**EXECUTIVE SUMMARY**

**I. STUDENTS FIRST!**

Moorpark College is grounded in its commitment to providing student-centered education. This is seen in its mission, vision, and values statements as well as its Educational Master Plan.

The college mission statement declares, “Grounded in equity, social justice, and a student’s first philosophy, Moorpark College values diverse communities. We empower learners from local, national, and global backgrounds to complete their degree, certificate, transfer, and career education goals. Through the integration of innovative instruction and customized student support, our programs are designed to achieve equitable outcomes.”

This equity plan is built within the framework outlined by the college mission, vision, and values statements as detailed in its Educational Master Plan. To help in its creation, the Moorpark Student Equity and Achievement (SEA) Committee created a workgroup to guide early drafts of the Equity Plan under the leadership of the Director of Student Equity. This workgroup first met in the spring of 2022 to review the changes of the equity plan 1.0 and equity plan 2.0.

With the release of the necessary data by the California Community College Chancellor’s Office (CCCCO) and West Ed in the spring of 2022, the workgroup met nine times over the months of May-August. The workgroup consisted of administrators, classified staff, instructional and non-instructional faculty, and students. The first reading of the draft was presented on August 24th, 2022, to the Student Equity & Achievement (SEA) Committee. The draft received feedback from many participatory governance groups, including the Academic Senate, Classified Senate, Guided Pathways Steering Committee, and Associated Students. After final approval by the Academic Senate, the final draft was presented to the Board of Trustees in November 2022.

**II. DISPROPORTIONATELY IMPACTED (DI) GROUPS AND METRICS**

The Student Equity and Achievement (SEA) data provided by the California Community College Chancellor’s Office (CCCCO) with partnership with West Ed provided data reports that identified disproportionately impacted groups for each college to consider. We will focus on the following five indicator areas: access, retention/persistence, completion of transfer-level English and math in the first year, CCCCO Vision Goal attainment, and transfer.

The Equity workgroup reviewed the data provided and decided to commit its equity efforts to black and Latino students over a three-year span (2022-2025).

**Metrics for Disproportionately Impacted Groups**

Moorpark College has set three-year goals for each metric in relationship to its identified DI groups as identified in the chart below.

| **Metric** | **Year Outcome** |  |  |  |
| --- | --- | --- | --- | --- |
| Successful Enrollment | In a three-year output, our college plans to increase enrollment of black students by 20% and Latino students by 20% to help close the college going rate between black and white students.  *(https://www.ppic.org/blog/geography-of-college-enrollment-in-california/)* | | |  |
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|  |
| Completion of Transfer-level Math & English with first year | In a three-year output, our college plans to increase the percentage of black students who complete both transfer-level math and English within the District in the first year from 13% to 29%, and to increase the percentage of Latino students from 19% to 29%. Currently our white students complete at 29%. | | |  |
|  |
|  |
| Persistence: First primary term to Second term | In a three-year output, our college plans to increase the percentage of black students who persist in their first primary term to their subsequent term from 70% to 78% and Latino students from 74% to 78%. Currently our white students persist at 78%. | | |  |
|  |
|  |
| Transfer | In a three-year output, our college plans to increase the percentage of black students who transfer to a four-year institution within 3 years from 33% to 53% and Latino students from 39% to 53%. Currently our white students transfer at 53%. | | |  |
|  |
|  |
| Completion of the Vision goal over three years | In a three-year output, our college plans to increase the percentage of black students who attain the Vision for Success Definition of Completion (degree or certificate) within 3 years from 14% to 24% and Latino students from 19% to 24%. Currently our white students complete their degree or certificate at 24%. | | |  |
|  |
|  |

**III. INITIATIVES**

**Successful Enrollment**

Our Guided Pathways framework our college is committed to improving student outcomes and closing equity achievement gaps among all our students with a focus on our disproportionately impacted cohorts. Within the framework we have installed 8 Area if Interest Student Success Teams<https://www.moorparkcollege.edu/areas-interest> that consist of a dean, instructional and counseling faculty, student services staff, financial aid staff and students that provide academic and student support services that will improve student outcomes in recruitment and the onboarding, enrollment, retention, persistence, transfer and or completion. The college's outreach and marketing department collaborates to cultivate relationships in our service areas and create culturally relevant marketing material to assist our prospective students with the enrollment process.

