

**Strategic Plan  
2016-2019**

**Moorpark College**

Strategic Planning Retreat  
May 2017



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## **Introduction**

### **2013-2019 VCCCD Strategic Goals**

The Ventura County Community College District and its Board of Trustees have identified the following Strategic Goals:

- Increase access and student success
- Partner more effectively to meet community needs
- Promote effective use of organizational resources

### **Moorpark College Mission and Vision**

With a “students first” philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career technical education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.

We value a learning environment that embraces innovative thinking, a culture of creativity and excellence through:

- **Community:** Embrace a shared commitment to the development of relationships among internal and external constituents to foster a culture of student success
- **Integrity:** Commit to transparency, civility, collegiality, and collaboration in all relationships
- **Equity:** Recognize and respect individuals and perspectives through equitable access and participation in the campus community
- **Dialogue:** Foster open and productive communication between all campus and community constituents in evidence-based decision-making
- **Access:** Create an environment in which the institution responds to the evolving needs of all while using its constituents and technology to enhance human development and connection
- **Responsibility:** Live a commitment to the well-being of self, others and promoting a culture of service
- **Citizenship:** Promote purposeful and proactive involvement in a local and global society

### **Moorpark College Educational Master Plan Framework**

In fall 2009, Moorpark College conducted college-wide planning to update its 10-year longer-term educational plan. The *Moorpark College Educational Master Plan 2009-2019* was accepted by the College’s Education Committee for Accreditation and Planning (EdCAP) on October 27, 2009, and the Board of Trustees on December 8, 2009.

The Educational Master Plan outlines four major challenges to be met by the College in the next decade. They are in four broad areas: Student Access, Student Retention and Success, Responsiveness to the Marketplace in Career Training, and the Volatility of the Economic Climate and California Public Funding. In response to the ever-changing landscape of education, in fall 2016 the College community reviewed, updated, and identified one additional challenge. These challenges form the following five strategic directions, identified at the Fall 2016 strategic planning retreat, for all college planning initiatives for the next three years:

- Student Access
- Student Retention and Success
- Responsiveness to Marketplace through Career Preparation and Training
- Effective Use of Organizational Resources
- Campus Safety and Security

## **Strategic Plan: Strategic Directions and Goals**

College strategic planning operates within the framework defined by the Educational Master Plan. This document is the third of three 3-year strategic plans that will cover the College Master Plan's 10-year planning cycle. These strategic plans will guide the college in meeting the challenges presented in the *Moorpark College Educational Master Plan 2009-2019*.

### **Strategic Directions:**

The challenges identified above define the college's Strategic Directions for the next three years. These Strategic Directions form the basis for institutional effectiveness measures at each annual assessment cycle, at each three-year strategic planning cycle, and inform the development of the next Educational Master Plan.

### **Goals:**

The college's planning decisions align with the Strategic Directions through the achievement of the established goals that have been identified for each of the Strategic Directions. These goals form the basis for institutional effectiveness metrics and progress on these metrics is reported annually to the community through the California Community College Chancellor's Office as part of the annual Institutional Effectiveness Partnership Initiative (IEPI) and the Student Success Scorecard.

### **Action Steps and Outcomes:**

Multiple action steps may be identified for each goal. Action steps are tactical and are assigned a responsible party, with an implementation timeline. Measureable outcomes have been defined as appropriate and progress will be reviewed annually as part of the program planning process.

## **Strategic Direction 1: Student Access**

### **Goal 1.1: Increase the profile of Moorpark College throughout our community, specifically reaching out to adult learners and historically underrepresented populations within our community.**

Potential Initiatives/Actions to include:

- Increased marketing
- Establish "Promise" Scholarship Program
- Create and expand First-Year Experience program ("Guided Pathways to Success")
- Establish and promote dual enrollment programs with local high schools
- Improve information availability on college website and social media outlets
- Increase diversity in faculty, classified, and management employees
- Promote international student program

### **Goal 1.2: Reduce barriers to registration and enrollment for all students.**

Potential Initiatives/Actions to include:

- Simplify application process for entry into college
- Increase outreach through mobile and enhanced technology
- Develop and promote enhanced non-credit courses
- Direct students to the Student Success Center for assistance with completion of their application and their Student Success Checklist.

## **Strategic Direction 2: Student Retention and Success**

### **Goal 2.1: Increase successful course completion.**

Potential Initiatives/Actions to include:

- Increase tutoring services and course embedded tutors
- Provide reading and writing literacy software to assist students with learning disabilities
- Expand program review and planning to include discipline-level and course-level data
- Continue disaggregation of student outcomes data across programs
- Research and remedy potential barriers to basic skills completion
- Increase student support by providing students access to student success coaches and peer mentoring
- Increase placement in gateway English and mathematics
- Adopt and integrate the Common Assessment and Multiple Measures within the existing placement process
- Set up and expand student bridge and “Quick Fix” sessions

### **Goal 2.2: Increase semester-to-semester retention (persistence).**

Potential Initiatives/Actions to include:

- Increase student support by providing students access to student success coaches and peer mentoring
- Set-up and expand student bridge and “Quick Fix” sessions
- Funding for student travel/student conferences
- Expand follow-up services for at-risk students
- Develop support services for “Dreamers”
- Develop support services for student veterans
- Develop support services for foster youth
- Set up central resource website to promote existing resources for student equity and success

### **Goal 2.3: Provide clear pathways for students to complete the requirements for transfer, degree attainment, and certificate of achievement completion.**

