STRATEGIC DIRECTION #1
STUDENT-CENTERED CURRICULUM
Moorpark College will develop and teach inspiring and challenging curriculum that is focused on the academic and career goals of all its students

Guided Pathways Pillar 1. Create clear curricular pathways to employment and further education

	GOAL	METRIC		ACTIONS 2021-2022	ACTIONS BRAINSTORM 2022-2023	BARRIERS
A	**Clarify and develop academic programs that effectively lead to student transfer**	1	Associate Degrees for Transfer available—increase from 29 in 2018-2019 to 31 by 2023-2024	Keep promoting ADT in computer science	Promote ADT to students, marketing the benefits for transfer, careeer, and other. Create greater awareness for students of Assist.org, counseling options, and other resources. Support academic	The patters of course for ADT is not being offered in a two time period. Ensure courses are offered to make it possible to complete.
				Complete and submit an Ethnic Studies ADT	Promote the ETHNIC STUDIES ADT, create community awareness	
		2	Articulation agreements of CA non-public colleges and universities available—increase from 10 in 2018-2019 to 15 by 2023-2024	Continue to work with CalArts for other available majors. Finalize agreement with Arizona State.		
		3	Degrees aligned with new UC pathways—increase to 5 by 2023-2024	Continue to work with discipline faculty when new UC Transfer Pathway Templates become available. Update and resubmit ADTs that are up for their 5-year review. Work with faculty to develop new ADTs as they become available. Submit new and revised courses for C-ID consideration.		
		4	Students signing UC TAG agreements—increase from 671 in 2017-2018 to 738 by 2023-2024	CTC expanding marketing effort for TAG.		
B	**Improve and expand career education programs ensuring alignment with changing labor market needs**	1	CTE degrees and certificates available—increase from 29 in 2018-2019 to 34 by 2023-2024	Promote degrees in Engineering Tech, Cybersecurity, Cloud, Data Science, Computer Science, Commercial Dance, GIS, Vet Tech.	Create additional certificate that responsd to in-demand skills. We need additional with skills that allow for immediate entrance in the workforce. For example anesthesia tech., Accessibility Section 508 Standard Certification, and other in-demand	Hard to find qualified teachers, with the teaching and professional backgrond needed. Difficult for hiring and retention of instructors. Also the highly competitive market- difficult to hire talent because of payroll barriers. Space and facilities.
				Develop and promote new programming in adult ed and allied health		
		2	CTE alternative credentials available such as digital badges that lead to certificates —increase from 50 in 2018-2019 to 100 by 2023-2024	Explore providing industry testing for students for industry credentials.		
		3	Pre-apprenticeship programs—increase to 3 by 2023-2024	expand biotech program, establish applied manufacturing, engineering, and IT programs through the work of the Impacto Grant		
C	**Create curriculum that supports online student success**	1	Degrees, certificates, and proficiency awards able to be earned fully online—increase to 35 by 2023-2024	Implement actions from the IEPI Plan related to distance education (Areas of Focus B and C)	Provide best practices from POCR; UDL workshops; Mapping fully online degrees/certificates (like GP) look at program maps to see if any are close to fully online; Asses	Articulatin (UC's do not accept online labs); How will students know whare online degrees are available? Linking information for students (ex, does this degree provide opportunity for upper
D	**Create curriculum that supports professional improvement**	1	Noncredit courses for professional improvement— increase from 3 in 2018-2019 to 25 by 2023-2024	Evaluate landscape and viticulture programs	Complete lanscape managment certificate (courses in progress); Options for upskilling employees	LMI data for demand; how to get the right information to the right people
E	**Provide clear pathways for students through the curriculum**	1	Fall to spring persistence rates—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027	Implement equity actions from the IEPI Plan related (Area of Focus A)	Evaluate success data disaggregted by ethnicity, gender, modality, etc.; Continue culturaually responsive PDF	How to increase faculty involvment in PD? Digital divide (DE affects DI populations more)

