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

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**

- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.

- Integrated fiscal reports will be required on an annual basis.

- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.

- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.

- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS
*Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle**.*

1. Assess your college's previous program efforts:
   a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
Provide at least an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.	Continued to require an abbreviated education plan prior to enrollment for all new students.
Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students.	Replaced the old online orientation with a new online orientation that includes new pre-assessment information and provides the technology to add interactive elements and multimedia. Replaced the Assessment Specialist staff position with a new Test Placement Coordinator to allow the college's assessment efforts to function more independently and to better streamline students' assessments so that they can participate in counseling and register for classes the same day that they assess. Expanded access to in-person, face-to-face, "one stop" orientation experiences for students to be able to complete orientation, assessment, counseling, and registration in one day, as well as to establish contact with peer leaders and to attend breakout presentations about transfer, completion, and career exploration. The college created the program in 2015, providing 5 programs in 2016 serving 400 students, increasing it to 26 programs planned in 2017-18, occurring prior to each enrollment period, and serving approximately 700 students year to date. Created and filled a new PT Permanent Enrollment Services Assistant in Assessment to meet the need for

	evening and weekend testing, and for on-site testing at local high schools. Expanded overall testing by 9.6% over the previous year, which included an increase in evening and weekend assessments. Hosted an annual educational summit in Fall 2015, Spring 2016, Spring 2017, and Fall 2017 bringing together high school and college faculty, staff, and administrators to identify strategies to better prepare students for the transition into and through Moreno Valley College. Assigned a counselor to each of the college's 6 comprehensive local high schools. Outreach staff, Assessment staff, and Counseling faculty conducted workshops at local comprehensive high schools on application, orientation, assessment, and educational planning, resulting in an increase in students assessed at the high schools from 224 to 390, a 70% increase. Expanded hosting of assessments at Ben Clark Training Center to increase the overall capacity of assessment and to increase access for students in the Public Safety CTE programs, resulting in an increase in students assessing at that location from 102 to 177, a 70% increase. Provided Multiple Measures Assessment, as part of the Multiple Measures Assessment Pilot, beginning with all new direct matriculant students in the Fall 2016 cohort. Implemented Multiple Measures Assessment in all subsequent assessments beginning November 2016. Implemented a new assessment policy to allow students to reassess after one year or after an intervention experience that included successfully completing a basic skills class.
Provide students with any assistance needed to define their course of study and to develop a Comprehensive SEP by the end of the third term but no later than completion of 15 units.	Supported district-wide efforts to create a new online student educational planning tool. These tools are still being implemented through a process of testing involving representatives from Counseling, District Information Technology, and Academic Affairs. Expanded and improved the informational campaign targeted at students who are still missing their comprehensive educational plans by sending emails, voicemail messages, and hard copy letters to all students approaching the 15 unit/3 semester limit every semester. Developed a structured schedule of 86

	basic skills, STEM, and Honors classroom presentations, 32 information tables staffed by counselors, and 30 student success workshops for common student needs with the intention of promoting the importance of student educational planning. Workshop presentations were conducted by Counseling faculty and timed around the expected lulls that occur between high-demand periods throughout the year to more efficiently use counselor time to support student success without reducing student access to appointments.
Provide follow-up services to at-risk students who are enrolled in basic skills courses and have not identified an educational goal or course of study, or students on academic or progress probation.	Identified key target points in students' educational careers in which there is a need for student service contacts in order to reach students at critical points throughout their careers at MVC. Students receive mailers or other communication from the college at these points encouraging contact with a counselor or other support. Developed and implemented 15 student success workshops taught by Counseling faculty each semester for students referred by the college's Early Alert program and for students on Academic Standing (probation and dismissal). Developed a new dismissal appeal process for students on academic probation and dismissal by providing students with updated educational plans, priority access to counselors, and, for students on academic probation for the first time, encouragement to attend two student success workshops and a meeting with a counselor before enrolling the following semester. Hired a Student Financial Services Counselor to provide personalized support to students at-risk of losing financial aid based on recent changes to the Board of Governor's Waiver eligibility and to support at-risk students.
Increase the number of veterans enrolled by enhancing outreach efforts and enrollment services.	Participates in targeted outreach efforts targeted at veterans and military active duty personnel including an annual community Veterans Expo event hosted at the March Air Force Base that took place April 2017. Established a "one stop" center for veteran students that offers multiple student services in one location to new and continuing students, including enrollment services, counseling, academic adjustments, and VA benefit resources. Last year 611 veteran and

	dependent students utilized veteran services at the center. Collaborated with Moreno Valley College's Outreach Department to attend community organized events sponsored for veterans to increase awareness of attending college after military life.
Increase the number of students with disabilities enrolled by enhancing outreach efforts and enrollment services.	Added to staffing at DSS by hiring 4 new associate faculty DSS Counseling faculty and one additional DSS Counseling faculty member shared between DSS and Veteran's Services to participate in all outreach activities by visiting each of the 6 local comprehensive high schools' special education departments in order to encourage students to attend the college and to use disability support services. Established and hosted DSS advisory committee meetings which met in March 2016, October 2016, and October 2017 to facilitate expanded collaboration with our local K-12 partners.
Increase enrollment of women, African-Americans, Asians, and low income students in Public Safety Education and Training (PSET) programs by targeted outreach activities and marketing efforts.	Hired a part-time outreach specialist in Public Safety Education and Training to conduct activities targeting disproportionately impacted subpopulations, including women, African Americans, Asian Pacific Islanders, and low-income students. With the addition of this staff member the PSET programs added 11 additional outreach activities, often in partnership with county-wide agencies such as the Riverside County Sheriff's Department.
Increase enrollment in CTE programs for disproportionately impacted subpopulations in each respective program through targeted outreach activities and marketing efforts.	Focused on enhanced collaboration and revised activities between the college's outreach department and the CTE programs. Led by the CTE Dean, collaborated to increase enrollment activities for Student Equity targeted student populations. Hired a CTE outreach specialist.
Increase the rate of successful course completion for African American students by providing adequate staffing to increase the number of students who are served by the Umoja Program.	Hired a tenure track Umoja Counselor/Coordinator to implement activities to increase the number of students served by the Umoja program and the rate of successful course completion for African American students. The Umoja Coordinator organized a Umoja Summer Bridge in Summer 2017, in collaboration with First Year Experience (FYE), and Umoja learning community/transfer pathways for Umoja students. Additionally, the Umoja Coordinator presented "Kick Off for Success Week" workshops to be held during the first 3 weeks of every Fall and Spring semester and 15

