



Student Equity Plan

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MORENO
VALLEY
COLLEGE

Aligned with
Vision 2030
and Integrated
Strategic Plan



Student Equity Plan (2025)

Aligned with Vision 2030 and Integrated Strategic Plan

Metric 1: Successful Enrollment

ISP GOALS: II.1 - CLARIFY THE PATH, III.1 - K-12 AND HIGHER ED PARTNERSHIPS

DI Populations: Asian, Black, Pacific Islander or Hawaiian Native, White

Equity Recommendations:

1. Multi-language and culturally responsive outreach materials

- *Leads:* Outreach, Marketing
- Increase successful enrollment of disproportionately impacted (DI) students—particularly Black, first-generation, and non-native English speakers—by improving accessibility, representation, and connection through culturally responsive outreach materials, student success storytelling, and families.
 - Translate key outreach and onboarding materials such as enrollment guides, financial aid resources, program maps into Spanish, etc.

2. Continue to train high school counselors & implement parent/family workshops

- *Leads:* Outreach, Dean of Enrollment Services and Engagement, Student Financial Services (SFS)
- Bilingual workshops on CCCApply for students and parents, registration, FAFSA/CADAA, and educational pathways.
- Train high school counselors annually on updated enrollment processes, financial aid, and equity-focused supports using culturally responsive frameworks.
 - Updated enrollment procedures, timelines, and deadlines
 - FAFSA/CADAA processes and changes
 - Introduction to equity-centered practices, including support services and programs for DI students
 - Guidance on addressing family hesitations around college access and affordability
- Distribute easy-to-understand toolkits for counselors and parents, with visual guides on application and registration steps, translated into Spanish and other top community languages.
- Explore the development of peer-to-peer training for High School students, where current MVC students provide guidance and support in transitioning to college.

3. Continue to streamline dual enrollment/first-time enrollment processes

- *Leads:* Outreach, Admissions & Records, TSS, feeder High School Districts, Student Financial Services,
- Enhance dual enrollment and first-time enrollment pathways through automation, outreach, and dedicated staff support.
- Data sharing agreement with feeder high school districts.

Metric 2: Persistence (Fall to Spring)

ISP GOALS: II.3 - STAY ON THE PATH, IV.5 - RECRUIT AND RETAIN EMPLOYEES

DI Populations: Native American or Alaskan, Asian, Pacific Islander or Hawaiian Native, Two or More, White

Equity Recommendations:

1. Drive completion of Student Ed Plan (SEP) by the first two semesters for first year students

- *Leads:* Counseling, Academic Deans, Admissions and Records
- Develop a shared annual calendar that aligns counseling milestones (e.g., SEP creation, registration prep, major declaration) with A&R deadlines (e.g., application windows, registration dates, priority registration dates, add/drop deadlines, graduation due dates, ADT Verification deadlines). Integrate the calendar into student-facing platforms (MVC website, student portal, Canvas, and mobile app), highlighting critical tasks, dates, and support services in plain language. Conduct cross-departmental planning meetings each term (Counseling, A&R, SFS, Outreach) to ensure updates are reflected and aligned across all channels.
- Launch One-Stop Shop registration workshops with targeted campaigns to incentivize SEP completion, ensuring students are placed in accurate programs and aligned with AB928 ADT pathways. A comprehensive communications plan will coordinate these workshops with priority registration dates to maximize participation and support timely, equitable access to courses.

2. Scale Engagement Centers & Equity Spaces

- *Leads:* Director of Academic Advising, Facilities, Student Services
- Expand and promote dedicated support spaces and increase visibility through events and programming for Black, LGBTQ+, Latine, and first-generation students. These efforts aim to foster a stronger sense of belonging and reinforce a campus-wide culture of care. In collaboration with student services, faculty, and equity-based initiatives, the college will also clarify and promote the functions of essential support services—such as counseling, academic advising, mental health resources, and financial aid—to ensure students understand what services are available, what they provide, and how to access them.