	GOAL	METRIC	ACTIONS 2021-2022	ACTIONS BRAINSTORM 2022-2023	BARRIERS
		2 Completion of transfer-level math and English in first year—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027	Pull data to determine preliminary success rates of the Engl M01A courses that are co-listed with the Engl M91AS courses. Consider adding a few more Engl M91AS courses.	Evaluate impact of support classes; Perform same analysis for Math	Lack of student engagement in support classes; get right information to the right students; Students who would benefit from support class usually only actualy sign up if meet with counselor
			The ESL self placement guide will be given to district IT to code and place in banner.		
			Convert Math M01 and M03 to non-credit		Need clarity from CO, particularly in light of AB1705
				Promote the new additional math pathways	
			Begin utilizing course program maps	Evaluate use and utillity of program maps. Develop mapping system that auto-populates	
F	**Continue to develop a body of faculty who are committed to the development of culturally-responsive course content, teaching, and academic counseling methods**	1 Faculty who participate in high impact equity training once every three years, such as the Equity in the Classroom project, TMOCA, Safe Zone, Project CHESS Faculty Circles, etc.—increase to 100% of full-time and 50% of part-time faculty by 2023-2024, and 100% of part-time faculty by 2028-2029	Implement actions from the IEPI Plan related faculty professional development and hiring (Area of Focus A)		
		2 Develop a survey to measure student perception of faculty as culturally-responsive agents of Moorpark College annually	Review USC CUE student survey results and idenfity actions based on results. Adminster faculty USC survey.		
		3 Course success rates—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027	Complete curriculum audit for first cohort		

STRATEGIC DIRECTION #2
STUDENT ACCESS
Moorpark College will develop and teach inspiring and challenging curriculum that is focused on the academic and career goals of all its students

Guided Pathways Pillar 2. Help students choose and enter their pathway

		GOAL		METRIC	ACTIONS 2021-2022	ACTIONS BRAINSTORM 2022-2023	BARRIERS
A		Increase enrollment of disproportionately impacted groups	1	Percentage of applicants that successfully enroll—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027	Call students who applied but did not enroll	1) Continue to call students who applied but did not enroll; 2) Develop a social media campaign directed to specific groups to increase application and enrollment.	1) Utilize text notification because students don't check emails. 2) Examine the application process. Students don't receive confirmations when they submit their applications. 3) Even though they fill out an application, they may enter a wrong number
B		Improve and expand courses and services for middle and high school students	1	Rising Scholars—Increase from 30 in 2018-2019 to 100 by 2023-2024	Coordinate work with Simi and Moorpark Unified School Districts	Reconnect with Simi and Moorpark Unified School Districts to strengthen collaboration.	Some high schools may not have an interest in collaborating. This work may have fallen by the wayside during COVID.
			2	Middle school events which are focused on meaningful reflection and action toward pursuing higher education—Increase from 4 in 2017-2018 to 8 by 2023-2024	Expand the number of schools or programs for career education week	Continue promoting career education week on social media; expand the number of schools participating	There may not be an interest. Middle schools and their students may not realize the benefits of early collaboration. There is not a consistent person at the middle school or at Moorpark to ensure
			3	Dual enrollment students—Increase from 579 in fall 2017 to 707 by fall 2023	Establish career paths with local high schools	1) Expand career paths with local high schools. 2) Develop connections with local high school transfer centers.	1) Look at success rates. If positive, promote this data. 2) Do we need additional staffing to support these efforts? 3) Faculty teaching dual enrollment classes may benefit from ongoing professional
C		Expand availability of offerings to reflect the needs of all students	1	Distance education FTES—increase offerings from 1,571 in 2017-2018 to 3,189 by 2023-2024 4	Ensure at least 40% of courses are offered online	Develop a survey of all students to assess current needs for distribution of online vs. in-person classes, including questions about why they prefer	Some students do not retain learning that occurs online.
					Develop job descriptions for remote student services	Identify positions that provide remote services and work with HR to add a remote component to the description, if appropriate.	Need to maintain access to internet.
			2	Friday, weekend, and evening sections—increase as total from 340 in fall 2018 to 406 by fall 2023	No action needed--not a priority for this year	Assess the need for alternative time schedules.	
			3	Short term sections—increase from 249 in fall 2018 to 304 by fall 2023	Continue growing PACE by recruiting new cohorts and retaining existing cohorts.	Add more 8+8 classes to the schedule.	
			4	Offer a winter intersession by 2023 (if district switches to compressed calendar)	Schedule four week class offerings January 2022		We would need to move to the compressed calendar first.

