIX 14: EMERGENCY CONDITIONS RECOVERY PLAN MID-YEAR UPDATE RIVERSIDE COMMUNITY COLLEGE DISTRICT REVISED DRAFT DECEMBER 19, 2022
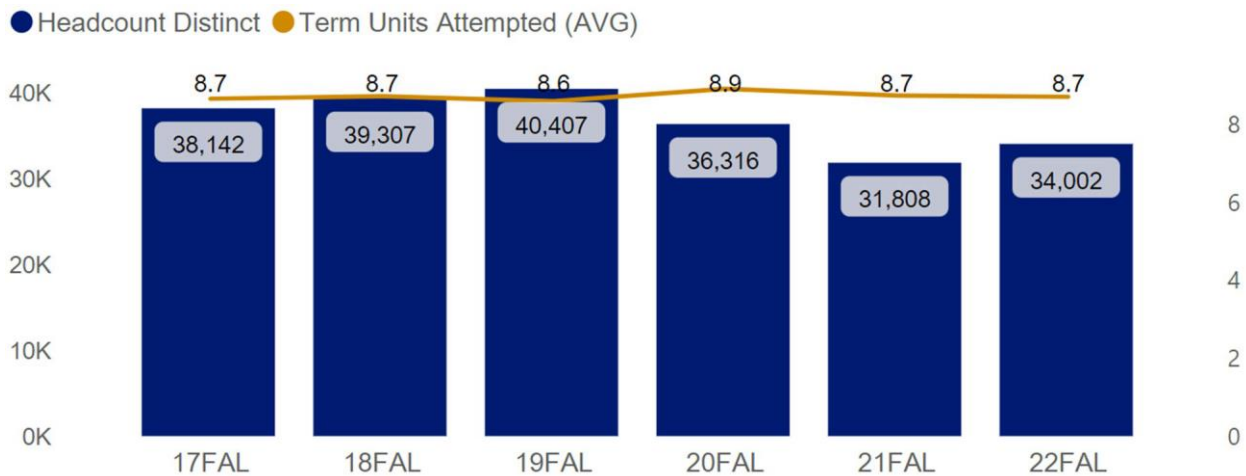
1. Describe the actions the district has taken to increase enrollment.
a. What is the district currently doing to increase enrollment, persistence, and completion?

From spring 2020 to spring 2022, RCCD experienced steep enrollment declines. FTES enrollment decreased over 20%. RCCD has consistently taken a multi-faceted approach to increasing student enrollment, persistence, and completion. During the pandemic, these efforts have intensified to increase enrollment and student success.

During summer and fall 2022 combined, when compared to the same time during summer and fall 2021, RCCD experienced an increase in FTES enrollment of 4.9%

Headcount Distinct ● **Term Units Attempted (AVG)** ●

	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
Headcount Distinct	38,142	39,307	40,407	36,316	31,808	34,002
Term Units Attempted (AVG)	8.7	8.7	8.6	8.9	8.7	8.7

FTES vs. Target	SU22 As of 7/30/2022				SU21 Last Year As of 7/30/2021			Change from Last Year	
	Target	Enrolled FTES	% of Target		Target	Enrolled FTES	% of Target	FTES	% Change
RCC Summer 2022	1,477	1,320	89%	SU21	1,411	1,426	101%	-106	-7.4%
NC Summer 2022	600	545	91%	SU21	663	505	76%	40	7.9%
MVC Summer 2022	605	514	85%	SU21 RCCD	637	549	86%	-35	-6.4%
RCCD	2,682	2,379	89%		2,711	2,480	91%	-101	-4.1%
	Fall22 As of 12/15/2022			FAL21 FAL21	Fall21 Last Year As of 12/15/2021			Fall22 vs. Fall21	
RCC Fall 2022	6,754	6,557	97%	FAL21	7,887	6,211	79%	346	5.6%
NC Fall 2022	3,025	2,524	83%	FAL21 RCCD	3,315	2,400	72%	124	5.2%

MVC Fall 2022	2,737	2,484	91%		2,953	2,200	75%		284	12.9%
RCCD	12,516	11,565	92%		14,155	10,811	76%		754	7.0%
Total Summer and Fall	15,198	13,944	92%		16,866	13,291	79%		653	4.9%