Potential Initiatives/Actions to include:

- Expand First-Year Experience program (“Guided Pathways to Success”)
- Develop “meta-major” pathways
- Enhance DegreeWorks planning tool to provide real-time degree and certificate progress to students and advisors
- Carry out further research to determine potential barriers to completion
- Build partnerships and “bridges” with local universities
- Expand counseling services across programs, both online and on-campus
- Increase consistency and clarity of degree and certificate requirements on department websites

### **Goal 2.4: Connect Student Services with Academic Departments**

Potential Initiatives/Actions to include:

- Create website to connect Student Services with Instruction
- Move counselors’ offices into division offices as pilot project
- Continue emphasis on blending Student Services and Instruction with creation of new executive management positions and in subsequent division re-organizations
- Increase number of service presentations given during instructional class sessions
- Increase number of workshops held near program “hubs”

### **Strategic Direction 3: Responsiveness to Marketplace through Career Preparation and Training**

#### **Goal 3.1: Link Moorpark College's Career Technical Education (CTE) programs with labor market needs and careers within the local community.**

Potential Initiatives/Actions to include:

- Establish Regional Center of Excellence(COE) at Moorpark College
- Expand COE to provide District data on jobs and placement for CTE programs
- Develop a job placement program for students
- Strengthen role of CTE Advisory Committees in CTE planning and resource allocation
- Develop additional certificates and awards as defined in the Strong Work Force Program to meet local labor market needs
- Provide contextualized remediation for career pathways, including ESL

#### **Goal 3.2: Provide clear career pathways for our CTE students**

Potential Initiatives/Actions to include:

- Develop career pathways that lead our CTE students to CTE programs that prepare students for careers that provide "living wage" salaries
- Revise CTE marketing material to reflect current programs
- Expand CTE marketing within the campus and community
- Develop or update 1-2 year scheduling plans for each program
- Develop a CTE Week on campus

#### **Goal 3.3: Provide work-based learning opportunities to enhance student success and employability.**

Potential Initiatives/Actions to include:

- Utilize grants and employer outreach to expand internship/work-based opportunities for students
- Evaluate the opportunities to integrate hands-on learning in curriculum by utilizing technology (such as makers'-space, design fabrication, etc.)
- Provide access to internships, apprenticeships, job shadowing, career exploration, and portfolio development through new course curriculum

#### **Goal 3.4: Strengthen links with local high schools to provide collegiate opportunities for high school students.**

Potential Initiatives/Actions to include:

- Develop CTE and Dual Enrollment courses, pathways, and additional high school articulations
- Develop ways to institutionalize the "Ventura County Innovates" Pathways



## **Strategic Direction 4: Effective Use of Organizational Resources (including human, facility, financial, and technology resources)**

**Goal 4.1: Establish an organizational structure that enables the college to effectively accomplish our mission while maintaining our integrated and collaborative culture.**

Potential Initiatives/Actions to include:

- Reorganize the management structure
- Update *Making Decisions at Moorpark College* to reflect the current needs and processes of the college

**Goal 4.2: Articulate the resource allocation process to improve clarity and inclusiveness in the determination of resources across campus.**

Potential Initiatives/Actions to include:

- Streamline the integrated planning processes
- Increase transparency of resource allocation process and results
- Enhance resources and revenue generation by enhancing the Foundation and through the development of a Grants Office

**Goal 4.3: Cultivate and support a culture of professional growth to promote excellence in the development of faculty and staff in support of students.**

Potential Initiatives/Actions to include:

- Coordinate various professional development opportunities across campus
- Continue expanding professional development opportunities that are offered throughout the academic year and for all staff
- Create and develop Professional Development Coordinator position to plan growth opportunities for both faculty and classified staff
- Provide comprehensive training for increased opportunities and challenges of distance education

**Goal 4.4: Create and enhance sustainable and modernized learning environments that support student learning.**

Potential Initiatives/Actions to include:

- Foster a culture of environmentally sustainable practice
- Progress towards implementing facility improvement needs in support of students
- Create sustainable, environmental-friendly facilities and grounds

## **Strategic Direction 5: Campus Safety and Security**

**Goal 5.1: Complete and implement a sustainable Moorpark College emergency plan.**

Potential Initiatives/Actions to include:

- Complete the Moorpark College Emergency Plan
- Implement campus-wide emergency preparedness trainings

**Goal 5.2: Improve day-to-day campus safety**

Potential Initiatives/Actions to include:

- Implement Title IX training across campus community
- Promote knowledge of the safety resources of our college throughout campus community
- Update and increase effective security technologies (such as panic buttons, video surveillance, communication technologies, and door-locking systems)

- Provide professional development to help faculty and staff understand all elements of our student populations (including veterans, foster youth, Dreamers, homeless students, students with mental illness, and LGBTQIA students)

## Definitions of Existing Metrics for Measuring Institutional Effectiveness

### Proportion of New Students

Are we reaching new, first-time students at Moorpark College (or new students who have transferred into Moorpark College)?

As a college we have always monitored the number of first-time freshmen who come to us each fall semester. These numbers are reported in our college's annual Institutional Effectiveness Report, but also in VCCCD reports that are posted online and distributed via email on a daily basis during each registration period.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Long-Term IEPI Goal (6-years)
Number of 1st-Time-at-MC Students	4434	4622	3959	3910	3904	<i>not required</i>
Proportion of 1st-Time-at-MC Students	30%	32%	28%	28%	28%	<i>not required</i>

### Proportion of Non-Traditional or Underrepresented Students

Are we reaching more students in specific populations? For example, do we have more or fewer first generation students (students who are the first in their family to attend college)? Do we have a growing Veteran population?

