Moorpark College

Quality Focus Essay

Moorpark College has always centered student success in its planning and, foundationally, as the premise from which all conversations about projects and goals derive. "Students first" has been a core part of the college's mission statement since 2016, consistent through a tidal wave of changes witnessed in state planning efforts. The last two years, 2020-2022, have been particularly marked by bellwether social issues that have impacted all aspects of higher education: social justice movements that brought into stark relief disparities in educational outcomes for diverse student populations and the COVID-19 pandemic that forever changed California higher education in March 2020 by spotlighting the role of distance education. Those two factors became interwoven in planning efforts at Moorpark College and undergird the two QFE projects the college has identified to focus on over the next five years:

1. Creation of an inclusive campus and culture.
2. Significant reduction of the equity gap in student outcomes, particularly as evidenced in distance education, by 2027.

Both projects developed and evolved over time with input from a range of participatory governance groups that were part of overall college planning efforts and building on work the college had previously started as part of its 2016 Quality Focus Essay. That prior QFE had highlighted steps to build the college's research capacity to access and use data to support its planning processes and to use data more proactively in program planning. Having developed that capacity, with a particular focus on examining disaggregated data, disparities in student achievement by population became more evident. As documented in several different Standards in the Institutional Self-Evaluation Report, Moorpark College has identified gaps in achievement that exist among disproportionately impacted populations, as well as lower overall success rates in online courses compared to those that meet in person.

The two tables below illustrate the success gaps for the most recent completed semester that data is available: the first for overall success and the second differentiating success by modality.

Table 1: Overall Retention and Success, Fall 2020

California Community Colleges Chancellor's Office
Credit Course Retention/Success Rate Summary Report

Fall 2020	Fall 2020	Fall 2020	Fall 2020	Fall 2020
Credit	Credit	Credit	Credit	Credit
Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate

		Enrollment	Retention	Success	Retention	Success
Moorpark Total		38,225	34,278	30,277	89.67 %	79.21 %
	African-American	705	605	494	85.82 %	70.07 %
	American Indian/Alaskan Native	101	85	74	84.16 %	73.27 %
	Asian	3,088	2,857	2,636	92.52 %	85.36 %
	Hispanic	13,794	12,121	10,169	87.87 %	73.72 %
	Multi-Ethnicity	2,133	1,926	1,725	90.30 %	80.87 %
	Pacific Islander	85	74	67	87.06 %	78.82 %
	Unknown	1,407	1,290	1,193	91.68 %	84.79 %
	White Non-Hispanic	16,912	15,320	13,919	90.59 %	82.30 %

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Table 2: Retention and Success by Modality, Fall 2020

California Community Colleges Chancellor's Office

Credit Course Retention/Success Rate Summary Report

			Fall 2020	Fall 2020	Fall 2020	Fall 2020	Fall 2020
			Credit	Credit	Credit	Credit	Credit
			Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
Moorpark Total			38,225	34,278	30,277	89.67 %	79.21 %
	Delayed Interaction (Internet Based) Total		27,406	24,565	21,428	89.63 %	78.19 %
		African-American	528	461	374	87.31 %	70.83 %
		American Indian/Alaskan Native	81	67	60	82.72 %	74.07 %
		Asian	2,170	2,019	1,862	93.04 %	85.81 %
		Hispanic	10,172	8,931	7,346	87.80 %	72.22 %
		Multi-Ethnicity	1,498	1,356	1,200	90.52 %	80.11 %
		Pacific Islander	64	55	50	85.94 %	78.13 %
		Unknown	1,019	929	860	91.17 %	84.40 %
		White Non-Hispanic	11,874	10,747	9,676	90.51 %	81.49 %
	Non Distance Education Methods Total		10,819	9,713	8,849	89.78 %	81.79 %
		African-American	177	144	120	81.36 %	67.80 %
		American Indian/Alaskan Native	20	18	14	90.00 %	70.00 %
		Asian	918	838	774	91.29 %	84.31 %
		Hispanic	3,622	3,190	2,823	88.07 %	77.94 %
		Multi-Ethnicity	635	570	525	89.76 %	82.68 %

		Pacific Islander	21	19	17	90.48 %	80.95 %
		Unknown	388	361	333	93.04 %	85.82 %
		White Non-Hispanic	5,038	4,573	4,243	90.77 %	84.22 %

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Once identified, in academic years 2019-2020 and 2020-2021, several committees took the lead in addressing the gaps.

