Application: Moorpark College

Mary Rees - mrees@vcccd.edu

2021 Aspen Prize

📄 **Agreements & Reference Document**
Completed - Oct 30 2019

[Click here to download](#) a .docx version of the application narrative questions. Please note this document is for reference and drafting purposes only. All applications must be submitted through this online portal.

Agreements

Only fully accredited, Title IV-participating institutions are eligible for the Aspen Prize. Accredited institutions not in good standing will be reviewed for eligibility on a case-by-case basis.

Responses Selected:

I agree to make the Aspen Institute aware if my institution is not in good standing with my regional accreditor.

The Aspen Institute reserves the right to share select information submitted in this application—including student outcomes and examples of institutional practices—as part of our commitment to learn from the Prize and share insights with the field.

Responses Selected:

I agree to allow the Aspen Institute to use the information and data submitted with this application for research and knowledge dissemination.

📄 **National Student Clearinghouse Authorization Form**
Completed - Oct 30 2019

National Student Clearinghouse Authorization

By Tuesday, November 5, 2019, complete and submit within the online portal the National Student Clearinghouse (NSC) Authorization Form, allowing Aspen to collect transfer and completion outcome data

from NSC on the institution's behalf.

Aspen will work with the National Student Clearinghouse to collect transfer metrics for eligible institutions. If you submit data to NSC and have done so since 2010, please sign this authorization. If this is not applicable to your institution, please check the appropriate option below.

Aspen Prize Authorization Form

The undersigned, as an authorized representative of this institution ("Institution"), authorizes and instructs the National Student Clearinghouse ("Clearinghouse") to use the Institution's data already provided to the Clearinghouse under the School Participation Agreement existing between them to prepare a study for the Aspen Prize competition.

The Clearinghouse will compare three cohorts of students who previously enrolled at the Institution with its nationwide postsecondary student database to determine the subsequent enrollment and academic achievements of those individuals. The Clearinghouse will use this information to prepare Institution level totals for first-time students with transfer-out and graduation rates.

The Institution authorizes the Clearinghouse to send the resulting aggregate level report to the Aspen College Excellence Program ("Aspen"), who will then use it among other criteria for determining the Aspen Prize top ten, winner and finalists-with-distinction. Data included in the report will include the number and percentage of students who completed a degree at the Institution, transferred to a four-year institution, and completed at a four-year institution. For each cohort, the Clearinghouse will provide Aspen with two-year outcomes, three-year outcomes, and six-year outcomes as available from the already submitted data.

Clearinghouse acknowledges that it shall comply with the Family Educational Rights and Privacy Act ("FERPA"), as amended, to the extent that FERPA applies to this authorization to prepare a study for Aspen. It also acknowledges and promises that it shall inform Aspen in writing of its obligation to comply with FERPA, to the extent that the Act applies to the report (and data contained therein) delivered to Aspen from Clearinghouse.

The Institution acknowledges that the Clearinghouse will not be responsible for the accuracy of the information provided to it by the Institution. There will be no charge to the Institution for this study.

This Authorization Form shall remain effective for the duration of the study, unless terminated earlier by either Party by providing fourteen (14) days written notice to the other Party.

As an authorized representative of my institution, I authorize and instruct the National Student Clearinghouse to use the Institution's data already provided to the Clearinghouse under the School Participation Agreement existing between us to prepare a study for the Aspen Prize completion as described in the above terms.

I agree

Full Name:	Mary Rees
Title:	Interim Vice President of Academic Affairs
Date (MM/DD/YYYY)	10/30/2019
OPEID	00711500

📄 **Application Cover Sheet**
Completed - Nov 14 2019

Narrative Cover Sheet

NAME OF INSTITUTION:

Moorpark College

SERVICE AREA

Describe the institution's defined service area (e.g., county, city, etc.), if applicable.	(No response)

INSTITUTION DETAILS

Address	7075 Campus Road
City	Moorpark
State	California
Zip	93021
Website	moorparkcollege.edu

POINT OF CONTACT

Institutional point of contact for Aspen to maintain correspondence with throughout the Prize cycle.

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Last Name	Rees
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PRESIDENT DETAILS

President's Name (Prefix First Last)	Dr. Julius O. Sokenu
President's Email	jsokenu@vcccd.edu
# of Years Current President Has Held the Position	one (1)
Assistant Name (Prefix First Last)	Ms. Linda Resendiz
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📄 **Narrative Section 1: Executive Summary**
Completed - Dec 5 2019

Narrative Section 1: Executive Summary

Notes to applicants:

- Contributors to this section may wish to cross-reference subsequent sections of the application narrative to assist in the writing of this executive summary.
- The online application form limits entries to the word counts listed for each section.

The executive summary should provide the selection committee with an overview of the institution's most significant current college-wide strategies to achieve high and continuously improving levels of student success and equity. The summary should provide

the "big picture" of the college's student success improvement trajectory and what leaders believe have contributed most significantly to the levels of student success that qualified the institution to apply for the Aspen Prize. In crafting this summary, you may wish to reflect on the following:

1. What are the major college-wide strategies for continuous improvement in student success? Why were those strategies chosen/developed? How were they informed by the college's contexts, student demographics, observed challenges, and unique mission and goals?

2. Have those student success strategies changed the experience of a student who started at the college this fall as compared to those who started five years ago? If so, how specifically?

3. What specific goals has the college set for improving student success and equity?

- How are these goals communicated to faculty, staff, students, and the community?
- How broadly understood and shared are the definition of student success and goals for improvement at the college?

Maximum word count: 750

1. Major college-wide strategies for continuous improvement in student success.

The community of students walking across Moorpark College's graduation stage is notable. Approximately one-third are first-time college graduates. One-third are of Latino descent. Almost 13% are men of color, a group with a disproportionately low college success rate (https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics) Moorpark College personnel routinely ask, "Who is not present at this ceremony and who should be?" The answer is a primary driver of the college's strategies to improve student success and equity.

The heart of the college's drive to improve is its mission - "Students First." Decisions are made through the lens of those seeking certification, training, and transfer. Campus committees reflect these values, emphasizing students' success, equity, and the development of pathways that allow students to effectively benefit from their education.

Key college strategies impact students from pre-admission services through employment competency and upward mobility. The college strives to:
• Streamline new students' onboarding by developing courses to raise students' basic skills levels, working in conjunction with the campus's Guided Pathways initiative.

• Provide a powerful first-year experience program for disproportionately impacted groups (DIGs) to improve success rates through strategic support services coupled with actions from the Student Equity and Achievement plan.

• Enhance counseling strategies (e.g., Student Success Coaches) and replicate the most effective strategies to facilitate persistence and completion.

• Strengthen partnerships with high schools/adult schools to enhance the transition to college for first-time students and older.

• Increase students' education/workplace connections through work-based learning, internships/apprenticeships and strengthen relationships between the college and its surrounding business community.

Rational for Strategies Development:

Moorpark College is motivated to equip its diverse student body by enhancing social mobility through education. The college does that as a Hispanic-Serving Institution for first-time students whose families may not have a tradition of college education and by providing additional re-entry adult populations with the training needed for high-paying, 21st century careers.

Student demographics drive the strategies selected. The student population is 35.9% Hispanic, which is higher than the college's service area (24%). While 17.8% of students are first-generation college students, 31.7% of Hispanic students are first generation. As a Hispanic-Serving Institution, Moorpark College is committed to closing the equity gap for Hispanic students as well as other disadvantaged populations 9https://www.moorparkcollege.edu/sites/default/files/files/departments/administrative/institutional-research/reports/2018_institutional_effectiveness_report_final_aug222018.pdf).

2. Student success strategies changed the experience of a student who started at the college this fall as compared to those who started five years ago.

A number of initiatives launched in the last five years have substantially changed the way a Moorpark student experiences the campus. Those changes have occurred both on campus and off. They include the following:

• Zero Textbook Cost pathways for traditional students and working adults.

• Access for students at area high schools to receive college credit through dual-enrollment classes.

• Outreach to low-income middle school students through the Rising Scholars program, which brings the promise of college to middle school students who may not have envisioned college in their futures and that supports them through high school graduation and through their college/career.

• A food pantry, clothes closet, and financial literacy program.

• New short-term classes designed to allow working adults the opportunity to improve skills and earn certificates through four-week online and hybrid classes.

• Improved student retention through early identification of academic skills gaps and the provision of needed, course-embedded tutors and other support services.

• Support for second-year students through a peer cohort and culturally competent curricula to increase persistence in enrollment from year one to year two through the Collaborative for Hispanics in Higher Education & Student Success (Project CHESS).

3. Specific goals the college set for improving student success/equity?

The college's goal for each academic year is to emphasize student success, equity, and pathways to ensure a broader range of student graduates. The college's master plan calls for an increase in enrollment of disproportionately impacted groups. Specifically, the college intends to decrease equity gaps for disproportionately impacted groups by 40% by 2023-24 and fully close achievement gaps by 2026-27.

The plan sets a goal of providing clear pathways for students through curriculum. This goal will be measured through fall-to-spring persistence rates and completion of transfer-level math and English in the first year. Both measurements share the objective of closing equity gaps listed above.

See the following campus planning tools:

• Moorpark College Educational Master Plan: 2019/2020-2028-2029

https://www.moorparkcollege.edu/sites/default/files/files/departments/administrative/student-learning/educational_master_plan_2019-2020_to_2028-2029_0.pdf

• Moorpark College Student Equity Plan 2019-2022:

https://www.moorparkcollege.edu/sites/default/files/files/committees/SEA-Committee/student_equity_executive_summary_09.06.19.pdf

Overall, the goal for the college is to emphasize student success, equity, and pathways that will clear the way for a broader range of students to walk across the graduation stage.

📄 **Narrative Section 2: Completion Outcomes**
   Completed - Dec 5 2019

Narrative Section 2: Completion Outcomes

Notes to applicants:

- If helpful, you may include visual representations of the college's programs of study, advising structure, or student onboarding processes to support the narrative responses below.
- The online application form limits entries to the word counts listed for each section.

