



MOORPARK COLLEGE

# EDUCATIONAL MASTER PLAN

## 2019-2020 TO 2028-2029



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## I. MISSION, VALUES AND VISION



### **MISSION STATEMENT**

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.



### **VALUES STATEMENT**

Our actions and decisions are based on the following values:

<b>INTEGRITY:</b>	Committing ourselves to honesty and ethics in all individual and institutional conduct.
<b>COLLEGIALITY:</b>	Cultivating a respectful campus culture that celebrates diversity and is built on a foundation of participatory governance, open dialogue, and varied perspectives.
<b>EQUITY &amp; SUCCESS:</b>	1) Providing ready access to a high-quality education, 2) Helping students identify and achieve their educational goals, and 3) Minimizing equity gaps and empowering students from all walks of life to thrive in our campus community.
<b>EXCELLENCE:</b>	Continuously improving our individual and collective efforts to help our campus community reach its full potential.
<b>CREATIVITY &amp; INNOVATION:</b>	Supporting new approaches to problem solving, risk taking, and creative expression.





## **COLLEGE VISION**

We make the following commitments to our students, our community, and each other:

- We will provide equitable educational opportunities through early intervention initiatives, accessible and clearly mapped programs and curriculum, and robust student support services.
- We will help students explore, identify, and expediently fulfill their transfer and career goals.
- We will foster a love for learning across the broad areas of human knowledge and understanding.
- We will engage with our community and support the local economy.
- We will prepare our students for fulfilling careers and promote social and economic mobility.
- We will nurture a civically-minded campus dedicated to engaging and improving our community and democratic republic through a culture of civil discourse and practice.
- We will respect the Earth by cultivating an environmentally-responsible generation and pursuing campus initiatives that are mindful of our natural resources.
- We will provide a safe and secure learning environment on our campus.
- We will promote wellness through self-awareness, self-care, and by the support of one another in order to establish and maintain healthy lifestyles.



## II. LETTER FROM THE PRESIDENT



Dear Moorpark College Community,

It is daunting to project ten years into the future, and try to provide wise direction to our college that will guide our decisions for the next decade. So much of our environment is changing rapidly. The job market, we are told, will look vastly different in ten years than it looks today. Many of today's jobs will be performed by robots. Some jobs will likely be outsourced to the far corners of the earth, and yet others will disappear altogether. The economy, which has been robust for the past decade, looks like it will finally begin a downturn within the next year or two. The only real question is how deep will the dive go and how long will it last? Our population of high school students is flattening and even declining in many of our surrounding communities, in a trend that looks long-term as limits on new construction make the cost of home-ownership prohibitive to young families. In the political arena, the nation has been roiled by pervasive scandal and partisan polarization, while our own community college system has been jolted by a new funding structure, a downpour of new regulatory initiatives, and a tsunami of Baby Boomer retirements. Internationally, the rise of authoritarian governments, an anti-immigrant strain of nationalism, and a pervasive threat of armed violence everywhere seem to be markers of the current zeitgeist. And in the realm of the natural environment, California has experienced a series of calamities that bring the ruinous specter of climate change to our front door.

Against that backdrop, planning far into the future could be seen as a fool's game. And yet, without long-term vision, the pyramids would never have been built, we would never have sent spaceships to the moon or beyond, and, indeed, most of humanity's major accomplishments would never have been brought to fruition. A ten-year Vision is quite modest from that perspective, however difficult the art and science of forecasting might be. In 1961, just a few years before our college was built, a young President John F. Kennedy, in commissioning the race to the moon and a new age of science and technology, inspired us with the immortal challenge toward these lofty goals "not because they are easy, but because they are hard." I love those words and the spirit they reflect, so resonant with the ethos of Moorpark College.

The ten year vision reflected in this Educational Master Plan should not surprise anyone. Our institutional DNA, not to mention our statutory mission, will always compel us to prioritize student access and student success as the principal focus of our mission. In the realm of student access, our goals include serving as many students as our funding allows us to serve well. Because of our flattening high school population, we are increasing our outreach to non-traditional student populations, such as working professionals, who require alternative scheduling approaches, like the weekend college. We are also increasing our outreach to middle school students who are not on a college-bound track. Rising Scholars is such a program in which we provide low-income seventh grade students with tutorial and counseling support throughout their middle school and high school years, followed by generous scholarship support at Moorpark College and California Lutheran University.