We also monitor the changing demography of our student population. This information helps us to provide appropriate services and programs for our students. These numbers are reported in our college's annual Institutional Effectiveness Report, but also inform our planning decisions in our Student Success and Equity plans, as well as our Annual Program Plans.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Long-Term IEPI Goal (6-years)
<b>Race/Ethnicity (Proportion of Student Population)</b>						
Asian	8.54%	8.78%	8.84%	8.56%	8.47%	<i>not required</i>
Black	2.20%	2.17%	2.07%	2.03%	2.02%	<i>not required</i>
Hispanic	27.26%	29.44%	31.37%	31.97%	33.40%	<i>not required</i>
Am.Indian/Alaskan	0.38%	0.30%	0.29%	0.25%	0.21%	<i>not required</i>
Pacific Islander	0.28%	0.22%	0.25%	0.21%	0.16%	<i>not required</i>
Two or More Races	4.47%	4.57%	4.93%	4.81%	5.25%	<i>not required</i>
White	55.89%	53.62%	51.51%	51.39%	49.72%	<i>not required</i>
Unreported	0.98%	0.90%	0.74%	0.78%	0.77%	<i>not required</i>
<b>Special Population (Unduplicated Headcount)</b>						
First Generation	1,913	2,019	2,933	3,047	3,197	<i>not required</i>
Foster Youth	31	73	75	96	167	<i>not required</i>
Military (Active)	62	71	76	71	73	<i>not required</i>
Veteran	153	146	160	170	152	<i>not required</i>
CalWORKs	40	53	45	58	53	<i>not required</i>
CARE	7	17	16	17	19	<i>not required</i>
DSPS/ACCESS	785	845	896	937	918	<i>not required</i>
EOPS	290	282	307	305	361	<i>not required</i>

## Annual FTES / Enrollments

*Are we reaching our enrollment goals?*

Enrollments, also known as annual FTES (full time equivalent students), are the measure by which we receive funding from the State. We have FTES targets that we must reach as a college in order to assist our district in reaching the overall FTES target. These numbers are reported in several college and district reports, including our annual Institutional Effectiveness Report, weekly updates distributed to the college by district staff, and regular reports and updates presented to our Board of Trustees.

Institution-Set Standard (ACCJC) 2015-2018	2011-12	2012-13	2013-14	2014-15	2015-16	Short-Term IEPI Goal for 2015-16	Long-Term IEPI Goal 6-years
<i>not required</i>	11,570	10,885	10,926	12,469	11,437	11,000	11,330

## Course Success/Completion Rates

*Are our students successfully passing their classes with a C or better?*

As a college we monitor course completion in two steps: (1) retention: do our students stay enrolled in their course through the end of the semester? And (2) do our students pass their class with a C or better? These rates are reported in our annual Institutional Effectiveness report and our Annual Program Plans.

Institution-Set Standard (ACCJC) 2015-2018	2011-12	2012-13	2013-14	2014-15	2015-16	Short-Term IEPI Goal for 2015-16	Long-Term IEPI Goal 6-years
68%	73.1	73.2	73.9	75.3	76.4	74.0	77.0

## Basic Skills Students Moving into Transfer-Level Courses

*How many students who begin their math and/or English course sequence in a credit (as opposed to non-credit) basic-skills level course complete a college-level course in the same discipline within a 6-year timeframe?*

Basic Skills Discipline	Institution-Set Standard (ACCJC) 2015-2018	2011-12	2012-13	2013-14	2014-15	2015-16	Short-Term Goal for 2015-16	Long-Term Goal 6-years
Math	<i>not required</i>	42.2	41.0	40.7	40.4	45.4	41.0%	44%
English	<i>not required</i>	49.2	53.1	53.0	52.7	57.5	50%	53%
ESL	<i>not required</i>	24.9	24.8	30.3	27.6	35.2	30%	33%

**Semester-to-Semester Persistence**

Are our first-year, degree/certificate /transfer-seeking students continuing their education into a second and a third semester?

This measure of persistence is an indication of the proportion of our students who are on track for completing a degree or certificate, or are prepared for transferring to a four-year institution. The college monitors semester-to-semester persistence through two different reporting tools, the annual Institutional Effectiveness report (our internal report) and through the Student Success Scorecard produced by the State Chancellor’s Office. Each report has differing methodology:

Through the annual Institutional Effectiveness report, the college monitors the proportion of all first-time college students who are enrolled in the fall semester and then are

- enrolled through census in the very next spring semester (fall-to-spring persistence)
- Enrolled through census the very next fall semester (fall-to-fall persistence), whether or not they enrolled in the spring term

	Institution-Set Standard (ACCJC) 2015-2018	Students Starting Fall 2011	Students Starting Fall 2012	Students Starting Fall 2013	Students Starting Fall 2014	Students Starting Fall 2015	Short-Term IEPI Goal for 2015-16	Long-Term IEPI Goal 6-years
Fall-to-Spring	<i>not required</i>	81%	80%	80%	84%	TBD	<i>not required</i>	<i>not required</i>
Fall-to-Next Fall	<i>not required</i>	68%	65%	65%	72%	TBD	<i>not required</i>	<i>not required</i>

