

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

| | GOAL | METRIC | ACTIONS 2021-2022 | POINT PERSON FOR 2021-2022 ACTIONS | ACTION STATUS UPDATE MAR 2022 | ACTION STATUS INDICATOR MAR 2022 | END OF YEAR STATUS ACTIONS 2021-2022 | % COMPLETE ACTIONS 2021-2022 | ACTIONS 2022-2023 | POINT PERSON FOR 2022-2023 ACTIONS | RESOURCES NEEDED TO IMPLEMENT 2022-2023 ACTIONS | PLANNING RETREAT ACTIONS BRAINSTORM 2022-2023 | PLANNING RETREAT BARRIERS BRAINSTORM | |
|---|---|--|--|------------------------------------|---|----------------------------------|--------------------------------------|------------------------------|-------------------|------------------------------------|---|---|---|---|
| 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 | Dean CTE | Promoted through PACE. | GREEN | | | | | | Promote ADT to students, marketing the benefits for transfer, career, and other. Create greater awareness for students of Assist.org, counseling options, and other resources. Support academic | The pattern 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 | Ethnic Studies Coordinator | Done. | GREEN | | | | | | 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. | Articulation Officer | On target. | GREEN | | | | | | | | |
| | | 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. | Deans of each area | On target. | GREEN | | | | | | | | |
| B | Improve and expand career education programs ensuring alignment with changing labor market needs | 4 Students signing UC TAG agreements—increase from 671 in 2017-2018 to 738 by 2023-2024 | CTC expanding marketing effort for TAG. | Dean of CTC | Various promotional materials and events launched | GREEN | | | | | | | | |
| | | 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. | Dean of CTE | Continuing to assess commercial dance and vet tech, but otherwise promoting CTE programs | GREEN | | | | | | | Create additional certificate that responds 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 background needed. Difficult for hiring and retention of instructors. Also the highly competitive market- difficult to hire talent because of several barriers: Space and facilities. |
| | | 2 CTE alternative credentials available such as digital badges that lead to certificates —increase from 50 in 2018-2019 to 100 by 2023-2024 | Develop and promote new programming in adult ed and allied health | Allied Health Coordinator | Pursuing programming in paramedics | GREEN | | | | | | | | |
| C | Create curriculum that supports online student success | 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 Impact Grant | Dean of CTE | Impacto grant is in progress | GREEN | | | | | | | | |
| | | 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) | Dean of DE | IE is collecting data on these items. DE committee reviewing policies | GREEN | | | | | | | 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; Assess Complete landscape management certificate (courses in progress); Options for upskilling employees | Articulation (UC's do not accept online labs); How will students know where online degrees are available? Linking information for students (ex. LMI data for demand; how to get the right information to the right people |
| 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 | Dean of CTE | landscape went to curric and will be approved, experts identified for viticulture | GREEN | | | | | | | | |
| 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) | DEI Coordinator | Curric audits in progress | GREEN | | | | | | Evaluate success data disaggregated by ethnicity, gender, modality, etc.; Continue culturally responsive PDF | How to increase faculty involvement in PD? Digital divide (DE affects DI populations more) | |
| | | 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. | Deans of Math & English | IE completed analysis | GREEN | | | | | | | 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 actually sign up if meet with counselor |
| | | | The ESL self placement guide will be given to district IT to code and place in banner. | Dean English, English and ESL. | Waiting for implementation from state | YELLOW | | | | | | | | |
| | | | Convert Math M01 and M03 to non-credit | Dean of Math | Not going this route per AB705 | GREEN | | | | | | | | Need clarity from CO, particularly in light of AB1705 |
| F | Continue to develop a body of faculty who are committed to the development of culturally-responsive course content, teaching, and academic counseling methods | | Begin utilizing course program maps | Dean of Counseling | Sent out to new students | GREEN | | | | | | Promote the new additional math pathways (Evaluate use and utility of program maps. Develop mapping system that auto-populates | | |
| | | 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 CHES 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) | DEI Coordinator | EEO group work for hiring training and curriculum audit, other training offered for hiring and bias | GREEN | | | | | | | | |
| | | 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 identify actions based on results. Administer faculty USC survey. | DEI Coordinator | USC to come to town hall in April to review results | GREEN | | | | | | | | |
| | 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 | DEI Coordinator | Established second cohort | GREEN | | | | | | | | | |



