

Preview

Status: Draft

Details

College

Moreno Valley College

Assurances

Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

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Awaiting Submittal

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Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.

Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The college underwent a restructure to better align with the guided pathways/career focused framework. Nine “Fields of Interest” were created in order to organize and market our programs by meta majors.

1) Arts, Media & Design, 2) Business 3) Communications, English and World Languages, 4) Education and Child Development, 5) Health Sciences, 6) History, Humanities and Philosophy, 7) Public Safety, 8) Science, Technology, Engineering and Math, & 9) Social and Behavioral Sciences.

The admissions application, website, and orientation were all updated to include our Fields of Interest (meta majors) which allows students to easily find their major/program of study by area of interest.

In addition, Academic Affairs has undergone a back-end restructure to organize academic departments into a six school structure to further support students.

1) School of Business, Health, and Human Services, 2) School of Communication, English and World Languages, 3) School of Humanities, Education, Social and Behavioral Sciences, 4) School of Public Safety, 5) School of Science, Technology, Engineering and Mathematics, & 6) School of Visual and Performing Arts.

Program maps have been developed for MVC’s associate degrees and certificates. Currently, the college is reviewing/updating all previously existing program maps to ensure they accurately reflect curriculum changes. In addition, the college is finalizing the program maps for several new degree and certificate programs there were recently approved. Once finalized, all program maps will be uploaded to MVC website and Virtual Engagement Centers Canvas pages.

Trailheads (first semester plans) in alignment with each Field of Interest have also been developed. Trailheads are primarily used for undecided students that allow them to explore their field of interest while taking “safe” general education courses that are transferrable to other fields of interest.

At Scale - Programs of study have been grouped into meta-majors. The college is currently in the implementation stage of our Engagement Centers (Schools) and are undergoing a website overhaul to help with marketing our meta- majors. Virtual Engagement Centers opened during the Spring 2021 semester with dedicated Faculty Counselors, Classified Educational Advisors, and Student Peer Mentors. Faculty Liaisons were added in the Fall 2021 semester. Locations for physical on-campus Engagement Centers have been identified and are expected to open by Fall 2022.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Developing Program Map Student packets
 - Trailheads, Program Maps and Prerequisites
- Developing Part time student maps

- Develop a course rotation plan
 - Courses sequenced over a period of time to insure timely completion
- Formalize Program Maps into the Scheduling, Program Review and Curriculum Processes
 - Multi-Term Scheduling
 - Program Review Component
 - Curricunet Program Impact Function

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale *

1. Continue developing marketing materials and webpages to inform students, faculty, staff, and community partners about fields of interest and schools.
2. Develop qualitative/quantitative data points to assess and evaluate meta major structure after implementation.
3. Enhance career focused onboarding in combination with our career exploration tool with the goal of assisting students to make choices around programs of study and associated careers

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

- Changes in enrollment and course scheduling
- Website development has been slowed
- Dealing with the impact of Covid on college operations

- Legislative changes that are impacting curriculum

Support Needed - Detail *

- Resources to support faculty work on program maps
- Professional Development relating to curriculum, program creation and implementation
- Technology resources to support the development and maintenance of the MVC website

Type(s) of Support

- Technology support
- Other

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The college has continued to refine and align our programs of study with the goals of career obtainment and transfer. As stated in A, the college's program of study have been mapped under our fields of interest that have a career focus.

The college has also continued its work to integrate the Vita Navis Career Assessment into the student onboarding process. In addition to Vita Navis, the college has purchased Jobspeaker, an employment and career management software program for students to search for careers and other job related.

Scaling in progress- The college is working to embed career/transfer information in each program of study and not just CTE programs. The college is working with discipline faculty, Career & Transfer Counselor, Office of Institutional Effectiveness and Job Placement to include local labor market/career/transfer information on each program map. Within Engagement Centers, Counselors, Peer Mentors, Educational Advisors, and Faculty Liaisons met in Spring to identify where career/transfer information can be located by program of study and then identify which information would be appropriate to provide to students on websites, Canvas pages, and other student facing information sources. In addition, the Vita Navis career assessment has been incorporated into the student matriculation process.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Integrate job and career information into the program maps
- Update the college's website to include more career related data and information
- Improve relationships with community business partners to better align programs to meet their needs
- Improve career and academic program marketing for students and other stakeholders

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale *

1. College website will be updated to include visual program maps, career and transfer information.
2. Continue to work with disciplines to include career and transfer information for each program of study
3. Identify existing transfer, career and regional workforce labor market data research and provide results to disciplines.
4. Strengthen partnerships with local job industries to ensure the design of programs that meet our community's needs and labor market demands. Ensure this information is communicated/marketed college wide.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

- Dealing with the impact of Covid on college operations
- Changing economic condition in our service area
- Legislative changes that are impacting curriculum

Additional funding is needed at all three levels (state, regional, and local) in order to fully support the MVC Guided Pathways plan. Additional work required in order to ensure that the current state of Guided Pathways adoption is clearly

and comprehensively communicated through governance, department, discipline, and program meetings.

Support Needed - Detail *

- More robust data on the career needs of area businesses
- Improve relationships with area business
- More development in our non-credit education programs to fit the needs of areas business and their employees.
- Embed this work within existing planning processes like program review, transfer pathways and resource allocation.

Type(s) of Support

- Reporting/data
- Other

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

MVC hired a website consulting firm and is undergoing a full website redesign that is expected to be completed by Fall 2022. In the interim, MVC has updated it's current website to include career focused Fields of Interest (Meta-Majors), re-organization of academic programs into schools, and connections to school based virtual engagement centers and student success teams. Notably this interim solution is an improvement, but it still lacks significant utility for students in exploration of specific college programs or common program websites that answer the questions recommended by the CCRC. However, the launch of the college's website is expected to have the above stated issues addressed.