Through the Student Success Scorecard, the college monitors the percentage of degree, certificate, and/or transfer-seeking students who enrolled in the first three consecutive terms. To be included in this metric, students must be:

- a first-time college student with a minimum of 6 units earned
- attempted any Math or English in the first three years of their education

Institution-Set Standard (ACCJC) 2015-2018	2006-07 Cohort Tracked Through 2011-12	2007-08 Cohort Tracked Through 2012-13	2007-08 Cohort Tracked Through 2013-14	2008-09 Cohort Tracked Through 2014-15	2009-10 Cohort Tracked Through 2015-16	Short-Term IEPI Goal	Long-Term IEPI Goal 6-years
<i>not required</i>	73%	73%	74%	76%	78%	<i>not required</i>	<i>not required</i>

**30-Unit Milestone**

Are our degree, certificate, and/or transfer-seeking students making timely progress in reaching their educational goals to complete their programs? Are they reaching the 30-unit completion milestone within a 6-year timeframe?

Through the Student Success Scorecard, the college monitors the percentage of degree, certificate, and/or transfer-seeking students who earn at least 30 units of credit. Again, to be included in this metric, students must be:

- a first-time college student with a minimum of 6 units earned
- attempted any Math or English in the first three years of their education

Institution-Set Standard (ACCJC) 2015-2018	2006-07 Cohort Tracked Through 2011-12	2007-08 Cohort Tracked Through 2012-13	2007-08 Cohort Tracked Through 2013-14	2008-09 Cohort Tracked Through 2014-15	2009-10 Cohort Tracked Through 2015-16	Short-Term IEPI Goal	Long-Term IEPI Goal 6-years
<i>not required</i>	74%	73%	73%	73%	74%	<i>not required</i>	<i>not required</i>

**Completion of Proficiency Awards**

Are our students completing proficiency awards in our CTE programs?

Through the Strong Work Force Initiative, the college is now monitoring the number of students who complete the requirements for a CTE proficiency award. The college will begin reporting these data to the State Chancellor’s Office using 2016-17 data.

Institution-Set Standard (ACCJC) 2015-2018	2011-12	2012-13	2013-14	2014-15	2015-16	Short-Term IEPI Goal for 2015-16	Long-Term IEPI Goal 6-years
<i>not required</i>	Not yet available					<i>not required</i>	<i>not required</i>

**Completion of Certificates, Degrees, and/or Transfers**

Are our degree, certificate, and/or transfer-seeking students reaching their educational goals to complete their programs in a reasonable amount of time? Are they completing their degree, certificate or transfer-requirements within a 6-year timeframe?

Through the Student Success Scorecard, the college monitors the percentage of degree, certificate, and/or transfer-seeking students who earn an associates’ degree or CTE certificate (of 18 units or more), achieve “transfer prepared status” (60 completed units with a GPA >= 2.0), or have transferred to a four-year institution.

Again, to be included in this metric, students must be:

- a first-time college student with a minimum of 6 units earned
- attempted any Math or English in the first three years of their education

Institution-Set Standard (ACCJC) 2015-2018	2011-12	2012-13	2013-14	2014-15	2015-16	Short-Term Goal for 2015-16	Long-Term Goal 6-years
<i>not required</i>	63.1	61.7	61.1	57.9	63.2	62	65

**Improved CTE Skills Competency or Job Preparedness (“skills-builders”)**

Are our students successfully improving their job skills in any given vocational (CTE) program area, even though they do not complete a proficiency award, certificate, or degree?

This question has been difficult to answer up until recently. Often, CTE students take one or two college courses with the intent to update their job skills in a very specific field. These students may not have any desire to complete a certificate or degree – nor do they have a true need to complete a certificate or degree. Until recently, these students have been overlooked in our definitions of successful.

Through the Strong Work Force initiative, the college can now monitor students who have successfully updated their job skills. Students are identified as “skills builders” if they:

- successfully complete 0.5 or more non-introductory credit units in a single CTE program (identified by TOP code) in one year
- do not receive a proficiency award, certificate, or degree in that same year
- do not enroll in any credit or non-credit community college or four-year institution the following year

Institution-Set Standard (ACCJC) 2015-2018	2011-12	2012-13	2013-14	2014-15	2015-16	Short-Term IEPI Goal for 2015-16	Long-Term IEPI Goal 6-years
<i>not required</i>	Not yet available					<i>not required</i>	<i>not required</i>

**Job Placement Rate**

Are our students finding viable employment after participating in a college course or program?

Again, this question has been difficult to answer up until recently. Some programs had been sending surveys to their graduates 6 months following graduation asking if the student has found employment, and if they are working in a field closely related to their field of study, but this was difficult to do for all CTE programs. Now, as a state-wide community college system, and as part of the Strong Work Force initiative, all students who have stopped attending community college (whether they graduated or just stopped attending) are asked to respond to a CTE Outcomes Survey. Students are asked about their employment, and if they are working, they are asked how closely related their field of study was to their current job. These data are now available through a data reporting site called “Launchboard”.

Institution-Set Standard (ACCJC) 2015-2018	2011-12	2012-13	2013-14	2014-15	2015-16	Short-Term IEPI Goal for 2015-16	Long-Term IEPI Goal 6-years
<i>TBD</i>	Not yet available					<i>not required</i>	<i>not required</i>

**Satisfaction / Perceptions**

Are we meeting the needs of our students, or the expectations of our students?

Through satisfaction surveys (administered through college processes) and through perceptions surveys (administered through district processes), the college asks students and staff for feedback about various programs or services.