STRATEGIC DIRECTION #3
STUDENT SUCCESS
Moorpark College will develop and teach inspiring and challenging curriculum that is focused on the academic and career goals of all its students

Guided Pathways Pillar 3. Help students stay on their path
Guided Pathways Pillar 4. Ensure that learning is happening with intentional outcomes

	GOAL		METRIC	ACTIONS 2021-2022	ACTIONS BRAINSTORM 2022-2023	BARRIERS
A	**Provide financial support for low-income students**	1	Students filling out FAFSA/CADAA—increase from 11,870 in 2018-2019 to 13,330 by 2023-2024	1. weekly virtual online application assistance events 2. developing new model for registration rocks events bi-weekly 3. marketing and canvas tools for faculty to embed in canvas course shells 4. launching financial aid canvas course shell content 5. Moving forward together marketing campaign launched.	Create MC specific video instructions to assist students in filling out paperwork. Announce canvas tools at various college meeting. Send to all faculty via email several times throught semester.	All three FA offices are using the same module. May not allow for customization.
		2	Sections with zero and low textbook costs—increase zero textbook cost sections from 328 in 2018-2019 (including summer 2019) to 769 by 2023-2024, which will represent about 20% of all sections; increase low textbook cost sections to 1,192 by 2023-2024, which will represent about 31% of all sections	Expand ZTC coordinator role and support faculty with stipends to convert additional courses to ZTC	Increase awareness of LTC designation. Increase advertisement about using these designations. Offer more professional development opportunities on ZTC and LTC.	Barrier is AFT regarding stipends. The DIstrict and AFT need to come an agreement to allow stipend contracts.
		3	Emergency micro grants disbursed—increase annually to $10,000 by 2023-2024	1. Received $745,000 in state IAB funding to distribute to DI students in form of emergency aid during summer 21. Received >2.5 million HEERF II to distribute Fall 21 & Spring 22 to DI students with additional HEERF III funding to follow. 2. Moving Forward Together marketing campaign launched.	Increase direct outreach to qualifying students.MC Foundation raises funds in support of enmergency aid. Identify other fundining sources for emergency aid.	Students don't always know the microgrants that are available to them.
		4	Scholarships—increase dollar amount of scholarships awarded from $174,000 in 2017-2018 to $200,000 by 2023-2024	1) continue with 2020-21 actions. 2) continue the Foundation campaign. 3) improve access to scholarships for DI groups i..e. remove student's name from the scholarship application. 4) increase marketing about the availability of scholarships. 5) make scholarships more accessible i.e. removing GPA. 6) work with scholarship representative to change requirements to increase accessibility. 7) develop a workgroup to look into scholarshp promotional materials.	Increase number of need based scholarships. Increase outreach to identify more new donors. Develop outreach to alumni and work with local businesses and corporations to develop work based learning scholarships.	Economic recovery from COVID-19. Foundation has limited staffing.
B	**Improve and expand educational support programs for all students**	1	Teaching and Learning Center—increase visits from 10,800 in 2017-2018 to 11,880 by 2023-2024, with a focus on increasing visits from disproportionally impacted students	Continue offering online tutoring. Work with student success circles to encourage usage of tutoring.	Ask faculty to advertise tutoring and post link in Canvas shells. Utilize Starfish for tutoring referrals.Continue to provide online tutoring. Take tutoring to the students, e.g hihgh schools, course embedded tutoring, Recruit student volunteers to tutor and transcript their service	Stable tutoring budget, staffing challenges,
		2	Course embedded tutors—increase from 25 in 2018-2019 to 50 by 2023-2024	Ensure CETs are offered for transfer level English and Math to support AB705 and SCFF	Expand CET program to other subjects such as physical sciences.	

