

Student Equity and Achievement Program Produced: 09/28/2022 01:23 PM PDT Johnny Conley

Moorpark College - Student Equity Plan (2022-25): Draft

Details

Assurances

Legislation

✓ I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

 [EDC_78220.pdf](#)

Additional 78220 Acknowledgement

✓ I read and have given special consideration to [Education Code 78220](#) section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

[View Memo](#)

Race Consciousness in Equity Plan Development *

Over the last several years, Moorpark College administrators, faculty, staff, and students have made a commitment to be equity-minded change agents. A number of professional development opportunities have helped the campus community towards its goal to be more race conscious, including:

- Hispanic Association of Colleges and Universities (HACU): offered faculty and staff professional development sessions on best practices to promote Hispanic student success.
- African American Male Education Network & Development (A2MEND): offered faculty and staff professional development sessions on best practices to promote African American student success.
- Collaborative for Hispanics in Higher Education and Student Success (Project CHESS): provided cohorts of faculty the opportunity to create culturally relevant syllabus to be more inclusive to students of color.
- Summer Sandbox: provided faculty workshops on creating anti-racist curriculum and methods of teaching.
- Teaching Men and Women of Color Advocates (TMWOCAs): based on the academic literature of Drs. Luke Wood, Frank Harris III and Khalid White, professional training workshops were offered to promote a teaching and learning environment that celebrates cultural diversity, affects social justice, and empowers our students of color to engage and learn in meaningful, transformative ways.
- USC Race and Equity Center eCovenings: offered monthly equity-focused workshops that aim to illuminate, disrupt, and dismantle racism in all forms.

We are also conducting a three-year survey of students, staff, and faculty to measure our Campus Climate. This will be the second year of the survey. Moorpark College intends to use the survey data and the report from the Center of Urban Education (CUE) as information that will help us to be more race conscious in our next equity plan.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American

3-year outcome: In a three-year output, our college plans to increase enrollment of Black students by 20% to help close the college going rate between Black and white students. (<https://www.ppic.org/blog/geography-of-college-enrollment-in-california/>)

Hispanic or Latino

3-year outcome: In a three-year output, our college plans to increase enrollment of Latino students by 20% to help close the college going rate between Latino and white students. (<https://www.ppic.org/blog/geography-of-college-enrollment-in-california/>)

Completed Transfer-Level Math & English

Black or African American

3-year outcome: In a three-year output, our college plans to increase the percentage of Black students who complete both transfer-level math and English within the District in the first year from 13% to 29%. Currently our white students complete at 29%.

Hispanic or Latino

3-year outcome: In a three-year output, our college plans to increase the percentage of Latino students from 19% to 29% who complete both transfer-level math and English within the District in the first year. Currently our white students complete at 29%.

Persistence: First Primary Term to Secondary Term

Black or African American

3-year outcome: In a three year output, our college plans to increase the percentage of Black students who persisted in their first primary term to their subsequent primary term from 70% to 78%. Currently our white students persistence rate is 78%.

Hispanic or Latino

3-year outcome: In a three year output, our college plans to increase the percentage of Latino students who persisted in their first primary term to their subsequent primary term from 74% to 78%. Currently our white students persistence rate is 78%.

Transfer

Black or African American

3-year outcome: In a three year output, our college plans to increase the percentage of Black students who transferred to a four year institution within 3 years complete from 33% to 53%. Currently our white students transfer rate is 53%.

Hispanic or Latino

3-year outcome: In a three year output, our college plans to increase the percentage of Latino students who transferred to a four year institution within 3 years complete from 39% to 53%. Currently our white students transfer rate is 53%.

Completion

Black or African American

3-year outcome: In a three year output, our college plans to increase the percentage of Black students who attained the Vision for Success Definition of Completion (degree or certificate) within 3 years from 14% to 24%. Currently our white students complete their degree or certificate at 24%.

Hispanic or Latino

3-year outcome: In a three year output, our college plans to increase the percentage of Latino students who attained the Vision for Success Definition of Completion (degree or certificate) within 3 years from 19% to 24%. Currently our white students complete their degree or certificate at 24%.

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Mental Health Awareness
- Academic Support Services: Tutorial Services and Course Embedded Tutoring (CETs) in Math and English
- Institutional Research Studying of specific DI groups
- Professional Development for faculty and staff
- Equity Counseling
- Multicultural Day Programming
- Outreach and On-Campus Involvement
- Teaching Men of Color Advocates (TMOCA's)
- Equity in the Classroom

Key Initiatives/Projects/Activities *

In our 2019-2022 Student Equity plan, we outlined seven key activities to close equity gaps within the five metrics per the CCCCO: Access, Retention, Completion of transfer-level Math and English within the first year, Completion of the Vision Goal, and Transfer. These activities were to 1. Expand outreach efforts to DI students, 2. Enhance and promote tutoring services, 3. Expand counseling and support, 4. Increase mental health awareness, 5. Reduce textbook costs, 6. Strengthen professional development opportunities, and 7. Gather data on DI groups

Access metric:

- worked with our marketing department to develop culturally relevant marketing literature to increase enrollment of DI students.
- provided onboarding for DI students at local K-12 schools and community-based organizations.
- created a student outreach team who recruited DI students to enroll.

Retention metric:

- established a student check-in method within our Tutoring and Learning Center (TLC) that increased the use of tutoring by equity-related programs (Veterans Resource Center, Athletics, Foster Youth, ACCESS, and EOPS).
- connected DI groups with specific counselors and student success coaches to provide wrap around services.
- ensured students had a comprehensive educational plan; completed a FAFSA or CA Dream Act; completed transfer-level math and English within the first year; completed 45 units that lead to degree completion and transfer.

Completion metric:

- collaborated with the math and English departments and Tutoring and Learning Center.
- offered workshops and support courses with an embedded tutor to increase the completion rates in math and English.
- introduced a new Mathematical Reasoning for Liberal Arts class to allow more students to successfully complete college-level math.

Evidence of Decreased Disproportionate Impact *

According to the CCCCO data mart figures, Moorpark College met our access goal by increasing enrollment rates by 5% for students who identify as foster youth, veterans and low-income. Increasing course completion rates by 5% were all met for Black, Pacific Islander, foster youth and veterans but not met for Latino students. Increasing degree and/or certificate completion by 5% for Latino students was met; however, we did not meet the 5% increase of transfer rates for Latino, foster youth or veteran students. Overall, the college met some of the metrics but did not see much evidence of closing the equity gaps from 2019- 2022.

2022-25 Planning Efforts *

Over the last three years we focused on over 12 DI student populations. In 2020-2021 our student equity committee recommended focusing our efforts on 6 student populations: Black, Latino, Veterans, Foster Youth, Dreamers, and Homeless students.

In our new plan we have looked at our data on disproportionately impacted students and decided to create a more focused process to close equity gaps. We learned that we need to be more intentional to support our DI students. Therefore, in our 2022-2025 student equity plan we are concentrating our efforts on Black and Latino students in all of the metrics. This shift will provide institutional and fiscal commitment with our Guided Pathways work and maximize our DI efforts to close equity gaps among our Black and Latino students. This focus compels us to be race conscious, inclusive, and intentional in our academic and student support services for students.

Pandemic Acknowledgement

- × Interrupted Work Fully
- × Catalyzed Work

✓ Delayed Work

Provide an explanation (optional)

As many college students were highly impacted by COVID, some of our DI students were not engaged by remote learning nor felt a sense of belonging to the college. They were not effectively connecting with academic and student support services remotely and were struggling without in-person student activities and fellowship with peers. With all of these barriers, many of our students filed Excused Withdrawals (EWs). Many of our students struggled to complete course work, experienced additional home responsibilities, lacked financial resources and reliable technology (laptops and internet), and struggled with mental health issues.

These life experiences among our students due to Covid hindered the college from closing the equity gap metrics from our 2019-2022 equity plan. The college was making progress towards closing equity gaps before COVID; however, we were underfunded for critical positions. With the aid of HEERF resources our students were assisted with funding to help minimize their financial constraints, faculty and staff were trained to better engage with students remotely, and student activities provided opportunities that promoted student belonging and participation.

