**Strategic Plan**

**2016-2019**

**Moorpark College**

Strategic Planning Retreat

May 2017

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## Introduction

### 2013-2019 VCCCD Strategic Goals

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

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

### Moorpark College Mission and Vision

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

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

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

### Moorpark College Educational Master Plan Framework

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

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

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

### Strategic Plan: Strategic Directions and Goals

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

**Strategic Directions:**

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

**Goals:**

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

**Action Steps and Outcomes:**

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

### Strategic Direction 1: Student Access

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

Potential Initiatives/Actions to include:

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

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

Potential Initiatives/Actions to include:

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

### Strategic Direction 2: Student Retention and Success

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

Potential Initiatives/Actions to include:

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

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

Potential Initiatives/Actions to include:

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

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

Potential Initiatives/Actions to include:

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

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

Potential Initiatives/Actions to include:

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

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

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

Potential Initiatives/Actions to include:

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

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

Potential Initiatives/Actions to include:

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

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

Potential Initiatives/Actions to include:

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

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

Potential Initiatives/Actions to include:

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

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

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

Potential Initiatives/Actions to include:

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

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

Potential Initiatives/Actions to include:

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

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

Potential Initiatives/Actions to include:

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

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

Potential Initiatives/Actions to include:

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

### Strategic Direction 5: Campus Safety and Security

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

Potential Initiatives/Actions to include:

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

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

Potential Initiatives/Actions to include:

* Implement Title IX training across campus community
* Promote knowledge of the safety resources of our college throughout campus community
* Update and increase effective security technologies (such as panic buttons, video surveillance, communication technologies, and door-locking systems)
* Provide professional development to help faculty and staff understand all elements of our student populations (including veterans, foster youth, Dreamers, homeless students, students with mental illness, and LGBTQIA students)

## Definitions of Existing Metrics for Measuring Institutional Effectiveness

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

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

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

**Proportion of Non-Traditional or Underrepresented Students**

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

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

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

**Annual FTES / Enrollments**

*Are we reaching our enrollment goals?*

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

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

**Course Success/Completion Rates**

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

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

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

**Basic Skills Students Moving into Transfer-Level Courses**

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

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

**Semester-to-Semester Persistence**

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

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

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

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

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

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

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

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

**30-Unit Milestone**

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

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

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

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

**Completion of Proficiency Awards**

*Are our students completing proficiency awards in our CTE programs?*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Job Placement Rate**

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

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

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

**Satisfaction / Perceptions**

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

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

## Strategic Plan Metrics Overview



## Work Plan for 2017-18

### Strategic Direction 1: Student Access

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initiative/Actions | Integrated intoCollege Plans | People/Programs(Program Plans should reflect Initiative/Action) | Metric(s)Primary Metric | StatusNew; Continue;Complete; Discontinued |
| Establish “Promise” Scholarship Program |  | PresidentFoundation | # New Students# FTES | New |
| Improve information availability on college website and social media outlets |  |  |  | New |
| Increase diversity in faculty, classified, and management employees | EEOC (District) |  |  | New |
| Increase marketing | Marketing (District) | District Marketing Team | # New Students/Non-Res Students# FTES | Continue |
| Create & expand 1st-Year Experience program (Guided Pathways to Success) | Student Equity PlanSSSP | Student Success Program | # of Non-Traditional Students# FTESStudent Surveys | Continue |
| Establish and promote dual enrollment programs with local high schools | Enrollment Mgt Plan | Deans CouncilOutreach | # New Students# FTES | Continue |
| Promote international student program | Marketing (District) | Intl Student ProgramMarketing  | # New Students/Non-Resident Students# FTES | Continue |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initiative/Actions | Integrated intoCollege Plans | People/Programs(Program Plans should reflect Initiative/Action) | Metric(s)Primary Metric | StatusNew; Continue;Complete; Discontinued |
| Simplify application process for entry into college | Enrollment Mgt Plan | State-level / CIOsCCCApplyAdmissions & RecordsDistrict Info Technology | # New Students# of Non-Traditional Students # FTESStudent Surveys | New |
| Increase outreach through mobile and enhanced technology | District Tech Plan | District Info TeachMarketingOutreach | # New Students# FTES | New |
| Develop & promote enhanced non-credit courses | Enrollment Mgt Plan | Individual Depts* ESL
* ENGL (Bridge)
* CIS
* MATH
* TTHA
 | # New Students# of Non-Traditional Students # FTESBasic Skills-to-Transfer Level Imp | New |
| *Direct students to the Student Success Ctr for assistance with completion of their application and their Student Success Checklist* |  |  |  | New |