As an HSI, our Latino student population is well over 40%, and our black students at about 3%, (mostly student athletes). Moorpark College is committed to following action steps to increase our enrollment efforts of our DI students:

● Create a Curriculum Audit toolkit to be available for use by instructional and non-instructional faculty and classified staff. (*General Fund and/or Professional Development budgets)*

● Provide culturally relevant training and professional development to non-black and non-Latino faculty to facilitate a shift in the equitable outcomes for our black and Latino students in a positive direction. *General Fund and/or Professional Development budgets)*

● Complete training over 40 faculty in Culturally Inclusive & Responsive Curricula for Learning Equity through our CHESS collaborative with California Lutheran University. *(CHESS budget)*

● Implement a case management wraparound services model that focuses on specific momentum points such as 30 units completed and completion of transfer level math and English within the first year. (*Student Outreach and Retention budget and/or general outreach and marketing budgets)*

● Hire an additional outreach specialist who targets our black and Latino students. (*Student Outreach and Retention and General Fund budgets)*

● Increase our marketing platform on social media. (*Student Outreach and Retention budget and/or general outreach and marketing budgets)*

● Promote annual registration dates throughout our service areas: main city intersections. (*Student Outreach and Retention budget and/or general outreach and marketing budgets)*

● Develop greater presence in the San Fernando Valley along the 118 highways. (*Student Outreach and Retention budget and/or general outreach and marketing budgets)*

**Completion of Transfer-level Math & English within first year**

As AB 705 - requires students to enroll in transfer-level math and English, our English and Math departments have developed non-credit support courses attached to sections of these courses which offer an extra hour of instruction as well as an embedded tutor and workshops. Research shows that those students who use math and writing coaching have a higher level of success (approximately 80% and above, compared to 57% for those who do not use tutoring for English 1A), but we would like to see more students take advantage of the services. Tutoring is also offered online and in person through the Tutoring and Learning Center for all students. Both math and English offer bridge workshops to help prepare students for the next course before and during the semester. The challenge is to market tutoring and other support in new ways to normalize them for all and make it highly accessible. Overall, improving and expanding our current structure--both in the classroom and with support services - will enhance student success, specifically if it is done with a focus on culturally relevant pedagogy, themed courses connected to pathways, community building activities in the classroom and beyond to promote a sense of belonging, project-based learning (instead of tests), flexible due dates, and other best practices.

As we evaluate our current and ideal structure our action steps are the following to achieve our stated goals:

● Assess and if helpful to this metric implement our sister college’s professional development program Ventura College’s Faculty Academy, training instructional faculty in all aspects of culturally responsive content, design, and pedagogy. *(Guided Pathways budget)*

● Provide wrap-around services that include free snacks and meals during the courses, laptop loan, free text/course materials, free tuition, supplies, embedded tutoring, integration with Financial Aid, ACCESS, Counseling, and Health Services, etc. *(Student Outreach and Retention budget and/or SEA carryforward budget)*

● Increase awareness of free tutoring services on campus through outreach to faculty, marketing (videos on websites and social media), making the TLC even more friendly, fun, and welcoming, visits to classrooms and Zoom sessions, etc.

● Working with the English and math departments, offer Bridge workshops to help prepare students before and during math and/or English courses. *(Student Outreach and Retention budget and/or SEA carryforward budget)*

**Persistence/Retention: First primary term to Secondary term**

As we see our data points regarding the retention/persistence rates among our black and Latino students, there are alarming equity gaps that need to be addressed. Some of the friction points that have prevented the necessary transformational change are the lack of institutional culturally inclusive pedagogy and curriculum. This has caused insufficient culturally responsive instruction in the classroom that has a negative impact on our black and Latino students. Additionally, there is a lack of support for online learning and cultural proficiency for online learning. Even with several professional development training and workshops available to faculty, it is evident that instructors lack the knowledge based on cultural norms of black and Latino students. Those disconnections prevent black and Latino students from building relationships with faculty and therefore causes them to have a lack of trust and sense of belonging on campus (in and out of the classroom).

We strive to have the following action steps implemented:

● All managers to promote and encourage cultural proficiency professional development for faculty and staff. (*General Fund and/or Professional Development budgets)*

● The Institutional Effectiveness department to develop a systemic process to provide course section disaggregated data to faculty each semester. *(SEA current budget as part of funding Institutional Effectiveness department, see budget breakdown)*

● Provide disaggregated data for all instructional faculty for their class sections that highlight their equity gaps. *(SEA current budget as part of funding Institutional Effectiveness department, see budget breakdown)*

● Develop and implement academic and instructional interventions to close those specific equity gaps in their instructional sections. *(Guided Pathways budget)*

● Working with the English and math departments to create Summer Jam Math and English workshops that focus on retention and completion. *(Student Outreach and Retention budget and/or SEA carryforward budget)*

● Both Vice Presidents of Academic Affairs and Student Support and all Deans of Student Learning to create an accountability method for faculty to use early alert (Starfish Connect) within the required periods for struggling students. (*General Fund and/or Professional Development budgets)*

