I.B.6. **The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

Evidence of Meeting the Standard

As stated in its mission statement, Moorpark College is committed to equity, social justice, and a students first philosophy (evidence: mission statement). To achieve its equity focused mission, the college continuously reviews disaggregated data for subpopulations of students.

At the institutional level, equity data is embedded into the Educational Master Plan leading indicators (e.g., closing equity gaps for course success rates) as well as lagging indicators (e.g., closing equity gaps for completion of degrees and certificates). Data for these achievement metrics are kept up to date on a dashboard and shared annually with EdCAP and SEAC (evidence: EMP dashboard, EdCAP minutes, SEA minutes). Institutional Learning Outcomes/General Educational Learning Outcomes data is disaggregated and reviewed annually by SLOC (evidence: ILO/GELO report; SLOC minutes).

Given the large systematic scale of closing equity gaps, the college developed an operational equity plan which flows directly from the Educational Master Plan. The equity plan identifies gaps for each metric and specific strategies the college will take to mitigate each equity gap, as well as human and fiscal resources allocated to these strategies (evidence: equity plan). The IE office establishes research designs for each strategy and evaluates the efficacy of those strategies (evidence: zip file of equity evaluation reports; equity evaluation plan rankings).

To further expand upon the reach of the equity plan, the college created an IEPI PRT plan. This plan was created in response to the COVID pandemic and the social justice movement, and focuses on equity gaps in distance education and creating an inclusive campus. Similar to the equity plan, the IEPI PRT includes the allocation of human and fiscal resources to support its strategies and includes an evaluation by the IE office on the efficacy of those strategies. Additional details about the IEPI PRT are provided in the college's Quality Focus Essay (evidence: IEPI PRT Plan; link to QFE for convenience if possible).

In addition to reviewing institutional level equity data, the college requires all programs to review at least three past years of disaggregated student achievement and learning outcomes equity data during the annual program review process (evidence: program plan SD questions; zip file of all program plans). For academic programs, the IE office provides disaggregated student achievement data such as course success rates, and Program Learning Outcomes disaggregated data extracts from eLumen (evidence: course success rates by ethnicity; PLO by ethnicity). For student services, disaggregated satisfaction and SLO data is provided based on annual point of service surveys (evidence: survey disaggregated by ethnicity). As described in Standard I.B.2., disaggregated PLO data is also

reviewed annually as part of the college's student learning outcomes assessment process (evidence: student services SLO spreadsheet; PLO spreadsheets for all programs).

When programs identify performance gaps in student achievement or learning data, they may request additional resources through the program review process to support their equity mitigation strategies, and in subsequent years provide an evaluation of whether the allocated resources led to an improvement in equity outcomes. The program review resource request template explicitly asks programs to "describe how the resource will help close equity gaps" (evidence: program plan resource request template).

Analysis and Evaluation
Moorpark College is committed to closing equity gaps. Data on student achievement and student learning is disaggregated and reviewed at both the institutional and program level. Resources such as student equity funds and the IEPI PRT grant are allocated towards strategies to mitigate equity gaps. These strategies are then evaluated to ensure they lead to equitable outcomes.

POSSIBLE SOURCES OF EVIDENCE:
- Procedures that document the program review process (or other institutional evaluation process), including necessary components of student learning and student achievement data disaggregation;
- Completed program review reports, including analysis of disaggregated data;
- If the disaggregated data show achievement gaps between subpopulations of students, the reports include plans for closing the gaps, including resource allocation requests if needed;
- Procedures that document how resource allocation requests are included as a component of program review;
- Completed program review reports or other institutional evaluations that analyze disaggregated data of past and present after plans/projects have been implemented and resources allocated—to determine if gaps are closing;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- The institution disaggregates learning outcome data for student subpopulations, as identified by the institution.*
- The institution disaggregates student achievement data for student subpopulations, as identified by the institution.*
- The institution analyzes its disaggregated data and reports on its learning and/or achievement gaps, if any.
- The institution demonstrates that institutional data and evidence, including student achievement data, is used for program review and improvement.
- The college's resource allocation is driven by program review (or other institutional evaluation process).

Institutions may define student subpopulations differently when disaggregating student learning data and student achievement data.