In the realm of student success, we are using the principles of Guided Pathways to help us improve our completion rates, which are already top in the state of California. Moreover, we include student equity in our functional definition of “success”. Success is hollow—or at least incomplete—if some of our student populations are being left behind. Additionally, I have asked our college to include civic engagement as an integral component of student success. The purpose of higher education is not simply to prepare students for good careers, but to also equip them to be informed and responsible members of their communities and of our democratic republic.

In the realm of organizational effectiveness, I have asked our campus community whether we wish to embrace sustainability as a major goal. The response has been resoundingly positive. We will take one big step toward this goal over the coming summer by installing solar panel-covered carports in our easternmost parking lots this coming summer.

To serve all of these goals optimally, we also embrace an ethos of continuance improvement, which is reflected in our institutional vision and values. This ethos means that we strive, each day, to get better at what we do, individually and collectively. We don’t want to just be mediocre—we want to excel. To do so, we have to provide our employees with professional development opportunities, and relentlessly look for ways to get better at what we do. There may be some sense in the adage “if it ain’t broke, don’t fix it”, but not at Moorpark College. We say “if it ain’t broke, break it and make it better.”

I am immensely proud of the excellent work our college has accomplished over the past five decades, and of the sterling reputation that results from that work. In the coming decade, it will be our responsibility and our privilege to continue to set the standard of excellence for which we are known, fueled by the inspiring mission of helping our students achieve their dreams and seeing them address the many challenges I described in the first paragraph of this letter. I can’t think of a better purpose to serve or a better place to serve it.

Thanks to everyone who participated in the development of this Educational Master Plan. Thanks especially to Oleg Bessalov, our Dean of Institutional Effectiveness, who joined our college just in time to lead us in this endeavor.

My best,

A handwritten signature in blue ink, appearing to read 'L. Sanchez', with a stylized flourish at the end.

Luis P. Sanchez, JD, LL.M.  
President



### III. OVERVIEW

#### **PROCESS FOR DEVELOPING THE EDUCATIONAL MASTER PLAN**

The Educational Master Plan (EMP) was created by the Education Committee on Accreditation and Planning (EdCAP) of the Academic Senate. EdCAP started the process at the college's annual retreat in April 2018. At the retreat, 100+ participants discussed important trends (fiscal outlook, instructional and demographic, student access and support, and guided pathways), created a SWOT analysis, and began initial discussions about the EMP strategic direction, goals, and metrics. After the summer break, EdCAP continued the process by conducting ya'll come brainstorming exercises on the broad parameters of the plan in September 2018 and on the goals of the plan in October 2018. Based on the goals and parameters established at these brainstorming discussions, the Institutional Effectiveness (IE) Office created a rough draft of the EMP. EdCAP and various campus constituent groups reviewed the EMP draft in January and February 2019 and directed the IE office to make various modifications. In March 2019, the EMP was presented at a college town hall, and presented to external constituents. In April 2019, the EMP was reviewed at the annual planning retreat and approved by EdCAP. In May 2018, the EMP was approved by the Academic Senate and the Board of Trustees.

#### **COLLEGE PLANNING MODEL**

The EMP is an essential component of the college's planning model. The EMP strategic directions are aligned with the mission, vision, and values of the college as well as with the District Educational Master Plan. The college's facilities and technology master plans are aligned with the EMP and are periodically reviewed to ensure continued alignment.

Strategic plan goals flow directly from the college's EMP strategic directions. Through the annual workplan and program planning processes, programs create goals that are directly mapped to the strategic plan goals. The collective efforts of programs working to achieve annual goals will result in the college achieving the goals of the strategic plan. For example, if individual programs increase their course success rates, then the overall college-wide course success rate will also increase. Additional planning documents including copies of the most recent master plans and operational plans are located on the college's planning website: <https://www.moorparkcollege.edu/departments/administrative/institutional-research-and-planning/college-planning>



## **LEADING AND LAGGING INDICATORS**

The strategic plan goals of the EMP are divided into leading and lagging indicators. Lagging indicators are those that are vital to the mission but require years of effort to increase (e.g. number of associate's degree completions). Leading indicators are measures that the college can make immediate progress on (e.g. course success rates), which eventually lead to an increase in the lagging indicators. For example, a student success initiative can increase course success rates in just a semester, which eventually leads to an increase in the number of associate's degree completions in subsequent years.

