



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

	GOAL	METRIC	ACTION STATUS UPDATE FEB 2021	ACTIONS 2021-2022	PLANNING RETREAT ACTIONS BRAINSTORM 2021-2022	PLANNING RETREAT BARRIERS BRAINSTORM	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	Some marketing has started	Keep promoting ADT in computer science	1. Further advertise and promote ADT in Computer Science 2. Creation of additional ADTs -Look at Global Studies. We only need 2	1. Lack of faculty with specialization to create curriculum 2. Web pages are not student or user-friendly. 3. Need to participate actively at state level in ASCCC 4. Are there ADTs that exist at the state that we could take	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.	
		2 Articulation agreements of CA non-public colleges and universities available—Increase from 10 in 2018-2019 to 15 by 2023-2024	ADT approved by state	Complete and submit an Ethnic Studies ADT	1. Effectively advertise and promote Social Justice ADT	1. Awareness campaign	1. Is there a central clearing house on campus for this? 2. Promotion of these?	Promote the ETHNIC STUDIES ADT, create community awareness	
		3 Degrees aligned with new UC pathways—Increase to 5 by 2023-2024	Articulation Officer working on a MOU and articulation agreement with Pacific Oaks College. Exploring feasibility	Continue to work with CalArts for other available majors. Finalize agreement with Arizona State.	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.	1. Explore additional pathways and see if MC curriculum aligns to them.	1. Lengthy process		
		4 Students signing UC TAG agreements—Increase from 671 in 2017-2018 to 738 by 2023-2024	Articulation Officer and discipline faculty will work on the pathways when the templates are available. As of now, only two are approved at the state, Chemistry and Physics.	CTC expanding marketing effort for TAG.	1. Ongoing work	1. COVID means that we rely on Zoom and websites			
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	Only Data Science is on going. Others completed.	Promote degrees in Engineering Tech, Cybersecurity, Cloud, Data Science, Computer Science, Commercial Dance, GIS, Vet Tech.	1. Add a Certificate of Achievement in Education 2. Add an AS in Accounting 3. Explore position to expand CE Internships opportunities, promotion, and	1. Clarify conflict between maximum of 60 units and where additional coursework may benefit students. (Example: CD has courses that make students more employable but are not part of the degree) 1. Fiscal barrier	Create additional certificate that respond 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 payroll barriers. Space and facilities challenges.	
		2 CTE alternative credentials available such as digital badges that lead to certificates—Increase from 50 in 2018-2019 to 100 by 2023-2024	In discussion with CNSE on offering courses specifically related to industry credentials, ie AWS, Cyber, etc.	Develop and promote new programming in adult ed and allied health	1. Consider non-credit courses aligned with Adult Education				
		3 Pre-apprenticeship programs—Increase to 3 by 2023-2024	On going in Biotech. Awaiting engineering grant ; Thermofisher	expand biotech program, establish applied manufacturing, engineering, and IT programs through the work of the Impact 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	Covid completely online	Implement actions from the IEPI Plan related to distance education (Areas of Focus B and C)	How many do we currently have? Have we looked at the barriers of the full online degree, cert, PA we already have? Can we look into fully online classes that they will tie some of these to a Area of Interest. Cohort building. 1 unit exploratory class. Building your equity lens for faculty and staff can take to create anti racist space.	these fully online programs by instructor. How will they complete practicum work? We may not have enough online resources and support for the fully	Provide best practices from POOCR; UDL workshops; Mapping fully online degrees/certificates (like GP) look at program maps to see if any are close to fully online; Assess demand 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. does this degree provide opportunity for upper 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	Currently in development: Solar Tech Program, MakerSpace multiple Non-Credit Programs (3), and	Evaluate landscape and viticulture programs	Training on how faculty can access the data. Paying faculty to participate or an incentive who would like to participate. We will additional ethnic studies program and build a department. Late start classes to capture students and possible winter session. Compressed calendar would help. Utilizing the Starfish capabilities to assist students. Being intrusive intervention and to go above and beyond reaching out to students with the guided pathway model to capture students before they fail. Make faculty more aware of Starfish.	How would we advertise these programs? How does the funding work, is it cost per class, per financial aid? Would there be a cost? Textbook cost for the noncredit or material cost. Letting faculty know about this is an opportunity. Tie	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)	
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	Success circles implemented, establish ES Dept -green; work with HR ongoing-yellow	Implement equity actions from the IEPI Plan related (Area of Focus A)		The pandemic is really getting in the way of doing this work. Not enough buy in for this to happen. How do we get people to attend. What does the data say if they don't do this in their first semester? Are the students who don't persist, what happens to these particular students.			