	extra educational, motivational and leadership development workshops per semester. The Umoja Coordinator led the college's hosting for the first time of the Historically Black Colleges and University College Caravan at MVC in Spring 2017. Committed to the creation of a well-organized Umoja program by establishing a dedicated Umoja office in the Science & Technology Building in which the Umoja Counselor/Coordinator will be located in that area to provide a one-stop program office and a stronger sense of community for Umoja students.
Increase the rate of successful course completion for foster youth by developing a one-stop center for foster youth that includes access to academic counseling and referrals to on-campus and off-campus services.	Hired a full-time educational advisor for foster youth who implemented one stop services such as outreach activities, matriculation, enrollment services, advising, and tutoring services as well as referrals to off-campus foster youth services. Over 90 former foster youth have been served since last year through the efforts of the new Guardian Scholars Educational Advisor. Hired 2 Guardian Scholars peer mentors to provide additional matriculation assistance and campus information to newly enrolled foster youth. text-based behavioral interventions to help develop successful college-going habits to over 90 MVC Guardian Scholar students. Provided financial incentives to Guardian Scholar students to complete Career Technical Education (CTE) certificates. Guardian Scholar Students who complete a CTE certificate while in the program receive $1000 stipend, and if a student completes at least 40 hours of work experience within that CTE field, they receive an additional $500. As of Summer 2017, 5 MVC students have completed these certificates. The goal of Guardian Scholars is to help at least 15 students each year to complete certificates across RCCD, but cost savings have been identified within the Guardian Scholars grant that can potentially help more. Co-enrolled students into the college's FYE program and the EOPS program to provide ongoing structured academic and financial support to foster youth students. Committed to developing a "one-stop" program office space for foster youth to increase access to counseling, a study space, and technological and tutorial services.
Increase the rate of successful course completion for	Hired 4 associate faculty counselors and one additional associate faculty counselor shared

students with disabilities by enhancing access to academic counseling and specialized tutoring sessions, and providing academic success workshops before midterms and finals on test preparation and study skills.	between DSS and Veteran's Services to assist in academic counseling and approve academic adjustments, to provide 20 workshops each year on study skills, time management, and test taking skills, and to serve the needs of more students with disabilities. As a result of the additional counselors, wait time for appointments was reduced by 1-2 weeks depending on the semester. This year wait times for appointments have been eliminated to no more than three days out. DSS hired a senior interpreter dedicated to the college to replace one who was shared with another college and a part time administrative assistant to ensure accurate tracking of student use of services and to safeguard confidentiality of student records. DSS also converted a part time disability specialist to full time to increase staffing to two specialists in order to fulfill accommodations. Conducted an annual training – planned to be increased to twice per year – for the existing tutoring centers and arranged for additional tutoring for students with disabilities requiring extra support. Collaborated with Veterans Resource Center to introduce Veteran Academic Support Services (VASS) by combining staff and a dedicated part time veteran counselor who meets Disabled Student Programs & Services (DSPS) counselor minimum qualifications DSS and Veterans Resource Center plan to collaborate during the 2017-2019 plan period by increasing awareness of Disability Support Services within the veteran population, adding counseling services through the hiring of additional associate faculty, hosting veteran student orientations to take place prior to each semester, and increasing awareness among veteran students with disabilities of on-campus and community resources in order to increase course completion.
Increase the rate of successful course completion for male students of color by implementing an annual male students of color success conference focusing on habits of mind, identity development, personal and	Student Services hosted two student success conferences for male students of color on April 22, 2016 and October 21, 2016 in which over 200 students participated. The conferences provided students with the tools and specific strategies to address the following topics: growth mindset, self-advocacy, focus, mitigating distractions, time management, and study skills, to increase success in the classroom by

professional development, and mentoring.	understanding how to effectively take notes and to study for exams. The Umoja program, under the auspice and affiliation of the African-American Male Educational Network Development (A2MEND), established a Student Chapter of A2MEND in fall 2017. The charter provides a student support structure that seeks to establish an affirming environment where African American male students and other men of color are able to thrive. The aim of the A2MEND student organization is to improve academic success and to develop culturally competent servant student leaders. The Student Chapter of A2MEND is further designed to develop competent life skills, reaffirm the value of the African/African American cultural traditions, create awareness around issues of social justice, build grit, promote professionalism, and foster a culture of positive peer pressure. The Student Chapter of A2MEND will provide educational, cultural, social, and intellectual programs that promote positivity and brotherhood among its members.
Increase successful course completion in Math by utilizing innovative strategies such as redesigning curriculum to combine two courses into one and implementing strategies to increase student enrollment in the 2nd half of accelerated 8-week course sequences.	Piloted a redesigned math course to increase successful course completion in math by redesigning math curriculum. Discontinued the pilot to redesign the math curriculum to combine two courses as a result of the college's implementing multiple measures and alternative placement strategies. Implemented MMAP to increase the number of students placing into college-level math. Increased sections of accelerated math to shorten the math sequence. MVC Math faculty and local K-12 high school faculty met annually at the Education Summit Fall 2016 and again Fall 2017 to ensure curriculum alignment and increase successful course completion in math.
Increase successful course completion in English by exploring successful alternative pathways and through ongoing collaboration with K-12 high school partners.	Implemented MMAP to increase the number of students placing into college-level English. Increased sections of accelerated English to reduce the English sequence. Redesigned the English sequence to reduce the time students spend in remediation by offering only courses one level below transfer rather than two and three levels below.