1. Describe how the college advises students. In your response, address the following:

- How does advising help to ensure college-wide success in student completion?
- What strategies exist within advising for connecting students to the college in the first semester, including helping students select programs of study, and connecting them to supports and resources at the institution.
- Describe any significant improvements to advising made in recent years or planned for the coming 1-2 years, but note specifically what is current versus planned practice.

Maximum word count: 1000

• Advising Helps Ensure College-Wide Success in Student Completion.

Moorpark College understands that students face diverse needs. Advising is critical to ensure that students select the correct courses in the most time-efficient sequence, and receive appropriate, timely referrals to support services to address barriers to success.

The college documents the highest rate of completion (64% graduate in six years) in the state https://www.vcstar.com/story/news/education/2018/09/03/moorpark-college-completion-rate-state/948490002/ This was achieved through multiple advising efforts throughout the campus. One-on-one advising is available to all students through drop-in counseling provided at least 41.5 hours per week year-round for students to address immediate questions. In addition, students are encouraged throughout the year to make appointments for more in-depth advisement including class scheduling, major information, education/transfer planning, and career counseling.

Many campus practices are utilized to ensure student completion beyond one-on-one advising services. The Counseling Department offers workshops for undecided students to help them explore major and career options, workshops regarding available programs and requirements needed to earn program-associated awards, and career exploration courses. The college provides pamphlets and on-line

information that outlines the associate degrees available for transfer. The specific coursework needed to complete the transfer is clearly articulated and each academic department provides extensive advising to support students. For example, the Music Department staff members encourage students to seek advising and counseling services, but also meet with students to review education plans to ensure high completion rates and help prepare students for real-time industry auditions. Many academic departments invite counselors to present information about certificates and degrees specific to their area such as art, art history, film, television and media studies, engineering, computer networking, and systems engineering. Counselors provide classroom visits in key major courses to discuss degrees and certificates available, the courses needed to earn them and to help students apply for those awards they have earned.

• Advising Strategies for Connecting Students to the College in the First Semester.

Moorpark College provides a range of advising opportunities for prospective, incoming and first-semester students. Local high school students receive advisement at preview days hosted on campus throughout the spring term prior to fall enrollment. Raider Registration events are held throughout the summer to provide advisement to all other new students.

Current Practices:

A. In the past two years, Moorpark has focused advising efforts on equity counseling and support to assist students to focus their educational plan on transfer. Target populations, including students enrolled in first-year experiences, EOPS students, former foster youth, students with disabilities, veterans, and athletes, receive supplemental advisement throughout the year. In fall 2019, the college made an extra effort to assist disproportionately impacted, first-time students schedule their first counseling appointment through outreach efforts.

B. Guided Pathways to Success (GPS): Moorpark College noted a high rate of Hispanic, low-income, and/or first-generation students who applied to Moorpark and had been admitted to the college, but who did not attend in the fall after high school graduation. Specifically, 51% of those accepted for enrollment at Moorpark College did not end up attending Moorpark College. To address this problem targeted Hispanic and other low-income and first-generation college-bound students were invited in 2019 to attend a half-day on-campus orientation event prior to the start of school in August to familiarize them with the campus and provide strategies for college success. Students received preferential course enrollment (e.g., zero/low-cost textbook sections) and guidance throughout the school year to help increase their engagement/persistence rates. Student Success Coaches provide peer advisement through monthly small- group meetings and one-to-one meetings about their course schedule, textbooks, syllabi,

on-campus support services, time management. The goals are to decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027 and also increase transfer volume by 35% while closing equity gaps.

C. Moorpark Rising Scholars Academy (Rising Scholars): Launched in 2018-2019, Rising Scholars annually asks teachers and administrators from 12 middle schools within Moorpark College's three feeder school districts to each refer two incoming 7th graders who are low-income, first-generation prospective college students, and those who demonstrate academic promise and a desire to attend college (24 new middle school students each year). The goal of the program is to support students who may benefit from extra mentoring, tutoring and financial incentives offered through 12th grade to help them to be college ready and nurture the students' vision of a college-bound future.

Planned Practices in Process:

A. In spring 2020, Moorpark College will roll out its Guided Pathways - educationally coherent program maps (e.g., specific course sequences, progress milestones) aligned to what will be expected of students at program completion in the workforce and in the educational next step in a given field (https://www.caguidedpathways.org/).

B. Moorpark College intends to expand tutorial services through its Teaching and Learning Center and increase drop-in and appointment tutoring in equity-related programs such as the Veterans Resource Center, Athletics, ACCESS (DSPS), EOPS, Foster Youth by at least 10%. Additional counseling and support will be provided to connect disproportionately impacted groups (DIGs) to student success coaches for follow-up services, mental health awareness counseling, the campus-wide textbook lending program. The college will continue to foster faculty who are committed to designing culturally-responsive course content, teaching, and academic counseling methods.

C. The college plans to enhance tutorial services by providing academic support workshops, year-round bridge workshops, and course-embedded tutoring for math and English. The college utilizes the STARFISH early-alert system to link counselors with at-risk students.

D. Basic Needs Center: Following the recommendation of a campus work group, Moorpark College plans to open a Basic Needs Center in spring 2020 to provide a one-stop location for students' basic needs (e.g., food bank, housing, public assistance application assistance, emergency micro-grants). The center grew out of the existing, successful four-year-old campus food pantry. An emergency micro grant program has already been established to assist students through minor financial problems.

2. Summarize the most important specific efforts, innovations, interventions, or strategies that have uniquely contributed to high and continuously improving completion rates college-wide. Be specific

regarding the current status and scale of implementation of each strategy.

Maximum word count: 500

Moorpark College outperforms its peers as the top-ranked California community college for completion (64%). Recent strategies implemented college-wide include: 1) increasing campus-wide courses modalities (e.g., online, dual enrollment, PACE [Program for Accelerated College Education]), because these strategies improved success levels for equity populations (e.g., EOPS, ACCESS), and 2) tailoring student services to student needs (e.g., expanding tutoring, addressing basic needs such as Zero Cost Textbook courses and emergency micro-grants), and 3) all academic departments engage in campus-wide completion initiatives.

Career Transfer Center (CTC): Work-based learning within the CTC helps connect students to the college; helping them visualize a productive future through career development workshops, industry tours, and work-based learning strategies.

Guided Path to Success: GPS connects students to academic and student support services, offers priority registration, provides each student with customized academic and career counseling services, engages them with social/cultural programming, assigns students with a Student Success Coach. The peer mentor provides assistance with financial aid and class registration, and academic excellence strategies. Since 2018, a total of 245 students participated in a GPS full-day summer workshop and 1,003 students have worked with a peer mentor.

Project CHESS: Project CHESS is a cooperative program with California Lutheran University, a local private university, to provide second year supports to increase persistence from year one to year two at Moorpark with the goal of increasing completion rates and transfer rates.

AIMS (Attract, Inspire, Mentor and Support Students): Moorpark College is part of a collaborative project with California State University Northridge and two additional community colleges. AIMS helps transfer students pursue degrees/careers in engineering/computer science. Latino/a students in cohorts from 2012-2017 had a three-year transfer graduation rate of 70% almost double the rate of their peers.

Technology Use: The college is engaged in implementing a Guided Pathways framework. The college has recently implemented and plans to further utilize technology to provide students with just-in-time information needed to promote completion. This fall, all students with 45-60 completed units were emailed to encourage them to apply for graduation. In the future, counseling will provide direct outreach

to those students to ensure they know what they need in order to complete their coursework.

PACE Program: The Program for Accelerated College Education (PACE) is designed for busy adults to complete an Associate degree in two years. PACE students take two courses every eight weeks in online and Saturday hybrid formats. Based on initial success with Business Administration and Early Childhood Education, PACE is expanding to other majors in high demand by returning adult students (e.g., Computer Science).

Hispanic-Serving Institution: Moorpark College is designated as a Hispanic-Serving Institution. For two years, the Title V DHSI Work Group analyzed the needs of Hispanic students to implement innovative strategies to improve academic attainment among Hispanic students, which resulted in the development of: 1) Guided Pathways to Success for year one success, 2) Collaborative for Hispanics in Higher Education & Student Success (Project CHESS) for year two success, 3) Financial Wellness, 4) Basic Needs Center, 5) Moorpark Rising Scholars Academy.

3. Describe any work the college has done to provide students with clear pathways to degrees and credentials (i.e., development of meta-majors, creating course sequence guides/course outlines, etc.).

Maximum word count: 300

The college is undergoing a website redesign, which will include a Guided Pathway for each academic program. Students will follow a map of courses and tasks - a comprehensive education plan - needed to obtain a certificate or degree, based upon the student's chosen goal. Guided Pathways incorporates career counseling and required steps for transfer and degree completion that are sometimes overlooked by students. Students who do not select a defined program of study will receive encouragement to enroll in one of two career exploration courses (e.g., Career and Life Planning, Career Assessment) and to apply online to receive counseling outreach early in their college experience to help them decide upon a program of study.

Due to the college's shift to Guided Pathways, students entering the college in fall 2020 will experience a different onboarding process. In early 2020, a team of college personnel will visit local high schools to present senior assemblies and return to assist students with the application process and provide guidance on their selection of a program of study. Prospective students will be strongly encouraged to visit the campus on Preview Days, offered each spring semester, to receive maps for their program of study, a campus tour and a review of available resources and support services. An emphasis will be placed on outreach to disproportionately impacted students to encourage a first-time appointment to inform them about and encourage participation in the honors program and transfer admission guarantee programs. They will meet a network of campus employees (faculty, classified and management) who will encourage and support those students, in the first term, and throughout their journey at Moorpark College. All students will receive encouragement to apply for financial aid so that they may receive the California Promise Grant and other financial aid.

4. Explain how data are used to assess student success challenges, monitor/refine reforms, and support continuous improvement in completion outcomes. If possible, provide 1-2 specific examples of how data are routinely used, by whom and in what contexts, to set goals and monitor outcomes in student success.

Maximum word count: 300

The college monitors success at several key levels. Student success in English and Mathematics is monitored and remediation strategies are in place. The impact of course-embedded tutors and student work in the campus tutoring center is also monitored. The college reviews the impact of work-based learning (e.g., internships, Makerspace) to determine impact on student completion outcomes.