Executive Summary URL *

<https://docs.google.com/document/d/1QgZo8GKrZFxt9vWi1yR1J80vvZocSmpMzNc-32ZjD8Y/edit>

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✓	✓	✓	✓
Hispanic or Latino	✓	✓	✓	✓	✓

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for

our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The Guided Pathways framework should help improve student outcomes and close equity achievement gaps among our DI students. Within the framework, we have created 8 success teams that consist of a dean, faculty, staff, and students that focus on providing academic and student support services. Part of this work involves recruitment, onboarding of our DI students, and collaboration in our service areas. These efforts include creating culturally relevant marketing materials to assist prospective students with the enrollment process. However, more staffing in the outreach and marketing departments will assist in establishing relationships with the local high schools and community organizations to promote enrollment of Black students.

Dual Enrollment provides an opportunity to promote college access to our K-12 students. Currently our college offers CCAP and Non-CCAP at the high schools and students are able to enroll in any of our college courses. The Dual Enrollment office has a director, two student workers, and a part-time counselor who assist students with the application and registration process. Unfortunately there are some limitations to grow the program and our general college enrollment as the college is restricted to our service area. The lack of opportunity to recruit outside of our service areas has impeded our recruitment of students, particularly Black students.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Providing sustained and continued professional development on culturally relevant pedagogy and equity mindedness will facilitate a shift towards equitable outcomes for our Black students. Along with professional development efforts, with the college only having about 3% of black students (mostly student athletes) the college's top priority is diversity hiring with permanent faculty and staff, in part so that Black students see themselves in the faculty and staff which will enhance a sense of belonging for our Black students.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Offering Black students wrap-around services will increase equitable outcomes. Our goal is to implement a case management model; components of this model include enrollment, submission of a FAFSA or CA Dream Act application, completion of a comprehensive educational plan in Degree Works that clearly outlines a student's pathway to complete courses in a timely sequence, initiation of specific counseling services at 15, 30, and 45 units completed, and completion of transfer level math and English within the first year. This model requires additional classified staff in outreach, counseling, and student services to facilitate a shift of equitable outcomes.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The case management model requires substantial investment of resources. Currently the college has one dean of student services (responsible for outreach, admission and records, co unseling, guided pathways, EOPS, veterans, foster youth, first and second year experience, call center, dual enrollment, dreamers, student health center, and our basic needs center). Additional hiring of a second dean of student services, as well as 3-5 full-time co unselors and counseling services specialists that is focused on Black students would provide more support for the case management model.

- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- ✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Our service area has a limited Black population. An ideal practice would be to offer off site courses (at alternative schools and adult GED/HS diploma schools) to promote college access and increase enrollment outside of our service areas; however, this requires collaborative support among the executive administration, academic senate, community partners, and faculty willingness to teach at these offsite locations.

- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Our service area has a limited Black population. Offsite courses will require wrap-around services to support students that traditionally may not have planned to attend college.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The college is committed to diverse hiring, which will facilitate students' sense of belonging on campus. This would facilitate a shift in the equitable outcomes for our Black students in a positive direction. Moorpark College has engaged in diversity hiring training for members of hiring committees in order to place diversity, equity, inclusion, and accessibility at the center of our work.

Action

Action Steps *

- Hire at least one additional outreach specialist who will focus on Black students and establish new relationships with alternative, elementary, middle and high schools as well as community and faith based organizations.

- Improve the outreach and recruitment efforts by attending feeder high schools regularly with either a counseling faculty or counselor services specialist to assist on the onboarding of new students, parent meetings, social and athletic events to promote college registration.
- Increase our marketing presence platform on social media
- Improve our branding
- Promote annual registration dates throughout our service areas as well as in the San Fernando Valley along the 118 highway.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

The Chancellor's office can assist the college by providing guidance and effective timing for when plans and reports are due. For instance, the SEA plan instructions and workshops were conducted in spring 2022. It would be more ideal to receive guidance from CCCCCO in summer 2021 so that colleges have time to develop plans over fall and spring when faculty are available. The current timeline requires the majority of the plan to be developed over summer when most faculty are off contract.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The Guided Pathways framework should help improve student outcomes and close equity achievement gaps among our DI students. Within the framework, we have created 8 success teams that consist of a dean, faculty, staff, and students that focus on providing academic and student support services. Part of this work involves recruitment, onboarding of our DI students, and collaboration in our service areas. These efforts include creating culturally relevant marketing materials to assist prospective students with the enrollment process. However, more staffing in the outreach and marketing departments will assist in establishing relationships with the local high schools and community organizations to promote enrollment of Latino students.

Dual Enrollment provides an opportunity to promote college access to our K-12 students. Currently our college offers CCAP and Non-CCAP at the high schools and students are able to enroll in any of our college courses. The Dual Enrollment office has a director, two student workers, and a part-time counselor who assist students with the application and registration process. Unfortunately there are some limitations to grow the program and our general college enrollment as the college is restricted to our service area. The lack of opportunity to recruit outside of our service areas has impeded our recruitment of students, particularly Latino students.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

We are a Hispanic serving institution with a Latino student population well over 40%. Providing sustained and continued professional development on culturally relevant pedagogy and equity mindedness will facilitate a shift towards equitable outcomes for our Latino students. The college's top priority is diversity hiring with permanent faculty and staff, in part so that Latino students see themselves in the faculty and staff, which will enhance a sense of belonging for our Latino students.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Offering Latino students wraparound services will increase equitable outcomes. Our goal is to implement a case management model; components of this model include enrollment, submission of a FAFSA or CA Dream Act application, completion of a comprehensive educational plan that clearly outlines a student's pathway to complete courses in a timely sequence, initiation of specific counseling services at 15, 30, and 45 units completed, and completion of transfer level math and English within the first year. This model requires hiring additional classified staff in outreach, counseling, and student services to facilitate a shift of equitable outcomes.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The case management model requires substantial investment of resources. Currently the college has one dean of student services (responsible for outreach, admission and records, counseling, guided pathways, EOPS, veterans, foster youth, first and second year experience, call center, dual enrollment, dreamers, student health center, and our basic needs center). Additional hiring of a second dean of student services, as well as 3-5 full-time counselors and counseling services specialists that is focused on Latino students would support the case management model.

- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- ✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

As our Latino population is growing in our service area, an ideal practice would be to offer off site courses (at alternative schools and adult GED/HS diploma schools) to promote college access and increase enrollment outside of our service areas; this requires collaborative support among the executive administration, academic senate, the community partners, and faculty willingness to teach at these offsite locations.

- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The college is committed to diverse hiring, which will enhance students' sense of belonging on campus. This would facilitate a shift in the equitable outcomes for our Latino students in a positive direction. Moorpark College has engaged in diversity hiring training for members of hiring committees in order to place diversity, equity, inclusion, and accessibility at the center of our work.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The college is committed to diverse hiring, which will enhance students' sense of belonging on campus. This would facilitate a shift in the equitable outcomes for our Latino students in a positive direction. Moorpark College has engaged in diversity hiring training for members of hiring committees in order to place diversity, equity, inclusion, and accessibility at the center of our work.

Action

Action Steps *

- Hire at least one additional outreach specialist who will focus on Latino students and establish new relationships with alternative, elementary, middle and high schools as well as community and faith-based organizations.
- Improve the outreach and recruitment efforts by attending feeder high schools regularly with either a counseling faculty or counselor services specialist to assist on the onboarding of new students, parent meetings, social and athletic events to promote college registration.
- Increase our marketing presence platform on social media.
- Improve our branding.

- Promote annual registration dates throughout our service areas as well as to have a greater recruitment and marketing presence in the San Fernando Valley along the 118 highway.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

The Chancellor's office can assist the college by providing guidance and effective timing for when plans and reports are due. For instance, the SEA plan instructions and workshops were conducted in spring 2022. It would be more ideal to receive guidance from CCCC in summer 2021 so that colleges have time to develop plans over fall and spring when faculty are available. The current timeline requires the majority of the plan to be developed over summer when most faculty are off contract.