	Implemented a series of quarterly meetings between MVC English faculty and local K-12 high school faculty to ensure curriculum alignment and increase successful course completion in English. MVC and HS faculty attendance increased over 2 years from 8 to 53.
Explore alternative math pathways for non-STEM majors.	Math faculty implemented planning for a STATWAY course in order to explore alternative math pathways for non-STEM college majors. Piloted a contextualized math statistics course for Human Services majors in order to facilitate degree completion and transfer for Career Technical Education students, as part of the college's Basic Skills Student Outcomes and Transformation Grant.
Develop and implement an FYE program with specific academic pathways that target identified disproportionately impacted students in basic skills--math, English, reading, and ESL.	Hired an FYE director in Summer 2016. Staffed and implemented a fully functioning FYE program, including a staff consisting of a full time Student Success Coach in Spring 2016, 2 Matriculation and Educational Support Associates, and 15 FYE Peer Leaders in order to enroll and support 500 disproportionately impacted subgroups through high school outreach. Provided free tuition and books to 332 FYE students as part of a "college promise" initiative currently serving 500 students to increase access and enrollment in the program. Sponsored 3 parent nights at local HS Unified School Districts (an increase by 1 over the previous year) and 5 high school visits promoting College Promise, FYE, and MVC, making contact with about 2,500 HS seniors. Initiated coordination with the Associate Dean for Academic Support to provide Supplemental Instruction (SI) and embedded tutoring support services to FYE students in order to increase students' success in the program. Initiated the development of specific academic pathways by collecting information on student majors and committing to the adoption of guided pathways planned in 2017-2019. Will continue planning by FYE and stakeholders to develop academic pathways for impacted basic skills students in math, English, reading, and ESL in 2017-2019.
Conduct training and professional development opportunities for faculty and staff involved in the delivery	In collaboration with the college's Basic Skills Initiative, implemented training and professional development opportunities for faculty and staff involved in basic

of basic skills instruction to support the success of target student populations with specialized needs; include incentives for adjunct faculty to attend.	skills instruction were made available via the Basic Skills Initiative work group. Provided professional development opportunities for part- and full-time English faculty participating in the year-long, 4-session training series "Pathways to Success," designed to increase instructor awareness of equity gaps in course completion rates throughout the English sequence and to train instructors in acceleration principles, culturally responsive teaching, and asset-based pedagogy.
Develop use of new multiple measures and alternative placement strategies for placement in math, English, reading, and ESL.	Developed and piloted a multiple measures and alternative placement strategies (MMAP) for incoming students participating in the college's FYE program. Expanded the piloted MMAP program for 81 FYE students to include all 1,600 incoming students to the college in 2017.
Conduct a "Jump Start" basic skills English, reading, math, and ESL remediation program for new students during the summer, prior to enrollment in the fall semester. After completing "Jump Start," students will have option to re-take college assessment test.	Implemented a "jump start" FYE Summer Bridge program for 118 students in 2017, allowing students placing below college level in Math and English but who successfully complete Math and English workshops to place into the next highest course in the Math and English sequence. 23 students successfully completed the jump start and were advanced to the next highest course. Continued the practice of enhanced course offerings in the Summer Program by incorporating Guidance-48 College Success Strategies as a required summer class for the jump start students.
Expand the Supplemental Instructor (SI) program to provide support to basic skills, ESL, and other gateway courses.	Hired an SI Coordinator in 2016 Increased student access to SI in basic skills courses, including math, English, reading, and ESL, by increasing basic skills sections supported by SI from 18 in 2015 to 27 in 2017. Initiated plans for a more coordinated and systematic approach to offering SI to students in basic skills or other gateway courses and those enrolled in FYE, especially students taking Math, English, Reading, and ESL.
Provide adequate staffing and support to the Writing and Reading Center (WRC) and the Math Center to enhance outreach and use of academic support services.	Expanded WRC hours to Saturdays in 2017. Initiated a "one-stop" tutorial center in 2017 where students can access resources such as computers and printing as well as tutoring services in English and math.