The college is also experimenting with course embedded tutors in Math Gateway courses. To measure the effectiveness of these tutors, the Institutional Effectiveness office created a Tableau dashboard to review course success rates of similar courses with or without course embedded tutors and found that course embedded tutors only marginally improved course success rates. The college will continue to use course embedded tutors but the results suggest that large scale improvements will require investment in other strategies.

The Institutional Effectiveness office also collaborates with various stakeholders to define data and measure effectiveness for all key college initiatives. Whenever possible, the IE office works to establish control groups so causality can be established as initiatives are often impacted by self-selection bias for the early cohorts or anecdotal evidence of success.

For example, last year the college experimented with a retention initiative where Deans called up students who attended in the fall but had not yet registered for the spring semester. The IE office created a list of students to call, but also set aside a randomly selected list of students that did not receive the phone calls as the control group. Deans then called all the students in the treatment group to encourage them to enroll in spring. The experiment produced a lot of anecdotal evidence of success, with students being appreciative of receiving the phone calls and committing verbally to register for spring.

📄 **Narrative Section 3: Transfer Outcomes**
Completed - Dec 5 2019

Narrative Section 3: Transfer Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Describe any specific strategies and processes used to support the success of students who intend to earn a bachelor's degree, including through transfer to a four-year institution.

Maximum word count: 300

Moorpark College was ranked first in completion status and transfer level English completion among 114 California Community Colleges in 2018.
https://www.vcstar.com/story/news/education/2018/09/03/moorpark-college-completion-rate-state/948490002/ Moorpark has a 64% six-year completion rate compared to the state average of 48.2% (Student Success Scorecard data, California Community Colleges Board of Governors) https://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=681).

Several strategies support success among students who intend to transfer to a four-year institution. Counselors conduct class presentations, tailored to the specific program, about the transfer process, which increases the number of Career Transfer Center visits to equip students to transfer successfully. The CTC hosts annual events such as Transfer Day and a Transfer Social to teach students about four-year universities and to help them meet one-to-one with university representatives at the event. CTC workshops include: Transfer Basics, TAG (Transfer Admission Guarantee), and UC/CSU application assistance. Special programs (e.g., EOPS, Veterans Services, GPS) provide specialized opportunities for students to gain additional information about the transfer process and identify support services (e.g., Financial Aid resources).

Honors Program: Moorpark College promotes honors program participation, particularly among underrepresented groups, which has increased its students' UCLA transfer rate from 87% to 90%. Associate Degree for Transfer (ADT) Award: For the past three years, the college received the Campaign for College Opportunities award for Higher Education Champions for Excellence in Transfer. Moorpark College ranked first among 114 California Community Colleges for its growth in ADTs in 2015-2016. An ADT guarantees California State University (CSU) entry at the junior level, so is considered a significant tool for increasing opportunities for disadvantaged students.

The college implemented Student Success and Support Program (3SP Equity) activities, Student Success Coaches (peer mentors) in fall 2019, and a campus-wide emphasis to nurture the academic ability of all students, particularly at-risk students through classroom instruction and relationship building (e.g. campus clubs, multicultural events).

2. How does the college measure the effectiveness of transfer functions and supports?

Maximum word count: 200

The college measures the numbers of students, disaggregated by demographic groups, using National Student Clearinghouse data provided by the state Chancellor's office. The college discovered equity gaps in transfer outcomes for male and female American Indian, African American, disabled, foster youth, Latinos, and LGBT students. To address gaps, the college is implementing various initiatives. For example, the IE office worked with transfer initiative stakeholders to create a research design to measure the effectiveness of interventions. After students representing target demographic groups were called to schedule transfer counseling appointments, the IE office tracked the number of students who attended transfer counseling to determine if the phone calls increased student attendance and whether transfer counseling increased the number of students who transferred compared to those that did not receive a call.

The college also measures the effectiveness of transfer functions/supports by analyzing the number of students awarded degrees for transfer (e.g., UC Transfer Admission Guarantee program [TAG], CSU Associate Degree for Transfer [ADT] program). The college tracks subgroups that benefit from Moorpark College strategies i.e., the 90% UCLA transfer rate earned among honors students and tracked through UC, CSU and private university websites.

3. Describe how the college engages with the four-year institutions that are the primary transfer destinations. In your summary, you may address:

- How the college selects, establishes, and sustains key four-year partnerships
- How these partners contribute to program and/or course design and delivery (e.g., alignment of curriculum, course selection, advising, etc.)

Maximum word count: 300

Moorpark College Selects, Establishes, & Sustains Key Four-Year Partnerships:

The Moorpark College Career Transfer Center has exceptional relationships with its surrounding feeder university college representatives which include; UCLA, UC Santa Barbara, CSU Channel Islands, CSU Northridge and California Lutheran University (CLU). These five universities have the highest transfer rates for Moorpark College students.

Moorpark College sustains its partnerships with these universities by collaborating with university representatives and offering Moorpark College students opportunities to meet with them one-on-one. Students make appointments through the Career Transfer Center and meet with the college representative of their choice. The Career Transfer Center also hosts various workshops led by university representatives such as, application assistance, "Admitted, Now What?" presentations and information tabling, as a few examples. The college also hosts an "On-the-Spot" admission day with California Lutheran University.

· How these partners contribute to program and/or course design and delivery (e.g., alignment of curriculum, course selection, advising, etc.)

California State University Channel Islands (CSUCI) provides an annual seminar attended by Moorpark STEM faculty, which ensures that Moorpark curricula dovetail with the university's curricula.

Moorpark also participates in the nationally award-winning AIMS grant and other interactions with faculty at California State University, Northridge. The programs, which have an emphasis on Hispanic students, help ensure that curricula are aligned. In addition, the programs provide student research opportunities.

The Rising Scholar Academy for 7th to 12th graders is a joint project with CLU located within one of Moorpark College's feeder communities. Students who complete the program will receive: 1) a guaranteed scholarship for full tuition/textbooks for their first two years at Moorpark College after high school graduation, 2) guaranteed admission to the Moorpark College Pathways to Success Program in their first year, 3) guaranteed acceptance and 50% off tuition for attendance at CLU.

4. Explain specifically how data (e.g., bachelor's degree attainment, transfer-out rate, etc.) are used to improve transfer outcomes. Cite the source of the information, indicate how frequently the information is collected, and describe how and by whom the information is used to ensure students' success in transfer.

Maximum word count: 300

Moorpark staff and faculty are dedicated to equipping students to transfer to four-year colleges/universities. Transfer data is used by the college's Career Transfer Center (CTC) in multiple ways: 1) for the annual program plan review, 2) to develop strategies to increase transfer rates, and 3) in CTC presentations to enhance the transfer culture on campus. Currently, CTC is placing the Student Ambassadors' table in high student traffic areas to inform students about CTC services. The CTC has increased the number of classroom presentations, social media posts and collaboration with other service areas on campus.

The Career Transfer Center has also facilitated several events to help students transfer successfully. In 2018-2019, the CTC hosted an "Admitted, Now What?" event which helps admitted students understand next steps for transferring to their four-year school of choice. Several university representatives participated in a panel to answer questions from a facilitator and from students. Moorpark College has recently joined the Roadtrip Nation pilot program in an effort to help students discover career opportunities that help inform their major selection. In collaboration with the local four-year universities (e.g., CLU and CSUCI), Moorpark offers on the spot admissions for students on campus.

A total of 991 Moorpark College students transferred in 2018-2019, an 11% increase from the previous year (http://asd.calstate.edu/ccct/2018-2019/SummaryYear.asp). The college also saw an increase in the number of underrepresented minority students transferred to California State Universities from 233 in 2016-2017 to 324 in 2018-2019 (http://asd.calstate.edu/ccct/2018-2019/SummaryYear.asp). In addition, there was an increase in the number of students applying for Transfer Admission Guarantee (TAG) and being admitted (2018 - 340 applicants, 2019 - 430 applicants). Participants in Moorpark's Transfer Alliance Program (TAP) through UCLA have a high chance of being admitted (91%) compared to non-TAP students. Moorpark College's overall TAP admission rate for 2019 was 84%.

5. How has the college tracked and responded to achievement gaps in transfer outcomes for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to eliminate disparities in transfer outcomes.

Maximum word count: 300

Moorpark College established an assessment plan for interventions to impact identified achievement gaps in transfer outcomes for IGS. Each semester the Director of Student Equity meets with departments/programs that receive equity funding, to ensure that specific interventions occurred and to review progress toward closing equity gaps. The IE department reports progress toward metrics for SEA committee review and analyzes input annually. The committee reviews the prior year's progress toward closing equity gaps, establishes needed program actions for the coming year, and sets metrics to evaluate the actions' effectiveness. Annually, the Academic Senate Council and the Executive Council review recommended actions before final decision-making by the college president based on resource availability. Data on each metric is gathered for the overall student population, DIGS, and a control group to determine if equity plan activities reduced equity gaps and are scaled appropriately to impacts students college-wide. Throughout the year, the IE department reports to program leads on progress made. In response to past concerns raised, Moorpark College requires equity professional development training, created Safe Zones for LGBTQ, and established a Dreamer Legal Center.

Through Moorpark College's Student Equity Plan 2019-2022, the staff is tracking DIGs (data separated for males and females) pertaining to transfer outcomes: American Indian, African American, disabled, foster youth, Latino, and LGBTQ+. The college increased the amount of equity counseling and support to these groups and intentionally provided in-reach with academic programs and divisions to increase counseling access among students.

Key Metrics: College goals are aligned with its 10-year Educational Master Plan goals to increase the number of students who earn an Associate Degree for Transfer by at least 35% from 851 in 2016-2017 to 1,149 by 2021-2022; decrease the equity gaps by at least 40% for each measure by 2021-2022 and fully close the achievement gaps by 2026-2027.

Narrative Section 4: Labor Market Outcomes
Completed - Dec 5 2019

Narrative Section 4: Labor Market Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Please describe the characteristics of the labor market in the college's region (e.g., major industries and employers, recent economic shifts, etc.) that are helpful to contextualize the institution's employment and earnings outcomes.

