



MOORPARK COLLEGE

EDUCATIONAL MASTER PLAN

• 2019-2020 TO 2028-2029 •

APPENDIX A

APPENDIX A: HOW GOALS WERE SET

LEADING INDICATORS



STRATEGIC DIRECTION #1 STUDENT-CENTERED CURRICULUM

Moorpark College will develop and teach inspiring and challenging curriculum that is focused on the academic and career goals of all its students

A. Clarify and develop academic programs that effectively lead to student transfer

1. Associate Degrees for Transfer available—increase from 29 in 2018-2019 to 31 by 2023-2024
This goal was set based on internal discussions of what is feasible. There are currently 40 possible ADTs available in the state.
2. Articulation agreements of CA non-public colleges and universities available—increase from 10 in 2018-2019 to 15 by 2023-2024
This goal was set based on internal discussions of what is feasible.
3. Degrees aligned with new UC pathways—increase to 5 by 2023-2024
This goal was set based on internal discussions of what is feasible.
4. Students signing UC TAG agreements—increase from 671 in 2017-2018 to 738 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.

B. Improve and expand career education programs ensuring alignment with changing labor market needs

1. CTE degrees and certificates available—increase from 29 in 2018-2019 to 34 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
2. CTE alternative credentials available such as digital badges that lead to certificates —increase from 50 in 2018-2019 to 100 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
3. Pre-apprenticeship programs—increase to 3 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.

C. Create curriculum that supports online student success

1. Degrees, certificates, and proficiency awards able to be earned fully online—increase to 35 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.



D. Create curriculum that supports professional improvement

1. Noncredit courses for professional improvement—increase from 3 in 2018-2019 to 25 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.

E. Provide clear pathways for students through the curriculum

1. Fall to spring persistence rates—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027
In alignment with the college's equity plan and the state chancellor's office Vision for Success, the college is committed to decreasing equity gaps by 40% for disproportionately impacted groups by 2023-2024 (though we will aim for 2021-2022 in alignment with Vision for Success). Specific gaps and goals are provided below:

Demographic	Gender	Numerator	Denominator	2023-2024 Goal	2026-2027 Goal
American Indian or Alaska Native	Male	13	27	16	20
Black or African American	Male	98	171	108	124
Economically Disadvantaged	Female	2808	3986	2848	2909
Foster Youth	Male	48	87	54	63
Hispanic or Latino	Male	1575	2208	1583	1596
Veteran	Female	37	66	41	48

Sources:

<https://nova.cccco.edu>

<https://misweb.cccco.edu/dataondemand/>

2. Completion of transfer-level math and English in first year—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027
In alignment with the college's equity plan and the state chancellor's office Vision for Success, the college is committed to decreasing equity gaps by 40% for disproportionately impacted groups by 2023-2024 (though we will aim for 2021-2022 in alignment with Vision for Success). Specific gaps and goals are provided below:



Demographic	Gender	Numerator	Denominator	2023-2024 Goal	2026-2027 Goal
Black or African American	Male	1	44	4	8
Economically Disadvantaged	Female	93	629	101	112
Foster Youth	Female	1	23	2	4
Hispanic or Latino	Female	68	542	80	99
Hispanic or Latino	Male	68	503	77	90
LGBT	Female	2	67	6	12

Sources:

<https://nova.cccco.edu>

<https://misweb.cccco.edu/dataondemand/>

F. Continue to develop a body of faculty who are committed to the development of culturally-responsive course content, teaching, and academic counseling methods

1. Faculty who participate in high impact equity training once every three years, such as the Equity in the Classroom project, TMOCA, Safe Zone, Project CHES Faculty Circles, etc.—increase to 100% of full-time and 50% of part-time faculty by 2023-2024, and 100% of part-time faculty by 2028-2029
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible. Data will be collected by a survey designed by the Professional Development Committee.
2. Develop a survey to measure student perception of faculty as culturally-responsive agents of Moorpark College annually
Peer data is not readily available for this goal.
3. Course success rates—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027
In alignment with the college's equity plan and the state chancellor's office Vision for Success, the college is committed to decreasing equity gaps by 40% for disproportionately impacted groups by 2023-2024 (though we will aim for 2021-2022 in alignment with Vision for Success). Specific gaps and goals are provided below:



Demographic	Numerator	Denominator	Percent	2023-2024 Goal	2026-2027 Goal
American Indian/Alaska Native	176	239	73.6%	74.9%	76.7%
Black or African American	1176	1820	64.6%	69.4%	76.7%
Disabled	5805	7844	74.0%	75.1%	76.7%
Economically Disadvantaged	33635	45344	74.2%	75.2%	76.7%
Foster Youth	841	1317	63.9%	69.0%	76.7%
Hispanic	21478	29795	72.1%	73.9%	76.7%
LGBT	1849	2570	71.9%	73.8%	76.7%
Native Hawaiian or Other Pacific Islander	83	118	70.3%	72.9%	76.7%

Sources:

<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>





STRATEGIC DIRECTION #2 STUDENT ACCESS

Moorpark College will provide ready access to a college education for all members of the community it serves

A. Increase enrollment of disproportionately impacted groups

- Percentage of applicants that successfully enroll—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027
In alignment with the college's equity plan and the state chancellor's office Vision for Success, the college is committed to decreasing equity gaps by 40% for disproportionately impacted groups by 2023-2024 (though we will aim for 2021-2022 in alignment with Vision for Success). Specific gaps and goals are provided below:

Demographic	Gender	Numerator	Denominator	2023-2024 Goal	2026-2027 Goal
Black or African American	Female	251	625	275	312
Filipino	Female	284	625	295	311
Foster Youth	Female	94	241	104	120
Hispanic or Latino	Female	2725	5934	2835	2999
Native Hawaiian or other Pacific Islander	Female	16	62	22	31
Native Hawaiian or other Pacific Islander	Male	21	68	26	34
Some other race	Female	58	288	92	144
Some other race	Male	61	264	89	132
White	Female	3938	8272	4030	4169

Sources:

<https://nova.cccco.edu>

<https://misweb.cccco.edu/dataondemand/>



B. Improve and expand courses and services for middle and high school students

1. Rising Scholars—Increase from 30 in 2018-2019 to 100 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
2. Middle school events which are focused on meaningful reflection and action toward pursuing higher education—Increase from 4 in 2017-2018 to 8 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
3. Dual enrollment students—Increase from 579 in fall 2017 to 707 by fall 2023
Peer data shows a wide range in the percentage of dual enrollment students from 0.3% to 22.6% of total headcount, with Moorpark towards the middle of the group at 4.1%. While Moorpark strives be the leader among its peers, going from 4.1% to 22.6% may not be achievable within three years. However, a more achievable goals may be to increase dual enrollment to the average of the peer group at 5.0%. Therefore, Moorpark has set a goal of increasing its dual enrollment by 0.9 percentage points (or 22.0%) from 4.1% to 5.0% (from 579 to 707).

Campus	Student Count (fall 2017)	Dual Enrollment	%
Canyons	20,489	1,150	5.6%
Cuesta	11,642	2,629	22.6%
Deanza	20,198	361	1.8%
Diablo Valley	19,431	540	2.8%
Folsom Lake	8,404	199	2.4%
Fullerton	23,849	629	2.6%
Golden West	11,390	80	0.7%
LA Pierce	20,448	651	3.2%
Las Positas	8,856	219	2.5%
MiraCosta	16,318	434	2.7%
Moorpark	14,133	579	4.1%
Ohlone	9,056	415	4.6%
Orange Coast	22,088	65	0.3%
Palomar	24,579	1,038	4.2%
Pasadena	30,058	491	1.6%
San Diego Mesa	22,298	1,871	8.4%
Santa Barbara	16,796	1,994	11.9%
Sierra	18,315	1,086	5.9%
Skyline	9,155	585	6.4%
AVERAGE			5.0%



Notes:

Cuesta’s large dual enrollment population may be worth exploring, as the dramatic rise happened only in the past few years.

https://public.tableau.com/views/Dual_0/Dashboard1?:embed=y&:display_count=no&:showVizHome=no#1

Sources:

https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

https://datamart.cccco.edu/Services/Special_Pop_Count.aspx

C. Expand availability of offerings to reflect the needs of all students

- Distance education FTES—increase offerings from 1,571 in 2017-2018 to 3,189 by 2023-2024
Peer data shows a wide range in DE FTES from 6.6% to 26.2% of total FTES, with Moorpark towards the bottom of the group at 12.9%. Moorpark strives to be the leader among peers in DE. Therefore, Moorpark has set a goal of increasing its DE FTES by 13.3 percentage points (or 103%) from 12.9% to 26.2% of total FTES (from 1,571 to 3,189).

