

**Institutional Effectiveness Partnership Initiative**

**Partnership Resource Teams**

**List of Primary Successes and Menu of Options for Institutional Consideration**

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Name of Institution: **Moorpark College**

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**Primary Institutional Successes**

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| **Description of Primary Institutional Successes** | **Notes and Comments** |
| * The college has successfully begun various programs and initiatives on building infrastructure and leadership capacity to implement an inclusive and welcoming learning and work environment. For example, the college is a participating member in USC Race and Equity Alliance, Ventura County Colleges Anti-Racism Alliance, Hispanic Association of Colleges and Universities, Teaching Women and Men of Color Advocates, and African American Male Education Network. Additionally, there are programs such as Men of Color Community and Teaching Women and Men of Color Advocates workshops. | * The college has created an Equity Director position to lead and connect the various programs and initiatives across the college. * Additionally, the college has started Moorpark College Social Justice workgroups in the following areas:   + Diversifying the Curriculum to Include the History and Culture of Black, Indigenous, LatinX, Asian and Other People of Color.   + Hiring of Staff, Faculty, and Managers that Represent the Racial and Ethnic Diversity of Our Student Population   + Leadership on Racial Issues and Facilitating Social Justice through Civic Engagement   + Providing Culturally Responsive Student Services such as Counseling, Tutoring, Mental Health, etc.   The workgroups have provided opportunities for all stakeholders (students, classified professionals, faculty, and administrators) to be included in the decision-making process for advancing racial justice at the college and community. |
| * The college has received approval for 25 courses to be on the California Virtual Campus. This includes a Peer Online Course Review (POCR) team and a lead Professional Instructional Designer. | * There is a desire to integrate plans, processes, and efforts across the college by centralizing Distance Education work with a focus of increasing communication across stakeholders such as the Academic Senate and the Distance Education Committee. |
| * The college holds development days each fall and spring, each of which includes sessions on equity practices for the online environment. | * Professional development includes opportunities for all employees with a focus on Anti-racism and Social Justice. The college wants to understand how to integrate this work by leveraging the more recent work with the Social Justice workgroups. |