Maximum word count: 200

From 2014 to 2019, jobs increased in Ventura County by 4.1% (15,002 jobs). Jobs across the county are projected to increase in the next five years by 4.6% (17,425 jobs). The government sector represents the majority of employment, followed by healthcare/social assistance, retail trade, and accommodation/food services.

Top Ventura County employers include: Amgen, Aerovironment Incorporated, Anthem Blue Cross, Bank of America, Community Memorial Health System, Dignity Health, UPS Incorporated, FedEx, Edison International, Frontier Communications, and Driscoll's, Inc.

Distinct Ventura County characteristics impact multiple industry sectors:
• Port of Hueneme is California's smallest, but only deep-water port between Los Angeles and San Francisco, and plays a major role in Ventura County's economy.
• Agriculture and related businesses generate $2.2 billion in revenue and $76 million in indirect business taxes annually.
• Projected growth in health services will continue to support more living-wage jobs.
• Jobs in leisure/hospitality increased more than 20% in the past ten years.
• The highest paid Ventura County jobs, by median earnings, are in computer/ mathematics, computer/engineering/science, and architecture/engineering occupations.
(EMSI, Ventura County - Economic Vitality Strategic Plan (2019), Ventura County - Comprehensive Economic Development Strategy (2019), Ventura County Civic Alliance - State of the Region (2019).

2. Please describe how the college supports students as they explore, define, and pursue their career and employment goals. In your summary, you may wish to address:

- Guidance and/or information that students are given in their program selection process
- Opportunities for "professional skill" development (i.e., critical thinking, time management,

teamwork, interviewing, workplace communication)
- Any significant or innovative strategies to provide access to work-based or applied learning for students in CTE and non-CTE programs
- Efforts to place students in jobs

Maximum word count: 300

Moorpark College integrates its students' career and employment goals through strategies ranging from traditional programs, such as internships, to campus-based job fairs and seminars. The college's Career Transfer Center provides guidance/information to students in program selection through career education, exposing more than 1,200 students to career education opportunities, including internships, in 2018-2019. The center facilitated more than 50 internship orientations, served more than 200 students through resume-building workshops or one-to-one consultations, informed 687 students about the Here to Career app, and provided more than 500 prospective students with career exploration. The college facilitates an annual Career Week with industry panel discussions, recruitment fairs, and a career/internship expo.

Academic programs build "professional skills" into course curricula through practical projects that require critical thinking (e.g., case study analyses), hands-on experience (e.g., computer networking lab, nursing skills lab), and group projects involving team presentations. Specific departments and the Career Transfer Center host mock interviews and schedule field trips to interact professionally with potential employers.

In 2019, the college partnered with Santa Barbara City College and LinkedIn to roll out Career Strategist Digital Badge credentials as a competency-based model of learning.

Moorpark College offers a robust work-based and applied-learning program, enabling approximately 160 students to gain 12,000 hours of paid work experience, in the last two years. Among the highlights, the college's accounting program trains student volunteers to help members of minority and senior populations with tax returns.

The college has taken significant steps toward placing its students in jobs. Over the last two years, the college merged its job board with Oxnard College and Ventura College to provide more than 40,000 students with access to more than 2,000 active jobs. In that time period, the college has also developed and sustained more than 260 industry employer partnerships.

3. Please describe the college's approach to engaging and partnering with employers. In your summary,

you may wish to address:

- How the college prioritizes industry sectors and establishes and sustains key employer partnerships
- How employers contribute to program and/or course design and delivery (e.g., employer feedback on course/program effectiveness, work-based learning opportunities, apprenticeships, etc.)
- Significant other forms of employer support (e.g., heavy equipment donations, shared facilities, grants)
- Any significant or innovative programs that provide non-credit workforce courses or industry-recognized credentials (i.e., courses and programs leading to licensure, a third-party validated certification, or occupational certificate) and the number of students participating

Maximum word count: 300

Moorpark College has developed strong relationships with the region's employers, particularly through its two dozen career education disciplines, each of which holds an annual advisory board meeting with business members and professionals. In addition, the college actively participates in regional business groups, such as the local manufacturing guild, to ensure that the college's students have opportunities in the 21st century workforce.
.
• Prioritizing Sectors and Partnerships.

The college uses a data-driven approach toward engaging its workforce partners, starting with faculty review of local and regional labor market data. The data points include recurring unmet employment demands, national/state/regional industry trends, and state financial support of regionalized industry sectors.

Program advisory boards, consisting of local business members, help faculty members align curricula and career education with current employment trends. The college also interacts with workforce development boards, other industry representatives, and two active guilds for information technology and advanced manufacturing.

· Contributions to Course Design

Faculty members actively consider the input from advisory boards as they make curriculum changes necessary to maintain excellence and relevance in classroom training and activities. In addition, industry

partners often serve as expert guest lecturers, internship hosts, resource donors, and future employers. Internships are a particularly powerful employer contribution. Internships at the college require a site visit by the faculty mentor. When making those visits, faculty members gain first-hand exposure to the latest industry needs for the college's students.

· Other Forms of Support

The relationships between the college and the region's businesses and governmental agencies have resulted in donations that have expanded student opportunities. In the past five years, the college has received heavy equipment in support of new Engineering program from the US Navy, a rack of networking equipment for the Computer Network Systems Engineering program, and equipment for the Biotechnology and Film/Television/Media programs.

4. Explain how the college uses data to (1) drive strong labor market outcomes for students and (2) ensure alignment with regional labor market needs. Cite the source of the information, indicate how frequently the information is collected, and describe how and by whom the information is used to improve curricula or practice.

Maximum word count: 300

To ensure alignment with regional labor market needs, Moorpark College accesses data from a variety of sources. The region's Center of Excellence for Labor Market Research, a state funded entity serving Moorpark and seven other area colleges, is housed on campus and provides real-time labor market data on high-growth, emerging, and economically-critical industries and occupations to the college. The college uses Gap Analysis reports, Environmental Scans, Labor Market Assessments, and access to the Center's Supply and Demand tools (http://www.coeccc.net/).

In addition, the college uses data, collected annually, to both drive and report student outcomes through regional, college and grant-related monitoring including:
a. Perkins Career and Technical Education (CTE) (e.g., Career Technical Education Mailing List, opportunities for special populations) facilitated by the California Department of Education through federal funding. See https://www.cde.ca.gov/ci/ct/pk/index.asp,
b. Strong Workforce Program of the California Community Colleges (e.g., labor market research, CTE faculty resource Hub, Nursing and Allied Health) https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Strong-Workforce-Program.
c. Annual CTE Outcomes Survey requirements, facilitated by California Community Colleges
d. California Community Colleges Chancellor's Office Student-Centered Funding Formula, based on Vision for Student Success. See https://www.cccco.edu/About-Us/Chancellors-Office

Faculty in the college's Career Education fields use labor market data annually to develop their program plans, which guide the disciplines in the development of curriculum, lab work and internships. The campus CTE workgroup reviews labor market data each year when deciding how to allocate grant funds from state and federal sources. The data informs the purchase of new equipment, the development of new curriculum and opportunities for professional development. The college also use labor market data in the development of new programs for the campus.
On a regional level, the college also consults with the Ventura County Community College District's Economic and Workforce Development Division to ensure alignment with the county's economic development strategy.

5. How has the college tracked and responded to achievement gaps in employment and earning outcomes for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to eliminate disparities in outcomes.

Maximum word count: 300

Moorpark College tracks the impact of equity-building strategies on achievement gaps in employment and earning income using disaggregated student data. In fall 2019, the results of an exit survey and one-to-one interviews revealed a positive impact of internships on employment outcomes of equity students. Of the 149 students enrolled in an internship in fall 2019, 114 completed the course. The number of students who participated in an internship and successfully transitioned into the workforce increased. Out of 114 students who completed their internship, more than half self-identified as special population students, including veterans and first-generation college students.
The case study revealed an increase in the number of females participating in internships and/or work-based learning opportunities in STEM fields. They attributed their persistence to the support of faculty advisor, worksite coordinator, and the campus Career Transfer Center.

Employment success rates for disadvantaged students significantly increased. Disadvantaged students reported receiving assistance to enable them to participate in an internship (e.g., uniforms, campus internships for those who lacked transportation). More than 91% of Moorpark College interns were offered an entry-level part-time jobs or full-time employment after program completion.

Through partnerships with the Department of Rehabilitation (DOR) and Tri-Counties Regional Center, the college increased the number of students with disabilities who participated in and completed nontraditional training and employment.

Aggressive outreach led to the creation of hundreds of new internship/employment partnerships to develop a pipeline of opportunity from the college to employment, particularly for members of special populations. For students who do not have the academic background or aptitude to excel as a Computer Science major, but have technical and mechanical aptitude, the college designed the Computer Network Systems Engineering program (CNSE). With no prior IT experience, students can receive six Technology Certifications, five Cyber Security Certificates and/or earn an AS degree in CNSE.

Narrative Section 5: Learning Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Provide an overview of how the college defines and measures excellence in teaching and learning.

Maximum word count: 200

Moorpark College defines excellence in teaching and learning as an academic process through which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel; and a process that elevates students to a level where they learn remarkably. The specific elements associated with excellence in teaching include annual program reviews, opportunities for professional development, and a specific focus on disproportionally impacted student groups. Excellence in teaching is measured through annual faculty assessments.

Excellence in learning is measured through the Student Learning Outcomes Assessment, which is an ongoing, evidence-based approach that indicates the extent to which programs, courses, services, and all college units achieve their intentions. The assessment uses a feedback loop that involves identifying desired results; collecting and analyzing relevant data and information; and using the findings to stimulate discussions and direct activities that can improve student learning, instructional delivery, curricula, programs, and/or services. The assessment of measurable outcomes at course, program, general education, and institutional levels, enables the college to determine if students are learning what they are expected to learn. Moorpark College has adopted a five-year assessment schedule anchored in the five-year curricula review cycle.