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes, and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

As AB 705 requires students to enroll in transfer-level math and English, our English and Math departments have developed non-credit support courses attached to sections of these courses which offer an extra hour of instruction as well as an embedded tutor and workshops. Research shows that those students who use math and writing tutoring have a higher level of success, and the goal is to have more students take advantage of the services. Tutoring in math and English is offered online and in person through the Tutoring and Learning Center, and both math and English departments offer workshops to help prepare students before their course begins as well as during their courses. There is an opportunity to market tutoring and other support to normalize this support for all and make it highly accessible. Overall, improving and expanding our current structure of offering non-credit support courses as well as tutoring and workshops will enhance student success for DI groups, specifically if it is done with a focus on culturally relevant pedagogy, (such as themed courses connected to pathways, community building activities to promote a sense of belonging, project-based learning flexible due dates, and other best practices).

Our current structure is focused on:

- Offering tutoring and workshops to support students in math and English
- Providing professional development for faculty (such as CHESS, etc.) that focuses on developing culturally relevant pedagogy and themed courses, project-based learning, flexible due dates, and community building activities in the classroom.

These efforts will promote a sense of belonging for our Black students.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Our student support coaches regularly identify students for English/Math completion. Through these efforts, students are encouraged to:

- attend summer bridge workshops in English
- enroll in courses with embedded tutoring
- participate in tutoring at the Tutoring and Learning Center

As part of our equity work, we have piloted a case management model that intentionally targets Black students who have not completed English or math in their first and second semester of their attendance. Our counseling services specialists and student success coaches provide high touch services to schedule students with a

counseling appointment and offer workshops that provide wrap-around student services to promote retention and completion.

The case management model consists of instructional and student services managers, instructional and counseling faculty, classified staff and student peer ambassadors. Additionally we provide free tuition programs and wrap-around student support (food, computer loan, free text/text, supplies). The students are intentionally recruited to take shorter term courses that have embedded tutoring (shorter-term classes may increase success and completion in math and English courses).

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- ✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- enhance culturally relevant pedagogy and themed courses
- create community building activities in the classroom and beyond to promote a sense of belonging,
- incorporate best practices such as project-based learning (instead of tests), flexible due dates, etc.

- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

An ideal process is to institutionalize our case management model. This requires intentionally focusing on Black students who have not completed English or math in their first and second semester and connecting them with counseling services specialists and student success coaches. These high touch services include scheduling students with a counseling appointment and offering workshops that provide wrap-around student services to promote retention and completion.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Some of the structural changes necessary for transformative change is to:

- develop culturally relevant pedagogy and themed courses aligned to student interest or guided pathways.
- use community building activities in the classroom.
- intentionally create an environment that promotes a sense of belonging.

Action

Action Steps *

As we evaluate our current and ideal structure our action steps are the following to achieve our stated goals:

- Train instructional faculty in all aspects of culturally relevant curriculum design and pedagogy.
- Provide wrap-around services that include things such as free snacks and meals during the courses, laptop loan, free text/course materials, free tuition, supplies, embedded tutoring, integration with Financial Aid, ACCESS, Counseling, and Health Services, etc.
- Increase awareness of free tutoring services on campus through outreach to faculty, marketing (videos on websites and social media)
- Work with the English and math departments to offer workshops to help prepare students before and during math and/or English courses.

Chancellor's Office Supports**Supports Needed**

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Hispanic or Latino**Structure Evaluation: Friction Points****Friction Points**

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Friction Points: Current Structure *

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes, and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

As AB 705 requires students to enroll in transfer-level math and English, our English and Math departments have developed non-credit support courses attached to sections of these courses which offer an extra hour of instruction as well as an embedded tutor and workshops. Research shows that those students who use math and writing tutoring have a higher level of success, and the goal is to have more students take advantage of the services. Tutoring in math and English is offered online and in person through the Tutoring and Learning Center, and both math and English departments offer workshops to help prepare students before their course begins as well as during their courses. There is an opportunity to market tutoring and other support to normalize this support for all and make it highly accessible. Overall, improving and expanding our current structure of offering non-credit support courses as well as tutoring and workshops will enhance student success for DI groups, specifically if it is done with a focus on culturally relevant pedagogy, (such as themed courses connected to pathways, community building activities to promote a sense of belonging, project-based learning flexible due dates, and other best practices).

Our current structure is focused on:

- Offering tutoring and workshops to support students in math and English
- Providing professional development for faculty (such as CHESS, etc.) that focuses on developing culturally relevant pedagogy and themed courses, project-based learning, flexible due dates, and community building activities in the classroom.

These efforts will promote a sense of belonging for our Latino students.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Our student support coaches regularly identify students for English/Math completion. Through these efforts, students are encouraged to:

- attend summer bridge workshops in English
- enroll in courses with embedded tutoring
- participate in tutoring at the Tutoring and Learning Center

As part of our equity work, we have piloted a case management model that intentionally targets Latino students who have not completed English or math in their first and second semester of their attendance. Our counseling services specialists and student success coaches provide high touch services to schedule students

with a counseling appointment and offer workshops that provide wrap-around student services to promote retention and completion.

The case management model consists of instructional and student services managers, instructional and counseling faculty, classified staff and student peer ambassadors. Additionally we provide free tuition programs and wrap-around student support (food, computer loan, free text/text, supplies). The students are intentionally recruited to take shorter term courses that have embedded tutoring (shorter-term classes may increase success and completion in math and English courses).

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- ✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- enhance culturally relevant pedagogy and themed courses
- create community building activities in the classroom and beyond to promote a sense of belonging,
- incorporate best practices such as project-based learning (instead of tests), flexible due dates, etc.

- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

An ideal process is to institutionalize our case management model. This requires intentionally focusing on Latino students who have not completed English or math in their first and second semester and connecting them with counseling services specialists and student success coaches. These high touch services include scheduling students with a counseling appointment and offering workshops that provide wrap-around student services to promote retention and completion.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Some of the structural changes necessary for transformative change is to:

- develop culturally relevant pedagogy and themed courses aligned to student interest or guided pathways.
- use community building activities in the classroom.
- intentionally create an environment that promotes a sense of belonging.

Action

Action Steps *

As we evaluate our current and ideal structure our action steps are the following to achieve our stated goals:

- Train instructional faculty in all aspects of culturally relevant curriculum design and pedagogy.
- Provide wrap-around services that include things such as free snacks and meals during the courses, laptop loan, free text/course materials, free tuition, supplies, embedded tutoring, integration with Financial Aid, ACCESS, Counseling, and Health Services, etc.
- Increase awareness of free tutoring services on campus through outreach to faculty, marketing (videos on websites and social media)
- Work with the English and math departments to offer workshops to help prepare students before and during math and/or English courses.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that

impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Data regarding the retention/persistence of our Black students reveal equity gaps that must be addressed. Through professional development opportunities and institutional support, the college community can improve its ability to meet the diverse needs of Black students. These equity-minded professional development activities will assist us as a college community in establishing ongoing dialogue about learning outcomes in order to increase retention and persistence rates for our Black students.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Our Guided Pathways student success teams are designed to support students and connect them to academic and student support services so that students persist from one term to the next. However, there is an opportunity for faculty to better support Black students and develop meaningful engagement with them. Examples of this type of support and engagement include:

- advertising support such as workshops and tutoring focused on DI students.
- tabling on Raider Walk to cultivate relationships.
- becoming members of our Teaching Men and Women of Color Advocates (TMWOCAs).
- being available and present for students to engage in dialogue outside the classroom.
- practicing culturally relevant pedagogy and designing curriculum to engage and challenge DI populations in order to improve retention and persistence.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

This past academic year, we piloted a case management model that intentionally focused on Black students who have not completed their comprehensive educational plans. Through these efforts we implemented high touch student services to schedule co counseling appointments and offer workshops and wrap-around student services to promote retention. The team consisted of instructional and student services managers, instructional and counseling faculty, classified staff, and student peer ambassadors. Our student support coaches were made available for all Black students as needed. Recently, our executive team approved a campus equity lounge that promotes a sense of belonging to our DI students and provides a space that they can call "Home". The equity lounge will have areas for students to study, hang out, build fellowship, and host club meetings and events.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

To shift to a more equitable outcome for our Black students, the college needs to:

- provide DEI professional development to instructional faculty.
- encourage faculty to have their curriculum audited.
- offer curriculum design workshops on culturally relevant pedagogy.
- ask faculty to analyze equity gap data from their courses.
- remind faculty to inform their students about the services and resources on campus, such as Raider Central (basic needs center), textbook lending program, emergency fund grants, and tutorial services.