3. Equitable Hiring & Onboarding Practices

- *Leads:* Equitable and Inclusive Teaching and Learning Committee, Human Resources, Faculty Development Committee, College Development and Engagement Committee
- Develop and scale equity, diversity, and inclusion (EDI) rubrics, mentorships, and onboarding practices.
 - i. Faculty: DEI-focused rubrics, mentorships, and holistic onboarding practices include knowledge of college resources.
 - ii. Classified Professionals: Continue to support professional development for Classified Professionals, implement participatory governance handbook
 - iii. Administrators: Onboarding and PD Websites
 - Example: <https://www.mtsac.edu/pod/nesp/>

4. Expanding Access to Laptops, Technology, Textbooks, and ZTC Pathways

- *Leads:* Library, Academic Support Programs, CDEC, CMAC, TSS
- Increase the number of laptops, calculators, and other technology available for semester-long checkout.
 - i. Expand textbook reserve collections in the library, prioritizing high-enrollment and gateway courses. Partner with academic departments to identify high-cost or required materials that could be converted to OER or ZTC alternatives.
 - ii. Strengthen communication to students about available technology resources through Canvas, orientations, and targeted outreach.
 - iii. Track and disaggregate usage data to inform future purchasing and identify gaps in access.
 - iv. Explore funding sources or grants to support ongoing expansion and sustainability.
 - v. Coordinate with TSS to streamline device distribution and technical support for checked-out technology.
 - vi. Promote ZTC-aligned ADT pathways and ensure that textbook cost information is visible in registration tools to support informed course planning and legal compliance.
 - vii. Collaborate with counseling, engagement centers, the library, and CMAC to ensure students have guidance on ZTC pathways or affordable course sequencing.

Metric 3: Completion of Transfer-Level Math and English in First Year

ISP GOALS: II.2 - ENTER THE PATH

DI Populations: Black, Pacific Islander or Hawaiian Native, Two or More, White

Equity Recommendations:

1. Accurate MMAP Placement into college-level math and English

- *Leads:* Enrollment Services Coordinator, Engagement Centers, Marketing
- Ensure all students are placed in appropriate courses for college-level math and English, and as well as appropriate communication and information about AP, IB, and other.

2. Culturally Responsive Curriculum & PD

- *Leads:* English & Math Departments, Counseling Department, Faculty Development Committee (FDC)
- Scaling Culturally Responsive Teaching (CRT)- and Universal Design for Learning (UDL) - based course redesign and faculty communities of practice.
- Scale college workshops and events in elevating student voices to improve course success, course retention, and persistence.

3. Expand embedded support (tutors, SI, counselors)

- *Leads:* Academic Support, Dean of Instruction, Engagement Centers, and Library
- Expand embedded academic support—including tutors, Supplemental Instruction (SI) leaders, librarians, and counselors—within courses with high enrollment of disproportionately impacted (DI) students to improve persistence and completion.
- Embed research and information literacy support through collaboration with the library.
- Prioritize funding for in-person and online embedded tutoring to address success rate gaps, particularly in gateway and transfer-level courses.

4. Create course templates and normalize tutoring (culture shift)

- Leads: DE Committee, Department Chairs, Institutional Effectiveness, Engagement Centers.
- Develop OER/ZTC Canvas course templates that integrate tutoring promotion in syllabi, course orientations, early-semester, and promote academic support services such as tutoring, library services, and resources to normalize help-seeking behaviors among disproportionately impacted (DI) students.
 - i. Collaborate with Engagement Centers to scale a college-wide culture shift by embedding tutoring in resource fairs and class activities, fostering an inclusive academic environment where tutoring is seen as a standard path to success.

Metric 4: Completion of Degrees/Certificates

ISP GOALS: II.4 - ENSURE LEARNING, III.3 - REGIONAL ECONOMY PROGRAMS

DI Populations: Black, Pacific Islander or Hawaiian Native, Two or More, White

Equity Recommendations:

1. Institutionalize Auto-Awarding Process

- Leads: Guided Pathways, Evaluations, IT,
- Institutionalize a recurring review process using Colleague reports to identify students who have completed program requirements but have not petitioned for graduation. Launch a graduation communication campaign to inform students about the graduation and auto-award process, eliminating the need for students to initiate the petition process.

