EXHIBIT B. COLLEGE GOALS (REVISED)

The College Goals 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).

This document is a compilation of the dialog at focus group meetings, joint administrative forums between Moreno Valley College and the Ben Clark Training Center, and SLO Steering Committee meetings in Fall 2011. These notes are intended to serve as guidelines for further discussions of College Goals and the Strategies for achieving them during the Spring and Fall of 2012. By January 2013 these notes will be augmented with the results of widespread discussions, benchmark data and evidence of review, revision, and assessment. Measurements of annual progress made towards achieving these goals will be reported to the SPC and to the Academic Senate.

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

College Goal 1: Academic Programs
Objective: Strengthen and expand Moreno Valley College (MVC) academic programs

- Baseline research needed: List of MVC academic programs, 2011-2012 enrollment in each program; completion rates (success?) for each program


- Assessment of progress: Subcommittee discusses “success” in strengthening and expanding

- Outcomes: (1) to increase student success
(2) to achieve state and national prominence in general education, allied health, public safety education programs, and pre-collegiate education.

G1 Strategy # 1: Engage faculty in strengthening and expanding academic programs.

- Baseline research needed: List of MVC faculty, list of programs
  What do the faculty need to do to “strengthen” the academic programs?
  1. attend FLEX training
  2. participate in professional development
  3. participate in direct assessment of course and program SLOs
  4. what is the role of the Curriculum Committee and the Curriculum process, e.g., CurricUNET, in “strengthening” and “expanding” academic programs?

- Measurement annually: How many faculty participated in Flex, professional development, course assessment, program assessment, and/or the Curriculum process, including CurricUNET? How did faculty define their ability to strengthen and expand academic programs?
• Assessment of progress: Faculty discusses their effectiveness and their frustrations and plans for the future.

• Outcome: Faculty describe the ways they perceive they strengthened and expanded curriculum.

**G1 Strategy # 2:** Track course and program completion to determine if scheduling impedes student success

• Baseline research needed: List of courses in programs and their pattern of scheduling,

• Measurement annually: List of same courses with number of students who completed the courses within programs.

• Assessment of progress: Utilizing research data, program reviews, and student surveys, determine what changes need to be made to the schedule to increase course and program completion.

• Assumption: Data-informed decisions increase the quality of instruction and student success—What does this relate to? Why is it here?

• Outcome: to develop scheduling more effectively

**G1 Strategy # 3:** Expand basic skills resources and services.

• Baseline research needed: benchmark information on basic skills resources and services, results of assessment tests and placement of student in basic skills,

• Measurement annually: Based on benchmarks, how has the program expanded? What was the reason for expansion? Analysis of success in math course designed to pilot acceleration.

• Assessment of progress: Is expansion the best solution to meeting student needs? How will acceleration of Basic Skills affect student success?

• Assumption: Math course being piloted in Spring 2012 will increase student success in basic skills.

• Outcome: Basic skills courses and services meet the needs of MVC students.

**G1 Strategy # 4:** Increase online course offerings and services.

• Baseline data needed: How may online courses were offered in 2010-2011 and 2011-2012? How many will be offered in 2012-2013?

• Measurement annually: was there an increase in online course offerings? Was there an increase in student support services offered online? If so, what and how?
• Assessment of progress: How did the increase help students? Are faculty adequately trained for online teaching? Is Student Support Services able to staff online services that are not automated? What is the cost of increasing online course offerings and services? Does the cost balance with the demand?

• Assumption: more online classes will meet the needs of students.

• Outcome: Online courses and services meet the needs of MVC students

**College Goal 8: Student Learning Outcomes**

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

*Evidence of support system:* A faculty Assessment Coordinator facilitates this function with a support administrator (Dean of Instruction) whose office includes staff support. A Steering Committee of faculty and administrators and an Assessment Committee of faculty ensure that ACCJC-mandated levels are achieved by Fall 2012. The ISP 2010-2015 includes this priority, with Focus Groups convened in 2011 to assess all College Goals.