## **HOW GOALS WERE SET**

After the leading and lagging indicators were identified, the IE office worked with appropriate stakeholders to create proposed targets for those indicators. The majority of these targets are based on an analysis of internal and peer data (see Appendix A), as well as an environmental scan of labor market, transfer, and demographic trends (see Appendix B). While the targets were set in a thoughtful manner, the college may need to make adjustments if there is a sudden shift in economic or political conditions.

## **HOW GOALS WILL BE TRACKED (DASHBOARD)**

The goals of the plan will be tracked on a dashboard. Each year the IE office will collect updated data for each metric and assign each goal a status of green (on schedule to meet goal), yellow (somewhat behind on meeting goal), or red (significantly behind on meeting goal). If a goal is assigned a status of yellow or red, the college may allocate more resources towards that goal through the annual resource allocation process by ranking related program planning resource requests higher in the process. For example, if the strategic plan goal related to course success rates is assigned a red status, all program planning goal resource requests directly related to improving course success rates could be prioritized higher in the ranking process (e.g. request for student worker tutors to increase success rates). If the college allocates more resources towards strategic goals that are yellow and red, that should increase the likelihood that those goals will eventually be assigned a green status. Alternatively, the college may assign more resources to support goals that are in green either as a reward for performance or to prevent the goal from becoming yellow.





## **DISAGGREGATION BY SPECIAL POPULATIONS**

When tracking progress of the metrics, the college will explore further disaggregating all metrics whenever possible. For example, the EMP metric related to increasing honors students can be further disaggregated to ensure the growth is being driven by special population groups such as Hispanic, Latino, and EOPS students. This level of disaggregation is also encouraged in the program planning process (e.g. review course success rates by ethnicity by disciplines). For reference, other special populations could include but are not limited to: Veterans, Foster Youth, Disabilities, Ethnicity, Gender, AB 540, Undocumented, LGBTQ, Homeless, Parents, Low Income, etc.

## **IMPLICATIONS FOR FACILITIES AND TECHNOLOGY PLANNING**

At the April 2019 Planning Retreat, 100+ participants discussed how the new EMP would impact facilities and technology planning. This discussion generated a list of priority items that will be reviewed by the college facilities and technology committees in fall 2019 to ensure facilities and technology planning is aligned with the priorities of the new EMP. A sample of these priorities are listed below.

### **Facilities priority items:**

- Build the Campus Center
- Increase Teaching and Learning Center space
- Increase spaces for students to hang out
- Seek LEED certification and other sustainability practices
- Create quiet room for studying
- And more!

### **Technology priority items:**

- More computer labs
- Redesign website, including improved accessibility
- Improve WiFi
- Smart boards
- Campus wide ID cards
- And more!



## IV. STRATEGIC DIRECTIONS (2019-2020 TO 2028-2029)

The strategic directions of the ten year EMP were created using a bottom-up planning approach, whereby strategic goals of the plan were identified first, and then the strategic directions were created based on reviewing how these goals could be clustered together. These ten year strategic directions will be addressed in five year strategic plans.

### STRATEGIC DIRECTIONS (2019-2020 to 2028-2029)

STRATEGIC  
DIRECTION

#1



**STUDENT-CENTERED  
CURRICULUM**

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

STRATEGIC  
DIRECTION

#2



**STUDENT  
ACCESS**

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

STRATEGIC  
DIRECTION

#3



**STUDENT  
SUCCESS**

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

STRATEGIC  
DIRECTION

#4



**CAMPUS SAFETY  
AND WELLNESS**

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

STRATEGIC  
DIRECTION

#5



**ORGANIZATIONAL  
EFFECTIVENESS**

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



## V. STRATEGIC PLAN GOALS (2019-2020 TO 2023-2024)

### LEADING INDICATORS



#### STRATEGIC DIRECTION #1 STUDENT-CENTERED CURRICULUM

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

	GOAL	METRIC
A	<b>Clarify and develop academic programs that effectively lead to student transfer</b>	<ol style="list-style-type: none"><li>1. Associate Degrees for Transfer available—increase from 29 in 2018-2019 to 31 by 2023-2024</li><li>2. Articulation agreements of CA non-public colleges and universities available—increase from 10 in 2018-2019 to 15 by 2023-2024</li><li>3. Degrees aligned with new UC pathways—increase to 5 by 2023-2024</li><li>4. Students signing UC TAG agreements—increase from 671 in 2017-2018 to 738 by 2023-2024</li></ol>
B	<b>Improve and expand career education programs ensuring alignment with changing labor market needs</b>	<ol style="list-style-type: none"><li>1. CTE degrees and certificates available—increase from 29 in 2018-2019 to 34 by 2023-2024</li><li>2. CTE alternative credentials available such as digital badges that lead to certificates — increase from 50 in 2018-2019 to 100 by 2023-2024</li><li>3. Pre-apprenticeship programs—increase to 3 by 2023-2024</li></ol>
C	<b>Create curriculum that supports online student success</b>	<ol style="list-style-type: none"><li>1. Degrees, certificates, and proficiency awards able to be earned fully online—increase to 35 by 2023-2024</li></ol>