**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

| | GOAL | METRIC | ACTIONS 2021-2022 | POINT PERSON FOR 2021-2022 ACTIONS | ACTION STATUS UPDATE MAR 2022 | ACTION STATUS INDICATOR MAR 2022 | END OF YEAR STATUS ACTIONS 2021-2022 | % COMPLETE ACTIONS 2021-2022 | ACTIONS 2022-2023 | POINT PERSON FOR 2022-2023 ACTIONS | RESOURCES NEEDED TO IMPLEMENT 2022-2023 ACTIONS | PLANNING RETREAT ACTIONS BRAINSTORM 2022-2023 | PLANNING RETREAT BARRIERS BRAINSTORM | |
|---|---|--|---|--|--|----------------------------------|--------------------------------------|------------------------------|-------------------|------------------------------------|---|--|---|--|
| 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 | Director of Outreach | Full marketing mix including, Outreach calls made, campus tours, etc.; Financial Aid work (e.g., Cash for College) | GREEN | | | | | | 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 | |
| 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 | Dean of Counseling | Identified students and are providing tutoring, workshops (time management), swag for participants. | GREEN | | | | | | 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 | Dean of CTE | Because of the pandemic The Middle School and High School day event coordinators choose to only | YELLOW | | | | | | 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 | |
| | | 3 Dual enrollment students—Increase from 579 in fall 2017 to 707 by fall 2023 | Establish career paths with local high schools | Dual Enrollment Director | Working with VCOE to establish paths | GREEN | | | | | | 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 | |
| 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 | Ensure at least 40% of courses are offered online | Dean of DE | done | GREEN | | | | | | Develop a survey of all students to assess current needs for distribution of online vs. in-person classes, including questions about why | Some students do not retain learning that occurs online. | |
| | | | Develop job descriptions for remote student services | Dean of Counseling | Remote work groups exploring policies and procedures for job | GREEN | | | | | | Identify positions that provide remote services and work with HR to add a remote component to the description, if appropriate. Assess the need for alternative time schedules. | 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 | | | GREEN | | | | | | | | |
| | | 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. | Dean of IE | PACE is growing | GREEN | | | | | | | 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 | VPAA | Pivoted course. We plan to implement compressed calendar soon. | GREEN | | | | | | | | 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