• Baseline research: 76% of course-level SLOs have been assessed as of December 2011. What % of program-level outcomes have been assessed? What is the level of assessment for institutional outcomes? How does MVC define a “program?” List of MVC academic programs, 2011-2012 enrollment in each program; completion rates (success?) for each program

• Measurement annually: Which courses, programs, General Education SLOs and institutional outcomes have been assessed since December 2011? Update List in 2012-2013.

• Assessment of progress: Subcommittee discusses “success” providing support to achieve full implementation of assessment of SLOs at the course, program, and institutional level.

• Outcomes: (1) to complete several cycles of assessment and achieve proficiency (2) achieve a full cycle of identification, assessment, and improvement by Fall 2012

**G8: Strategy # 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.

• Baseline research needed: % of courses assessed using indirect measures; percentage of courses assessed using direct methods; methods of assessment; student surveys and other measures of “improvement” for student services. Does support system serve the needs of all constituents? faculty and staff?

• Measurement annually: Professional development opportunities; surveys; levels of SLO assessment at the course level and program level for student services

• Assessment of progress: Subcommittee discusses baseline data vs. annual measurement to establish benchmarks for future annual measurement
• Assumption: That providing a support system for faculty and staff will yield completed SLOs, increased assessments, and improvement of programs

• Outcome: all courses and programs will be assessed annually and the results of assessment will be used to improve them.

**G8: Strategy # 2:** Evaluate the effectiveness of the SLO assessment support system annually and improve services as needed.

• Baseline research needed: What was the level of activity to support assessment in 2010-2011? How did that change in 2011-2012? What were the changes? Frequency of training? Method of delivery?

• Measurement annually: Compare levels of support in 2012-2013 with baseline data.

• Assessment of progress: Faculty and staff discuss in subcommittees the effectiveness of the support system for assessment and design ways to make it more effective and efficient. The Assessment Committee conducts an annual assessment of the support system for SLOs.

Assumptions: That having an effective support system increases faculty participation in assessment.

Outcome: Student learning outcomes assessment and continuous improvement goals are met.

**Strategic Theme: Student Access and Services [Goals 2 and 3, Standards I, II, and IV]**

**College Goal 2: Student Services**

*Develop and expand effective student services programs that will increase student access, retention and completion.*

**G2 Strategy # 1:** Promote accessibility to all student services, providing accurate and timely information on the college website and within the service area.

• Baseline research needed: list of all student services; evaluate accessibility to all student services for benchmark

• Measurement annually: Compare accessibility levels annually; maintain the student services website; update program information when changes occur

• Assessment of progress: student services faculty, staff, and students will discuss changes throughout the year and at one annual meeting set aside for that purpose

• Assumption: that accessibility is limited for some services
• Outcome: create greater awareness and understanding of the comprehensive student services offered in student services.

G2 Strategy #2: Increase communication and coordination among student services departments

• Baseline research needed: list of student services departments
• Measurement annually: widespread discussion on communication among student services department
• Assessment of progress: conduct student/staff satisfaction surveys to demonstrate improvement.
• Assumption: that there is a lack of communication and duplication of effort
• Outcome: to increase program effectiveness and student success.

G2 Strategy #3: Coordinate student services and academic programs

• Baseline research needed: list of academic programs that could coordinate with student services
• Measurement annually: widespread discussion on communication among student services department
• Assessment of progress: conduct student/staff satisfaction surveys to demonstrate improvement
• Assumption: that students will benefit from collaboration between student services and academics; model programs like Puente or learning communities with other disciplines
• Outcome: to enhance collaborative efforts and positively impact student success

G2 Strategy #4: Establish a student success center that incorporates all program services in a consolidated location