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.	The college has an early alert program that is available to students in all classes. The program relies upon faculty to identify students in need of support, and includes identifying students and referring them to counseling, office hours, or other academic support services and programs. The program has not been enhanced to specifically address the success needs of special academic programs such as Dental Hygiene, basic skills, or ESL.
Develop a certificate of merit for students who complete the ESL sequence; promote the certificate.	Developed a certificate of merit for students who have completed the ESL sequence. Developed outreach, in the form of presentations, school site application workshops, and campus tours, to the Moreno Valley Adult School, the Val Verde Parent Engagement Center, and district and school parent groups (ELAC).
Enhance existing categorical or special population programs, such as CalWorks, DSS, Puente, Umoja, 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.	Developed and integrated learning communities into special program practices to foster student engagement and success. Developed a Guardian Scholars program to increase the success of foster youth. Expanded the Umoja program learning community to include a second cohort of 35 additional students. Increased the Puente program's English course offerings to ensure students successfully completing the one-year program were transfer-ready.
Establish a MVC Career & Transfer Center (CTC); conduct career and transfer fairs; provide presentations; classroom orientations, and information seminars to increase transfer rates.	Established a Career and Transfer Center that includes computers for students to access on-line resources, staffing to support students and show them how to use the resources, and access to a full time counselor. Hired a full time counselor to coordinate and implement activities. Changed the Career and Transfer Counselor Coordinator from long term temporary faculty to tenure track faculty. Purchased Symplicity Career Connect, an on-line job search and career exploration resource. The Career and Transfer Counselor Coordinator organized two transfer fairs in Fall 2016 and Spring 2017, and a career fair in Spring 2017, in collaboration with the CTE Job Placement Coordinator. The Career Transfer Center sponsored 2 extended workshops on job interview skills for 60 total students

	in Fall and Spring 2017, and workshops on transfer topics throughout the year presented by a combination of MVC Counseling faculty and representatives from four-year colleges and universities. The Career Transfer Center sponsored the college's annual Transfer Celebration in May 2017 for 100 transferring students, and their families and guests. The Career Transfer Center sponsored weekly visits by representatives from four year colleges and universities, and arranged individual appointments for students to meet with the representatives.
Conduct focused workshops by the Career & Transfer Center for targeted student groups, such as Guardian Scholars (Foster Youth), Veterans, CalWorks, ACES (SSS/TRiO), Disability Support Services, Puente, Renaissance Scholars Program/Umoja; and conduct informational workshops for students' families to educate them about college and transfer processes/opportunities.	Targeted students in special programs, such as Guardian Scholars (Foster Youth), Veterans, CalWorks, ACES (SSS/TRiO), Disability Support Services, Puente, and Umoja, to attend transfer events and workshops and serve as transfer "ambassadors" to increase transfer awareness in groups identified as disproportionately impacted.
Provide support for college and university tours for categorical and special population programs to collaborate, such as Guardian Scholars (Foster Youth), Veterans, CalWorks, ACES (SSS/TRiO), Disability Support Services, Puente, and Umoja.	The Umoja Coordinator organized a HBCU College tour in August 2015 and took 30 MVC students to visit 5 Historically Black Colleges and Universities in Atlanta, GA. The Puente Program sponsored a tour of Northern California four year universities in Spring 2017, student attendance at the UCLA Transfer Conference in Fall 2016 and a tour of UC Riverside in Fall 2016. TRIO/ACES coordinated 14 tours of 4 year colleges and universities.
Target undecided students to complete career inventories or to enroll in a career exploration course or workshop.	Explored ways to increase the opportunity for undecided students to complete career inventories or career exploration workshops in a more systematic fashion which would allow for more students to receive the services.
Develop a Dream Center for students who qualify for the Dream Act (AB 540) to assist with the financial aid	Committed to the development of a Dream Center with combined efforts within Student Services. The college's Welcome Center and Student Financial Services currently work together to assist undocumented students with enrolling in the college and applying for

application process and the transition to college.	financial aid through AB540. At this time no formal program, staffing, or dedicated space exists. However, for the upcoming 2017-19 plan period the college expects to continue the development of Dream Center program operations and has formally included a Dream Center in the college's capital improvement plans, which are currently in the approval stage.
Increase support for low-income students by providing student success workshops and counseling to students who are at risk of losing financial aid; initiate mandatory intervention workshops and counseling for students who are on academic probation warning/dismissal.	Hired a full-time Financial Aid Counselor to collaborate with staff and counseling faculty to conduct classroom presentations and student success workshops focusing on Satisfactory Academic Progress to maintain financial aid and achieve academic success. Sent e-mail notifications and letters to 2,642 students on financial aid encouraging them to meet with a counselor and complete or update their comprehensive student education plans in order to minimize loss of financial aid. Implemented Financial Aid TV (FATV), a service that provides online Financial Aid and Satisfactory Academic Progress interactive counseling videos for students who are receiving, have lost, or are at risk of losing their financial aid. The videos are shown on screens hanging above the waiting area for Student Financial Services and Admissions and Records, so all students can view the videos while they are waiting in line. Continued to require Satisfactory Academic Progress counseling for students who need to appeal their financial aid. Informed all students on academic probation of opportunities to complete the online probation workshop, meet with counselors, and complete or update their CSEP. Required 341 students on academic dismissal to complete an online workshop on dismissal and student success, and to meet with a counselor. The Financial Aid counselor met monthly with the Student Financial Services Director to develop intervention strategies for improving students' academic standing.
Provide campus and community resources for low-income students with unexpected "life" circumstances, such as a food	Provided campus and community resources for low-income students experiencing unexpected circumstances, including students in need of food, housing, income, health, and other non-academic services.