**Menu of Options for Institutional Consideration for Its Innovation and Effectiveness Plan**

| **Area of Focus** | **Options for Institutional Consideration:**  **Ideas, Approaches, Solutions, Best Practices** | **Models, Examples, and Comments** |
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| 1. Advance social justice, anti-racism, and anti-hate work: Build infrastructure and the leadership capacity to implement the goals in our plans as well as address the concerns of our Black, Indigenous and People of Color students, faculty and administrators for an inclusive and welcoming learning and work environment. | 1. Share a common glossary for use across the campus with all stakeholders. 2. Create a common definition and mission statement on anti-racism and equity-mindedness. 3. Center your overarching quantitative college goal for equity (“Zero Equity Gaps by 2026”) in decision-making, program review, and resource allocation. Brand this campaign, and make it a central point of focus and work at the college. 4. Frame the college data story as one of equity, charting the disparities and then the successes along the student journey. 5. Perform an equity audit to understand current organizational culture and create baseline data for planning, professional development, and opportunities to instill accountability. 6. Employ systematic strategies to encourage and deepen dialogue around anti-racism, and build consensus about how that would be accomplished. 7. Establish a regular assessment of campus climate, including students, faculty, classified professionals and administrators in the process. 8. Establish regular and transparent assessment of equity in academic affairs, especially in course and program offerings, to identify and leverage opportunities for improvement, to provide equity training/support, and to further success. 9. Ensure a focus on equity and the student journey in student affairs, with a focus on proactive, systematic case management (and monitoring) of all disproportionately impacted students. 10. Ensure an organizational structure to support diversity, equity, and inclusion at the campus, including employee recruitment, care, and retention efforts. | 1. **Center for Urban Education - Equity Tools**   <https://www.cue-tools.usc.edu/>  The CUE tools provide a framework in embedding equity throughout all of you planning in four phases. (Laying the Groundwork, Defining the Problem, Creating Solutions through Inquiry, and Sustaining and Scaling the Work).   1. **CCCCO DEI Glossary of Terms** <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf> 2. **Foothill College Strategic Vision for Equity**   <https://foothill.edu/equity/pdf/fh-equity-plan-2021-2025-final.pdf>   1. **Montgomery College: Office of Equity and Inclusion**   <https://www.montgomerycollege.edu/about-mc/equity-and-inclusion/index.html>  Montgomery College Equity and Inclusion Office documents, critical areas of focus, and Roadmap to Success (<https://www.montgomerycollege.edu/_documents/about-mc/equity-and-inclusion/roadmap-memo.pdf>)   1. **Resolution: Commitment to Diversity, Equity, and Inclusion**   <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/SAMPLE-dei-resolution-template.pdf>  Sample Resolution from CCCCO to support DEI and Vision for Success.   1. **Black Excellence Collective 10x10**   [https://www.youtube.com/watch?v=e648Ji8YI1A](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.youtube.com_watch-3Fv-3De648Ji8YI1A&d=DwMGaQ&c=fLaMFnpc1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=hhVrkb68PzjK_tcB_HA39ZzbNamAIx06o_yvR5MlDGA&m=tVyEGWTxLtP4KdYo673vQjju-hqHHfgieCC9lSe0Js8&s=qvDoAJKxlI6dd9ZTJhOuKxydyXylU-X-VB2xAGDiqIA&e=)  The Black Excellence Collective (BEC) 10x10. From an idea of one person, to the sharing with one small group, within a summer Chabot was able to recruit over 100 classified professionals, faculty and administrators to work collaboratively for the success of Black students.   1. **Skyline College - Equity Institute**   <https://equityinstitute.com/index.php>  The Equity Academies are professional development opportunities for leaders to immerse themselves in themed, multi-day experiences introducing participants to baseline concepts, interrogating data and mapping implementation strategy for participants to advance the equity-centered work at their respective institutions.   1. **Skyline College - Equity Audit using Completion by Design framework**   <https://skylinecollege.edu/seeed/assets/diversity_framework/Skyline_Diversity_Framework_Draft.pdf>  The audit provides an example that could be used to lay the groundwork, define the problem, create solutions, and sustain the work.   1. **Transforming Organizational Culture Assessment**   [http://www.mpassociates.us/uploads/3/7/1/0/37103967/transformingorganizationalcultureassessmenttool\_mpassociates\_\_final\_8.20.pdf](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.mpassociates.us_uploads_3_7_1_0_37103967_transformingorganizationalcultureassessmenttool-5Fmpassociates-5F-5Ffinal-5F8.20.pdf&d=DwMGaQ&c=fLaMFnpc1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=hhVrkb68PzjK_tcB_HA39ZzbNamAIx06o_yvR5MlDGA&m=tVyEGWTxLtP4KdYo673vQjju-hqHHfgieCC9lSe0Js8&s=JBjuMFnIG0lxXefiFbXWwnGHaOF_v9e3rnN3PO641vk&e=)  The organizational culture assessment provides an example of assessment with a focus on equity. The assessment would provide a baseline for the college.   