



California Community Colleges

Institutional Effectiveness

**Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: 4/13/22**

Name of Institution: Moorpark College

The objectives and activities below all link to two overarching long-term goals:

1. Create an inclusive campus and culture.
2. Eliminate the equity gap in student outcomes by 2027.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress (Deliverables)	Status As of Date: 4/13/22
A. Advance social justice, anti-racism, and anti-hate work: Build infrastructure and the leadership capacity to implement the goals in our plans as well as address the concerns of our Black, Indigenous and People of Color students, faculty and administrators for an inclusive and welcoming learning and work environment.	1. Diversify hiring.	DEI Coordinator	December 2021	1a. Complete the work of the 2020-21 Social Justice Hiring Group by developing and implementing best practices for hiring process, both faculty and staff, to include the following steps: <ul style="list-style-type: none"> • Review current local hiring practices • Research hiring practices at similar colleges that have reached this objective • Create a local definition/goal of diversity in hiring • Develop and implement best practices to achieve the locally defined goal 	1a. Best practices for faculty and staff hiring process developed and implemented.	<ul style="list-style-type: none"> • Collaborated with VCCARA and EEO Committee to receive input on hiring processes through an equity lens. • Convened a campus-wide professional development event led by Dr. Roman Liera regarding equity-minded hiring. • Some criteria have been adjusted to be more skills-based. • Processes developed and shared with social justice workgroups; additional refinement in process. • Planning to convene a District-wide group to work on further implementation.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress (Deliverables)	Status As of Date: 4/13/22
	2. Diversify curriculum.	VPAA, AS President, and DEI Coordinator	Summer 2021 and ongoing	2a. Perform curriculum audit and expand to additional cohorts of faculty 2b. Continue the development and implementation of recommendations for inclusion of diversity in syllabi, as approved by appropriate groups. 2c. Develop and implement recommendations for embedding social justice in Program Learning Outcomes, as approved by appropriate groups.	2a. Curriculum audit performed and expanded to additional cohorts of faculty. 2b. Recommendations for inclusion of diversity in syllabi implemented, as approved by appropriate groups. 2c. Recommendations for embedding social justice in Program Learning Outcomes implemented, as approved by appropriate groups.	2a. Two faculty cohorts have completed the curriculum audit. 2b. Professional Development event held on including more inclusive language in syllabi. Discussions have occurred at the curriculum committee. Additional discussion needed within participatory governance groups, including consideration of guidance from PCAH on DEI Guidelines for syllabi. Planning for how to institutionalize a collaborative model for professional development, including use of the Curriculum Repository in Sharepoint and Teams. 2c. Discussions in progress.
	3. Provide culturally responsive student services.	VPSS	May 2022 and ongoing	3a. Utilize proactive, systematic support teams to actively monitor all disproportionately impacted students, and provide responsive services as appropriate.	3a. Proactive, systematic support teams utilized to actively monitor all disproportionately impacted students; services provided as appropriate.	Success coaches, Area of Interest teams, and Athletics mentorship programs (including progress reports and requirements for tutoring), have convened; continuous improvement will be the focus each year.
	4. Ensure a focus on equity and the student journey in student services.	VPSS	May 2022 and ongoing	4a. Consider applying for an Umoja program. See also 5a.	4a. Application for an Umoja program considered; recommendation issued.	Still under discussion.
	5. Employ systematic strategies to encourage and deepen dialogue around anti-racism and equity.	DEI Coordinator	May 2022 and ongoing	5a. Require cultural competence training for new employees. 5b. Provide regular, consistent professional development opportunities to deepen dialogue around anti-racism and equity for faculty, staff, and administrators.	5a. Cultural competence training for new employees required. 5b. Regular, consistent professional development opportunities provided to deepen dialogue around anti-racism and equity for faculty, staff, and administrators.	5a. Included in New Faculty Orientation; discussing how to include Cultural Competence professional development for all employees. Prior training had been provided via Zoom; plans to resume in-person training and integrate cultural competence training. Information also being shared in the Classified Employee Handbook. 5b. Professional Development Committee has integrated relevant sessions in prior PD trainings; currently developing a long-term plan to ensure consistent offerings moving forward.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress (Deliverables)	Status As of Date: 4/13/22
<p>B. Advance social justice, anti-racism, and anti-hate work: Analyze the impact of Distance Education on the success of marginalized student populations.</p>	<p>1. Establish regular and effective reporting of online and college-wide equity data.</p>	<p>Dean of Institutional Effectiveness and DE Coordinator/ Director</p>	<p>December 2021 and annually thereafter</p>	<p>1a. Provide online course outcomes and equity data to the Academic Senate, Distance Education Committee, Board of Trustees, and other relevant governance groups.</p>	<p>1a. Online course outcomes and equity data provided to the Academic Senate, Distance Education Committee, Board of Trustees, and other relevant governance groups.</p>	<ul style="list-style-type: none"> Course outcomes and equity data shared at Academic Senate; DE Committee to schedule this discussion. Spring 2022 meetings held with each department and the Office of Institutional Effectiveness regarding disaggregated data around online course outcomes. Student success dashboard shared with the Board of Trustees; online outcomes still to be discussed. Student Equity and Achievement Committee has also reviewed outcomes and equity data.
	<p>2. Establish regular and transparent assessment of equity data in online course and program offerings.</p>	<p>Dean of Institutional Effectiveness and DE Coordinator/ Director</p>	<p>December 2021 and annually thereafter</p>	<p>2a. Offer training to online faculty on how to analyze equity data and develop plans to improve metrics in courses and programs.</p>	<p>2a. Training offered to online faculty on how to analyze equity data and develop plans to improve metrics in courses and programs.</p>	<p>2a. Dean of Institutional Effectiveness provides annual training to department chairs regarding equity data and program planning.</p>
<p>C. Advance social justice, anti-racism, and anti-hate work: Review policies and procedures to ensure student equity and success are indeed a priority in the virtual learning environment.</p>	<p>1. Broadly share existing online learning policies which address student equity and modify and implement online learning policies that further address student equity.</p>	<p>Dean of Distance Education</p>	<p>December 2021</p>	<p>1a. Develop and implement a policy regarding camera usage for synchronous online courses. 1b. Develop and implement a policy for regular, effective contact in online courses. 1c. Assess impact of camera and regular and effective contact policies, and recommend improvements as the findings warrant. 1d. Examine microphone requirement or other elements of the virtual learning environment that impact student engagement.</p>	<p>1a. A policy regarding camera usage for synchronous online courses implemented. 1b. A policy for regular, effective contact in online courses implemented. 1c. Impact of camera and regular and effective contact policies assessed; improvements implemented as appropriate. 1d. Microphone requirement or other elements of the virtual learning environment that impact student engagement examined.</p>	<p>1a. Completed. 1b. Note: changed language to reflect Title 5 update: Guidelines for regular and substantive interaction. Guidelines have been developed by the Distance Education Committee and approved by the Academic Senate. 1c. Still in the process of assessment. DE Coordinator is developing a survey to assess the impact of the camera policy. 1d. Assessment of microphone requirement and other elements to be agendized by the DE Committee for discussion. Also working on getting feedback from students on these elements.</p>
<p>D. Advance social justice, anti-racism, and anti-hate work: Develop systems and practices to ensure our online academic, student</p>	<p>1. Integrate equity planning and processes into existing committee and workgroup structures.</p>	<p>AS President and DEI Coordinator</p>	<p>May 2022</p>	<p>1a. Committees and workgroups related to online instruction and services examine charges and goals, and make changes as needed to ensure a focus on equity.</p>	<p>1a. Charges and goals examined; changes implemented as needed to ensure a focus on equity.</p>	<p>1a. The DE Committee and Professional Development Committee have discussed charges and goals. The PD Committee has significantly modified its charge to spotlight equity. Developed baseline assessments to examine ongoing progress.</p>