| GOAL | METRIC | ACTIONS 2021-2022 | POINT PERSON FOR 2021-2022 ACTIONS | ACTION STATUS UPDATE MAR 2022 | ACTION STATUS INDICATOR MAR 2022 | END OF YEAR STATUS ACTIONS 2021-2022 | % COMPLETE ACTIONS 2021-2022 | ACTIONS 2022-2023 | POINT PERSON FOR 2022-2023 ACTIONS | RESOURCES NEEDED TO IMPLEMENT 2022-2023 ACTIONS | PLANNING RETREAT ACTIONS BRAINSTORM 2022-2023 | PLANNING RETREAT BARRIERS BRAINSTORM | |
|------|--|--|--|--|---|--------------------------------------|------------------------------|-------------------|------------------------------------|---|--|---|---|
| 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. | Financial Aid Officer | All actions completed | GREEN | | | | | 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 throughout 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 | Dean of DE | Expanded ZTC offerings | GREEN | | | | | | 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. | Financial Aid Officer | Aid distributed to students, various marketing launched. Utilized Electronic applications with workflow created in onbase and automated invitation campaigns to eligible students | GREEN | | | | | | Increase direct outreach to qualifying students MC Foundation raises funds in support of emergency aid. Identify other funding 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 scholarship promotional materials. | Scholarship Director | Redesigned the Scholarship Newsletter to promote the scholarship program. | GREEN | | | | | | 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 disproportionately impacted students | Continue offering online tutoring. Work with student success circles to encourage usage of tutoring. | Dean of TLC | Online tutoring offered, used Starfish to direct faculty to tutoring | GREEN | | | | | 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. high schools, course embedded tutoring. Recruit student volunteers to tutor and transcribe 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 | Dean of TLC | CETs added | GREEN | | | | | Expand CET program to other subjects such as physical sciences. | | |
| | | 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. | Student Success Supervisor/Student Success Center Director / Dean of FYE | Expanding FYE/SYE/CHESS | GREEN | | | | | | 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 | DEI Coordinator | Done | GREEN | | | | | | Explore paid mentors, investigate state and federal grants to support mentoring | Time and student availability 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 disproportionately 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. | Dean of Counseling, GP Coordinator | Maps are in degree works, AOI pages. Mappers presented at student update. | GREEN | | | | | 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 Student 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. | Dean of Counseling | Pivoting toward 8+8 based on research | GREEN | | | | | | 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 (financial aid). | 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 | DEI Coordinator | Check with Tammy | GREEN | | | | | 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: Compensation for participation in campus advocacy (ASMC, participatory gov) | Currently not accessible for all students to actively participate in student government (time commitment) | |
| | | 2. Students engaged in advocacy through co-curricular activities—increase to 80 by 2023-2024 | Provide opportunities for student panels, explore student cultural center | Dean of ASMC | Identified a space for cultural center, and funding, had various student panels and updates | GREEN | | | | | | | |
| | | 3. Study abroad participants —increase from 12 in 2016-17 to 87 by 2023-2024 | Promote study abroad for 2023 | Dean of Study abroad | Programs have been defined, marketing department engaged for collateral | GREEN | | | | | | 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 | Director of International & Outreach | Districtwide meeting to explore this approach | GREEN | | | | | | Create more welcoming environment for international students: opportunities to share their experiences (in classes, campus events, extra-curricular) | 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 Path | Dean of Counseling | counselors trained, careers connected to guided pathways, also created AOI | GREEN | | | | | 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? Insufficient 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 | Dean of CTC | New career software, worked on new pages | GREEN | | | | | | 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 | Dean of CTC | workshops still virtual but re-established, furniture bought for on ground space | GREEN | | | | | | 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 | Dean of CTE | on ground internships re-established and expanded | GREEN | | | | | | Explore remote internships in addition to on ground. Teach students how to be remote workers/interns | Bureaucratic hurdles; lack of connection in the community. |
| | | 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 | Grants Director | Received ONR, received LSAMP, and grant with CSUN. Submitted AIMS | GREEN | | | | | | 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. | Dean over Student Activities + Associated Students (ASMC) | On ground clubs re-established | GREEN | | | | | 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, norms, 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 | Dean of IE | SLO assessments completed close to 100% | GREEN | | | | | 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. | |

| GOAL | METRIC | ACTIONS 2021-2022 | POINT PERSON FOR 2021-2022 ACTIONS | ACTION STATUS UPDATE MAR 2022 | ACTION STATUS INDICATOR MAR 2022 | END OF YEAR STATUS ACTIONS 2021-2022 | % COMPLETE ACTIONS 2021-2022 | ACTIONS 2022-2023 | POINT PERSON FOR 2022-2023 ACTIONS | RESOURCES NEEDED TO IMPLEMENT 2022-2023 ACTIONS | PLANNING RETREAT ACTIONS BRAINSTORM 2022-2023 | PLANNING RETREAT BARRIERS BRAINSTORM |
|------|---|---|------------------------------------|--|----------------------------------|--------------------------------------|------------------------------|-------------------|------------------------------------|---|--|--|
| | 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. | Dean of DE | We are still in COVID but have been reviewing data by modality throughout. POCR courses expanded. | GREEN | | | | | | Analyze the data and see the impact of COVID on this. Continue expansion of POCR certified courses. Analyze data between asynchronous 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 disproportionately 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. | Dean of Honors | Honors marketing campaign launched, various other improvements made as specified in the actions | GREEN | | | | | | 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 STUDENTS. | 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. | Dean of DE and Conduct | Future of Proctorio currently being discussed at DE Committee; decision expected by end of year. Testing center investigated and then put on hold due to perceived | YELLOW | | | | | | 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] | Dean of ASMC | Need to check with Tammy/Kristen | YELLOW | | | | | | Create professional development for universal design and creative praxis in all forms of academia. Create M&O/Internship for social justice application to explore and apply their creativity. | |