Timeline for Progress to Date

Term and Year

Fall - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The full website redesign is expected to go live by Fall 2022.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

We experienced a gap in faculty Guided Pathways leadership that led to portions of the interim website update to go uncompleted. New leadership is in place as of Spring 2022 and the full website overhaul is nearing completion.

Support Needed - Detail *

Needs include training for updating website pages and development of processes for website ownership.

Type(s) of Support

- On-campus/individual training
- Technology support

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Visual maps with milestones linked to each term have been created and the webmaster is currently formatting for the website. The term by term sequencing of courses included in these maps are intended to improve the timely completion and reduce number of units to completion for students.

The program maps have also been uploaded into EduNav. Students must map a pathway to completion in EduNav before they can register for classes each term. Counselors meet with students to approve the plan and ensure that the maps that EduNav created are accurate for the student's chosen transfer institution and career.

Trailheads have also been developed to assist students with course selection who may be undecided.

As the visual maps are completed and approved, they will be uploaded into the website so that students can easily see the courses that they will take to complete a program of study, the outcomes of the program, and the transfer and career opportunities associated with that program of study.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Align and integrate EduNav with the district's new Anthology Reach, CRM-Customer Relationship Management System.
- Align and integrate EduNav with the college's Pathmaker multi-year scheduling tool.
- Develop a process for reviewing and updating programs of study in the college's curriculum process

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

- Dealing with the impact of Covid on college operations
- Challenges of aligning different software program resources with each other
- Delaying in the launch of new website
- Legislative changes that are impacting curriculum

Support Needed - Detail *

Technical resources to assist with implementation

Professional development of the use of the new programs being launched at the college and district.

Type(s) of Support

- Technology support
- Other

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

The mathematics faculty have developed two primary pathways for students aligned to their selected field of study: STEM (Calculus) and SLAM (Statistics) pathways. The STEM pathway is tailored to students pursuing programs in Science, Technology, Engineering, and Mathematics. The SLAM pathway is tailored to students who need to take Statistics or Liberal Arts Mathematics courses for their chosen program of study. The faculty have continued to assess and make changes with their District colleagues to these pathways. During the 2021-2022 academic year, the faculty have developed a College Algebra transfer level course and re-organized the topics in the Pre-Calculus class in order to better support students into the Calculus sequence.

Curricular redesign for the STEM and SLAM pathways has been longstanding at Moreno Valley College. As noted above ongoing assessment and change to the mathematics sequences through the Spring 2022.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue exploration of additional alternative transfer level courses contextualized to specific career areas or transfer pathways. In addition, the faculty are exploring non-credit support courses for students.

Term and Year

Spring - 2022

Term - Detail (optional)

Assessment and changes to the curriculum and supports will continue on an ongoing basis.

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

While the College has experienced significant increases in students completing transfer level mathematics as a result of changes brought on by AB 705, the faculty have continued to experience some students who need significant support in order to be successful in transfer-level mathematics.

Support Needed - Detail *

The College faculty need additional professional development support in additional contextualization of mathematics pathways, alternative transfer mathematics courses, and support for students.

Type(s) of Support

- Connections with other Guided Pathways teams
- Other

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

In the summer/fall of 2021, the MVC onboarding team developed a holistic survey assessment tool to provide students with career guidance as students onboard into their respective engagement centers. Students who assess 'undecided' at the medium to a high level will be provided with a thorough 7-step career decision-making process which consists of 3 career exploration workshops led by Counselors & Educational Advisors, while 'decided' students are referred directly to engagement centers.

Vita Navis, the college's career exploration assessment, aligns career pathways to individual programs of study. After completing the evidence-informed career decision-making process and choosing a career path, students follow up with an individual session to create a comprehensive student educational plan with an MVC program of study aligned with the students' career and transfer plans. Students who remain 'undecided' will be referred to GUI 47, Career Search & Major Planning, and college & community career-related workshops for further exploration, followed by an Educational Advisor to assist with the decision.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Roll out career exploration in the new onboarding process along with career exploration workshops for applicants during onboarding for Summer 2022 and Fall 2022
- Assess students who have completed the new onboarding process for undecided attitudes and career knowledge
- Create a series of workshops (7 step career decision making), by Summer 2022 that will accommodate all onboarding students prior to the start of the semester or before the last day to add for students who apply before the start of each semester.
- Create a uniform platform and webpage that informs students, staff & the community about available career services by Fall 2022.
- Create case management system to follow students through the 7 step decision making process by Summer 2022. Streamline communication sent to students in regards to next steps after completing CCC apply application by April 2023.
- Create a uniform process for marketing, outreach & recruitment for special programs.

Term and Year

Summer - 2022

Term - Detail (optional)

Spring 2023

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

- Counseling and Educational Advisor staffing for student workshops and individual counseling support.
- Gaps in service to support the entire 7 step career decision making process exist.
- There is no systematic tracking or case management to evaluate if students are decided or not and what services they received to assist with career pathway planning and or counseling.
- Available career services are decentralized, there is no platform to market them collectively which leaves students uninformed about most of the career services available to assist them.
- Limited availability of counseling appointments and guidance courses do not reach all students and are not provided in a systematic way.
- Split responsibilities of CT counselor causes limited availability of time dedicated to career exploration.
- Career pathway planning activities are minimal and occur in individual counseling and peer mentor sessions.

Support Needed - Detail *

This is a large-scale rollout, and it requires staffing support to ensure that this many prospective onboarding students can receive the 3 career workshops included in the 7 step career exploration process led by Counseling Faculty and Educational Advisors and an individual follow up meeting with a Counselor and develop an educational plan. The need for large-scale workshops and follow up meetings falls during the college's high traffic period for continuing students and new students to register for Summer, Fall & Spring classes.

Type(s) of Support

- On-campus/individual training
- Technology support
- Reporting/data
- Other

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

MVC Academic Support programs have expanded our support programs for students in “English and Math gateway courses” which includes are Embedded Tutoring (ET) program, Writing and Reading Center, Math Lab and peer tutoring.