Foundational Work to Address Equity Gaps

In the 2019-2022 Moorpark College Student Equity Plan, the Student Equity and Achievement Committee had documented positive improvements in access, retention, completion, goal attainment, and transfer for disproportionately impacted populations: a measure of the efforts the college had already been implementing through Guided Pathways, AB 705, Zero Textbook Cost initiatives, and other student learning and student success efforts (QFE.01). While great strides had been made on the California Community Colleges Chancellor's Office Vision for Success goals, with the sudden transition to mostly online learning in 2020, the need for a deeper focus specifically on distance education became apparent: a charge consistent with the work of the Distance Education Committee.

The DE Committee took up the mantle of re-examining, re-envisioning, and re-shaping distance education in light of the expanded role of distance education within the college curriculum and programs of study. With the need to be ready to contract or expand its online offerings, focusing more deliberately on key distance education issues, coupled with the identified equity gaps outlined in the Student Equity Plan and through program planning processes, became the clearest path forward for positively impacting student equity and achievement.

As part of its annual identification and assessment of goals, the Distance Education Committee identified a key goal for 2020-2021: the reduction of the gap in success rates "between on-ground, hybrid, and online classes to 2.0 percentage points by 2023-2024" (QFE.02). This goal is also aligned with the same goal in the Educational Master Plan, Goal SD3.G2 for distance education success rates. Related to this goal, the committee had identified the need to "Participate and support [the] IEPI Grant to enhance [the] DE Plan and Equity in the online classroom."

A Maelstrom of Events: Drivers of Change

When the COVID-19 pandemic forced the movement of most classes into an online format, a much larger data set related to distance education became available—and one different in important ways from previous data for students in online courses. Whereas most students taking online courses prior to 2020 did so out of choice, with the transition to primarily online learning in 2020, nearly all students needed to adapt to the online modality if they remained in school.

Challenges of online learning became more apparent and the differential outcomes experienced by different equity populations as well as across disciplines highlighted the need to address equity concerns in broad ways while also more specifically looking at changes to distance education that would impact student success among disproportionately impacted students.

The process for defining these two projects for the QFE had both a traditional and non-traditional approach to their development. The social justice movement around equity that had begun years earlier but been most strongly rekindled after the murders of Ahmaud Arbery in February 2020, Breonna Taylor in March 2020, and George Floyd in May 2020, among other racially motivated acts of violence such as those against Asian-Americans after COVID-19 had been identified, highlighted the need to address concerns and planning which did not conform to the traditional academic calendar. There was also increased awareness of the systemic and historical nature of racism and racist practices on a national level which contribute to equity gaps. Recognizing structural challenges, the need to act toward change was further amplified.

Although a number of groups on campus were working on issues related to distance education, student success, and equity in Spring 2020, the painful rending brought about by growing awareness of social and educational disparities made it clear that putting those conversations on hold until Fall 2020 would not serve the communities the college serves. After initial discussions in Spring 2020, the college convened a Town Hall for students during the Summer of 2020. From those Town Halls, the vision for four social justice workgroups was born: grassroots workgroups organized and populated by staff, faculty, administrators, and students that met throughout the 2020-2021 academic year to define and work on specific tasks that would then feed into existing shared governance structures. The broad charges of those four workgroups were:

- Diversifying the curriculum to include the history and culture of Black, Indigenous, LatinX, Asian and LGBTQ
- Diversifying the hiring of staff, faculty and managers
- Leadership on racial issues and facilitating social justice through civic engagement
- Providing culturally responsive social services such as counseling, tutoring, mental health

Recommendations from these workgroups then came to a range of relevant committees, including Curriculum, Student Equity, Guided Pathways, and Ed-CAP, the committee responsible for major college planning, including accreditation. With feedback from these committees, formalized recommendations then were shared at the Spring 2021 Strategic Planning Retreat on April 21, 2021. One primary topic on the Retreat agenda was Planning with a Racial and Social Justice Lens which served as a foundational conversation to inform the development of the Institutional Effectiveness Partnership Initiative Institutional Innovation and Effectiveness Plan the college was in the process of writing.