## STRATEGIC DIRECTION #1 ~CONT'D

### STUDENT-CENTERED CURRICULUM

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

	GOAL	METRIC
D	<b>Create curriculum that supports professional improvement</b>	<ol style="list-style-type: none"><li>1. Noncredit courses for professional improvement—increase from 3 in 2018-2019 to 25 by 2023-2024</li></ol>
E	<b>Provide clear pathways for students through the curriculum</b>	<ol style="list-style-type: none"><li>1. Fall to spring persistence rates—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027</li><li>2. Completion of transfer-level math and English in first year—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027</li></ol>
F	<b>Continue to develop a body of faculty who are committed to the development of culturally-responsive course content, teaching, and academic counseling methods</b>	<ol style="list-style-type: none"><li>1. Faculty who participate in high impact equity training once every three years, such as the Equity in the Classroom project, TMOCA, Safe Zone, Project CRESS Faculty Circles, etc.—increase to 100% of full-time and 50% of part-time faculty by 2023-2024, and 100% of part-time faculty by 2028-2029</li><li>2. Develop a survey to measure student perception of faculty as culturally-responsive agents of Moorpark College annually</li><li>3. Course success rates—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027</li></ol>







## STRATEGIC DIRECTION #2 STUDENT ACCESS

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

	GOAL	METRIC
A	<b>Increase enrollment of disproportionately impacted groups</b>	<ol style="list-style-type: none"><li>1. Percentage of applicants that successfully enroll—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027</li></ol>
B	<b>Improve and expand courses and services for middle and high school students</b>	<ol style="list-style-type: none"><li>1. Rising Scholars—Increase from 30 in 2018-2019 to 100 by 2023-2024</li><li>2. Middle school events which are focused on meaningful reflection and action toward pursuing higher education—Increase from 4 in 2017-2018 to 8 by 2023-2024</li><li>3. Dual enrollment students—Increase from 579 in fall 2017 to 707 by fall 2023</li></ol>
C	<b>Expand availability of offerings to reflect the needs of all students</b>	<ol style="list-style-type: none"><li>1. Distance education FTES—increase offerings from 1,571 in 2017-2018 to 3,189 by 2023-2024</li><li>2. Friday, weekend, and evening sections—increase as total from 340 in fall 2018 to 406 by fall 2023</li><li>3. Short term sections—increase from 249 in fall 2018 to 304 by fall 2023</li><li>4. Offer a winter intersession by 2023 (if district switches to compressed calendar)</li></ol>





## STRATEGIC DIRECTION #3 STUDENT SUCCESS

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

	GOAL	METRIC
A	<b>Provide financial support for low-income students</b>	<ol style="list-style-type: none"><li>1. Students filling out FAFSA/CADAA—increase from 11,870 in 2018-2019 to 13,330 by 2023-2024</li><li>2. Sections with zero and low textbook costs—increase zero textbook cost sections from 328 in 2018-2019 (including summer 2019) to 769 by 2023-2024, which will represent about 20% of all sections; increase low textbook cost sections to 1,192 by 2023-2024, which will represent about 31% of all sections</li><li>3. Emergency micro grants disbursed—increase annually to \$10,000 by 2023-2024</li><li>4. Scholarships—increase dollar amount of scholarships awarded from \$174,000 in 2017-2018 to \$200,000 by 2023-2024</li></ol>
B	<b>Improve and expand educational support programs for all students</b>	<ol style="list-style-type: none"><li>1. Teaching and Learning Center—increase visits from 10,800 in 2017-2018 to 11,880 by 2023-2024, with a focus on increasing visits from disproportionately impacted students</li><li>2. Course embedded tutors—increase from 25 in 2018-2019 to 50 by 2023-2024</li><li>3. Guided Path to Success (GPS) students—increase from 120 in fall 2017 to 550 by fall 2023</li><li>4. Peer mentoring—increase to 2,000 students receiving mentoring by fall 2023</li></ol>
C	<b>Improve and expand academic counseling services for all students</b>	<ol style="list-style-type: none"><li>1. Customized education plans—80% of first-time students will complete a customized education plan by 2023-2024, with a focus on disproportionately impacted students</li><li>2. Completion of 15+ units per semester—decrease equity gaps for disproportionately impacted groups by 40% by fall 2023, and fully close achievement gaps by fall 2026</li></ol>