• Baseline research needed: list of best practices at other community colleges with consolidated services; sketch of a plan developed by faculty, staff, and students for using existing campus space
• Measurement annually: annual evaluation of progress made and outline of plan for next year
• Assessment of progress: Is a consolidated location possible? Are there existing locations on campus that could serve this purpose?
• Assumption: that a consolidated Student Success Center will promote awareness, communication, and collaboration; students will save time and reduce frustration in accessing services at one location.
• Outcome: to serve more students effectively in a consolidated facility
**G2 Strategy # 5:** Provide comprehensive services at the Ben Clark Training Center (BCTC)

- Baseline research needed: list of services at BCTC; surveys of student satisfaction with those services
- Measurement annually: student surveys; head of programs within student services discuss effectiveness and timing of services
- Assessment of progress: surveys of student satisfaction with those services; widespread discussion among faculty, staff, and students who work in and use student services at BCTC.
- Assumption: that adequate services will be provided in a timely manner to student at the BCTC
- Outcome: to serve students adequately at the BCTC

**G2 Strategy # 6:** Increase Student Services’ research capacity for assessing student and community needs, developing planning priorities, and addressing Student Services’ staffing development needs.

- Baseline research needed: Describe the current research capacity of Student Services for assessing student and community needs. How are student needs currently assessed? How are community needs currently assessed? How does Student Services develop planning priorities? List the current staff development needs of this area? Can this information be found in the annual Program Review document?
- Measurement annually: Once the baseline research has been done and the research capacity of the area assessed for effectiveness, describe the progress toward reaching fulfilling this strategy that can occur in one year.
- Assessment of progress: Determine the effectiveness of implementing this strategy through community forums, surveys, and group discussions.
- Assumption: that the current research capacity for assessing student and community needs, developing planning priorities, and addressing staff development needs is inadequate.
- Outcome: (1) to assess student and community needs and improve programs (2) to develop planning priorities (3) to address staff development needs

**G2 Strategy # 7:** Utilize Student Equity Report to promote access to all population groups, assist in creating an environment leading to course completion in ESL, Basic Skills, Math, degree and certificate completion, and transfer.

- Baseline research needed: RCCD, Moreno Valley College, Student Equity Plan: Campus-Based Research, December 8, 2011, provides the baseline data needed to continue to address the needs of all population groups at the college.
• Measurement annually: Measurement of changes and success rates can be made using campus-based research documents dated October 14, 2009 and March 2010. The first annual measurement of Moreno Valley College as an independent college can be completed using data already collected in Spring 2011.

• Assessment of progress: Assessment of progress can be made through analysis of data, benchmark measurements, and discussions with the Student Equity Committee, district Dean of Institutional Research, and Student Services personnel.

• Assumption: that some populations are being well-served, while others may need new or revised programs to meet their needs

• Outcome: the needs of all populations who attend Moreno Valley College will feel welcomed, supported, and integrated into the culture of the College.

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

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

**G3 Strategy # 1:** Maintain and make more effective re-entry programs and support.

• Baseline research needed: Identify re-entry students and lifelong learners. How many of them are they? What courses do they take? Why? Do they take Guidance courses? Do they meet with counselors? What student services do they use/need?

• Measurement annually: Determine the needs of lifelong learners through surveys, Guidance course, and counseling appointments

• Assessment: Determine who is ultimately responsible for lifelong learners and assess the need for and effectiveness of offering courses and services to lifelong learners

• Assumption: that lifelong learners may not have a place in the budget-restricted community college of the future

• Outcome: to serve the needs of lifelong learners through credit, non-credit, or community programs

**G3 Strategy # 2:** Support presence of Community Education initiatives on campus.

• Baseline research: What Community Education courses are being offered at MVC? When are they offered? Do they serve lifelong learners? Schedule some courses (e.g., kinesiology activity courses) in coordination with Community Education program. How many students are coded officially as lifelong learners? What are their reasons for returning to college? Could their needs be met another way?
• Measurement annually: 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.

• Assessment: Determine the effectiveness of lifelong learning based on the students' stated objectives, their completion rates, and their achievement of the course SLOs.