		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	Requires further promotion	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 actually sign up if meet with counselor
			implemented; update ESL self placement	The ESL self placement guide will be given to district IT to code and place in banner.					
F	Continue to develop a body of faculty who are committed to the development of culturally-responsive course content, teaching, and academic counseling methods		AB705 dashboard	Convert Math M01 and M03 to non-credit				Need clarity from CO, particularly in light of AB1705	
			professional development workshops, summer program diversity work on-going	Begin utilizing course program maps			Promote the new additional math pathways (stats, Rena's class M12?, ??) Evaluate use and utility of program maps. Develop mapooin system that auto-oculates suoesed		
		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)	Consider giving incentives for faculty (certificate/badge or paid or free food)				
2 Develop a survey to measure student perception of faculty as culturally-responsive agents of Moorpark College annually	early contacts made	Review USC CUE student survey results and identify actions based on results. Administer 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	scheduled meetings and updates; curriculum workshop scheduled for summer	Complete curriculum audit for first cohort							

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

	GOAL	METRIC	ACTIONS 2019-2020	ACTIONS 2020-2021	PLANNING RETREAT ACTIONS BRAINSTORM 2020-2021	ACTION STATUS UPDATE FEB 2021	ACTIONS 2021-2022	PLANNING RETREAT ACTIONS BRAINSTORM 2021-2022	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. Also, for students who applied but did not enroll in Business, ECE, and Computer Sciences, contact those student through various marketing channels including email and Facebook to see if the PACE program could be a better fit.	Continue to call students who applied but did not enroll. Work with IE to determine if calls are effective.	Continue outreach work from 2019-20 year. Both in Outreach office and PACE. Have a fully-staffed call center to focus on disproportionately impacted groups. Reach out to students who dropped in Spring 2020 to see how they can continue and advise them of options.	Focused on EW and Covid related concerns, multiple panels and professional development programs	Call students who applied but did not enroll	Continue making calls to students who applied but did not enroll. Guided Pathways work which intentionally communicates with new students and providing them with individual plans. High school outreach.	Not having student mobile numbers. We need to be emailing/calling/texting. Reaching students who are coming to MC to complete degrees/certs (versus those coming for one class). We must have an email list for the program.	
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	Connect with Guided Pathways- Education & Career Alignment workgroup planning. Reach out to middle school counselors. 3 School systems: Simi, Conejo, Las Virgenes. Matriculation and Dual enrollment work together. Streamline application for dual enrollment.	Identify and expand cohorts at each of three systems [Theme 2] [Theme 4]	Continue support for Rising Scholars program and seek sustainability in preparation for growth next year. Seek grant funding opportunities.	Focus of work with CLU and Foundation	Coordinate work with Simi and Moorpark Unified School Districts	Need full-time Rising Scholars classified staff and at least two coaches or student staff. Multi-lingual staff needed for outreach to parents. Soft skill workshops and tutoring services need to be expanded and	Not having full-time staff for the program. Using AmeriCops fellows for assistance - not available year round. Offering services only online during Covid - Participation in program events is easier after class, on-	
		2 Middle school events which are focused on meaningful reflection and action toward pursuing higher education—Increase from 4 in 2017-2018 to 6 by 2023-2024	CTE Week Connect with Guided Pathways- Education & Career Alignment workgroup planning.	establish pathway for EMT, Map HS CTE pathways to see where we can grow [Theme 2] [Theme 4]	Continue and expand dual enrollment with a second semester counseling courses at middle schools, such as those in LVUSD. Continue and expand CTE Career Week; find ways to increase the number of middle and high school students who are participating.	Partnered with VCDE and entered into discussion on program mapping and identifying specific program elements to include.	Expand the number of schools or programs for career education week	Develop/increase curriculum for middle school students. Continue to expand tutoring and experiences to middle schoolers and high schoolers.	Website - application process for students (lengthy).	