2. Career Mentorship & Speaker Series by Industry

- Leads: CTE, Engagement Centers, Academic Deans
- Creation of Career Mentorship & Speaker Series to host industry-aligned events to engage disproportionately impacted (DI) students by showcasing career pathways and success stories from MVC alumni, with a focus on fields such as Fire Science, Dental Hygiene, and Paramedics. MVC Completion stories, and MVC Student to MVC Colleague.
- Strengthen connections between CTE programs, academic departments, and four-year institutions, ensuring increased ADT pathways and inspiring students with real-world examples of MVC students transitioning into professional roles.
- Increase ADT pathways accepted by local 4 years, and increase bachelor degree programs (Fire, DH, Paramedic)

3. Research Non-Completers & Adjust Interventions

- Leads: Institutional Research
- Continue and expand research on non-completers through surveys and data analysis to identify barriers to student success and refine targeted interventions. This will involve updating policies, practices, and procedures, such as reimagining academic probation, to better support students at risk of not completing their educational goals.
- In partnership with the Library and Academic Success Center, assess barriers to material access and expand awareness of available academic support, library resources, technology barriers, study resources, and research help that can support completion.

Metric 5: Transfer

ISP GOALS: II.4 - ENSURE LEARNING, III.1 - K-12 AND HIGHER ED PARTNERSHIPS

DI Populations: Asian, Hispanic/Latine, Two or More

Equity Recommendations:

1. Peer Transfer Mentorship Program

- Leads: Transfer Services, Engagement Centers
- Creation of Peer Transfer Mentorship to pair final-year students with first-year students to provide guidance on transfer planning, fostering a supportive community for students from historically underserved backgrounds.
- Creation of an annual calendar of Transfer Activities to ensure consistent support and resources throughout the academic year.

2. Culturally-responsive university transfer events

- Leads: Transfer Services, HSI Grant
- Culturally-responsive university transfer events will provide targeted outreach to support Latine and other underserved student populations, featuring HBCU caravans and UCR-Umoja bridge programs. In collaboration with GIA, to strengthen connections with institutions like CSUSB, ensuring equitable access to transfer opportunities for all students.

3. Increase visibility of HSI (25%), BSI (10%), TAG, TSP and ADT pathways

- Leads: Counseling, Marketing, Curriculum
- Utilize infographics, social media campaigns, and classroom visits to ensure all students, particularly those from underserved backgrounds, are informed about guaranteed transfer options.

Evaluation & Accountability

Mechanism	Frequency	Responsible Parties
Equity Dashboard Reporting	Each semester	Institutional Effectiveness
Taskforce Progress Reports		SEA Workgroup, IEGC
Annual Reflection Summit	Annually	IEGC, College Council, Office of the President

- Plan supports Vision 2030 and ISP goals across five key student metrics.
- Prioritizes first-gen, Hispanic, Black, LGBTQ+, and dual enrollment students.
- Recommends culturally responsive teaching, auto-awarding, community engagement, and peer mentorship.
- Includes built-in mechanisms for data tracking and accountability, where divisions, departments, and/or offices are able to track their part for closing the equity gap and include in their program reviews.
- Reviewing and making the necessary changes in policies, practices, and procedures will be shared and scaled through the Diversity Summit, Annual Planning and Data Workshop, and Associated Students of Moreno Valley College.
- [Data Packet](#) and [Annual Institutional Effectiveness Report](#) for Moreno Valley College, which shows the specific metrics tracked on disproportionately-impacted

Transfer Emphasis (Page 17)

Moreno Valley College (MVC) has made the transfer metric a central priority in its 2025–28 Student Equity Plan, responding directly to the systemic inequities highlighted in the 2024 California State Audit. Recognizing that only 21% of transfer-intending students successfully transfer within four years, an even lower rate for disproportionately impacted (DI) groups, MVC has implemented intentional, equity-driven strategies to close these gaps. Additionally, roughly 20% of Moreno Valley College students complete their educational goal (receive a certificate, degree, or transfer) in 4 years and only 5-7% complete their educational goal in 2 years based on the college's guided pathways internal key performance indicators. Through its College Council and Academic Senate committees, the college has embedded equity into governance, hiring practices, program review, and institutional planning. Disaggregated data is routinely analyzed to guide interventions, while targeted efforts such as proactive graduation checks and auto-awarding of degrees have significantly increased completion and transfer readiness, especially among DI students.