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<p>services, and administrative services are designed to facilitate student equity and success.</p>	<p>2. Encourage and ensure classified professionals from across the college are able to effectively participate in equity-related committees, workgroups, and professional development opportunities.</p>	<p>VP of Business Services and Classified Senate President</p>	<p>May 2022 and ongoing</p>	<p>2a. Assess committee and workgroup membership structures and modify committee membership as appropriate to include classified professional viewpoint. 2b. Provide professional development opportunities to classified professionals regarding equity and diversity at least once per semester. 2c. Assess professional development offerings on all topics to see how equitable practices and approaches can be more deeply incorporated, and implement improvements as the findings warrant.</p>	<p>2a. Committee and workgroup membership structures assessed and committee membership modified as appropriate to include classified professional viewpoint. 2b. Professional development opportunities provided to classified professionals regarding equity and diversity at least once per semester. 2c. Professional development offerings on all topics assessed to see how equitable practices and approaches can be more deeply incorporated; changes implemented as needed.</p>	<p>2a. Classified representation is now included in all college committees. 2b. District professional development opportunities have been made available; MC Classified Senate is working on specific offerings for classified professionals. 2c. Participatory governance evaluations go out annually with feedback from all members to assess offerings. The Office of Institutional Effectiveness has also conducted a survey of all constituents regarding PD sessions and offerings.</p>