● Work with the DEI faculty coordinator and professional development committee to identity-based support programs. *(35% of SEA budget for DEI salary)*

● Create an equity lounge to establish a sense of belonging for DI students. *(Student Outreach and Retention budget- first year of funding FY 23 then transitioning to General funds for FY 24)*

● Hire classified professionals to support black and Latino students. *(Student Outreach and Retention budget- first year of funding FY 23 then transitioning to General funds for FY 24)*

● Develop a streamlined process to get contact information of struggling students with a specific script for the call center to call the students. *(Student Outreach and Retention budget and/or Outreach general fund budget)*

**Transfer**

Moorpark College is highly ranked regarding transfer rates among our student body; however, there are evident equity gaps as they relate to our black and Latino students transferring to four-year universities and colleges. Some of the points that perpetuate these inequities are the lack of awareness among our black and Latino students understanding about the transfer process and the necessary courses to complete in sequence to transfer to a four-year university or college.

Some of the interventions would include:

● Implement the VCCCD auto grad program by spring 2023.

● Strengthen black and Latino student’s relationship with our transfer and career center to increase transfer representative connections black and Latino students. *(Student Outreach and Retention budget and/or SEA carryforward budget)*

● Collaborate with faculty, staff, and the student activities program to encourage and plan transfer visits and/or transfer fairs for black and Latino students.

● Work with our college and district marketing departments to develop an annual marketing campaign that has more images and pictures of black and Latino students for the transfer application period (Oct 1-Nov 30). *(Student Outreach and Retention budget and/or SEA carryforward budget)*

● Create a transfer camp (online and on-ground) for Latino and black students with 30-45 units with championing counseling faculty and staff to leading workshops on transfer admissions requirements, transfer applications, and providing students engaging opportunities to interface with transfer representatives. *(Student Outreach and Retention budget and/or SEA carryforward budget)*

● Increase the number of black and Latino students who are in the Honors program and are part of our TAG and TAP agreements.

● Create a marketing campaign that is focused on transfer among black and Latino students. (*Student Outreach and Retention budget and/or general outreach and marketing budgets)*

● Increase the number of black and Latino students who are part of the TAP, TAG and Honors program.

● Create a streamlined process to connect black and Latino students with specific classified professional and counseling faculty (transfer-focus).

● Encourage black and Latino students to attend transfer workshops and review the transfer application process.

● Connect black and Latino students with transfer representatives to learn more their respective institution

● Provide cost-free transfer visits to four-year universities and colleges. (*Student Outreach and Retention and/or SEA carryforward budgets)*

**Completion**

Moorpark College has been recognized for its transfer and completion rates and finalized for the Aspen award this year; however, there are current areas that create completion equity gaps for our black and Latino students. Many of these inequities begin before they arrive to the college such as varying academic skills prior to arriving to college, experiencing financial strains, having higher cases of mental health issues, having to balance multiple roles as a student, caretaker, employee, and spouse or parent, not feeling connected to the campus and having a sense of belonging, not seeing many faculty or staff that look like them on campus or not having instruction that is culturally relevant and sensitive. All of these are realities for our black and Latino students attending Moorpark College and are clear indicators of why they are not completing their college degrees or certificates.

Some of the following action steps to increase completion are:

● Work with the Guided Pathways counseling and instructional faculty leads alongside the Area of Interest student support teams to fully implement our guided pathways framework among our black and Latino students. *(Guided Pathways budget)*

● Work with the DEI coordinator and faculty to integrate African American and Latino cultural content, assignments, and pedagogy into their courses. *(Guided Pathways budget)*

● Tie Africana and Chicano Studies content into specific disciplines to make black and Latino students feel connected and more willing to engage in the class. *(Guided Pathways budget)*

● Establish an on-going process with the institutional effectiveness office, to report for black and Latino students who have earned or registered in 30 units or more (January, April, June, September, November). *(SEA current budget as part of funding Institutional Effectiveness department, see budget breakdown)*

● Encourage faculty to support our black and Latino students by providing instructional support and integrating co-curricular activities aligned with classroom learning and career interests.

● Collaborate with the institutional effectiveness office, we would get reports of black and Latino students who have earned or registered in 30 units or more (January, April, June, September, November).