1. **Flourish Agenda (Healing Centered Engagement Certification)**   [https://flourishagenda.com/team/shawn-ginwright-ph-d/](https://urldefense.proofpoint.com/v2/url?u=https-3A__flourishagenda.com_team_shawn-2Dginwright-2Dph-2Dd_&d=DwMGaQ&c=fLaMFnpc1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=hhVrkb68PzjK_tcB_HA39ZzbNamAIx06o_yvR5MlDGA&m=tVyEGWTxLtP4KdYo673vQjju-hqHHfgieCC9lSe0Js8&s=Gl5fuL3eA4HrsCEqyknsfkcnLzHtNTOVU41Z85NimPM&e=)  The certification by Flourish Agenda could provide leadershipr training.   1. **Beloved**   [https://www.wearebeloved.org/equity-audit](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.wearebeloved.org_equity-2Daudit&d=DwMGaQ&c=fLaMFnpc1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=hhVrkb68PzjK_tcB_HA39ZzbNamAIx06o_yvR5MlDGA&m=tVyEGWTxLtP4KdYo673vQjju-hqHHfgieCC9lSe0Js8&s=K8Lu3zeGStNVUbEdwX88XIDLnsCZ3VXlGvzQ0hYXqnk&e=)  This company provides one-on-one coaching through their Equity Audit Tool and Equity Lens Map capacity-building services. Their aim is to help ensure that historically marginalized people have real access and opportunity to live vibrant, productive lives, and build communities of practice through regional and national DEI cohorts.   1. **HOTEP Consultants** - a possible consultant to use in an Equity Audit   <https://hotepconsultants.com/>   1. **Diverse Learning Environment Survey** - Higher Education Research Institute   <https://heri.ucla.edu/diverse-learning-environments-survey/>  The Diverse Learning Environments Survey (DLE) captures student perceptions regarding the institutional climate, campus practices as experienced with faculty, staff, and peers, and student learning outcomes.   1. **National Consortium on College Men of Color (NCCCMC) - CCEAL**   <https://cceal.org/our-surveys/>  The Institutional Assessment Package (IAP) is a comprehensive assessment package for examining factors that influence student success in community colleges.   1. **‘Equity Mindedness’ webinar by CORA Learning** - Discussion on equity mindedness definition.   <https://coralearning.org/webinars/>  <https://www.youtube.com/watch?v=qGoldJP4Xl8>  Equity-Minded Student Services in the Online Environment (Equity mindedness definition begins at 6:30 into the presentation) The chancellor’s office also has a glossary of terms for Diversity, Equity and Inclusion that can be used.   1. **ALAMOAdvise (Student Services Case Management and Student Journey)**   <https://www.alamo.edu/siteassets/pac/about-pac/student-success-assessment/briefs/pac-briefs-alamoadvisev2.pdf>  ALAMOAdvise (Alamo Colleges District) is a systematic approach to advising and monitoring students, based on the student journey.   1. **Lorain County Community College ATD Award**   <https://www.achievingthedream.org/system/files_force/resources/atd-2020lma_loraincountycommcollege.pdf>  <https://www.achievingthedream.org/resource/18010/2020-leah-meyer-austin-award-lorain-county-community-college>  Lorain County Community College faculty, staff, and institutional researchers probed into students’ first-year experiences, dove deeply into disaggregated data, and dramatically increased graduation rates and addressed equity.   1. **Northeast Wisconsin Technical College (NWTC) ATD Award**   <https://www.achievingthedream.org/resource/18401/2021-leah-meyer-austin-award-northeast-wisconsin-technical-college>  <https://www.achievingthedream.org/system/files_force/resources/2021lma_northeastwisconsintechnicalcollege.pdf>  Systematic work across the NWTC included creating SOAR (Student Onboarding and Registration), a mandatory student success course, early alerts with academic success coaching, Women of Color and Men of Color student groups, and scaled Eight-Week terms (data showed much better equity and success in shorter term classes--this also helped part-time students).   1. **EAB: Why part-time student success may be the key to education equity**   <https://eab.com/insights/blogs/community-college/why-part-time-student-success-may-be-the-key-to-education-equity/>  Paper focused on part-time student success.   1. **Report and Recommendations for Improving Black and African American Student Outcomes**   <https://www.cccco.edu/-/media/CCCCO-Website/Reports/black-aa-panel-final-report-recommendations-final-report-228202-a11y34.pdf>   1. **Aspirations to Achievement: Men of Color and Community Colleges (CCCSE Special Report)**   <https://www.ccsse.org/docs/MoC_Special_Report.pdf> |
| 1. Advance social justice, anti-racism, and anti-hate work: Analyze the impact of Distance Education on the success of marginalized student populations. 2. Advance social justice, anti-racism, and anti-hate work: Review policies and procedures to ensure student equity and success are indeed a priority in the virtual learning environment. 3. Advance social justice, anti-racism, and anti-hate work: Develop systems and practices to ensure our online academic, student services, and administrative services are designed to facilitate student equity and success. | 1. Perform an audit/analysis of all policies and procedures to remove barriers that perpetuate equity gaps. 2. Create an equity-minded teaching and learning institute by scaling Teaching Women and Men of Color Advocates workshops. 3. Adopt an online equity rubric with a focus on equity, belonging, and inclusion. 4. Adopt an integrated planning model to develop systems and practices to ensure student equity and success. 5. Use baseline data to develop action plans that implement practices for student equity and success. 6. Ensure the Social Justice Workgroups and other committees focused on equity and online success are inclusive of all stakeholders. 