Campus	Credit FTES (2017-2018)	DE FTES	%
Canyons	15,902	3213	20.2%
Cuesta	7,516	1348	17.9%
Deanza	17,178	2809	16.4%
Diablo Valley	17,278	2742	15.9%
Folsom Lake	5,979	1015	17.0%
Fullerton	22,280	2548	11.4%
Golden West	10,657	2321	21.8%
LA Pierce	13,239	1383	10.4%
Las Positas	7,037	1151	16.4%
MiraCosta	10,832	2839	26.2%
Moorpark	12,179	1571	12.9%
Ohlone	8,505	1767	20.8%
Orange Coast	19,751	1297	6.6%
Palomar	18,672	3226	17.3%
Pasadena	25,029	2204	8.8%
San Diego Mesa	15,521	3305	21.3%
Santa Barbara	14,857	2683	18.1%
Sierra	14,140	2763	19.5%
Skyline	8,675	481	5.5%
		AVERAGE	16.0%

Sources:

https://datamart.cccco.edu/Students/FTES_Summary_DE.aspx

https://datamart.cccco.edu/Students/FTES_Summary.aspx



2. Friday, weekend, and evening sections—increase as total from 340 in fall 2018 to 406 by fall 2023
Peer data is not readily available for this goal. However, data was available for Oxnard and Ventura. Therefore, Moorpark College has set a goal of increasing its Friday, weekend, and evening sections by 4.2 percentage points (or 19.2%) from 21.9% of total sections to 26.1% of total sections (from 340 sections to 406).

- **Moorpark:** 59 Friday + 26 weekend + 255 evening out of 1555 (21.9%)
- **Oxnard:** 18 Friday + 5 weekend + 164 evening out of 716 (26.1%)
- **Ventura:** 19 Friday + 5 weekend + 195 evening out of 1269 (17.3%)

Sources:

https://ssb.vcccd.edu/prod/pw_pub_sched.P_Simple_SEARCH?term=201807

3. Short term sections—increase from 249 in fall 2018 to 304 by fall 2023
Peer data is not readily available for this goal. However, data was available for Oxnard and Ventura. Therefore, Moorpark College has set a goal of increasing its short term sections by 3.5 percentage points (or 21.9%) from 16.0% of total sections to 19.5% of total sections (from 249 sections to 304). Some of these sections may need to be offered as online or hybrid since short term classes require wider blocks of time which may decrease availability of classroom space.

- **Moorpark:** 249 out of 1555 (16.0%)
- **Oxnard:** 108 out of 716 (15.1%)
- **Ventura:** 248 out of 1269 (19.5%)

Sources:

https://ssb.vcccd.edu/prod/pw_pub_sched.P_Simple_SEARCH?term=201807

4. Offer a winter intersession by 2023 (if district switches to compressed calendar)
Peer data for winter FTES is available. However, given the effort involved in moving to a compressed calendar, just offering a winter FTES is a noteworthy accomplishment. Therefore, the goal is to offer a winter intersession by 2023.





STRATEGIC DIRECTION #3 STUDENT SUCCESS

Moorpark College will provide the resources and opportunities needed to support the academic and career success of all students

A. Provide financial support for low-income students

1. Students filling out FAFSA/CADAA—increase from 11,870 in 2018-2019 to 13,330 by 2023-2024
Research suggests that low-income students in California are missing out on millions of dollars of federal aid they're eligible to receive. Peer data shows a wide range in the percentage of students filling out FAFSA/CADAA from 45.3% to 93.4% of total headcount, with Moorpark towards the middle of the group at 60.1%. While Moorpark strives to be the leader among its peers, going from 60.1% to 93.4% may not be achievable within three years. However, a more achievable goal may be to increase FAFSA/CADAA completion to the average of the peer group at 67.5%. Therefore, Moorpark has set a goal of increasing its FAFSA/CADAA completion rate by 7.4 percentage points (or 12.3%) from 60.1% to 67.5% (from 11,870 to 13,330). Reaching this goal will require collaboration from outreach to increase the percentage of graduating high school students in feeder districts who complete the FAFSA/CADAA. For example, the Thousand Oaks HS class of 2018 had a 51.5% FAFSA completion rate, which is below the statewide average of 54.0%.

