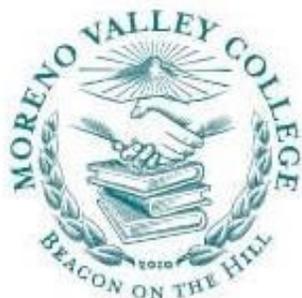


Moreno Valley College

2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program



**MORENO
VALLEY
COLLEGE**

Executive Summary

EXECUTIVE SUMMARY

Moreno Valley College has updated its Student Equity Plan and has integrated it with the college's Student Success and Support Program and Basic Skills Initiative. As affirmed in the initial student equity plan, Moreno Valley College frames its student equity challenges as an institutional problem. As we continue to move forward in implementing integrated strategies that will "move the needle," we also make the necessary time to understand our institution, from multiple perspectives, and target interventions to fix the "leaks" in MVC's systemic processes, practices, and policies. We firmly believe that the causes of students' success and failures are complex. Educational outcomes emerge from multiple processes that interact in and out of classrooms, on and off campus, and in the diverse personal lives of our students. Because these multiple processes exist, we continue focus on improving processes within our scope of responsibility. However, to make these improvements, we need to understand fully the perspectives of the end users—the students, faculty, and "front-line" staff members.

Focusing our interventions on the root causes of students' success and failures, we rely on two important resources: quantitative data and qualitative data. As we move forward in our integrated planning and implementing our integrated student equity plan activities, we recognize we need to dig deeper into our research by disaggregating further the data to understand fully where our gaps lie so we can target specific interventions to address them. In gathering qualitative data, we seek to understand the end users' points of view by conducting interviews and holding focus group discussions. This process is on-going and will be a part of our college's integrated planning process in the future. We expect this on-going process to inform further our integrated student equity plan, along with its integrated activities, strategies, interventions, and, ultimately, outcomes.

The philosophy of the Student Equity Plan at Moreno Valley College is that the institutional conditions that allow all students to reach their full potential must be created and sustained for the institution to achieve its equity goals. We recognize that without these conditions, few of the critical equity strategies identified in this plan will have a significant and long term impact on closing the equity gaps within our college. As a result, we plan to continue engaging the institution in assessment and conversations, about improving equitable practices within an institutional culture that values the importance of student equity and understands why this work matters.

The college's integrated 2017-2019 Student Equity Plan emanated from the institution's interest in assessing its previous student equity plan and implemented activities that intended to improve successful outcomes for all students. Inquire activities began by the Student Equity Workgroup in March 2017 guided by the knowledge of the California Community College Chancellor's Office (CCCCO) intent to integrate and align student success efforts among Student Equity, the Student Success and Support Program, and the Basic Skills Initiative. The workgroup identified, collected, reviewed and refined the results of the data reported on proportionality indices and success rates for various demographic subgroups of the college's student population. For this current integrated student equity plan both the evaluation component of the plan and the budget to support the plan provide detailed information regarding the activities to be

conducted over the next two years.

The Student Equity workgroup has worked diligently to collaborate with various constituent groups within the college community to ensure that the Student Equity planning process is inclusive, diverse and aligned with the college's Integrated Strategic Plan, as well as the Student Success and Support Plan, Basic Skills Initiative Plan, the Accreditation Self-Study, and department/area program reviews. To accomplish this the Student Equity Workgroup participates within the Student Success and Equity Steering Committee, comprised of key administrators, faculty, staff, and students, the purpose of the committee is to assist the Student Equity workgroup in negotiating the uneven paths to implementing the activities designed to reach the goals of the Student Equity Plan.

Campus Based Data

Moreno Valley College assessed the five student success indicators: Access, Course Completion, ESL/Basic Skills Completion, Degree and Certificate Completion, and Transfer with the following student ethnic and racial categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, Some other race, and more than one race. In addition, students with the following characteristics were also assessed: males, females, students with disabilities, low-income students, veterans, and current or former foster youth.

Target Subgroups

Based upon the campus-based research, the following five subgroups are the college's primary target populations:

- African American/Black students
- Students with disabilities
- Hispanic/Latino students
- Current or former foster youth
- Veterans

The five subgroups mentioned above are disproportionately impacted in most areas of student success at MVC; low income students and males are disproportionately impacted within some indicators as well. Targeted support within this plan is prioritized by focusing on the students who are underperforming in most areas and are historically underrepresented. Although the college has not yet conducted campus-based research for the following subgroups, homeless students and lesbian, gay, bisexual, and transgender (LGBTQ) students, the college will assess these groups in the coming year to determine if they are disproportionately impacted as well.

1 According to the US Census definitions, some other race includes all other responses not included in the "White," "Black or African American," "American Indian or Alaska Native," "Asian," and "Native Hawaiian or Other Pacific Islander" race categories. Multiracial, mixed, interracial, or other responses reported to the race question are included in this category. See http://quickfacts.census.gov/qfd/meta/long_RHI505210.htm for more detail on the 2010 US Census definition

Goal

The primary goal of this integrated student equity plan is to build on the progress made through the previous plans implementation of new or expanded educational opportunities to the targeted subgroups of MVC's students who have been identified as being disproportionately impacted by their educational experiences at MVC. The intent of the new or expanded educational opportunities will be to eliminate the disproportionate impact experienced by the identified subgroups of students. A corollary to this goal is to maintain an annual review process, through the ongoing collaboration between the Student Success and Equity Committee and the Student Equity Workgroup to ensure that qualitative and quantitative efforts are made, involving the college community. Specific goals for each metric regarding student populations demonstrating disproportionate impact are as follows:

A. Access

White, male, veterans, and students with disabilities are the student populations in this metric that demonstrate disproportionate impact. The college seeks to implement a number of activities to increase diversity to reflect better the district's service area population. In addition, through examining our Career Technical Programs on campus, White, male, students with disabilities, and veterans are the student populations that demonstrate disproportionate impact. Moreno Valley College also has an off-site educational center, the MVC Ben Clark Training Center (BCTC), which offers Public Safety Education and Training (PSET) programs. Asian, African American/Black, female, students with disabilities, Latino, and low-income individuals comprise the student population that has experienced a disproportionate impact in access to the career technical education program PSET. The overall integrated goal is to implement a number of activities to increase diversity to reflect better the district's service area population at MVC's Ben Clark Training Center.

Access activities include:

- A1. Increase the number of veterans enrolled by enhancing outreach efforts and enrollment services.

- A2. Increase the number of students with disabilities enrolled by enhancing outreach efforts and enrollment services.

- A3. Increase enrollment of women, African-Americans, Asians, and low income students in Public Safety Education and Training (PSET) programs by targeted outreach activities and enhanced marketing efforts.

- A4. Increase enrollment in CTE programs for disproportionately impacted sub-populations in each respective program through targeted outreach activities and enhanced marketing efforts.

B. Course Completion

African American/Black, race unknown, current or former foster youth, Pacific Islander, homeless, LGBT, and students with disabilities are the student populations in this metric that demonstrate disproportionate impact. Moreno Valley College also examined transfer course completion: African American/Black and former foster youth are the subgroups that are disproportionately impacted in this additional metric. The college seeks to create or expand a number of curricula changes, guided pathways, and to expand out-of-class engagement opportunities to increase course completion among these targeted groups at the college. Moreno Valley College also examined the persistence cohort (the number of students who enrolled in the first three consecutive primary semester terms) and 30+ units completed (the number of students who earned at least 30 units within six years of entry); African American/Black, foster youth, and unknown gender are the subgroups that are most disproportionately impacted in both of these metrics. The overall integrated goal is to increase students that successfully complete degree-applicable or transfer courses in math and English within the first 3 semesters of enrollment.