RCCD has utilized targeted follow-up and outreach to current students who did not re-enroll from semester to semester. Students are contacted via text, e-mail, and phone call. Student success teams, consisting of faculty, classified professionals, peer mentors, and administrators, support this outreach. Motimatic, a paid service to reach out to students, has contacted over 5,000 students who did not re-enroll. RCCD also focuses on outreach to high school students who are transitioning to college with counseling dedicated to dual enrollment. Outreach and follow-up with students in programs, such as DSPS, Foster Youth, Veterans, EOPS, CalWORKs, and many others, occurs regularly. Campus tours and classroom presentations are being utilized when appropriate.

RCCD ramped up its marketing efforts during the pandemic. Mailers were sent to the communities feeding into each college, including 16-page brochures and postcards to 80,000 MVC-area residents, 96,000 NC-area residents, and 133,000 RCC area residents. An Extended Learning 16-page brochure was sent to 303,000 households to increase awareness of the district's Noncredit courses and programs. The colleges' web sites were revamped for ease of use by students and to make clearer steps to enrollment. Colleges have set up tables at local venues, such as gyms, shopping malls, post offices, job fairs, and libraries, to expand marketing and outreach. Social media campaigns and pay-per-click ads on search engines and popular websites, billboards, movie theater advertisement, mall banners, and local newspaper and magazine publications have been used in marketing efforts. RCCD sent a digital flyer to parents of high school students at 33 high schools encouraging college enrollment. RCCD is using e-mail blasts to target audiences to increase applications, to convert applications to enrollments, to contact students who have paused enrollment, and to increase dual enrollment. RCCD developed and marketed a Summer Math Institute for incoming high school students and current RCCD students to improve the equitable access and success rates of those students who attempt college-level math during their first year.

Other strategies that RCCD has utilized include regular evaluation of course schedules for appropriate mix of course days and times, course lengths, and course modalities. Schedule development timelines have been modified to allow adjustments dependent on the pandemic's evolution.

Data showed that RCCD, when compared to last year, increased in-person and hybrid class offerings during fall 2022 and spring 2023. Additionally, class meeting times during the day have also been adjusted to meet student needs. RCCD is anticipating enrollment growth during spring 2023; therefore, approximately 14% more sections will be offered as compared to spring 2022.

Delivery Mode	21FAL	22FAL	Change	%Change		22SPR	23SPR	Change	%Change
Hybrid	198	399	201	102%		322	480	158	49%
F2F	1,330	1,747	417	31%		1,374	1,851	477	35%
Online	2,092	1,511	-581	-28%		1,469	1,282	-187	-13%

Total	3,620	3,657	37	1%		3,165	3,613	448	14%

Time of the Day	21FAL	22FAL	Change	%Change		22SPR	23SPR	Change	%Change
Before 8AM	37	67	30	81%		26	45	19	73%
8AM-2PM	1,001	1,204	203	20%		999	1,323	324	32%
2PM-6PM	421	498	77	18%		389	503	114	29%
After 6PM	187	296	109	58%		208	317	109	52%
Online	1,974	1,592	-382	-19%		1,543	1,425	-118	-8%
Grand Total	3,620	3,657	37	1%		3,165	3,613	448	14%

RCCD regularly examines fill rates data for short-term and full-term classes. Following is the course fill rate data for fall 2022. Data showed that late start short-term classes have strong fill rates.

Late Start (10/1 or after)	Sections	Enrolled FTES	Fill Rate
NO - 89.6% total FTES	3,231	10,533.03	75.7%
MOV	664	2,123.37	68.8%
NOR	804	2,318.60	64.8%
RIV	1,763	6,091.06	84.5%
YES - 10.4% total FTES	426	1,217.77	82.6%
MOV	141	365.70	76.0%
NOR	115	251.16	72.2%
RIV	170	600.91	92.7%
Grand Total	3,657	11,750.80	76.5%

Enrollment services sends emails and text messages to students in preparation for enrollment on a cyclical basis as it relates to their registration appointment. RCCD also sends general reminders for those potential students who have not enrolled but have applied for the specific term. RCCD calls students who have attempted to apply but did not complete their application and assists them with this process.

