Setting Institutional Effectiveness Goals (2016 Reporting Requirement)

(1) Program Completion Rates (6-Year Cohort Tracking)*
Percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer-related outcomes.

(1.A) OVERALL Completion Rate

Institution Set Standard (ACCJC) 2015-2018	2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
not required	61.6	64.2	63.5	61.1	60.8		

(1.B) College-Prepared Only
Student's lowest course attempted in Math and/or English was college level.

Institution Set Standard (ACCJC) 2015-2018	2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
not required	72.5	74.1	73.6	72.1	71.1		

(1.C) Unprepared for College Only
Student's lowest course attempted in Math and/or English was pre-collegiate level.

Institution Set Standard (ACCJC) 2015-2018	2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
not required	48.1	49.5	48.5	44.3	44.4		

(2) Career Technical Education Rate*
Percentage of students tracked for six years and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate or transferred.

Institution Set Standard (ACCJC) 2015-2018	2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
not required	69.4	67.4	70.5	67.5	67.6		

* Scorecard Data   6 yrs. worth of #'s

(3) Completion of degrees (Count of Degrees Conferred in an Academic Year) **

Number of associate degrees completed each year.

Institution Set Standard (ACCJC) 2015-2018	2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
1000 Awards	1,288	1,151	1,188	1,185	1,288		

(4.A) Completion of career certificates (Count of Certificates Conferred in an Academic Year) **

Number of Chancellor's Office-approved, Gainful Employment Eligible certificates completed each year.

Institution Set Standard (ACCJC) 2015-2018	2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
100 Awards	303	167	207	151	198		

(4.B) Completion of certificates (Count of Certificates Conferred in an Academic Year) **

Number of Chancellor's Office-approved certificates completed each year (includes career and transfer certificates)

Institution Set Standard (ACCJC) 2015-2018	2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
	303	765	1,217	691	230		

(5) Number of students who transfer to 4-year institutions (Count of Transfers each Academic Year) **

Number of students who transfer to a four-year institution, including CSU, UC, or private university each year

Institution Set Standard (ACCJC) 2015-2018	2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
1000 Transfers	1,018	970	1055	1172	1187		

(6) Successful Course Completion **

Percentage of students who earn a grade of "C" or better or "credit" each academic year

Institution Set Standard (ACCJC) 2015-2018	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15 (Preliminary)	Short-Term Goal 1-year	Long-Term Goal 6-years
68%	69.5	71.3	73.1	73.2	73.9	74.5	74	

(7) Full-Time Equivalent Students **

Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures

Institution Set Standard (ACCJC) 2015-2018	2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
not required	13,012	12,013	11,570	10,885	10,926		

** Datamart Data

(8) Remedial rate: Math, English, ESL ***

Percentage of credit students tracked for six years who started college below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

(8.A) Math

Institution Set Standard (ACCJC) 2015-2018	2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
not required	39.5	41.4	42.2	41.2	40.7		

M09

(8.B) English

Institution Set Standard (ACCJC) 2015-2018	2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
not required	47.6	46.9	49.2	53.0	53.3		

by M03

(8.C) ESL

Institution Set Standard (ACCJC) 2015-2018	2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
not required	35.7	36.4	24.8	24.9	30.4		

*** Scorecard Data

(9) Accreditation Status:

- **Fully Accredited, Reaffirmed (Goal set in 2015)**
- ○ Full Accredited, Warning
- ○ Fully Accredited, Probation
- ○ Fully Accredited, Show Cause
- ○ Fully Accredited, Restoration

District Indicator Rates

Fiscal Viability and Programmatic Compliance with State and Federal Guidelines

(12) Fund Balance

Ending unrestricted general fund balance as a percentage of total expenditures

2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
18.8	22.3	20.0	22.1	30.9	15.0	

(13) Audit Findings

- **Unmodified (Goal set in 2015)**
- Unmodified auditor's report without internal control issues
- Modified: Modified auditor's report and/or internal control issues

(13) Salary and Benefits

Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures

2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
88.2	87.8	88.4	87.7	87.9		

(14) Annual Operating Excess (Deficiency)

Net increase or decrease in general fund balance

2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
1,942,552	4,736,772	(3,732,949)	1,825,294	11,502,820		

(15) Cash Balance

Unrestricted and restricted general fund cash balance, excluding investments

2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal 1-year	Long-Term Goal 6-years
25,470,163	31,301,807	17,395,975	29,024,703	35,522,402		