2. Describe the most significant needs for improvement in student learning at the college. You may wish to address:

- How does the college identify needs for improvement in learning outcomes (e.g., through program review, standardized learning assessments, or other processes)?
- Are the most significant needs for improvement at the course/program levels or college-wide?

- How does the college assess whether curriculum and learning outcomes are aligned to transfer/workforce requirements?

Maximum word count: 1000

With a "students first" philosophy, Moorpark College is committed to the ongoing and continuous improvement of student learning outcomes at the college.

The college has applied specific data to identify areas for improvement in student outcomes. The college's most recent accreditation report identified the need to disaggregate data by ethnicity. In English, for example, disaggregated data shows that African-American students have an 81% retention rate and a 64% success rate. Asian-American/Pacific Islanders show retention and success rates of 82% and 45%, respectively. Overall, though, Moorpark College's English program is ranked #1 for student completion of transfer level English. Disaggregated data is being used in the Physics and Chemistry programs to identify methods to improve student success and completion. Moorpark is evaluating software systems such as Elumin that would allow the campus to disaggregate data and provide the data to faculty to help them identify areas for improvement.

Moorpark College has a standing Student Learning Outcomes Committee that provides a forum for campus-wide discussions of course, general education, program, and service learning outcomes. An SLO coordinator works with faculty and staff to develop, reflect and process data for outcome improvements. The process, involving both the committee and the coordinator, identifies needs for improvements. For example, biology faculty reviewed assessment results and learned that students were consistently failing to meet SLOs.

In evaluating SLOs, significant needs for improvement have been seen at both the course level and collegewide. For example, Mathematics has some of the lowest program success rates. Strategies are being evaluated to improve student success rates. On a collegewide level, there has been significant work to improve online success rates, raising them to levels comparable to on-ground class levels. Currently, on-ground success rates are at 77% compared to 75% online.

To ensure that the college's curriculum and learning outcomes are aligned with the workforce requirements, the college uses a wide range of strategies to identify needs for improvement in student learning at both the institutional level and the program/course level. The majority of Moorpark College programs – particularly those programs in the areas of science, technology, engineering, and other rapidly advancing and changing arenas – have formalized and institutionalized program advisory

committees. Each of these committees is comprised of industry, university, college, labor and other representatives that bring vital, important, and timely information about an industry to the college and enable the college to ensure program relevance. These strategies also include: analysis of alumni data related to program completion, job placement, and wages using the annual Career Technical Education Outcomes Survey; regional sector-based gap (supply and demand) analyses; formal discussions and surveys with employers/business representatives and informal feedback from employers/business representatives about the knowledge and skills of students placed in internships at local businesses; formal discussions with local and regional technology guilds (e.g., Ventura County Information Technology Guild, Guild X, Advanced Manufacturing Guild, etc.). Further, Moorpark College identifies needs for improvement of student learning outcomes through day-to-day operations that include: faculty observations, program review procedures, curricula review and revision processes, ongoing results of the Student Learning Outcomes Assessment, and student evaluations.

Improvements and changes ensure that industry-informed curricula can be quickly, effectively, and efficiently adopted in an effort to adequately and appropriately meet the knowledge, skills, and training development needs of local and regional industry. At the program/course level, the college needs to ensure the ongoing and continuous update of furnishings, instructional equipment, technology, software, and supplies tied to excellence in teaching and learning. This is necessary to ensure that all instructional activities at Moorpark College remain relevant and current with industry standards.

To continually assess whether curricula and student learning outcomes are aligned to transfer/workforce requirements, Moorpark College utilizes a wide range of assessment strategies, including: 1) frequent and regular input from community workforce and economic development partners; 2) feedback from alumni through informal processes and through formal assessment processes (e.g., Career Technical Education Outcomes Survey, etc.); 3) input from members of specialized program advisory committees; 4) feedback from industry, university, and college representatives who participate in career/job fairs at the college; and 5) analysis of labor market information (e.g., annual California Employment Development Department regional labor reports; industry and labor sector studies conducted by the Centers of Excellence, Emsi, and Burning Glass Technologies; other industry and labor analysis tools; etc.). These assessment results continually inform program-specific decisions and activities.

3. Describe the most important strategies at the institution for strengthening teaching and improving student learning outcomes, noting the scale at which these strategies are implemented/impacting students or faculty. Also note, where applicable, if/how adjunct faculty are engaged in these strategies.

You may wish to address:

- Teaching and learning centers
- Professional development for faculty
- Hiring/evaluation of faculty including adjuncts
- Course- or program-level innovations in pedagogy (e.g., digital courseware, applied or work-based learning, etc.)

Maximum word count: 500

The most important strategies at Moorpark College for strengthening teaching and improving student learning outcomes are rooted in professional development. Moorpark College recognizes the vital connection between faculty professional development and student success. As much as the college strives to inspire students to continuously improve their skills, the Professional Development Program strives to encourage faculty, staff and administration to advance their skills. The program provides training opportunities throughout the year in a variety of formats, including: classes; workshops conducted by external consultants, authors, and experts; observing, coaching, and mentoring; and webinars.

During officially scheduled "flex" days, the Professional Development Program provides seminars on a wide range of topics, such as: canvas best practices; classroom strategies; active learning strategies; incorporation of study skills instruction in subject specific courses; and other broad conceptual topics. During the most recent "flex" week, the program provided more than 30 professional development seminars and activities for faculty from all disciplines and staff members from all areas of the college.

The Professional Development Program also hosts more focused workshops throughout the year that promote important opportunities to further serve students. For example, on November 1, 2019, in conjunction with the California Community Colleges' Success Network (3CSN), the program facilitated a training seminar that focused on bringing a growth mindset and active learning strategies to STEM courses, and invited instructors from other community colleges. The Professional Development Program emphasizes practices that enhance student equity and success, and promotes the mindset that best practices to enhance equity are best practices to enhance achievement for all students. The professional development committee works closely and collaboratively, and has several members in common, with the student equity and achievement committee.

As a campus, Moorpark College recognizes the crucial role that community colleges play in closing opportunity gaps and fostering long-term academic, career, and personal success for students. To that

end, the Professional Development Program is dedicated to the enhancement of equity-minded instruction, both at the conceptual level and at the practical application level. As a result, the program has hosted equity experts (e.g., Frank Harris, Luke Wood, Shaun Harper, and Kimberly Papillon) who challenged faculty to embrace the demanding work of addressing equity needs and has implemented practical steps for the incorporation of these lessons onto the campus and into classrooms. This has encouraged faculty to develop further training opportunities with colleagues, which has resulted in the development of faculty-lead equity programs, such as the Teaching Men of Color Advocates Program led by Professor Perry Martin and the Equity in the Classroom Project led by Professors Vincent Mark Crisostomo and Farisa Morales. The Professional Development Program proudly serves the college's faculty and staff as they work together as a learning community that motivates students to find their own strengths and achieve at the highest level.

4. How has the college tracked and responded to achievement gaps in learning for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to close achievement gaps.

Maximum word count: 300

In addition to the methods described above to track and respond to achievement gaps at Moorpark College, the college, through the Institutional Effectiveness Office (IEO) intends to research other disproportionately impacted student groups (e.g., homeless, undocumented, and LGTBQ+ students, etc.) that have not been adequately and appropriately studied by the institution. To ensure the collection and analysis of optimal research, the IEO will work with faculty members who work closely with individual groups to develop needed research metrics. The IEO will then develop a baseline to ensure the research is valid both in the short-term and the long-term. In subsequent years, the IEO will meet with key stakeholders and members of the impacted student groups to ascertain which interventions need to be implemented and to implement the identified interventions in a timely manner. Specific metrics that will be studied include: access, which is defined as enrolled in the same community college; retention, which is defined as retained from fall to spring at the same community college and; goal attainment, which is defined as attained a certificate and/or degree.

In the college's classrooms, faculty members in Physics and Chemistry have launched a new program that will use disaggregated data to attempt to identify links between curriculum and the success and retention rates of specific ethnic groups. As the data is gathered, faculty members will assess it to strategize curriculum and course structure adjustments that may help raise the performance levels of identified groups. The identified strategies and adjustments could potentially be shared at campus professional development days to further increase awareness of disproportionally impacted groups and techniques to improve their college success.

5. Describe how the institution supports students who enter needing academic catch-up in order to successfully complete college-level coursework (particularly in math and English/writing). This may include developmental education placement and delivery or strategies to advise and support students in entry-level college courses. In your response, you may wish to address:

- What changes, if any, have been made to developmental education placement or delivery in the past 2-3 years or are planned for the coming 2-3 years and why?
- How does the college assess the effectiveness of developmental education courses, placement

policies, and/or delivery models of developmental or co-requisite/gateway courses?

- How are students currently placed; or, if placement is not allowed by state policy, how does the institution otherwise try to guide students into the appropriate level math and English courses?

Maximum word count: 500

California Assembly Bill 705, which took effect on January 1, 2018, requires that a community college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

As a result, the English Department and Mathematics Department at Moorpark College made changes to the processes used to place students in English and math courses. The English Department has for several years used an informed self-placement process that asks students about their high school grade point average, experiences with reading and writing, and personal situations, and then allows students to select their entry-level English composition course.

To assist students, the department has instituted English After Hours, which is a targeted group tutoring program for students who are enrolled in English 1A and still need additional skills improvement assistance. Further, the department is in the process of preparing curricula for a one-hour non-credit support course for selected sections of English 1A. When offered, students with low grade point averages will be advised to enroll in one of those sections. Moorpark College has the highest rate in California for successful completion of transfer-level English. Their successful rates are based on innovative best practices: a two-day AB705 training focused on metacognition and mindset, Transition project with local high schools and a writing center.

The Mathematics Department reworked the curriculum, aligned courses with the state's Course Identification Numbering System (C-ID), and provided five (5) clear tracks/pathways for students to achieve their math goals. These tracks include, for example, the STEM track supported by the four-unit College Algebra for STEM course, and the general studies track supported by a new course – Mathematical Reasoning for the Liberal Arts. Additionally, ten (10) full-time and part-time math faculty members participate in the PROMESAS Project, which is a highly intensive 80-hour institute that focuses on the promotion of equity in the classroom through student-centered activities, rich tasks, and community building. Over a two-year period, each of these faculty members will have refined their teaching in collaboration with math colleagues from Ventura College, Oxnard College, and California

State University, Channel Islands.