• Assumption: that Community Education, a self-supporting entity of RCCD, can use the MVC facilities to offer programs and services to lifelong learners to free up programs and services for students who have program, certificate, and transfer goals.

• Outcome: If feasible, offer comprehensive college and life-long learning experiences to college community.

G3 Strategy # 3: Promote library literacy to all students, faculty, staff, and community.

• Baseline research needed: How many lifelong learners use the library? For what purposes? Do lifelong learners already have library literacy? Is technology a challenge for lifelong learners who tend to be older? Would the course, Library-1, help lifelong learners with their challenges?

• Measurement annually: 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

• Assessment of progress: do lifelong learners need special help with training in technology? If so, how can the library help them?

• Assumption: that an informative Library website showcases up-to-date library databases; that lifelong learners know how to use a website, library databases, and other learning resources

• Outcome: Students, faculty, staff, and community members rate themselves highly on library literacy, especially technology literacy.

G3 Strategy # 4: Encourage student and community lifelong engagement with the college.

• Baseline research needed: determine names and addresses of alumni who completed programs or certificates, or who transferred at MVC; identify lifelong learners who have attended MVC in the past; contact alumni from specific programs; contact alumni who transferred; use faculty and staff contacts with former students as a resource; use community groups and community partners with the college and BCTC for contacts; utilize student workers to telephone alumni; identify service learning projects and community internships involving lifelong learners

• Measurement annually: 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

• Assessment of progress: increasing numbers of alumni identified and engaged with the college
• Assumption: that the RCCD Foundation will assist with these efforts; that alumni of MVC will want to be engaged with their community college alma mater; that CTE program graduates want to engage with the College

• Outcome: 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.

**Strategic Theme: Professional Development [Goal 6, Standards I, II, and IV]**

**College Goal 6: Professional Development**
*Provide resources and opportunities to faculty and staff that will enhance professional skills.*

**G6 Strategy # 1:** Establish a program to enhance employee skills and experiences in relation to promotional opportunities.

• Baseline research needed: What are current perceptions of professional development at the College? What do employees want in terms of professional development programs? How is professional development defined at MVC?

Measurement annually: Based on the results of the baseline research, what opportunities are needed by faculty and staff to enhance professional skills? What programs are already in place? Are they effective in achieving this goal? Possibly promote job shadowing and professional mentoring relationships if there is interest. Utilize the RCCD Leadership Academy to support leadership development. Reinstate the Faculty Internship Program.

• Assessment of progress: How many professional development opportunities were offered during the year? What were the responses to the surveys? How can we improve?

• Assumption: that the College is responsible for providing resources and opportunities to faculty and staff that will enhance their professional skills; that the College has the resources to support this activity; that there may be some creative way to meet this goal

• Outcome: enhance professional skills for faculty and staff

**G6 Strategy # 2:** Identify training needs of faculty and staff to serve students more effectively.

• Baseline research needed: ask faculty and staff to define their training needs; Utilize the results of research, program reviews, student surveys, and student learning outcomes/service area outcomes to align staff development needs with student needs and interests. Systematize professional development opportunities with existing support (e.g., Faculty Development and Flex, Diversity and Human Resources Training, etc.)

• Measurement annually: develop programs, as appropriate, to meet those needs

• Assessment of progress: study results of training to enhance professional skills
• Assumption: that the training needs of all faculty and staff can be met by the College
• Outcome: identify training needs and serve student more effectively

Strategic Theme: Technology Utilization [Goals 5, Standard III]

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

G5 Strategy # 1: Further develop the College’s technological infrastructure and establish workplace standards for effective technological classrooms.