These practices would help faculty to focus on their BI students who are struggling and implement academic and other support interventions to improve persistence and retention rates.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

One process would be to develop a case management model that intentionally concentrates on our Black students who have earned 30+ units. The high-touch services schedule students with a counseling appointment and offer workshops and wrap-around student services to promote retention and persistence. The model will consist of a team of instructional and student services managers, instructional and counseling faculty, classified staff and student peer ambassadors. Hiring one counselor services specialist who exclusively works with our Black students and connects them to academic and student support services as well as Black Student Union, A2Mend Student Charter and M80 paid internships, etc. would enhance this case management model.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Some of the necessary structural changes to transform our current practice are:

- training, implementing and establishing accountability for faculty to consistently use early alert (Starfish) within the first 2-3 weeks of semester when our students are struggling.
- working with our Institutional Effectiveness department to develop a process to provide disaggregated data to faculty each semester.
- alerting faculty to reach out to specific students who may need academic interventions.
- collaborating with student services to connect the students with additional support.

Action

Action Steps *

- promote and encourage equity minded professional development for faculty and staff.
- provide disaggregated data for all instructional faculty for their class sections that highlight their equity gaps.
- offer interventions to close those specific equity gaps in their instructional sections.
- work with the DEI faculty coordinator and professional development committee to offer identity-based support programs.
- create math and English workshops that focus on retention and completion.
- create an accountability method for faculty to use early alert (Starfish Connect).
- create an equity lounge to establish a sense of belonging for DI students.
- hire classified professionals to support Black students.
- develop a script to use when contacting struggling students.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

The support of CCCCO to assist college districts to have a uniform technology usage and tools that improve the ability to do this work.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Data regarding the retention/persistence of our Latino students reveal equity gaps that must be addressed. Through professional development opportunities and institutional support, the college community can improve its ability to meet the diverse needs of Latino students. These equity-minded professional development activities will assist us as a college community in establishing ongoing dialogue about learning outcomes in order to increase retention and persistence rates for our Latino students.

Structure Evaluation**Current Structure**

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Our Guided Pathways student success teams are designed to support students and connect them to academic and student support services so that students persist from one term to the next. However, there is an opportunity for faculty to better support Latino students and develop meaningful engagement with them. Examples of this type of support and engagement include:

- advertising support such as workshops and tutoring focused on DI students.
- tabling on Raider Walk to cultivate relationships.
- becoming members of our Teaching Men and Women of Color Advocates (TMWOCAs).
- being available and present for students to engage in dialogue outside the classroom.
- practicing culturally relevant pedagogy and designing curriculum to engage and challenge DI populations in order to improve retention and persistence.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

This past academic year, we piloted a case management model that intentionally focused on Latino students who have not completed their comprehensive educational plans. Through these efforts we implemented high touch student services to schedule counseling appointments and offer workshops and wrap-around student services to promote retention. The team consisted of instructional and student services managers, instructional and counseling faculty, classified staff, and student peer ambassadors. Our student support coaches were made available for all Latino students as needed. Recently, our executive team approved a campus equity lounge that promotes a sense of belonging to our DI students and provides a space that they can call "Home". The equity lounge will have areas for students to study, hang out, build fellowship, and host club meetings and events.

- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

To shift to a more equitable outcome for our Black students, the college needs to:

- provide DEI professional development to instructional faculty.

- encourage faculty to have their curriculum audited.
- offer curriculum design workshops on culturally relevant pedagogy.
- ask faculty to analyze equity gap data from their courses.
- remind faculty to inform their students about the services and resources on campus, such as Raider Central (basic needs center), textbook lending program, emergency fund grants, and tutorial services.

These practices would help faculty to focus on their DI students who are struggling and implement academic and other support interventions to improve persistence and retention rates.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

One process would be to develop a case management model that intentionally concentrates on our Latino students who have earned 30+ units. The high-touch services schedule students with a counseling appointment and offer workshops and wrap-around student services to promote retention and persistence. The model will consist of a team of instructional and student services managers, instructional and counseling faculty, classified staff and student peer ambassadors. Hiring one counselor services specialist who exclusively works with our Latino students and connects them to academic and student support services as well as Dreamers club, etc. would enhance this case management model.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Some of the necessary structural changes to transform our current practice are:

- training, implementing and establishing accountability for faculty to consistently use early alert (Starfish) within the first 2-3 weeks of semester when our students are struggling.
- working with our Institutional Effectiveness department to develop a process to provide disaggregated data to faculty each semester.
- alerting faculty to reach out to specific students who may need academic interventions.
- collaborating with student services to connect the students with additional support.

Action

Action Steps *

- promote and encourage equity minded professional development for faculty and staff.
- provide disaggregated data for all instructional faculty for their class sections that highlight their equity gaps.
- offer interventions to close those specific equity gaps in their instructional sections.
- work with the DEI faculty coordinator and professional development committee to offer identity-based support programs.

- create math and English workshops that focus on retention and completion.
- create an accountability method for faculty to use early alert (Starfish Connect).
- create an equity lounge to establish a sense of belonging for DI students.
- hire classified professionals to support Latino students.
- develop a script to use when contacting struggling students.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

The support of CCCC to assist college districts to have a uniform technology usage and tools that improve the ability to do this work.

Transfer

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Moorpark College is a highly ranked transfer institution in the state and nation; however, there are evident equity gaps for our Black students transferring to four-year universities and colleges. The college needs to increase its outreach to Black students about the transfer process, which includes educational planning to ensure that the courses they take are transferable. The college can also improve transfer rates by:

- marketing and advertising successful Black students transferring (physical displays around campus, in specific buildings and departments, etc.).
- offering student engagement opportunities to discuss transfer in group settings.
- inviting Black alumni to speak with current Black students about the transfer process and share their experiences.

Another way to increase transfer is to examine our Honors program, TAP and TAG agreements, noting the limited number of Black students pursuing these types of transfer admissions opportunities; intentionally connecting our Black students to these programs will assist them in understanding the transfer process, knowing the courses needed to transfer, and connecting them with four year university and college representatives to learn about their campus life and academic programs.

Structure Evaluation**Current Structure**

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

As part of our Guided Pathways framework, each of Moorpark College's programs are grouped under eight broad "Areas of Interest" that include data on the careers within the program; our program mapper tool outlines the sequence of courses needed for the program. Instructional faculty should become aware of the framework and use best practices to deliver effective and efficient curriculum to promote student success, completion and transfer, especially for DI populations. Faculty should also:

- encourage students to use the program mapper.
- show students how to seek academic and student support, especially regarding counseling for transfer success.
- communicate with students about the Transfer and Career center, transfer fair, etc.
- participate in co-curricular activities to develop relationships and community with their students.
- help students build their social and academic capital once ready to transfer.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The past academic year we piloted a case management model to facilitate a shift to equitable transfer outcomes for our Black student population. We assigned two counselors to reach out to students who had completed 45 units or more. The counselors offered wrap-around services that included counseling appointments to determine transfer and degree completion, assistance with future course selection to promote transfer, transfer workshops, and connections to four year university or college representatives. This model allowed students to create a relationship with the counselor and have the counselor streamline the transfer process. The case management model will also intentionally reach out to Black students who have earned 30+

units, using high touch services to schedule students with a counseling appointment and offer workshops and wrap-around student services to promote transfer.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- ✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Instructional faculty will help improve our Black students' transfer rates by

- reinforcing the importance of transferring.
- connecting course content to career and personal/professional outcomes.
- building relationships that support consistent and trusting dialogue.
- encouraging students to attend transfer related workshops or fairs.
- inviting counselors and four-year university representatives an opportunity to talk with students in the classroom.
- posting transfer-related material or application deadlines or workshops on Canvas shells.
- adding assignments that relate to transfer such as research about universities and careers in their major, attending a transfer workshop, speaking with a university representative, or submitting a transfer application to a four-year university.
- encouraging students to seek out academic and student services support.
- participating in co-curricular activities to create a better sense of community.
- helping students to build their social and academic capital once ready to transfer.

- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal process that would facilitate a shift to equitable outcomes for this population would be a case management style of counseling where two counselors (or more) are assigned a specific load of students from the time they begin at Moorpark College to when they transfer, allowing for the student to create a relationship with the counselor and having the counselor streamline the transfer process for them. The development of a case management model that intentionally concentrates on Black students who have earned 30+ units and implementing high touch services to connect students with counseling appointments, workshops, and wrap-around student services to promote transfer should increase transfer rates for our Black students. The model will consist of a team of instructional and student services managers, instructional and counseling faculty, classified staff, and student peer ambassadors.

Additional interventions include:

- implementing the VCCCD auto grad program by spring 2023.
- increasing transfer representatives who connect with Black students.
- encouraging and planning transfer visits and/or transfer fairs for Black students.
- improving marketing for transfer application period.
- developing a transfer camp (online and on-ground).

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

To transform the current inequitable transfer rates of Black students, the college should develop a streamlined process to fully implement the Guided Pathway four pillars. As our Black students are recruited or on-boarded to the college, they need to dialogue with counselors, classified professionals, and instructional faculty on their desired program of study and begin to assess their educational goals. As the student enters their pathway, the student success team aids them in their educational planning in order to help them attain their transfer goals.

Once onboarded, the student should be

- provided academic and student support to complete their courses.
- encouraged to participate in co-curricular and student activities.
- offered the necessary academic and college success tools to be prepared for university learning.

Action

Action Steps *

Some of the interventions include:

- strengthen Black students' relationship with our Transfer and Career center
- collaborate with the Transfer and Career center as well as faculty, staff, and the student activities program to plan free transfer visits and/or transfer fairs for Black students.
- develop an annual marketing campaign that includes images of Black students for the transfer application period.
- create a transfer camp (online and on-ground) for Black students with 30-45 units with counseling faculty and staff leading workshops on transfer admissions requirements, transfer applications, and providing students engaging opportunities to interface with transfer representatives.
- increase the number of Black students who are in the Honors program and are part of our TAG and TAP agreements.
- participate in the California Community College and HBCU Transfer Agreement Project to increase transfer rates among our black and students.
- create a streamlined process to connect Black students with specific classified professional and counseling faculty with a transfer focus.
- encourage Black students to attend transfer workshops and review the transfer application process.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✗ Technical Assistance/Professional Development
- ✗ Data & Research
- ✗ Policy & Regulatory Actions

- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

The CCCCO can help support our college by strengthening the relationships with our California State University (CSU) and University of California (UC) to guarantee transfer admissions among Black students who meet minimum transfer requirements.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Moorpark College is a highly ranked transfer institution in the state and nation; however, there are evident equity gaps for our Latino students transferring to four-year universities and colleges. The college needs to increase its outreach to Latino students about the transfer process, which includes educational planning to ensure that the courses they take are transferable. The college can also improve transfer rates by:

- marketing and advertising successful Latino students transferring (physical displays around campus, in specific buildings and departments, etc.).
- offering student engagement opportunities to discuss transfer in group settings.
- inviting Latino alumni to speak with current Latino students about the transfer process and share their experiences.

Another way to increase transfer is to examine our Honors program, TAP and TAG agreements, noting the limited number of Latino students pursuing these types of transfer admissions opportunities; intentionally connecting our Latino students to these programs will assist them in understanding the transfer process, knowing the courses needed to transfer, and connecting them with four year university and college representatives to learn about their campus life and academic programs.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

As part of our Guided Pathways framework, each of Moorpark College's programs are grouped under eight broad "Areas of Interest" that include data on the careers within the program; our program mapper tool outlines the sequence of courses needed for the program. Instructional faculty should become aware of the framework and use best practices to deliver effective and efficient curriculum to promote student success, completion and transfer, especially for DI populations. Faculty should also:

- encourage students to use the program mapper.
- show students how to seek academic and student support, especially regarding counseling for transfer success.
- communicate with students about the Transfer and Career center, transfer fair, etc.
- participate in co-curricular activities to develop relationships and community with their students.
- help students build their social and academic capital once ready to transfer.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The past academic year we piloted a case management model to facilitate a shift to equitable transfer outcomes for our Latino student population. We assigned two counselors to reach out to students who had completed 45 units or more. The counselors offered wrap-around services that included counseling appointments to determine transfer and degree completion, assistance with future course selection to promote transfer, transfer workshops, and connections to four year university or college representatives. This model allowed students to create a relationship with the counselor and have the counselor streamline the transfer process. The case management model will also intentionally reach out to Latino students who have earned 30+ units, using high touch services to schedule students with a counseling appointment and offer workshops and wrap-around student services to promote transfer.

- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Instructional faculty will help improve our Latino students' transfer rates by

- reinforcing the importance of transferring.
- connecting course content to career and personal/professional outcomes.
- building relationships that support consistent and trusting dialogue.
- encouraging students to attend transfer related workshops or fairs.
- inviting counselors and four-year university representatives an opportunity to talk with students in the classroom.
- posting transfer-related material or application deadlines or workshops on Canvas shells.
- adding assignments that relate to transfer such as research about universities and careers in their major, attending a transfer workshop, speaking with a university representative, or submitting a transfer application to a four-year university.

- encouraging students to seek out academic and student services support.
- participating in co-curricular activities to create a better sense of community.
- helping students to build their social and academic capital once ready to transfer.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal process that would facilitate a shift to equitable outcomes for this population would be a case management style of counseling where two counselors (or more) are assigned a specific load of students from the time they begin at Moorpark College to when they transfer, allowing for the student to create a relationship with the counselor and having the counselor streamline the transfer process for them. The development of a case management model that intentionally concentrates on Latino students who have earned 30+ units and implementing high touch services to connect students with counseling appointments, workshops, and wrap-around student services to promote transfer should increase transfer rates for our Latino students. The model will consist of a team of instructional and student services managers, instructional and counseling faculty, classified staff, and student peer ambassadors.

Additional interventions include:

- implementing the VCCCD auto grad program by spring 2023.
- increasing transfer representatives who connect with Latino students.
- encouraging and planning transfer visits and/or transfer fairs for Latino students.
- improving marketing for transfer application period.
- developing a transfer camp (online and on-ground).

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

× Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

To transform the current inequitable transfer rates of Latino students, the college should develop a streamlined process to fully implement the Guided Pathway four pillars. As our Latino students are recruited or on-boarded to the college, they need to dialogue with counselors, classified professionals, and instructional faculty on their desired program of study and begin to assess their educational goals. As the student enters their pathway, the student success team aids them in their educational planning in order to help them attain their transfer goals.

Once onboarded, the student should be

- provided academic and student support to complete their courses.
- encouraged to participate in co-curricular and student activities.
- offered the necessary academic and college success tools to be prepared for university learning.

Action

Action Steps *

Some of the interventions include:

- strengthen Latino students' relationship with our Transfer and Career center
- collaborate with the Transfer and Career center as well as faculty, staff, and the student activities program to plan free transfer visits and/or transfer fairs for Black students.
- develop an annual marketing campaign that includes images of Latino students for the transfer application period.
- create a transfer camp (online and on-ground) for Latino students with 30-45 units with counseling faculty and staff leading workshops on transfer admissions requirements, transfer applications, and providing students engaging opportunities to interface with transfer representatives.
- increase the number of Latino students who are in the Honors program and are part of our TAG and TAP agreements.
- participate in the California Community College and HBCU Transfer Agreement Project to increase transfer rates among our Latino students.
- create a streamlined process to connect Latino students with specific classified professional and counseling faculty with a transfer focus.
- encourage Latino students to attend transfer workshops and review the transfer application process.

Chancellor's Office Supports**Supports Needed**

- ✓ Field Guidance & Implementation
- ✗ Technical Assistance/Professional Development
- ✗ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

The CCCCO can help support our college by strengthening the relationships with our California State University (CSU) and University of California (UC) to guarantee transfer admissions among Latino students who meet minimum transfer requirements.

Completion

Black or African American

Areas of Completion

Areas of Completion *

- × Adult Ed/No ncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Moorpark College has been recognized for its transfer and completion rates and is a finalist for the Aspen award this year; however, completion equity gaps exist for our Black students. Many of these inequities begin before the students arrive to the college (such as varying academic skills, financial strains, higher cases of mental health issues, balancing multiple roles as a student, caretaker, employee, and spouse or parent, not feeling a sense of belonging on campus, not seeing many faculty or staff that look like them on campus, or not having instruction that is culturally relevant or sensitive). These realities for our Black students often create barriers for degree and certificate completion.