	GOAL	METRIC	ACTIONS 2021-2022	ACTIONS BRAINSTORM 2022-2023	BARRIERS
		3 Guided Path to Success (GPS) students [REBRANDED AS FYE]—increase from 120 in fall 2017 to 550 by fall 2023	This academic year will be focused on keeping our FYE students on the path (guided pathways) towards a focused goal of graduation/transfer. We continue to require FYE students to complete Math, English and College Strategies in the first year to obtain priority registration. In addition, we are doing more work with early alert so students are aware of their support options. This will increase retention rates for the college. COntinue to work with outreach and counseling to ensure we are recruiting students and providing them with comprehensive ed plans and program maps.	Continue support for students as they move into their second year. Increase use of Starfish Connect to provide support services to students. Recruit faculty to participate in outreach to high schools.Targeted campaign to DI populations. Expand FYE for non traditional student populations	Dropping enrollment
		4 Peer mentoring—increase to 2,000 students receiving mentoring by fall 2023	Explore TMOCA for peer mentoring	Explore paid mentors , investigate state and federal grants to support mentoring	Time and student availabilty to serve as mentors. Staff needed to train and support mentors.
C	Improve and expand academic counseling services for all students	1 Customized education plans—80% of first-time students will complete a customized education plan by 2023-2024, with a focus on disproportionally impacted students	1. Integrate Maps into Degree Works 2. Effectively integrate program maps (mapper) on the website. 3. Orientation to DegreeWorks in classes. 4. Develop Commons resources that support student success to import into Canvas course shells.	1. Increase awareness and training for students to use Mapper, DegreeWorks, and Scheduler. 2. Develop process to update Mapper, DegreeWorks, and Scheduler, etc. 3. Student Services lead in creating bank of Commons pages, as new Studnet Services Syllabus, for all faculty and programs to access. Channel DI group intervention for Customized Ed Plans	Financial requirements for updates.
		2 Completion of 15+ units per semester—decrease equity gaps for disproportionately impacted groups by 40% by fall 2023, and fully close achievement gaps by fall 2026	Continue contacting students for the 15 to finish campaign.	1. Reconsider 15 units as the goal: less possible now post-Covid. Also "ableist" - excludes students who are UNable to do this for various reasons. 3. If continue; provide supports for DI groups to achieve, both academic and life	See "Actions Brainstorm": is this still relevant for our new student world.
D	Promote civic engagement, advocacy, and a global perspective	1 Sections with content connected to civic engagement—increase to 150 by fall 2023	Utilize speakers and training to support sections that want to have content connected to civic engagement	1. Connect guest speakers for in-class presentations. 2. Advocate for more classes to include material promoting civic engagement in classes, including the sciences, such as M12: Math Reasoning for Liberal Arts and M15:	
		2 Students engaged in advocacy through co-curricular activities—increase to 80 by 2023-2024	Provide opportunities for student panels, explore student cultural center	Compensation for participation in campus advocacy (ASMC, participitory gov)	Currently not accessible for all students to actively participate in student government (time commitment)
		3 Study abroad participants —increase from 12 in 2016-17 to 87 by 2023-2024	Promote study abroad for 2023	Provide more options to study abroad; reintroduce semester abroad program.	Cost of studying abroad for students
		4 International students—increase from 105 in fall 2017 to 315 by fall 2023	Explore multi-college outreach for international	Create more welcoming environment for international students: opportunities to share their experiences (in classes, campus events, extra-	International students may feel isolated arriving on our campus and community, especially at this time.
E	Provide opportunities for students to link their academic programs to their career interests	1 Counselors trained and involved in career counseling—90% of counselors by 2023-2024	Continue Career Counselor training and create groups to facilitate discussion and share best practices. Connect to Guided	Review the success of training. Ensure that the counselor on each GP team is trained in career counseling. More specialization for counselors	Lack of interest in certain Areas of Interest? instufficient staffing and resources
		2 Career assessment taken by students—increase from 821 in 2017-2018 to 2,463 by 2023-2024	Coordinate career assessment tools with guided pathways and on the new web pages	Need more information on the tools used? Was there any follow-up with those who did the assessment tool	Insufficient data?
		3 Transfer and Career center workshop attendees—increase from 761 in fall 2018 to 2,283 by fall 2023	Re-establish virtual and onground workshops and training	Integrate events with marketing in a more formalized way (Event Planning Team?)	Need more coordination with marketing and a dedicated event planning team
		4 Internships—increase from 148 in fall 2018 to 444 by fall 2023	Re-establish on ground internships	Explore remote internships in addition to on ground. Teach students how to be remote workers/interns	Bureaucratic hurdles; lack of connection in the community;