MOORPARK COLLEGE

PROFESSIONAL DEVELOPMENT DAY
TUESDAY, MARCH 1, 2016

ACTION AND ASSESSMENT:
PLANNING FOR STUDENT SUCCESS AND EQUITY

9:00am – 12:00pm

Action and Assessment: Planning for Student Success and Equity

Location: CCCR and Cafeteria. RSVP essential for breakfast and lunch: mcsocialscidiv@vcccd.edu

This morning session will focus on what we would like to do to increase our students' success and how we assess the effectiveness of these actions. Come and join your peers to discuss your program's contributions to our success, both present and future, and get a head start on your program plans for the Fall. The morning will be facilitated by Drs. Frank Harris and Luke Wood, returning from last semester to work with us again. All faculty and classified staff are invited to come from both instructional and student service areas. This session will be a designated division meeting; part-time faculty will also be compensated up to 3 hours for attending.

Dr. Frank Harris III is an associate professor of postsecondary education and co-director of the Minority Male Community College Collaborative (M2C3) at San Diego State University. His research is broadly focused on student development and student success in postsecondary education and explores questions related to the social construction of gender and race on college campuses, college men and masculinities, and racial/ethnic disparities in college student outcomes. In his role as co-director of M2C3, he partners with community colleges across the United States to conduct research and design interventions to facilitate student achievement among men who have been historically marginalized in postsecondary education.

J. Luke Wood, PhD, is Associate Professor of Community College Leadership and the Director of the Doctoral Program in Community College Leadership at San Diego State University (SDSU). Dr. Wood is also Co-Director of the Minority Male Community College Collaborative (M2C3), a national research and practice center that partners with community colleges to support their capacity in advancing outcomes for men of color. In particular, his research examines contributors (e.g., social, psychological, academic, environmental, institutional) to positive outcomes (e.g., persistence, achievement, attainment, transfer, labor market outcomes) for these men.

12 to 1pm
LUNCH

1 to 3pm
AFTERNOON EQUITY BREAKOUT SESSIONS

Accessibility Online - Learning that Everyone Can Access

Location: LLR 124. RSVP: Joanna Miller at joannamiller@vcccd.edu

Did you know that our state and federal laws mandate that we make our courses and websites ready for all on arrival? This session includes a brief overview of the requirements along with three mini-workshops focusing on teaching and implementing the techniques that will make your courses about 90% accessible. These include how to convert your .doc and .ppt files, add 'alt tags' to your photos and voice and video memos, and caption your faculty-created videos. Each mini-workshop is offered twice in 45-minute blocks so that you can attend two. This session will be useful for all DE instructors and onsite faculty who use D2L in their courses for quizzes, documents or other course materials.

Bridging the Gap between Military and Civilian Cultures

Location: LLR 3rd Floor. For further information: Sabrina Jimenez at sjimenez@vcccd.edu

This presentation will improve our knowledge of military culture in a civilian world by taking a brief look at some of the common stressors military personnel face at our college. We will delve into some of the resources available on campus and give practical suggestions for use in the classroom and student service areas, all with the goal of alleviating the divide between the two cultures.
Presenters: Sabrina Jimenez and Amanuel Gebru

CTE Workshop

Location: AC 109/110. For further information: Julius Sokenu at jsokenu@vcccd.edu

There is so much happening in Career Technical Education (CTE). The governor has proposed an additional $200M for CTE and the Board of Governors Task Force has recommended changes to streamline funding, curriculum process, career pathways, data, and professional development. Moorpark is in the second of a multiyear Ventura County Innovates grant that has brought millions to the county to support career pathways from high school to college to careers. Come to this session to explore with colleagues Moorpark College's plans for CTE programs and students.

Safe Zone Training

Please note: this session runs from 1:00 to 4:00pm
Location: CCCR. RSVP essential (limited to 24 participants): Sharon Manakas at smanakas@vcccd.edu

The purpose of Safe Zone Training is to establish a campus-wide network of easily visible allies who agree to provide assistance, support, and information to lesbian, gay, bisexual, transgender and questioning students at Moorpark College. Allies are trustworthy, knowledgeable, and sensitive people who can provide a safe and nondiscriminatory environment on campus for members of the LGBTQ community.
Trainers: Matthew Morgan, Donny Munshower, Allison Barton, Sally Ponce-O'Rourke, and Sharon Manakas