Campus	Annual 2017-2018 Student Count	FAFSA/CADAA	%
Canyons	32,862	16,368	49.8%
Cuesta	16,617	9,085	54.7%
Deanza	30,035	16,227	54.0%
Diablo Valley	28,566	13,782	48.2%
Folsom Lake	12,086	9,378	77.6%
Fullerton	32,413	26,525	81.8%
Golden West	17,525	16,374	93.4%
LA Pierce	29,057	25,847	89.0%
Las Positas	12,639	6,142	48.6%
MiraCosta	23,304	15,964	68.5%
Moorpark	19,748	11,870	60.1%
Ohlone	15,039	6,818	45.3%
Orange Coast	28,726	25,176	87.6%
Palomar	36,426	23,895	65.6%
Pasadena	41,360	34,617	83.7%
San Diego Mesa	34,464	30,547	88.6%
Santa Barbara	23,813	14,735	61.9%
Sierra	25,395	19,751	77.8%
Skyline	14,724	6,809	46.2%
		AVERAGE	67.5%

Sources:

<https://studentaid.ed.gov/sa/about/data-center/student/application-volume/fafsa-school-state>

https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

<https://webutil.csac.ca.gov/dashboard/>

<https://www.insidehighered.com/news/2018/05/02/community-college-students-calif-leave-millions-federal-aid-table>

2. Sections with zero and low textbook costs—increase zero textbook cost sections from 328 in 2018-2019 (including summer 2019) to 769 by 2023-2024, which will represent about 20% of all sections; increase low textbook cost sections to 1,192 by 2023-2024, which will represent about 31% of all sections
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
3. Emergency micro grants disbursed—increase annually to \$10,000 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
4. Scholarships —increase dollar amount of scholarships awarded from \$174,000 in 2017-2018 to \$200,000 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible..

Source: Scholarship Office

B. Improve and expand educational support programs for all students

1. Teaching and Learning Center—increase visits from 10,800 in 2017-2018 to 11,880 by 2023-2024, with a focus on increasing visits from disproportionately impacted students
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
2. Course embedded tutors—increase from 25 in 2018-2019 to 50 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
3. Guided Path to Success (GPS) students—increase from 120 in fall 2017 to 550 by fall 2023
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
4. Peer mentoring—increase to 2,000 students receiving mentoring by fall 2023
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
Initial program will be piloted in 2019-2020.

C. Improve and expand academic counseling services for all students

1. Customized education plans—80% of first-time students will complete a customized education plan by 2023-2024, with a focus on disproportionately impacted students
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
2. Completion of 15+ units per semester—decrease equity gaps for disproportionately impacted groups by 40% by fall 2023, and fully close achievement gaps by fall 2026



In alignment with the college's equity plan and the state chancellor's office Vision for Success, the college is committed to decreasing equity gaps by 40% for disproportionately impacted groups by 2023-2024 (though we will aim for 2021-2022 in alignment with Vision for Success). Specific gaps and goals are provided below:

Demographic	Numerator	Denominator	Percent	Fall 2023 Goal	Fall 2026 Goal
Black or African American	12	280	4.3%	6.3%	9.3%
Disabled	78	1306	6.0%	7.3%	9.3%
Hispanic	347	4869	7.1%	8.0%	9.3%

Sources:

<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

D. Promote civic engagement, advocacy, and a global perspective

- Sections with content connected to civic engagement—increase to 150 by fall 2023
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible. A civic engagement advisory group will determine what constitutes civic engagement content, and will also annually gather data on the number of sections that meet this criteria. The data will likely be gathered by a short survey. The goal of 150 sections represents about 10% of all sections offered during fall semesters.
- Students engaged in advocacy through co-curricular activities—increase to 80 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible. This target is based on a baseline of 50 participants that is hopefully established in Fall 2019, with about a 12% increase annually in participation.
- Study abroad participants —increase from 12 in 2016-17 to 87 by 2023-2024
Peer data for study abroad students was available for only the top twenty colleges in 2016-2017, which included five Moorpark College peers. Moorpark strives to be the leader among its peers, and has therefore set a goal of increasing its study abroad students from 0.01% to 0.45% of total headcount (from 12 to 87).

Campus	Annual 2016-2017 Student Count	Study Abroad	%
LA Pierce	31,018	93	0.30%
Moorpark	19,306	12	0.01%
Ohlone	16,996	76	0.45%
Orange Coast	28,518	115	0.40%
Pasadena	42,968	114	0.27%
Santa Barbara	24,717	82	0.33%



**TOTAL NUMBER OF STUDY ABROAD STUDENTS:
TOP ASSOCIATE'S & SPECIAL FOCUS INSTITUTIONS, 2016/17**

Rank	Institution	City	State	Total Study Abroad Students
1	College of DuPage	Glen Ellyn	IL	207
2	Pellissippi State Community College	Knoxville	TN	185
3	Glendale Community College	Glendale	CA	157
4	Citrus College	Glendora	CA	153
5	Kirkwood Community College	Cedar Rapids	IA	151
6	St. Petersburg College	St. Petersburg	FL	149
7	Miami-Dade College	Miami	FL	146
8	Lone Star College System	The Woodlands	TX	141
9	Valencia College	Orlando	FL	117
10	Orange Coast College	Costa Mesa	CA	115
11	Pasadena City College	Pasadena	CA	114
12	Cottey College	Nevada	MO	111
13	San Mateo County Community College	San Mateo	CA	106
14	Mesa Community College	Mesa	AZ	100
15	Los Angeles Pierce College	Woodland Hills	CA	93
16	Saddleback College	Mission Viejo	CA	88
17	St. Louis Community College	St. Louis	MO	87
18	Santa Barbara City College	Santa Barbara	CA	82
19	Austin Community College	Austin	TX	77
20	Ohlone College	Fremont	CA	76