The MVC Supplemental Instruction program has expanding their support for STEM gateway courses for the Dental and Nursing programs as well as CIS.

The Learning Center has consolidated its services to provide MVC students with tutoring in a variety of subject including Accounting, Business/Economics, the social sciences, humanities and statistics.

MVC's has worked to develop an extensive collection of Open Education Resources (OER) for faculty and students to increase the number of Low and Zero Textbook cost courses on campus.

Engagement Center teams, office of Institutional Effectiveness, and administrators are currently exploring strategies to proactively support students who are in may experience challenges and/or are in need of additional academic support in gateway courses. Data is currently being pulled and analyzed to identify trends as it relates to success rates and retention.

Once data is compiled discipline faculty and counseling faculty will collaborate to identify proactive support strategies to support students prior to enrolling and during enrollment in gateway courses.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Institutionalize Embedded Tutors
- Improve market for tutoring, library and OER
- Expand professional development for faculty and tutors

Term and Year

Spring - 2022

Term - Detail (optional)

Spring 2023

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

- Dealing with the impact of Covid on college operations
- Lack of funding to support additional tutors
- Lack of a qualified pool to select tutors
- District hiring policies for student workers
- Reluctance to support Early Alert program
- Expansion of OER initiatives across the college

Support Needed - Detail *

- Technical resources to assist with implementation of Early Alert
- Funding to support OER development and implementation
- Changes to district policies on hiring student workers
- Funding to support institutionalization of programs

Type(s) of Support

- Policy guidance
- Technology support
- Other

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Co-requisite courses have been fully adopted and have been offered since Fall of 2019. In addition, we have created a new entry level BSTEM College Algebra course that is also offered with support to allow students to be placed into a college level algebra course that will shorten the pathway to calculus.

In addition to the curricular changes, MVC Academic Support programs have expanded our support programs for students in "gateway courses" who are underprepared. This includes the development of our Embedded Tutoring Program for "gateway math courses" for STEM and Non-STEM programs of study. Embedded Tutoring (ET) is a form of Supplemental Instruction that focuses on providing academic support to students during course activities in the classroom setting. The ET is a trained Peer tutor who works closely with the course instructor to supplement course material, activities, assignments, and goals. The Embedded Tutors will be providing learning assistance, encouraging students' participation, fostering connections between students, as well as providing individualized learning support to all enrolled students inside and outside the class time.

The MVC Math department and MVC Academic Support programs collaborated to develop an intensive Summer Math Institute for students take "gateway math courses." This program included embedded tutoring, required workshop and faculty office hour attendance and peer tutoring. Students were provide with textbooks, computers and calculators. An early alert system was piloted to allow faculty to direct student to resources when challenges were first noticed.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Institutionalize Embedded Tutors for all Math 12/112 and Math 36/136 courses
- Improve messaging to get students to take math in their first semester at MVC
- Expand professional development for faculty and tutors
- Implement a new Early Alert program

Term and Year

Not Entered

Term - Detail (optional)

Spring 2023

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

- Dealing with the impact of Covid on college operations
- Lack of funding to support additional Summer Math Institutes
- Lack of a qualified pool to select tutors
- District hiring policies for student workers
- Reluctance to support Early Alert program

Support Needed - Detail *

- Technical resources to assist with implementation of Early Alert
- Changes to district policies on hiring student workers
- Funding to support Summer Math Institute institutionalization

Type(s) of Support

- Other

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

MVC Academic Support programs have expanded our support programs for students in “English gateway courses” who are underprepared. This includes adjusting Supplemental Instruction program for English courses, into a more flexible Embedded Tutoring model. Embedded Tutoring (ET) is a form of Supplemental Instruction that focuses on providing

academic support to students during course activities in the classroom setting. The ET is a trained Peer tutor who works closely with the course instructor to supplement course material, activities, assignments, and goals. The Embedded Tutors offer more flexible opportunities to meet with students outside of the classroom and offer a less structured learning setting. The Writing and Reading Center (WRC) has expanding their workshop offerings both in person and virtually.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Institutionalize Embedded Tutors for all English 1A courses
- Institutionalize the concept of “writing across the curriculum.”
- Expand professional development for faculty and tutors

Term and Year

Not Entered

Term - Detail (optional)

Spring 2023

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

- Dealing with the impact of Covid on college operations
- Lack of funding to support additional tutors
- Lack of a qualified pool to select tutors
- District hiring policies for student workers
- Reluctance to support Early Alert program

Support Needed - Detail *

- Technical resources to assist with implementation of Early Alert
- Changes to district policies on hiring student workers

- Funding to support institutionalization

Type(s) of Support

- Technology support
- Other

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

MVC Academic Support programs have expanded our support programs for students in “English and Math gateway courses” which includes are Embedded Tutoring (ET) program, Writing and Reading Center, Math Lab and peer tutoring.

The MVC Supplemental Instruction program has expanding their support for STEM gateway courses for the Dental and Nursing programs as well as CIS.

The Learning Center has consolidated its services to provide MVC students with tutoring in a variety of subject including Accounting, Business/Economics, the social sciences, humanities and statistics.

MVC’s has worked to develop an extensive collection of Open Education Resources (OER) for faculty and students to increase the number of Low and Zero Textbook cost courses on campus.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Institutionalize Embedded Tutors
- Integrate Early Alert and the Engagement Centers
- Improve market for tutoring, library and OER
- Expand professional development for faculty and tutors
- Expand Early Alert program

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

- Dealing with the impact of Covid on college operations
- Lack of funding to support additional tutors
- Lack of a qualified pool to select tutors
- District hiring policies for student workers
- Reluctance to support Early Alert program
- Expansion of OER initiatives across the college

Support Needed - Detail *

- Technical resources to assist with implementation of Early Alert
- Funding to support OER development and implementation
- Changes to district policies on hiring student workers
- Funding to support institutionalization of programs

Type(s) of Support

- Policy guidance
- Other

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

1. Annual MVC High School Counselor Conference: An event where Moreno Valley College provides updates on academic and student support programs and resources, to high school counselors, career technicians, and assistant principals with Moreno Valley USD, Val Verde USD and other surrounding education agencies.

2. Dual Enrollment: Moreno Valley College, in partnership with Moreno Valley USD and Val Verde USD, provides Dual Enrollment courses within their high schools. Moreno Valley College managers meet and collaborate with school district managers and high school administrators and counselors once a month throughout the academic year. The team works to coordinate and support Dual Enrollment classes, instructors and students. Below is a list of Dual Enrollment courses currently within feeder high schools, but not all courses are offered at every high school:

- a. English 1A and English 1B
- b. History 6 and History 7
- c. Administration of Justice 1 and Administrative of Justice 3
- d. Computer Information Systems 1A, Computer Information Systems 21, and Computer Information Systems 17A

3. MVC Application workshops: In the month of October and November MVC provides an application workshop in every high school senior class within Moreno Valley USD and Val Verde USD.

4. MVC Educational Advisors from Engagement Centers plan to meet with seniors at their high schools during Spring 2022 to provide first semester educational plans. Students will complete new student orientation using the college's new holistic career survey onboarding process, completing career assessments designed to assist them to select a program of study and career, and then map their first semester coursework aligned with those selections. Students who are undecided are invited at this time to career exploration workshops with follow up meetings with counselors to select a program of study and complete an educational plan.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- MVC Educational Advisors will offer orientations with career surveys to incoming HS students in Spring 2022.
- Develop formal process to integrate program of study selection for all incoming high school students.
- Work with LEAs to create career and program of study selection activities.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

1. LEAs work on a different academic schedule. It is difficult for MVC to align career and program of study activities with large groups of high school students that work for LEAs.

2. Along with the rollout of Student Success Teams in Engagement Centers, the college is seeking reliable funding to support these efforts. A variety of grants and external funds have been used for the initial rollout. This augmented rollout aligned with our Guided Pathways framework to have career exploration taking place in Pillar 1 at the point of application is just one of several improvements in the college's processes in Pillar 1 that will need reliable funding streams to scale up permanently.

Support Needed - Detail *

Reliable funding to support Educational Advisors, Peer Mentors, Counselors in each Engagement Center, and Faculty Liaisons to engage in activities.

Funding or other incentive to LEAs for participation in High School based activities.

Type(s) of Support

- Policy guidance
- Other

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

Moreno Valley College has organized counselors by school and engagement center and added other Student Success Team members such as Educational Advisors, Faculty Liaisons, and Peer Mentors. High contact points have been

identified and built into the roles of each member of the Student Success Teams through which Student Success Team members will be able to assist with monitoring students' progress.

Riverside Community College District is switching its ERP from Colleague to Anthology in Fall 2022. District and college planning committee members are working with Anthology to build in an early alert system and a case management system so that Counselors and Educational Advisors can easily identify how far along students are in their programs of study, and whether additional intervention is required to ensure that students continue to make progress on their paths.

When meeting with students, counselors and educational advisors can clearly see in EduNav how far along students are in their paths and which classes remain to be completed for students to reach their educational goals.

High contact points and case management continue to be developed as part of the scaling of Engagement Centers and Student Success Teams in Spring 2022, so that Student Success Team members can develop plans for students who are not making momentum points or not taking coursework at a rate to reach their goals.

RCCD will continue to install elements of the new ERP through Fall 2022 and Spring 2023.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

In Fall 2021 Student Success Teams looked at various metrics for different groups in their Engagement Center reporting areas, including disproportionate impact, and brainstormed culturally responsive practices to support students. This work will continue in Spring and Fall 2022 in collaboration with the Student Equity and Achievement Committee to develop case management processes to improve equity metrics.

In addition, Moreno Valley College will look to procure software that will aid with case management.

Professional development opportunities will continue to be offered to Counselors centered around the theme of culturally responsive practices and pedagogy, scaling up this portion of faculty professional development so that more equitable pedagogical practices are scaled up.

Identify gaps in resources (physical, human, financial) for each Engagement Center.

Identify activities, space assignments, engagement opportunities for students.

Term and Year

Spring - 2022

Term - Detail (optional)

Spring and Fall 2022

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Currently there isn't software that allows us to systematically and efficiently track students' progress and completion of program requirements. The new District enterprise system, Anthology, includes a student contact and engagement component in order to assist Engagement Center Student Success Teams support through a caseload cohort model but this is to a great extent being created in collaboration with the Anthology installation team, not something that has been developed and tested elsewhere first.

Support Needed - Detail *

Software installation support, especially from professionals who have experience working with vendors to create case management systems to support positive student outcomes using data and applications.

Type(s) of Support

- On-campus/individual training
- Technology support
- Reporting/data

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

EduNav has been implemented and it provides a term-by-term sequence of courses from start to completion. It allows students to quickly see the impact of non-passing grades and changes to their instructional program on the expected date of completion. The student and counselor receive a warning message if there are changes to the plan which will extend the date of completion.

District EduNav Committee continues to meet regularly to identify problems and solve them.

EduNav Committee is working on upgrades to the software to continue to improve the student experience and augment student success. For example the software is expected to have a data element that generates data output to allow faculty

and academic affairs staff to plan course sections around student plans so that enrollment management and student individual course planning can be aligned closely.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. EduNav now recognizes and incorporates major AP credits and coursework from other institutions. Counselors have the ability to incorporate major preparation coursework for transfer. We will continue to work with EduNav programmers to recognize and incorporate special program pathways (like Honors).
 2. Continue to transition all counselors, including counselors in special programs, to fully using EduNav as their primary planning tool. Most counselors, including counselors in special programs, are now using EduNav as their primary planning tool.
 3. Continue to work with EduNav's programmers to adjust EduNav's user interface to enhance the clarity offered to students.
 4. Work with counselors and special programs in Spring 2022 to ensure all counselors are using EduNav to plan
 5. Continue to work with EduNav programmers to add new programs of study to EduNav and ensure that there is a process for changes to programs of study to get into EduNav.
- .

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

EduNav still does not align with established transfer planning online software so only the local completion of the program of study can be mapped. In order to incorporate student career and transfer plans into the program mapping, EduNav and the transfer mapping software must be aligned. Otherwise student transfer information has to be placed individually into the pathway by the counselor.

Support Needed - Detail *

Help negotiating with educational software developers – to date we have not found a program of study mapping software that is aligned in this way.

Type(s) of Support

- On-campus/individual training
- Technology support
- Other

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

The college's current Early Alert system is dated and does not address the current needs of faculty, student service and student support programs and MVC students. The lack of clear guidelines and policies makes that Early Alert system difficult to utilize and get faculty buy in. A small workgroup was created in early 2021 to review the college's Early Alert program and several recommendations were made. In the summer of 2021, the Summer Math Institute piloted a modified Early Alert system call "Right Track" which was developed by MVC Academic Support and focused only on tutoring and academic support resources. This system was based on several of the recommendations made by the Early Alert workgroup.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Assess the current MVC Early Alert System.
- Develop guidance principles, policies and procedures for an MVC Early Alert System
- Pilot new "Right Track" Early Alert system for Academic Support Services and Library
- Expand professional development for faculty and tutors

Term and Year

Spring - 2023

Term - Detail (optional)

Spring 2023

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

- Dealing with the impact of Covid on college operations
- Reluctance to support Early Alert program by faculty
- Lack of an adequate Early Alert system or software program
- Lack of clear guidelines and policies and procedures for faculty to use the Early Alert system
- No way to “close the loop” when a student is referred through Early Alert
- No integration of Early Alert into the Engagement Center model

Support Needed - Detail *

- Technical resources to assist with implementation of Early Alert
- Faculty support to encourage Early Alert program
- Funding to develop or purchase a new early alert system
- Program support to “close the loop” on Early Alert students

Type(s) of Support

- Technology support
- Reporting/data

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

This practice may vary by counselor, but not currently practiced in a systematic manner. Engagement Center Student Success teams that support students on a case-load model should be better positioned to consistently direct students who may struggle with being accepted into limited-access programs by providing alternative pathway options. With the rollout of Engagement Centers by School in Spring 2021 Student Success Teams have been able to identify individual programs of study that fall into the category and build practices into their case management plans. Counselors, Educational Advisors, and Peer Mentors were added to these teams in Spring 2021 and Faculty Liaisons were added in Fall 2022. Full Student Success Teams began meeting in Fall 2022 to discuss case management and areas of improvement.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Continue to develop career pathways that align with individual programs of study to complete in Spring 2022.
2. Identify alternative career pathways that can be pursued for students who are not admitted to selective admission programs.
3. Student Success Teams develop parallel pathways that incorporate similar sets of career interests for these programs of study in Spring 2022.
4. Develop and implement a strategic plan for student success teams to provide alternate options and career exploration to students who may not be accepted into limited access programs (EMS, DEH, DEA, ADJ, FIT) in Spring 2022.
5. Student Success Teams that include these limited access programs meet in Spring 2022 and Fall 2022 to develop plans to provide alternative career and academic pathways for students who are not admitted.

Term and Year

Spring - 2022

Term - Detail (optional)

Spring and Fall 2022

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Currently not a systematic process for identifying students who were not accepted into a limited access program.

Support Needed - Detail *

1. Discipline faculty and counselor collaboration to identify viable alternatives.
2. Identification of aligned career interests that have separate instructional and career pathways

Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support
- Reporting/data

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

In the School of Visual and Performing Arts (SVPA), we compile schedules every semester, among the full-time faculty in Music, Studio Art, Art History, and Applied Digital Media. Courses in Photography, Dance, and Theater are scheduled with assistance from our part time faculty in those areas.

Each of us submits a schedule that considers student enrollment in the past, student need for ADT completion, the times of days offered, the best instructor for the course, and the format, to best serve our students.

Our schedules are very comprehensive; over the last two years we have submitted Excel documents addressing the classroom availability, times of day, duration, instructors, and budget for those courses requires fees, such as art materials and vendors/models.

Before submitting our schedules, we discuss rationale and history/enrollment of all courses and sections.

Our planning is tied to our program review processes, which helps us efficiently schedule courses throughout the year, particularly so students can progress in the "families" of levels in building portfolios and other bodies of work as they move through the degree programs.

The Pathmaker program will be effective in making our scheduling process more comprehensive and unified in its informational approach to date regarding faculty, enrollment, classroom utilization, and rotation of course offerings.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

We will be meeting individually with our IDS to continue to employ Pathmaker.

Term and Year

Summer - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Implementation and planning efforts are taking place with respect to close alignment of learning outcomes in programs to further education and employment. This work is completed by each program with oversight from the assessment committee. We are working on building a systematic approach to easily include program learning outcomes on program maps, while providing professional development opportunities for faculty to align program learning outcomes with further education and employment.

All CTE programs have a CTE Career Advisory Committee made up of professionals in the field who provide feedback on the course and program learning outcomes that are aligned to the needs of each respective industry. With respect to GE and transfer pathways, the college Articulation Office works with faculty through the curriculum development process to ensure that MVC courses are transferable to the UC and CSU.

The Office of Institutional Effectiveness has pulled labor market information from California's Employment Development Department (EDD). The data pulled can serve as a template to scale work across all programs at MVC matching programs to labor market information. Additionally, we are able to leverage Nuventive to pull program learning outcomes and ensure they are on each program map.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Establish a workgroup between Program Review, Assessment & Faculty Development Chairs to create timeline and outline responsibilities for communication of results to faculty development needs. Refer staff, management training needs to appropriate administrators.
2. Complete process linking program review, outcomes assessment, and faculty professional development, while ensuring a systematic approach across program review, outcomes assessment, and professional development.
3. Finalize system that ensures program learning outcomes on program maps, which could be similar to program map review embedded into program review.
4. Establish regular professional development (FLEX) activities, including but not limited to Fall/Spring FLEX days, aligned with needs identified in program review and assessment.
5. Align curriculum with industry/labor market needs for each program following what is already completed within the Career Technical Education program review process.

Term and Year

Spring - 2022

Term - Detail (optional)

Spring 2023

Next Steps Toward Implementing Practice at Scale *

- Conduct annual comparisons of professional development needs after each program review to learn how prior year training needs were addressed.
- Align curriculum with industry/labor market needs for each program following what is already completed within the Career Technical Education program review process.
- Provide labor market data information for each program at college.

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

None.

Support Needed - Detail *

Additional hours or a dedicated employee to support each committee to build research capacity, integrate technology, and training.

Additional reassign time may be needed as responsibilities increase for faculty development committee chair, assessment coordinator and program review coordinator.

College wide training to inform program review completers to include well developed identification for professional development.

Nuventive upgrades or programming may be needed to provide clearly REQUIRED areas for professional development needs.

Type(s) of Support

- On-campus/individual training
- Technology support
- Other

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Assessment Committee meets as a multidisciplinary group to ensure that SLOs are being assessed, revised, and mapped to ILOs. (spot checked at Program Review to ensure they are meeting SLO assessments). SLO review has an established process for development and approval. Faculty professional development opportunities offered to faculty on incorporating field work as experiential learning is ongoing. Moreover, the college is working to make use of the new iMake Innovation Center on campus as a focal point for training faculty and students in design thinking and entrepreneurship. Lastly, the college is in the initial stages of developing apprenticeship program.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Coordinate activities and opportunities (FLEX, Lunch n Learn, etc.) between CTE faculty and non CTE faculty to implement best practices (i.e. Service learning; Project-based Learning; Design Thinking; and Entrepreneurship; incorporating field work as experiential learning; leveraging iMake Innovation Center as a focal point for training faculty and students; and incorporating apprenticeship programs.)
2. Implement on-going professional development activities every semester where experts can provide specific examples on culturally responsive pedagogy for faculty, culturally responsive service for classified professionals, and culturally responsive leadership for administrators, and culturally responsive environment for our students.
3. Create opportunities and develop workshops for student mentorship or faculty mentorship to expand skills beyond the classroom that will be used by Student Success Teams.

Term and Year

Spring - 2022

Term - Detail (optional)

This work is ongoing during Spring 2022 and will continue into the 2022-2023 academic year.

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

The major barriers to advancing this work continue to be funding for training across the college in all disciplines.

Support Needed - Detail *

Need professional development activities that provide faculty with practical in-class hands-on practice. Provide faculty and classified professionals with examples of activities that can be used to support this practice.

Type(s) of Support

- Regional training
- On-campus/individual training

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Spring 2022 Faculty Flex Day Workshop - Incorporating the Makerspace into your Classroom. Summary Description: Integrating hands on experiences with non-traditional lab courses. Using experiential learning in your course to engage and motivate students, helping them view real world applications.

The Eon Reality Extended Reality (XR) Grant expands the application of experiential learning using virtual reality (VR), augmented reality (AR) and mixed reality (MR)). Training is rolling out currently in Spring 2022 to the iMake Innovation Center. The first Wave for training will consist of iMake Staff and Student Employees.

MVC / Maker Ed Community of Practice (COMMP): monthly faculty making and equity focused workshops focused on implementing making projects in the classroom.

Classes held in Makerspace Design Classroom and other Makerspace learning areas (Math, English, Journalism, Early Childhood Education, Applied Digital Media)

iMake Innovation Center Workshops, Events, and Social Media website created. Bookings for individual or group trainings, clubs, and design classrooms can be reserved using the online system. Upcoming workshops are shared. <https://linktr.ee/imakeinnovation>

Apple Design Training (Train the Trainer) The Moreno Valley College iMAKE Innovation Center (Makerspace) staff and management participated in 3 days of intensive Apple Design train the trainer workshops on February 28th to March 2nd with additional follow up training on March 21, 2022. The Apple Design training took us through the basics of developing an application for adapted use in makerspaces operations and student/faculty/staff/community member utilization.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

US Dept of Education HSI STEM Grant – Experiential Learning: Closing the STEM Talent Gap. Grant awarded 10/1/21-9/30/26. Develop the Outdoor Living Classroom at MVC and continue to incorporate additional experiential learning opportunities for students and cross-discipline collaborations.

Eon Reality XR Training: 2nd Wave: 10 Core Faculty. 3rd Wave: Industry Partners. 4th Wave: Remaining Faculty.

Makerspace Design Classroom – Add additional faculty classes held in Makerspace for credit and noncredit.

Making Community of Practice – Renew of Contact/MOU from late Spring 2022 to Spring 2023.

Noncredit CIS classes held in Summer 2022.

Apple Design: Follow up workshops. Regional IE/DRC college competition.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

None

Support Needed - Detail *

Funding – The HSI Title III, part F STEM grant will cover much of the construction costs and salaries from the buildout and operation of the Outdoor Classroom and Makerspace. Additional funding will be needed for additional student employees, equipment, and expanded programming.

4th Wave – Training Remaining Faculty can be done at Faculty Flex Day in Fall 2022 (2 total sessions – 2 hours each session). Coordinate with Flex Day Coordinator Terrie Hawthorne for Flex Day workshops over 2 days (2 hours per day).

Type(s) of Support

- Other

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The college currently has three major committees to address this issue. Assessment, Instructional Program Review, and Curriculum. Continue working towards 100% course and programs assessment rate. This work is continuous and on-going.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Continue working towards 100% course and programs assessment rate

Term and Year

Spring - 2022

Term - Detail (optional)

This work is ongoing during Spring 2022 and will continue into the 2022-2023 academic year.

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Part-time faculty need to be better engaged in the outcomes assessment process across all disciplines.

Support Needed - Detail *

Additional incentives or requirements for part-time faculty to increase participation in the outcomes assessment process.

Type(s) of Support

- On-campus/individual training
- Reporting/data

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Departments regularly assess courses and student learning outcomes. The college's instructional program review process sets out expectations that this is occurring and documented. Moreover, as part of the program review process, programs document how the results of learning outcome assessment are used to inform or enhance learning.

Additionally, the college has built upon the prior success of the English Department's Community of Practice by launching a Teaching Matters Workshop that continues into Fall 2022 semester with integration of Student Equity and Achievement and Guided Pathways. The Teaching Matters Workshop started Spring 2021 and continues the scaling of ongoing professional development in becoming a culturally sustaining college. Teaching Matters Workshop is a series of three workshops, each three hours, where faculty participants learn about establishing ongoing professional learning in their own disciplines (both logistics and ideas for content); receive toolkits on data, equity, culturally responsive teaching, and more; and design their own three-hour professional learning workshop. After the training in Spring 2021, the series had 14 faculty participants in a variety of disciplines, including Accounting, Biology, Counseling, Early Childhood Education, Economics, History, Psychology, and Sociology. Moving forward, the series will scale to other disciplines and start recruiting for cohort 2 to start training in Fall 2022. The focus will be ensuring each school adds an additional Community of Practice and a focus on gateway courses.

Moreno Valley College is currently updating it's Integrated Strategic Plan to focus on Guided Pathways leading momentum points, which frames incorporating them into the Program Review process, operational plans, and participatory governance at the college. Additionally, each year there is an annual report in meeting the college's strategic goals, which provides college priorities through assessment and outcomes in areas such as scaling Guided Pathways and equity focused on social justice and racial equity.

Moreno Valley College Faculty are invested in obtaining equity related professional development. In addition to college sponsored events, Faculty have submitted independent equity related professional development sponsored by the

California Community College Office of the Chancellor, Black Minds Matter and several other organizations. Processes have been created to capture, record and inform faculty of hours.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

1. Continue implementing the process by which learning outcomes and program review information is generated by leveraging an integrated planning model to inform professional development and campus priorities.
2. Work towards all disciplines using assessment efforts to design professional development opportunities and scale Teaching Matters Workshop to include all disciplines within Schools to ensure student success.
3. Increase the number of departments/disciplines participating in Teaching Matters Workshop.
4. Increase participation of part-time faculty conducting assessment projects for classes under disciplines with no full-time faculty
5. Continue integrating assessment, program review, and professional development through established committee processes.
6. Complete development of process for documenting and crediting independent Equity FLEX hours for full time faculty in the FLEX-track system and ETRIVE for part-time faculty in collaboration with TSS & vendor support.
7. Identify Prof. Dev. needs

Term and Year

Spring - 2023

Term - Detail (optional)

Spring 2023

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

The ETRIVE system used to track professional development for part-time faculty is “owned” by payroll and the faculty development committee is not allowed to make changes. When changes are requested, they must be approved and agreed upon by the payroll manager. The payroll manager and the faculty development committee chairs are not connected. Currently there is no way for faculty to enter needed criteria to document evidence needed to obtain equity FLEX credit leaving the Faculty Development Committee lacking information to determine if Equity FLEX credit can be

awarded. Since part-time faculty are contractually entitled to receive 3 hours of pay this leaves faculty waiting for payment.

Currently there is no way for faculty to enter needed criteria to document evidence needed to obtain equity FLEX credit leaving the Faculty Development Committee lacking information to determine if Equity FLEX credit can be awarded.

Support Needed - Detail *

Additional hours or a dedicated employee to support each committee to build research capacity, integrate technology, and training.

Collaboration with Student Equity and Achievement, and Diversity, Inclusion and Belonging Committees to offer professional development, leverage staffing and funding resources to benefit all constituent groups.

RCCD & MVC management organization of taskforces for professional development & program review and assessment much like the Call 2 Action taskforce to create buy in from all constituency groups.

Type(s) of Support

- On-campus/individual training
- Technology support
- Other

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Student presentation of ePortfolio at Riverside Community College District (RCCD) Board of Trustees (BOT) meeting.

TRIO/Upward Bound Senior and High School Summer 2021 Camps. Approximately 5 e-portfolio workshops were facilitated by TRIO and iMAKE Innovation Center staff and student employees.

e-Portfolio – CTE Workshop facilitated by iMAKE Innovation Center staff/student employees and CTE Employment Placement Coordinator.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue TRIO/Upward Bound Summer 2022 Camp with student employee/high school student mentorship/ePortfolio student development.

Guidance Counseling Classes – Hold in Makerspace and have ongoing e-portfolio workshops.

Present e-Portfolio Workshop development for counselors as a tool for their counseling sessions, student ed plans, and Guidance courses taught.

Offer additional e-Portfolio workshops in collaboration with CTE and Career Counseling.

BadgrPro – Badge for completing e-Portfolio

Collaboration with Student Services departments for workshops on e-Portfolios facilitated by their counselors, staff, etc.

Term and Year

Spring - 2022

Term - Detail (optional)

TRIO Camp for High School Students/Summer Bridge – Summer 2022 Camp Guidance Classes: Summer & Fall 2022
Counselor Training Workshop – Fall 2022 Additional CTE/Career Counseling Workshops for Students – Fall 2022 Badging –
Fall 2022/Spring 2023

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Additional support from Counseling/Student Services departments for e-Portfolio development.

Support Needed - Detail *

More collaboration with the Counseling Department.

Type(s) of Support

- Other

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

We have completed various surveys and assessments both internally and externally. The college has participated in CCSSE (2013 and 2015), SENSE (2019), and the National Assessment of Collegiate Campus Climates (2019).

To further evaluate education practices and integrate equity, specifically racial equity and social justice, Moreno Valley College performed an Equity Audit during the Spring 2021 semester. Currently, the findings are being integrated into both short-term and long-term goals and updated into our Integrated Strategic Plan 2022-25, which will inform professional development. A few key findings, but not limited to are: creating common definitions for terms like equity, considering language messaging in applications and course syllabi, and creating an equity catalog of all the activities being completed at the college.

Additionally, the Office of Institutional Effectiveness performs a survey each semester on students that have dropped out. We will continue performing this survey to inform strategies to keep students on their path. Some of the major findings over the last two semesters, but not limited to, work/life balance, mental health, course/program availability, cost of textbooks, and childcare access. The college will work on specific strategies with these findings and gather feedback from the student body.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Integrated findings from all surveys and assessments into our Integrated Strategic Plan 2022-25, specifically the recommendations from our equity audit.

Align professional development activities with college priorities based on our annual assessment of the strategic plan.

Scale Teaching Matters Workshops to evaluate and change necessary practices, procedures, and policies with a focus on Social Justice and Racial Equity.

Continue engagement with student leadership in performing student surveys and focus groups.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2023 and ongoing

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)

Engagement Efforts - Details *

We have completed various surveys and assessments both internally and externally. The college has participated in CCSSE (2013 and 2015), SENSE (2019), and the National Assessment of Collegiate Campus Climates (2019).

To further evaluate education practices and integrate equity, specifically racial equity and social justice, Moreno Valley College performed an Equity Audit during the Spring 2021 semester. Currently, the findings are being integrated into both short-term and long-term goals and updated into our Integrated Strategic Plan 2022-25, which will inform professional development. A few key findings, but not limited to are: creating common definitions for terms like equity, considering language messaging in applications and course syllabi, and creating an equity catalog of all the activities being completed at the college. Additionally, the Office of Institutional Effectiveness performs a survey each semester on students that have dropped out.

Course Alignment

Students develop term by term comprehensive educational plans working with faculty counselors using the EduNav system. EduNav maps out students' program plans, counselors modify, update and ensure accuracy for the student's chosen transfer institution and major. Students' majors are closely aligned with their chosen career path when identifiable. General counselors are organized by engagement center and school. A Career & Transfer Center Counselor/Coordinator and special program counselors provide additional support and career related services.

MVC Counselors, Educational Advisors, and Peer Mentors have created a new holistic survey onboarding program in collaboration with District Counselors. The holistic survey assesses students for career uncertainty during new student orientation to ensure that every student receives the appropriate level of career support at the beginning of their course of study.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 NOVA: Guided Pathways More no Valley College - Guided Pat hways (2019-20).pdf	Self-Assessment	2/19/2021, 8:16:13 PM	SOAA submission Spring 2020

Success Story (Optional)

Story: Rollout of Engagement Centers

Title *

Rollout of Engagement Centers

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Tom Vitzelio	Dean of Student Success and Academic Support	tom.vitzelio@mvc.edu	
Christopher Sweeten	Vice President Student Services	christopher.sweeten@mvc.edu	(213) 763-7207

Challenge *

The college had a record of support programs that provided student success for limited numbers of students who met the criteria for those programs but as part of its Guided Pathways framework rollout needed scaled up outcomes that provided engagement for all of its students. Additionally, counseling was provided through a single general counseling department that did not have counseling provided for students through focused areas of study that could focus attention on fields of interest for prospective students and career pathways alongside programs of study. Students had little connection to their program of study as it related to career pathways, and there was little intervention taking place with undecided students.

Success Story *

As part of the college's Guided Pathways rollout, programs of study were divided into instructional schools, and counseling was distributed among 6 Engagement Centers according to the number of students in each Engagement Center's programs of study, following a 500 students to 1 counselor ratio. Student Success Teams were increased to include 1 Educational Advisor, 2-3 Peer Mentors, and 1-2 Faculty Liaison for each Engagement Center. These Student Success Teams met regularly as a planning group in Spring 2021 and then throughout Fall 2021 to plan to align student success data with developing practices to establish case management practices within the Engagement Centers and to continue to roll out the college's Guided Pathways framework at the student level.

Educational Advisors, Counselors, and Peer Mentors worked together to create virtual Engagement Centers during the COVID shutdown so that students could have drop-in services and individual appointments with Counselors and Educational Advisors first virtually, and later in person as the college began to open to in person services. Peer Mentors

and Educational Advisors used student engagement data in Fall 2021 to provide outreach touch points to over 3000 students who had not had individual contact with counselors or had not enrolled in classes between Spring 2021 and Fall 2021, and then again from Fall 2021 to Spring 2022. In Spring 2022 students who showed interrupted enrollment, unused financial aid, and Academic Standing under the college standard received individual contact from their Engagement Center Student Success Team members.

Outcomes *

Faculty Liaisons generated career oriented programming to improve connections between programs of study and career pathways, and worked with Counselors in Spring 2022 to identify career pathways for each of the programs of study and complete program maps so that outward facing student information could help students to connect fields of interest, available career pathways information, and course maps in order to make better decisions around careers and programs of study. In Spring 2022 with work done within the Engagement Centers by Counselors, Peer Mentors, and Educational Advisors the college will roll out its Holistic Survey Career Exploration Onboarding that will position career exploration at Pillar One during onboarding for all students so that students will make better choices of program of study and career pathway, with individualized support from Student Success Teams, both for students who are decided and undecided.

Vision for Success Goals

- ✓ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- ✓ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- ✓ Decrease the average number of units accumulated by California Community College students earning associate degrees
- ✗ Increase the percent of exiting CTE students who report being employed in their field of study
- ✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✓ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults



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