Course Completion activities include:

- B1. Increase the rate of successful course completion for African American students by increasing the number of student cohorts who are served by the UMOJA Program
- B2. Increase the rate of successful course completion for foster youth and homeless students by increasing the number of student cohorts who are served by the Guardian Scholars program.
- B3. Increase the rate of successful course completion for students with disabilities by increasing the number of student cohorts who are served by the Disability Support Services office.
- B4. Increase successful course completion in math and English by increasing sections for accelerated courses in math, and English and sections for co-requisite English courses and alignment with supplemental instruction or other academic support activities.
- B5. Increase supplemental instruction and embedded tutoring in math, English, reading, and ESL courses for students placing in basic skills and, via MMAP, into college-level courses
- B6. Develop instructional supports and professional development opportunities such as Communities of Practice for accelerated or co-requisite courses in math, English, reading, and ESL, for teachers of basic skills and college-level courses using MMAP
- B7. Explore adding math courses to the curriculum of study along with guidance and English courses in special population programs such as Umoja, Puente, and others.

C. ESL and Basic Skills Completion

The disproportionately impacted groups in basic skills course completion are African American/Black students, race unknown, current or former foster youth, homeless students, students with disabilities, Pacific Islanders, female students, and male students. For remedial English and remedial math cohorts, defined by the number of students who successfully completed a transfer-level English or math class within six years of entry, African American/Black students, current or former foster youth, and students with disabilities are the only impacted subgroup for both English and math. For cohort groups in ESL, where students begin an ESL sequence below transfer level, and then successfully complete a transfer level English or ESL class, Hispanic/Latino students complete at a rate that is disproportionately less than other students. The college seeks to create a program that increases the percentage of enrolled students who complete basic skills and ESL classes and who subsequently complete a college-level math and/or English course. The overall integrated goal is to decrease time in remediation.

ESL and Basic Skills Completion activities include:

- C1. Enhance the First Year Experience program with specific academic pathways that target identified disproportionately impacted students in basic skills Math, English, reading, and ESL.
- C2. Conduct training and professional development opportunities for faculty and staff involved in the delivery of basic skills instruction to support the success of target student populations with specialized needs; include incentives for adjunct faculty to attend.
- C3. Continue to develop and refine use of Multiple Measures and Alternative Placement strategies for placement in math, English, reading and ESL.
- C4. Expand the development of new and existing accelerated courses in math, English, reading, and ESL, such as Math 37/Statway, including contextualized courses and the possible evaluation or development of a co-requisite math course.
- C5. Expand the Supplemental Instructor (SI) program to provide support to basic skills, ESL, and other gateway courses and purposefully align SI with these course schedules.
- C6. Enhance Early Alert Program and academic progress monitoring, particularly for students enrolled in basic skills and/or ESL courses to ensure adequate referrals and effective interventions in a timely manner to support student success.
- C7. Develop, implement, and support an English college-level co-requisite course for English 1A (English 91), including a faculty community of practice to train new instructors.

D. Degree and Certificate Completion

Hispanic/Latino and students with disabilities are the special populations in this metric that demonstrate disproportionate impact. The integrated goal is to increase the completion rates for degree or certificate completion of these groups.

Degree and Certificate Completion activities include:

- D1. Enhance existing categorical or special population programs, such as EOP&S/CARE, CalWorks, DSS, Puente, Guardian Scholars, UMOJA, FYE, and SSS/TRiO (ACES) by developing academic learning communities to foster student engagement and success and to increase the number of students who obtain a degree and/or certificate.
- D2. Develop the implementation of guided pathways for categorical or special population programs to provide students clear and coherent educational maps that include specific course sequences, progress milestones, and outcomes.
- D3. Integrate Comprehensive Student Educational Plan (CSEP) process into College Promise, Summer Bridge, FYE, Umoja, Guardian Scholars, and special population program plans.
- D4. Identify key points in students' educational pathways in which there is a need for student services interventions in order to reach disproportionately impacted target population students at critical points throughout their studies at MVC to help facilitate degree and certificate completion activities.

E. Transfer

African American/Black, current or former foster youth, Pacific Islanders, and veteran students are the student populations in this metric that demonstrate disproportionate impact. The college seeks to create a college culture of transfer and to increase the number of students who earned an A.A./A.S. degree, a Chancellor's Office approved certificate, transferred to a 4-year institution, or achieved "Transfer prepared" status within six years of entry. The overall integrated goal is to implement a process to extend access to all students a Comprehensive Student Educational Plan (CSEP) after completing 15 units of degree applicable coursework or prior to the third semester of enrollment, whichever comes first.

Transfer activities include:

- E1. Integrate Comprehensive Student Educational Plan processes into College Promise, Summer Bridge, FYE, Umoja, Guardian Scholars, and special population program plans.
- E2. Contribute toward the expansion and improvement of the Career Transfer Center toward developing a robust service for students.
- E3. Conduct focused workshops by the Career & Transfer Center for targeted student groups, such as Guardian Scholars (Foster Youth), Veterans, EOPS/Care, CalWorks, ACES (SSS/TRiO), Disability Support Services, Puente, Umoja; and conduct informational workshops for students' families to educate them about transfer processes and opportunities.
- E4. Identify key points in students' educational pathways in which there is a need for student services interventions in order to reach disproportionately impacted target

population students at critical points throughout their studies at MVC to help facilitate transfer related activities.

- E5. Assess and develop improved processes for communicating with students what factors create success in college life.
- E6. Provide Transition to Success One-Stop programs that are aligned with Summer Bridge as part of the First Year Experience and College Promise program.
- E7. Develop the implementation of guided pathways to provide students clear and coherent educational maps that include specific course sequences, progress milestones, and outcomes.

Activities

A number of activities and related programs are presented in the plan. Specific activities target the seven subgroups— African American/Black students, students with disabilities, Hispanic/Latino students, current or former foster youth, homeless students, LGBT students, and veterans, including other groups of students at the college. The intent is to provide an opportunity for all students to benefit from the services and programs targeted for the subgroups, as the activities scale up to serve MVC's general student population.

The activities of programs designed for subgroups, such as Guardian Scholars (Foster Youth), Veterans, EOPS/Care, CalWorks, First Year Experience, ACES (SSS/TRiO), Disability Support Services, Puente, Umoja, will provide opportunities for students to have access to the college; some of these activities will address recruitment and outreach for these disproportionately impacted groups. Besides Access, activities have also been created or expanded to address subgroups who have not persisted in completing courses. Redesigning or compressing courses has been an important concern for faculty over the past several years, as they have either piloted, implemented, or planned to implement accelerated programs in English and math to facilitate students' completing their basic skills requirements or completing degree and certificate programs. Moreover, the development and implementation of guided pathways which will provide students with clear and coherent educational maps that include specific course sequences, progress milestones, and outcomes will aid students with completing degree and certificate programs and transfer.

Other activities include the expansion and enhancement the First Year Experience program with support staff to target identified disproportionately impacted students. Still other planned activities will involve expanding the career and transfer center and providing students with information and services to enhance transfer. Finally, implementing the array of activities to address the goals designated for the seven indicators will require that the college will continue to monitor all of the activities and continually to collect data from reviewing the progress of specific programs and services to developing policies and procedures that become a critical part of the college's strategic plan.

The 2017-2019 integrated Student Equity Plan will demonstrate its strategic involvement in

implementing the identified activities and expected outcomes for the primary seven subgroups— African American/Black students, students with disabilities, Hispanic/Latino students, current or former foster youth, homeless students, LGBT students, and veterans; along with a coordinated integration and alignment of student success efforts with the Student Success and Support Program and the Basic Skills Initiative.

Resources

Creating the integrated Student Equity Plan occurred as a result of contributions made by MVC's educational community. Besides the Student Equity budgeted allocation for 2017-18 of \$918,954 from the Chancellor's Office to the college, the SSSP and BSI budgets allocated from the Chancellor's Office have been integrated whereby funding to support certain aligned activities are supported between the three programs. Furthermore, programs and services in both the division of Instruction and Student Services have contributed and will contribute extensive resources to planning and implementing Student Equity Plan activities.