		GOAL		METRIC	ACTIONS 2021-2022	ACTIONS BRAINSTORM 2022-2023	BARRIERS
			5	Research opportunities—increase the number of students that enroll in courses that offer research opportunities with universities from 10 in 2018-2019 to 50 by 2023-2024	Submit AIMS and ONR	Marketing/GP - information about this on the Areas of Interest websites. Also, pathways for the future after MC	Funding
F		**Provide opportunities for student connection**	1	Student clubs - increase student membership from 567 in fall 2018 to 652 by fall 2023.	Re-establish on ground clubs.	Build a space where they can congregate, including interfaith space, and other safe space areas	Funding; competition from other projects on campus
G		**Maintain standards of intellectual rigor and creativity**	1	SLO discussions— increase the number of programs that hold discussions for SLO relation to academic rigor in juxtaposition to: assignments, norming, rubrics, grading, and/or assessment of the outcomes to 47 in 2023-24	Ensure 100% of courses and student services complete SLO assessments in fall 2021	Continue to ensure 100% of courses and student services complete disaggregated SLO assessments. Ensure cultural competency and cultural humility are included in SLO assessments.	Ensure faculty and staff know the deadlines and how to assess their SLO's.
			2	Distance education success rates—reduce gap between on-ground, hybrid, and online classes to 2.0 percentage points by 2023-2024	Compare success rates post-COVID. Continue expansion of POCR certified courses.	Analyze the data and see the impact of COVID on this. Continue expansion of POCR certified courses. Analyze data between asychronous and synchronous online courses.	Cost of development cost of POCR courses. Also needs funding and attention by Institutional Effectiveness.
			3	Honors students—increase from 210 in fall 2017 to 360 by fall 2023, with a focus on increasing participation by disproportionally impacted students	1. Guided Pathways Open Houses promoting Honors programs; FYE/SYE promoting Honors programs; 2. GP program maps to include Honors as an option; 3. Maybe have an introductory honors class to get students to feel more comfortable; 4. Honors program students create/participate in videos to show others how they too can be successful; 5. Module in all Canvas courses to share as a resource with students (maybe have that peer video embedded); 6. Benchmark GPA may get notified specifically; 7. All students can take an Honors course, however Honors program has a GPA requirement-need to make that distinction more clear.	1. Guided Pathways Open Houses promoting Honors programs; FYE/SYE promoting Honors programs; 2. GP program maps to include Honors as an option; 3. Maybe have an introductory honors class to get students to feel more comfortable; 4. Honors program students create/participate in videos to show others how they too can be successful; 5. Module in all Canvas courses to share as a resource with students (maybe have that peer video embedded); 6. Benchmark GPA may get notified specifically; 7. All students can take an Honors course, however Honors program has a GPA requirement-need to make that distinction more clear. 8. NEED A SCHEDULE OF ALL THE HONORS CLASSES AND WHEN THEY ARE OFFERED. 9. OUTREACH TO HIGH SCHOOL	Marketing
			4	Academic integrity—increase to 150 by 2023-2024 the number of faculty that utilize technology such as Turnitin.com and Proctorio to minimize cheating	Re-evaluate proctoring software. Evaluate feasibility of a testing center.	Create an in-person testing center on campus. Continue use of Turnitin.com. Professional Development for teachers to create questions that students can't easily google online. Develop authentic testing methods.	Proctorio is making students more nervous about the testing environment than the actual test.
			5	Faculty trained in cultivating exploration and expression within a creative praxis—increase to 50 by 2023-2024	Explore how to increase expression and creativity within the online environment Explore how to train faculty to help students express social justice in a creative praxis [Theme 1]	Create professional development for universal design and creative praxis in all forms of academia. Create M80/Internship for social justice application to explore and apply their creativity.	

	GOAL		METRIC	ACTIONS 2021-2022	ACTIONS BRAINSTORM 2022-2023	BARRIERS
A	**Increase campus safety**	1	Inclusive emergency notification system—implement by 2023-2024	-conduct regular testing of the system - hardware and software. -Integrated document (small work group) of procedures/protocols re: emerg. prep (e.g., how often equipment is tested) -Emergency resources checked (e.g., - check contents of emergency trailer); -User training for faculty/staff; message senders; -Communication Plan and training; -Training/instruction re: classroom emergency resources	*Ensure there are no glitches in the system, how do students find out they are informed using this system, create video game of campus safety for everyone	Funding, reliability could be a factor
		2	Active shooter/fire/earthquake drills—conduct one campus wide drill and three table top drills per year for each by 2023-2024	- Engage with County Emergency Services - invite their participation in EPC meetings to strengthen relationship with MC; - Conduct three (3) table-top drills - one each for fire, active-shooter, earthquake; - Plan one (1) on-campus drill (current guidelines allowing)	Did we do the actual drill? keep the practice ongoing but continual evaluation, and note any changes or new threats.	Accountability to ensure people have taken part in the drill
		3	Building monitors—complete building monitor plan by Fall 2019 and run one drill a year from 2019-2020	- Alternate designation to Building Monitor program developed and shared with the campus - Identify roles & responsibilities - Draft of revised MC Emergency Operations Plan completed in which this alternate designation will be clearly defined	Clarify definition of building monitor. FInalized draft of EOP,	Interested people to fill the roles

	GOAL	METRIC	ACTIONS 2021-2022	ACTIONS BRAINSTORM 2022-2023	BARRIERS
		4 Work-space preparation—increase number of employees implementing training in their classrooms/workspaces at the start of each semester to 310 by 2023-2024	- Review tasks & space preparation checklist for faculty & staff - Email all faculty/staff reminder about checklist at beginning of each semester - Promote information sharing at division-level or department led meetings	Provide brief and simple guidelines to faculty for training students.	Employees not implementing the training.
		5 CERT training—increase total number of employees that are CERT trained to 20 by 2023-2024	- Determine local CERT training opportunities as they become available once again; promote them if offered	Have we identified the 20 people? Or do we need to promote the training to get 20 people. If they are identified, get them trained.	Not enough interested, offer incentives for employees to increase interest
		6 Title IX training—implement training created by the Districtwide Title IX committee by 2023-2024	Modify Title IX training provided during New Student Welcome to include brief overview and directions for completing training video.	Review , modify and continue to alter depending on situation.	