### Strategic Direction 2: Student Retention and Success

Goal 2.1: Increase successful course completion.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initiative/Actions | Integrated intoCollege Plans | People/Programs(Program Plans should reflect Initiative/Action) | Metric(s)Primary Metric | StatusNew; Continue;Complete; Discontinued |
| Expand program review & planning to include discipline-level and course-level data | Student Equity PlanInst Effectiveness Plan | Inst Eff, Res & Planning | Course Success Rates | New |
| Research & remedy potential barriers to basic skills completion | Student Equity PlanInst Effectiveness Plan | Inst Eff, Res & PlanningBasic Skills Committee | Course Success RatesBasic Skills-to-Transfer Level Imp | New |
| Increase placement in gateway English and mathematics courses | Enrollment Mgt Plan | English & Math Depts | Basic Skills-to-Transfer Level Imp | New |
| Adopt & integrate the Common Assessment & Multiple Measures within the existing placement process | Student Equity PlanBasic Skills Plan | English & Math DeptsCounseling | Course Success RatesSem-to-Sem Persistence | New |
| Increase tutoring services and course embedded tutors | Student Equity PlanBasic Skills Plan | The Tutorial Center | Course Success RatesBasic Skills-to-Transfer Level Imp | Continue |
| Continue disaggregation of student outcomes data across programs | Student Equity PlanInst Effectiveness Plan | Inst Eff, Res & Planning | Course Success Rates | Continue |
| Increase student support by providing students access to student success coaches and peer mentoring | Student Equity Plan3SP | Student Success Center | Course Success RatesSem-to-Sem Persistence30-Unit Milestone# of CompletionsStudent Surveys | Continue |
| Set-up & expand student bridge & “quick fix” sessions | Student Equity PlanEnrollment Mgt Plan | The Learning CenterIndividual Depts* CHEM
* ENGL
* ENGN
* MATH
 | Course Success RatesBasic Skills-to-Transfer Level ImpSem-to-Sem Persistence30-Unit Milestone | Continue |
| Provide reading & writing literacy software to assist students with learning disabilities | Student Equity PlanMC Tech Plan | ACCESSMC Info Technology | Course Success RatesBasic Skills-to-Transfer Level Imp | Complete;Assess for effectiveness |

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

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| Initiative/Actions | Integrated intoCollege Plans | People/Programs(Program Plans should reflect Initiative/Action) | Metric(s)Primary Metric | StatusNew; Continue;Complete; Discontinued |
| Funding for student travel/student conferences |  |  |  | New |
| Expand follow-up services for at-risk students (probation) | 3SP | CounselingCounseling Workgroup | Course Success RatesSem-to-Sem Persistence | New |
| Develop support services for “Dreamers” |  |  |  | New |
| Develop support services for student veterans | Student Equity Plan | Veteran Ctr Advisory | Course Success RatesBasic Skills-to-Transfer Level ImpSem-to-Sem Persistence30-Unit Milestone# of CompletionsStudent Surveys | New |
| Develop support services for foster youth | Student Equity Plan | Foster Youth Advisory | Course Success RatesBasic Skills-to-Transfer Level ImpSem-to-Sem Persistence30-Unit Milestone# of CompletionsStudent Surveys | New |
| Set-up central resource website to promote existing resources for student equity and success | Student Equity Plan | Student Success & Equity Committee |  | New |
| Increase student support by providing students access to student success coaches and peer mentoring | Student Equity Plan3SP | Student Success Center | Course Success RatesSem-to-Sem Persistence30-Unit Milestone# of CompletionsStudent Surveys | Continue |
| Set-up & expand student bridge & “quick fix” sessions | Student Equity PlanEnrollment Mgt Plan | The Learning CenterIndividual Depts* CHEM
* ENGL
* ENGN
* MATH
 | Course Success RatesBasic Skills-to-Transfer Level ImpSem-to-Sem Persistence30-Unit Milestone | Continue |

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

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| Initiative/Actions | Integrated intoCollege Plans | People/Programs(Program Plans should reflect Initiative/Action) | Metric(s)Primary Metric | StatusNew; Continue;Complete; Discontinued |
| Develop “meta-major” pathways | Enrollment Mgt Plan | Academic SenateCounselingCTE WorkgroupTask Group (to be determined) | Sem-to-Sem Persistence30-Unit Milestone# of Completions | New |
| Enhance DegreeWorks planning tool to provide real-time degree & certificate progress to students and advisors | SSSP | CounselingInst Eff, Res & Planning | # of Completions | New |
| Carry-out further research to determine potential barriers to completion | Student Equity PlanInst Effectiveness Plan | Inst Eff, Res & Planning | # of Completions | New |
| Build partnerships and bridges with local universities |  | Career Transfer Center | # of Completions | New |
| Expand counseling services across programs, both online and on-campus | SSSP | Counseling | Student Surveys | New |
| Increase consistency and clarity of degree & certificate requirements on department websites | Enrollment Mgt Plan | Individual DeptsTask Group (to be determined) | # of Completions | New |
| Expand 1st-Year Experience program (Guided Pathways to Success) | Student Equity PlanSSSP | Student Success Program | # of Non-Traditional Students# FTESCourse Success RatesSem-to-Sem Persistence30-Unit Milestone# of CompletionsStudent Surveys | Continue |

Goal 2.4: Connect Student Services with Academic Departments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initiative/Actions | Integrated intoCollege Plans | People/Programs(Program Plans should reflect Initiative/Action) | Metric(s)Primary Metric | StatusNew; Continue;Complete; Discontinued |
| Create website to connect Student Services with Instruction |  | Student Services Council | Student SurveysEmployee Surveys | New |
| Increase number of service presentations given during instructional class sessions | SSSP | Student Services Council | Course Success RatesSem-to-Sem Persistence30-Unit Milestone# of Completions | New |
| Increase number of workshops held near program “hubs” |  | Student Services Council | Course Success RatesSem-to-Sem Persistence30-Unit Milestone# of Completions | New |
| Move counselors’ offices into division offices as pilot project | SSSP | Counseling | Student SurveysEmployee Surveys | Continue |
| Continue emphasis on blending Student Services and Instruction with creation of new executive management positions & in subsequent division re-organizations | Organizational Structure | Executive Council | Student SurveysEmployee Surveys | Continue |

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

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

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

Goal 3.2: Provide clear career pathways for our CTE students

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| --- | --- | --- | --- | --- |
| Initiative/Actions | Integrated intoCollege Plans | People/Programs(Program Plans should reflect Initiative/Action) | Metric(s)Primary Metric | StatusNew; Continue;Complete; Discontinued |
| Develop career pathways that lead our CTE students to CTE programs that prepare students for careers that provide “living wage” salaries | Student Equity PlanStrong Work ForceEnrollment Mgt Plan | CTE Work GroupIndividual CTE Programs | Sem-to-Sem Persistence# of CTE CompletionsSkills-BuildersJob Placement | Continue |
| Revise CTE marketing material to reflect current programs | Marketing Plan | CTE Work GroupIndividual CTE Programs | # of New Students# of Non-Traditional StudentsSem-to-Sem Persistence# of CTE CompletionsSkills-BuildersJob Placement | Continue |
| Expand CTE marketing within the campus and community | Marketing Plan | District Marketing | # of New Students# of Non-Traditional StudentsSem-to-Sem Persistence# of CompletionsSkills-BuildersJob Placement | Continue |
| Develop or update 1-2 year scheduling plans for each program | Enrollment Mgt Plan | CTE Work GroupIndividual CTE Programs | Sem-to-Sem Persistence# of CompletionsSkills-BuildersJob Placement | Continue |
| Develop a CTE Week on campus |  | Career Transfer CtrCTE Work Group | # of New Students# of Non-Traditional StudentsSkills-BuildersJob Placement | Continue |