## STRATEGIC DIRECTION #3 ~CONT'D

### STUDENT SUCCESS

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

	GOAL	METRIC
D	<b>Promote civic engagement, advocacy, and a global perspective</b>	<ol style="list-style-type: none"><li>1. Sections with content connected to civic engagement—increase to 150 by fall 2023</li><li>2. Students engaged in advocacy through co-curricular activities—increase to 80 by 2023-2024</li><li>3. Study abroad participants —increase from 12 in 2016-17 to 87 by 2023-2024</li><li>4. International students—increase from 105 in fall 2017 to 315 by fall 2023</li></ol>
E	<b>Provide opportunities for students to link their academic programs to their career interests</b>	<ol style="list-style-type: none"><li>1. Counselors trained and involved in career counseling—90% of counselors by 2023-2024</li><li>2. Career assessment taken by students—increase from 821 in 2017-2018 to 2,463 by 2023-2024</li><li>3. Career center workshop attendees—increase from 761 in fall 2018 to 2,283 by fall 2023</li><li>4. Internships—increase from 148 in fall 2018 to 444 by fall 2023</li><li>5. Research opportunities—increase the number of students that enroll in courses that offer research opportunities with universities from 10 in 2018-2019 to 50 by 2023-2024</li></ol>
F	<b>Provide opportunities for student connection</b>	<ol style="list-style-type: none"><li>1. Student clubs—increase student membership from 567 in fall 2018 to 652 by fall 2023</li></ol>





## STRATEGIC DIRECTION #3 ~CONT'D

### STUDENT SUCCESS

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

	GOAL	METRIC
G	<b>Maintain standards of intellectual rigor and creativity</b>	<ol style="list-style-type: none"><li>1. SLO discussions— increase the number of programs that hold discussions for SLO relation to academic rigor in juxtaposition to: assignments, norming, rubrics, grading, and/or assessment of the outcomes to 47 in 2023-24</li><li>2. Distance education success rates—reduce gap between on-ground, hybrid, and online classes to 2.0 percentage points by 2023-2024</li><li>3. Honors students—increase from 210 in fall 2017 to 360 by fall 2023, with a focus on increasing participation by disproportionately impacted students</li><li>4. Academic integrity—increase to 150 by 2023-2024 the number of faculty that utilize technology such as Turnitin.com and Proctorio to minimize cheating</li><li>5. Faculty trained in cultivating exploration and expression within a creative praxis—increase to 50 by 2023-2024</li></ol>







## STRATEGIC DIRECTION #4 CAMPUS SAFETY AND WELLNESS

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

	GOAL	METRIC
A	<b>Increase campus safety</b>	<ol style="list-style-type: none"><li>1. Inclusive emergency notification system—implement by 2023-2024</li><li>2. Active shooter/fire/earthquake drills—conduct one campus wide drill and three table top drills per year for each by 2023-2024</li><li>3. Building monitors—complete building monitor plan by Fall 2019 and run one drill a year from 2019-2020</li><li>4. Work-space preparation—increase number of employees implementing training in their classrooms/workspaces at the start of each semester to 310 by 2023-2024</li><li>5. CERT training—increase total number of employees that are CERT trained to 20 by 2023-2024</li><li>6. Title IX training—implement training created by the Districtwide Title IX committee by 2023-2024</li></ol>
B	<b>Provide support for students' basic daily needs</b>	<ol style="list-style-type: none"><li>1. Basic Needs Center (to provide guidance on housing, food insecurity, health programs, affordable childcare options, etc.)—conduct a feasibility study by 2020-2021 to explore the viability of creating this center</li><li>2. Fitness Center—conduct a feasibility study by 2020-2021 to explore the viability of offering open labs to students without registering for a class</li><li>3. Food outlets—provide access to hot and nutritious meals for students throughout the instructional day (8am to 9pm) by 2023-2024</li></ol>