The Mathematics Department closely collaborates with the college's Math and Science Tutorial Center to support student learning in multiple ways, including: course-embedded tutoring, individual one-to-one tutoring, and drop-in tutoring. Well-trained course-embedded tutors are currently placed in 22 high-risk courses as a means of support inside the classroom (to help students during group work activities) and also to offer study sessions outside of class. This will grow to 38 courses in the spring 2020 semester. Drop-in tutoring has increased exponentially over the last four years. During the fall 2014 semester, 5,368 hours were recorded of students who used the drop-in tutoring services for math and science courses. During the fall 2018 semester, the number of hours rose significantly to 17,059 hours.

> **Narrative Section 6: Equity**
> **Completed** - Dec 5 2019

Narrative Section 6: Equity

Note: The online application form limits entries to the word counts listed for each section.

1. Describe how the college defines equity and how equity goals, values, and strategies are communicated within the institution.

Maximum word count: 300

Moorpark College is grounded in its commitment to providing a student-centered education. With a "students first" philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.

The college defines equity as ensuring that each student has the opportunity to pursue a high-quality post-secondary education regardless of socioeconomic status and/or other barriers to educational success (e.g., primary language, financial need, academic difficulties, etc.). Equity-related goals, values, and strategies are communicated throughout Moorpark College and the community through the college's vision, values statement, and student equity plan. The college's vision, values, and student equity plan are all readily available and easily accessible through the Moorpark College website (https://www.moorparkcollege.edu/).

The vision ensures equitable educational opportunities through early intervention initiatives, accessible and clearly mapped curriculum, and robust student support services. The values statement emphasizes that all college-related decisions and actions are made and/or implemented in a manner that: 1) ensures students access to a high-quality education, 2) helps students identify and achieve educational goals, and 3) minimizes equity gaps.

The values statement also emphasizes that all college-related decisions and actions are made and/or implemented in a manner that ensures collegiality and cultivates a respectful campus culture that celebrates diversity and builds on a foundation of participatory governance, open dialogue, and varied perspectives. The 2019 - 2022 student equity plan, which was finalized and approved in September 2019, presents three-year goals in access, retention, first-year completion of transfer-level English and math, completion of a certificate and/or degree, and transfer. The student equity plan also incorporates goals, metrics, and actions from the college's 2019 - 2029 educational master plan that emphasizes student equity and achievement.

2. Describe how the college understands and ensures equitable _access_ given the demographic and social characteristics of the community, including populations or regions in the community with the greatest unemployment or poverty rates, lowest rates of educational attainment, etc.

Maximum word count: 300

Moorpark College is committed to the provision of equitable access to a high-quality post-secondary education to all students, including: students in identified disproportionately impacted student groups (e.g., Latino students, foster youth, veterans, etc.). A component of the college's 2019 - 2029 educational master plan "access" metric is to decrease the equity gap for disproportionately impacted students by at least 40% by the 2023 - 2024 school year and to fully close the achievement gaps by the 2026 - 2027 school year.

To accomplish these goals and to ensure equitable access to disproportionately impacted students, the college created an "outreach" program that is staffed by a full-time Outreach Director, a full-time Outreach Specialist, dual enrollment outreach staff, and a team of outreach student ambassadors. The "outreach" program staff members collaborate with the college's marketing team and the district's marketing team to expand outreach and in-reach efforts. The "outreach" program staff members are also in the process of developing culturally-relevant and culturally-sensitive marketing literature and materials to increase enrollment of disproportionately impacted student groups and providing targeted onboarding for disproportionately impacted students at local high schools and middle schools.

Programs designed to improve equitable access at the college include its Dual Enrollment and Rising Scholars efforts. Through Dual Enrollment – providing college coursework at high school and middle schools in the region – the college intends to extend opportunity and access to populations for which college might be a distant thought. With the Rising Scholars program, the college has created a cohort of middle school students who will receive extended support until college. Once at the college, the students' textbook costs and other fees will be covered. Upon completion at Moorpark, they will be offered half-price tuition at California Lutheran University, a nearby private college, which is helping to support the Rising Scholars program.

3. Describe the 2-3 most pressing equity challenges the institution has identified in terms of student success _outcomes_ (e.g., disparities in which outcomes for which populations of students), and what evidence the college uses to identify and understand the root causes of these disparities.

Maximum word count: 300

The three (3) most pressing equity challenges that Moorpark College has identified are: 1) the alignment of professional development to improved educational outcomes for students; 2) the development of strategies to successfully onboard disproportionately impacted students – particularly male African-American students and out-of-state students; and 3) the ability to meet the basic needs of low-income disproportionately impacted students.

While Moorpark College has a high-quality professional development program, the faculty has consistently reported – through Academic Senate and other faculty-related committees – a need to strengthen the provision of trainings that are specifically tied to improved student outcomes. Through these same meetings, faculty has voiced concerns with the onboarding of male African-American students, who are disproportionately less likely to complete a certificate/degree at Moorpark College or transfer to a four-year college/university.

Finally, each year, Moorpark College identifies a significant number of low-income disproportionately impacted students who struggle to meet their most basic needs (e.g., shelter, food, transportation, school supplies, etc.). According to the 2018 #RealCollege Survey "school report" for Moorpark College, 38% of respondents reported being food insecure within the prior 30 days, 49% reported being housing insecure within the prior year, and 16% reported being homeless within the prior year. This negatively impacts their ability to focus on their educational endeavors, because a cold, hungry, and exhausted student who struggles to even get to school, often misses a lot of school and/or performs at a substandard level in the classroom.

4. Describe the institution's most significant strategies to address the equity challenges identified above. These may include both targeted equity-focused interventions as well as structural/cultural efforts to advance diversity, equity, and inclusion. In your response, you may wish to address:

- At what scale are the strategies currently implemented, and is the scale adequate to the need? If not, what are the institution's plans for scaling to meet need?
- How does the institution measure the effectiveness of these strategies/interventions?
- How are these strategies/interventions resourced and sustained?

- What key strategic partnerships with external organizations/institutions exist to advance equity in access or success?

Maximum word count: 500

The college's most significant strategies to address identified equity challenges are presented in the Moorpark College Student Equity Plan (2019 - 2022). In the area of access, the college intends to expand outreach to disproportionately impacted groups. The college has identified several strategies to help expand that outreach. The strategies include:
• Develop culturally relevant and culturally-sensitive marketing literature to increase enrollment of DI student groups;
• Provide targeted onboarding for DI student groups at local high schools, middle schools, and community-based organizations;
• Prepare targeted presentations for DI student groups; and create a student outreach team that will recruit in various communities to attract DI student groups to enroll.

In the area of retention, the college will provide enhanced tutoring services by establishing an effective student check-in method for the Teaching and Learning Center (TLC) using IDs and a database that will assist learning center staff in providing student support services to disproportionately impacted students and increasing the use of drop-in and appointment-based tutoring by equity-related programs (e.g., Vet Resource Center, athletics, foster youth, ACCESS, EOPS, etc.).

In the area of retention, the college will also provide equity counseling and support, mental health awareness counseling, reduced textbook costs, and professional development tied to the continued development of faculty who are committed to the development of culturally-responsive course content, teaching, and academic counseling methods.

In the area of completion, the college will provide enhanced tutoring services and equity counseling and support. To provide enhanced tutoring services, the Writing and Math Center will provide academic support workshops, year-round bridge workshops, course-embedded tutoring for English and math classes; and tutorial trainings. To provide equity counseling and support, the college will utilize the early alert system by having counselors work with referred struggling and/or at-risk students.

The college has also identified multiple strategies in the area of providing earned certificates/degrees. The college will provide equity counseling and support; will provide mapping and scheduling counseling for DI student groups; and will refer low-income students to financial support (e.g., financial aid center,

emergency micro-grants, scholarships, basic needs resources, etc.). In the area of transfer, the college will provide equity counseling and support and will clarify and/or develop academic programs that effectively lead to student transfer to a four-year college/university.

In addition, the college will leverage its partnerships and relationships with regional California State universities and California Lutheran University, a local private university. For example, a partnership between the CSU Northridge and Moorpark Engineering Departments has boosted the success of Hispanic students and won national recognition. A similar partnership with Cal Lutheran has resulted in Project CHESS, a Title V Hispanic Serving Institution grant effort. The project's goals include increasing the number of Hispanic students who succeed in introductory/gateway courses, improving retention rates of underrepresented males, and particularly Hispanic males, and boosting transfer success of Hispanic students. Included in the grant is redesigning 50 courses to be culturally responsive to learning styles of underrepresented students, and to be culturally relevant.

5. Explain how data are used to diagnose, monitor, and intervene to ensure success for all students and how college leaders work to systematically understand the experiences of different student groups at the institution. Describe what quantitative or qualitative data are collected, indicate how frequently the information is collected, and describe how and by whom that information is used to improve equity.

Maximum word count: 200

All Moorpark College programs are required to review leading indicators (e.g., course retention and success rates) for equity gaps on an annual basis. If equity gaps are identified, programs are required to address how the program will close these equity gaps in the annual program review, which requires a written response, as well as input from college administrators.

Institutionally, quantitative data – embedded in the college's strategic and student equity plans and gathered on an annual basis – is reviewed annually to ensure the college is closing equity gaps: fall to spring persistence, completion of transfer-level English and math in the first year, course success, applicants that successfully enroll, completion of 15 or more units per semester, completion of degrees/certificates, transfer to a four-year institution, average number of units accumulated for associate degree completers, and exiting career technical education students who report employment in their field of study.

Additionally, the Institutional Effectiveness Office (IEO) works with all equity-related initiatives to establish control groups and measure specific interventions. Further, the IEO will conduct qualitative focus group studies of previously under-studied DI student groups and identify their needs and challenges. These groups include: homeless, undocumented, and LGTBQ+ students.