Guided pathways committees and student support teams have worked to ensure student supports have been available both virtually and, when possible, in-person throughout the pandemic. The colleges have incentivized full-time attendance to enhance completion. Student financial aid and basic needs supports have increased. For example, United Way representatives have facilitated housing assessments and placement support for students.

Additional details on financial aid and student basic needs efforts are provided below.

b. What will the district do differently to increase enrollment, persistence, and completion?

To increase future enrollment, persistence, and completion, RCCD evaluated its COVID-19 policies and procedures as well as vaccination mandate as these relate to student requirements for face-to-face instruction and services. At its August 2, 2022, meeting, the RCCD Board of Trustees rescinded the COVID-19 vaccine mandate. At its September 8, 2022, meeting, the RCCD Board of Trustees rescinded the mandatory masking mandate, making the use of masks strongly encouraged in District facilities.

RCCD will better utilize its enrollment management and strategic planning structures (District Strategic Planning Council, District Enrollment Management Committee, Guided Pathways Workgroup, Board of Trustees Planning, Effectiveness & Governance Committee and Teaching and Learning Committee, etc.) to share strategies among the colleges to increase enrollment, persistence, and completion. Colleges have participated in enrollment management academies, and each has a strategic enrollment management task force that is developing an enrollment management plan. During 22-23 colleges will complete development of strategic enrollment management plans. The colleges are drafting the plans during the fall semester and early winter to be shared in retreats and governance committees in spring 2023. These plans are critical in efforts to increase enrollment, persistence, and completion and will be in alignment with guided pathway, student equity, and other plans. Districtwide enrollment management planning and colleges' plans will also be aligned. The work will include more detailed analysis of trends in enrollment demand so that schedules provide a better mix of course offerings. The table in question 1.d contains fall 2022 enrollment data by course modality, time of day, and course length.

RCCD approved its Noncredit strategic plan in May 2022. Efforts to expand courses and programs for Noncredit and adult learners will be a key strategy moving forward. Prior to the start of fall 2022, RCCD used College APP data from Growing Inland Achievement (GIA) to send targeted mailers for Extended Learning ESL courses. During fall 2022, RCCD saw a significant increase in its Noncredit enrollment as shown in the chart below. RCCD plans to continue using these data analytics in its marketing and outreach efforts.
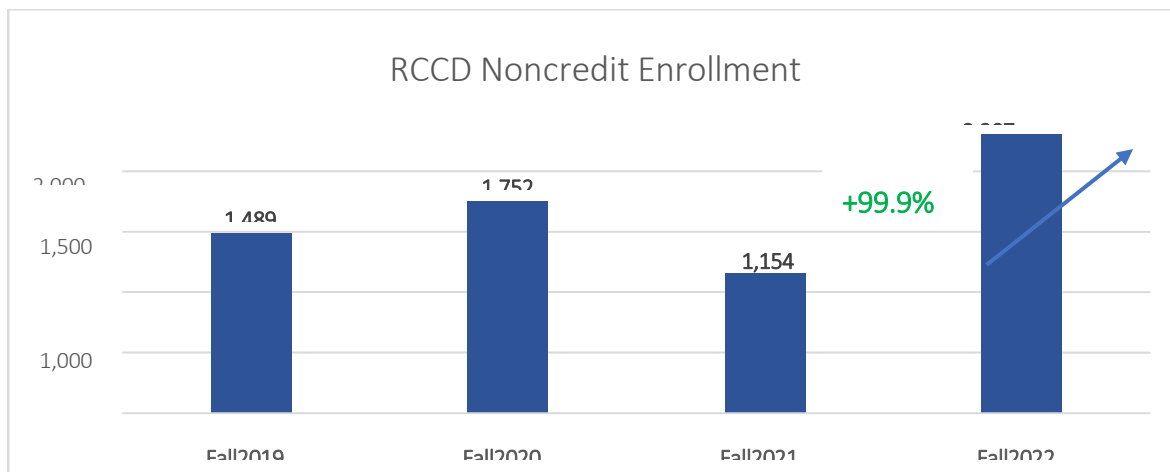
RCCD colleges have been active in the expansion of dual enrollment programs. Even with the impact of COVID, there has been a significant increase in enrollment for dual enrollment programs. The ability to return to in person services at the high schools along with greater flexibility in scheduling and teaching modalities for dual enrollment are areas are expected to increase outcomes in this area. A further goal is to increase the number of adult education (high