Hiring retention specialists who primarily work with our Black students would help increase degree completion. The retention specialist would:

- collaborate with our Guided Pathways success teams, outreach and counseling departments, financial aid, basic needs center, and academic and student support services to successfully onboard and retain our Black students.
- connect students with counseling to be put on a pathway and given specific sequences of courses to complete their educational goals.
- refer students to wrap-around services to ensure they stay on their pathway.
- assist them in the transfer process.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Our Guided Pathways model is designed to help students complete their academic goals, with supports such as the program mapper and success teams for each area of interest. Our instructional faculty are key stakeholders who ensure students are learning and succeeding in their courses and play a vital role in the completion rates among our students. Faculty can help identify struggling students by utilizing our early alert systems (Starfish) within the first 2-3 weeks of each fall and spring semester and first two to three days in the summer terms. Counseling faculty and classified professionals on student success teams can then reach out to the student and offer interventions and resources to help students stay on the pathway, persist, progress, and complete. Faculty can also help improve completion rates for our Black students by integrating relevant projects and assignments, as well as encourage co-curricular activities aligned with classroom learning and career interests. These efforts will help our Black students build a relationship with their instructor by receiving guidance and support that helps them stay focused and see the value of completing their plan. Faculty can help students persist on their pathway by designing a career-related curriculum in order to accelerate completion (through programs such as Career Technical Education program and PACE).

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

This past academic year we piloted a case management model that triggered action when students earned or were registered courses that totaled 45+ units. This model facilitated a shift to equitable completion outcomes for our Black student population. We assigned two counselors to reach out to students who had completed 45 units or more. The counselors offered wrap-around services that included counseling appointments to evaluate student transcripts and determine if they completed an AA, AS, ADT degree and/or certificate. They helped students select courses to promote transfer, conducted transfer workshops, and connected students to four-year university or college representatives. This model allowed students to create a relationship with the counselor and have the counselor streamline the transfer process for the student.

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

× Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Instructional faculty help students by:

- ensuring students learn and master the course content in a specific academic discipline.
- promoting student learning by assessing student learning outcomes for their respective academic programs.
- using best practices and culturally relevant pedagogy to help close equity gaps.
- developing intentional course design that promotes completion.
- encouraging students to seek out academic support.
- participating in co-curricular activities to foster a sense of community.
- helping students to build their social and academic capital once ready to complete their degree and/or certificate.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

An ideal process is a case management model that intentionally concentrates on Black students who have earned 30+ units. (Waiting until 45 units or more is too late to provide the necessary high touch services to push our students over the finish line). With the collaboration of the Institutional Effectiveness office, classified professionals will identify and then schedule students with a counseling appointment for students to discuss the remaining coursework required to complete their educational goal, as well as transfer and career options, offer workshops and wrap-around services. As many of our students struggle financially, connecting them to our Basic Needs center, "Raider Central," assisting with CalFresh resources, and referring them to housing, employment and mental health services is vital for their successful completion. The college should also assist our Black students to secure work experience and internship opportunities. Assisting our students in finding student employment and internships can help our students financially but also provide them an opportunity to apply their academic coursework to real life work experience.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The structural changes necessary to transform our current inequitable completion rates include:

- fully implementing our Guided Pathways framework.
- providing professional development so that faculty can develop culturally relevant curriculum and use best practices in their pedagogy to engage students.
- using the case management model that intentionally concentrates on Black students who have earned 30+ units and provide high touch services to push our students over the finish line.
- connecting students to "Raider Central," CalFresh resources, housing, employment, and mental health services.
- assisting our students to find student employment and study related internships.

Action

Action Steps *

Some of the following action steps to increase completion are:

- work with the Guided Pathways success teams to fully implement the framework among our Black students.
- integrate culturally relevant content, assignments, and pedagogy into courses.
- tie Africana Studies content into specific disciplines to make Black students feel connected and more willing to engage in class.
- establish the case management model for Black students who have earned or registered in 30 units or more.
- encourage faculty to support our Black students by providing instructional support and integrating co-curricular activities aligned with classroom learning and career interests.

- hire staff who primarily work with our Black students as retention specialists.
- create a process for faculty to flag students who are struggling by utilizing our early alert systems (Starfish Connect) within the first weeks of each fall and spring semester
- connect students to vital support such as our basic needs center, "Raider Central" by posting on Canvas shells, student services syllabus, social media, and marketing outlets.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

The support of the CCCC to assist college districts to have a uniform technology usage and tools that enhance our ability to better support our students.

Hispanic or Latino

Areas of Completion

Areas of Completion *

- × Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for

our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Moorpark College has been recognized for its transfer and completion rates and is a finalist for the Aspen award this year; however, completion equity gaps exist for our Latino students. Many of these inequities begin before the students arrive to the college (such as varying academic skills, financial strains, higher cases of mental health issues, balancing multiple roles as a student, caretaker, employee, and spouse or parent, not feeling a sense of belonging on campus, not seeing many faculty or staff that look like them on campus, or not having instruction that is culturally relevant or sensitive). These realities for our Latino students often create barriers for degree and certificate completion.

Hiring retention specialists who primarily work with our Latino students would help increase degree completion. The retention specialist would:

- collaborate with our Guided Pathways success teams, outreach and counseling departments, financial aid, basic needs center, and academic and student support services to successfully onboard and retain our Latino students.
- connect students with counseling to be put on a pathway and given specific sequences of courses to complete their educational goals.
- refer students to wrap-around services to ensure they stay on their pathway.
- assist them in the transfer process.
- guide them to gain work experience through a M80 course internship course.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Our Guided Pathways model is designed to help students complete their academic goals, with supports such as the program mapper and success teams for each area of interest. Our instructional faculty are key stakeholders who ensure students are learning and succeeding in their courses and play a vital role in the completion rates among our students. Faculty can help identify struggling students by utilizing our early alert systems (Starfish) within the first 2-3 weeks of each fall and spring semester and first two to three days in the summer terms. Counseling faculty and classified professionals on student success teams can then reach out to the student and offer interventions and resources to help students stay on the pathway, persist, progress, and complete. Faculty can also help improve completion rates for our Latino students by integrating relevant projects and assignments, as well as encourage co-curricular activities aligned with classroom learning and career interests. These efforts will help our Latino students build a relationship with their instructor by receiving guidance and support that helps them stay focused and see the value of completing their plan. Faculty can help students persist on their pathway by designing a career-related curriculum in order to accelerate completion (through programs such as Career Technical Education program and PACE).

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

This past academic year we piloted a case management model that triggered action when students earned or were registered courses that totaled 45+ units. This model facilitated a shift to equitable completion outcomes for our student population. We assigned two counselors to reach out to students who had completed 45 units or more. The counselors offered wrap-around services that included counseling appointments to evaluate student transcripts and determine if they completed an AA, AS, ADT degree and/or certificate. They helped students select courses to promote transfer, conducted transfer workshops, and connected students to four-year university or college representatives. This model allowed students to create a relationship with the counselor and have the counselor streamline the transfer process for the student.

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✗ General Operations (A&R, Parking, Campus Policing, etc.)

✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Instructional faculty help students by:

- ensuring students learn and master the course content in a specific academic discipline.
- promoting student learning by assessing student learning outcomes for their respective academic programs.
- using best practices and culturally relevant pedagogy to help close equity gaps.
- developing intentional course design that promotes completion.
- encouraging students to seek out academic support.
- participating in co-curricular activities to foster a sense of community.
- helping students to build their social and academic capital once ready to complete their degree and/or certificate.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

An ideal process is a case management model that intentionally concentrates on Latino students who have earned 30+ units. (Waiting until 45 units or more is too late to provide the necessary high touch services to push our students over the finish line). With the collaboration of the Institutional Effectiveness office, classified professionals will identify and then schedule students with a counseling appointment for students to discuss the remaining coursework required to complete their educational goal, as well as transfer and career options, offer workshops and wrap-around services. As many of our students struggle financially, connecting them to our Basic Needs center, "Raider Central," assisting with CalFresh resources, and referring them to housing, employment and mental health services is vital for their successful completion. The college should also assist our Latino students to secure work experience and internship opportunities. Assisting our students in finding student employment and internships can help our students financially but also provide them an opportunity to apply their academic coursework to real life work experience.