		3 Dual enrollment students—Increase from 579 in fall 2017 to 707 by fall 2023		Continue to support faculty teaching and advising at high schools with production and promotion of Dual Enrollment Faculty Handbook and regular meetings of DE	Continue to offer more courses in DE	Hired Dual Enrollment Coordinator, handbook completed and presented to AS	Establish career paths with local high schools	Use funding i.e. Perkins and other funding sources to explore college to career and other bridge programs.	Not enough adjunct faculty in some departments to fulfill requests from dual enrollment department. Expand the majors we can offer at the high schools.	
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	Provide two additional DE certification training sessions. Offer more sections of DE. Collect data on new DE courses to monitor student success. Establish Math testing center.	Continue to offer more courses in DE	Add online DE certificate for critical studies for FTMA. Increase to 1,000 first time freshmen into college strategies and career and life planning online courses. Increase the number of short-term sections, especially hybrids, on campus.	Covid-all course offered as DE;	Ensure at least 40% of courses are offered online	For Student Services specifically, we have had an opportunity to understand what works and what may not. Re-examining student services and how we serve students directly (online).		
				Continue to offer more professional Development in DE. Create student online support center.		DE training; still need to set up online support center.	Develop job descriptions for remote student services	Services need to be supported for the students that require/need virtual/online services for access. Providing our students		
		2 Friday, weekend, and evening sections—Increase as total from 340 in fall 2018 to 406 by fall 2023	Add 6 Saturday hybrid sections as part of PACE	Continue adding Saturday sections for PACE if COVID allows, though prioritize online as preferred by PACE students	Add three disciplines as part of PACE. Consider Accounting, Graphics, Cyber Security,	PACE is pivoting away from Saturdays and is focusing on fully online courses.	No action needed—not a priority for this year			
		3 Short term sections—Increase from 249 in fall 2018 to 304 by fall 2023	Add 44 short term sections as part of PACE	Continue growing PACE with new cohorts and continuing cohorts. Work with IE to study whether 8 week courses have higher success rates than 16 week courses.	Continue to add short-term sections to fall, spring and summer schedules.	Started new PACE cohorts as planned but had a lack of counselling hours to meet growth and fill out those	Continue growing PACE by recruiting new cohorts and retaining existing cohorts.	Compressed calendar. Sequential course offerings.		
4 Offer a winter intersession by 2023 (if district switches to compressed calendar)	Offer 4 week winter session courses in 2020.	continue work on condensed calendar. continue scheduling 4 week session in January	Review data on four-week class success rate from Spring 2020; consider revisions, changes.	Discussions on-going	Schedule four week class offerings January 2022	Compressed calendar. Sequential course offerings.				