pantry and access to various health care opportunities.	Career and Technical Education launched a Food Bank beginning in Fall 2017 for some categorically based students, especially foster youth, veterans and students with disabilities. The Clothing Closet officially opened in November 2017 for students who need professional attire for job interviews and others who might be entirely without clothes in which to live on a regular basis. Human Services students (Work Study and Volunteers) staff these operations through a combination of Federal Work Study and volunteer work under the supervision of Human Services faculty.
Establish and develop comprehensive, ongoing, college-wide basic skills/ESL activities that promote success through pre-transfer level courses.	Expanded students' access to the Writing and Reading Center (WRC) to include Saturdays in 2017. Increased student access to SI in basic skills courses, including math, English, reading, and ESL, by increasing basic skills sections supported by SI from 15 to 27 sections per year. Renewed the Library's subscription to Credo Information Literacy Courseware to provide faculty with online resources for integrating information literacy skills into their courses and assess the information literacy general education student learning outcome that has been incorporated into the relevant course outlines of record. Developed accelerated courses in reading and math: REA 90, that focuses on academic reading, prepares students for the types of reading they can expect to encounter in their content courses, and to meet the graduation reading competency requirement in one semester; and MAT 37, that provides an accelerated pathway through the Math sequence for non-STEM majors.
Provide extensive staff development opportunities to support services and instruction in Basic Skills/ESL and general effective teaching practices.	7 Reading faculty members (both full and part-time) as well as the Reading paraprofessional participated in the Accelerated Reading Collaboration and Training during the 2016-17 year. Provided support for 6 faculty to attend the Reading Apprenticeship Conference in San Mateo. Provided support for a faculty member to attend the Reading Apprenticeship Workshop in Math/Statistics in Santa Clarita in Spring 2017. Provided support for 5 faculty to complete the introductory Reading Apprenticeship 101 online course and for a faculty to complete the Campus Coach online course.

	Provided professional development for 9 English faculty from WRC attending the California Acceleration Project and follow-up Community of Practice meetings in order to share experiences, develop, and strengthen accelerated courses. Provided a more prescriptive semi-annual training program for 17 SI leaders to improve services provided to students. Initiated steps to integrate College Reading and Learning Association's International Tutor Training Certification for our tutors in Tutorial Services, Math Center, and Writing and Reading Center by developing a new tutor training course to be offered in Winter 2018. This course will be required for all tutors and by summer 2018 any student wishing to work as a tutor in Tutorial Services will be required to have this course prior to applying, or taken concurrently in their first term of hire.
Implement an ongoing "culture of evidence" that validates and supports the Basic Skills/ESL Program	Utilized the scheduling and assessment reporting software WCOnline for Writing and Reading Center scheduling, data collection, and reporting to better serve more students and track student performance. Developed a web-based check-in system for SI sessions that improves data collection. Collected and analyzed course success and retention rates for students who participated in SI compared to students who did not and examined the relationship between the number of times students participated in SI and their course success and retention rates as well as progression to the next course in the sequence, GPA, credits completed, and persistence to transfer level courses. Collected, monitored, and analyzed Institutional Research data on the persistence and success rates of accelerated courses such as English 80.
Develop and implement pre and post enrollment support activities for Basic Skills/ESL students.	Shifted the order of matriculation steps from Assessment-Orientation-Counseling to Orientation-Assessment-Counseling so that pre-assessment information could be included in the online orientation that new students take before they can enroll in any courses. Expanded students' access to Writing and Reading Center tutors through addition of Saturday hours, and an additional evening hour every day. Provided SI to 27 Basic Skills classes.

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Successful:
- We are already a year into our integrated planning process. This decision was made internally, vetted entirely through our shared governance process, and the joint committee has had time to dialogue about our goals
- Various planning committees have approached initiatives as an opportunity to intentionally reduce silos.
- Start-up status makes it easier to roll out new initiatives and change processes
- Some initiatives have overlapped to create synergies in implementation
- Possible additional reasons that arise from data from #1

Unsuccessful:
- Lack of integration with college strategic planning
- Activities not tied directly to overall initiative goals, assessment does not show how individual activities move the various needles
- Reduction in SSSP outcomes may be tied to reduction in enrollment over the last year
- Lack of funding (for example, to scale up and systematize SI)

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

| Goal | Activities in each program that serve the goal listed | | |
	SSSP	Student Equity	BSI
Example: *Increase completion and persistence through the English Developmental Sequence*	*Provide extended orientation and assessment prep courses/workshops*	*Provide extended orientation and assessment prep courses/workshops* *Redesign the dev. ed. sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the dev. ed. Sequence*
FYE and Summer Bridge	Supported high school based counseling, assessment, orientation to	Funded FYE Director, staff, and operations	Professional development that supported development of

prepare students to enter the college and be successful in the first year Funded and supported development of Summer Bridge workshops in Guidance Summer counseling appointments for students to start educational planning	Funded and supported development of Summer Bridge workshops in Math, English, and Guidance	FYE and Summer Bridge content

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

Since 2016, Moreno Valley College has been focused on improving student success and closing achievement gaps in the area of completion of basic skills coursework, beginning at Assessment and Placement, and continuing into the classroom. Although implementation and assessment are not complete, the college's participation in the Multiple Measures Assessment Pilot (MMAP) and the creation of accelerated coursework in English and Math deserve special attention.