Sources:

<https://www.iie.org/Research-and-Insights/Open-Doors/Data/US-Study-Abroad/Leading-Institutions>

https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

- International students—increase from 105 in fall 2017 to 315 by fall 2023
Peer data shows a wide range in the percentage of international students from 0.2% to 9.8% of total headcount, with Moorpark towards the bottom of the group at 0.74%. While Moorpark strives be the leader among its peers, going from 0.7% to 9.8% may not be achievable within three years. However, a more achievable goals may be to increase international students to the average of the peer group at 2.8%. Therefore, Moorpark has set a goal of increasing its international students by 2.1 percentage points (or 200%) from 0.7% to 2.8% (from 105 to 315).



Campus	Fall 2017 Student Count	International	%
Canyons	20,489	141	0.7%
Cuesta	11,642	22	0.2%
Deanza	20,198	1,973	9.8%
Diablo Valley	19,431	1,332	6.9%
Folsom Lake	8,404	60	0.7%
Fullerton	23,849	353	1.5%
Golden West	11,390	320	2.8%
LA Pierce	20,448	196	1.0%
Las Positas	8,856	117	1.3%
MiraCosta	16,318	201	1.2%
Moorpark	14,133	105	0.7%
Ohlone	9,056	425	4.7%
Orange Coast	22,088	1,274	5.8%
Palomar	24,579	267	1.1%
Pasadena	30,058	948	3.2%
San Diego Mesa	22,298	248	1.1%
Santa Barbara	16,796	1,046	6.2%
Sierra	18,315	167	0.9%
Skyline	9,155	338	3.7%
		AVERAGE	2.8%

Sources:

https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

https://datamart.cccco.edu/Students/Citizenship_Status_Summary.aspx

E. Provide opportunities for students to link their academic programs to their career interests

1. Counselors trained and involved in career counseling—90% of counselors by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
2. Career assessment taken by students—increase from 821 in 2017-2018 to 2,463 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
Source: Assessment data provided by each vendor (Myers Briggs, Eureka, Career Cruising, Bridges, Strong)
3. Career center workshop attendees—increase from 761 in fall 2018 to 2,283 by fall 2023
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
Source: Data tracked by Career Transfer Center. Includes workshops such as Application Assistance, Resume Assistance, Internship presentations, and Choosing a Major. Excludes classroom presentations.
4. Internships—increase from 148 in fall 2018 to 444 by fall 2023
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
Source: Data tracked by Career Transfer Center. Includes M80 and Makerspace interns.



5. Research opportunities—increase the number of students that enroll in courses that offer research opportunities with universities from 10 in 2018-2019 to 50 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.

F. Provide opportunities for student connection

1. Student clubs—increase student membership from 567 in fall 2018 to 652 by fall 2023
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible. Total club membership was derived by taking the average club size of 10.5 based on available membership for 18 clubs, and multiplying 10.5 by the total 54 clubs available to get an approximate total membership of 567. The goal is to increase that number by 15% from 567 to 652 by fall 2023.

Source:

<https://www.moorparkcollege.edu/departments/student-services/student-activities/clubs-for-students/join-an-existing-club>

G. Maintain standards of intellectual rigor and creativity

1. SLO discussions—increase the number of programs that hold discussions for SLO relation to academic rigor in juxtaposition to: assignments, norming, rubrics, grading, and/or assessment of the outcomes to 47 in 2023-24
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible. This goal represents about 70% of all departments.
2. Distance education success rates—reduce gap between on-ground, hybrid, and online classes to 2.0 percentage points by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.

	Spring and Fall 2018 Success Rates
Hybrid	67.9%
Online	75.0%
Traditional	76.8%

Source: Office of Institutional Effectiveness

3. Honors students—increase from 210 in fall 2017 to 360 by fall 2023, with a focus on increasing participation by disproportionately impacted students
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
4. Academic integrity—increase to 150 by 2023-2024 the number of faculty that utilize technology such as Turnitin.com and Proctorio to minimize cheating
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
5. Faculty trained in cultivating exploration and expression within a creative praxis—increase to 50 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.