During the Summer 2017 session, faculty and staff worked together in workgroups to research and assess previous student equity plan activities and outcomes to help prepare for the development and completion of the SSSP, SEP and BSI integrated plan. A number of recommendations emanated from workgroups and committees, recommendations that have been included as new or revised goals, activities and as expected outcomes in this updated report. The Academic Senate, the college's Strategic Planning Committee, and Administrative Services have supported the Student Equity Plan and contributed or reallocated personnel or financial resources to help achieve the goals and activities of the Student Equity Plan to reach the expected outcomes of the activities presented in the Student Equity Plan. As discussed in the "Budget " section of the plan, equity resources received as part of this plan will be prioritized and distributed purposefully to increase equity outcomes for disproportionately impacted student populations at Moreno Valley College. Funds will be expended in accordance with the SSSP/SEP/BSI Expenditure Guidelines.

Contact Persons

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Table 1: Disproportionately impacted subpopulations within Student Success Indicators

Student Characteristics	Access All MVC	Access CTE	Access All PSET	Overall Course Completion	Transfer Course Completion	ESL/Basic Skills Course Completion	Remedial English Cohort	Remedial Math Cohort	ESL Cohort	SPAR Cohort	Persistence Cohort	30+ Units Completed Cohort	Transfer Cohort
Asian		X	X										
African American/Black			X	X	X	X	X	X	X		X	X	
Hispanic/Latino									X	X			X
Two or More Races				X				X		X	X		
White	X	X							X		X		
Female			X						X				
Male	X	X					X						
Current or former foster youth				X	X	X	X	X				X	X
Students with disabilities	X	X	X	X		X	X	X		X			X
Low-income students			X										X
Veterans	X	X			X								X

PLANNING COMMITTEE AND COLLABORATION

MVC's Student Equity Workgroup has worked diligently to collaborate with the college community to ensure that the integrated Student Equity planning process is inclusive, diverse and aligned with the college's Integrated Strategic Plan, as well as the Student Success and Support Plan, Basic Skills Initiative Plan, the Accreditation Self-Study, and department/area program reviews. A college-wide strategic planning retreat was held in January 2017 to review all of the college's planning processes and activities and to obtain suggestions and recommendations regarding the alignment of future planning efforts.

Based upon the CCCO's February 2017 BSI/SE/SSSP Integration Memo MVC's Student Equity Workgroup began the Student Equity Plan update and integration process. The committee invited faculty, staff, students, and administrators participating on the Student Success and Support Program (SSSP) committee, the Basic Skills Initiative Committee, and representatives from programs of the target populations, to serve on a Student Success and Equity Committee plan workgroup to participate in an integrated planning process during the late spring, summer, and fall of 2017. The committee indicated that the charge of the workgroup was to assist in assessing and revising the student equity plan, the student success and support plan, and the basic skills initiative plan, and to integrate those plans by identifying or expanding on specific activities and expected outcomes of goals to reduce the achievement gap of MVC's "targeted populations," as identified by college based data analysis. The workgroup also sent a campus-wide invitation to members of the campus community to participate in a late spring integrated planning retreat. Over 35 academic faculty and staff, student services representatives, administrators, and students were actively involved and met several times during July and August to examine data, to identify goals, and to develop activities to close equity gaps, where they existed. The Student Equity Workgroup hosted an equity planning retreat during the spring semester in April 2017, in which MVC faculty were invited to attend to review data and to evaluate the draft goals and activities; over 40 faculty participated in the planning summit. The integrated planning efforts of the workgroup and the faculty who participated in the retreat led to the development of the revised integrated Student Equity Plan. The plan was presented through the college governance process, including Associated Students at MVC (ASMVC), Academic Senate, and the College Strategic Planning Council (SPC). The plan was approved and adopted by the governing board of the RCCD Community College District on January 16, 2018.

The Student Equity Workgroup, Student Support and Success Program (SSSP) Committee, and Basic Skills Initiative Committee share membership. In an effort to align and integrate current and future plans and activities members from each group regularly report on the actions of their respective committees. The three groups have an integrated budget workgroup, chaired by the Vice President of Student Services, who has been a prominent member of all committees. All workgroups and committees coordinate their work with other campus planning groups and deliver reports of their work at each meeting of the Strategic Planning Council and the Accreditation Committee. Moreover, the SSSP plan goals have been included in department program review documents; the Student Equity Workgroup, likewise, will work with academic departments to include Student Equity goals in their review documents.

To ensure that the Student Equity Program, Student Success and Support Program, and the Basic

Skills Initiative integrate and coordinate the college's planning process, the Student Success & Equity Committee as the umbrella organization drives planning and integration efforts. In summer 2017 the college regularly convened workgroup meetings comprised of the co-chairs and administrative facilitators of the SSSP Committee, Student Equity Committee, and Basic Skills Committee to strengthen alignment between these three campus-wide initiatives. The college stakeholders from Instruction and Student Services, and leadership from each of the three planning committees' support this committee and the work that the committee seeks to achieve.

The purpose for this committee is to do the following:

- Align institutional goals and priorities for enhancing student success on campus
- Improve implementation of goals and objectives related to student success
- Align or leverage resources to have a greater impact on student success
- Minimize duplication of efforts and mitigate the "silo effect" to address student success
- Reduce the number of campus wide committees on which many of the same individuals currently serve.

Coordinating redundant tasks of committees and integrating the goals of the SE/SSSP/BSI Plan with other college-wide tasks, including the college's categorical programs, are college-wide concerns. Through its strategic planning process, the college established a workgroup whose charge is to examine the college's placement process and to explore alternative methods to determine a student's placement other than solely relying on an assessment test; in addition, one of the college's strategic goals is to ensure that all new students have a comprehensive student educational plan before enrolling in their second semester.

Engaging students in a First Year Experience program pathway has been a primary goal of planning for members of the Student Equity Committee. The strategies to develop and implement this program pathway, moreover, are the responsibility for both the Student Equity Workgroup and the SSSP Committee. Since student equity is affected by the awareness, actions and assumptions of individuals who are a part of every constituent group of the institution, Moreno Valley College has sought to create a well-rounded plan that is integrated with other college efforts, initiatives and strategic plans. One priority, demonstrated by the MVC's Student Equity Plan, is to ensure that both Academic Affairs and Student Services collaborate with each other and integrate, where appropriate, their tasks with each other's tasks. This priority is represented in the make-up of the Student Equity Workgroup, the workgroup co- chairs, as well as the integrated planning efforts that took place to enhance the development of the plan. In addition, the planning includes intentionally coordinating, supporting and enhancing the many effective programs and services currently in place that serve specific student populations and support student success. These programs include the following: Financial Aid, EOP&S/CARE, Disability Support Services, CalWORKs, Guardian Scholars (Foster Youth), Veterans Services, Umoja, Puente, and ACES/SSS TRiO. MVC is committed to enhancing existing programs that have demonstrated success while strengthening the collaboration between and among student support programs for designated student populations and central campus services that are in place to support all students. The college will ensure that programs and essential services are not duplicated; instead, the college will leverage resources appropriately to create equitable outcomes and to improve success for all students.

Integrated Student Equity Plan Workgroup Membership List

Member Name	Role	Organization(s) or Program(s) Represented
Andrew Sanchez, Co-Chair, Student Equity	Dean	Student Services (Grants and Student Equity Initiatives)
Abel Sanchez, Co-Chair, Strategic Planning Council	Faculty	Biology
Adrian Sagrero	Student	ASMVC (Associated Students)
Ann Yoshinaga	Associate Dean	Academic Affairs
AnnaMarie Amezquita	Interim Dean of Instruction	Academic Affairs
Art Turnier	Dean	Public Safety Education and Training
Audrey Mae Hernandez, Co-Chair, Student Equity	Classified Staff	Student Services (Grants and Student Equity Initiatives)
Bonnie Montes	Faculty, Counselor/Coordinator	EOPS/CARE
Carlos Lopez, Co-Chair, Strategic Planning Council	Interim Vice President	Academic Affairs
Christopher Dech	Classified Staff	Guardian Scholars (Foster Youth)
Cordell Briggs, Co-Chair, Student Equity	Faculty	English
Deanna Murrell	Faculty	Financial Aid Counseling
Deziray Lewis	Student	ASMVC (Associated Students)
Dyrell Foster,	Vice President	Student Services
Edward Alvarez	Director	First Year Experience
Eugenia Vincent	Dean	Student Services
Frankie Moore	Faculty	Student Activities
Gertrude Lopez	Faculty, Counselor/Coordinator	UMOJA Program
Jaime Rodriguez	Classified Staff	Institutional Effectiveness
Jeanette LaPorte	Associate Faculty	English
Jennifer Escobar	Faculty	English
Julio Gonzalez	Director	Middle College High School and Outreach
Karen Flores, President, ASMVC	Student	ASMVC (Associated Students)
Kari Richards-Dinger	Faculty	Math
Kathryn Stevenson, Chair, BSI	Faculty	English
LaTonya Parker, President, Academic Senate	Faculty	Counseling
Martha Rivas	Dean	Institutional Effectiveness
Megan Contreras	Student	ASMVC (Associated Students)
Melissa Lopez	Classified Staff	First Year Experience
Melody Graveen	Dean	Career and Technical Education (CTE)
Michael Schwartz	Faculty	English
Michael Paul Wong	Dean	Student Services (Counseling)
Micki Clowney	Director	ACES (SSS/TRiO)
Nicole Smith	Director	Disability Support Services
Robin Steinback	President	Moreno Valley College
Sean Drake	Chair	Math
Sheila Pisa	Faculty	Math
Silvia Trejo	Faculty, Counselor/Coordinator	STEM Counseling
Sonya Nyrop	Faculty	Reading
Terri Hawthorne	Faculty, Counselor/Coordinator	CalWORKS

Integrated Budget: BSI, Student Equity, and SSSP
Riverside CCD
Moreno Valley College

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

[BAM can be found at:](http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx)
<http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match
1000	Academic Salaries				
	Counselor A*			\$ 99,130	
	Counselor B*			\$ 72,540	
	Counselor C*			\$ 86,680	
	Counselor D*			\$ 65,260	
	Counselors				\$ 398,302
	PT Counselors			\$ 83,875	\$ 143,901

	Faculty Salaries	\$ 46,404			\$ 19,804
	PT and Overload Academic Noninstructional Salaries	\$ 21,837			
	Umoja Counselor Coordinator		\$ 103,733		
	Director, First Year Experience (0.50)		\$ 65,465		
	Dean, Grants & Student Equity Initiatives (0.85)		\$ 95,458		
	Counselor/Coordinator, Career Transfer		\$ 65,597		
	Dean, Student Services (Counseling)				\$ 110,838
	Vice President, Student Services				\$ 15,310
	Dean, Student Services				\$ 21,014
	Student Activities Coordinator				\$ 14,701
	Associate Dean, Academic Support				
	Dean, Ben Clark Training Center				
	Dean, Institutional Effectiveness				\$ 38,694
	Director, Student Health Services				
2000	Classified and Other Nonacademic Salaries				
	Academic Evaluations Specialist A (0.11)*			\$ 7,656	
	Academic Evaluations Specialist B (0.35)*			\$ 22,740	
	Academic Evaluations Specialist C (0.50)*			\$ 30,672	\$ 30,672
	Academic Evaluations Specialist D (0.50)*			\$ 30,672	\$ 30,672
	Academic Evaluations Specialist E				\$ 47,520
	Senior Academic Evaluations Specialist (0.35)			\$ 19,224	
	Administrative Assistant III			\$ 60,756	
	Counseling Clerk I			\$ 50,316	
	Counseling Clerk II			\$ 43,980	
	Counseling Clerk III			\$ 28,080	\$ 28,074
	Enrollment Services Assistant A (0.48)			\$ 23,832	\$ 22,669

	Enrollment Services Assistant B (0.50)			\$ 24,828	
	Enrollment Services Assistant C			\$ 38,196	
	SSSP Assistant			\$ 78,696	
	Classified Noninstructional Salaries				
	Noninstructional Salaries Other				
	Student Workers*	\$ 113,735	\$ 23,491	\$ 10,382	\$ 20,000
	Instructional Aides				
	Test Placement Coordinator			\$ 37,368	\$ 55,615
	Customer Service Clerk, SFS (0.20)				
	Educational Advisor, Guardian Scholars		\$ 42,099	\$ 28,066	
	Administrative Assistant III		\$ 50,172		
	Outreach Specialist				
	SFS Outreach Specialist				
	Learning Center Assistant (0.49)		\$ 15,602		
	Institutional Research Specialist (0.49)		\$ 29,748		
	FYE Student Success Coach		\$ 70,020		
	Supplemental Instruction Coordinator		\$ 57,540		
	Tutorial Services Technician				\$ 65,278
	Director, Enrollment Services				\$ 34,851
	Veterans Services Specialist				\$ 69,119
	Institutional Research Specialist				\$ 6,935
	Student Employment				\$ 52,910
	Middle College HS Director				\$ 58,029
	Application Support Technician				\$ 36,431
	Therapeutic Counselor				
3000	Employee Benefits				
	Counselor A			\$ 16,468	

	Counselor B			\$ 40,825	
	Counselor C			\$ 31,864	
	Counselor D			\$ 36,887	
	Counselors				\$ 99,045
	PT Counselors			\$ 22,682	\$ 45,102
	Academic Evaluations Specialist A (0.11)			\$ 3,770	
	Academic Evaluations Specialist B (0.35)			\$ 14,748	
	Academic Evaluations Specialist C			\$ 10,570	\$ 10,570
	Academic Evaluations Specialist D			\$ 11,345	\$ 11,345
	Academic Evaluations Specialist E				\$ 8,131
	Senior Academic Evaluations Specialist (0.35)			\$ 14,107	
	Administrative Assistant III			\$ 31,418	
	Counseling Clerk I			\$ 25,254	
	Counseling Clerk II			\$ 37,291	
	Counseling Clerk III			\$ 20,236	\$ 18,300
	Enrollment Services Assistant A (0.48)			\$ 9,935	\$ 4,480
	Enrollment Services Assistant B (0.50)			\$ 511	
	Enrollment Services Assistant C			\$ 36,472	
	SSSP Assistant			\$ 40,212	
	Test Placement Coordinator			\$ 41,433	\$ 13,547
	BSI Staff Benefits	\$ 22,747			
	Umoja Counselor Coordinator		\$ 33,701		
	Director, First Year Experience (0.50)		\$ 21,968		
	Dean, Grants & Student Equity Initiatives (0.85)		\$ 34,839		
	Counselor/Coordinator, Career Transfer		\$ 34,475		

	Customer Service Clerk, SFS (0.20)				
	Educational Advisor, Guardian Scholars		\$ 23,665	\$ 15,777	
	Administrative Assistant III		\$ 16,557		
	Outreach Specialist (0.40)				
	SFS Outreach Specialist				
	Learning Center Assistant (0.49)		\$ 437		
	Institutional Research Specialist (0.49)		\$ 6,987		
	FYE Student Success Coach (0.63)		\$ 16,838		
	Supplemental Instruction Coordinator		\$ 18,988		
	English Professor				\$ 4,211
	Dean, Student Services (Counseling)				\$ 40,625
	Vice President, Student Services				\$ 3,654
	Dean, Student Services				\$ 5,082
	Student Activities Coordinator				\$ 3,172
	Tutorial Services Technician				\$ 38,171
	Director, Enrollment Services				\$ 14,391
	Veterans Services Specialist				\$ 39,907
	Institutional Research Specialist				\$ 2,234
	Student Employment Specialist				\$ 37,324
	Dean, Institutional Effectiveness				\$ 1,053
	Middle College HS Director				\$ 26,665
	Application Support Technician				\$ 12,124
	Associate Dean, Academic Support				
	Dean, Ben Clark Training Center				
4000	Supplies & Materials				
	Office Supplies*		\$ 10,601	\$ 21,950	\$ 12,111
	Catering		\$ 7,000	\$ 9,322	\$ 300
	Copy Print*		\$ 6,000	\$ 9,000	\$ 1,500

	Postage		\$ 1,000	\$ 1,000	\$ 105
	AccuPlacer Units			\$ 11,240	
	Reference Books and Materials				
	First Year Experience		\$ 7,311		
	Umoja		\$ 7,311		
	Career/Transfer		\$ 5,000		
	Equity Activities		\$ 15,500		
	Summer Initiatives		\$ 8,000		
	Materials	\$ 45,494	\$ 3,000		
	Innovative Practices	\$ 45,494			
5000	Other Operating Expenses and Services				
	Mileage		\$ 250	\$ 100	
	Computer Software Maintenance License				\$ 59,393
	Scan Tron Maintenance Agreement			\$ 2,248	
	Ellucian (Professional Services)			\$ 8,547	
	Ellucian			\$ 5,696	
	Hyland (Onbase)			\$ 6,006	
	SARS			\$ 4,800	
	Comevo			\$ 7,500	
	Symplicity (MVC Career Connect)			\$ 5,900	
	Computer Hardware/Repairs			\$ 3,200	
	Professional Development*	\$ 90,988	\$ 5,200	\$ 6,500	\$ 1,200
	Travel	\$ 45,494	\$ 12,401		
	Professional Services		\$ 3,000		\$ 27,025
6000	Capital Outlay				
	Library Books and Subscriptions	\$ 22,747			
7000	Other Outgo				

	Program Totals	\$ 454,940	\$ 918,954	\$ 1,507,763	\$ 1,862,106
					Match
		BSI, SE, & SSSP Budget Total			

SUMMARY EVALUATION SCHEDULE AND PROCESS

With each goal and an associated set of activities to address the disproportionately impacted student populations at MVC, the plan provides an evaluation statement that identifies the method by which measurable outcomes for the goal and activities will be measured and achieved. Each measurable outcome will be based upon the five core indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. The measurable outcomes were developed in consultation with the Student Equity Workgroup and the Office of Institutional Research.

The data collected by the Office of Institutional Research on the five core indicators have been shared with faculty and staff in key academic and student services programs. Faculty in the English and math disciplines, in particular, have used the campus-based data as a reference point to support their decisions in some cases and to augment theirs in other cases to review their approaches in revising, piloting, and re-designing accelerated programs. They have also reviewed research on First Year Experience and Acceleration programs to design activities for the Student Equity Plan. The results of reviewing in six-weeks the research literature on first year experience and accelerated programs in English and math have led to faculty and staff to focus on the appropriate core metrics required by the state for their disciplines. Collecting both quantitative and qualitative data and using Equity funds to support expanded or new initiatives in Student Equity will provide measurable outcomes that will move the college toward ameliorating academic achievement for disproportionately impacted students.

Other activities will be designed around increasing the number of students from categorical programs, such as EOPS/CARE, CalWorks, DSS, Puente, ACES, Veterans, and Umoja, to obtain degrees, certificates, or transfer. Based on the evaluation of previous student equity plan activities, beginning in spring 2018, some activities will include enhancing academic tutoring and purposefully aligning Supplemental Instruction with math and English, expanding program and college marketing strategies through the use of commercial services; later in fall 2018, other activities will include implementing workshops on financial aid for low-income students or students who are at risk of losing financial aid. Activities will also be designed to improve transfer for low-income, Hispanic/Latino, and male students, who experience a disproportionate impact.

Developing an institutional culture to target students in CTE and transfer programs will include establishing a career and transfer center, increasing CTE outreach, conducting careers and transfer fairs, and providing support for categorical and special population programs to collaborate with veteran, EOPS/CARE, CalWorks, First Year Experience, ACES, DSS, Puente, Umoja, and Foster Youth to plan and participate in college and university tours. Data will then be collected and analyzed to reveal the number of students who have completed a comprehensive educational plan by the time they would have completed 15 units or their third semester, whichever comes first. Finally, data will be collected and analyzed regarding those students who have been involved in a special program aligned summer bridge program for disproportionately impacted student groups: the data will be reviewed and assessed each

semester.

The faculty coordinator of the Student Equity Workgroup will collaborate with faculty, staff, administrators, and students of the Student Success and Equity Committee to achieve the goals of the Plan. Continuing into the Spring 2018 semester and Summer 2018, student services staff will increase outreach to feeder high schools, community veterans, and other special populations; program administrators and instructors in Public Safety Education and Training will engage in a variety of strategies, such as workshops, career fairs, and marketing advertisements, to increase enrollment of women, African-Americans, Asians, and low students in Public Safety Education and Training programs. The Office of Institutional Research will collect and analyze data to help inform decision-making, program development, and assessment. In the Summer 2018 session and continuing to 2019, Student Services staff and the Office of Institutional Research will coordinate their efforts to track the successful course completion for foster youth, African American students and low-income students completing the Assessment, Orientation, and Counseling (AOC) process. English faculty will continue to develop and expand their accelerated programs in basic skills.

Beginning in spring 2018, other activities will include providing workshops for students on test preparation and study skills and implementing an annual male students of color success conference each year to focus on habits of mind, identity development and mentoring. Data will be generated and analyzed related to the AOC process, the average number of units this targeted group of students enrolled and completed at the college. Similarly, activities, such as enhancing early alert programs, ensuring that students have access to support services, and implementing professional development training activities for faculty, will be implemented to address ESL and Basic Skills Completion and student equity for current and former foster youth, homeless students, African American/Black students, students with disabilities, LGBT students, and male and low-income students. These activities will be structured and aligned around high impact practices being implemented by special programs, such as the First Year Experience program and Umoja and around multiple measures and alternative placement strategies for students' placement in math, English, and ESL. Data will be collected and analyzed each semester to help inform decision-making, program development, and assessment.

Finally, the faculty coordinator will collaborate with the Student Success and Equity Committee, a core group of key administrators, faculty, staff, and students from across the campus who serve on the SSSP and BSI committees. The task of the committee will be to assist the Student Equity Workgroup in negotiating the uneven paths to implementing the activities designed to reach the goals of the integrated Student Equity Plan. An important function to be performed by the committee will be to support the committee in strategizing how to remove barriers so that students will earn degrees and certificates, and transfer to four-year institutions. The anticipated end result will be seeing "the needle move" as more students enter the college and have access to its programs and services, complete their educational goals, earn degrees and certificates, or transfer to four-year institutions.

EVALUATION SUMMARY - MATRIX

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
A. Access	<p>A1. Increase the number of veterans enrolled by enhancing outreach efforts and enrollment services.</p> <ol style="list-style-type: none"> 1. Conduct outreach to community veterans' centers and organizations to recruit veterans for enrollment at MVC 2. Conduct outreach to local military base to recruit veterans for enrollment at MVC 3. Conduct outreach to local VA to recruit veterans for enrollment at MVC 4. Provide adequate staffing and counseling support in the Veteran's Center to assist with outreach activities, orientation, and the student success and support activities for new students. 	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of veteran students who apply and enroll 3. Track veteran cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>Veteran Center Coordinator; Dean of Student Services; IE Dean</p>	<p>Veterans' Services Program Review</p>
	<p>A2. Increase the number of students with disabilities enrolled by enhancing outreach efforts and enrollment services.</p> <ol style="list-style-type: none"> 1. Conduct outreach to local government and non-government organizations to target women, African-Americans, Asians, and low-income students in public safety 2. Conduct a career health and public safety day and other outreach activities at local high schools and public agencies to target women, African-Americans, Asians, and low-income students in public safety 	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of disabled students who apply and enroll 3. Track disabled student cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>DSS Director; Student Services Dean; IE Dean</p>	<p>DSS Program Review</p>

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
	<p>3. Develop strategic marketing to include print and multi-media advertisements to target women, African-Americans, Asians, and low-income students in public safety by sending advertisements to local high schools, government and non-government organizations throughout the region</p> <p>4. Enhance recruiting efforts with the recruiting teams for all local Fire, EMS and Police departments throughout the region</p>				
A. Access	<p>A3. Increase enrollment of women, African-Americans, Asians, and low income students in Public Safety Education and Training (PSET) programs by targeted outreach activities and enhanced marketing efforts.</p> <p>1. Conduct outreach to local government and non-government organizations to target disabled persons for enrolment at MVC</p> <p>2. Enhance outreach efforts with local high schools within Moreno Valley Unified and Val Verde Schools Districts</p> <p>3. Develop strategic marketing to increase advertisements to incoming and current MVC students about the availability of DSS Office services</p>	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<p>1. Establish baseline enrollment data</p> <p>2. Track numbers of women, African-Americans, Asians, and low income students in Public Safety Education and Training (PSET) students who apply and enroll</p> <p>3. Track women, African-Americans, Asians, and low income students in Public Safety Education and Training (PSET) cohorts to monitor units attempted, units completed, and persistence data</p> <p>4. Track year to year enrollment</p>	PSET Chair; BCTC Dean; IE Dean	ADJ, FIT, EMS program review

	<p>A4. Increase enrollment in CTE programs for disproportionately impacted sub- populations in each respective program through targeted outreach activities and enhanced marketing efforts.</p> <ol style="list-style-type: none"> 1. Enhance outreach efforts with local high schools within Moreno Valley Unified and Val Verde Schools Districts 2. Develop strategic marketing to increase advertisements to incoming and current MVC students about CTE courses and programs 3. Develop strategic marketing to increase advertisements to local community about MVC CTE courses and programs 	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of CTE students who apply and enroll 3. Track CTE student cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>CTE Chair; CTE Dean; IE Dean</p>	<p>CTE Program Review</p>
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Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible	Integration with Program Review
B. Course Completion	<p>B1. Increase the rate of successful course completion for African American students by increasing the number of student cohorts who are served by the UMOJA Program</p> <p>Provide adequate staffing to increase the number of students served in the UMOJA/RSP by offering summer bridge, learning communities, a mentoring program, and culturally relevant programs, events, and activities</p>	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of foster youth who apply and enroll 3. Track foster youth cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>Umoja Counselor/ Coordinator; Dean Student Services; IE Dean</p>	<p>Umoja Program Review</p>
	<p>B2. Increase the rate of successful course completion for foster youth and homeless students by increasing the number of student cohorts who are served by the Guardian Scholars program.</p> <p>Develop a foster youth one-stop center that includes access to academic counseling, matriculation, and referrals to on-campus and off- campus services; designate academic counselors, tutors, establish a Foster Youth Initiative, community partnership, and a student club.</p>	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of African American students who apply and enroll 3. Track African American students cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>Ed Advisor Foster Youth; Dean Student Services; IE Dean</p>	<p>Foster Youth Services program Review</p>
	<p>B3. Increase the rate of successful course completion for students with disabilities by increasing the number of student cohorts who are served by the Disability Support Services office.</p>	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of disabled students who apply and enroll 3. Track disabled student cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>Director, DSS; Dean Student Services; IE Dean</p>	<p>DSS Program Review</p>

<p>B4. Increase successful course completion in math and English by increasing sections for accelerated courses in math, and English and sections for co-requisite English courses and alignment with supplemental instruction or other academic support activities.</p> <ol style="list-style-type: none"> 1. Develop a compressed Math 52/35 course to reduce redundancy, by offering Math 52 in the first eight week format, followed by Math 35 in the second eight format 2. Adopt STATWAY for non-STEM college-math pathway 3. Analyze cohorts of full-semester –length Math 52 and Math 35 and of English 60A, 60B, and 50 to compare with cohorts taking compressed Math52/35 fast track course and those cohorts taking English 60A/B, 60B/50 short term. 	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of BSI students who apply and enroll 3. Track BSI student cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>Math & English dept. Chairs; Dean of Instruction; IE Dean of</p>	<p>Math & English Program Review</p>
<p>B5. Increase supplemental instruction and embedded tutoring in math, English, reading, and ESL courses for students placing in basic skills and, via MMAP, into college-level courses</p>	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of students who apply and enroll that need supplemental instruction. 3. Track supplemental instruction student cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>Associate Dean, Instructional Support; Dean of Instruction; IE Dean</p>	<p>Instructional Program Review</p>

<p>B6. Develop instructional supports and professional development opportunities such as Communities of Practice for accelerated or co-requisite courses in math, English, reading, and ESL, for teachers of basic skills and college-level courses using MMAP</p>	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of students who apply and enroll that need supplemental instruction. 3. Track Community of Practice student cohorts to monitor units attempted, units completed, GPA, and persistence data 4. Track year to year enrollment data 	<p>Program Coordinators; Associate Dean, Instructional Support; Dean of Instruction; IE Dean</p>	<p>Instructional Program Review</p>
<p>B7. Explore adding math courses to the curriculum of study along with guidance and English courses in special population programs such as Umoja, Puente, and others.</p>	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline curriculum data 2. Track curriculum development progress 	<p>Program Coordinators; English Chair</p>	<p>Instructional Program Review</p>

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
C. ESL, Basic Skills completion	C1. Enhance the First Year Experience program with specific academic pathways that target identified disproportionately impacted students in basic skills Math, English, reading, and ESL	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of FYE students who apply and enroll 3. Track FYE student cohorts to monitor units attempted, units completed, GPA, and persistence data 4. Track year to year enrollment data 	FYE Director; Dean of Student Equity; IE Dean	FYE Program Review
	C2. Conduct training and professional development opportunities for faculty and staff involved in the delivery of basic skills instruction to support the success of target student populations with specialized needs; include incentives for adjunct faculty to attend.	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	<ol style="list-style-type: none"> 1. Establish baseline professional development data 2. Track professional development training implementation progress 	Program Coordinators; PD Committee Co-chairs	Instructional and Student Services Program Reviews
	C3. Continue to develop and refine use of Multiple Measures and Alternative Placement strategies for placement in math, English, reading and ESL.	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	<ol style="list-style-type: none"> 1. Establish baseline MMAP data 2. Track MMAP development progress 3. Analyze MMAP impact 	IE Dean; Dean of Counseling; Dean of Instruction; Math and English Chairs	Math, English and ESL Program Reviews; Student Services Program Reviews
	C4. Expand the development of new and existing accelerated courses in math, English, reading, and ESL, such as Math 37/Statway, including contextualized courses and the possible evaluation or development of a co-requisite math course.	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	<ol style="list-style-type: none"> 1. Establish baseline course development data 2. Track course development implementation progress 	Dean of Instruction, Math and English Chairs; Program Coordinators	Math, English and ESL Program Reviews; Instructional Reviews

<p>C5. Expand the Supplemental Instructor (SI) program to provide support to basic skills, ESL, and other gateway courses and purposefully align SI with these course schedules.</p> <ul style="list-style-type: none"> • Develop a specific academic pathway within the FYE program for students enrolled in and ESL courses • Develop a certificate of completion/recognition for students who complete the ESL sequence; promote the certificate 	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of SI, ESI and BSI students who apply and enroll 3. Track SI, ESL and BSI student cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>Program Coordinators; FYE Director; Associate Dean, Instructional Support; Dean of Instruction</p>	<p>FYE and Instructional Support Program Reviews</p>
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<p>C6. Enhance Early Alert Program and academic progress monitoring, particularly for students enrolled in basic skills and/or ESL courses to ensure adequate referrals and effective interventions in a timely manner to support student success.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of SI, ESI and BSI students who use Early Alert 3. Track SI, ESL and BSI student cohorts to monitor units attempted, units completed, and persistence data success data 4. Track year to year success data 	<p>Math, English, ESL faculty, IE Dean; Dean of Counseling</p>	<p>Math, English, ESL program review; Counseling Program Review</p>
<p>C7. Develop, implement, and support an English college-level co-requisite course for English 1A (English 91), including a faculty community of practice to train new instructors.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline course development data 2. Track course development implementation progress 	<p>English faculty; Dean of Instruction</p>	<p>English Program Review</p>

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
D. Degree and Certificate Completion	<p>D1. Enhance existing categorical or special population programs, such as EOP&S/CARE, CalWorks, DSS, Puente, Guardian Scholars, UMOJA, FYE, and SSS/TRiO (ACES) by developing academic learning communities to foster student engagement and success and to increase the number of students who obtain a degree and/or certificate.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of EOP&S/CARE, CalWorks, DSS, Puente, Guardian Scholars, UMOJA, FYE, and SSS/TRiO (ACES) students who apply and enroll 3. Track EOP&S/CARE, CalWorks, DSS, Puente, Guardian Scholars, UMOJA, FYE, and SSS/TRiO (ACES) student cohorts to monitor units attempted, GPA, units completed, and persistence data 4. Track year to year enrollment and success data 	<p>Director of FYE; DSS Coordinator ; Director of TRiO; Dean of Student Services; Dean of Grants and Equity Initiatives; IE Dean</p>	<p>SSSP Program Review; Student Services Program Review</p>
	<p>D2. Develop the implementation of guided pathways for categorical or special population programs to provide students clear and coherent educational maps that include specific course sequences, progress milestones, and outcomes.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline guided pathways initiative development data 2. Track guided pathways initiative development implementation progress 	<p>VPAA</p>	<p>Instructional Program Review</p>

<p>D3. Integrate Comprehensive Student Educational Plan (CSEP) process into College Promise, Summer Bridge, FYE, Umoja, Guardian Scholars, and special population program plans</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline CSEP data 2. Track numbers of CSEP completed through special programs 3. Track year to year CSEP data 	<p>Program Coordinators; FYE Director; Dean of Counseling</p>	<p>SSSP Program Review</p>
<p>D4. Identify key points in students' educational pathways in which there is a need for student services interventions in order to reach disproportionately impacted target population students at critical points throughout their studies at MVC to help facilitate degree and certificate completion activities.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline educational pathways initiative development data 2. Track educational pathways development implementation progress 	<p>Dean of Counseling</p>	<p>SSSP Program Review</p>

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
E. Transfer	E1. Integrate Comprehensive Student Educational Plan processes into College Promise, Summer Bridge, FYE, Umoja, Guardian Scholars, and special population program plans	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	1. Establish baseline CSEP data 2. Track numbers of CSEP completed through special programs 3. Track year to year CSEP data	Program Coordinators; FYE Director; Dean of Counseling	SSSP Program Review
	E2. Contribute toward the expansion and improvement of the Career Transfer Center toward developing a robust service for students.	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	1. Establish baseline CTC program data 2. Track numbers of CTC students who participate 3. Track CTC cohorts to monitor program service outcomes 4. Track year to year program data	CTC Coordinator; Dean of Counseling	Student Services Program Review
	E3. Conduct focused workshops by the Career & Transfer Center for targeted student groups, such as Guardian Scholars (Foster Youth), Veterans, EOPS/Care, CalWorks, ACES (SSS/TRiO), Disability Support Services, Puente, Umoja; and conduct informational workshops for students' families to educate them about transfer processes and opportunities.	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	1. Establish baseline CTC program data 2. Track numbers of CTC students who participate 3. Track CTC cohorts to monitor	CTC Coordinator; Dean of Counseling	Student Services Program Review

<p>E4. Identify key points in students' educational pathways in which there is a need for student services interventions in order to reach disproportionately impacted target population students at critical points throughout their studies at MVC to help facilitate transfer related activities.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline educational pathways initiative development data 2. Track educational pathways development implementation progress 	<p>Dean of Counseling</p>	<p>SSSP Program Review</p>
<p>E5. Assess and develop improved processes for communicating with students what factors create success in college life.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline development data 2. Track implementation progress 	<p>Dean of Counseling</p>	<p>SSSP Program Review</p>
<p>E6. Provide Transition to Success One-Stop programs that are aligned with Summer Bridge as part of the First Year Experience and College Promise program.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline educational pathways initiative development data 2. Track educational pathways development implementation progress 	<p>Dean of Counseling; FYE Director</p>	<p>SSSP Program Review; FYE Program review</p>

<p>E7. Develop the implementation of guided pathways to provide students clear and coherent educational maps that include specific course sequences, progress milestones, and outcomes.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline guided pathways initiative development data 2. Track guided pathways initiative development implementation progress 	<p>VPAA</p>	<p>Instructional Program Review</p>
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SUMMARY OF PROGRESS MADE

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

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

ACCESS - All MVC			
Disproportionately Impacted Subgroups	2014-2015	2015-2016	2016-2017
White students	-10.3	-9	-9.5
Male students	-6.5	-7.4	-7.9
Individuals with Disabilities	-4.5	-6.4	-5
Veterans	-3.5	-2.1	-1.2

ACCESS CTE non-PSET			
Disproportionately Impacted Subgroups	2014-2015	2015 -2016	2016-2017
White students	-16.4	-12.9	-14.6
Male students	-9.4	-6.1	-9.1
Individuals with Disabilities	-4.3	-5.7	-3.1
Asian			-2.8
Veterans		-4.6	-1.1

ACCESS - PSET only			
Disproportionately Impacted Subgroups	2014-2015	2015-2016	2016-2017
Female students	-27.4	-23.4	-23.3
Individuals with Disabilities	-6.6	-7.5	-6.8
Asian students	-6	-4.5	-4.4
African American/Black students	-4.8	-3.8	-3.8
Latina/o students			-0.5

Overall Course Completion			
Disproportionately Impacted Subgroups	2014-2015	2015-2016	2016-2017
Current or former foster youth	-15.5	-10 .8	-14.1
African American/Black students	-9.9	-10.8	-10.8
Native Hawaiian/Pacific Islander students	-10.7	-9.7	-9.5
Race unknown	-7.7		

Transfer Course Completion			
Disproportionately Impacted Subgroups	2014-2015	2015-2016	2016-2017
Current or former foster youth	-14.1	-9.7	-12.5
Native Hawaiian/Pacific Islander students	-11.9	-10.1	-15.3
African American/Black students	-8.4	-9.3	-9.5

Basic Skills Course Completion			
Disproportionately Impacted Subgroups	2014-2015	2015-2016	2016-2017
African American/Black students	-11.7	-10.5	-14.4
Individuals with disabilities	-11.3	-6	-11.1
Current or former foster youth	-10.9	-12.1	-9.8
Native Hawaiian/Pacific Islander		-14.9	

American Indian/Alaska Native			-9.1
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Remedial English Cohort			
Disproportionately Impacted Subgroups	2014-2015	2015-2016	2016-2017
African American/Black students	-13	-8.8	
Current or former foster youth	-9.7	-7.9	
Individuals with disabilities	-6.8		
Male students	-5	-3.9	

Remedial Math Cohort			
Disproportionately Impacted Subgroups	2014-2015	2015-2016	2016-2017
Current or former foster youth	-12.9	-11.9	
Individuals with disabilities	-11.5	-3.1	
African American/Black students	-9.8	-10.6	
Two or more races (Biracial/multiracial students)		-8.6	