The college's application for an IEPI Partnership Resource Team visit and project funding integrated with other planning processes to help define and move forward identified needs as defined through data analysis, workgroup efforts, and input from participatory governance committees. In particular, the four Racial and Social Justice Workgroups greatly expanded the

amount, diversity, and depth of input from groups across campus, as they were open to all who were interested and had no limits on total size. Over the year, more than 75 participants were able to actively provide input on issues of concern related to how to improve and address barriers to student success and achievement. The Town Hall was also attended by over 100 members: students, staff, faculty, and administrators, and links to all Town Hall information was shared with all users of these groups: all faculty, all classified staff, all managers, and all provisional employees, as well as available to students. The planning processes that formed the basis for the PRT plan had a number of feeders, ultimately forming the basis for this Quality Focus Essay and the plans laid out below.

Anticipated Impact of Project

The focus of the two QFE projects is on improving student learning and achievement in both direct and indirect ways: some which will be evident in the near-term and some which will take longer to demonstrate outcomes. For example, elements of the project which are projected to have more immediate evidence of outcomes include diversifying the curriculum and developing a policy for regular, effective contact in online courses. Per the Distance Education Committee goals, the college plans to reduce the gap between outcomes in on-ground, hybrid, and online classes to 2.0 percentage points by 2023-2024. Analysis of outcomes will be supported by providing training to online faculty about how to analyze equity data and develop plans to improve metrics in courses and programs. Outcomes will also be broadly shared with the Academic Senate, Distance Education Committee, Board of Trustees, and other relevant governance groups. Although complete closure of equity gaps is the desired goal, with recognition that systemic external social and structural issues continue to exist, significant improvement in student success outcomes is the most immediate goal.

Project elements which may take longer to show direct impacts include diversification of hiring and encouragement of classified professionals from across the college to participate in equity-related committees, workgroups, and professional development opportunities. Long-term approaches which harness human resources in support of shared goals may take longer but are essential commitments to ensure that efforts are sustained, ongoing, and directed.

Anticipated Measurable Outcomes

In addition to closing the gap in student achievement across course modalities so that online course success is within a 2% point range of other modalities by 2023-24, other progress measures include:

1. Development of best practices for faculty and staff hiring process.
2. Curriculum audit performed and expanded to additional cohorts of faculty.
3. Implementation of recommendation for inclusion of diversity in syllabi, as approved by appropriate groups.

4. Implementation of recommendation for embedding social justice in Program Learning Outcomes, as approved by appropriate groups.
5. Proactive, systematic support teams utilized to actively monitor all disproportionately impacted groups with services provided as appropriate.
6. Assessment of impact of camera and regular and effective contact policies with improvements implemented as appropriate.
7. Assessment of professional development offerings on all topics assessed to see how equitable practices and approaches can be more deeply incorporated with changes implemented as needed.

Detailed Description of Two Projects

The individual elements of these two QFE projects are ambitious, befitting the urgency of the need and the level of commitment. A detailed description of the two projects is outlined in the tables below with QFE Project 2 listed in the subsequent table. However, because both projects include an equity focus, there is some degree of overlap between the two, with an overarching goal of advancing social justice, anti-racism, and anti-hate work.

QFE Project 1: Create an Inclusive Campus and Culture

Activities	Action Steps	Responsible Parties	Resources Needed	Timeline for Completion
Diversify hiring.	Complete the work of the 2020-21 Social Justice Hiring Group by developing and implementing best practices for hiring process, both faculty and staff, to include the following steps: • Review current local hiring practices • Research hiring practices at similar colleges that have reached this objective • Create a local definition/goal of diversity in hiring • Develop and implement best	DEI Coordinator	Funds to pay DEI Coordinator	Summer 2023