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	PLANNING RETREAT BARRIERS BRAINSTORM	PRIORITIZED RESOURCES ALLOCATED 2021-2022	ACTION STATUS UPDATE MAR 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.	1) unable to have in-person sessions during the current pandemic situation. 2) FAFSA is too long and complicated. 3) lack of technology for certain populations.	HEERF funds allocated to students, marketing funds used to promote Promise program	All actions completed	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	1) faculty feeling overloaded due to the current pandemic situation. 2) quality of the ZTC resources are not the same as those with a cost associated with them.	HEERF funds used for coordinator and stipends for faculty to develop ZTC resources	Expanded ZTC offerings	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.	1) need the money replenished. 2) need more staff.	HEERF funds used to distribute aid to students	Aid distributed to students, various marketing launched. Utilized Electronic applications with workflow created in onbase and automated invitation campaigns to eligible students	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.	1) language and requirements to apply for scholarships. 2) lack of messaging to students.		Redesigned the Scholarship Newsletter to promote the scholarship program.	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.	1) number of tutors that are available. 2) students' hesitancy to request assistance of tutoring.	Used HEERF funds for starfish expansion	Online tutoring offered, used Starfish to direct faculty to 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. 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	1) funding to increase CETs to other disciplines.	HEERF funds used for CET	CETs added	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.	1) lack of FT staff as success coaches. 2) difficulty connecting with students during the pandemic.	HEERF funds allocated and categoricals as well	Expanding FYE/SYE/CHESS	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	1) difficulty pairing students during the pandemic.	DEI Coordinator position funded from IEPI, and then college is committed to funding it on its own	Done	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.	1. We don't do them at Drop In Appointments. 2. Understaffed in Counseling (Plans take an hour)		Maps are in degree works, AOI pages. Mappers presented at student update.	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 through GP Areas of Interest.	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. Covid and mandatory online courses creates work/life balance challenges for students, especially disproportionately affected groups. 2. Transition back to onground classes.	HEERF funds allocated to outreach to encourage students to enroll in more units	Pivoting toward 8+8 based on research	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	1. Faculty training to facilitate this. 2. Outlets for students (service learning?)		Check with Tammy	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)	
		2 Students engaged in advocacy through co-curricular activities—increase to 80 by 2023-2024	Provide opportunities for student panels, explore student cultural center	1. Lack of visibility is a challenge in drawing students to existing programs.	Categorical funding for a center	Identified a space for cultural center, and funding, had various student panels and updates		Currently not accessible for all students to actively participate in student government (time commitment)

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		3 Study abroad participants —increase from 12 in 2016-17 to 87 by 2023-2024	Promote study abroad for 2023	Covid-19 Pandemic		Programs have been defined, marketing department engaged for collateral	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	Covid-19 Pandemic		Districtwide meeting to explore this approach	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 Pathways	Budget & funding for training where the benefit accrues to the institution in an equitable way. Authorization for more	USED HEERF funds to inform students about careers	counselors trained, careers connected to guided pathways, also created AOI pages with	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	The need for in-person resources that can offer information from the field in various career areas. Need to connect with industry professionals. Lack of budget for		New career software, worked on new 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	COVID-19 Pandemic		workshops still virtual but re-established, furniture bought for on ground space	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	CTC classified staffing. We need more of it!	Impacto and Casa Pacifica grant	on ground internships re-established and expanded	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	Many existing opportunities are specific to certain programs, student populations, and grants-- how can such opportunities be expanded? How can specific "courses" have research opportunities integrated into their curriculum?		Received ONR, received LSAMP, and grant with CSUN. Submitted AIMS	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.	COVID-19 Pandemic, lack of awareness of the various options for clubs. Need for additional dedicated space for clubs. Lack of club advisors. Rules requiring faculty/staff advisors for use of facilities.		On ground clubs re-established	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	1. Finding time and the will to work on it is a barrier. 2. Something that works across all discipline is tough. 3. Each department has their own ideas of what type of questions. 4. Not every faculty in a department wants to work on SLO.		SLO assessments completed close to 100%	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 POOCR certified courses.	1. DI groups are not as successful online compared to on-ground; 2. Access to technology, wi-fi, may impact success; 3. Section E reviewers are not familiar with it, so they may need some training; 4. Faculty participation in POOCR may be time	HEERF funds received	We are still in COVID but have been reviewing data by modality throughout. POOCR courses expanded.	Analyze the data and see the impact of COVID on this. Continue expansion of POOCR certified courses. Analyze data between asynchronous and synchronous online courses.	Cost of development cost of POOCR 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.	1. Students may doubt ability to succeed in Honors program		Honors marketing campaign launched, various other improvements made as specified in the actions	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.	1. Software may negatively affect students experience; 2. Software itself may be a barrier		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 lack of	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]	1. Information overload; 2. Not all faculty willing to integrate other faculty's ideas		Need to check with Tammy/Kristen	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.	