Moreno Valley College's initial implementation of MMAP began in Spring 2016 when the college focused its MMAP efforts on new, incoming direct matriculants who could both self-report on their high school GPA and grades in the highest level of math and English taken in high school and verify the report with an academic transcript. Using MMAP, a team assessed 804 students, 81 of whom were students enrolled in the college's FYE program. Unfortunately, the initial implementation was complicated by a communication breakdown. Of the 804 students assessed, only the 81 students in the FYE program received their MMAP results in time to enroll in the appropriate courses. The remaining 723 students did not receive the results of their MMAP placement until Fall 2016 when some students were already taking courses the MMAP results determined they did not need. For this reason, course completion rates for the 804 students assessed were not available until Fall 2017. Of the 81 students who were assessed using MMAP, 32 percent of the students enrolled in college-level math and 62 percent enrolled in college-level English classes. Prior to their MMAP assessment, 0 percent had placed into college-level math and 44 percent had placed into college-level English. The figures are similar for the whole cohort of 804 students. Based on the standardized test alone (AccuPlacer), 1 percent of students assessed placed into a transfer-level math course, with 36 percent placing one level below transfer, 23 percent placing two levels below, and almost 4 out of 10 students placing three levels below. When assessed using MMAP, by contrast, 47 percent of students placed directly into a transfer-level math course with 21 percent placing into one level below, 19 percent placing two levels below, and 1 out of 10 students placing three levels below transfer. A similar pattern is evident in students' placement into English. Using AccuPlacer alone, 1 in 10 students placed into the transferable college-level course. Using MMAP as a placement mechanism, however, 64 percent place into transfer-level English. Because MVC's English discipline had shortened the English sequence prior to MMAP implementation, the remaining 36 percent of students will place one level below the transfer course. The combination of reassessing course sequence and MMAP implementation is allowing students to access transfer-level courses in a much faster pace than years past.

Since the initial implementation, MMAP guidelines were programmed into the district testing instrument and MVC decided to expand the MMAP assessment from only first-time direct matriculants to all students, expanding the cohort to 1,300 students. For both math and English, MMAP marks a dramatic difference, enabling students to enroll into a transfer-level course sooner than they would have otherwise. These increases in transfer-level placement in both English and math are hoped to translate into more students successfully completing transferable courses by Spring 2018 and support the decrease of time-to-degree, time-to-certificate, time-to-transfer, and altogether time-to-completion. (Source: MVC Office of Institutional Effectiveness, March 2, 2017).

Besides implementing MMAP, Moreno Valley College has also redesigned the developmental math and English sequence by increasing offerings of accelerated courses in math and English. English has also reduced the number of courses in the English sequence and developed an English 1A corequisite.

In 2015-16, the English department offered 22 sections of its accelerated English course, a 6-unit course allowing students testing one, two, or three-courses below the transferable, college-level English 1A course to take only one below-college English course before enrolling in English 1A. In addition to offering the accelerated course, the English department voted to discontinue course offerings in two and three levels below (English 60A and 60B), reducing its remedial pipeline to only one basic skills course, from which students could take the one-level below English 50, for those testing into one-level below or the one-level below English 80 for those testing into one, two, or three-levels below English 1A. In 2016-17, the English department's decision to no longer offer its two and three-level below courses increased demand for its accelerated English 80 course, and English offered a total of 26 sections of accelerated English for the year, an increase of 4 sections from the previous academic year. Math experienced a similar increase in accelerated classes in 2016-17. In Fall 2016, math offered an additional 4 sections of accelerated math beyond that offered in Spring 2016, and in Spring 2017, math offered 3 accelerated pre-statistics sections—for a total of 8 accelerated sections in 2016-17, an increase of 6 sections from the previous year.

In addition to increasing its accelerated course offerings, English developed a co-requisite transfer-level English 1A support class (English 91) that would allow students to bypass the traditional sequence of remediation and complete college-level English in one semester. The Professional Development Coordinator compiled and reviewed empirical data on co-requisite models. An English 1A co-requisite Course Outline of Record is now moving through the Curriculum Committee and is expected to be offered in Fall 2018. The support course co-requisite for English 1A, English 91, will eliminate the pipeline for those students opting in, thus dramatically reducing the amount of time students spend in remedial English.

FUTURE PLANS
Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
   - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
   - Closing achievement gaps for disproportionately impacted groups.
   - Improving success rates in degree attainment, certificate attainment, and transfer.
   - Improved identification of and support for students at-risk for academic or progress probation.

- Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
Example: Increase completion and persistence through the English Developmental Sequence	*Provide extended orientation and assessment prep courses/ workshops*	*Provide extended orientation and assessment prep courses /workshops* *Redesign the dev. Ed. sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the dev. Ed. sequence*	☐ *Access* ☑ *Retention* ☐ *Transfer* ☑ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____ _____*
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.	Continue to support creation of district-wide online CSEP tool. Expand and improve the informational campaign targeted at students who are still missing their CSEP. Develop CSEP completion process that begins at Orientation and continues structured meetings and referrals until it is completed. Use "intrusive counseling" services such	Integrate CSEP process into College Promise, Summer Bridge, FYE, Umoja, Guardian Scholars, and other special population program plans. Continue to provide Transition to Success One-Stop programs that are aligned with Summer Bridge as part of the FYE and College Promise program. Contribute toward expansion and improvement of Career Transfer Center toward a robust service for students.	Develop and implement an intervention program for students placing into basic skills courses in math, English, reading, and ESL, by increasing faculty use of Early Alert to promote students' successful completion of transfer-level courses within three semesters. Increase the number of basic skills students who have educational plans by offering classroom presentations at all Basic Skills courses and developing flex activities for basic skills instructors about the	☐ Access ☐ Retention ☑ Transfer ☐ ESL/Basic Skills Completion ☑ Degree & Certificate Completion ☐ Other:_____ _____

	as "traveling counselors" to offer classroom presentations, staffed information tables, and student success workshops promoting the importance of student educational planning.

Provide "New and alternative options" for completion of CSEP.

Explore the possibility of registration incentives based on CSEP completion.

Extend career exploration Guidance courses and Career exploration workshops opportunities to undecided major students.

Identify key points in students' educational journey to extend | Identify key points in students' educational pathways in which there is a need for student services interventions in order to reach disproportionat ely impacted target population students at critical points throughout their studies at MVC to help facilitate completion and transfer.

Develop the implementation of guided pathways to provide students clear and coherent educational maps that include specific course sequences, progress milestones, and outcomes.

Conduct focused workshops by the Career & Transfer Center for Student Equity target populations, such as Guardian Scholars (Foster Youth), | importance of educational planning. | |

	student services contacts to reach all students at critical points throughout their enrollment at MVC. Continue to develop and improve student success workshops. Develop more interactive and effective on-line orientations for new students. Develop and implement an intervention program for students who place into basic skills courses. Improve process to communicate with students about which factors create success in college life.	Veterans, CalWORKS, ACES (SSS/TRIO), DSS, Puente, Umoja; and conduct informational workshops for students' families to educate them about transfer processes and opportunities.		
Decrease time in remediation.	Continue to develop and refine use of MMAP strategies for placement in	Continue to develop and refine use of MMAP strategies for placement in	Continue to develop and refine use of MMAP strategies for placement in	☐ *Access* ☑ *Retention* ☑ *Transfer* ☑ *ESL/Basic Skills Completion*

math, English, reading, and ESL.

Develop and implement a First-Year Experience program with specific academic pathways that target identified disproportionately impacted students in basic skills math and English.

Provide orientation, outreach ambassadors, peer mentors, and special programs for student success.

Develop assessment intervention program targeting students who place into basic skills courses, allowing for intervention and reassessment. | math, English, reading and ESL.

Enhance the First-Year Experience program with specific academic pathways that target identified disproportionately impacted student populations in basic skills math and English.

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.

Conduct training and professional development opportunities for faculty and staff involved in the delivery of basic skills instruction to support the success of Student Equity target student populations with specialized needs; include incentives for | math, English, reading and ESL.

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 development of a co-requisite math course.

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.

Support programs designed to increase course completion among students placing below college level, such as FYE, by supporting the implementation of guided pathways or placement into specific academic pathways.

Support SI and embedded tutoring in basic skills courses, in | ☐ *Degree & Certificate Completion*
☐ *Other:_____*
☐ *_____* |

		adjunct faculty to attend.	math, English, reading, and ESL, for students placing below college level and, via MMAP, into college-level courses. Align basic skills courses in math, English, reading, and ESL, including college-level courses using MMAP, with academic support services such as tutorial services like the Math Lab and Writing and Reading Center.	
Increase students that successfully complete degree applicable or transfer courses in English and math within the first 3 semesters of enrollment.	Continue to support creation of an online CSEP tool.	Support the increase in cohorts within special population programs and targeted student equity populations, including, Umoja, DSS, Puente, FYE, Guardian Scholars, Veterans, and programs for homeless and LGBTQ+ students, so more students can take advantage of course completion activities provided by these programs.	Increase sections for accelerated courses in math, and English and sections for co-requisite English courses. 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. Increase SI and	☐ *Access* ☑ *Retention* ☐ *Transfer* ☑ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____* ☐ *_____*

			embedded tutoring in math, English, reading, and ESL courses for students placing in basic skills and, via MMAP, into college-level courses.	
		Add math to the curriculum of study in special population programs--for example, Puente concentrates on Guidance and English courses among other things. Since there is a low retention and success rate for students completing college-level math, adding math to these programs along with SI/tutoring should increase retention and success rates.	Align math, English, reading, and ESL courses with academic support services, such as tutorial services like the Math Lab and Writing and Reading Center.	
Improve all student completion rates for certificates, degrees, and transfer by reducing known equity gaps.		Continue to improve and develop Veterans' one-stop center that includes access to on-campus and off-campus services. Continue to improve and develop foster youth one-stop center on campus that includes access to matriculation, counseling, and transfer support, and referrals to on-campus and off-campus services.	Provide instructional support and professional development in accelerated, asset-based, and culturally responsive pedagogy to instructors of basic skills courses and college-level courses using MMAP, including math, English, reading, and ESL. Support SI and embedded tutoring in math, English, reading, and ESL courses for students	☐ *Access* ☑ *Retention* ☐ *Transfer* ☑ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____* ☐ *_____*

		Continue to increase the number of students served by the Umoja Program by improving student engagement through Summer Bridge, learning communities, a mentoring program, and culturally relevant programs. Continue to increase the number of basic skills and other Student Equity target population students served by the FYE Program. Increase the number of Student Equity target population students enrolled in Public Safety Education and Training (PSET) programs. Increase the number of Student Equity target population students	placing in basic skills and, via MMAP, into college-level courses Align math, English, reading, and ESL courses with academic support services such as tutorial services like the Math Lab and Writing and Reading Center.	

		enrolled in Career Technical Education (CTE) programs.		
Improve identification and follow up support for students at risk of non-completion of courses and programs of study.	Require students on academic or progress probation for the first time to complete the probation workshop, a student success workshop, and meet with a counselor. Require students going through a dismissal appeal to have an updated COMP-SEP made in the last 12 months. Extend prioritized access to counselors to students with out-of-date COMP-SEPs who are going through the dismissal appeal process.	Increase the number of Student Equity target population students participating in special programs that support course, degree and certificate completion, and transfer activities. 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.	Incentivize instructor participation in the Early Alert process by offering instructions in how to do so and utilizing professional development hours/pay. Increase and prioritize, based on academic need, students access to SI and embedded tutoring in math, English, reading, and ESL courses for students placing in basic skills and, via MMAP, into college-level courses. Continue with informational counseling presentations directed specifically at students in basic skills math, English, reading, and ESL courses.	☐ *Access* ☑ *Retention* ☐ *Transfer* ☑ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____* ☐ _____

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-

based programs. (500 words max)

Moreno Valley College decided through its governance process in 2015-2016 to integrate its SSSP, Student Equity, and BSI committees into a single committee, and has been acting since then to have its practice match the formal structure. The integrated committee is led by a steering committee that includes representation from faculty, staff, administration, and students, including the former leadership of all three previous committees and representation from the college's Basic Skills Student Outcomes Transformation Grant (BSSOT) as well. Additionally, there is a Budget Work Group that includes representation from each of the former committees and the BSSOT. The integrated committee structure includes work groups for each of the core SSSP functions, student equity, FYE, BSI, and an additional work group that focuses on data collection and distribution.