		GOAL		METRIC	ACTIONS 2021-2022	ACTIONS BRAINSTORM 2022-2023	BARRIERS
B		Provide support for students' basic daily needs	1	Basic Needs Center (to provide guidance on housing, food insecurity, health programs, affordable childcare options, etc.)—conduct a feasibility study by 2020-2021 to explore the viability of creating this center	Increasing marketing/outreach to students. Work with new hire to let students know additional resources available (housing, childcare etc.). How do faculty make referrals to this	Do an inventory to detemine healthiest option to offer at the center. Develop student housing options. Create a database with resources affordable housing options for students. Provide access to laundry services to students in need. Provide a locker for students in need to store their items for showering and basic sanitary	
			2	Fitness Center—conduct a feasibility study by 2020-2021 to explore the viability of offering open labs to students without registering for a class	Conduct the feasibility study with the KIN faculty.	offer membership to local community to help fund college projects. Or open fitness classes to locals to pay.	
			3	Food outlets—provide access to hot and nutritious meals for students throughout the instructional day (8am to 9pm) by 2023-2024	- Re-etablish food trucks on campus Fall 2021 with greater presence of students on campus; - As more students return to campus, with enough demand, additional food supply/resources will be added;	consign space in cafeteria to healthy corporate food outlets.	
C		Provide professional development for faculty and staff to be able to recognize and support students with mental and physical health challenges	1	Mental Health First Aid Training including suicide awareness—increase to 100% of full-time and 50% of part-time faculty trained by 2023-2024, and 100% of part-time faculty trained by 2028-2029	Met with 3 remaining certified MHFA trainers to assess willingness to resume trainings. All are anxious to do so.	Offer incentives for faculty and staff to participate in the trainings offered. Include	Funding through PD is not adequate as it is currently structured to support this metric. Accommodations need to made to ensure classified staff can particiapte in these opportunity.
			2	CPR trainings—increase number of faculty and staff trained in CPR from 13 per year in 2018-2019 to 64 per year by 2023-2024	Continue CPR trainings	Market this goal to encourage more faculty and staff to participate in the training.	Currently classified staff are penalized by a reduction in hourly pay for taking classes during work hours. Accommodations need to be made to incentive learning and PD.

STRATEGIC DIRECTION #5
ORGANIZATIONAL EFFECTIVENESS
Moorpark College will develop and teach inspiring and challenging curriculum that is focused on the academic and career goals of all its students

	GOAL		METRIC	ACTIONS 2021-2022	ACTIONS BRAINSTORM 2022-2023	BARRIERS
A	**Improve campus physical infrastructure, with a focus on sustainability**	1	Complete facilities projects that are fully funded and aligned with the Facilities Master Plan	Change the effective dates for FMP to coincide with the Educational Master Plan.	Include in the FMP a dedicated space for a professional level art gallery in the funded area of remodel of the Administion Bldg. Update Technology Bldg.	Stalls in planning and approvals; worldwide supply and shipping slow-downs
		2	Complete technology projects that are fully funded and aligned with the Technology Master Plan	Continue with COVID related tech inlcuding FLRs, loaners, hot spots, more Hyflex, etc.	Increase the number of Hyflex classrooms. More tranining for HyFlex Need to upgrade and install security cameras More training and integration of Microsoft	Funding to maintain/replace installed equipment
		3	Develop a Sustainability Plan by 2019-2020	Update as needed.	Increase the number of charging stations for electric vehicles. Share the Sustainability Plan with the college	Funding Prioritizing the need
B	**Improve campus organizational infrastructure with a focus on inclusive decision-making**	1	Integrated planning—investigate creation of a centralized process for resource allocation, both categorical and general funds by 2021-2022	Pilot combining EdCAP and Fiscal as one committee (CAP)	Continue with the Integrated Planning Committee Set the goals and membership (voting rights) for this committee Stagger meeting dates of major meeting to allow for inclucivity	Reaching quorum Recruiting membership
		2	Classified representation—increase number of classified co/tri-chairs on standing committees from 2 in 2018-2019 to 5 in 2023-2024 and increase the number of seats held by classified staff from 8.5% in 2018-2019 to 20% of committee members by 2023-2024	Continue support of classified participation in campus committees	Continue to increase classified membership Allow the option for members to meet by zoom	Staffing to cover daily operations Staff available to attend meetings Committee being able to meet quorum
		3	Develop a project management structure that includes a total program cost and timetable for implementation: all new projects/initiatives will document the human, fiscal and physical resources as well as the outcome(s) required for the project over a set time period by 2023-2024	Create multi year budget that includes TCO	Simplify the process Support long term maintainance support cost	Delays in implementation leads to increased cost due to inflation