school diploma and GED) students participating in concurrent enrollment, following SB 554. RCCD identified this as a strategy for the Racial Equity for Adult Credentials in Higher Education (REACH) initiative and received a small grant from the CCCCO to work towards the goal of increasing the number of adult learners of color who enroll in RCCD, who complete high-value non-degree credentials and associate degrees, and who go on to earn a living wage.

During fall 2022, an RCCD Schedule Task Force convened to review scheduling timelines and business practices. The result will be implementation of a full year's class roll in place of two separate class rolls in an academic year. After assessing timeline changes, additional changes will be considered to allow students more time to plan their course taking.

To regain enrollment losses, the district plans to expand personal outreach through increased use of tools, such as Motimatic, and to expand marketing efforts, using digital billboards, video ads, Peachjar digital flyers, a pennant campaign at K-12 schools, as well as postcards and e-mail blasts for conversion, reactivation, student retention, financial aid, and general enrollment. RCCD again will use print brochures, adding a CTE brochure in the Spring, that will be sent to a wider population of potential students using data from Growing Inland Achievement (GIA). Keystone Listings will be utilized to expand international student recruitment.

During fall 2022, RCCD performed a study on students no longer attending RCCD using local data from the "Leavers" dashboard. The research identified factors that increase the odds of leaving the institution, including demographic, special populations, financial, and academic. The results can inform enrollment, persistence, and completion strategies. The data on students who indicated they would consider taking classes again is informing colleges' outreach strategies.

RCCD colleges are implementing Guided Pathways, an equity-focused framework that forges clear paths for students and remove systemic obstacles to their success. Over the past few years, RCCD has been awarding a record number of degrees and certificates even during the pandemic. RCCD is also tracking new student cohorts from year to year to examine their educational pathways. Data showed that more RCCD students are completing transfer level English and math during their first year. Three-year graduation and transfer rates have also been improving.

See tables/charts below.