STRATEGIC DIRECTION #4 CAMPUS SAFETY AND WELLNESS

Moorpark College will provide an environment that promotes both safety and the wellness of all its employees and students

A. Increase campus safety

1. Inclusive emergency notification system—implement by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
2. Active shooter/fire/earthquake drills—conduct one campus wide drill and three table top drills per year for each by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
3. Building monitors—complete building monitor plan by Fall 2019 and run one drill a year from 2019-2020
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
4. Work-space preparation—increase number of employees implementing training in their classrooms/workspaces at the start of each semester to 310 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
5. CERT training—increase total number of employees that are CERT trained to 20 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
6. Title IX training—implement training created by the Districtwide Title IX committee by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.

B. Provide support for students' basic daily needs

1. Basic Needs Center (to provide guidance on housing, food insecurity, health programs, affordable childcare options, etc.)—conduct a feasibility study by 2020-2021 to explore the viability of creating this center
Peer data is not readily available for this goal.
2. Fitness Center—conduct a feasibility study by 2020-2021 to explore the viability of offering open labs to students without registering for a class
Peer data is not readily available for this goal.
3. Food outlets—provide access to hot and nutritious meals for students throughout the instructional day (8am to 9pm) by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.

C. Provide professional development for faculty and staff to be able to recognize and support students with mental and physical health challenges

1. Mental Health First Aid Training including suicide awareness—increase to 100% of full-time and 50% of part-time faculty trained by 2023-2024, and 100% of part-time faculty trained by 2028-2029



Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.

2. CPR trainings—increase number of faculty and staff trained in CPR from 13 per year in 2018-2019 to 64 per year by 2023-2024

Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.



STRATEGIC DIRECTION #5 ORGANIZATIONAL EFFECTIVENESS

Moorpark College will ensure it has the organizational framework to fulfill the strategic directions within its Educational Master Plan

A. Improve campus physical infrastructure, with a focus on sustainability

1. Complete facilities projects that are fully funded and aligned with the Facilities Master Plan
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible. Projects are prioritized by FT-CAP.
2. Complete technology projects that are fully funded and aligned with the Technology Master Plan
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible. Projects are prioritized by FT-CAP.
3. Develop a Sustainability Plan by 2019-2020
This goal and was set based on internal discussions of what is feasible.

B. Improve campus organizational infrastructure with a focus on inclusive decision-making.

1. Integrated planning—investigate creation of a centralized process for resource allocation, both categorical and general funds by 2021-2022
This goal and was set based on internal discussions of what is feasible.
2. Classified representation—increase number of classified co/tri-chairs on standing committees from 2 in 2018-2019 to 5 in 2023-2024 and increase the number of seats held by classified staff from 8.5% in 2018-2019 to 20% of committee members by 2023-2024
This goal and was set based on internal discussions of what is feasible.
3. Develop a project management structure that includes a total program cost and timetable for implementation: all new projects/initiatives will document the human, fiscal and physical resources as well as the outcome(s) required for the project over a set time period by 2023-2024
This goal and was set based on internal discussions of what is feasible.

C. Increase revenue generation

1. Meet annual FTES targets
State budget allocation fluctuations make it difficult to project an FTES target more than one year into the future. As a result, the goal is to meet annual FTES targets.



2. Contract and community education—conduct a feasibility study by 2019-2020
This goal and was set based on internal discussions of what is feasible.
3. Noncredit FTES—Increase to 91 by fall 2023
Peer data shows a wide range in non-credit FTES from 0% to 6.4% of total FTES, with Moorpark towards the bottom of the group at 0%. While Moorpark strives be the leader among its peers, going from 0% to 6.4% may not be achievable within three years. However, a more achievable goals may be to increase non-credit FTES to the average of the peer group at 1.6%. Therefore, Moorpark has set a goal of increasing its non-credit FTES by 1.6 percentage points from 0% to 1.6% (from 0 to 91).