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
A. Advance social justice, anti-racism, and anti-hate work: Build infrastructure and the leadership capacity to implement the goals in our plans as well as address the concerns of our Black, Indigenous and People of Color students, faculty and administrators for an inclusive and welcoming learning and work environment.	A1. Diversity hiring. A2. Diversify curriculum. A5. Employ systematic strategies to encourage and deepen dialogue around anti-racism and equity.	Hire a DEI Coordinator: A1a. Complete the work of the 2020-21 Social Justice Hiring Group by developing and implementing best practices for hiring process, both faculty and staff, including review of related information from similar institutions and endorsement of changes by appropriate groups. A 2a. Perform curriculum audit and expand to additional cohorts of faculty A5a Provide regular, consistent professional development opportunities to deepen dialogue around anti-racism and equity for faculty, staff, and administrators.	\$90,000
A. Advance social justice, anti-racism, and anti-hate work: Build infrastructure and the leadership capacity to implement the goals in our plans as well as address the concerns of our Black, Indigenous and People of Color students, faculty and administrators for an inclusive and welcoming learning and work environment. B. Advance social justice, anti-racism, and anti-hate work: Analyze the impact of Distance Education on the success of marginalized student populations. C. Advance social justice, anti-racism, and anti-hate work: Review policies and procedures to ensure student equity and success are indeed a priority in the virtual learning environment.	A5. Employ systematic strategies to encourage and deepen dialogue around anti-racism and equity. B1. Establish regular and effective reporting of online and college-wide equity data. B2. Establish regular and transparent assessment of equity data in online course and program offerings. C1. Broadly share existing online learning policies which address student equity and modify and implement online learning policies that further address student equity.	Redefine and Expand the Role of the Distance Education Coordinator/Director: A5a. Provide regular, consistent professional development opportunities to deepen dialogue around anti-racism and equity for faculty, staff, and administrators. B1a. Provide online course outcomes and equity data to the Academic Senate, Distance Education Committee, Board of Trustees, and other relevant governance groups. B2a. Offer training to online faculty on how to analyze equity data and develop plans to improve metrics in courses and programs. C1a. Develop and implement a policy regarding camera usage for synchronous online courses. C1b. Develop and implement a policy for regular, effective contact in online courses. C1c. Assess impact of camera and regular and effective contact policies, and recommend improvements as the findings warrant. C1d. Examine microphone requirement or other elements of the virtual learning environment that impact student engagement.	\$60,000
A. Advance social justice, anti-racism, and anti-hate work: Build infrastructure and the leadership capacity to implement the goals in our plans as well as address the concerns of our Black, Indigenous and People of Color students, faculty and administrators for an inclusive and welcoming learning and work environment. B. Advance social justice, anti-racism, and anti-hate work: Analyze the impact of Distance Education on the success of marginalized student populations. D. Advance social justice, anti-racism, and anti-hate work: Develop systems and practices to ensure our online academic, student services, and administrative services are designed to facilitate student equity and success.	A5. Employ systematic strategies to encourage and deepen dialogue around anti-racism and equity. B2. Establish regular and transparent assessment of equity data in online course and program offerings. D2. Encourage and ensure classified professionals from across the college are able to effectively participate in equity-related committees, workgroups, and professional development opportunities.	Provide Professional Development A5a. Provide regular, consistent professional development opportunities to deepen dialogue around anti-racism and equity for faculty, staff, and administrators. B2a. Offer training to online faculty on how to analyze equity data and develop plans to improve metrics in courses and programs. D2b. Provide professional development opportunities to classified professionals regarding equity and diversity at least once per semester. D2c. Assess professional development offerings on all topics to see how equitable practices and approaches can be more deeply incorporated, and implement improvements as the findings warrant.	\$20,000

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
B. Advance social justice, anti-racism, and anti-hate work: Analyze the impact of Distance Education on the success of marginalized student populations.	B1. Establish regular and effective reporting of online and college-wide equity data. B2. Establish regular and transparent assessment of equity data in online course and program offerings.	<u>Allocate Resources to Support Data Collection, Analysis, and Evaluation of DEI Projects</u> B1a. Provide online course outcomes and equity data to the Academic Senate, Distance Education Committee, Board of Trustees, and other relevant governance groups. B2a. Offer training to online faculty on how to analyze equity data and develop plans to improve metrics in courses and programs.	\$30,000
Total IEPI Resource Request (not to exceed \$200,000 per college)			\$200,000

Approval	
Chief Executive Officer	
Name:	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President	
<i>(As applicable; duplicate if needed for district-level I&EP)</i>	
Name:	
Signature or E-signature:	Date: