MESSAGE FROM THE ACTING PRESIDENT

With gratitude for the hard work of our team of professional educators and support staff, I am pleased to present the *Integrated Strategic Plan 2010-2015 (Revised)* for Moreno Valley College. This Plan defines the “Strategic Themes” that are the focus of our planning and brings together the ideas of individuals who met during 2011 to review and revise the original version included in the Follow-up Report. The members of the Moreno Valley College faculty and staff who reviewed this document were participating in the planning process through the subcommittees of the Strategic Planning Committee, as voting representatives to the plenary sessions of the Strategic Planning Committee, as elected representatives of their departments to the Academic Senate, as members of the administrative units of the College, and as volunteer members of focus groups whose purpose was to review and revise the *College Goals*.

Founded as the Moreno Valley Campus of Riverside Community College in 1991, Moreno Valley College, one of three colleges of the Riverside Community College District, has met and exceeded the challenges of building a first-rate college in an ever-growing community and region. Achieving initial accreditation in January 2010, Moreno Valley College offers general education, transfer programs, and career technical education programs in 14 fields including allied health, and public safety education and training. Community partners include the Riverside County Regional Medical Center, the Riverside County Sheriff's Office, and the Cal Fire/County of Riverside Fire Department.

During the Fall semester 2011, Dr. Lisa Conyers, Vice President of Academic Affairs, led a series of focus group meetings to address specifically the eight College Goals as set forth in the *Integrated Strategic Plan 2010-2015*. The work of these groups has been incorporated into this document and folded into the college-wide planning process for continued review, assessment, and implementation. Working with Dr. Conyers to refine this plan was a team of dedicated individuals including Mr. Donald Foster, Strategic Planning Committee Co-chair; Dr. Travis Gibbs, Academic Senate President; Ms. Sheila Pisa, Faculty Assessment Coordinator; Dr. Carolyn L. Quin, Standard I Subcommittee Co-chair; Dr. Greg Sandoval, Vice President of Student Services; Mr. David Bobbitt, Interim Vice President of Business Services; Dr. Carlos Tovares, Interim Dean of Instruction; Ms. Cid Tenpas, Dean of Technology and Instructional Support Services; and Dr. Cordell Briggs, Dean of Public Safety Education and Training. Through the leadership of these individuals, methods have been established to ensure future accountability and accurate measurement of outcomes assessment.

The College will use the *ISP (Revised)* to identify and implement strategies for achieving the College Goals and the outcomes they project over the next four years. The five “Strategic Themes” point to the College’s core values and frame the course of action for assessing and measuring achievement. I encourage our community partners to join college personnel and our students in creating an environment that will lead to student success and high achievement in college, careers, and lifelong learning.

I would like to take this opportunity to thank the campus leaders who supported the development of this Plan and who encourage all College constituent groups to use it as a living document that inspires with the strength and energy of those who make up this excellent college.

Tom Harris, Ed.D., Acting President,
Chief Executive Officer, Moreno Valley College
MISSION, VISION, AND VALUES

Moreno Valley College is responsive to the needs of our region. We offer academic programs and student support services that include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Lifelong learning opportunities are provided, especially in health and public service preparation.

Moreno Valley College is committed to exceeding the expectations of students, community, faculty, and staff by providing and expanding opportunities for learning, personal enrichment, and community development.

We embrace Moreno Valley College’s rich tradition of excellence and innovation in upholding the highest standard of quality for the services we provide to our students and communities. We are bound together to further our traditions and to build for the future on the foundations of the past. We believe in teaching excellence and student-centered decision making. We value a learning environment in which staff and students find enrichment in their work and achievements. We recognize that the pursuit of learning takes the contributions of the entire district community, as well as the participation of the broader community. We believe in collegial dialogue that leads to participatory decision-making.

We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We promote inclusiveness, openness, and respect for differing viewpoints. We are committed to honesty, mutual respect, fairness, empathy, and high ethical standards. We demonstrate integrity and honesty in action and word as stewards for our human, financial, physical, and environmental resources.

We believe Moreno Valley College is an integral part of the social and economic development of our region, preparing individuals to better serve the community. We believe in a community-minded approach that embraces open communication, cooperation, transparency, and shared governance. We strive to be accountable to our students and community constituents and to use quantitative and qualitative data to drive our planning discussions and decisions. We embrace the assessment of learning outcomes and the continuous improvement of instruction.
Strategic Themes:

Academic Success [Goals 1 and 8, Standards I, II, and IV]

Student Access and Services [Goals 2 and 3, Standards I, II, and IV]

Professional Development [Goal 6, Standard I, II, and IV]

Technology Utilization [Goal 5, Standard III]

Resources and Facilities Development [Goals 4 and 7, Standard III]
ACADEMIC SUCCESS
[Goals 1 and 8, Standards I, II, and IV]

Moreno Valley College (MVC) provides students with comprehensive educational programs that prepare them for transfer and for careers. To maintain academic excellence, MVC faculty members participate in Flex training sessions, attend professional development activities, and engage in individual research and creative activities to remain current in their fields and current in the use of instructional technologies. To lead students towards academic success, we will:

- Strengthen our academic programs in general education
- Strengthen our academic programs in pre-collegiate education
- Expand our programs as feasible to meet students’ needs
- Achieve state and national prominence in nationally accredited programs, such as dental hygiene, dental assisting, physician assistant, and paramedic
- Continuously assess student learning through direct and indirect cycles of course- and program-level assessment

STUDENT ACCESS AND SERVICES
[Goals 2 and 3, Standards I, II, and IV]

We provide high quality programs and services that support student academic achievement, personal development, and professional goals. We assist students in making meaningful connections to the College through participation in curricular and co-curricular activities. To instill in our students an understanding of diversity and a commitment to serving the community, we will:

- Provide comprehensive counseling and support services
- Increase awareness of available support services
- Use assessment to improve student services and programs
- Increase communication across departments
- Increase student engagement in co-curricular activities
- Encourage collaboration among programs
- Provide opportunities for life-long learning
PROFESSIONAL DEVELOPMENT
[Goal 6, Standards I, II, and IV]

Professional development activities foster intellectual interaction on campus while improving teaching and learning. Faculty engage in professional development in ways that add value to the academic programs. They participate in workshops on writing, collaborate on strategies for teaching online, and share ideas for teaching basic skills. Students participate in professional development by attending leadership conferences through student services or working on campus in programs designed to give them practical skills in their chosen field of study. Support staff gather for training in specific new skills or to learn new technology. At MVC we also come together to experience the arts in concerts or to join each other in participating in the common dialogue of the “One Book, One College” program. To encourage appropriate professional development for all constituents, we will:

- Encourage administration, faculty, staff, and students to participate in professional development
- Use assessment to identify appropriate professional development opportunities
- Support opportunities for faculty, staff, and student development

TECHNOLOGY UTILIZATION
[Goal 5, Standard III]

Technological resources are critical to all aspects of the operation of the College, and the utilization of appropriate technologies depends on having a modernized infrastructure to support the needs of the academic programs, student services, and administrative units. To maintain and utilize the technological infrastructure, we will:

- Implement technological upgrades and repairs to existing smart classrooms
- Respond to the recommendations of the RCCD Instructional Technology (IT) Audit of 2010
- Develop a timeline for implementation of the IT Audit
- Use assessment to determine the effectiveness of student support services delivered using technology
- Implement regular training in the use of technology for administration, faculty, staff, and students
RESOURCES AND FACILITIES DEVELOPMENT
[Goals 4 and 7, Standard III]

Resources and facilities development, along with technology, complete the essential infrastructure needs of the College. Resources include human resources, financial resources, buildings, and equipment needed to advance the mission of any college striving to maintain excellence. We create, develop, and maintain this interrelated infrastructure through careful planning, thoughtful dialogue, and consultation across all departments of the College. We support a college environment that encourages learning, collaboration, communication, and productivity. We strive to be accountable to our students and to our community. To continue to develop our human, financial, and physical resources, we will:

- Value diversity among all college constituents
- Demonstrate integrity and honesty in action and word
- Define the budget development process
- Communicate the budget development process to all units of the College
- Work closely with RCCD to determine the level of funding for the College
- Align capital planning projects with needs identified through Program Review
- Seek grants that align with needs identified through the Program Review process
- Improve existing facilities
- Identify future space needs through the Educational Facilities Master Plan

CONCLUSION

Moreno Valley College is committed to educational excellence, along with Academic Success, Student Access and Services, Professional Development, Technology Utilization, and Resources and Facilities Development. These “Strategic Themes” outlined here speak to the responsibility that we have to promote learning at different stages of students’ lives and to support our region. Essential to achieving our mission and to upholding our values is the integrity of our planning process. Moreno Valley College is a place where the views of all are recognized, respected, and appreciated.
The College Goals (Revised) are reflective of the "Strategic Themes" highlighted in the Integrated Strategic Plan 2010-2015 (Revised) and are aligned with ACCJC Standards for Accreditation through the subcommittees of the Strategic Planning Committee (SPC).
### Strategic Theme: Academic Success

#### College Goal 1: Academic Programs

Strengthen and expand Moreno Valley College academic programs to increase student success

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<th>Strategies</th>
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<tbody>
<tr>
<td>1. Engage faculty in strengthening and expanding academic programs.</td>
<td>Determine how many faculty participated in FLEX, professional development, course assessment, program assessment, and/or the curriculum process, including CurricUNET training. Describe how faculty members define their ability to strengthen and expand academic programs.</td>
<td>Faculty assess their effectiveness in strengthening and expanding academic programs through multiple measures including course and program-level SLO assessment.</td>
<td>The academic programs have been strengthened and expanded through multiple measures of effectiveness.</td>
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<tr>
<td>2. Track course and program completion to determine if scheduling impedes student success.</td>
<td>List of course enrollments for courses within programs and chart of scheduling patterns</td>
<td>Utilizing research data, program reviews, and student surveys, deans and chairs determine what changes need to be made to the schedule to increase course and program completion.</td>
<td>If scheduling conflicts are identified, they will be adjusted to meet the needs of students.</td>
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<tr>
<td>3. Expand basic skills resources and services.</td>
<td>Based on benchmarks, determine if the basic skills program has expanded or become more efficient.</td>
<td>Faculty will determine whether expansion or efficiency is the best solution to meeting student needs through piloting acceleration classes in mathematics and English.</td>
<td>Basic skills courses and services meet the needs of MVC students.</td>
</tr>
<tr>
<td>4. Increase online course offerings and services.</td>
<td>Determine the success rate of students in online course offerings and the level of utilization of online student support services.</td>
<td>Faculty will assess the student success rate in online classes and determine the need for an increase in student support services based on their findings.</td>
<td>Online courses and services will meet the needs of MVC students.</td>
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Strategic Theme: Student Access and Services

**College Goal 2: Student Services**
Develop and expand effective student services programs that will increase student access, retention and completion.

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<tr>
<td>1. Promote accessibility to all student services, providing accurate and timely information on the college website and within the service area.</td>
<td>Compare accessibility levels from year to year and determine updates needed to maintain the student services website.</td>
<td>Student Services faculty, staff, and students will discuss changes throughout the year and at one annual meeting set aside for that purpose.</td>
<td>Students will always have current information about the comprehensive student services offered at the College.</td>
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<tr>
<td>2. Increase communication and coordination among student services areas.</td>
<td>Determine how to best develop and maintain communication and coordination among students services personnel who serve students from multiple locations.</td>
<td>Faculty will conduct faculty, staff, and student satisfaction surveys to determine the most appropriate ways to communicate effectively.</td>
<td>Communication and coordination among various student service areas will lead to increased program effectiveness and student success.</td>
</tr>
<tr>
<td>3. Coordinate student services with academic programs.</td>
<td>Determine areas where collaboration is appropriate through widespread discussion among student services personnel and faculty.</td>
<td>Conduct faculty, staff, and student surveys to determine which services need to be coordinated better.</td>
<td>Collaborative efforts between student services and academic programs will positively impact student success.</td>
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<tr>
<td>4. Establish a student success center that incorporates all program services in a consolidated location.</td>
<td>Determine if existing facilities on campus can provide enough space for consolidation of student support services in a single, convenient location.</td>
<td>Student Services personnel and students will determine if a consolidated location is possible using existing facilities and assess the need for consolidation through surveys of students.</td>
<td>Students will be served more effectively.</td>
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<tr>
<td>5. Provide comprehensive services at the Ben Clark Training Center (BCTC).</td>
<td>Based on services provided in 2010-2011, determine the services that are needed on-site for BCTC students.</td>
<td>Conduct surveys of student satisfaction with on-site services and conduct widespread discussion among faculty, staff, and students who work in and use student services at BCTC.</td>
<td>Students will be adequately served on-site at BCTC.</td>
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<td>6. Increase Student Services’ research capacity for assessing student and community needs, developing planning priorities, and determining staff development needs.</td>
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<td>Once the baseline research has been done and the research capacity of the area assessed for effectiveness, describe the progress made toward fulfilling this strategy.</td>
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<td>The effectiveness of this strategy will be assessed through community forums, surveys, and group discussions.</td>
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<tr>
<td>Student and community needs will be assessed adequately, planning priorities will be developed effectively, and staff development needs will be determined.</td>
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<tr>
<th>7. Utilize Student Equity Report to promote access to all population groups and assist in creating an environment leading to course completion in ESL, Basic Skills, Math, degree and certificate completion, and transfer.</th>
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<tr>
<td>Use the RCCD, Moreno Valley College, Student Equity Plan: Campus-Based Research Reports to provide baseline data needed to continue to address the needs of all population groups at the College.</td>
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<tr>
<td>Through analysis of data, benchmark measurements, and discussions with the district Dean of Institutional Research, and Student Services support personnel, the Student Equity Committee will assess the progress toward meeting the needs of all populations.</td>
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<td>All populations who attend Moreno Valley College will feel welcomed, supported, and integrated into the culture of the College.</td>
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**Strategic Theme: Student Access and Services**

**College Goal 3: Life-Long Learning**

Provide opportunities to students, faculty, staff, and community to participate in life-long learning experiences.

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<tr>
<td>1. Maintain and make more effective re-entry programs and support.</td>
<td>(Annually) Determine the needs of lifelong learners through surveys, Guidance course, and counseling appointments.</td>
<td>Determine who is ultimately responsible for lifelong learners and assess the need for and effectiveness of offering courses and services to lifelong learners.</td>
<td>Serve the needs of lifelong learners through credit, non-credit, or community programs.</td>
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<tr>
<td>2. Support presence of Community Education initiatives on campus.</td>
<td>Utilize survey instruments distributed to Community Education participants to measure the effectiveness of Community Education courses for lifelong learners. Determine the level of participation of lifelong learners in college activities, courses, and other college services.</td>
<td>Determine the effectiveness of lifelong learning based on the students’ stated objectives, their completion rates, and their achievement of the course SLOs.</td>
<td>If feasible, offer comprehensive college and life-long learning experiences to college community.</td>
</tr>
<tr>
<td>3. Promote library literacy to all students, faculty, staff, and community.</td>
<td>Use surveys to determine increase or decrease in library usage and reasons for either; determine level of comfort with technologies used in modern higher educational settings.</td>
<td>Do lifelong learners need special help with training in technology? If so, how can the library help them?</td>
<td>Students, faculty, staff, and community members rate themselves highly on library literacy, especially technology literacy.</td>
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<tr>
<td>4. Encourage student and community lifelong engagement with the college.</td>
<td>Measure increase in lifelong engagement based on benchmark findings; form an advisory group from those alumni who responded initially to set targets for future measurements.</td>
<td>Increasing numbers of alumni identified and engaged with the college.</td>
<td>Increased donations to MVC through alumni support; increase in second and third generations attending MVC; support green concepts to model resource renewal to the community.</td>
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**Strategic Theme: Resources and Facilities Development**

**College Goal 4: Resource Development**

Guarantee revenue streams will be sufficient to support the academic programs, student services, and business services.

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<tr>
<td>1. Focus grant applications in areas that align with the college strategic plan.</td>
<td>Demonstrate evidence of alignment of grants with strategic planning and add new priorities from the emerging initiatives of Program Review and monitor new grant proposals for alignment.</td>
<td>The Grants Advisory Council will discuss, document, and distribute formal assessment of goals for each current grant and for future proposals to demonstrate that grants are focused in areas that align with strategic planning.</td>
<td>By using resources wisely and maximizing grant funding to fill approved programmatic needs of the College, revenue will be sufficient to fund academic programs, student services, and business services.</td>
</tr>
<tr>
<td>2. Align capital planning projects with the college strategic plan.</td>
<td>Review capital planning projects that are moving forward, discuss those that are not aligned and identify the reasons for changes, and work closely with RCCD Facilities personnel to ensure MVC projects align with approved projects before prioritization revisions.</td>
<td>Standard III subcommittee provides periodic reports to the Academic Senate and to the Strategic Planning Committee on the current status of all projects and assesses alignment with college needs of all projects.</td>
<td>Aligned and approved capital construction projects that agree with the College’s strategic plan.</td>
</tr>
<tr>
<td>3. Allocate operating resources using the budget development and administrative review process.</td>
<td>Review the budget development and administrative review process for the College and decide whether the current budget addresses the needs expressed in Program Review.</td>
<td>The faculty, staff, and students on the Standard III subcommittee will discuss ways to increase revenues or decrease expenses utilizing the processes inherent in shared governance to vet ideas and communicate resource allocation priorities to faculty and staff before the budget development process begins.</td>
<td>The budget development and administrative review process will be published and available to the College constituents allowing for improved communications between and among faculty, staff, and administration on matters related to the budget.</td>
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Strategic Theme: Technology Utilization

College Goal 5: Technology

Develop the infrastructure necessary to advance the technological innovations that will support the academic, student services, and business services divisions and improve the utilization of technological resources.

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<tr>
<td>1. Further develop the College’s technological infrastructure and establish workplace standards for effective technological classrooms.</td>
<td>Establish workplace standards for effective technological classrooms using the recommendations of the RCCD Instructional Technology (IT) Audit of 2010 and accrediting agency standards for libraries (ALA), for example, as benchmarks for determining the needs of the College.</td>
<td>Draw conclusions about the adequacy the College’s technology infrastructure through surveys of IT personnel, end users, faculty, staff, and students and comparisons with the IT Audit.</td>
<td>The College’s designated classrooms will meet workplace standards for effective “smart” rooms and MVC’s technological infrastructure will meet future needs.</td>
</tr>
<tr>
<td>2. Increase efficiency in the accessibility of student support services using technology.</td>
<td>Student Support personnel will review usage data and survey students to evaluate the use of and satisfaction with current services online.</td>
<td>Faculty, staff, and students will discuss the effectiveness of student support services delivered using technologies, evaluate surveys conducted, and construct a plan for the future.</td>
<td>Effective and efficient student support services will be accessible for those students who use technology to access services.</td>
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<tr>
<td>3. Provide training to students, faculty, and staff to utilize academic and student support technologies.</td>
<td>List the training currently provided and determine whether training should be annual, ongoing, regular, periodic, on a specific timeline, or offered irregularly.</td>
<td>Using surveys, faculty, staff, and students will determine how much training is needed and if training provided was adequate, and establish ways to improve training based on results.</td>
<td>College-provided training programs that lead to increased utilization of academic technologies and student support technologies will occur as needed to increase effectiveness.</td>
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Strategic Theme: Professional Development

**College Goal 6: Professional Development**

Provide resources and opportunities to faculty and staff that will enhance professional skills.

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<tr>
<td>1. Establish a program to enhance employee skills and experiences in relation to promotional opportunities.</td>
<td>Based on the results of the baseline research, determine what programs are already in place to enhance employee skills leading to promotion and develop new ideas, such as job shadowing and professional mentoring relationships.</td>
<td>To determine the effectiveness of such programs, the Standard I subcommittee will conduct surveys of employees to assess the level of interest and the types of programs that would be appropriate.</td>
<td>Programs will be in place to allow for professional development for all constituents.</td>
</tr>
<tr>
<td>2. Identify training needs of faculty and staff to serve students more effectively.</td>
<td>After baseline research is done to provide accurate information on training needs, subcommittee III on resources will measure the success of programs offered to meet those needs using surveys followed by discussion.</td>
<td>The effectiveness of training provided will be assessed by participants and supervisors to determine if training did, in fact, enhance professional skills.</td>
<td>Faculty and staff training needs will be met and, as a result, they will serve students more effectively.</td>
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**Strategic Theme: Resources and Facilities Development**

**College Goal 7: Facilities**
Support the academic mission of the college by maintaining a clean, safe, and productive environment for learning while developing new buildings and infrastructure.

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<tr>
<td>1. Update the <em>Educational and Facilities Master Plan 2007</em> and align it with the <em>Integrated Strategic Plan 2010-2015 (Revised)</em> and &quot;College Goals&quot; to reflect current MVC priorities and funding levels.</td>
<td>Establish a timeline for updating the “Educational and Facilities Master Plan 2007” and determine appropriate resources needed to do it effectively while evaluating the alignment of projects with other planning documents.</td>
<td>The SPC will monitor the College’s environmental needs and alignment issues related to facilities projects to assess progress on current, approved projects.</td>
<td>The planning documents of the College are in alignment and projects are moving forward that have met with widespread approval.</td>
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<tr>
<td>2. Implement strategies to insure that Student Academic Services and other current projects are completed on time, on budget and address the most pressing needs for space in the college.</td>
<td>Establish criteria for measuring progress, timeline, and costs on the Student Academic Services project and implement ways of determining adequate progress.</td>
<td>Subcommittee III of SPC will use established criteria to assess the progress of the College towards implementing the Student Academic Services project and report to the SPC periodically.</td>
<td>Establish (a) criteria for measuring progress, (b) a timeline, and (c) costs for Student Academic Services projects and implement methods of determining adequate progress.</td>
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<tr>
<td>3. Adopt policies for design, materials and signage that are standardized and develop a timeline for implementation.</td>
<td>Through the resources subcommittee of SPC and focus groups representative of all constituents, including the community, review work with Facilities Planning, Design, and Construction Department personnel on standardization policies for design, materials and signage for the College; when a plan has been officially adopted, evaluate its current status annually and review the timeline for implementation.</td>
<td>Discuss the plan and implementation timeline, use surveys to determine the level of importance to college constituents of standardized design, materials, and signage.</td>
<td>A design policy will be developed and a timeline established for implementation; College will seek Board of Trustees approval for the policy prior to implementation.</td>
</tr>
<tr>
<td>4. Develop a plan for upgrading facilities to comply with the Americans with Disabilities Act (ADA) and for implementing upgrades to the utilities infrastructure.</td>
<td>Based on previous studies, current ADA compliance issues, and the need for utility infrastructure upgrades, review preliminary priorities set for the College and identify suggested funding sources, if appropriate.</td>
<td>Survey the MVC community to determine current priorities; chart progress on specific projects and conduct widespread discussions with all constituent groups on projects and implementation timeline.</td>
<td>A plan for implementation of facilities upgrades related to ADA compliance issues and utility infrastructure upgrades will be developed, along with a timeline for completion.</td>
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Strategic Theme: Academic Success

**College Goal 8: Student Learning Outcomes**

Provide support to achieve the full implementation (identification, assessment, and improvement) of student learning outcomes for course, programs, and the institution by 2012.

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<tr>
<td>1. Ensure there is a support system for faculty and staff to complete the identification of student learning outcomes, assessment, and improvement of academic and student services programs.</td>
<td>Determine from the results of surveys administered that Professional Development opportunities were relevant to providing a support system for faculty and staff to complete the identification of SLOs.</td>
<td>Subcommittees I, II, and IV of SPC discuss baseline data vs. annual measurement to establish benchmarks for future support and improvement of academic and student services programs.</td>
<td>An adequate and effective support system will be maintained by the College to ensure that assessment for the purpose of improvement of academic and student support services is ongoing and institutionalized.</td>
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<tr>
<td>2. Evaluate the effectiveness of the SLO assessment support system annually and improve services as needed.</td>
<td>Compare levels of support in 2012-2013 with baseline data from 2010-2011 to evaluate effectiveness of the support system for SLO assessment to determine where the College could improve its support.</td>
<td>Faculty and staff discuss in subcommittees of SPC, in department meetings, and in the Academic Senate the effectiveness of the support system for assessment and establish ways to make it more effective and efficient.</td>
<td>Student learning outcomes assessment and continuous improvement goals are met and services are adequate to maintain this function.</td>
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DESCRIPTION OF THE PLANNING AND REPORTING PROCESSES

1. Program Review as the Basis for Planning at Moreno Valley College

Annually across the College, representatives from academic disciplines, student services areas, and career technical education programs prepare Program Reviews and submit them to their appropriate administrators in May. During the summer months, those reports are read and evaluated by the heads of each administrative unit. During each fall semester they are compiled into Administrative Unit Program Review documents. This process has been refined and more clearly articulated recently to better serve the needs of the College.

In Fall 2011 the Dean of Instruction compiled two lists of resource requests; the first list contained strategic requests and the second contained resources deemed operational. The Dean, Technology and Instructional Support Services, prepared a list of technology needs from these annual Program Review documents. These lists were forwarded to the Standard III Resources subcommittee, the Grants Advisory Committee, and the Business Services office. At sessions of each of these groups, insightful discussions took place regarding the decision-making process and the setting of priorities.

2. Dissemination of Administrative Program Review Summaries

As the Program Review documents moves through the strategic planning process, each level of review requires a sign-off based on a clearly articulated and published tracking system. In order to enhance transparency and planning, this sign-off form, also known as a flowchart, is widely circulated and posted on the college website. It mirrors the process of review and identifies specific individuals who are the responsible parties.

The Administrative Unit Program Review documents, with the strategic and operational requests and the technology needs identified, are submitted in Spring to the co-chairs of the Strategic Planning Committee (SPC) for dissemination to the appropriate, ACCJC-Standards-based subcommittees for review. The co-chairs of the four subcommittees discuss the assigned summary administrative reports with their groups and develop action items for the Spring semester agendas of the SPC based on them.

3. Action Items Developed for Strategic Planning Committee

The voting members of the SPC discuss action items at the plenary sessions and ultimately make formal recommendations to the President of the College. The Academic Senate participates in the Program Review decision-making process through its standing committees and has opportunities to develop action items related to its review of Program Review documents through its ongoing operations. Formal collaboration between the SPC and the Academic Senate and vice versa occurs regularly between the Academic Senate President and the faculty co-chair of the SPC.
4. The Role of the President’s Cabinet, Budget Approval, and Implementation

After the SPC has taken action on the recommendations of its subcommittees and the College President, in consultation with the Academic Senate, has made the final decision on priorities, the administrative units receive the approved list of strategic priorities. The President’s Cabinet makes final decisions on funding for each unit based on recommendations received through the planning process.

The Business Services unit develops a plan, including potential funding sources, and a timeline for implementing approved requests. Using a ranking system based on institutional and planning-based priorities and a preliminary rubric for decision-making on resource requests, Business Services compiles a list of requests that can be funded. Administrative units are notified of funding as soon as a budget has been adopted by the Board of Trustees, usually in September of the year following the initial request. Implementation of approved items begins approximately 16 months after the annual Program Review documents are first submitted.

5. Following the Process

Program Review documents, Assessment documents, minutes of the subcommittees, minutes of the SPC, and minutes of the Academic Senate, reflecting the decisions made throughout the planning process, are made available to the College on the Intranet or by email. Through the planning process, the Grants Advisory Committee works closely with the administrative units to align grant funding with the identified and approved needs of the College. The Grants Advisory Committee uses both the operational and strategic resource requests to review existing and proposed grants that would support resources identified by faculty and staff through annual program review.

   a. Assessment: As part of the opening activities for the Fall 2011 semester, faculty presentations emphasized the ongoing assessment of Student Learning Outcomes (SLOs) in courses and programs offered at the College. Subsequently, the Faculty Assessment Coordinator worked with faculty on this effort, and the SLO Assessment Steering Committee prepared a survey for students enrolled in courses to gather data on student perceptions of their levels of SLO completion. The Standard I and Standard II subcommittees are charged with creating a process for communicating the results of assessment and using them to improve institutional effectiveness through improvements in teaching and learning.

   b. Planning: Throughout the Fall 2011 semester, focus groups made up of volunteers representing administrators, faculty, staff, and contract employees met to analyze, discuss, and revise the College Goals as presented in the Integrated Strategic Plan 2010-2015. The results of those sessions form an integral part of the information presented here as the Integrated Strategic Plan 2010-2015 (Revised) and the College Goals (Revised).
STRATEGIC PLANNING PROCESS
MVC STRATEGIC PLANNING COMMITTEE
(voting members and administrative resource persons)

I (Mission & Institutional Effectiveness)
Quin, Carolyn L.
Associate Professor, Music
Faculty Voting Rep.

De Leon, Gilbert
College Receptionist, Office, Dean of Instruc.
Staff Voting Rep.

Tovares, Carlos
Interim Dean of Instruction
Admin. Facilitator (non-voting)

II (Instructional Programs, Student Support, Library Support)
Howard, Jeanne
Associate Professor, Counseling
Faculty Voting Rep.

Fiedler, Lori
Educational Advisor
Staff Voting Rep.

Sandoval, Greg
VP, Student Services
Admin. Facilitator (non-voting)

Tenpas, Cid
Dean, Technology & Instructional Support Services
Admin. Facilitator (non-voting)

III (Human Technological, Financial & Physical Resources)
Renfrow, Debbi
Public Service Librarian
Faculty Voting Rep.

Thomas, Angela
Instructional Media Broadcast Technician
Staff Voting Rep.

Bobbitt, David
Interim VP, Business Services
Admin. Facilitator (non-voting)

IV (Leadership & Governance)
Thompson, Eric
Associate Professor, Sociology
Faculty Voting Rep.

Segura, Gustavo
Instructional Media / Broadcast Coordinator
Staff Voting Rep.

Briggs, Cordell
Dean, Public Safety Edu. Training / Ben Clark Training Center
Admin. Facilitator (non-voting)

At-Large Voting Representatives
Dower, Kelli
Part-time Faculty, Music

Christensen, Michelle
Student Voting Rep.

Torres, Cesar
Student Voting Rep.

Hardin, Constance
Alternate Student Voting Rep. (non-voting)

Committee Co-Chairs (non-voting)
Conyers, Lisa
VP, Academic Affairs
Administrative Rep.

Foster, Donald
Associate Professor, Music
Faculty Rep.