# Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

## I.A.1

## The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

### Evidence of Meeting the Standard

Moorpark College’s mission describes its comprehensive educational purposes, intended student population, the types of degrees and certificates offered, and the commitment to student learning and student achievement. The mission is articulated through the Vision Statement, Mission Statement, and Value Statement.

**Vision Statement:**

At Moorpark College, we encourage quality and believe our strengths have been and will continue to be people–their flexibility, their responsiveness, and their willingness to meet the needs of our students and community. We believe that building on these strengths provides an educational experience appropriate to the students' needs and within the College's mission.

**Mission Statement:**

With a “students first” philosophy, Moorpark College is dedicated to creating and serving a diverse community of global learners with innovative integration of instruction and student services.  Through collaboration with local business and educational partners, Moorpark College is committed to student success and completion of basic skills, transfer, and career technical education goals.

**Value Statement:**

We value a learning environment that embraces innovative thinking, a culture of creativity, and excellence through:

* Community: Embrace a shared commitment to the development of relationships among internal and external constituents to foster a culture of student success.
* Integrity:  Commit to transparency, civility, collegiality, and collaboration in all relationships.
* Equity: Recognize and respect individuals and perspectives through equitable access and participation in the campus community.
* Dialogue:  Foster open and productive communication between all campus and community constituents in evidence-based decision-making.
* Access:  Create an environment in which the institution responds to the evolving needs of all while using its constituents and technology to enhance human development and connection.
* Responsibility:  Live a commitment to the well-being of self, others and promoting a culture of service.
* Citizenship: Promote purposeful and proactive involvement in a local and global society.

The commitment to student learning is also reflected in the Institutional Learning Outcomes[[1]](#footnote-1) which are:

* Awareness: Be aware of the diversity of human experience, the role of the natural environment, and the relationship between the two.
* Critical Thinking: Gather, evaluate, analyze, and synthesize information.
* Communication Skill: Attend to and clearly express ideas in written, spoken, numerical, and artistic forms.
* Ability to Create: Act purposefully in combining awareness, critical thinking, and communication skills with personal responsibility in order to originate, innovate, or build upon ideas**.**

The Moorpark College Mission[[2]](#footnote-2) focuses on the core value of creating learning environments that blend curriculum and services to offer students integrated support, inside and outside the classroom, so that students can develop and then achieve their goals. The College’s mission clearly falls within the parameters of the California Community College System[[3]](#footnote-3) and under the framework of the Ventura County Community College District’s Mission Statement[[4]](#footnote-4)**.**  The District Mission Statement was updated during the 2014-2015 academic year. The campus community was included throughout the review process and provided significant input. Several District- and College-level meetings were held, including Y’all Come campus wide meetings and discussions in various venues throughout the campus such as the Academic Senate and the College Mission Workgroup[[5]](#footnote-5). The updated District Mission Statement was approved by the Board of Trustees in July 2015.[[6]](#footnote-6) The College then reviewed its own mission statement to ensure alignment with the District Mission, ACCJC revised standards, and current local student and employer needs.

The College Mission Statement was revised to reflect this input and was approved by the Board of Trustees December 8, 2015[[7]](#footnote-7) (see 1A.4 for a detailed discussion of the Mission review process).

As the Mission Statement indicates, the institution serves a broad range of needs including basic skills, transfer, and career/technical education. The College provides Associate degrees and certificates in a variety of majors in order to provide students with the best options for their future.[[8]](#footnote-8) The College recognizes that in putting “students first” it is important to offer options that will allow all students to complete their education in a timely manner. With this guiding philosophy, the College has been thoughtfully expanding portions of its Distance Education offerings to meet the needs of primarily Moorpark College students and VCCCD students[[9]](#footnote-9). Looking toward the future, the College has begun discussion of how it can support the Online Educational Initiative with a potential move to a new Learning Management System (Canvas).[[10]](#footnote-10)

The College serves a diverse student population, primarily the communities of eastern Ventura County[[11]](#footnote-11). Nearly 75% of the students are under the age of 25, with nearly one third of local high school graduates attending Moorpark College each year. In addition, the College actively reaches out to returning adults, veterans, former foster youth, concurrently enrolled high school students, and students choosing to complete their higher education requirements through distance learning[[12]](#footnote-12). While the open access nature of community colleges means that students enter the institution with a variety of skill sets the College works to ensure that students will have the educational skills they need to be successful by the time they leave Moorpark College. [[13]](#footnote-13)

The College’s commitment to the Mission Statement is demonstrated through the integrated program planning process. The College mission is the benchmark and foundation for all planning, including the *Educational Master Plan*, *Facilities Master Plan*, Strategic Plan[[14]](#footnote-14), Annual Program Plans, Outcomes Assessment, and other planning processes. For example, each student service, academic program, and business service group focuses its planning activities and program outcomes on areas that support the College’s mission and strategic goals as seen in the program plan template[[15]](#footnote-15). The mission and strategic goals also guide the allocation of resources, such as facilities, technology, and faculty hiring. The mission drives educational master planning, and from the *Educational Master Plan*, all subsequent dialogues, plans, and actions flow. Because the decision-making path is tightly woven into the governance structure and the integrated planning dialogue, it too is necessarily bound and informed by the mission philosophy of the College.

### Analysis and Evaluation

The Moorpark College mission describes the institution’s comprehensive educational purposes, intended student population, the types of degrees and certificates that are offered, and commitment to student learning and student achievement. The College mission is articulated through the Vision Statement, Mission Statement and Value Statement, each of which is disseminated throughout the campus in the College Catalog, the College website, and posted around the campus.

The mission clearly identifies the priorities of the campus as they relate to the institution’s educational purposes, its student population, and its commitment to student learning and achievement. The mission is the overarching direction for the College. It sits at the core of the integrated planning processes and decision-making, including allocation of resources for facilities, technology, enrollment management, and faculty hiring.

## I.A.2

## The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

### Evidence of Meeting the Standard

Moorpark College uses a variety qualitative and quantitative data sources to ensure that it continually accomplishes its stated mission, and that the mission directs institutional priorities in meeting the educational needs of students. The *Educational Master Plan* (EMP) is the foundational document that articulates the key priorities of the College and offers recommendations to address current and foreseeable challenges. These recommendations create a framework for organizational growth and change. The EMP directs the Strategic Plans, the Facilities Master Plans, the Strategic Technology Plans, and the Enrollment Plans[[16]](#footnote-16).

The annual *Institutional Effectiveness Report[[17]](#footnote-17)*  provides an update of how well the College is achieving each of the strategic goals and the institutional-set standards for student achievement. Data listed in the *Institutional Effectiveness Report* originate from the California Community College Chancellor’s Office Datamart, the *Student Success Scorecard[[18]](#footnote-18)*, California and Ventura County demographic data[[19]](#footnote-19), and the VCCCD data system (Banner). Through the analysis of these data, the College determines how well it is meeting its mission to prepare students for transfer and/or employment.