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✗ General Operations (A&R, Parking, Campus Policing, etc.)

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The structural changes necessary to transform our current inequitable completion rates include:

- fully implementing our Guided Pathways framework.
- providing professional development so that faculty can develop culturally relevant curriculum and use best practices in their pedagogy to engage students.
- using the case management model that intentionally concentrates on Latino students who have earned 30+ units and provide high touch services to push our students over the finish line.
- connecting students to "Raider Central," CalFresh resources, housing, employment, and mental health services.
- assisting our students to find student employment and study related internships

Action

Action Steps *

Some of the following action steps to increase completion are:

- work with the Guided Pathways success teams to fully implement the framework among our Latino students.
- integrate culturally relevant content, assignments, and pedagogy into courses.
- tie Chicano and/or LatinX studies content into specific disciplines to make Latino students feel connected and more willing to engage in class.
- establish the case management model for Latino students who have earned or registered in 30 units or more.
- encourage faculty to support our Latino students by providing instructional support and integrating co-curricular activities aligned with classroom learning and career interests.
- hire staff who primarily work with our Latino students as retention specialists.
- create a process for faculty to flag students who are struggling by utilizing our early alert systems (Starfish Connect) within the first weeks of each fall and spring semester
- connect students to vital support such as our basic needs center, "Raider Central" by posting on Canvas shells, student services syllabus, social media, and marketing outlets.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots

× Strategic and Operational Communication

Explanation of Supports Needed

The support of the CCCC to assist college districts to have a uniform technology usage and tools that enhance our ability to better support our students.

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

Moorpark College is committed to continuing existing equity efforts during 2022-2025. These efforts include the following:

- enhance outreach recruitment efforts by attending feeder high schools regularly with either a counseling faculty or counselor services specialist to assist on the onboarding of new students, especially DI populations.
- continue to increase our marketing and advertising platform that is culturally relevant in our outreach materials on social media,
- promote annual registration dates throughout our service areas as well as have a greater recruitment and marketing presence in the San Fernando Valley along the 118 highway.
- increase our completion of transfer level math and English rates by improving and expanding our current practice of offering workshops, support courses, embedded tutoring, and individual tutoring through the Tutoring and Learning Center
- offer continued professional development to faculty so they can develop culturally relevant pedagogy and course design as well as other best practices,
- regularly identify students for English/Math completion.
- revise and continue our case management model that intentionally focuses on Black and Latino students who have earned 30+ units and use high touch services to schedule students with a counseling appointment, offer workshops and wrap-around student services to promote retention and persistence, completion and transfer.
- continue to connect students to academic and student support services such as Black Student Union, A2Mend Student Charter, Dreamers club, STEM Impacto, and M80 paid internship.

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

Moorpark's equity work, as represented in its Equity Plan, is fully integrated within the college's Guided Pathways framework as seen in their shared metrics, goals, organization, and governance.

Shared metrics: Both the Equity Plan and Guided Pathways share the same metrics for their joint work. The six metrics are based on the CO's Vision for Success metrics, as seen in the Equity Plan template, and include short-term goals for our Black and Latino students in the completion of comprehensive education plans, financial aid applications, and Math and English in the first year as well as for longer term goals for enrollment, transfer, and completion.

Shared goals: Both the goals of the previous Equity Plan and the Guided Pathways Scale of Adoption Assessment are embedded in Moorpark's Education Master Plan for 2019/20 – 2028/9, and are included in our current Strategic Plan and our Annual Plans. The goals of the Educational Master Plan are grounded in equity-mindedness; hence the actions in the Strategic Plan and Annual Plans are linked to these shared goals. Both programs can be separated within the Strategic Plan but both are fully integrated within it.

Shared organization: Each goal of our Equity Plan is integrated with the Guided Pathways Area of Interest Student Success Teams. These eight Teams consist of instructional and counseling faculty, classified staff from financial aid, counseling, our FYE and SYE programs, and other areas, as well as students. This ensures that the Equity Plan is reviewed and acted upon across the various constituencies that make up our Guided Pathways structure.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

Our college is committed to improve accessibility for all curriculum and technology across the campus. Whether the course is online or in person, all faculty are encouraged to include closed captioning for videos used in instruction. In addition, all information shared electronically, such as a syllabus or handouts are checked for accessibility before uploaded onto Canvas. There are year round trainings on the topic of accessibility. In addition, there is training on accessibility through the online teaching certification provided by the Instructional Designers, which all faculty who want to teach online have gone through.

Also our agendas, meeting minutes and flyers follow the ADA compliance to provide equitable access to all parties.

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

Our financial aid office collaborates with academic and student services departments, as well as, the local community to increase FAFSA and CA Dream Act participation and completion. Some of the strategies implemented include:

- conducting in-class interventions by partnering with instructors to have students complete FAFSA or CA Dream Act as a class or homework assignment.
- training a pool of volunteers to offer one on one FAFSA or CA Dream Act assistance.
- assigning specific appointment times to students during convenient times for the student (this dramatically increased completion rates).
- reaching out to students who applied and did not submit a FAFSA or CA Dream Act.

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

- establish new partnerships to increase FAFSA completion. Tapping into community organizations can help expand the FAFSA completion process.
- monitor data weekly or bi-weekly to allow staff and community partners to get quick feedback on FAFSA completion.
- use run charts to connect FAFSA completion work with the number of FAFSAs completed during the work period.

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

No

5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Yes

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

Raider Central is a one-stop shop for free resources to help students succeed. Raider Central provides free food, gently used seasonal clothing and business attire, personal hygiene items and shower kits, and assistance connecting students with various psychosocial needs including but not limited to financial aid, academic counseling, tutoring, mental health, medical care, dental care, CalFresh enrollment, housing, transportation, and more. Referrals are made both on and off-campus, along with case management support for continued follow-up as needed.

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

Raider Central is located in our Campus Center, a central campus location to promote accessibility for students. Raider Central is committed to providing an equitable educational environment that fosters compassion and respect, welcomes diversity, and supports students in various circumstances.

Plans to increase student use of Raider Central may include

- continued outreach on-campus and online through flyers/ads,
- personalized outreach to students at-risk of basic need insecurities,
- workshops, tabling events and more.

In addition to increasing student use, the Basic Needs Workgroup plans to partner with Fresh Success: Fresh Success allows California Community Colleges to receive a 43% reimbursement on expenses that support CalFresh-eligible students. This includes reimbursement on salaries or items paid for out of the college's general fund.

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

Raider Central is a fully functioning, one-stop shop for students that provides free basic needs and resources to help them succeed in school. Through funding, the pantry is stocked regularly with groceries including non-perishable items, fresh produce, frozen food, snacks, drinks, and more. Our plan continues to envision offering:

- welcoming space that can facilitate case management meetings and/or social services meetings from outside agencies
- Grab'n'Go snack items and beverages, as well as non-perishable groceries.
- gently used seasonal clothing and business attire .
- personal hygiene products and shower kits.
- CalFresh sign-up assistance.
- campus services referrals.
- housing referral assistance.
- information about free or reduced transportation.
- continued partnership with Ruben Castro Charities to expand access to food for students.
- clothing library where students can borrow or receive clothing for job interviews

Our college has had a lasting working relationship with Ruben Castro Charities, a non-profit community-based organization committed to eliminating generational poverty by fostering relationships, education and agency coordination. Ruben Castro Charities addresses the hunger needs of the campus and its surrounding communities. Students and families are welcome to come and choose from foods from local grocery stores, food banks, and local farms.

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

Since 2019, Moorpark College has expanded open educational resource (OER) use and zero textbook-cost (ZTC) course designations. Additionally, a new Low-textbook-cost (LTC) designation was adopted in spring '22. Currently, there are 436 ZTC courses and 38 LTC courses offered in the Schedule of Classes representing 225 distinct courses. This reflects 31% of our total course offerings for fall 2022.

A recent analysis of MC student data by the Institutional Research department concluded that:

- students taking ZTC courses are more likely to be successful than students taking non-ZTC courses.
- ZTC's effect depends on mode of course delivery with hybrid courses seeing the greatest gains.
- ZTC improves course grades by, on average, .30 grade points.