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A	Increase campus safety	1 Inclusive emergency notification system—implement by 2023-2024	Conduct additional testing of communications from the various Moorpark College campus networks to the Emergency Notification System (ENS) server. Install the ENS client software on all staff computers. Install the required infrastructure to support the displays, speakers, and strobes. Install the displays, speakers, and strobes and test. Provide training to all staff on the ENS client software and the mobile app.	Installation and implementation of the new campus-wide Emergency Notification System	ENS installed and tested. Based on testing results, additional outdoor hardware installed in the zoo for greater coverage; other needed adjustments completed. Some user training occurred very early in the process.	-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	-New sat phone -New walkie-talkie with FCC license (hand-held radios) -Funds for FEMA training (ICS) for PIO & other potential 'message senders' - Additional AEDs (approx. 10 - 12)	- Resolve 'dead' space areas; additional speakers; additional & regular testing of the system & equipment; outdoor displays possible; - additional training - faculty/staff & advanced users; create training videos including what to expect	- PT faculty may not have the time - not everyone has a mobile phone - Budget
		2 Active shooter/fire/earthquake drills—conduct one campus wide drill and three table top drills per year for each by 2023-2024	Map responsibilities of 'Campus Emergency Manager' posn (PE) and hire; Reestablish relations with VC Emergency Services - invite to mtgs; Develop a plan for fire response; schedule one (1) drill/yr as soon as it is safe to return to campus; Complete one (1) table-top emergency drill; Continue Great Shake Out participation to the best of our ability with remote employees.	Jennifer Clark will coordinate for Emergency Planning and Coordination	- Campus Emergency Manager, John Everlove, has been hired as a PE; - two (2) table-top drills were conducted - one active shooter and one fire; - opportunity for campus participation in Great Shake Out from homes	- 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)		- Hold an on-campus drills - include evening/weekend option; continue with table tops - Check/Practice using emerg. equipment (e.g., radios & how to use them) - Training/Promotion to make sure everyone follow the procedure (keep door locked; use lock block under normal circumstances to keep door open; remove lock block in the event of 'lock down' situation	- People not being on campus - Scheduling/Finding time for all to participate - Complacency/ Not making practice/drill a priority - Buy-in from all (faculty & staff)
		3 Building monitors—complete building monitor plan by Fall 2019 and run one drill a year from 2019-2020	Communicate widely to increase awareness of identified Building Monitors and their responsibilities. Train and supply equip to BMs. Involve local emergency services orgs to build relationships	Recommendation—During current crisis have custodians share building monitor responsibilities with current building monitors to increase coverage. Recommendation—Increase communication/postings such that there is campus wide awareness of who the building monitors are.	- Draft of Communication Plan completed - Building Monitor program will be replaced by an alternate designation	- 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		- Complete reimagining/re-envisioning the 'Building Monitor' roles/responsibilities & how they relate and/or are different/same from the Emergency Response Team - Satisfy emerg plan & communication plan	- Communicating roles and responsibilities to Emerg Response Team and 'Building Monitors' - Low prioritization/buy-in
		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	The following action are contingent upon faculty and students returning to campus: Collect baseline data for work-space preparation; identify faculty leads to review/encourage preparation process in classrooms; identify managers/staff leads for office spaces; conduct division/departement training and document for future use	Recommendation—Begin discussions regarding systematic division wide building/classrooms/workspace management during emergency situations (safety considerations, escape routes, communications systems) such that there is knowledge of all facilities that are utilized by the division by 2022. Schedule as a division wide training event, assign someone to take notes during the training so this information can be passed on to new division members. Continue with establishment of a CERT Chapter	We are in the same position as stated in 2/21 due to COVID - 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		- Promote a 'local' conversation/session (e.g., faculty neighbors who work in the same general vicinity - have a conversation around work place awareness - Agendize the issue- faculty & classified senate (a set date/day?) - Increase awareness/training of 'emergency buckets' - could 'Building Monitors' help in training folks? Good Actions in 2020-21 plan but stalled with Covid. Start it up asap and again focus first on ERT members along with Building Monitors.	- Low prioritization/buy-in; finding the time - consistency & a commitment - from the top down - Finding the time/making it a priority	