Institutional data are also used in the annual program evaluation and planning processes, which are driven by the mission and linked directly to the strategic goals for the College. Enrollment trends, student achievement and completion rates[[20]](#footnote-20), student satisfaction/perceptions surveys[[21]](#footnote-21), labor market and employment data, faculty workload, and program productivity are all reported, analyzed, and utilized in the program planning and resource allocation processes. The faculty and staff also use assessment results from the Student Learning Outcomes process, monitoring how well students are achieving the competencies measured by institutional-level outcomes, general education outcomes, program-level outcomes and course-level outcomes.

When deficiencies become apparent, the College identifies corrective measures through specific action plans such as the *Student Success Plan[[22]](#footnote-22)*, *Student Equity Plan[[23]](#footnote-23)*, *Basic Skills Plan*, and Annual Program Plans[[24]](#footnote-24).

### Analysis and Evaluation

For over a decade, Moorpark College has used relevant data in its evaluation and planning processes. These data are analyzed annually to determine how effectively the mission is being accomplished, and are used to make a variety of decisions, including resource allocations, program building, and program discontinuance.

Examples of data systematically analyzed and evaluated include California-resident, Ventura County-resident, and Moorpark College student demographic data; enrollment trends; student achievement and completion data; the *Student Success Scorecard*; labor market and employment data; faculty workload and program productivity; assessment results generated through the Student Learning Outcomes process; and student satisfaction and employee satisfaction surveys.

These data are reviewed and analyzed by faculty and staff as part of the processes for setting the College’s institutional priorities. For example, in fall 2014, when the College began to develop the Facilities Master Plan, the planning committees (comprised of faculty, staff, and managers) quickly realized that the current Educational Master Plan had been developed based on data collected prior to a recent state wide budgetary downturn, which could misinform decisions regarding facility needs. Since the Educational Master Plan was not yet due to be updated, a collaborative decision was made not to rush through a full revision of the Educational Master Plan, but instead to develop an addendum to the plan[[25]](#footnote-25). This addendum included updated data (enrollment trends, county growth forecasts, and current labor market needs) that would lead to a more accurately informed Facilities Master Planning process in 2014-2015.

## I.A.3.

## The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

### Evidence of Meeting the Standard

Moorpark College’s programs and services are clearly aligned with its mission, as well as the mission for the California Community Colleges. The College offers courses and programs in basic skills, transfer, and career preparation, and provides a wide range of student service and support programs on-ground or online, depending on students’ needs[[26]](#footnote-26).

Institutional goals[[27]](#footnote-27), program development, program improvement, and resource requests are identified and defined through the College’s integrated planning processes[[28]](#footnote-28). Moorpark College began integrated planning in the early 2000s, and the process continues to evolve each year. The most recent changes include adding Assessment, Program Improvement, and Reporting to the model to clarify this part of the process. The College’s integrated planning model is informed by data analysis and assessment from both internal and external environments.

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Through the integrated planning process[[29]](#footnote-29) any resource request must be linked to a strategic goals, thereby ensuring that all action plans and requests are ultimately linked to the College’s mission. Resource requests are evaluated against campus-approved rubrics[[30]](#footnote-30) used by the College’s Standing Committees; these rubrics ensure that the College mission remains central to the resource allocation process. Needs identified on Program Plans are distributed to the appropriate Standing Committee which discusses and prioritizes the needs. These prioritizations are then sent as recommendations to the College President and administration team, who then determine funding allocations.

As part of ensuring that Distance Education is congruent with the mission, the Distance Education Advisory Committee and, more recently, the Distance Education Standing Committee have discussed the place of Distance Education within the College’s mission[[31]](#footnote-31). Under the goal of “serving a diverse community of global learners” and “providing innovative integration of instruction and student services,” Distance Education falls within the mission of the College[[32]](#footnote-32). For example, as part of the College’s commitment to Distance Education, student support has spent the last few years developing online support for students to ensure equal access to these valuable resources.[[33]](#footnote-33)

### Analysis and Evaluation

Moorpark College programs and services are clearly aligned with its mission, as well as the mission for the California Community Colleges. The College offers courses and programs in basic skills, transfer, and career preparation, and it provides a wide range of student service and support programs for students to utilize on-ground or online, depending on their needs. As the College continues to evaluate its comprehensive program offerings, new programs are developed (or discontinued if necessary) based on data collected and analyzed as part of the planning processes (described in Standard I.A.3). The annual program plan and review process has been in place for several years and the process is reviewed and updated each year. The College’s integrated planning structure ensures that programs and services remain current, relevant to student need, and aligned with the College mission.

## I.A.4.

## The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

### Evidence of Meeting the Standard

The District and College approves revisions or reaffirms the mission statements on a systematic and calendared basis[[34]](#footnote-34). The College Mission is validated annually; it is reviewed and updated on a 6-year cycle[[35]](#footnote-35). The District Mission was most recently updated in spring 2015 with significant input from the three colleges, (see Standard 1A.1 for a description of the process). The College then evaluated and updated its own Mission statement in fall 2015 to ensure that it continued to support the District Mission, to meet the needs of the community, and to ensure practices consistent with the accreditation process.

The timeline of events leading up to this most recent update to the College mission began in 2009:

2009 VCCCD Board of Trustees approves Moorpark College Mission Statement (February 2009)

2010 College reviews and validates its Mission Statement (Fall Fling 2010)

2011 College reviews and validates its Mission Statement (Fall Fling 2011)

2012 College reviews and validates its Vision Statement (Fall Fling 2012)

2013 College identifies the need to review, and if needed, update the Moorpark College Mission Statement
(Fall Fling 2013)

A Mission Review Task Force is assigned to review and update the Mission Statement (Fall Fling 2013)

2014 Mission Review Task Force updates Mission Statement with potential changes (Fall Fling 2014)

 Board of Trustees begins District Mission Statement review and update;

College Mission Statement update placed on hold, awaiting District Mission approval

Community Advisory Committee provides input to District and College proposed missions.

2015 Updated District Mission Statement approved (July 2015)

Mission Review Task Force reviews and recommends updated College Mission Statement

College reviews and approves updated College Mission Statement (Fall Fling, October 16, 2015)
Board of Trustees approves Moorpark College Mission Statement (December 8, 2015)

The annual strategic planning meeting (the Fall Fling) is the College’s primary venue to review and discuss the mission statement[[36]](#footnote-36). The Fall Fling is attended by faculty, staff, students, and administrators, thereby incorporating the feedback of all stakeholders. This College community discusses how the mission, vision, and strategic goals will guide institutional planning in the coming year. Through this discussion the campus community provides input as to the needs of the College while being reminded of the values and goals that guide the institution.

The mission statement is widely accessible through the College’s website in a variety of documents including the *College Catalog,* the *Institutional Effectiveness Report,* and Making Decisions at Moorpark College, and posted around the campus

### Analysis and Evaluation

The Moorpark College Mission is more than just a statement printed in the College Catalog or on the college’s Website; it is central to all levels of College planning. In order to maintain the alignment of the College’s planning decisions with the its mission, the College community engages in annual reviews and discussion about its mission. The College reaffirms or approves revisions to the Mission Statement on a systematic and calendared basis following a 6-year cycle. At the annual Strategic Planning retreat, faculty and staff review and validate the current mission. Any resulting revisions are then submitted to the District Board of Trustees for approval. The College’s Mission Statement was most recently updated in fall 2015, strengthening its alignment to the newly revised District Mission.

# IB. Assuring Academic Quality and Institutional Effectiveness

## 1.B.1.

## The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

### Evidence of Meeting the Standard

The College engages in collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through a variety of venues, ranging from frequent opportunities such as bi-weekly and monthly meetings to meetings that happen once or twice a semester or yearly. The variety of meetings allows opportunities for both small-group and campus wide discussions and input as part of the college culture of regular, continuous improvement.

College Councils, Senates, and Committees: Through the standing committees[[37]](#footnote-37), department meetings[[38]](#footnote-38), discipline meetings[[39]](#footnote-39), College Councils[[40]](#footnote-40), Senates,[[41]](#footnote-41) and Associated Students[[42]](#footnote-42) , the College provides significant, ongoing opportunities for dialogue. As explained in Standard 4A.3, the standing committee structure allows for broad participation by all constituency groups and therefore provides the best venue to incorporate all perspectives regarding institutional planning. For example, as part of the standing committee structure,

* The Distance Education Standing Committee and the Curriculum Committee oversee the discussion of Distance Education at the College. In 2014-15 these committees identified the need for an updated DE addendum to the Course Outline of Record. The Distance Education Committee then recommended a revised addendum, which was sent to the Curriculum Committee for comments and approval[[43]](#footnote-43). The Distance Education Committee has reviewed Student Success and Equity data for online and onsite classes, reviewing the gaps and discussing ways in which to close those gaps[[44]](#footnote-44).
* The Student Learning Outcomes (SLO) Committee provides a platform for broad discussion on General Education Outcomes (GEOs), Institutional Outcomes (IOs), Program-Level Outcomes (PLOs) and Course-Level Outcomes (CLOs). These committee discussions have led to sharing of assessment techniques, as well as discussion on best practices. The Committee created linking documents that clearly show the connection between course objectives, CLOs, GEOs, PLOs, IOs, and the College mission.
* The Institutional Effectiveness Goals were set by the Student Success and Equity Committee (for student achievement related goals) and Fiscal Planning (for fiscal related goals), after reviewing relevant student success data. The recommendations from these committees were forwarded to the Education Committee for Accreditation and Planning (EdCAP) for review and then to the Academic Senate for discussion and approval.
* The Student Success and Equity Committee analyzed success and equity data and developed plans to support student equity and improve student learning and achievement. Guided by these plans, the Professional Development Committee and Basic Skills Committee offered several professional development activities to support these goals. The Student Success and Support Plan and the Student Equity Plan were vetted through a variety of Councils and approved by the Academic Senate and the District Board of Trustees[[45]](#footnote-45).

Town Halls: These forums occur once to twice a year and are generally led by the President or a Vice President, depending on content. Town Hall meetings give the campus a chance to become informed about an important issue. Topics over the past few years have included the effects of budget cuts[[46]](#footnote-46) and accreditation[[47]](#footnote-47).

Y’All Comes: These campus wide meetings are usually working sessions where attendees collaborate on ideas and give input. Y’All Come meeting topics included College Vision, Mission, Value Statements [[48]](#footnote-48); Career Technical Education (CTE);[[49]](#footnote-49) Student Learning Outcomes (SLO)[[50]](#footnote-50); and Strategic Planning[[51]](#footnote-51).

Professional Development Week Activities:[[52]](#footnote-52) Professional Development activities include both in-house and invited presenters who engage faculty, staff, and administrators in discussions of best practices via presentations, roundtables, and workshops. Recent topics include discussions of student equity and increasing Distance Education student engagement. Through panels and break-out sessions there is broad campus discussion regarding student success, student equity, SLOs, and Integrated Planning[[53]](#footnote-53).

Fall Fling: The annual strategic planning retreat held in the fall semester of each year, allows all campus groups—faculty, staff, administrators, and students—to participate in planning for the coming year[[54]](#footnote-54). This full-day event also allows time for discussion of the College’s mission, values, strategic objectives, integrated planning processes, and learning outcomes. The agendas for previous Fall Flings[[55]](#footnote-55) show discussions of the mission, the three-year strategic plan, Institutional-Level Outcomes, the budget, and student success and equity to name a few items.

Program planning process: The annual process provides opportunities for dialogue among faculty, staff, and administrators for every program[[56]](#footnote-56). Discussions at the program-level take place during division, department, and/or discipline meetings. Faculty, staff, and administrators review a variety of data, such as student learning outcomes results, student achievement results, survey results, institutional effectiveness data, and environmental scanning information. Programs document decisions or action plans for improvement on the annual program plans (see section 1B.5. for a detailed description of the annual program planning process). As part of the annual program planning process, each program meets with the Executive Vice President (EVP), Vice President of Business Services, and the Academic Senate President to review and discuss program status, student success and equity data, learning outcome data, program concerns, and short- and long-term planning goals[[57]](#footnote-57).

Examples of the impact of this dialogue can be seen across campus:

* Through the conversations held in the Student Learning Outcome and Curriculum Committees, many disciplines have updated the curriculum to include assignments that enhance critical thinking and writing.[[58]](#footnote-58)
* Dialogue in the Student Success and Equity Committee has led to innovative student support services and stronger integration of student services and instruction through the development of a First Year Experience program, to be piloted in fall 2016.[[59]](#footnote-59)
* Increased college wide focus on the importance of student engagement with the new Facilities Master Plan including small meeting spaces for students, an increase in the number of student clubs from about 20 to almost 50 active organizations, and with the addition of several new classified positions in student services programs to provide greater support for students.
* Adoption of GradesFirst software came out of conversations in Counseling department meetings and District wide technology meetings.[[60]](#footnote-60)
* Dialogue with the other colleges in the District have led to course alignment[[61]](#footnote-61) and more consistent *Catalog* information and college processes.

The program review meetings with the EVP are showing there is a campus wide, collective understanding of the student success and equity data, learning outcome data, and discussions of the use of these data in driving program action plans and resource requests[[62]](#footnote-62).

### Analysis and Evaluation

One of the College’s greatest strengths is its culture of campus wide, collegial dialogue. The long-standing culture is evidenced by the variety of venues and opportunities for faculty, staff, and students to come together to discuss important topics such as academic quality, student equity, student outcomes, institutional effectiveness, and continuous improvement of student learning and achievement. These venues are well attended, lively, and productive. Conversations are honest yet collegial. Information and suggestions collected through these venues are heard, reflected upon, and considered in planning decisions.

## I.B.2.

## The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

### Evidence of Meeting the Standard

All instructional, student support, and business service programs have defined and assessed appropriate outcomes defined by the faculty and staff of the respective programs. Program faculty and staff analyze the data gathered through the assessment of these outcomes and use this information in program planning and curriculum development. The SLO assessment process is sustained with the assistance of staff in the Office of Institutional Research, the Student Learning Outcomes committee, the Professional Development Committee, and the faculty SLO Coordinator. [[63]](#footnote-63)

The Office of Institutional Research provides technical assistance in the management of SLO data in the TracDat database system, as well as assistance in the development of assessment methods and the analysis of data gathered through the assessment process. The SLO Committee discusses process and facilitates broad conversations across campus regarding SLO assessment. The Professional Development Committee supports the process by providing a variety of professional development activities associated with student learning.[[64]](#footnote-64) The role of the faculty SLO Coordinator is to guide and support faculty and staff as they work through assessment processes and to connect them to the Office of Institutional Research or professional development activities as needed, providing access to resources on best practices and training to program faculty and staff.

Although the College has adopted a five-year assessment calendar[[65]](#footnote-65), aligned with the five-year curriculum cycle[[66]](#footnote-66) the Student and Business Service programs assess outcomes more frequently. For example, the Business Services programs (for example Bookstore, Fiscal Services, Financial Aid, and Maintenance and Operations) developed an online survey that is sent annually to all faculty and staff, and then a separate, but similar, survey to all students, asking for satisfaction levels with the different services provided. The results of these surveys are used as part of the annual Balanced Scorecard, which guides them in program improvement discussions. These discussions have resulted in improvements in …see EVP summaries….

Similar student satisfaction surveys have been administered by Student Service programs[[67]](#footnote-67). In addition to surveys, Student Services assess student outcomes by conducting cohort studies with the help of the Office of Institutional Research. For example, the Student Health Center monitors the levels of equitable student access through a study of students visiting the Student Health Center, disaggregating information by student demography and services sought.[[68]](#footnote-68) Similarly, Tutorial Services evaluates student access to tutoring services, but is also working with the Office of Institutional Research to find ways to assess any improvements in students’ achievement in classes following tutoring sessions.[[69]](#footnote-69)

Instructional programs follow the approved five-year assessment cycle (which aligns with the five-year curriculum cycle) for course and program-level outcomes by collecting assessment data for courses that have been taught during the five-year period. At the end of the five-year cycle, the program faculty meet with the faculty SLO Coordinator (in the year prior to the curriculum review) to analyze assessment data and to determine if there is a need to update curriculum or adjust/modify/add new learning outcomes.[[70]](#footnote-70) This assessment plan ensures that learning outcome data inform curricular changes.

The SLO Coordinator, however, often meets with faculty and staff several times during a five-year cycle. The Coordinator, along with the support from the Office of Institutional Research, assists faculty in the development of appropriate assessments methods. These individuals also work together to analyze assessment results, discuss potential improvement plans, and determine any potential need for further research. Some examples of improvements that have come out of these discussions include the following:

* In Biology, faculty reviewed assessment results and learned that students were consistently failing to meet the assessment goals determined by the program faculty. At first, based on the initial discussions about the assessment results, faculty determined to modify and update the assessment tools; unfortunately this did not result in improved assessment scores. Additional discussions led the faculty to create an online assessment process that connects embedded tutorials for students who do not meet the desired passing rate; when students do not achieve the desired pass rate, they are prompted to complete the online tutorial component, and then they are prompted to re-take the relevant assessment.[[71]](#footnote-71)
* The English Department provides support for full- and part-time faculty to ensure consistency in expectations across the department. This department uses a grading rubric as the basis for conversations and training of new and part-time faculty.[[72]](#footnote-72) The rubric (“standard grading criteria”) lays out expectations for grading of essays. It is posted on the Department website and distributed to new faculty at orientation, as well as emailed each fall to the entire College faculty. The rubric is revised periodically to refine and clarify its language.
* The World Languages Department evaluated how well students understood the cultures associated with the languages they were studying. Based on the analysis of the assessment, the Course Outlines of Record have been updated to require increased time emphasizing culture.[[73]](#footnote-73)
* The Economics faculty discovered that well-timed, physical handouts for specific lectures throughout the duration of the course improved students’ performance on SLO assessments noticeably.

The criteria for evaluating student learning outcomes for courses that are offered via Distance Education are the same as for onsite courses. To help improve retention and success in online courses, the Distance Education Committee and the Professional Development Committee provide a variety of professional development trainings, including full-day training sessions during fall Professional Development week, Coffee Break online instructor cohort sessions, mandatory training for new online instructors, and ongoing training to ensure that faculty learn new course management systems (such as Desire2Learn)[[74]](#footnote-74). As a result of the focus on Distance Education over the past few years, several improvements have been made:

* The Curriculum Committee revised the Distance Education curriculum addendum, based on a recommendation from the Distance Education Committee, to require specific details on how faculty ensure regular and substantive contact with students.[[75]](#footnote-75)
* Created a ‘Best Practices’ document for instructors teaching Distance Education classes[[76]](#footnote-76) and recommended the document to the Academic Senate.[[77]](#footnote-77)
* Planned and implemented the DE Institute held during Flex Week.[[78]](#footnote-78)
* Analyzed student success and equity data (disaggregated by student demography) for Distance Education classes[[79]](#footnote-79), which led to a discussion on how to close identified gaps.
* Creation of a Student Services widget that instructors can embed in the course shells.[[80]](#footnote-80)
* Solicited feedback from the College regarding the proposed move to the Canvas course management system.[[81]](#footnote-81)
* Solicited feedback from the faculty regarding professional development topics related to Distance Education.[[82]](#footnote-82)
* Discussed consistent Distance Education training for faculty across the District.[[83]](#footnote-83)

Finally, to connect program-level assessment with institutional-level planning, program faculty and staff discuss the progress on learning outcomes during the annual program review meeting with the EVP, Vice President of Business Services, and Academic Senate President. Programs request resources based on learning outcomes assessment results; these conversations have led to program improvements including an improved Engineering Lab, improved lighting in Art Studios, dedicated space for student veterans, and online tutoring for students.

### Analysis and Evaluation

The College has a well-established annual program planning and review process. Through the annual program review process the College provides a systematic and regular review of its instructional and student support services. Programs report on the learning outcome analysis and discuss how the results are used within the program. The program plan template specifically requires a description of the use of outcome results; this ensures that programs reflect on their outcome data annually, even if they are midway through the five-year cycle. In addition to SLO data, programs use other sources of data and information to monitor student outcomes and achievement as part of the program review process:

* Program-level student success and retention, disaggregated by student demographics.
* Program-level student success and retention by instructional mode of delivery (online vs. onsite).
* Course-level student success and retention, disaggregated by student demographics.
* Student demand and interest.
* Student completion of degrees and certificates.
* Industry demand (for CTE programs in particular).
* Results from the nationwide Community College Survey on Student Engagement.
* Results from district wide and program-specific student satisfaction surveys.
* Specific student service and business surveys.

The creation of the Student Learning Outcome Committee in fall 2014[[84]](#footnote-84), strengthened the College’s existing practices and supported learning outcomes. Under the guidance of the SLO Committee, faculty and staff reviewed all courses and programs to ensure that the learning outcomes at the course (or program) level were current, appropriate, and relevant. Faculty and staff linked each course objective to a course- and program-level outcome, a general learning outcome (as appropriate), and an institutional-level outcome[[85]](#footnote-85). This process ensures that the learning outcomes and assessments established for each course, program, certificate, and degree are current and reflect the mission of the College. Learning outcomes for programs, degrees, and certificates can be found in the *College Catalog*, TracDat, and CurricuNet. TracDat is a software system that allows discipline faculty to track and monitor program plans learning outcomes, and the assessments.

Distance Education courses go through the same SLO assessment process as onsite courses (see Standard 2A.2 for discussion of the associated curriculum process). This ensures that faculty with discipline expertise as well as faculty with experience in teaching Distance Education courses can contribute to the conversations about the quality of these courses and the rates of success of student learning. To ensure integrity in these courses provided through distance learning, courses seeking Distance Education approval (through the curriculum approval process) must complete a curriculum addendum that addresses how the instructor will ensure regular, substantive contact; in addition, the addendum describes how content will be delivered and what tools will be used to encourage active learning. In the *College Catalog* states*:*

Each proposed or existing course offered by Distance Education shall be reviewed and approved separately. Separate approval is mandatory if any portion of instruction in a course replaces face-to-face time, or if an entire section of a course, is designed to be provided through Distance Education. The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020, Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

An area in need of improvement is the need for increased support from the institutional research staff; faculty and staff need assistance in their SLO assessment work. The loss of the research analyst in December 2013 hindered the College’s ability to assist several programs with specific research requests that support their SLOs. The College had immediately started the hiring process to replace this research position, but had four failed hiring searches. In an attempt to continue supporting the data needs of the college, the College was able to hire two Technical Data Specialists (one in April 2015 and the second one in July 2015); in March 2015 the College was able to hire its current Research Analyst. With the assistance of this new Institutional Research team, SLO research requests will begin to be addressed once again.

## Planning Agendas:

With the recent growth in institutional research staff, the College will resume its focus on collaborating with all college programs to address research needs, as further discussed in the Quality Focused Essay.

## I.B.3.

## The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

### Evidence of Meeting the Standard

College-set standards for student achievement are identified and the College’s progress in meeting these standards is published in the *Institutional Effectiveness Report* (beginning with the 2015 report) and reported to ACCJC each year in the Annual Report. In addition, the College has identified institutional effectiveness goals, based on the recent work on the Institutional Effectiveness Partnership Initiative at the state-level; progress in meeting these standards will be published in the 2016 *Institutional Effectiveness Report*, as well as online.[[86]](#footnote-86)

The institutional set standards for successful course completion, degree and certificate completion, and transfer to four-year universities were determined through analyses of trend data and through broad conversations that took place as part of the College’s governance process. After reviewing five-year trend data, the College community set its benchmarks (critical set points) and its short- and long-term goals for achievement outcomes.

The EdCAP[[87]](#footnote-87) discussed criteria and set College-set standards in 2015. The standards were then taken to a variety of College Councils, approved by the Academic Senate,[[88]](#footnote-88) and reported out to the Board of Trustees.[[89]](#footnote-89) To ensure broad-based understanding of the College’s set standards, and the processes to implement strategies for achieving these standards, the College held a Y’All Come[[90]](#footnote-90) and discussed the standards as part of the 2015 Fall Fling.[[91]](#footnote-91)

The discussion continued in 2016 in the Student Success and Equity Committee, where the College began setting short- and long-term improvement goals for the different achievement metrics[[92]](#footnote-92). This Committee will be the group tasked with evaluating the College’s progress toward reaching the improvement goals. Any potential achievement gaps will be addressed in the appropriate action plans, such as the Student Equity Plan or Student Success Plan.

### Analysis and Evaluation

After careful consideration, Moorpark College has set appropriate standards (benchmarks) for student achievement and has set short- and long-term improvement goals for student achievement indicators[[93]](#footnote-93). Through its governance committees, the faculty, staff, and students will annually evaluate the College’s progress toward meeting these standards, and will respond appropriately to any identified achievement gaps.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Indicator | Institution-Set Standard | 5-Year Average | Short-Term Goal (1 year) | Long-Term Goal (6 years) |
| Course Completion | 68% | 72.2% | 74% | 76.2% |
| Student Transfer | 1000 Annual Awards | 1091 Annual Awards | 1190 Annual Awards | 1226 Annual Awards |
| Degree Completion | 1000 Annual Awards | 1273 Annual Awards | 1290 Annual Awards | 1329 Annual Awards |
| Certificate Completion | 100 Annual Awards | 203 Annual Awards | 200 Annual Awards | 206 Annual Awards |

The process used to make these decisions was data-driven and collaborative. After careful review of the data for each of the metrics, faculty, staff and students serving on several of the College’s governance committees and the Academic Senate recommended the standards and goals indicated in the table above.

The College’s progress toward meeting these goals is documented in the annual *Institutional Effectiveness Report* (beginning with the 2015 report)[[94]](#footnote-94) and monitored and evaluated by governance groups such as Academic Senate, Student Success and Equity Committee, Distance Education Committee, EdCAP, Dean’s Council, and Student Services Council.

If student achievement rates fall below these benchmarks, the College will discuss and determine an appropriate remediation, documenting the plan for improvement through its strategic planning and program planning processes. The College will take immediate action steps which will be identified in the appropriate Action Plan (such as the Student Equity Plan, Student Success and Support Plan, or Annual Program Plan), identifying concrete steps that the college community plans to take to remedy the deficiency, timeframe for implementation, and responsible parties.

## I.B.4.

## The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

### Evidence of Meeting the Standard

The College monitors student learning and achievement through analyzing data in five broad areas:

* Open access to programs and courses in basic skills, transfer and career preparation (for example, comparing the College’s student profile to the profile of the surrounding service area residents).
* Successful completion of Basic Skills courses, preparing students to successfully move into, and successfully complete, transfer level courses.
* Successful completion of general education and career preparation courses.
* Degree/certification completion.
* Transfer to four-year Institutions.

Assessment data for these areas are published in reports such as the annual *Institutional Effectiveness Report* and in the program review and planning data reports provided to faculty and staff. If the College sees a decline in any of these areas, for any student population, it takes steps to identify potential reasons for the decline and creates action plans which identify the persons responsible for overseeing the action steps to remedy the decline. Examples of how these data are used in the development of action plans are found in the activities described in the Student Equity Plan, Student Success and Support Plan, and in the Annual Program Plans.

The newly developed Veterans’ Center, opened in fall 2015, is one result that originated in the analysis of student achievement data reported in the Student Equity plan. The low number of student veterans population suggested that we had not been serving the veteran population in the service area; further veterans at the College had lower completion rates than other student groups. Further investigation, through talking with student veterans to determine potential barriers for veterans who might want to attend college, revealed that Moorpark College was not perceived as being “veteran-friendly” and did not provide an adequate support system for current veteran students. To remedy these shortcomings, Moorpark College opened a Veteran’s Center, providing a safe space for student veterans to gather, sharing experiences and developing friendships. This Center also provides resources and student services to better help student veterans achieve the educational goals.

In spring 2013, as part of its strategic planning and student success and equity efforts, the College examined program success rates for onsite versus online courses. This analysis revealed lower completion and success rates for Distance Education classes than onsite classes across the campus. Based on these data, the college slowed Distance Education growth and focused on understanding barriers to success and improving online success and completion rates across disciplines. In fall 2013, the EVP appointed a Distance Education Workgroup. The workgroup researched, analyzed, and developed an updated Distance Education Addendum that more thoroughly addressed the need for regular and effective instructor-initiated contact and student interaction. In fall 2014, the EVP convened a Distance Education Advisory Council to develop and promote best practices for online teaching. As a result of this data analysis and the resulting focus on planning, online resources allocated (for example, online tutoring), professional development, and faculty commitment to providing a quality Distance Education program, in student success rates in Distance Education courses have risen significantly. Between fall 2010 and fall 2014, success rates rose 10%, from 58% to 68%, in Distance Education courses, compared to a 3.5% increase in success rates for onsite courses during the same period.[[95]](#footnote-95)

### Analysis and Evaluation

As described in Standard 1.B.1 and Standard 1.B.2, the College uses assessment data in its decision-making and program review processes. Governance committees review institutional-level data as part of the evaluation of strategic planning initiatives; instructional and service programs participate in systematic and regular review of relevant data as part of the annual program review and planning process. Using a variety of assessment data, all programs and decision-making groups evaluate the progress toward meeting student achievement goals and learning outcomes, and describe improvement efforts and planning. Data used in this process include:

* Program-level student success and retention, disaggregated by student demographics.
* Program-level student success and retention by instructional mode of delivery (online vs. onsite).
* Course-level student success and retention, disaggregated by student demographics.
* Student demand and interest.
* Student completion for degrees and certificates.
* Industry demand (for CTE programs in particular).
* Results from Student Learning Outcomes assessment (course-level and program-level).
* Results from the nationwide Community College Survey on Student Engagement.
* Results from district wide and program specific student satisfaction surveys.
* Specific student service and business surveys.

The College is experienced in, and committed to, using a wide variety of assessment data and organizes its institutional processes to support student learning and student achievement through collegial dialogue and analyses of student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

## Institutional Effectiveness

## I.B.5.

## The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

### Evidence of Meeting the Standard

The College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. As described in *Making Decisions at Moorpark College (MDD)* , “The goal of all planning is program effectiveness and program improvement. The Assessment Model established by the College closes the circle of planning, assessment, and program improvement. There are three primary components of the assessment model: the College mission, the assessment of institutional effectiveness, and the assessment of program effectiveness. The assessment model includes quantitative and qualitative summative measures of institutional effectiveness, as well as formative measures of student learning outcomes.”[[96]](#footnote-96) Moorpark College assesses and evaluates its accomplishment of its mission through the analysis of a variety of data. The figure below from the *MDD* provides a visual image of the relationship between mission and the use of data[[97]](#footnote-97).



These data are reported at the institutional-level through the *Institutional Effectiveness Report* and at the program-level through annual program review and planning[[98]](#footnote-98). Quantitative and qualitative data are analyzed by program faculty, staff, and administrators. The analyses then drive action steps that are described in the Annual Program Plans. The data are also analyzed in broad groups such as in professional development activities held each fall semester[[99]](#footnote-99).

Annually, the Office of Institutional Research provides to each program quantitative data gathered from a variety of data sources (such as historical Banner records and data from the California Community College Chancellor’s Office Datamart):

* Program productivity, student completion and student demand.[[100]](#footnote-100)
* Program-level student success and retention, disaggregated by student demography.[[101]](#footnote-101)
* Program-level student success and retention by instructional mode of delivery (onsite vs. online).
* Program-level student equity data, disaggregated by subpopulation such as age, ethnicity, and gender.
* Industry demand (for CTE programs in particular).[[102]](#footnote-102)

Student Learning Outcomes results, additional external scans (including advisory board input), program-gathered survey results, and any other data gathered at the program-level are analyzed and used in program planning decisions. In addition, the Office of Institutional Research takes specific requests from programs regarding the data needs, providing reports, and assistance in understanding the data when needed. Learning outcome data for programs is recorded in TracDat which allows programs to keep assessment results updated on an ongoing basis.[[103]](#footnote-103)

Every year, through the program planning process, each program assesses its performance over the previous year and explains future goals.[[104]](#footnote-104) The template includes various sections to ensure that the College is accomplishing its mission and using qualitative and quantitative data to improve institutional effectiveness, namely:

* Program strengths and concerns.
* Use of learning outcome results.
* Status on planning agendas: review of performance and recommendations from previous year.
* Analysis of student demand, student completion, and student success and equity data.
* Action plans tied to strategic goals and to short- and long-term planning.
* Impact of an allotted a resource request received impacted on the program.

The responsibility for program planning starts with faculty and staff: those with expertise and familiarity with the program are the ones developing the plan. This process also requires dialogue among chairs, deans, and supervisors so that there is an agreed-upon plan for every program.[[105]](#footnote-105) Each year, every program group meets with the EVP of Student Learning, the Vice President of Business Services, and the Academic Senate President to discuss the program’s and strategies, use of learning outcomes to improve student success and equity, and identifying how program learning outcomes are linked to resource allocation requests and program growth.[[106]](#footnote-106) At the end of the program plan review meeting, the programs are given a Recommended Course of Action (no action needed, strengthen program, reduce the program, review for discontinuance) and provided with Comments from the EVP and plans for improvement. Programs have an opportunity to respond to these comments in writing. The *MDD* sets out the timeline of program review, which remains the same so that deadlines are routinized[[107]](#footnote-107) and plans meet budgetary deadlines. Requests for technology, facilities, and hiring resources must be included in the program plan, with a rationale linked to data showing need. The requests are then pulled from the program plans and disseminated to the relevant standing committees[[108]](#footnote-108) for consideration.

Distance Education is integrated into the planning process at the program-level by the use of data on student success and equity. At the college-level, all courses are reviewed for appropriateness to the College’s mission through the curriculum process (see Standard 2 for a detailed discussion of the curriculum process). The Distance Education standing committee analyzes the specific challenges that these courses face (such as course success rates and student equity) and proposes potential solutions.[[109]](#footnote-109)

### Analysis and Evaluation

The college community has widely accepted the collaborative program review process, and faculty and staff consistently contribute to the evaluation of student learning, student achievement, and program improvement. The significant time dedicated to annual program review meetings with the Vice Presidents and Academic Senate President shows the College’s serious commitment to the integrated planning and review process. The program planning template is reviewed at EdCAP every year and adjusted to reflect changes in the campus, new state-level initiatives and accreditation standards.[[110]](#footnote-110) This annual evaluation of the program review and planning process ensures that the process continues to thrive and stay relevant. For example, two years ago, the College added the “Use of Outcome Results” and the “Student Equity” sections to ensure programs have these discussions, connecting data analysis with program planning and resource requests.

In addition to adding prompts to the program plan template, the College continues to improve how program plans are used in resource allocation. The budgeting process, over the last six years, has strengthened the tie between data analysis and the resource prioritization that is conducted in governance committees, such as in the Fiscal Planning Committee (where classified personnel requests are prioritized), Academic Senate and Deans’ Council (where full-time faculty requests are prioritized), and Facilities Technology Committee on Accreditation and Planning (F/TCAP) (where facility and technology requests are prioritized). In January 2016, the CTE Committee requested that the program plan template be modified to add another section for CTE programs to provide information that will help in future decisions about the allocation of grant monies (Perkins and CTE grants).[[111]](#footnote-111)

## I.B.6.

## The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

### Evidence of Meeting the Standard

The College disaggregates and analyzes student achievement by student demographics (age, gender, and race/ethnicity), as well as by special populations (former foster youth, disabled students, economically disadvantaged students, student athletes, and Distance Education courses). These data and analyses are published in documents such as the College’s annual *Institutional Effectiveness Report* and the *Student Equity Plan*[[112]](#footnote-112)and are used in program review and planning, as well as in campus wide planning.

The most comprehensive document that addresses achievement gaps found in specific student populations is the *Student Equity* Plan. The *Student Equity Plan* provides data analysis and detailed action steps for improving student achievement, setting a specific achievement goal and timeframe for each activity defined. It also describes planned budget and resource allocation and explains the evaluation methods for assessing progress in reaching goals for improving outcomes[[113]](#footnote-113).

In addition to institutional-level data analysis on equitable student achievement, each program analyzes its own student achievement trends[[114]](#footnote-114). Successful course completion and program completion data are disaggregated by student demography. Learning outcome results are collected and reviewed at the course and program-level by faculty, staff, and administrators. Plans for remediation of performance gaps are identified in the annual program plan and are discussed during the program review meetings with the EVP, Vice President of Business Services, and the President of the Academic Senate. (Examples of such remediation are identified in Standard IIA and Standard IIC.)

### Analysis and Evaluation

The College monitors and addresses student success and achievement of its student populations, disaggregating data by student demography and special populations where currently possible, addressing any identified achievement gaps through thoughtful action steps. When performance gaps are identified, the College implements remediation strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies. Institutional-level achievement gaps are identified and addressed in campus-level plans, such as the *Student Equity Plan*. Program-level and course-level data are analyzed and achievement gaps addressed by faculty and staff in annual program plans.

An example of institutional-level remediation strategies is recent professional development opportunities. Faculty and staff have had several opportunities to learn from state wide experts on best practices for improving equitable student success and achievement[[115]](#footnote-115) both through attending external conferences, and through bringing in experts for campus wide discussions and learning opportunities. In addition, the College provides venues for the College community to share experiences and best practices in committees such as the SLO Committee, Distance Education Committee, and in department conversations and meetings.[[116]](#footnote-116)

At the institutional-level, discussions on the importance of reviewing course-level learning outcomes results at a disaggregated level take place in the Student Learning Outcomes Committee and the Student Success and Equity Committee.[[117]](#footnote-117)

Disaggregating student learning outcomes assessment data has proven to be difficult. Faculty and staff fully embrace the philosophy of providing equitable learning opportunities for all student populations; however, outcomes assessment processes often keep the student’s identity, and sometimes the faculty identity, anonymous. Instructors gather SLO results and submit them to the department chair or designee, recurring credit for completing the assessment. Assessment results are then detached from the individual faculty name, to maintain anonymity. This anonymity allows for a more unbiased review of student achievement, thus maintaining professional trust and integrity. Any gaps in student achievement and learning are addressed at the course-level, rather than at the level of individual faculty members.

## I.B.7.

## The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

### Evidence of Meeting the Standard

The decision-making process outlined in the *MDD* identifies areas of cyclical assessment of policies and practices.

College Mission:

As described in detail in Standard I, the College mission is evaluated by the Mission Statement Taskforce, Community Advisory Group, Academic Senate, and other campus committees and validated at the annual campus wide strategic planning meeting (Fall Fling)[[118]](#footnote-118). A formal update occurs every six years. The annual review keeps the mission timely, widely disseminated, and at the center of strategic planning. The six-year cycle allows consistency in long-term planning but is updated frequently enough to be responsive to community needs and reflect state wide changes.

Educational Master Plan and Strategic Plan:

The Educational Master Plan is reviewed every 10 years; it forms the basis of the 3-year Strategic Plan, which is reviewed every year by the Academic Senate and at the Fall Fling to reflect the most important short-term issues that face the College.[[119]](#footnote-119)

Facilities Master Plan:

The Facilities Master Plan is reviewed every 10 years and supports the Educational Master Plan. The Facilities Master Plan was most recently updated in 2015.[[120]](#footnote-120)

Making Decisions at Moorpark College:

*Making Decisions at Moorpark College* is revised bi-annually, and incorporates feedback from all constituents (Deans’ Council, VP Council, Academic Senate, Standing Committees). The revised draft goes out to all faculty, staff, and administrators through email for final comments. The final draft is distributed to campus through standing committees, by email, and posting to the website[[121]](#footnote-121).

Program Plans:

EdCAP’s first charge is to “evaluate the program planning process and recommend modifications as needed.” Procedures, forms, and timeline are considered annually by the committee at the end of every program plan cycle, which affects instructional programs, student and learning support services, and resource management. Any recommendations are discussed by the Academic Senate before being considered for adoption by the administration. Any changes are published in EdCAP’s minutes and then reiterated at the start of the new cycle through the membership of the committee (all deans, department chairs, and coordinators or designees.) Department chairs and lead faculty also receive training on program planning during fall Flex Week. Some examples from EdCAP of how the College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services can be seen in changes that were made to the templates, procedures, and timeline of the program planning process:

* 2012: signatures of discipline faculty required on the Program Plan Evaluation form to ensure wider faculty involvement in the program plan meetings.[[122]](#footnote-122)
* 2013: timetable expanded to allow extra time for the EVP to give final recommendation for programs and for faculty to respond to the final evaluation.[[123]](#footnote-123)
* 2014: increased refinement in the categories of facility and technological resources able to be requested on Program Plan template.[[124]](#footnote-124)

Standing Committees:

All standing committees are required to review, update, and publish goals in relation to the charges at the start of the academic year, and then to list the accomplishments at the end of the year. This encourages evaluation of governance and decision-making roles, and the accomplishments and challenges of the preceding year are incorporated into the following year’s goals. The documents from each committee are posted to the College website. The formulation of annual goals and then the assessment of accomplishments, along with the annual review of *MDD*, has led to several changes in the charges of standing committees. Examples include the F/TCAP which combined two committees into one to ensure better communication.[[125]](#footnote-125) The Faculty Development Committee was changed to the Professional Development Committee and its charge was expanded to cover staff as well as faculty development.[[126]](#footnote-126)

In addition, three new standing committees were created in 2014-15 to support institutional effectiveness and assist in accomplishing the mission: SLO Committee, Distance Education Committee, and Student Success and Equity Committee.

Distance Education:

The College gathers evidence about the effectiveness of Distance Education learning programs through the collection of student success and completion rates disaggregated by student population[[127]](#footnote-127) This data is disseminated to all disciplines and analyzed at the course and program-levels through the annual program planning process. The Distance Education Committee discusses institutional-level success and equity data comparing difference between onsite and online classes.[[128]](#footnote-128) Student and learning support services have developed support systems for online students and regularly assess the effectiveness of those services.[[129]](#footnote-129) The annual Student Perception Survey[[130]](#footnote-130) allows support services to better understand the needs of online students and to know if they are meeting those needs.

### Analysis and Evaluation

The College culture, which is marked by collegiality and respect, allows for honest reflection on and evaluation of its policies and practices. The College’s governance structure and planning processes are strong and collaborative, providing for systematic evaluation of policies and practices across all areas of the College to assure effectiveness in supporting academic quality and accomplishment of the mission.