In light of these findings, the campus will focus on increasing course sections designated as ZTC in order to create full degrees and certificates that eliminate textbook costs. A targeted focus on hybrid and face-to-face courses may be warranted, as students have shown the greatest gains with ZTC courses in these modes.

The following actions are recommended to support the realization of this goal:

Collaboration:

- integrate ZTC/LTC efforts with other aligned student equity and achievement initiatives, such as Guided Pathways, Peer Online Course Review (POCR), Dual Enrollment, and Curriculum Equity/Decolonization audits.
- develop a campus workgroup/community of practice focused on textbook affordability to grow a culture of “open.”
- identify campus priorities for ZTC course conversions.
- continue to connect with Bookstore to facilitate provision of print options, as needed. Explore potential cross-district discipline projects to create ZTC courses.

Professional Development:

- continue to educate faculty and staff about OER courses, impact, Creative Commons licensing, and copyright.
- incorporate Open Pedagogy training, so faculty can build on ZTC gains to support student engagement, creativity, and voice.
- create, review, and improve OER with respect to Inclusion, Diversity, Equity, and Anti-Racism (IDEA).

Faculty Support:

- support new adopters and creators of ZTC/OER courses by providing assistance with research, formatting, editing for accessibility, and licensing.
- sustain current ZTC courses so that faculty can update and improve materials.

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

Moorpark College has designated Dean Monica Garcia as point of contact to address the needs of employees and students in the LGBTQ+ community. As the Chair of the MC Behavior Assessment & Care (BAC) team and with extensive knowledge of the various support services available to students, she is the appropriate choice to serve in this capacity.

Since 2015, MC has had a robust SAFEZONE Ally biannual training program, now in its fourth version. To date, the SAFEZONE team has trained over 300 MC employees and students and about 120 employees from sister campuses and the district office. The companion SAFEZONE website has sections on all-gender restrooms, LGBTQ+ legislation and advocacy, on- and off-campus resources, a SAFEZONE Ally registry, media, classroom resources, and more. Once trained, participants are given cardboard placards to place in their work areas, and electronic ones for email signatures and syllabi. MC plans to include the SAFEZONE logo next to the names of trained classroom instructors in the course schedule. [JW1] Trainees are also offered the opportunity to be listed on the website's ally registry. MC has an Out/Ally Network that works as the “advocacy arm” of SAFEZONE to inform policy changes needed to support the LGBTQ+ population.

The campus celebrates Pride Month with activities, social media, and professional development. This year, the campus hosted two well-attended Zoom events, the recordings of which are available online. The campus has a long-standing student organization, the Spectrum Club, with the mission of supporting LGBTQ+ individuals and their allies. They have regular meetings and events, and actively participate in campus-wide events.

MC intends to use the bulk of its allocation to create an LGBTQ+ Center, including cleaning, painting and furnishing an existing space, stocked with computers, printer, and other office supplies; funding for year one of a district-wide “Lavender Graduation Ceremony” to be matched by our two sister colleges, and funding the NCHA survey in October 2022. The latter will allow us to more clearly identify the health needs of this population.

Other activities to support this community will be provided through the mental health grant and other funding sources and include embedding a mental health provider in the LGBTQ+ Center a few hours per week when it is complete, and having the provider attend Spectrum Club meetings until then.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

Moorpark College addresses the mental health (MH) of students in a variety of ways:

- enrolled students have access to 6 free sessions of mental health counseling through the Student Health Center (SHC).
- the SHC and Raider Central, MC's basic needs center, share a case manager who assists students needing longer-term care, financial aid, and other on and off-campus services, streamlining enrollment.
- MC has a robust Behavioral Assessment and Care (BAC) team that meets weekly. It is chaired by the Dean of Student Learning-Conduct/Behavioral Intervention Team and co-chaired by the SHC Coordinator. The team also includes a SHC mental health counselor, an ACCESS academic counselor, a classroom faculty, a MC Campus Police officer, and campus Title IX Coordinator when appropriate.
- employees are regularly trained about the importance of reporting concerning student behavior to the BAC team via BIT report. The majority of BIT reports result in increased awareness and use of SHC MH services by students.
- Starfish Connect provides another strategy for faculty and staff to refer students to MH services.

Over several years, the SHC team observed trends in accessing MH services by students per program and developed the Embedded Mental Health Provider Program as a result. Students from the rigorous Exotic Animal Training and Management and Nursing programs sought MH services predominantly when in crisis. Student athletes underutilized these services even when in great need. As a result, the SHC embedded a MH provider within these programs for drop-in counseling; consultation with faculty and staff; psychoeducation; and to ease access to SHC services. The reduction in crisis counseling services was dramatic. The increase in service utilization by student athletes was also significant; germane to the work of the Student Equity Plan, a large percentage of MC's Black students are part of the Athletics program. The success of the embedded provider program has led to requests from the Spectrum Club (LGBTQ+ and ally-serving) and EOPS program for providers during the 2022-2023 school year.

MC provides professional development in the form of QPR suicide prevention, mental health first aid, SAFEZONE training, and classroom outreach on topics including stress management, sleep, anxiety, depression, and College Parenting 101.

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

The Ventura County Community College District (VCCCD) Strategic Plan confirms the alignment of the State Chancellor's Office Vision for Success Goals with the Ventura County Community College District Strategic Goals developed by the Board of Trustees (IV.D.5.01, IV.D.5.02).

The Strategic Plan allows the colleges to align their strategic plans accordingly, based on their respective planning cycles. During the colleges' planning cycle, they establish and/or update their own strategic goals and metrics/measures, in alignment with the District's strategic goals and measures of achievement framework according to the educational, workforce, and cultural needs of the communities they serve. This process allows for alignment with the VCCCD (and CCCCO) as they determine the metrics they will focus on and establish their college-specific targets (IV.D.5.03, IV.D.5.04).

Annually, the VCCCD Chancellor reviews the progress made on each strategic measure of achievement, provides an update of accomplishments, and recommends areas of improvement to prioritize for continuous improvement at the Board of Trustees Strategic Planning Session(s) (IV.D.5.10).

The District Institutional Effectiveness teams' creation of Tableau Dashboard visualizations allow transparency while providing ongoing progress made toward the VCCCD Strategic Plan's measures of achievement (IV.D.5.11). Tableau provides the tool to disaggregate data by ethnicity, gender, age, location, and multiple additional filters to identify success, diversity, and equity gaps among the various student populations.

The VCCCD Strategic Plan's measures of achievement are subject to regular review and revision, while remaining responsive to the needs of the students and the community (IV.D.5.12, IV.D.5.13).

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

As we assess our SEA budget of \$3,553,404.75, most of the funding is allocated to staffing and fringe benefits; this includes academic and classified administrators, counseling faculty, classified staff, and a faculty DEI coordinator, general and office supplies, printing, and textbooks for our Black and Latino students.

We intend to leverage other funding beyond the SEA budget, such as Strong WorkForce, STEM Impacto, Guided Pathways, and General fund that have direct deliverables and similar outcomes of the equity plan. The equity leads will meet with grant directors, deans, and the executive team to examine funding and grant expectations and explore common outcomes from all the funding sources to recommend hiring additional classified staff, providing DEI professional development and training, and providing funding to develop and create culturally relevant pedagogy and curriculum.

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

As our college has engaged with our student body to cultivate a sense of community and belonging, many of our students have voiced their needs to have a streamlined and effective on-boarding process as well as student life activities that are culturally relevant and sensitive. With this, the college has and will continue to offer fun and engaging forums that provide students an open platform to share their experiences on and off campus to our administration, faculty, and staff. Some of the topics students share relate to sense of belonging, campus climate, campus life, student engagement, and student relationships with faculty and staff. In our workgroups, many of the students stated they also wanted to see more creative outreach tools (social media engagement, more student-friendly VCCCD portal and app, Canvas, etc.)

With the partnership of our Associated Students and Student Activities, our students have voiced their desire to have safe spaces that foster student success and engagement, especially among our DI students. With the open forums and student campus climate survey, our college will be creating an equity lounge for students to build fellowship, study, relax, and feel a sense of community and belonging.



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