In Spring 2017 the integrated committee held a planning retreat in which the committee chose the college's integrated strategic planning goals around Teaching and Learning http://mvc.edu/files/mvc-integrated-strategic-plan-2015-2018.pdf to drive forward and focus all three fund sources around a shared set of goals, objectives, and set of deliverables. Last year, the three distinct committees chose two goals that were intentionally directed toward the elimination of silos in planning: implementation of the Multiple Measures Assessment Pilot and the creation of the college's FYE program. Both of these projects have necessitated buy-in and participation from representatives from the former SSSP, Student Equity, and BSI committees. As planning continues, both of these projects will require continuous monitoring and improvement from all three funding sources to be successful.

In Spring 2017, the college's Strategic Planning Council hosted a college planning retreat to evaluate the existing Integrated Strategic Plan and again in Fall 2017 to begin writing the new two-year Integrated Strategic Plan that will guide the college in 2017-2019. Accordingly, the steering committee will revisit the goals of this plan at the midpoint of implementation in order to ensure that the integrated SSSP Student Equity, and BSI plan continues to be aligned with the larger college's Integrated Strategic Plan.

The role of the Data Work Group will also be critical to ensure coordination across student success and student equity based initiatives. The shared set of goals will be agreed to by the committee and maintained by the steering committee, and the shared set of metrics will drive and focus the committee's activities.

The integrated committee will also encourage committee participation from the responsible persons/parties relevant to the activities designed to meet its goals and track the progress of the activities by adding progress reports to the standing agenda of SSSP, Student Equity, and BSI Committees.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

   Moreno Valley College does not have noncredit offerings.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

- Expand data analytic approach to enrollment management, student success, and reduction of disproportionate impact on targeted student populations.
- Continue to develop and administer employee surveys on professional development need.
- Recruit guest lecturers in best practices in instruction of basic skills courses, student success, and elimination of disproportionate impact.
- Support innovation and creativity by sponsoring workshops for employees on how to request funds from integrated initiatives.
- Continue to support local Educational Summits to bring together high school and college faculty and administrators to jointly ensure curriculum alignment and develop best practices in basic skills courses and counseling.
- Provide Professional Development opportunities and training to instructors of basic skills classes in math, English, reading, and ESL to encourage buy-in and to implement and facilitate transformations.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

Evaluation of progress toward meeting student success goals will be driven forward by the Data Work Group, and focused on data metrics that will also drive the integrated strategic plan of the larger college as a whole. For SSSP goals this year, the data work group chose to analyze the four core SSSP functions of completion of orientation, assessment, comprehensive and abbreviated student educational plans as students moved through the matriculation pipeline as a cohort. As the college is currently focused on enrollment growth, MIS data is also important to show overall growth in students beginning to progress toward enrollment, but the college is also interested in looking at the number of units enrolled, full time vs. part time status, and continuous enrollment from semester to semester. The college will continue to assess these metrics each term.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

The college will commit to coordinating with other colleges in the district by supporting collaboration among faculty, staff, and administrators on scale-able projects, including the following:
• Course Outlines of Record for an English corequisite are being developed jointly with Riverside City College's English department.
• Course outlines for Statway curricula are being developed jointly with Riverside City College's Mathematics department.

- Since 2015, the college has supported district-wide development of a shared online comprehensive student educational planning form and student planner.
- Branching profiles and the MMAP design were jointly developed and implemented by all three colleges.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
   http://mvcsp.com/sse/Support%20Documentation/20171221%20MVC-AA17-12ss17-04-BSI_SE_SSSP_Integrated_Budget_Plan_2017-2018.pdf

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:
    http://mvcsp.com/sse/Support%20Documentation/20180110%20MVC%20Student%20Equity%20Plan%20Executive%20Summary%202017-2019.pdf

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

- Hands on regional workshops on integrated budget planning and management –aligning budgets with goals, transparency, coordinating committee leadership with budget group, representing budget objectives to various constituencies.
- Continue to support webinars on best practices and illustrative programs that show significant gains in student success with efficient/effective use of funds.
- Webinars and/or hands-on regional workshops on representation of data to various constituencies.
- Increased funding to scale up effective strategies (such as assigning SIs to all math classes or hiring new faculty to serve as Puente or Umoja Coordinators to double the cohorts).
- Metrics for measuring activities such as professional development that help increase faculty buy-in to justify funding for projects with a less direct effect on success indicators.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:
Name   Michael Paul A. Wong_____
Title   Dean, Student Services (Counseling)_____
Email Address michaelpaul.wong@mvc.edu_____
Phone (951) 571-6251_____

Alternate Point of Contact:
Name Dyrell Foster_____
Title Vice President, Student Services_____
Email Address dyrell.foster@mvc.edu_____
Phone (951) 571-6120_____

Part III – Approval and Signature Page

College: Moreno Valley College_____District:_Riverside CCD_____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

_____
Chancellor/President   Date   Email Address

_____
Chief Business Officer   Date   Email Address

_____
Chief Instructional Officer   Date   Email Address

_____
Chief Student Services Officer   Date   Email Address

_____
President, Academic Senate   Date   Email Address