📄 **Narrative Section 7: Institutional Strategies and Capacities**
Completed - Dec 5 2019

Narrative Section 7: Institutional Strategies and Capacities

Notes to applicants:

- Contributors to this section may wish to cross-reference previous sections of the application narrative.
- The online application form limits entries to the word counts listed for each section.

Describe the capacities that have most enabled the institution's progress in advancing student success and building a student-centered culture, as well as where organizational constraints have most constrained progress. Which areas of institutional capacity are being prioritized for future investment and why? Consider the following in your response:

a. Human Capital: What are the college's most impactful hiring, promotion/tenure, and professional development practices for staff and faculty? In what ways do these practices align with student success goals?

b. Strategic Finance/Resource Allocation: How does college leadership ensure that resource allocation strategies align with the institution's student success goals? What have been the institution's most important resource allocation strategies to ensure adequate and sustained funding for student success efforts?

c. Governance: How do people at all levels of the institution contribute to decision-making processes aligned with college-wide student success goals? How do leaders ensure that decisions are made efficiently and effectively, with appropriate engagement, to move student success work forward? What key attributes/structures/practices of the leadership team ensure accountability for strong performance and continuous improvement?

d. Student Communications: How do college leaders work to understand the student experience and use this understanding in decision-making processes? How does the institution ensure that faculty, advisers, and administrators have clear and consistent information about students' experiences to improve outcomes?

e. Institutional research and evidence-based decision-making: In what way is evidence used throughout the college to guide evaluation of student success outcomes? When, how, with whom, and how often are key sources of information—KPIs, student experience survey data, etc.—shared across the college? In what other ways are institutional researchers engaged in supporting institutional decision-making?

Maximum word count: 1000

Progress: The "students first" approach enables faculty/staff to advance student success and build a student-centered culture in the following ways:
• The college empowers students to be in control of their educational goals. Decades before AB 705, the college implemented an informed self-placement in English and Math for students. To help students successfully transfer from college to employment, the college provides students with internships, work-based learning, and pre-apprenticeship opportunities.
• Moorpark College follows an integrated institutional model. To avoid an autonomous silo structure,

Moorpark College implemented a two Vice President model (e.g., academic affairs, student learning), wherein each VP and all Deans oversee instruction and student services. Business practices are integrated with financial aid and A&R included under the VP of Student Learning.

• Moorpark has tri-chair standing committees with active roles for classified staff. The role of classified is key in all student success and equity initiatives.

• Moorpark's budget reflects what the college values. The prioritization process involves the faculty, classified staff, students, Deans, and executive administration. Priorities for future investment focus on people - full-time faculty, counselors, student success coaches, and outreach personnel.

Organization Constraints: Because Moorpark is part of a multi-college district (VCCCD), it cannot implement experimental programs and must use common technology used districtwide. This somewhat limits creativity and adaptation to Moorpark's vision and student base. In addition, the instability of the 2019-2020 California state budget for community colleges constrains progress desired by the college. Many of the preferred equity programs require numerous service contacts with student, which makes them costly.

a. Human Capital:

Hiring Practices: Increasing faculty/staff diversity is a major goal. The college plans to hire six new faculty members in the upcoming academic year. The college is focused on diversity trainings using outside speakers to facilitate discussions concerning equity in promotions, interview questions, assessment rubric, etc. Moorpark has a year-long New Faculty Orientation that provides orientation and a strong cohort for incoming faculty.

Promotion/Tenure: Faculty job requirements also include diversity qualifications. Individuals must demonstrate "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students."

Professional Development: Moorpark leadership believes that an initiative will not be successful unless the entire campus is trained and supported to engage in the initiative. Moorpark's Professional Development Coordinator and the tri-chaired Professional Development Committee coordinate extensive campus-wide professional development activities throughout the year, particularly for new initiatives (e.g., equity, distance education, Guided Pathway, Zero Textbook Cost). The college seeks and uses a variety of funding sources for to support its professional development efforts, including state Strong Workforce funds and federal Pekins dollars. The college braids the funds with general funds to expand the impact of professional development and to provide additional opportunity for both full-time and adjunct faculty members.

b. Strategic Finance/Resource Allocation:

Moorpark's funding represents what is important to the college. The Academic Senate and the Deans Council meet and jointly prioritize new faculty positions. Two standing committees engage in prioritizations: 1) Facility and Technology Committee prioritizes facilities and technology and 2) Fiscal Committee prioritizes classified staff committees. To request a new position, extensive data is provided to support the request and demonstrate how the new position aligns with the college's mission and strategic goals. Then the person requesting the new position must give a two-three-minute presentation to explain how the new staff position will meet critical needs on campus.

c. Governance:

Strategic Planning: Moorpark's resource prioritization processes engage people throughout the institution who participate in decision making. Moorpark's strategic plan, enrollment management plan, and annual plan are developed in committees, recommend by Ed CAP and approved by the Academic Senate. Moorpark holds a day-long strategic retreat. The retreat engages about 100 people from throughout the campus (faculty, staff, students) to provide input on initiatives, re-evaluate the mission and develop a strategic plan. This strategic plan then drives the annual plan.

Committee Oversight: Moorpark has a very engaged collaborative committee structure. The standing committees include students, faculty and Deans. Most also include classified staff. The committee structures allow for vigorous conversation and input is encouraged. Committees implement successful strategies or make recommendations to the College President concerning policy updates.

Integrated Structure: Moorpark's integrated model of instruction and student services allows for efficient and effective campus-wide engagement. It also ensures accountability. Dual enrollment is in the same Division with Counseling and A&R (Admissions and Records), so decision-making processes for each program are informed by the needs and operations of related programs.

d. Student Input:

Moorpark includes students on standing committees and at the college retreat, which invites students to directly inform decision-making processes. Student input is highly valued and well received. President Sokenu provides weekly 'open office' opportunities for students and all members of Moorpark College community to drop by for informal meetings with him. Broader student input is gathered throughout the year through student surveys and input from student clubs.

e. Institutional Research and Evidence-Based Decision-Making:

The campus is delighted to house the Center for Excellence for the South-Central Coast Region. This provides the campus with readily available career education and labor market data. Student success outcomes are disaggregated and provide to the campus to be used in program plans. Moorpark College incorporates tableau data tables into its research processes because these tables allow the team to visualize large amounts of complex data more rapidly. The college has a data table for AB705, for each program, for any data thread faculty are interested in tracking, monitoring, and analyzing. The IR office follows a customer model with a goal to provide excellent customer service to all employees.

⬆ Prize Application Data Template
Completed - Dec 4 2019

[Click here to download](#) the 2021 Aspen Prize Application Data Template. Please fill out relevant sections and upload a completed version.

Please refer to this document for frequently asked questions and guidance on how to complete the template.

Note: If you submit data to the National Student Clearinghouse and did so in 2010, please disregard Tab 4 in this data template. Tab 4 transfer should only be completed by institutions who do not submit data to the National Student Clearinghouse (or did not submit data to NSC in 2010) **and** have access to state or system data.

2021_Aspen_Prize_Data_Template_-_FINAL

Filename: 2021_Aspen_Prize_Data_Template_-_FINAL.XLSX **Size:** 18.0 kB

⬆ Upload Supplemental Documents
Completed - Dec 5 2019

Please use this space to upload any supporting graphs or visuals that relate to the narrative portion of your application. Completion of this task is entirely optional.

CTE Employment Outcomes Survey 2019

Filename: CTE_Employment_Outcomes_Survey_2019.pdf **Size:** 664.4 kB

CTE Employment Outcomes Survey 2018

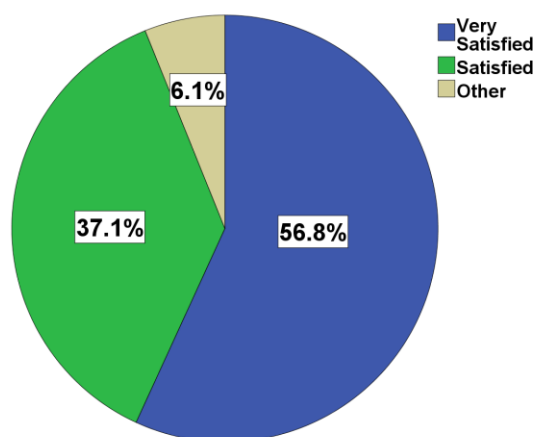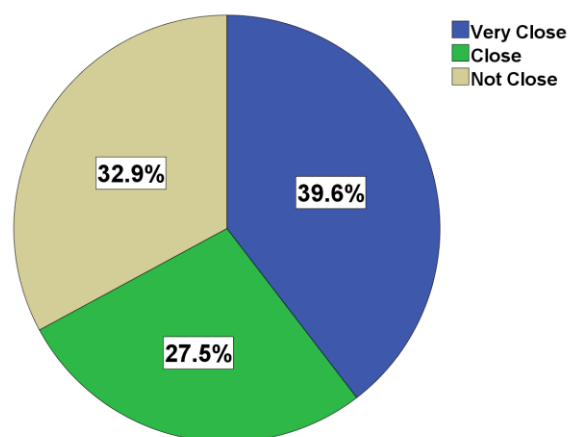Filename: CTE_Employment_Outcomes_Survey_2018.pdf **Size:** 505.1 kB

Moorpark College

Completer and skills-building students at Moorpark College were surveyed if they met one of the following criteria in 2016-2017, and did not enroll (or were minimally enrolled) in 2017-2018: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2019 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 1421 students were surveyed and 482 (34%) students responded: 32% by email, 59% by phone, and 9% by SMS.

How satisfied are students with the education and training they received?

- Very Satisfied
- Satisfied
- Other

6.1%
37.1%
56.8%

How many students secured a job that is closely related to their program of study?

- Very Close
- Close
- Not Close

32.9%
39.6%
27.5%

How many hours per week are employed students working?

- 40+ hours
- >20 hours
- <20 hours

16.7%
56.7%
26.6%

How many months did it take for students to find a job?

- 0
- 1-3
- 4-6
- 7+

8.1%
16.9%
33.1%
41.9%

What were the hourly wages of the students before training versus after training?