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

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| Initiative/Actions | Integrated intoCollege Plans | People/Programs(Program Plans should reflect Initiative/Action) | Metric(s)Primary Metric | StatusNew; Continue;Complete; Discontinued |
| Utilize grants and employer outreach to expand internship/work-based opportunities for students |  | CTE Work GroupIndividual CTE ProgramsCareer Transfer CenterJob Placement | Job PlacementEmployer / Advisory Committee Surveys | New |
| Evaluate the opportunities to integrate hands-on learning in curriculum by utilizing technology such as makers’-space, design fabrication, etc. |  | CTE Work GroupIndividual CTE Programs | Course Success RatesSem-to-Sem PersistenceSkills-BuildersJob PlacementStudent Surveys | New |
| Provide access to internships, apprenticeships, job shadowing, career exploration, and portfolio development through new course curriculum |  | CTE Work GroupIndividual CTE ProgramsCareer Transfer CenterJob Placement  | # FTESSkills-BuildersJob PlacementStudent Surveys | Continue |

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

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| Initiative/Actions | Integrated intoCollege Plans | People/Programs(Program Plans should reflect Initiative/Action) | Metric(s)Primary Metric | StatusNew; Continue;Complete; Discontinued |
| Develop ways to institutionalize the “Ventura County Innovates” Pathways projects |  | CTE Work Group | # of New Students# FTESSkills-Builders | New |
| Develop CTE and Dual Enrollment courses, pathways, and additional high school articulations |  | CTE CounselorIndividual CTE Programs | # of New Students# FTESSkills-Builders | Continue |

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

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

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| Initiative/Actions | Integrated intoCollege Plans | People/Programs(Program Plans should reflect Initiative/Action) | Metric(s)Primary Metric | StatusNew; Continue;Complete; Discontinued |
| Reorganize the management structure | Organizational Structure | Executive Council | Student SurveysEmployee Surveys | Continue |
| Update *Making Decisions at Moorpark College* to reflect the current needs and processes of the college | Making Decisions @ MC | Academic SenateExecutive Council | Employee Surveys | Continue |

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

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

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

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

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

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| Initiative/Actions | Integrated intoCollege Plans | People/Programs(Program Plans should reflect Initiative/Action) | Metric(s)Primary Metric | StatusNew; Continue;Complete; Discontinued |
| Foster a culture of environmentally sustainable practice |  |  |  | New |
| Progress towards implementing facility improvement needs in support of students | Facilities Master PlanMC Technology Plan | Facilities/Tech CAP Facilities, Maint, & OpGrounds VP Business ServicesIndividual Programs | Student SurveysBalanced ScorecardStaff Surveys | Continue |
| Create sustainable, environmental-friendly facilities and grounds | Facilities Master Plan | Facilities/Tech CAP Facilities, Maint, & OpGroundsVP Business Services | Student SurveysBalanced ScorecardStaff Surveys | Continue |

### Strategic Direction 5: Campus Safety and Security

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

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| Initiative/Actions | Integrated intoCollege Plans | People/Programs(Program Plans should reflect Initiative/Action) | Metric(s)Primary Metric | StatusNew; Continue;Complete; Discontinued |
| Complete the Moorpark College Emergency Plan | Emergency Operations Plan | EOC TemBITCampus PoliceEvening FacilitatorIndividual Depts* CD Ctr
* High School @ MC
* EATM
* Athletics
 | Employee Surveys | Continue |
| Implement campus-wide emergency preparedness trainings |  | VP Business ServicesSafety & Wellness Comm | Employee Surveys | Continue |

Goal 5.2: Improve day-to-day campus safety

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