Campus	Fall 2017	Fall 2017	Fall 2017	%non credit
	Credit FTES	Non-Credit FTES	Total FTES	
Canyons	6,615.01	187.80	6,802.81	2.8%
Cuesta	3,638.79	178.75	3,817.55	4.7%
Deanza	5,547.61	0.00	5,547.61	0.0%
Diablo Valley	7,761.39	0.00	7,761.39	0.0%
Folsom Lake	2,862.01	0.00	2,862.01	0.0%
Fullerton	10,693.64	0.00	10,693.64	0.0%
Golden West	4,874.49	19.16	4,893.65	0.4%
LA Pierce	5,931.84	152.24	6,084.08	2.5%
Las Positas	3,189.03	0.00	3,189.03	0.0%
MiraCosta	5,007.73	340.06	5,347.80	6.4%
Moorpark	5,683.35	0.00	5,683.35	0.0%
Ohlone	3,912.13	0.00	3,912.13	0.0%
Orange Coast	9,430.02	33.13	9,463.15	0.4%
Palomar	8,519.15	284.61	8,803.75	3.2%
Pasadena	10,816.84	461.66	11,278.50	4.1%
San Diego Mesa	6,846.73	117.88	6,964.61	1.7%
Santa Barbara	6,805.39	76.82	6,882.21	1.1%
Sierra	6,528.90	146.65	6,675.55	2.2%
Skyline	3,892.79	20.70	3,913.49	0.5%
			AVERAGE	1.6%

Sources:

https://datamart.cccco.edu/Students/FTES_Summary.aspx



4. Grant application submissions—increase to 12 per year by 2023-2024
This goal was set based on internal discussions of what is feasible.
5. Bond—encourage the district to place on ballot by 2023-24
This goal would provide the resources to implement facilities and technology improvements to the campus.

D. Reinforce culture of continuous improvement through professional development

1. Faculty annually participating in professional development events—increase to 150 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
2. Classified staff professional development events—increase from 8 in 2017-2018 to 24 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.
3. Faculty and staff knowledgeable of universal design—increase from 43 in 2017-2018 to 250 by 2023-2024
As measured by the DE training course which includes universal design training or the standalone universal design course. Peer data is not readily available for this goal and was set based on internal discussions of what is feasible. The target of 250 represents about half of all faculty.
4. Students participating in leadership development—increase from 29 in 2018-2019 to 70 by 2023-2024
Peer data is not readily available for this goal and was set based on internal discussions of what is feasible.



APPENDIX A: HOW GOALS WERE SET

LAGGING INDICATORS

The lagging indicator goals were set to align to the state Chancellor's office Vision for Success goals, as required by AB 1809.

1. Completion—increase the number of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree by 27.6% from 1,683 in 2016-2017 to 2,148 by 2021-2022

Over the past four years, this metric has had an average annual increase of 13.3%. Based on this trajectory, Moorpark College should be able to exceed the Vision for Success goal of 20% by 2021-2022. While an average annual increase of 13.3% is ideal, it is possible that the increases of prior years may have plateaued, as suggested by the prior two year increases declining from 16.1% to 10.2%. Therefore, the college has set a more conservative goal of increasing completion rates by an average of 5% each year from 2016-2017 to 2021-2022. This would translate to a 27.6% increase.

	2014-2015	2015-2016	2016-2017 (base year)	2017-2018
Metric	1,277	1,449	1,683	1,854
% change	-	13.5%	16.1%	10.2%

Source: <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

2. Associate Degrees for Transfer— increase the number of students who earned an Associate Degree for Transfer by 35% from 851 in 2016-2017 to 1,149 by 2021-2022

Over the past three years, this metric's annual increase has declined from 34.5% to 5.1%. Based on a growth rate of 5.1%, Moorpark College will not be able to match the Vision for Success goal of 35%. To reach the 35% goal, Moorpark will need to increase the annual growth rate to 6.2% from 2016-17 to 2021-2022.

	2014-2015	2015-2016	2016-2017 (base year)	2017-2018
Metric	545	733	851	894
% change	-	34.5%	16.1%	5.1%

Source: <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>



3. Average number of units accumulated for associate degree completers—decrease from 83 in 2016-2017 to 79 by 2021-2022

Over the past four years, this metric has stayed relatively flat. However, in the baseline year Moorpark outperformed all but one of our peers. The current flat trend and Moorpark’s performance relative to our peers suggest we should target a more modest decrease in units accumulated. Assuming guided pathways is fully implemented over the next few years, a reasonable goal would be for Moorpark to meet the Vision for Success goal of 79 by 2021-2022. Given the lagging nature of this metric, it is likely the metric will stay flat for 2018-2019 and 2019-2020 before slowly improving with the guided pathways cohorts graduating in 2020-2021.

	2014-2015	2015-2016	2016-2017 (base year)	2017-2018
Metric	83	82	83	83

Campus	2016-2017 (base year)
Canyons	92
Cuesta	87
Deanza	87*
Diablo Valley	85
Folsom Lake	86
Fullerton	84
Golden West	82
LA Pierce	87
Las Positas	83
MiraCosta	82
Moorpark	83
Ohlone	95
Orange Coast	86
Palomar	88
Pasadena	93
San Diego Mesa	91
Santa Barbara	92
Sierra	83
Skyline	87

*Converted from 130 quarterly units.