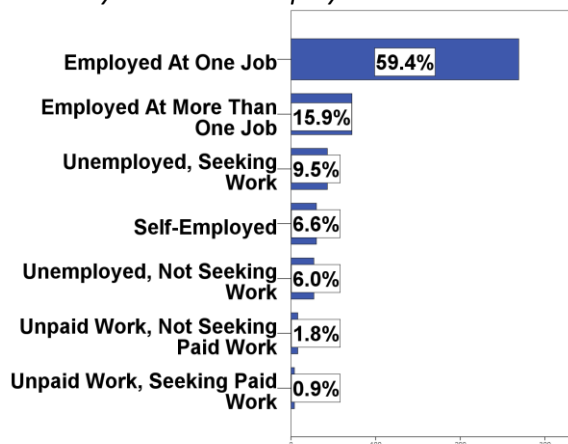*What is your current employment status?*
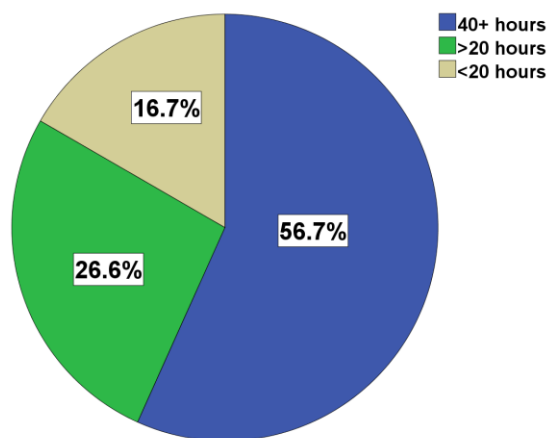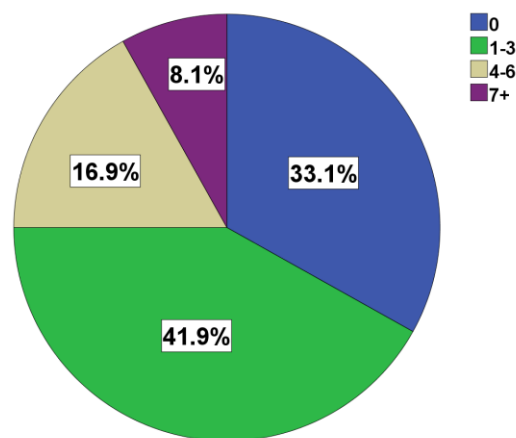
What were the hourly wages of transfer students and non-transfer students—before training versus after training?

Does the similarity between job and program of study influence wage gains?

More Key Results

$6.00 is the overall change in hourly wages after completing training—in dollars

43% is the overall change in hourly wages after completing training—in percentage gain

82% of respondents reported being employed for pay

62% of respondents reported transferring to another college or university

94% of respondents reported being very satisfied or satisfied with their training.

Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.
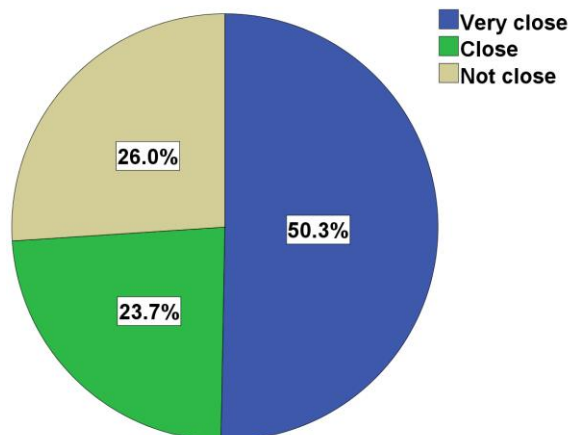
Moorpark College
Career & Technical Education (CTE) Employment Outcomes Survey 2018

Completer and skills-building students at Moorpark College were surveyed if they met one of the following criteria in 2015-2016, and did not enroll (or were minimally enrolled) in 2016-2017: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2018 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 1243 students were surveyed and 428 (34%) students responded: 35% by email, 63% by phone, and 2% by SMS.
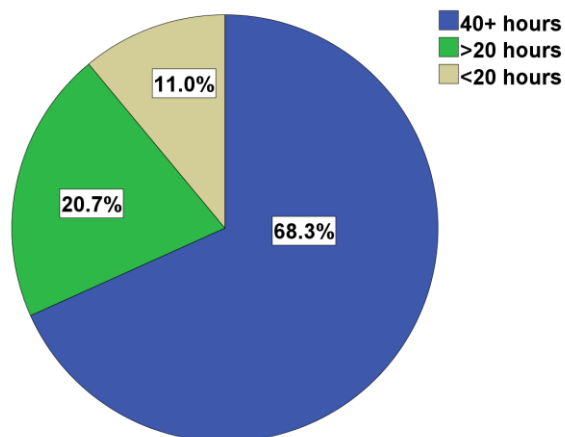
How satisfied are students with the education and training they received?
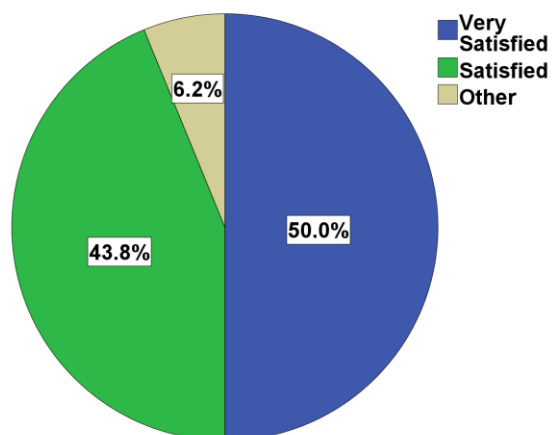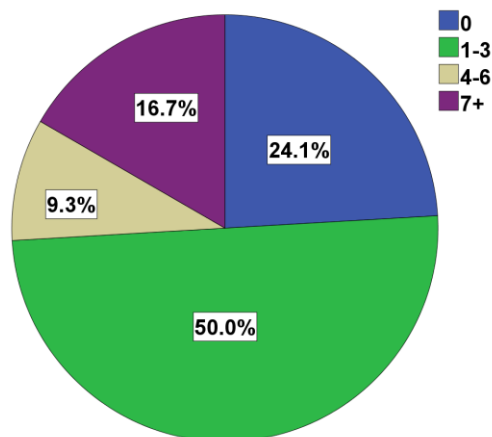

Legend:
- Very Satisfied
- Satisfied
- Other

6.2%
43.8%
50.0%

How many students secured a job that is closely related to their program of study?

Legend:
- Very close
- Close
- Not close

26.0%
23.7%
50.3%

How many hours per week are employed students working?

Legend:
- 40+ hours
- >20 hours
- <20 hours

11.0%
20.7%
68.3%

How many months did it take for students to find a job?

Legend:
- 0
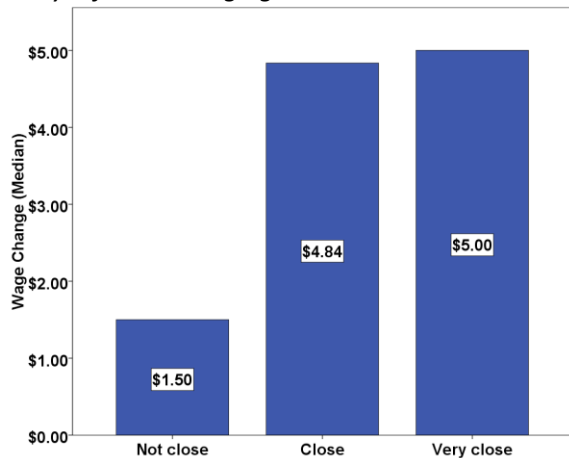- 1-3
- 4-6
- 7+

16.7%
24.1%
9.3%
50.0%

What were the hourly wages of the students before training versus after training?
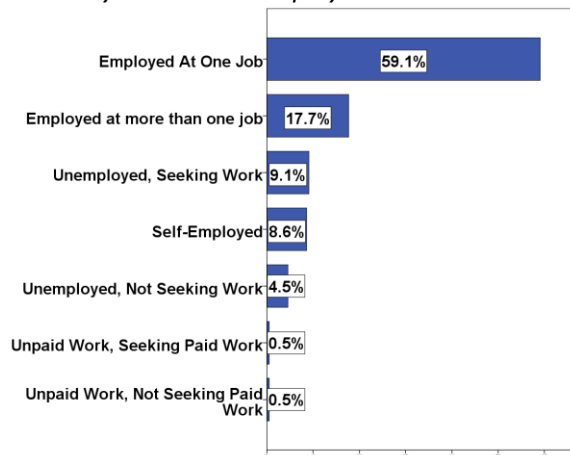

What were the hourly wages of transfer students and non-transfer students—before training versus after training?
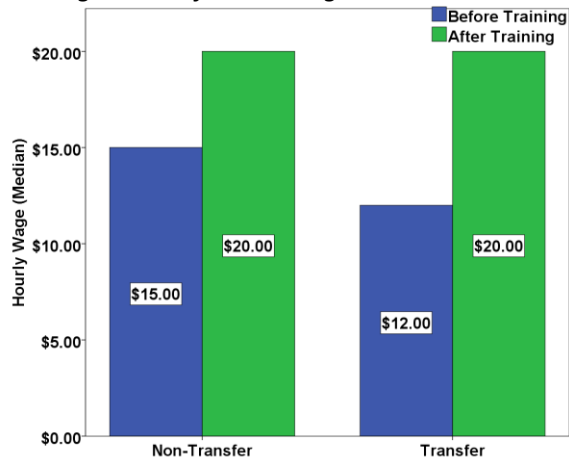
Does the similarity between job and program of study influence wage gains?

What is your current employment status?

More Key Results

$5.50 is the overall change in hourly wages after completing training—in dollars

38% is the overall change in hourly wages after completing training—in percentage gain

85% of respondents reported being employed for pay

54% of respondents reported transferring to another college or university

91% of respondents reported being very satisfied or satisfied with their training.

Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.