**STRATEGIC DIRECTION #4
CAMPUS SAFETY AND WELLNESS**

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 | POINT PERSON FOR 2021-2022 ACTIONS | ACTION STATUS UPDATE MAR 2022 | ACTION STATUS INDICATOR MAR 2022 | END OF YEAR STATUS ACTIONS 2021-2022 | % COMPLETE ACTIONS 2021-2022 | ACTIONS 2022-2023 | POINT PERSON FOR 2022-2023 ACTIONS | RESOURCES NEEDED TO IMPLEMENT 2022-2023 ACTIONS | PLANNING RETREAT ACTIONS BRAINSTORM 2022-2023 | PLANNING RETREAT BARRIERS BRAINSTORM |
|---|------------------------|--|---|------------------------------------|--|----------------------------------|--------------------------------------|------------------------------|-------------------|------------------------------------|---|--|--|
| 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 | IT Director VPBS | Testing is ongoing of ENS | GREEN | | | | | | *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) | VPBS Campus Emergency Manager | Various table top and campus drills scheduled, pivoting from building monitor to using M&O staff at evac sites | GREEN | | | | | | 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 | VPBS Campus Emergency Manager | Developing draft of MC operations, pivoted from building monitor plan to M&O staff | GREEN | | | | | | Clarify definition of building monitor. Finalized draft of EOP. | Interested people to fill the roles |
| | | 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 | VPBS Campus Emergency Manager | Preparation and checklist sent to all faculty beginning of semester by AS President | GREEN | | | | | | 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 | VPSBS Dean of Student Conduct | May pivot from this training | YELLOW | | | | | | 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. | Title IX Coordinator | Done. | GREEN | | | | | | Review, modify and continue to alter depending on situation. | |

| | GOAL | METRIC | ACTIONS 2021-2022 | POINT PERSON FOR 2021-2022 ACTIONS | ACTION STATUS UPDATE MAR 2022 | ACTION STATUS INDICATOR MAR 2022 | END OF YEAR STATUS ACTIONS 2021-2022 | % COMPLETE ACTIONS 2021-2022 | ACTIONS 2022-2023 | POINT PERSON FOR 2022-2023 ACTIONS | RESOURCES NEEDED TO IMPLEMENT 2022-2023 ACTIONS | PLANNING RETREAT ACTIONS BRAINSTORM 2022-2023 | PLANNING RETREAT BARRIERS BRAINSTORM |
|---|--|---|---|---|---|----------------------------------|--------------------------------------|------------------------------|-------------------|------------------------------------|---|---|--|
| 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 | VPSS | Done. | GREEN | | | | | | Do an inventory to determine 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. | Dean of Kin | Not started | RED | | | | | | 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-establish 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; | VPBS | Need to re-asses post-COVID | RED | | | | | | 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. | Dean for Health Center/Coordinator, SHC | Mental health trainers provided to students | GREEN | | | | | | 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 be made to ensure classified staff can participate 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 | Dean of Kin | CPR trainings continued | GREEN | | | | | | 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 | POINT PERSON FOR 2021-2022 ACTIONS | ACTION STATUS UPDATE MAR 2022 | ACTION STATUS INDICATOR MAR 2022 | END OF YEAR STATUS ACTIONS 2021-2022 | % COMPLETE ACTIONS 2021-2022 | ACTIONS 2022-2023 | POINT PERSON FOR 2022-2023 ACTIONS | RESOURCES NEEDED TO IMPLEMENT 2022-2023 ACTIONS | PLANNING RETREAT ACTIONS BRAINSTORM 2022-2023 | PLANNING RETREAT BARRIERS BRAINSTORM | |
|---|--|--|--|--|--|----------------------------------|--------------------------------------|------------------------------|-------------------|------------------------------------|---|---|--|---|
| 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. | Director of Facilities, Maintenance & Operations | FMP projected to be done by end of year | GREEN | | | | | | Include in the FMP a dedicated space for a professional level art gallery in the funded area of remodel of the Administration Bldg. Update Technology Bldg. Increase the number of Hyflex classrooms. More training for Hyflex | 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 including FLRs, loaners, hot spots, more Hyflex, etc. | Director of IT | FLRs completed, loaners and hot spots completed, 30 hyflex rooms | GREEN | | | | | | Need to upgrade and install security cameras More training and integration of Microsoft Increase the number of charging stations for electric vehicles. Share the Sustainability Plan with the college | Funding to maintain/replace installed equipment Funding Prioritizing the need | |
| | | 3 Develop a Sustainability Plan by 2019-2020 | Update as needed. | Director of Facilities, Maintenance & Operations | Insufficient student participation | YELLOW | | | | | | | | |
| 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) | VPAA and Academic Senate President | Edcap/fiscal combined, pilot being evaluated | GREEN | | | | | | 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 inclusivity | 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 0.5% in 2018-2019 to 20% of committee members by 2023-2024 | Continue support of classified participation in campus committees | VPAA and Classified Senate President | There has been an increase in classified participation, likely due to zoom | GREEN | | | | | | | 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 | VPBS | Check with Jennifer | GREEN | | | | | | | Simplify the process Support long term maintenance support cost | Delays in implementation leads to increased cost due to inflation |