Remedial ESL Cohort			
Disproportionately Impacted Subgroups	2014-2015	2015-2016	2016-2017
African American/Black students	-20.2		
Individuals with disabilities		-10.7	
White students		-2.3	
Latina/a students	-0.4	-0.6	
Female students	-1.9	-0.4	
Asian students	-2		

Student Progress and Achievement Rate (SPAR)			
Disproportionately Impacted Subgroups	2014-2015	2015-2016	2016-2017
Current or former foster youth	-21.1		
Individuals with disabilities	-6.5	-12.5	
Male students	-4.6		
Gender Unknown		-10.7	

Two or more races (bi/multiracial)		-9.9	
African American/Black students		-5.5	

Persistence Cohort			
Disproportionately Impacted Subgroups	2014-2015	2015-2016	2016-2017
Current or former foster youth	-9.4		
Filipino students	-6.9		
Asian students	-5.5		
White Students	-4.9	-2.1	
Unknown race		-13.7	
African American/ Black Students		-6.1	
Unknown Gender		-5.3	

30+ Unit Cohort			
Disproportionately Impacted Subgroups	2014-2015	2015-2016	2016-2017
Current or former foster youth	-13.3	-4.5	
Individuals with disabilities	-8.4	-3.8	
Two or more races (bi/ multiracial)	-4.3		
Unknown Gender		-7.9	
African American/Black students		-7.1	
Unknown race		-5.2	

Transfer Cohort			
Disproportionately Impacted Subgroups	2014-2015	2015-2016	2016-2017
Current or former foster youth	-12.3	-11.2	
Unknown race	-5.9		
Male students	-3.3	-1.6	
Latina/o students	-2.6	-2.1	
Unknown gender		-15.5	

Individuals with disabilities		-13.6	
African American/Black students		-4.4	

MVC Student Equity Summary	
Severely and disproportionately impacted students	
Saliency and Frequency of 12 Equity Key Performance Indicators:	
African American/Black students (10/12)	83%
Individuals with disabilities (9/12)	75%
Current or former foster youth (8/12)	67%
Male students (5/12)	42%

Attachments

2014-15 Accounting of Student Equity Budget
Riverside CCD
Moreno Valley College

Object Code	Category	Total
1000	Academic Salaries: Position Title(s)	
	Counselor, hourly	\$ 81,211
	Academic Special Projects	\$ 32,895
	Counselor/Coordinator, Renaissance Scholarships Program	\$ 24,348
	Subtotal	\$ 138,454
2000	Classified and Other Nonacademic Salaries: Position Title(s)	Total
	Institutional Research Specialist OT	\$ 175
	Student Employees, hourly	\$ 57,250
	Assessment Specialist OT	\$ 1,977
	Administrative Asst III	\$ 6,258
	Educational Advisor	\$ 18,406
	Administrative Asst I	\$ 23,695
	Customer Service Clerk	\$ 10,932
	Student Financial Services Support Specialist OT	\$ 342
	Outreach Specialist OT	\$ 167
	Interpreter III, hourly	\$ 6,124
	Subtotal	\$ 125,326
3000	Employee Benefits	Total
		\$ 177
		\$ 11,143
		\$ 271
		\$ 18,295
		\$ 7,590
	\$ 4,256	
	Subtotal	\$ 44,772
4000	Supplies & Materials	Total
	Commencement	\$ 4,460
	Copying and Printing	\$ 170
	Supplies & Materials	\$ 24,886
	Food	\$ 8,476
	Subtotal	\$ 37,992
5000	Other Operating Expenses and Services	Total
	Postage	\$ 7
	Professional Services	\$ 24,380
	Mileage	\$ 8
	Student Travel	\$ 44,956
	Travel	\$ 26,239
	Party/Equipment Rental	\$ 1,151
	Transportation Contracts	\$ 4,821
	Other Services	\$ 600
	Subtotal	\$ 102,162
7000	Other Outgo	Total
	Book Vouchers	\$ 4,957
	Subtotal	\$ 4,957
Grand Total		\$ 453,663

2015-16 Accounting of Student Equity Budget
Riverside CCD
Moreno Valley College

Object Codes	Category	Total
1000	Academic Salaries: Position Title(s)	
	Counselor/Coordinator, RSP	78,692
	Director, First Year Experience	85,310
	Associate Dean, Grants and College Support Programs/Project Director	99,209
	Counselor/Coordinator, Career Transfer	34,287
	Subtotal	\$ 297,498
2000	Classified and Other Nonacademic Salaries: Position Title(s)	Total
	Administrative Assistant III, Counseling	27,552
	Customer Service Clerk, Financial Aid	17,788
	Educational Advisor, Foster Youth	46,276
	Administrative Assistant II	22,579
	Outreach Services Supervisor	69,821
	Student Financial Services Outreach Specialist	9,440
	Learning Center Assistant	15,202
	Supplemental Instructional Coordinator	54,444
	Institutional Research Specialist	29,634
	Subtotal	\$ 292,736
3000	Employee Benefits	Total
	Counselor/Coordinator, RSP	23,010
	Director, First Year Experience	48,290
	Associate Dean, Grants and College Support Programs/Project Director	50,875
	Counselor/Coordinator, Career Transfer	8,772
	Administrative Assistant III, Counseling	10,615
	Customer Service Clerk, Financial Aid	7,792
	Educational Advisor, Foster Youth	49,124
	Administrative Assistant II	41,028
	Outreach Services Supervisor	52,622
	Student Financial Services Outreach Specialist	9,496
	Learning Center Assistant	713
	Supplemental Instructional Coordinator	49,512
	Institutional Research Specialist	800
Subtotal	\$ 352,649	
5000	Other Operating Expenses and Services	Total
	First Year Experience (Success Coaches)	9,010
	Professional Development	10,000
	Subtotal	\$ 19,010
Grand Total		\$ 961,893

2016-17 Accounting of Student Equity Budget
Riverside CCD
Moreno Valley College

Object Codes	Category	Total
1000	Academic Salaries: Position Title(s)	
	Counselor/Coordinator, RSP	93,496
	Director, First Year Experience	85,310
	Dean, Grants and Student Equity Initiatives	95,458
	Counselor/Coordinator, Career Transfer	71,509
	Subtotal	\$ 345,773
2000	Classified and Other Nonacademic Salaries: Position Title(s)	Total
	Customer Service Clerk, Financial Aid	9,539
	Educational Advisor, Foster Youth	45,312
	Administrative Assistant III, Grants & Equity	11,983
	Outreach Specialist	19,757
	Student Financial Services Outreach Specialist	47,196
	Learning Center Assistant	15,602
	Supplemental Instructional Coordinator	54,444
	Institutional Research Specialist	28,893
	Student Success Coach (FYE)	41,415
	Subtotal	\$ 274,141
3000	Employee Benefits	Total
	Counselor/Coordinator, RSP	27,424
	Director, First Year Experience	49,902
	Dean, Grants and Student Equity Initiatives	34,839
	Counselor/Coordinator, Career Transfer	17,844
	Customer Service Clerk, Financial Aid	3,623
	Educational Advisor, Foster Youth	23,296
	Administrative Assistant III, Grants & Equity	35,218
	Outreach Specialist	47,478
	Student Financial Services Outreach Specialist	35,630
	Learning Center Assistant	437
	Supplemental Instructional Coordinator	37,141
	Institutional Research Specialist	809
	Student Success Coach (FYE)	8,716
Subtotal	\$ 322,357	
5000	Other Operating Expenses and Services	Total
	First Year Experience	6,311
	Umoja	6,311
	Career/Transfer	4,000
	Equity Activities	500
	Professional Development	2,500
Subtotal	\$ 19,622	
Grand Total		\$ 961,893