• Baseline research needed: Review the Recommendations of the RCCD Instructional Technology (IT) Audit of 2010. Develop action steps to implement IT Audit recommendations.
• Measurement annually: Review action steps and chart status annually.
• Assessment of progress: Determine the success of developing the College’s infrastructure through surveys of IT personnel, end users, and students
• Assumption: that the infrastructure upgrades will enhance learning, improve employee satisfaction, and increase student success
• Outcome: Enhancement of infrastructure modernization and achievement of technological workplace standards; MVC’s technological infrastructure will meet future needs

G5 Strategy # 2: Increase the accessibility of student support services using technology.

Baseline research needed: which student support services currently use technology? Identify which technologies and by which program? Does MVC currently provide student orientations and counseling online? collect and utilize data on effectiveness of services. Investigate viability of online tutoring.
• Measurement annually: review usage data; survey students to evaluate use and satisfaction with technologies; plan for the future; make data-informed decisions on priorities
• Assessment of progress: discuss with faculty and students the effectiveness of student support services delivered using technologies; evaluate the surveys and construct a plan for the future
• Assumption: that student support services does not currently meet the needs of students who access their services using technology
• Outcome: effective and efficient student support services will be accessible for those using technology
**G5 Strategy # 3:** Provide training to students, faculty, and staff to utilize academic and student support technologies.

- **Baseline research needed:** who is currently being trained to utilize academic and student support technologies? What are these technologies (provide list)? What training is needed that the College can provide? Who is using training via library orientations? What Professional Development activities are related to training in academic and student support technologies? What training is available for teaching using Open Campus, Galaxy Access, CCC Confer, and other existing technologies? Who is using these?

- **Measurement annually:** List training provided, who was eligible to participate, and who participated. Take into consideration whether training should be annual, ongoing, regular, periodic, or on a specific timeline, or offered irregularly.

- **Assessment of progress:** How much training was offered? How many individuals were served? What were the outcomes? What improvements can be made?

- **Assumption:** that the College should provided training for academic and student support services technologies

- **Outcome:** designed and implemented training programs that benefited the academic and students support services areas

**Strategic Theme: Resources and Facilities Development [Goals 4 and 7, Standard III]**

**College Goal 4: Resource Development**

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

**G4 Strategy # 1:** Focus grant applications in areas that align with the college strategic plan

- **Baseline research:** List all current grants at the College with amount of funding; align with program review and document request through Program Review; Align grant opportunities with the strategic planning process; integrate the Grants Advisory Council with strategic planning; show evidence of administrative approval before grants are sought.

- **Measurement annually:** show progress on meeting the goals of each grant on an annually basis; demonstrate evidence of alignment with strategic planning; add new priorities from the results of the Program Review process

- **Assessment of progress:** Discuss, document, and distribute assessment of goals for each grant; determine if grants stayed focused in areas that align with strategic planning

- **Assumption:** that previous grants have not always aligned with the strategic planning of the College
• Outcome: 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 annually and in the future

G4 Strategy # 2: Align capital planning projects with the college strategic plan.

• Baseline research needed: Involve the college strategic planning and resources subcommittee in the capital planning process; list the current capital planning projects that are approved; list the projects that have been requested through Program Review; discuss those that are not aligned

• Measurement annually: review capital planning projects that are moving forward; discuss those that are not aligned and identify the reasons for changes; work closely with RCCD Facilities personnel to ensure MVC projects align with approved projects before prioritization revisions; report annually to the Academic Senate and to the Strategic Planning Committee

• Assessment of progress: Provide periodic reports to the Strategic Planning Committee on the current status of all projects; assess progress of current projects through reports from the District and approvals from the Board of Trustees

• Assumption: that current capital construction and planning projects are not aligned with the Facilities and Educational Master Plan of 2007.

• Outcome: aligned and approved capital construction projects agree with the College’s strategic plan

G4 Strategy # 3: Allocate operating resources using the budget development and administrative review process.

• Baseline research needed: submit the budget development and administrative review process document to the Strategic Planning Committee for review and to the Academic Senate for approval; make available current budget information, using meaningful categories of revenue and expenses, to college constituents; describe the previous processes used in budget development; describe how the current process improves allocation decisions

• Measurement annually: demonstrate level of budget requests from Program Review; list funded and unfunded requests; discuss ways to increase revenues or decrease expenses utilizing the processes inherent in shared governance to vet ideas; plan revisions to the process as needed

• Assessment of progress: use the administrative review process to communicate resources allocation priorities to faculty and staff during the budget development process

• Assumption: that faculty and staff understand what the current budget development and administrative review process is

• Outcome: improved communications between and among faculty, staff, and administration on matters related to the budget.
**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.

**G7 Strategy # 1:** Update the *Educational and Facilities Master Plan 2007* and align it with the *Integrated Strategic Plan 2010-2015 (Revised)* and “College Goals” to reflect current MVC priorities and funding levels.

- Baseline research needed: review the Educational and Facilities Master Plan 2007 and list priorities that are still current and those that are outdated or no longer relevant; review the ISP 2010-2015 (Revised) and the “College Goals” as presented in the Midterm Report to ACCJC.

- Measurement annually: establish a timeline for updating the “Facilities Master Plan” and determine appropriate resources needed to do it effectively; determine alignment with other planning documents

- Assessment of progress: discuss alignment and issues related to projects that are not aligned, were requested but not approved, or that are still current; assess progress on current, approved projects

- Assumption: that the “Facilities Master Plan” is out of date; that it needs to be updated and aligned with other planning documents

- Outcome: planning documents of the College are in alignment

**G7 Strategy # 2:** Implement strategies to insure the Student Academic Services and other current projects are completed on time, on budget and address the most pressing needs for space in the college.

- Baseline research needed:

- Measurement annually:

- Assessment of progress:

- Assumption:

- Outcome:

**Assessment:** Have the Strategic Planning Committee, resources subcommittee, and focus groups review the plans, schedules, budgets and space allocation for the Student Academic Services and other current projects to insure plans reflect the college needs, are on time and within budget.

**Measurement:** Integrate project reviews and updates in the Strategic Planning Committee and resources subcommittee agenda. Incorporate college focus groups to update plans and use of space.
Outcome: The Student Academic Services and other current projects will have regular updates to the Strategic Planning Committee and resources subcommittee to insure projects are completed on time, on budget and address the most pressing needs for space in the college by Spring 2012.

G7 Strategy # 3: Adopt policies for design, materials and signage that are standardized and develop a timeline for implementation

- Baseline research needed: consult the Educational and Facilities Master Plan 2007 for research into policies for design, materials and signage that are standardized; if there has been no previous study, commission professionals to develop a plan that involves all college constituents; determine whether a timeline for implementation of this project already exists and adjust it as needed, or develop a new timeline with the design professionals who conduct the research and make recommendations

- Measurement annually: 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

- Assessment of progress: discuss the plan and implementation timeline; use surveys to determine level of importance to the college constituents of standardized design, materials, and signage

- Assumption: that standardized policies for design, materials, and signage are important to the college community

- Outcome: a policy will be developed and a timeline established for implementation; College will seek Board of Trustees approval for the policy prior to implementation

G7 Strategy # 4: Develop a plan for upgrading facilities to comply with the Americans with Disabilities Act (ADA) and for implementing upgrades to the utilities infrastructure

- Baseline research needed: review previous studies for facilities upgrades with RCCD Facilities Planning, Design, and Construction Department personnel; define ADA compliance issues on campus; describe utility infrastructure upgrades needed citing financial impact and effect on future projects; determine priorities based on preliminary research

- Measurement annually: based on previous studies, current ADA compliance issues, and the need for utility infrastructure upgrades, review preliminary priorities set for the College; identify suggested funding sources, if appropriate

- Assessment of progress: 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
• Assumption: that facilities need to be upgraded for ADA compliance; that the utility infrastructure needs upgrading for future needs

• Outcome: develop a plan for implementation of facilities upgrades related to ADA compliance issues and utility infrastructure upgrades