## STRATEGIC DIRECTION #4 ~CONT'D

### CAMPUS SAFETY AND WELLNESS

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

	GOAL	METRIC
C	<b>Provide professional development for faculty and staff to be able to recognize and support students with mental and physical health challenges</b>	<ol style="list-style-type: none"><li>1. Mental Health First Aid Training including suicide awareness—increase to 100% of full-time and 50% of part-time faculty trained by 2023-2024, and 100% of part-time faculty trained by 2028-2029</li><li>2. CPR trainings—increase number of faculty and staff trained in CPR from 13 per year in 2018-2019 to 64 per year by 2023-2024</li></ol>





## STRATEGIC DIRECTION #5 ORGANIZATIONAL EFFECTIVENESS

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

	GOAL	METRIC
A	<b>Improve campus physical infrastructure, with a focus on sustainability</b>	<ol style="list-style-type: none"><li>1. Complete facilities projects that are fully funded and aligned with the Facilities Master Plan</li><li>2. Complete technology projects that are fully funded and aligned with the Technology Master Plan</li><li>3. Develop a Sustainability Plan by 2019-2020</li></ol>
B	<b>Improve campus organizational infrastructure with a focus on inclusive decision-making</b>	<ol style="list-style-type: none"><li>1. Integrated planning—investigate creation of a centralized process for resource allocation, both categorical and general funds by 2021-2022</li><li>2. Classified representation—increase number of classified co/tri-chairs on standing committees from 2 in 2018-2019 to 5 in 2023-2024 and increase the number of seats held by classified staff from 8.5% in 2018-2019 to 20% of committee members by 2023-2024</li><li>3. Develop a project management structure that includes a total program cost and timetable for implementation: all new projects/initiatives will document the human, fiscal and physical resources as well as the outcome(s) required for the project over a set time period by 2023-2024</li></ol>
C	<b>Increase revenue generation</b>	<ol style="list-style-type: none"><li>1. Meet annual FTES targets</li><li>2. Contract and community education—conduct a feasibility study by 2019-2020</li><li>3. Noncredit FTES—Increase to 91 by fall 2023</li><li>4. Grant application submissions—increase to 12 per year by 2023-2024</li><li>5. Bond—encourage the district to place on ballot by 2023-24</li></ol>





## STRATEGIC DIRECTION #5 ~CONT'D ORGANIZATIONAL EFFECTIVENESS

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

	GOAL	METRIC
D	<b>Reinforce culture of continuous improvement through professional development</b>	<ol style="list-style-type: none"><li>1. Faculty annually participating in professional development events—increase to 150 by 2023-2024</li><li>2. Classified staff professional development events—increase from 8 in 2017-2018 to 24 by 2023-2024</li><li>3. Faculty and staff knowledgeable of universal design—increase from 43 in 2017-2018 to 250 by 2023-2024</li><li>4. Students participating in leadership development—increase from 29 in 2018-2019 to 70 by 2023-2024</li></ol>





## **LAGGING INDICATORS**

### ***ALIGNED WITH THE VISION FOR SUCCESS AS REQUIRED BY AB 1809***

	<b>GOAL</b>	<b>METRIC</b>
<b>1</b>	<b>Completion</b>	<ul style="list-style-type: none"><li>• Increase the number of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree by 27.6% from 1,683 in 2016-2017 to 2,148 by 2021-2022</li></ul>
<b>2</b>	<b>Associate Degrees for Transfer</b>	<ul style="list-style-type: none"><li>• Increase the number of students who earned an Associate Degree for Transfer by 35% from 851 in 2016-2017 to 1,149 by 2021-2022</li></ul>
<b>3</b>	<b>Average number of units accumulated for associate degree completers</b>	<ul style="list-style-type: none"><li>• Decrease from 83 in 2016-2017 to 79 by 2021-2022</li></ul>
<b>4</b>	<b>Exiting CTE students who report being employed in their field of study</b>	<ul style="list-style-type: none"><li>• Maintain from 83% in 2016-2017 to 83% by 2021-2022)</li></ul>
<b>5</b>	<b>Equity gaps for disproportionately impacted groups for the above measures</b>	<ul style="list-style-type: none"><li>• Decrease by 40% for each measure by 2021-2022, and fully close achievement gaps by 2026-2027</li></ul>



## **APPENDIX A: HOW GOALS WERE SET**

(Insert link)

## **APPENDIX B: ENVIRONMENTAL SCAN**

(Insert link)



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