7. Encourage and ensure classified professionals from across the college are able to effectively participate in equity-related committees, workgroups, and professional development opportunities. 8. Establish regular and effective reporting of online and college-wide equity data in the Academic Senate, the Distance Education Committee, and across the college governance system. 9. Frame the college data story by disaggregating by race/ethnicity to better understand the equity gaps that exist online (from enrollment to census to completion). 10. Establish regular and transparent assessment of equity data in online course and program offerings, to identify and leverage opportunities for improvement, to provide equity training/support, and to further success and completion. 11. Ensure a systematic focus on equity in support services for online courses and programs, with a focus on proactive, intrusive learning support for all disproportionately impacted students. 12. Create a “Digital Access” workgroup (can be informal) that includes DSPS, DE, and IT, and focuses on ensuring students with disabilities are being considered/prioritized in all areas of online digital resources (instruction, college website, student services, etc.). | 1. **Forum Guide to Collecting and Using Disaggregated Data on Racial/Ethnic subgroups**   <https://nces.ed.gov/pubs2017/NFES2017017.pdf>  The guide provides a framework to understanding how and why to disaggregate data by race/ethnicity, and the importance of focusing on the college’s own performance. Are there equity gaps amongst subpopulations? How might the college close those gaps?   1. **Digital Higher Education in Texas: A Meta-Analysis of Data and Research**   <https://tacc.org/sites/default/files/documents/2020-06/digitex_meta-analysis.pdf>  DigiTex has undertaken a meta-analysis of existing data and research on digital, including distance and online, higher education in Texas in order to assess the “holes” in that information and determine how they might impactfully contribute to the body of knowledge in this area.   1. **ASCCC Spring Plenary topic**: [Decolonization & Equity in Remote Learning and Distance Education](https://asccc.org/events/2021-04-15-160000-2021-04-18-000000/2021-spring-plenary-session-virtual-event) 2. **Distant Equity: The Promise and Pitfalls of Online Learning for Students of Color in Higher Education**   <https://www.equityinhighered.org/resources/ideas-and-insights/distant-equity-the-promise-and-pitfalls-of-online-learning-for-students-of-color-in-higher-education/>  A study providing evidence and findings about the promise and pitfalls for students of color in an online learning environment.   1. **Peralta Online Equity Rubric**   <https://web.peralta.edu/de/files/2019/05/Peralta-Online-Equity-Rubric-2.0-May-2019.pdf>  The rubric provides a starting point for conversations between stakeholders on campus such as the Academic Senate and Distance Education Committee. Additionally, the rubric could be incorporated into the already established success of the CVC-OEI courses.   1. **Literature review on Diversity, Equity, and Inclusion** by the California Community College Chancellor’s Office - <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/2-literature-review-on-faculty-staff-and-student-diversity.pdf?la=en&hash=73767B97C2DE63FCE1518BB4B39B6278C5500ACF> 2. **The Role of the Academic Senate in Faculty Evaluations and Implementing Advocacy, Inclusion, Diversity, and Equity (AIDE**) - Webinar <https://www.asccc.org/events/2021-03-10-210000-2021-03-10-220000/webinar-role-academic-senate-faculty-evaluations-and> 3. **Cuyamaca College - Equity-Minded Teaching and Learning Institute**   <https://www.cuyamaca.edu/about-cuyamaca-college/educational-objectives-planning-and-outcomes/institutional-effectiveness-success-and-equity/equity-in-teaching-institute-eti.php>  The Equity-Minded Teaching and Learning Institute (EMTLI) is a yearly cohort-based professional development activity in which participating faculty analyze their classroom data, disaggregate by race/ethnicity, and then make changes to their curriculum and teaching practices using a culturally responsive teaching and learning (CRTL) framework.   1. **Course Design for Racial Equity - CORA Learning**   <https://coralearning.org/product/course-design-for-racial-equity/>  A certificate program for individuals to learn how racism impacts students’ learning, growth and development as well as tangible strategies to intentionally counteract the challenges in their curricula.   1. **Monterey Peninsula College - Integrated Planning Model**   <https://www.mpc.edu/about-mpc/campus-information/planning-research-and-institutional-effectiveness/integrated-planning>   1. **Palomar College - Integrated Planning Model**   <https://www2.palomar.edu/pages/strategicplanning/integrated-planning-models/>  An integrated planning model provides the framework to develop systems and practices to ensure the mission, vision, values, and equity are at the center of all plans. Additionally, it provides the framework to act upon findings of assessment on equity, diversity, and inclusion.   1. **Framing the Data Story - What’s your sticky?**   <https://rpgroup.org/Portals/0/Documents/Events/SummerInstitute/SI2016/FramingtheData/Presentations_FramingtheDataStoryFinal.pdf>  The presentation provides tips in framing the data story and how to use charts to communicate the findings. Additionally, the data should focus on the college’s data by subpopulation such as race/ethnicity, including difference in the online modality. |