RCCD Total Degree/Certificate Awards (includes local certificates)
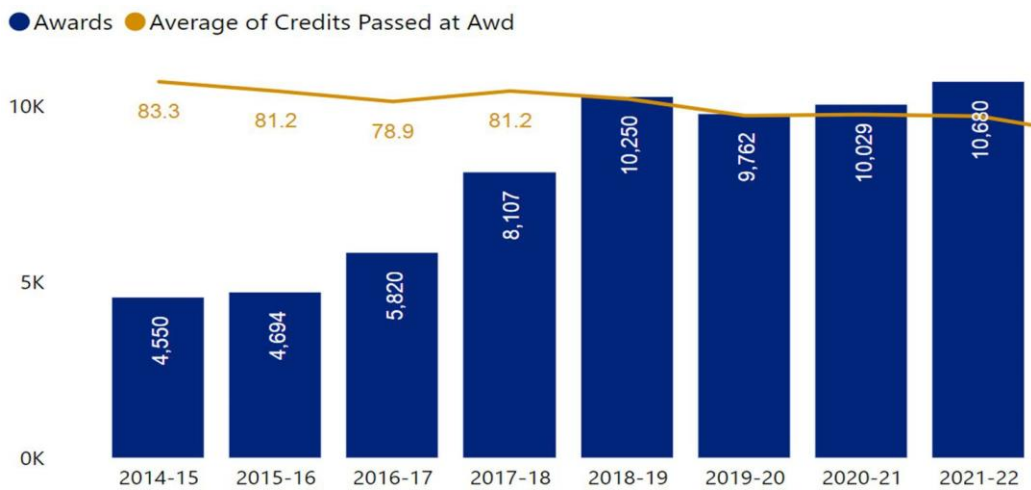
RCCD Total Degree Awards (AA/AS/ ADTs)
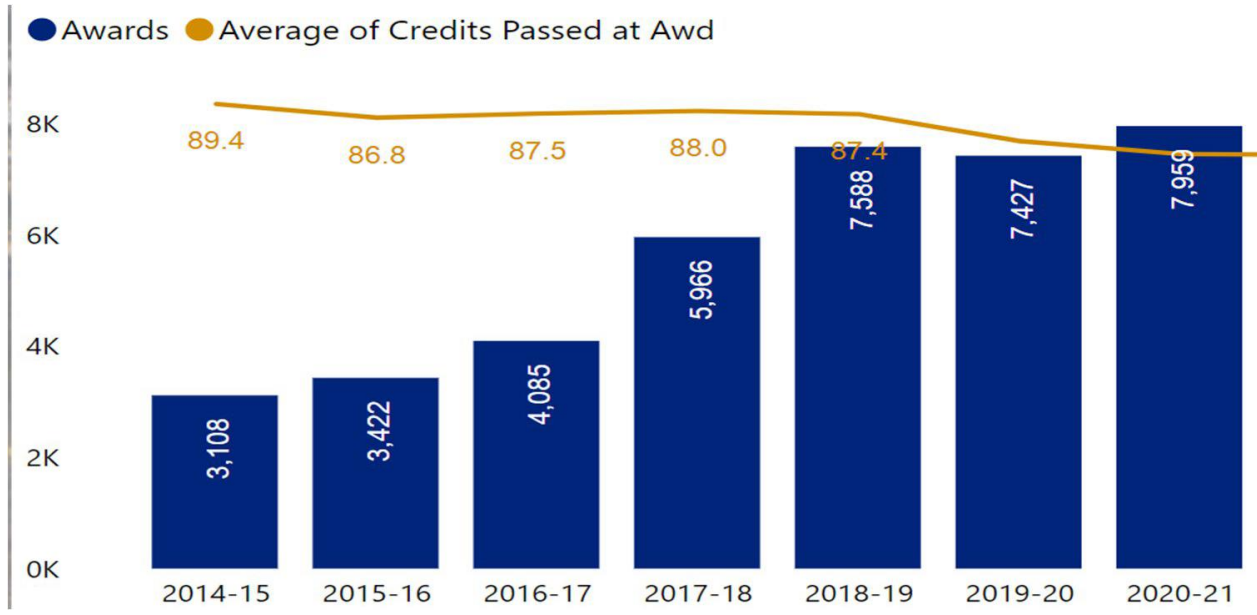
Guided Pathways Momentum Point: Passing College-Level English In 1st Year

	2016-17 Cohort		2017-18 Cohort		2018-19 Cohort		2019-20 Cohort		2020-21 Cohort	
	Success	Rate	Success	Rate	Success	Rate	Success	Rate	Success	Rate
Asian	117	23.2%	146	27.0%	191	46.2%	232	47.6%	132	42.4%
Black / Afr.-Am.	104	16.2%	150	20.1%	190	29.1%	205	34.2%	97	26.5%
Hispanic / Latinx	926	19.1%	1498	27.8%	1991	37.4%	2166	39.9%	1179	31.7%
White	368	24.3%	419	26.9%	543	41.2%	522	40.4%	298	38.7%
Others	22	11.3%	21	15.0%	47	30.7%	62	21.9%	114	33.4%
Total	1537	19.9%	2234	26.7%	2962	37.7%	3187	39.4%	1820	33.0%

Guided Pathways Momentum Point: Passing College-Level Math In 1st Year

	2016-17 Cohort		2017-18 Cohort		2018-19 Cohort		2019-20 Cohort		2020-21 Cohort	
	Success	Rate	Success	Rate	Success	Rate	Success	Rate	Success	Rate
Asian	108	21.4%	152	28.1%	141	34.1%	210	43.1%	106	34.1%
Black / Afr.-Am.	34	5.3%	54	7.2%	53	8.1%	75	12.5%	40	10.9%
Hispanic / Latinx	301	6.2%	711	13.2%	740	13.9%	969	17.9%	625	16.8%
White	157	10.4%	256	16.5%	278	21.1%	280	21.7%	185	24.0%
Others	10	5.2%	5	3.6%	19	12.4%	33	11.7%	66	19.4%
Total	610	7.9%	1178	14.1%	1231	15.7%	1567	19.4%	1022	18.5%

Outcome: Earning Transfer & Degree/Certificate (within 3 Years)

	2015-16 Cohort (Through Spr' 19)		2016-17 Cohort (Through Spr' 19)		2017-18 Cohort (Through Spr '20)		2018-19 Cohort (Through Spr '21)	
	Success	Rate	Success	Rate	Success	Rate	Success	Rate
Asian	39	7.5%	44	8.7%	62	11.5%	64	15.5%
Black / Afr.-Am.	28	3.8%	25	3.9%	61	8.2%	35	5.4%
Hispanic / Latinx	278	5.6%	234	4.8%	472	8.8%	434	8.1%
White	112	7.7%	136	9.0%	192	12.3%	137	10.4%
Others	8	4.0%	12	6.2%	5	3.6%	4	2.6%
Total	465	5.9%	451	5.9%	792	9.5%	674	8.6%

c. How is the district using existing resources to support student basic needs and direct resources to students?

RCCD conducted many comprehensive student surveys to identify students in need during COVID. Each college has one-time basic needs funding available, emergency grants through Associated Students organizations, and are currently hiring basic needs supervisors. Eligible housing insecure students districtwide may obtain placement at local hotels or rapid rehousing through Riverside City College. Food pantries serve students at the three colleges and partner with food services and other agencies.

Computer loan programs (laptops, hotspots, expanded Wi-Fi) are also available to students. HEERF funds allocated providing direct student aid totaled $9,967,150 for Moreno Valley College, $9,947,100 for Norco College, and $32,699,675 for Riverside City College. Additionally low-income (measured by receiving Pell and BOG/CCPG) and full-time students were incentivized when distributing HEERF funds to students. Addressing the mental health needs of students was also identified as a basic need and prioritized across the district.

d. Provide details on class scheduling for Fall 2022 and Spring 2023 (as available), including the proportion of courses offered by time of day, the proportion of courses offered by course length, and the proportion of courses offered by modality.

For Fall 2022, RCCD is offering a total of 3,736 sections of courses, of which 1.9% are less than 8 weeks, 10.5% are 8-10 weeks, and 87.6% are full-term courses. In terms of delivery mode, RCCD is offering 12% hybrid, 52.1% in- person, and 35.8% online courses. The proportions of courses offered during day, evening, and weekend are 82.3%, 17.3%, and 0.5% respectively.

Fall 2022 Course Offering	Total Sections	ss than 8 weeks	8-10 week	ull term/more than 10 week
Length - #Weeks	3,736	1.9%	10.5%	87.6%
		Hybrid	In Person	Online
Delivery Mode	3,736	12.0%	52.1%	35.8%
		Day	Evening	Weekend
Day/Evening*	2,332*	82.3%	17.3%	0.5%

* *Excluding asynchronous online courses (n=1,404) with no day/evening/weekend indicator.*

For Spring 2023, RCCD is offering a total of 3,613 sections of courses, of which 2.6% are less than 8 weeks, 10.1% are 8-10 weeks, and 87.4% are full-term

courses. In terms of delivery mode, RCCD is offering 13.3% hybrid, 51.3% in-person, and 35.4% online courses. The proportions of courses offered during day, evening, and weekend are 83.9%, 15.5%, and 0.6% respectively.

Spring 23 Course Offering	Total Sections	Less than 8 weeks	8-10 week	Full term/more than 10 weeks
Length - #Weeks	3,613	2.6%	10.1%	87.4%
		Hybrid	In Person	Online
Delivery Mode	3,613	13.3%	51.3%	35.4%
		Day	Evening	Weekend
Day/Evening*	2,286	83.9%	15.5%	0.6%

* Excluding asynchronous online courses (n=1,327) with no day/evening/weekend indicator.

2. Describe the district's operational plans to absorb enrollment losses after 2022-23.

The district will be working during fall 2022 to adjust its enrollment targets for the next three to five years with consideration of various enrollment growth scenarios to reach its 2022-2023 target of 29,117 credit FTES.

During fall 2022, Institutional Effectiveness and Business Services have worked together to develop scenarios for worst, middle, and best-case enrollment projections, success and supplemental metrics, and budgetary effects. The District Enrollment Management Committee will consider these scenarios during the process of setting future enrollment targets.

a. Describe efforts to increase uptake of federal financial aid and fee waivers and key contact at the district leading this work.

In order to increase uptake of federal financial aid and fee waivers, RCCD is implementing strategies to reduce student barriers to obtaining financial aid. Students are offered flexible service modalities of virtual one-on-one appointments and drop-in hours and in-person, phone, and e-mail service. RCCD is utilizing targeted communication with multiple modes of delivery to students addressing specific documents and actions needed to obtain aid. In addition, students receive communication about financial aid opportunities available.

The colleges' financial aid offices collaborate with campus partners to enhance students' access to aid. For example, the financial aid offices provide student level data to special programs for targeted outreach based on program specifics and work with programs to assist with obtaining required documents from students. Financial Aid regularly collaborates with Enrollment Services to ensure the numbers of students obtaining aid is maximized.

Through the use of technology, the following are available:

- 24/7/365 online access for students to complete/upload FA tasks for verification via Campus Logic FA Portal;

- 24/7/365 online access to Chatbot and FA video library for questions and referral to online resources;

- Virtual Live Chat with staff;

- Virtual access to student files for staff; and

- Running specialized queries to complete student files.

The financial aid offices are increasing outreach, via on-campus presentations, workshops, information tables, virtual presentations and workshops, and off- campus presentations and workshops at high schools and community centers.

The key contacts leading this work are the financial aid directors at each college:

- Sandra Martinez, Moreno Valley College

- Maria Gonzalez, Norco College
- Elizabeth Hilton, Riverside City College

b. Conduct an analysis of students the district lost between Spring 2020 and Fall 2021, disaggregated by age, race & ethnicity, and other impacted groups.

From Spring 2020 to Fall 2021, RCCD experienced steep enrollment declines. During this time, RCCD lost 42,925 students (unduplicated headcount) resulting in a 21% FTES reduction. Student demographics were analyzed and disaggregated by ethnicity, gender, age, part-time/full-time, and special populations (BOG/CCPA, Pell, first-generation, DSPS, EOPS, foster youth, veterans, and new students). Among the students who left RCCD (leavers), the proportion of African American students was higher than the general student population for 2020-21 and 2021-22. RCCD lost slightly more male students and older students. Nearly 97% of the leavers were part-time students. Additionally, RCCD lost a significantly higher proportion of low- income students as measured by receiving BOG/CCPG or Pell.

To identify disproportionately impacted groups, the proportionality index (P.I.) method is used to compare the demographics of leavers vs. general student population during the most recent two academic years (2020-21 & 2021-22). In the context of this analysis, the P.I. methodology assumes that the percentage a group makes up of the student population will be the same as the percentage the group makes up of the leavers group. It is expected that the P.I. value should be 1.0, and a

P.I. value of less than 0.9 represents a disproportionately impacted (DI) group – flagged in red.

Data showed the groups that were impacted disproportionately during the enrollment declines were: African Americans, American Indians, ethnicity unknown, older students (age 50+), low-income students (BOG/CCGP and Pell), foster youth, and new students. To mitigate the disproportionate impact of enrollment declines to different groups, RCCD will develop targeted marketing and student support strategies to bring students back.

	Leavers (Spring 2020 to Fall 2021)		Student Population (2020-21 & 2021-22)		Equity Gap
Race/Ethnicity	Headcount	%	Headcount	%	P.I.
African American	3,920	9.1%	8,290	7.9%	0.87
American Indian	136	0.3%	250	0.2%	0.75
Asian	2,708	6.3%	8,296	7.9%	1.25
Hispanic	27,004	62.9%	65,673	62.7%	1.00
Pacific Islander	165	0.4%	413	0.4%	1.03
Two or More	1,520	3.5%	3,511	3.3%	0.95
Unreported	448	1.0%	970	0.9%	0.89
White	7,024	16.4%	17,412	16.6%	1.02
Total	42,925	100.0%	104,815	100.0%	
	Leavers (Spring 2020 to Fall 2021)		Student Population (2020-21 & 2021-22)		Equity Gap
Gender	Headcount	%	Headcount	%	P.I.