		5 CERT training—increase total number of employees that are CERT trained to 20 by 2023-2024	Advertise all CERT training offerings in the area. Focus on identified Building Monitors, Emergency Response Team, and other willing participants to be trained first		- We are in the same position as stated in 2/21 due to COVID - no CERT training offered at present; - Cal/OSHA training completed for all essential	- Determine local CERT training opportunities as they become available once again; promote them if offered			
		6 Title IX training—implement training created by the Districtwide Title IX committee by 2023-2024	New regulations are now in place that will go into affect by August of 2020. Coordinator will need to receive extensive training on new federal regulations for the first part of fall 2020 and extend training for Title IX deputies in spring 2021	Expand TIX training to student workers and club leader orientations		Modify Title IX training provided during New Student Welcome to include brief overview and directions for completing training video.		- Promote training	- Funding? Is there districtwide leadership?

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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	Launch Basic Needs Center	Basic Needs Work Group members presented at Dean's Council, Academic Senate, FTCAP, Classified Senate and the SEA Committee. Proposing that the "Poly Room" become the center with a proposed name "Raider Central". This work group has surveyed students and looked at the data out there which supports that there is a need for a central		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 resource? Include	HEERF funds needed	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 resource? Include Volunteer Income Tax Assistance (Shannon Macias) as one of	Difficulty in finding information online. It's under "Raider Central" but students may not realize what resources are provided. takes 3 clicks on website.
		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.	Expand the Free Personal Trainer Fitness Program to include currently enrolled students. Explore embedding a stretching exercise into all CANVAS, Conifer/Zoom. It is suggested that students take a Fit	COVID prevented progress	Conduct the feasibility study with the KIN faculty.		Conduct study if not done or examine data. Update website with contact info and details about if it is open to the community and how people sign up (to facilitate social	COVID
		3 Food outlets—provide access to hot and nutritious meals for students throughout the instructional day (8am to 9pm) by 2023-2024	Evaluate additional food trucks and/or food resources with variety/healthy options when it is safe to return to campus; Develop a food voucher system for students in need	Develop a voucher system for food trucks/other food resources for students in need. Bring more food trucks/other food resources to campus with a variety of hot and healthy options.	- We are in the same position as stated in 2/21 due to COVID and being off-campus. - Raider Central & RCC provide groceries to students and community members three (3) days/week	- 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;		Market food voucher system (if it's available). Post schedule of food trucks (when and where trucks will be--social media). Allow people to order from app to reduce standing in line.	Students who have transportation needs cannot leave campus or have time to stand in line. Need more options.
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	Provide culturally responsive mental health training to faculty and staff [THEME 4]	Provide testing for Covid-19. Provide additional support for students effected by the pandemic including mental and emotional assistance. Establish a formal protocol for suspected cases of infected individuals and disinfection. Continue to offer faculty	We are in the same position as stated 2/21 because of both the restrictions of MHFA and being off-campus.	Met with 3 remaining certified MHFA trainers to assess willingness to resume trainings. All are anxious to do so.		Campuswide to readdress what parameters faculty and staff need to follow. Remind everyone where to refer students, when to refer students and any limitations/regulations regarding our roles.	Our (employees) knowledge of what we can do and what resources we have.
		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	CPR trainings will resume when it is safe to return to campus.	Four trainings were conducted successfully before the pandemic. The initiative to get all building monitors trained and re-trained in CPR as needed will continue. This will be open to all faculty and staff.	- 22 faculty, staff, & administrators completed the AHA's Heart Saver First Aid/CPR/AED training through	Continue CPR trainings		Continue to market trainings and increase class sizes as allowed by COVID restrictions	COVID and advertising

	GOAL	METRIC	PLANNING RETREAT ACTIONS BRAINSTORM 2020-2021	PRIORITIZED RESOURCES ALLOCATED 2020-2021	ACTION STATUS UPDATE FEB 2021	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	Completion of the facilities master plan will be presented to the FTCAP committee in late April. Looking at campus infrastructure to facilitate	Facilities funded: 6 x High requests: Speakers in PAC; cinder-block dugouts; Main stage speaker cluster; ?rigging	Completed or on-going	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 Administration 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	This plan has been revised by Dan which was presented to the FTCAP committee in March 2020.	List some/all of TRAWG funded items here? Make PS-134 a smart classroom (Geology)130; Microsoft surface pro tablet for T-114 (Chem)	Chemistry doesn't know if surface pro for T-114 is ordered. Last update: Rick/Dan getting Microsoft surface pro tablet for T-114 (Chem)	Continue with COVID related tech including FLRs, loaners, hot spots, more Hyflex, etc.	Increase the number of Hyflex classrooms. More training for HyFlex Need to upgrade and install security cameras More training and integration of Microsoft Teams.	Funding to maintain/replace installed equipment
		3 Develop a Sustainability Plan by 2019-2020	John will be presenting the Sustainability Plan on April 28th to the Fiscal Planning Committee.			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 inactivity	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	Classified representatin is being increased.			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 maintenance support cost	Delays in implementation leads to increased cost due to inflation

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C	Increase revenue generation	1 Meet annual FTES targets	Continue search for marketing Director. DI groups to increase pre Pace to build skills capacity with underserved populations to maintain into Pace program. Need an arf like assessment for students should scheduling be nights/weekends/asynchronous? Can application be included in strategic about 10/4/12 wk classes, ztc components get better at how we schedule online hart with 60/40 way	Marketing Specialist Marketing Specialist	Several marketing campaign, additional planned Need to update	Increase marketing Increase outreach Evaluate mix of on ground, online, and hybrid offerings to meet student demand	Continue Increasing Marketing (targeted marketing). Marketing to adult students, marketing to high school students. Continue Increasing Outreach (targeted outreach). Creating Pathways with the High Schools with Dual Enrollment. COIN M2? class with high schools. (not sure on technology (i.e. Starfish). Barrier for outreach.	Barrier for Communication with younger generation and research is a lack of resources to conduct the Barrier for Outreach is staffing. We need staffing to do the retention work. Another barrier with outreach is our technology (i.e. Starfish). Barrier for outreach.	
		2 Contract and community education—conduct a feasibility study by 2019-2020	To increase revenue look at our CTE programs to increase short term training and certificates- leverage to attract new students to our CTE			Conduct a feasibility study of contract and community education, decide what should be offered by college vs			
		3 Noncredit FTES—Increase to 91 by fall 2023	To increase revenue look at our CTE programs to increase short term training and certificates- leverage to attract new students to our CTE			increase number of CE non-credit certificates			
		4 Grant application submissions—increase to 12 per year by 2023-2024			covid grants	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	Increase PD in the area of general areas, online instructional techniques and DI. Surveying needs from faculty and staff. Strategically marketing new technology available and marketing to encourage attendance and participation. PD website used to facilitate training opportunities.		workshops, econvene, multiple webinars	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 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	Canvas training offered to classified to ease use collecting data and specific to classified needs. Additional Outlook and office training offered. Continue CPR training. Training on universal design.		many PD events, Black History Month, Women History Month	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 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	PD on what Universal Design is, how to incorporate it to assist students, and Best Practices.	Instructional Technologist/Designer	workshops; interrupted because of COVID	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 and expand MC Leads to include Life Skills and Leadership events. Workshops, trainings, etc. opportunities. Student Leadership	Marketing Specialist	Teamed up with FYE/SYE, EOPS, and other student service units to advertise MC LEADS program widely. In fall 2020, 35	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	