Collaborations between counselors, faculty, and equity practitioners ensure students have access to clear, structured academic pathways and receive personalized, intrusive support throughout their journey. Culturally responsive programming, affinity group engagement, and financial aid knowledge efforts are designed to address the unique needs of DI populations. Through this comprehensive, student-centered approach, MVC is committed to dismantling systemic barriers and advancing the Vision 2030 goals for an equitable and seamless transfer pipeline across California's public higher education systems

Student Population(s) Experiencing DI Selected for Intensive Focus (Page 17)

Black (Successful Enrollment, Completion), Hispanic/Latine (Transfer)

Current Challenges/Barriers (Page 17)

The college has three areas of focus for current challenges and barriers in documentation, resources (e.g. time and financial resources), and succession planning.

During the college's last comprehensive site visit, the college had a self-improvement plan on ensuring documentation of procedures and practices. During this current accreditation cycle, the college has made progress in documenting its processes and practices. However, the college is still actively improving in this area. Over this next cycle, our planning is now better documented and we are able to align our plans more effectively. The expectation is to be improved on regularly updating and improving the implementation of our plan in this cycle.

Moreno Valley College is a lean resource college and working towards being a fully comprehensive college. Given the limited resources, the college does not always have the resources in time to complete the action steps in the three-year cycle. During this cycle, the college is focused on staying focused on 1-3 action items per metric, so we can scale and have more impact on our outcomes.

Finally, the college needs to ensure the implementation of the strategic actions continues beyond this next cycle. Documentation of procedures and practices will be important in achieving this outcome. Additionally, the college needs to continue exploring how its new governance structure can ensure continuous and ongoing progress. Over the last two years, key committees at the college have actively worked on documenting its processes and created annual assessment of the college's plans and outcomes. In this next cycle, the leads of the Student Equity Plan will leverage and scale this work. This will allow the work to continue beyond this cycle.

Action Plan for Ideal Institution (Page 17)

The student equity plan is focused on specific strategies that the college has identified through its integrated strategic planning annual evaluation. Through this process the college has identified a culture of care (sense of belonging) as a focus for the next cycle of its integrated strategic plan in creating, introducing, sustaining, and ensuring a culture of care (sense of belonging) with a specific focus on social justice and racial equity. The college is reviewing and updating both the student equity and strategic enrollment plans to support and realize the goals set forth in the college's strategic plan. The strategies, actions, and plans are outlined in Moreno Valley College's [Integrated Strategic Plan 2025-30](#) and supported by both the student equity plan and strategic enrollment management plan.

During the last planning cycle 2022-25 for Moreno Valley College, there has been intentionality on integrating both vertically and horizontally with state, district, and college planning. In this work, the college uses the [Integrated Strategic Plan 2025-30](#) as an outcome plan, which is a short-term plan that provides areas of focus and key performance indicators in achieving the college's vision with the focus on the 'why'. The [Integrated Strategic Plan 2025-30](#) connects the college planning to its Comprehensive Plan 2019-30, which is the college's long-term plan that includes both the Education and Facilities Plan. Both the student equity plan and strategic enrollment management plan are process plans. These action plans implement the Integrated Strategic Plan. The focus of each process plan is to focus on the 'what' and 'how' strategic directions and actions get completed.