	practices to achieve the locally defined goal			
Diversify curriculum	• Perform curriculum audit and expand to additional cohorts of faculty • Continue the development and implementation of recommendations for inclusion of diversity in syllabi, as approved by appropriate groups. • Develop and implement recommendations for embedding social justice in Program Learning Outcomes, as approved by appropriate groups.	VPAA, AS President, and DEI Coordinator	Time needed to conduct review	Project has started; work will be ongoing as curricula are modified and new curricula are developed.
Provide culturally responsive student services	Utilize proactive, systematic support teams to actively monitor all disproportionately impacted students, and provide responsive services as appropriate.	VPSS	Allocation of funding from SEA and/or other sources	May 2022 and ongoing
Ensure a focus on equity and the student journey in student services.	Consider applying for an Umoja program.	VPSS	Assessment of space and funding	May 2022 and ongoing
Employ systematic strategies to encourage and deepen dialogue around anti-	• Require cultural competence training for new employees. • Provide regular, consistent	DEI Coordinator	PD time	May 2022 and ongoing

racism and equity.	professional development opportunities to deepen dialogue around anti-racism and equity for faculty, staff, and administrators.			

QFE Project 2: Eliminate the Equity Gap in Student Outcomes, Particularly Related to DE

Activities	Action Steps	Responsible Parties	Resources Needed	Timeline for Completion
Establish regular and effective reporting of online and college-wide equity data.	Provide online course outcomes and equity data to the Academic Senate, Distance Education Committee, Board of Trustees, and other relevant governance groups.	Dean of Institutional Effectiveness and DE Coordinator/ Director	Staff time for data compilation	Spring 2022 and annually thereafter
Establish regular and transparent assessment of equity data in online course and program offerings.	Offer training to online faculty on how to analyze equity data and develop plans to improve metrics in courses and programs.	Dean of Institutional Effectiveness and DE Coordinator/ Director	Staff time for training	Spring 2022 and annually thereafter
Broadly share existing online learning policies which address student equity and modify and implement online learning policies that further address student equity.	• Develop and implement a policy regarding camera usage for synchronous online courses. • Develop and implement a policy for regular, effective contact in online courses.	Dean of Distance Education	Staff time	Spring 2022

	• Assess impact of camera and regular and effective contact policies, and recommend improvements as the findings warrant. • Examine microphone requirement or other elements of the virtual learning environment that impact student engagement.			
Integrate equity planning and processes into existing committee and workgroup structures.	Committees and workgroups related to online instruction and services examine charges and goals, and make changes as needed to ensure a focus on equity.	AS President and DEI Coordinator	Committee time	May 2022
Encourage and ensure classified professionals from across the college are able to effectively participate in equity-related committees, workgroups, and professional development opportunities.	• Assess committee and workgroup membership structures and modify committee membership as appropriate to include classified professional viewpoint. • Provide professional development opportunities to classified professionals regarding equity and diversity at least once per semester. • Assess professional development	VP of Business Services and Classified Senate President	Staff time	May 2022 and ongoing

	offerings on all topics to see how equitable practices and approaches can be more deeply incorporated, and implement improvements as the findings warrant.			

The two QFE projects described above address two primary themes that emerged most prominently between 2019-2022: the necessity of creating a more inclusive campus and culture and the importance of addressing equity gaps in student achievement.

Moving Through; Moving Forward

Though these projects were rooted in traditional planning processes and carried forward broadly across a range of committees and college events, the depth and scope of the vision in this planning would not have been possible without the work of the four social justice workgroups that convened throughout the 2019-2020 academic year in response to twin, propulsive movements. The impact of social justice, particularly around issues of race and equity, and that of COVID-19, inextricably linked to online education, dramatically changed our students, employees, and the institution.

Students, faculty, staff, and management worked together to define the most pressing issues regarding the experiences and outcomes of students within these multiple contexts, resulting in the IEPI PRT Plan that became the basis for this QFE (QFE.03).

As the college moves into its next planning cycles, building capacity within all components of learning and support—particularly for disproportionately impacted populations and online education--will ensure that student achievement remains at the heart of Moorpark College. "Students first" is still the mission, even as the landscape shifts, dissolves, and transforms.

Quality Focus Essay: Evidence

QFE.01 2019-2022 Moorpark College Student Equity Plan

QFE.02 Distance Education Committee Goals and Accomplishments

QFE.03 IEPI PRT Plan