Source: <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

4. Exiting CTE students who report being employed in their field of study—maintain from 83% in 2016-2017 to 83% by 2021-2022)

Over the past two years, this metric has fluctuated from 83% to 69%, which makes it more difficult to set the goal based on trends. Compared to most of our peers, Moorpark’s baseline rate of 83% is substantially higher. The only other higher rate is from Ohlone at 86%. However, in the subsequent year, Ohlone’s rate fell to 74%. In the absence of any clear patterns in the data, the college has set the goal to maintain the rate at 83%, which exceeds the Vision for Success rate of 76%.

	2016-2017 (base year)	2017-2018
Metric	83%	69%
# survey responses	36	90

Campus	2016-2017 (base year)
Canyons	62%
Cuesta	69%
Deanza	76%
Diablo Valley	73%
Folsom Lake	71%
Fullerton	64%
Golden West	64%
LA Pierce	73%
Las Positas	66%
MiraCosta	66%
Moorpark	83%
Ohlone	86%
Orange Coast	75%
Palomar	68%
Pasadena	70%
San Diego Mesa	72%
Santa Barbara	70%
Sierra	64%
Skyline	70%

Source:

<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

5. Equity gaps for disproportionately impacted groups for the above measures— decrease by 40% for each measure by 2021-2022, and fully close achievement gaps by 2026-2027

1. COMPLETION

DI Groups	Numerator	Denominator	Percent	2021-2022 Goal (Close 40% gap + 27.6% Vfs overall)
American Indian or Alaska Native	4	70	5.7%	6
Black or African American	25	660	3.8%	40
Hispanic	512	8925	5.7%	671
LGBT	25	620	4.0%	39
Veteran	22	502	4.4%	33
Overall	1,683	27,536	6.1%	2,148

2. ASSOCIATE DEGREES FOR TRANSFER

DI Groups	Numerator	Denominator	Percent	2021-2022 Goal (Close 40% gap + 35% Vfs overall)
American Indian or Alaska Native	1	70	1.4%	2
Black or African American	7	660	1.1%	17
Hispanic	258	8925	2.9%	358
LGBT	9	620	1.5%	18
Veteran	10	502	2.0%	17
Overall	851	27,536	3.1%	1,149

3. AVERAGE NUMBER OF UNITS ACCUMULATED BY ASSOCIATE DEGREE EARNERS

n/a (CCCCO directed us not to set this goal for equity)

4. EXITING CTE STUDENTS WHO REPORT BEING EMPLOYED IN THEIR FIELD OF STUDY

n/a (survey sample size too small)

Notes from CCCCQ:

Colleges do NOT need to set equity goals for Goal 3 (unit accumulation) or Goal 4A (median annual earnings). The reason is that both of these are counts, not rates. This confuses the issue of calculating DI for those goals and we've determined that setting DI goals for the rest of the Vision metrics is sufficient. You are required to only set equity goals for the groups that:

1. Are showing up as DI in the data in the Data on Demand spreadsheet for VFS
2. Are also listed as required in the SEA plan (shown below)
3. Have baseline data that is available in the SSM and NOVA (a lot of data has been suppressed for privacy purposes)

If, after incorporating these limiting factors, you still have a very large number of DI groups to set goals on, and your college believes that including that number of goals would be counterproductive (e.g., having too many goals means not focusing on any of them enough to have an impact) they should prioritize setting goals for race/ethnicity, income, and any other groups that your college is actively trying to address as it relates to DI.

- Required groups in SEA Plan:
- Current or former foster youth
- Students with disabilities
- Low-income students
- Veterans
- Lesbian, gay, bisexual, or transgender students
- Students in the following ethnic and racial categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, Some other race, More than one race

Sources:

<https://nova.cccco.edu>

<https://misweb.cccco.edu/dataondemand/>



For reference, the state goals are summarized below:

GOAL 1: Completion	Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets by 2021-22.
GOAL 2: Transfer	Increase by at least 35% the number of CCC students system-wide transferring annually to a UC or CSU by 2021-22.
GOAL 3: Unit Accumulation	Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units by 2021-22.
GOAL 4: Workforce	Increase the percent of exiting students who report being employed in their field of study, from the most recent statewide average of 69% to 76% by 2021-22..
GOAL 5: Equity	Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27

Source:

<https://nova.cccco.edu>





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