## Strategic Plan Metrics Overview

	% of New Students	% of Non-Trad Students	Annual FTES/Enrl	Course Success Rates	Basic Skills-to-Transfer Level	Sem-to-Sem Persistence	30-Unit Milestone	# of Prof Awards	# of CTE Certs	# of Degrees	# of Transfers	Skills Builders	Job Placement	Balanced Scorecard	Employee Surveys	Student Surveys	
<b>Strategic Direction 1: Student Access</b>																	
Goal 1.1: Increase the profile of Moorpark College throughout our community, specifically reaching out to adult learners and historically underrepresented populations within our community.	X	X	X			x										X	
Goal 1.2: Reduce barriers to registration and enrollment for all students.	X	X	X		x											X	
<b>Strategic Direction 2: Student Retention and Success</b>																	
Goal 2.1: Increase successful course completion.				X	X	x	x	x	x	x						X	
Goal 2.2: Increase semester-to-semester retention (persistence).			x	x	x	X	X	x	x	x						X	
Goal 2.3: Provide clear pathways for students to complete the requirements for transfer, degree attainment, and certificate of achievement completion.		x	x	x	x	x	x	X	X	X	X					X	
Goal 2.4: Connect Student Services with Academic Departments				x		x	x	x	x	x						X	
<b>Strategic Direction 3: Responsiveness to Marketplace through Career Preparation and Training</b>																	
Goal 3.1: Link Moorpark College's Career Technical Education (CTE) programs with labor market needs and careers within the local community.								X	X	X		X	X			X	
Goal 3.2: Provide clear career pathways for our CTE students		x				X		X	X	X		X					
Goal 3.3: Provide work-based learning opportunities to enhance student success and employability.				x		x		X	X	x		X				X	
Goal 3.4: Strengthen links with local high schools to provide collegiate opportunities for high school students.	X		X									X					
<b>Strategic Direction 4: Effective Use of Organizational Resources (including human, facility, financial, and technology resources)</b>																	
Goal 4.1: Establish an organizational structure that enables the college to effectively accomplish our mission while maintaining our integrated and collaborative culture.															X	X	
Goal 4.2: Articulate the resource allocation process to improve clarity and inclusiveness in the determination of resources across campus.															X	X	
Goal 4.3: Cultivate and support a culture of professional growth to promote excellence in the development of faculty and staff in support of students.															X		
Goal 4.4: Create and enhance modernized learning environments that support student learning.															X		
<b>Strategic Direction 5: Campus Safety and Security</b>																	
Goal 5.1: Complete and implement a sustainable Moorpark College emergency plan.															X	X	X
Goal 5.2: Improve day-to-day campus safety															X	X	X



## Work Plan for 2017-18

### Strategic Direction 1: Student Access

Goal 1.1: Increase the profile of Moorpark College throughout our community, specifically reaching out to adult learners and historically underrepresented populations within our community.

<b>Initiative/Actions</b>	<b>Integrated into College Plans</b>	<b>People/Programs</b> (Program Plans should reflect Initiative/Action)	<b>Metric(s)</b> Primary Metric	<b>Status</b> New; Continue; Complete; Discontinued
Establish "Promise" Scholarship Program		President Foundation	# New Students # FTES	New
Improve information availability on college website and social media outlets				New
Increase diversity in faculty, classified, and management employees	EEOC (District)			New
Increase marketing	Marketing (District)	District Marketing Team	# New Students/Non-Res Students # FTES	Continue
Create & expand 1 <sup>st</sup> -Year Experience program (Guided Pathways to Success)	Student Equity Plan SSSP	Student Success Program	# of Non-Traditional Students # FTES Student Surveys	Continue
Establish and promote dual enrollment programs with local high schools	Enrollment Mgt Plan	Deans Council Outreach	# New Students # FTES	Continue
Promote international student program	Marketing (District)	Intl Student Program Marketing	# New Students/Non-Resident Students # FTES	Continue

Goal 1.2: Reduce barriers to registration and enrollment for all students.

<b>Initiative/Actions</b>	<b>Integrated into College Plans</b>	<b>People/Programs</b> (Program Plans should reflect Initiative/Action)	<b>Metric(s)</b> Primary Metric	<b>Status</b> New; Continue; Complete; Discontinued
Simplify application process for entry into college	Enrollment Mgt Plan	State-level / CIOs CCCApply Admissions & Records District Info Technology	# New Students # of Non-Traditional Students # FTES Student Surveys	New
Increase outreach through mobile and enhanced technology	District Tech Plan	District Info Teach Marketing Outreach	# New Students # FTES	New
Develop & promote enhanced non-credit courses	Enrollment Mgt Plan	Individual Depts <ul style="list-style-type: none"> <li>• ESL</li> <li>• ENGL (Bridge)</li> <li>• CIS</li> <li>• MATH</li> <li>• TTHA</li> </ul>	# New Students # of Non-Traditional Students # FTES Basic Skills-to-Transfer Level Imp	New
<i>Direct students to the Student Success Ctr for assistance with completion of their application and their Student Success Checklist</i>				New

## Strategic Direction 2: Student Retention and Success

Goal 2.1: Increase successful course completion.