			GOAL	METRIC	ACTIONS 2021-2022	ACTIONS BRAINSTORM 2022-2023	BARRIERS
C		Increase revenue generation		1 Meet annual FTES targets	Increase marketing	Continue Increasing Marketing (targeted marketing), Marketing to adult students, marketing	Barrier for Communication with younger generation and research is a lack of resources to
					Increase outreach	Continue Increasing Outreach (targeted outreach). Creating Pathways with the High Schools with Dual Enrollment, COUN M02 class	Barrier for Outreach is staffing. We need staffing to do the retention work. Another barrier with outreach is our technology (i.e. Starfish). Barrier
					Evaluate mix of on ground, online, and hybrid offerings to meet student demand		
					Promote promise program	Need to continue Promoting the Promise. Find different ways to promote the program and do it in Spanish as well	
				2 Contract and community education—conduct a feasibility study by 2019-2020	Conduct a feasibility study of contract and community education, decide what should be offered by college		
				3 Noncredit FTES—Increase to 91 by fall 2023	Increase number of CE non-credit certificates		
				4 Grant application submissions—increase to 12 per year by 2023-2024	submit 3 grant applications	Have workgroup work on grants (make sure group of people for whom the grant is being written for are included on the workgroup). Put together a 5 year plan of things we want to accomplish and find the resources to get things done.	Barrier - Not having a designated experienced in higher education grant writer
				5 Bond—encourage the district to place on ballot by 2023-24	no action this year		
D		Reinforce culture of continuous improvement through professional development		1 Faculty annually participating in professional development events—increase to 150 by 2023-2024	Implement actions from the IEPI Plan related to professional development (Areas of Focus A & D)	Determine a system for tracking this, host adjunct specific events, offer online/hybrid events, consider exapnding adjunct orientation, consider having professional development online and on-ground, consider targeted training (Beginning, Intermediate, Advanced trainings)	Have centralized professional development scheduling system to avoid conflicting and overlapping events, publicize the FLEX day to create awareness (use calendar invites to schedule events.
				2 Classified staff professional development events—increase from 8 in 2017-2018 to 24 by 2023-2024	Implement actions from the IEPI Plan related to professional development (Areas of Focus A & D)	Create events that benefit both faculty and staff (e.g. consider student/faculty event on FLEX days), leverage external trainings that would benefit Classified, Have professional development committee at district.	Staffing bandwith (time and energy) to host 24 events in a year., Clarify the term event, Classified staff have different roles that are job specific,
				3 Faculty and staff knowledgeable of universal design—increase from 43 in 2017-2018 to 250 by 2023-2024	Integrate UDL PD sessions into FLEX and other trainings. Continue to expand training on accessibility.	Support ITDs in development and promotion of UDL Workshops, Investigate additional external UDL training for faculty & staff, provide UDL badge/cert for those who complete training, support the adoption of ZTC/LTC, integrate in research office agenda.	time for training, financial incentive for faculty and staff for UDL completion, include things that we value in the evaluation process, consider how these things are researched/tracked
				4 Students participating in leadership development—increase from 29 in 2018-2019 to 70 by 2023-2024	Continue student leadership workshops	Consider different modes of delivery for leadership development for students (e.g. online, onground), integrate leadership development into the areas of interest, p	The same students are involved in leadership activities