Additionally, the college has aligned its plans to the Vision 2030 outcomes. The focus of the process plans are providing a holistic approach to student success, persistence, equity, and retention with a specific focus on social justice and racial equity. The goals and actions are leading indicators to the Vision 2030 outcomes by focusing on early momentum points in successful enrollment, successfully completing English and math in the first year, persisting from fall-to-spring, and successfully completing education goals in 2 years. The focus of the next cycle is to ensure strategies and action are focused on increasing these early momentum points, which will have an impact on lagging student outcome indicators in Vision 2030. The process plans focus specifically on the student journey and is expected to have impact on all 5 outcomes in completion, baccalaureate attainment, workforce outcome, student participation, maximizing financial aid, and reducing units to completion as outlined in Vision 2030.

With the two process plans (student equity and strategic enrollment management), the college will be able to review, update, and scale a culture of care (sense of belonging) for the next cycle.

Section 12: Student Education Plans

To meet the requirements of Education Code 78222 (b)(4) and support Vision 2030 Goal 3, Moreno Valley College will implement a comprehensive strategy to ensure all non-exempt, first-time students complete a Student Education Plan (SEP) within their first two terms, by meeting with a Counselor and discussing their educational goals. This plan includes incentivizing SEP completion through priority registration and targeted enrollment success campaigns that ensure accurate program placement, particularly into ADTs in alignment with AB 928, and establishing a structured counseling timeline integrated with MVC Admissions and Records processes to proactively support students in developing clear, milestone-driven academic plans that reduce excess units and improve completion outcomes.

GUIDED PATHWAYS

Moreno Valley College (MVC) is committed to transforming institutional structures and centering equity through full integration of the Guided Pathways framework with SEA Program goals. MVC will continue to implement cross-functional strategies that dismantle systemic barriers for disproportionately impacted students by aligning academic, student services, and governance practices to ensure every student has a clear, supported path to completion. Key structural reforms include embedding equity metrics into program review, budget prioritization, and shared governance processes, ensuring decisions are data-informed and student-centered. The college has realigned onboarding with Guided Pathways by integrating career exploration, financial aid literacy, and early educational planning in the student's first year of higher education. These efforts are coupled with the proactive use of disaggregated data to identify equity gaps in transfer, retention, and course success—allowing for real-time interventions, especially for DI groups.

To reduce excess unit accumulation and support Vision 2030 Goal 3, MVC will expand the use of ADT-aligned pathways with intentional counseling touchpoints at key milestones. Priority registration will be linked to SEP completion and academic progress, promoting early engagement in aligned coursework. In support of AB 928, MVC will ensure students are accurately placed into streamlined ADT programs, with counselor collaboration and technological tools like Degree Audit and EduNav to support efficient course sequencing. Finally, MVC is redesigning case management models through success teams and peer mentoring structures, linking students to academic and holistic support based on their meta-major. These teams include instructional faculty, counselors, and educational resource advisors, ensuring students receive coordinated, timely guidance from entry to graduation or transfer. Together, these aligned actions operationalize the Guided Pathways framework and advance MVC's commitment to equitable student success.

In alignment with Vision 2030 and the California ZTC Degree Initiative, MVC will expand the availability of ZTC pathways, prioritizing pathways and high-enrollment courses with DI populations. Through collaboration with faculty, CMAC, the Library, and administration, the college will develop new ZTC sections, provide support for OER and no-cost resource adoption and creation, library resources, and promote ZTC availability through scheduling, advising, and marketing efforts. ZTC growth will be tracked in program review and equity dashboards.

STUDENT FINANCIAL AID ADMINISTRATION

The college will continue to embed financial aid support into onboarding, counseling, and student success programs such as Puente, Umoja, and Veterans to ensure early and continuous assistance with FAFSA submission, verification, and award acceptance. Financial aid literacy workshops, offered in multiple languages and formats, will be delivered through class presentations, peer mentors, and culturally responsive programming. To reduce procedural barriers, MVC will streamline financial aid communication using simplified language and digital tools, including Canvas shells, text nudges and personalized follow-ups.

STUDENTS WITH DISABILITIES (DSPS)

In coordination with the Accessibility Resource Center (ARC), Moreno Valley College will proactively support this disproportionately impacted group by providing embedded, culturally responsive academic and disability related support aligned with ISP, Guided Pathways and SEA goals. ARC will collaborate with faculty, equity programs (e.g., Umoja, Puente), and counseling to deliver intentional interventions such as embedded tutoring, success workshops, and academic recovery plans targeting gateway courses and critical milestones. Leveraging disaggregated data, ARC will ensure timely support for students at risk of falling off track, directly addressing equity gaps in persistence, retention, and completion.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs

Moreno Valley College's EOPS and CalWORKs programs will continue to proactively support disproportionately impacted students through comprehensive, equity-driven services that promote academic success and economic mobility. These programs provide intrusive counseling, case management, priority registration, textbook support, transportation assistance, and tailored educational planning to ensure students—particularly single parents, low-income, and first-generation students—overcome barriers to persistence and completion. Through close coordination with student support initiatives and equity programs, EOPS and CalWORKs will continue to track progress using disaggregated data and deliver targeted interventions that align with Vision 2030 goals for access, retention, and degree attainment.

NextUp/FOSTER YOUTH

Moreno Valley College's NextUp and Foster Youth support programs are integral to advancing equity by providing comprehensive, trauma-informed services that address the unique barriers faced by current and former foster youth. Through intrusive case management, priority registration, mental health support, financial assistance, and dedicated counseling, these programs ensure that students who have experienced the foster care system have consistent, personalized guidance throughout their academic journey. In coordination with SEA efforts, they utilize disaggregated data to deliver timely interventions and align with Vision 2030 goals to eliminate disproportionate impact in access, retention, and degree completion for this high-need population.

PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

Moreno Valley College's Veterans Resource Center (VRC) will proactively support efforts to eliminate disproportionate impact for veteran students by providing tailored, comprehensive services that bridge the gap between military experience and academic success. Through the MAP initiative and Veteran Sprints, the VRC offers personalized counseling, assistance with Credit for Prior Learning (CPL) through Joint Services Transcripts (JST). Additional services such as priority registration, and peer mentorship, ensuring veterans receive the support they need to transition successfully into higher education. Additionally, the VRC's outreach efforts and strategic partnerships with workforce development organizations ensure veterans, particularly those from disproportionately impacted populations, can access clear, articulated academic pathways that align with their career goals, directly supporting MVC's student equity objectives and Vision 2030 goals.

JUSTICE-INVOLVED and JUSTICE-IMPACTED STUDENTS

Moreno Valley College is committed to increasing access and success for justice-impacted students by implementing strategic initiatives that provide clear pathways to higher education, employment, and career advancement. In collaboration with Human Resources, MVC is developing policies that prioritize the hiring of justice-impacted individuals, ensuring that formerly incarcerated individuals have equitable opportunities for employment within the college. Additionally, MVC will continue to expand programs such as the Rising Scholars Program, which provides tailored academic counseling, and peer support services to formerly incarcerated students, helping them transition into college and complete their educational goals. Through these efforts, MVC ensures that justice-impacted students, especially those from disproportionately impacted communities, receive the necessary resources, such as textbook assistance and wrap-around services both on campus and through community partners. By providing ongoing and intentional services, Rising Scholars will be able to impact justice impacted students and their families.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs

Moreno Valley College's EOPS and CalWORKs programs will continue to proactively support disproportionately impacted students through comprehensive, equity-driven services that promote academic success and economic mobility. These programs provide intrusive counseling, case management, priority registration, textbook support, transportation assistance, and tailored educational planning to ensure students—particularly single parents, low-income, and first-generation students—overcome barriers to persistence and completion. Through close coordination with student support initiatives and equity programs, EOPS and CalWORKs will continue to track progress using disaggregated data and deliver targeted interventions that align with Vision 2030 goals for access, retention, and degree attainment.

LOW-INCOME ADULTS

Moreno Valley College will implement key strategies to support low-income adult learners by expanding access to critical resources such as basic needs programs, OER/ZTC (Open Educational Resources/Zero Textbook Cost) initiatives, financial aid and scholarship opportunities, and no-cost library resources. Collaborating with special programs, MVC will ensure that low-income adult learners, particularly from disproportionately impacted populations, receive comprehensive support to reduce financial barriers and promote academic success. Through initiatives like targeted outreach, streamlined financial aid processes, and increased access to affordable learning materials, MVC empowers adult learners to persist, complete their degrees, and advance their careers, thereby fostering long-term socio-economic mobility.

CREDIT FOR PRIOR LEARNING

Moreno Valley College (MVC) is committed to the equitable expansion of Credit for Prior Learning (CPL) by institutionalizing practices that recognize the lived and professional experiences of disproportionately impacted (DI) student populations, particularly adult learners, veterans, and working professionals in career education pathways. Through the Mapping Articulated Pathways (MAP) initiative and targeted structural reforms, MVC has established a sustainable model for CPL implementation that supports the goals of Vision 2030 and expands access to affordable, accelerated degree completion.

MVC has implemented a fully operational Joint Services Transcript (JST) intake process, resulting in the evaluation of over 500 transcripts and awarding of more than 3,500 credits—equivalent to over \$3.7 million in estimated cost savings for students. CPL training initiatives have equipped staff and faculty in the Veterans Resource Center, Public Safety, and Counseling to guide students through the CPL process. The college has updated local policy (BP/AP 2235) to expand CPL credit limits from 30 to 45 units, streamlined transcript and assessment workflows, and ensured transparency and consistency in CPL practices across departments. Working closely with faculty, MVC has finalized articulated pathways in high-demand CTE fields such as Fire Science, EMT, Paramedics, and Police Academy programs. These pathways ensure that industry experience translates directly into academic credit, reducing time to completion and increasing workforce advancement opportunities. MVC has also contributed its CPL transaction data to the statewide MAP ecosystem, reinforcing equity and consistency across the system and hosting its own MAP landing page to streamline student access and information.

The college continues to engage in outreach with industry partners, distribute multilingual informational materials, and partner with CSU campuses, such as Cal Poly Humboldt—to embed CPL into 2+2 bachelor's degree pathways. By integrating CPL into institutional processes and aligning it with regional labor market needs, MVC ensures that historically underserved students—especially veterans and adult learners—receive academic credit for prior learning, accelerating their progress toward meaningful credentials and degrees.

DUAL ENROLLMENT

Moreno Valley College is committed to expanding equitable dual enrollment opportunities by strengthening partnerships with K-12 districts, particularly those serving disproportionately impacted students, and aligning efforts with the Vision 2030 ninth grade strategy. Key strategies include scaling College and Career Access Pathways (CCAP) agreements, embedding guided pathways into early college experiences, and increasing outreach through culturally responsive engagement led by equity-focused counselors and faculty. MVC is also aligning dual enrollment course offerings with ADT pathways and workforce-aligned certificates, ensuring students graduate high school with at least 12 transferable units and a clear trajectory toward transfer, degree, or apprenticeship completion. By removing barriers such as textbook costs (OER/ZTC) and transportation (RTA passes), and leveraging data to target underrepresented populations, MVC ensures that dual enrollment serves as a powerful equity lever and accelerates educational attainment.

STRONG WORKFORCE PROGRAM/PERKINS

Moreno Valley College's Strong Workforce and Perkins Programs will coordinate closely with the SEA Program to expand equitable access to high-wage, high-demand career education pathways for disproportionately impacted student populations, in alignment with Vision 2030's workforce and economic development goals. Through intentional collaboration with equity-focused initiatives, these programs support the development of industry-aligned curricula, paid internships, apprenticeship programs and credit for prior learning opportunities, particularly for working adults, veterans, and students of color. By embedding support services such as intrusive counseling, career exploration, and job placement assistance within CTE programs, and leveraging disaggregated data to guide targeted interventions, MVC ensures that all students, especially those from low-income backgrounds, can access educational opportunities that lead to living-wage employment and long-term economic mobility.

ADDITIONAL PROGRAMS (OPTIONAL)

Document, highlight, and scale being an Hispanic Serving Institution and a Black Serving Institution.