<b>Initiative/Actions</b>	<b>Integrated into College Plans</b>	<b>People/Programs</b> (Program Plans should reflect Initiative/Action)	<b>Metric(s)</b> Primary Metric	<b>Status</b> New; Continue; Complete; Discontinued
Expand program review & planning to include discipline-level and course-level data	Student Equity Plan Inst Effectiveness Plan	Inst Eff, Res & Planning	Course Success Rates	New
Research & remedy potential barriers to basic skills completion	Student Equity Plan Inst Effectiveness Plan	Inst Eff, Res & Planning Basic Skills Committee	Course Success Rates Basic Skills-to-Transfer Level Imp	New
Increase placement in gateway English and mathematics courses	Enrollment Mgt Plan	English & Math Depts	Basic Skills-to-Transfer Level Imp	New
Adopt & integrate the Common Assessment & Multiple Measures within the existing placement process	Student Equity Plan Basic Skills Plan	English & Math Depts Counseling	Course Success Rates Sem-to-Sem Persistence	New
Increase tutoring services and course embedded tutors	Student Equity Plan Basic Skills Plan	The Tutorial Center	Course Success Rates Basic Skills-to-Transfer Level Imp	Continue
Continue disaggregation of student outcomes data across programs	Student Equity Plan Inst Effectiveness Plan	Inst Eff, Res & Planning	Course Success Rates	Continue
Increase student support by providing students access to student success coaches and peer mentoring	Student Equity Plan 3SP	Student Success Center	Course Success Rates Sem-to-Sem Persistence 30-Unit Milestone # of Completions Student Surveys	Continue
Set-up & expand student bridge & “quick fix” sessions	Student Equity Plan Enrollment Mgt Plan	The Learning Center Individual Depts <ul style="list-style-type: none"> <li>• CHEM</li> <li>• ENGL</li> <li>• ENGN</li> <li>• MATH</li> </ul>	Course Success Rates Basic Skills-to-Transfer Level Imp Sem-to-Sem Persistence 30-Unit Milestone	Continue
Provide reading & writing literacy software to assist students with learning disabilities	Student Equity Plan MC Tech Plan	ACCESS MC Info Technology	Course Success Rates Basic Skills-to-Transfer Level Imp	Complete; Assess for effectiveness

Goal 2.2: Increase semester-to-semester retention (persistence).

<b>Initiative/Actions</b>	<b>Integrated into College Plans</b>	<b>People/Programs</b> (Program Plans should reflect Initiative/Action)	<b>Metric(s)</b> Primary Metric	<b>Status</b> New; Continue; Complete; Discontinued
Funding for student travel/student conferences				New
Expand follow-up services for at-risk students (probation)	3SP	Counseling Counseling Workgroup	Course Success Rates Sem-to-Sem Persistence	New
Develop support services for “Dreamers”				New
Develop support services for student veterans	Student Equity Plan	Veteran Ctr Advisory	Course Success Rates Basic Skills-to-Transfer Level Imp Sem-to-Sem Persistence 30-Unit Milestone # of Completions Student Surveys	New
Develop support services for foster youth	Student Equity Plan	Foster Youth Advisory	Course Success Rates Basic Skills-to-Transfer Level Imp Sem-to-Sem Persistence 30-Unit Milestone # of Completions Student Surveys	New
Set-up central resource website to promote existing resources for student equity and success	Student Equity Plan	Student Success & Equity Committee		New
Increase student support by providing students access to student success coaches and peer mentoring	Student Equity Plan 3SP	Student Success Center	Course Success Rates Sem-to-Sem Persistence 30-Unit Milestone # of Completions Student Surveys	Continue
Set-up & expand student bridge & “quick fix” sessions	Student Equity Plan Enrollment Mgt Plan	The Learning Center Individual Depts <ul style="list-style-type: none"> <li>• CHEM</li> <li>• ENGL</li> <li>• ENGN</li> <li>• MATH</li> </ul>	Course Success Rates Basic Skills-to-Transfer Level Imp Sem-to-Sem Persistence 30-Unit Milestone	Continue

Goal 2.3: Provide clear pathways for students to complete the requirements for transfer, degree attainment, and certificate of achievement completion.

<b>Initiative/Actions</b>	<b>Integrated into College Plans</b>	<b>People/Programs</b> (Program Plans should reflect Initiative/Action)	<b>Metric(s)</b> Primary Metric	<b>Status</b> New; Continue; Complete; Discontinued
Develop “meta-major” pathways	Enrollment Mgt Plan	Academic Senate Counseling CTE Workgroup Task Group (to be determined)	Sem-to-Sem Persistence 30-Unit Milestone # of Completions	New
Enhance DegreeWorks planning tool to provide real-time degree & certificate progress to students and advisors	SSSP	Counseling Inst Eff, Res & Planning	# of Completions	New
Carry-out further research to determine potential barriers to completion	Student Equity Plan Inst Effectiveness Plan	Inst Eff, Res & Planning	# of Completions	New
Build partnerships and bridges with local universities		Career Transfer Center	# of Completions	New
Expand counseling services across programs, both online and on-campus	SSSP	Counseling	Student Surveys	New
Increase consistency and clarity of degree & certificate requirements on department websites	Enrollment Mgt Plan	Individual Depts Task Group (to be determined)	# of Completions	New
Expand 1 <sup>st</sup> -Year Experience program (Guided Pathways to Success)	Student Equity Plan SSSP	Student Success Program	# of Non-Traditional Students # FTES Course Success Rates Sem-to-Sem Persistence 30-Unit Milestone # of Completions Student Surveys	Continue