| | GOAL | METRIC | ACTIONS 2021-2022 | POINT PERSON FOR 2021-2022 ACTIONS | ACTION STATUS UPDATE MAR 2022 | ACTION STATUS INDICATOR MAR 2022 | END OF YEAR STATUS ACTIONS 2021-2022 | % COMPLETE ACTIONS 2021-2022 | ACTIONS 2022-2023 | POINT PERSON FOR 2022-2023 ACTIONS | RESOURCES NEEDED TO IMPLEMENT 2022-2023 ACTIONS | PLANNING RETREAT ACTIONS BRAINSTORM 2022-2023 | PLANNING RETREAT BARRIERS BRAINSTORM |
|---|--|--|--|--|---|--|--------------------------------------|------------------------------|-------------------|------------------------------------|--|---|--|
| C | Increase revenue generation | 1 Meet annual FTES targets | Increase marketing | Dean or Director of Marketing | Marketing increased | GREEN | | | | | | Continue increasing Marketing (targeted marketing). Marketing to adult students, marketing Continue Increasing Outreach (targeted outreach). Creating Pathways with the High Schools with Dual Enrollment. COJIN M02 class. | Barrier for Communication with younger generation and research is a lack of resources to do the retention work. Another barrier with outreach is our technology (i.e. Starfish). Barrier |
| | | | Increase outreach | Dean of Outreach | Outreach increased | GREEN | | | | | | | |
| | | | Evaluate mix of on ground, online, and hybrid offerings to meet student demand | VPAA | Surveyed students about modality preference | GREEN | | | | | | | |
| | | | Promote promise program | Financial Aid Director | Promise campaign launched | GREEN | | | | | | | |
| | | | 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 | Dean of CTE | | RED | | | | | | | |
| | | 3 Noncredit FTES—Increase to 91 by fall 2023 | Increase number of CE non-credit certificates | Dean of CTE | Submitted landscape management and solar | GREEN | | | | | | | |
| | | 4 Grant application submissions—increase to 12 per year by 2023-2024 | submit 3 grant applications | Director of Grants | Submitted Aspen, housing, submitting amazon, Casa pacifica, LSAMP | GREEN | | | | | 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 | President | n/a | GREEN | | | | | | | |
| 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) | DEI Coordinator | Curric audit and bias training provided | GREEN | | | | | | Determine a system for tracking this, host adjunct specific events, offer online/hybrid events, consider expanding 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) | DEI Coordinator | Bias training provided but participation may not be widespread | YELLOW | | | | | 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 bandwidth (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. | Dean of ACCESS | Accessibility training offered, but still more could be done for UDL. A pilot UDL course will be offered in April 2022 | YELLOW | | | | | 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 | Dean of Student Activities and Student Activities Specialist | Leadership workshops held by President, ASMC, and honors society will provide leadership opportunities | GREEN | | | | | 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 |