	Headcount	%	Headcount	%	P.I.
Female	24,679	57.5%	63,109	60.2%	1.05
Male	17,785	41.4%	40,682	38.8%	0.94
Non-Binary	104	0.2%	230	0.2%	0.91
Unreported	357	0.8%	794	0.8%	0.91
Total	**42,925**	**100.0%**	**104,815**	**100.0%**	

	(Spring 2020 to Fall 2021)		Student Population (2020-21 & 2021-22)		Equity Gap
Age Group	**Headcount**	**%**	**Headcount**	**%**	**P.I.**
<=19	13,393	31.2%	34,332	32.8%	1.05
20-24	14,527	33.8%	35,929	34.3%	1.01
25-29	6,080	14.2%	14,084	13.4%	0.95
30-34	3,325	7.7%	8,172	7.8%	1.01
35-39	2,074	4.8%	4,647	4.4%	0.92
40-49	2,101	4.9%	4,769	4.5%	0.93
50+	1,425	3.3%	2,882	2.7%	0.83
Total	**42,925**	**100.0%**	**104,815**	**100.0%**	1.00

	Leavers (Spring 2020 to Fall 2021)		Student Population (2020-21 & 2021-22)		Equity Gap
Full-Time	**Headcount**	**%**	**Headcount**	**%**	**P.I.**
Full-Time	1,391	3.2%	10,373	9.9%	3.05
Part-Time	41,534	96.8%	94,442	90.1%	0.93
Total	**42,925**	**100.0%**	**104,815**	**100.0%**	

	Leavers (Spring 2020 to Fall 2021)		Student Population (2020-21 & 2021-22)		Equity Gap
Special Populations	**Headcount**	**%**	**Headcount**	**%**	**P.I.**
BOG/CCPG	21,206	49.4%	33,335	31.8%	0.64
Pell	11,250	26.2%	13,928	13.3%	0.51
1st Generation	15,207	35.4%	36,254	34.6%	0.98
DSPS	1,259	2.9%	4,163	4.0%	1.35
EOPS	1,134	2.6%	3,878	3.7%	1.40
Foster Youth	1,148	2.7%	2,298	2.2%	0.82
Veterans	2,307	5.4%	5,515	5.3%	0.98
New Students	6,393	14.9%	12,243	11.7%	0.78

c. Tell us about the plan to engage your Board in this data and mitigating action, including long-term planning to advance the district's Vision for Success goals.

RCCD has a robust strategic planning structure with clear alignments among the district entities' plans and among the various plans, such as guided pathways, student equity, and enrollment management. RCCD's Strategic Plan 2019-2024 sets forth goals and objectives that align with the CCCCO's Vision for Success. RCCD provides regular Board of Trustees updates on districtwide strategic planning goals, objectives, and associated targets. Each member of the Board of Trustees also chairs one of the five committees: Planning, Effectiveness & Governance Committee, Teaching and Learning Committee, Resource Committee, Advancement & Partnerships Committee, and Equity Committee. Additionally, to engage the Board in the emergency conditions data and mitigating actions, the following Board presentations and discussions are planned:

August 2022

- Financial Aid

- Student Mental Health

- Emergency Conditions Recovery Plan

September 2022

- Public-facing Dashboards

October 2022

- Adult Education/Noncredit Update

November 2022

- Leavers Survey/research

- Student Equity Plans

January 2023

- Emergency Conditions Recovery Plan Update/Enrollment Update

- District Strategic Plan 2019-2024 Update, including Graduation/Transfer/Completion Outcomes

- Academic Senate presentation

February 2023

- Technology Update

Each of these Board committee discussions provides an opportunity to engage data on enrollment, persistence, and completion along with supports and actions that are being taken to address students' needs, equitable outcomes, and improved success.