Goal 2.4: Connect Student Services with Academic Departments

<b>Initiative/Actions</b>	<b>Integrated into College Plans</b>	<b>People/Programs</b> (Program Plans should reflect Initiative/Action)	<b>Metric(s)</b> Primary Metric	<b>Status</b> New; Continue; Complete; Discontinued
Create website to connect Student Services with Instruction		Student Services Council	Student Surveys Employee Surveys	New
Increase number of service presentations given during instructional class sessions	SSSP	Student Services Council	Course Success Rates Sem-to-Sem Persistence 30-Unit Milestone # of Completions	New
Increase number of workshops held near program "hubs"		Student Services Council	Course Success Rates Sem-to-Sem Persistence 30-Unit Milestone # of Completions	New
Move counselors' offices into division offices as pilot project	SSSP	Counseling	Student Surveys Employee Surveys	Continue
Continue emphasis on blending Student Services and Instruction with creation of new executive management positions & in subsequent division re-organizations	Organizational Structure	Executive Council	Student Surveys Employee Surveys	Continue

### Strategic Direction 3: Responsiveness to Marketplace through Career Preparation and Training

Goal 3.1: Link Moorpark College’s Career Technical Education (CTE) programs with labor market needs and careers within the local community.

<b>Initiative/Actions</b>	<b>Integrated into College Plans</b>	<b>People/Programs</b> (Program Plans should reflect Initiative/Action)	<b>Metric(s)</b> Primary Metric	<b>Status</b> New; Continue; Complete; Discontinued
Establish Regional Center for Excellence (COE) at Moorpark College	Strong Work Force COE Work Plan Inst Effectiveness Plan	Inst Eff, Res & Planning District Economic & Work Force Development	Employee Surveys	New
Expand COE to provide District data on jobs and placement for CTE programs	Strong Work Force COE Work Plan Inst Effectiveness Plan	Inst Eff, Res & Planning District Economic & Work Force Development	Employee Surveys Compliance (ACCJC)	New
Develop a job placement program for students	Strong Work Force	CTE Work Group Career & Transfer Ctr Counseling	CTE Completions Skills-Builders Job Placement Student Surveys	New
Provide contextualized remediation for career pathways, including ESL	Student Equity Plan	CTE Work Group	Skills-Builders	New
Strengthen role of CTE Advisory Committees in CTE planning and resource allocation	Making Decisions @ MC	CTE Work Group	Compliance (ACCJC & Curriculum) CTE Completions Skills-Builders Job Placement	Continue
Develop additional certificates and awards as defined in the Strong Work Force Program to meet local labor market needs	Strong Work Force	Individual CTE Programs CTE Work Group	CTE Completions Job Placement Student Surveys	Continue

Goal 3.2: Provide clear career pathways for our CTE students

<b>Initiative/Actions</b>	<b>Integrated into College Plans</b>	<b>People/Programs</b> (Program Plans should reflect Initiative/Action)	<b>Metric(s)</b> Primary Metric	<b>Status</b> New; Continue; Complete; Discontinued
Develop career pathways that lead our CTE students to CTE programs that prepare students for careers that provide “living wage” salaries	Student Equity Plan Strong Work Force Enrollment Mgt Plan	CTE Work Group Individual CTE Programs	Sem-to-Sem Persistence # of CTE Completions Skills-Builders Job Placement	Continue
Revise CTE marketing material to reflect current programs	Marketing Plan	CTE Work Group Individual CTE Programs	# of New Students # of Non-Traditional Students Sem-to-Sem Persistence # of CTE Completions Skills-Builders Job Placement	Continue
Expand CTE marketing within the campus and community	Marketing Plan	District Marketing	# of New Students # of Non-Traditional Students Sem-to-Sem Persistence # of Completions Skills-Builders Job Placement	Continue
Develop or update 1-2 year scheduling plans for each program	Enrollment Mgt Plan	CTE Work Group Individual CTE Programs	Sem-to-Sem Persistence # of Completions Skills-Builders Job Placement	Continue
Develop a CTE Week on campus		Career Transfer Ctr CTE Work Group	# of New Students # of Non-Traditional Students Skills-Builders Job Placement	Continue



Goal 3.3: Provide work-based learning opportunities to enhance student success and employability.

<b>Initiative/Actions</b>	<b>Integrated into College Plans</b>	<b>People/Programs</b> (Program Plans should reflect Initiative/Action)	<b>Metric(s)</b> Primary Metric	<b>Status</b> New; Continue; Complete; Discontinued
Utilize grants and employer outreach to expand internship/work-based opportunities for students		CTE Work Group Individual CTE Programs Career Transfer Center Job Placement	Job Placement Employer / Advisory Committee Surveys	New
Evaluate the opportunities to integrate hands-on learning in curriculum by utilizing technology such as makers'-space, design fabrication, etc.		CTE Work Group Individual CTE Programs	Course Success Rates Sem-to-Sem Persistence Skills-Builders Job Placement Student Surveys	New
Provide access to internships, apprenticeships, job shadowing, career exploration, and portfolio development through new course curriculum		CTE Work Group Individual CTE Programs Career Transfer Center Job Placement	# FTES Skills-Builders Job Placement Student Surveys	Continue

Goal 3.4: Strengthen links with local high schools to provide collegiate opportunities for high school students.