● Hire specific staff who primarily work with our black and Latino students as retention specialists. (*Student Outreach and Retention budget and/or SEA budget)*

● Create a process for faculty to flag students who are struggling by utilizing our early alert systems (Starfish Connect) within the first weeks of each fall and spring semester Develop a case management model that intentionally targets black and Latino students who have earned 30+ units. *(Student Outreach and Retention and/or carryforward SEA budgets)*

● Connect students to our basic needs center "Raider Central" by posting on Canvas shell, student services syllabus, social media, and various marketing outlets. *(Basic Needs budget)*

**IIII. RESOURCES**

**Classification Amount**

| **Academic and Classified Administrators**  (Dean of Student Services, Director of Equity & Student Success Supervisor-FYE) | $554,158.35 |
| --- | --- |
| **Counseling Faculty** (counselors) | $1,137,247.33 |
| **Classified Staff**  (Student Services, IT (Moorpark College & District) | $1,048,755.25 |
| **Institutional Effectiveness**  **(**Dean, Research Analyst, (2) Data Specialists) | $330,020.35 |
| **Faculty** (DEI-35%) | $51,261.40 |
| **General/Office Supplies** | $50,000 |
| **Printing** | $20,000 |
| **Textbooks** | $20,000 |
| **Proposal for additional classified staff**  (Retention staff: black and Latino focused) | $341,962.07 |
|  | **Total budget=$3,553,404.75** |

**V. DETAILED ACCOUNTING**

Student equity funding for 2022-2023 will continue to provide interventions that align with the Chancellor’s Office Vision for Success, Moorpark College’s Educational Master Plan, Guided Pathways, and this Equity Plan. Moorpark College will receive approximately $3,553,404.75. Most of the funding is allocated to staffing and fringe benefits; this includes academic and classified administrators, counseling faculty, classified staff, and a faculty DEI coordinator. Lastly, many of our categorical programs will receive general and office supplies, printing, and textbooks for our black and Latino students.

As this emphasis on staffing demonstrates, Moorpark College is committed to employing people in positions that are charged with closing the equity gaps among our DI groups. Therefore, from the recommendation of the SEA workgroup, there will be a proposal presented to hire additional classified retention staff to focus specifically on black and Latino students. Further activities may be funded if possible; the SEA Committee has created a process to select and prioritize additional activities with any unspent or additional funds that may become available.

**VI. ASSESSMENT**

To evaluate the Moorpark College Equity Plan’s effectiveness, the following activities will occur each year:

Before the start of each year a representative of the Institutional Effectiveness (IE) department, the Director of Student Equity, and each relevant program lead will meet to determine the actions for the following year. This meeting will include reviewing progress in closing the equity gaps over the previous year, establishing the program’s actions for the following year within the relevant activities, and setting the metrics to evaluate the effectiveness of these actions over the following year. In this process the college commits itself to creativity and innovation as included in its values statement, encouraging, and supporting new approaches to problem-solving, risk-taking, and creative expression.

● The IE department will then draw up an assessment chart for all metrics to be evaluated while developing a control group for each. Since equity efforts should have an impact on the institution, data on each of the metrics will be gathered for the overall student population as well to determine if the equity plan activities are reducing the equity gaps and being scaled to a level that has an impact institutionally. As appropriate over the year, the IE department will report on progress made to the program leads.

● The Director of Student Equity will also meet each semester with all departments/programs that receive equity funding, both to ensure that specific interventions are in place, and to review progress in closing the equity gaps.

● At the governance level, the assessments will be presented to the SEA Committee at least once every semester by the IE department to update the committee on the progress of each metric for its (SEA’s) review and discussion. This is in accordance with its charge of “reviewing and evaluating campus-wide student success and equity data.” Based on these findings the SEA Committee will consider whether to continue, scale up, add new, or discontinue the existing programs and present its recommendations to the Academic Senate Council for action at least once each year, after which recommendations will move to the Executive Council before final decision-making by the College president. All recommendations from the SEA Committee and the Academic Senate are subject to the availability of resources.

**VII. COORDINATION ACROSS EQUITY PROGRAMS**

Moorpark College oversees the work of its equity-related programs through the SEA Committee. This participatory governance committee has approximately 25 to 30 members, including faculty representing each division, management, and a student representative; many of these members also sit on other related campus committees. The college Guided Pathways program is also represented on the SEA Committee to ensure its work is appreciated as part of the Equity Plan. This broad representation within the SEA Committee ensures effective review and recommendations on closing the equity gaps.

The Director for Student Equity and the IE Office will coordinate all equity-related activities with all program leads receiving equity funding to ensure that the interventions are closing the equity gaps in each respective metric. The Equity Director will work with student equity-related categorical programs and campus-based programs, such as professional development, regarding all five metrics and all DI groups. The Equity Director, program leads, and a member of the IE will schedule regular meetings to connect with program progress, needs, budgeting, and next steps.

This level of coordination at both the organizational and participatory governance levels will afford the College a streamlined process and provide regular updates to the College community.

**VIII. COLLEGE CONTACT**

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