<b>Initiative/Actions</b>	<b>Integrated into College Plans</b>	<b>People/Programs</b> (Program Plans should reflect Initiative/Action)	<b>Metric(s)</b> Primary Metric	<b>Status</b> New; Continue; Complete; Discontinued
Develop ways to institutionalize the "Ventura County Innovates" Pathways projects		CTE Work Group	# of New Students # FTES Skills-Builders	New
Develop CTE and Dual Enrollment courses, pathways, and additional high school articulations		CTE Counselor Individual CTE Programs	# of New Students # FTES Skills-Builders	Continue

**Strategic Direction 4: Effective Use of Organizational Resources (including human, facility, financial, and technology resources)**

Goal 4.1: Establish an organizational structure that enables the college to effectively accomplish our mission while maintaining our integrated and collaborative culture.

<b>Initiative/Actions</b>	<b>Integrated into College Plans</b>	<b>People/Programs</b> (Program Plans should reflect Initiative/Action)	<b>Metric(s)</b> Primary Metric	<b>Status</b> New; Continue; Complete; Discontinued
Reorganize the management structure	Organizational Structure	Executive Council	Student Surveys Employee Surveys	Continue
Update <i>Making Decisions at Moorpark College</i> to reflect the current needs and processes of the college	Making Decisions @ MC	Academic Senate Executive Council	Employee Surveys	Continue

Goal 4.2: Articulate the resource allocation process to improve clarity and inclusiveness in the determination of resources across campus.

<b>Initiative/Actions</b>	<b>Integrated into College Plans</b>	<b>People/Programs</b> (Program Plans should reflect Initiative/Action)	<b>Metric(s)</b> Primary Metric	<b>Status</b> New; Continue; Complete; Discontinued
Enhance resources and revenue generation by enhancing the Foundation and through the development of Grants Office		President Foundation	Increased funding (IEPI Metric)	New
Strengthen the integrated planning process; educate college community on the process	Making Decisions @ MC	Facilities/Tech CAP EdCAP Executive Council	Employee Surveys	Continue
Increase transparency of resource allocation process and results	Making Decisions @ MC	Facilities/Tech CAP EdCAP Executive Council	Employee Surveys	Continue

Goal 4.3: Cultivate and support a culture of professional growth to promote excellence in the development of faculty and staff in support of students.

<b>Initiative/Actions</b>	<b>Integrated into College Plans</b>	<b>People/Programs</b> (Program Plans should reflect Initiative/Action)	<b>Metric(s)</b> Primary Metric	<b>Status</b> New; Continue; Complete; Discontinued
Coordinate various professional development opportunities across campus	Student Equity Plan	Prof Dev Committee	Staff Surveys	Continue
Continue expanding professional development opportunities that are offered throughout the academic year and for all staff	Student Equity Plan	Prof Dev Committee	Staff Surveys	Continue
Create and develop Professional Development Coordinator position to plan growth opportunities for both faculty and classified staff	Student Equity Plan	Academic Senate Executive Council	Staff Surveys	Continue
Provide comprehensive training for increased opportunities and challenges of distance education		DE Committee & Program	Staff Surveys	Continue

Goal 4.4: Create and enhance sustainable and modernized learning environments that support student learning.

<b>Initiative/Actions</b>	<b>Integrated into College Plans</b>	<b>People/Programs</b> (Program Plans should reflect Initiative/Action)	<b>Metric(s)</b> Primary Metric	<b>Status</b> New; Continue; Complete; Discontinued
Foster a culture of environmentally sustainable practice				New
Progress towards implementing facility improvement needs in support of students	Facilities Master Plan MC Technology Plan	Facilities/Tech CAP Facilities, Maint, & Op Grounds VP Business Services Individual Programs	Student Surveys Balanced Scorecard Staff Surveys	Continue
Create sustainable, environmental-friendly facilities and grounds	Facilities Master Plan	Facilities/Tech CAP Facilities, Maint, & Op Grounds VP Business Services	Student Surveys Balanced Scorecard Staff Surveys	Continue

## Strategic Direction 5: Campus Safety and Security

Goal 5.1: Complete and implement a sustainable Moorpark College emergency plan.

Initiative/Actions	Integrated into College Plans	People/Programs (Program Plans should reflect Initiative/Action)	Metric(s) Primary Metric	Status New; Continue; Complete; Discontinued
Complete the Moorpark College Emergency Plan	Emergency Operations Plan	EOC Tem BIT Campus Police Evening Facilitator Individual Depts <ul style="list-style-type: none"> <li>• CD Ctr</li> <li>• High School @ MC</li> <li>• EATM</li> <li>• Athletics</li> </ul>	Employee Surveys	Continue
Implement campus-wide emergency preparedness trainings		VP Business Services Safety & Wellness Comm	Employee Surveys	Continue

Goal 5.2: Improve day-to-day campus safety

Initiative/Actions	Integrated into College Plans	People/Programs (Program Plans should reflect Initiative/Action)	Metric(s) SPrimary Metric	Status New; Continue; Complete; Discontinued
Implement Title IX training across campus community		Title IX Coordinator VP Student Support	Student Surveys Employee Surveys	Continue
Promote knowledge of the safety resources of our college throughout campus community	Emergency Operations Plan	Safety & Wellness Comm M&O Campus Police ACCESS BIT Health Center	Student Surveys Employee Surveys	Continue
Update and increase effective security technologies (such as panic buttons, video surveillance, communication technologies, and door-locking systems)		Safety & Wellness Comm M&O Campus Info Tech Campus Police	Employee Surveys	Continue
Provide professional development to help faculty and staff understand all elements of our student populations (including veterans, foster youth, dreamers, homeless students, students with mental illness, and LGBTQIA students)	Student Equity Plan	Prof Dev Committee	Employee Surveys	Continue