The College uses several methods to evaluate the effectiveness of policies and practices, including student satisfaction surveys, employee perception surveys, committee discussions, communication surveys, and manager evaluations. The feedback from these evaluations is collected and discussed in the relevant committees. These discussions allow for broad input across the campus, as each committee includes faculty, classified, management, and students, representing different areas of the College (typically by division or department).

A good example of these discussions resulting in improved processes is the continued improvement of the program planning process, as described above in Standard IB.5. The program planning template and process are reviewed at EdCAP every year and adjusted to improve identified communication or planning gaps, and to reflect new state-level initiatives and accreditation standards.[[131]](#footnote-131) This annual evaluation of the program review and planning process keeps the process relevant.

## I.B.8

## The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

### Evidence of Meeting the Standard

The College is committed to an environment that fosters transparency both for groups on campus and for the community. To achieve this, the College uses several measures to evaluate its performance and circulates this information in a variety of ways. The table below summarizes the types of data collected and how the College publishes its data and analysis internally and externally.

|  |  |  |
| --- | --- | --- |
| Data Type | Source of Data | Availability |
| Geographic and Demographic  | * Educational Master Plan
* Institutional Effectiveness Report
* Annual District-Level Snapshot Reports
 | VCCCD portal, via email to the campus, and online at the College website[[132]](#footnote-132) |
| Student Achievement | * Educational Master Plan
* Institutional Effectiveness Report
* Student Equity Report
* Student Success Scorecard
* Student Learning Outcomes
 | VCCCD portal, via email to the campus, and online at the College website, through CurricUNET and program pages on College website [[133]](#footnote-133) |
| Student Engagement | * Community College Survey of Student Engagement (CCSSE)
* VCCCD Student Perceptions Survey
* MC Student Services Satisfaction Survey
 | VCCCD portal, via email, online at the College website[[134]](#footnote-134) and presented to Student Services Council and the Student Success and Equity Committee  |
| Business Services Balanced Scorecard | * Campus wide survey
 | College’s website[[135]](#footnote-135) |

At the program-level, data are made available to groups and, when appropriate, disseminated to the campus and community in the following ways:

|  |  |  |
| --- | --- | --- |
| Data | Source of Data | Availability |
| Quantitative Data: productivity, faculty/student ratio, full-/part-time faculty ratio, contact hours and workload | Office of Institutional Research  | Annual Program Plan[[136]](#footnote-136)College Intranet (MCShare) |
| Qualitative Data: narrative analysis of state of the program | Internal and external scans of workplace and 4-year educational institutions; career-technical and academic advisory committee; state and local budget projections | Annual Program Plan[[137]](#footnote-137)College Intranet (MCShare) |
| Student Learning Outcomes | Gathered by those in the program | Annual Program Plan[[138]](#footnote-138)TracDat[[139]](#footnote-139)CurricuNet (see above)Program pages on College website (see above) |
| Student Success and Equity onsite and online | Office of Institutional Research | Annual Program Plan Productivity data[[140]](#footnote-140)College Intranet (MCShare)College Website |

### Analysis and Evaluation

The College has always had a culture of holding reflective, honest conversations about data used to evaluate programs and processes. These conversations take place in the appropriate committees, department/division meetings, and the annual program review meetings. Data are reviewed, analyzed, and discussed, leading to decisions addressing any performance gaps.

Where appropriate, results of assessment and evaluation are disseminated electronically via the VCCCD portal, email, and/or the College website. Institutional-level student achievement and completion data have been provided to program faculty and staff through the College website, as well as through the annual *Institutional Effectiveness Report*, for over a decade[[141]](#footnote-141). Program-level data, including completion rates for degrees, certificates, and courses, as well as assessment results for student outcomes, have been provided to program faculty and staff through printed program review reports, but beginning in 2016, these assessment and evaluation results will be posted online as part of an institutional effectiveness interactive “dashboard” (with the implementation of new Tableau software).

Externally, the College relies on electronic communication of its evaluation results through the College website as evidenced above, at advisory meetings,[[142]](#footnote-142) Board of Trustee meetings,[[143]](#footnote-143) and through the *Annual VCCCD Institutional Effectiveness Report.[[144]](#footnote-144)*

The governance structure allows for participation by all campus committees and groups including faculty, staff, and students. The various surveys referenced above create additional participation opportunities. Annually and each semester the College has a variety of campus wide meetings (such as Y’All Come and Fall Fling) that strongly encourage participation.

## I.B.9.

## The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

### Evidence of Meeting the Standard

All programs engage in continuous, broad based, systematic evaluation and planning, integrating program review, planning and resource allocation in a comprehensive process. The annual Program Plan template integrates program review and program planning, and therefore serves as the foundation for allocating human, physical, technology, and financial resources. Each year, every program meets with the EVP, the Vice President of Business Services, and the Academic Senate President to review its program plan and discuss the next year’s goals, desired outcomes, and the requested resources that the program believes will best support its program improvement plans.

The *MDD* lays out timelines and sequences for budget development, material resource allocations, and establishing hiring priorities for faculty and classified staff as well as for the overall program planning process itself.[[145]](#footnote-145) Since all program submit program plans—academic, student services, and business services—this process includes all areas of the College. As the timeline indicates, the process is routinized[[146]](#footnote-146), yet still leaves opportunity for groups to make changes to the process to better support needs. The process is data-driven (Standard 1.B.5 describes the types of data used), supporting the College’s mission. All requests for human resources, facilities, and technology must go through this process to ensure that resource requests align with the *Educational Master Plan* and the Strategic Objectives. Programs identify requests as short-term (1-3 years) or long-term (3-5 years)[[147]](#footnote-147).

Once all programs have submitted the resource requests on the Annual Program Plan, lists of requests are compiled and forwarded to the appropriate standing committees (Fiscal, F/TCAP, Academic Senate) for review and prioritization.[[148]](#footnote-148) Committee members form work groups and analyze requests using an evaluation rubric, evaluating how the request aligns with the mission of the College and how it will help improve institutional effectiveness and academic quality.[[149]](#footnote-149)

In addition to the various committees’ review of resource requests in the annual Program Plan, each program meets face to face with the EVP to review its action plans and to evaluate the vitality of the program. The Vice President of Business Services, the Academic Senate President, the Dean, Department Chair or Program Lead/Supervisor, and program faculty and/or staff are all included in these discussions[[150]](#footnote-150). These conversations ensure that all College programs continue to work toward the fulfillment of the College’s Strategic Objectives, which are tied to the mission. For each program the EVP completes a program plan evaluation to document the conversation.[[151]](#footnote-151) The EVP presents a summary of the status of all programs to the EdCAP and presents a formal summary to the president and Academic Senate President.[[152]](#footnote-152) Examples of improvements based upon needs and evidence documented in Program Plans and subsequently approved through the decision-making structure described in the *MDD* include:

* Major renovations of the zoo (Exotic Animal Training and Management).
* Renovations of gym facilities (Athletics).
* Improvement in lighting and high digital projects (Art History).
* Re-instatment of the Instructional Laboratory Assistants from 10 months to full time (Biology and Anthropology).
* NEED A STUDENT OR BUSINESS SERVICE EXAMPLE – Lori is going to go through her evaluation summaries.

In addition to the improvement plans identified in the Annual Program Plan, the College also develops operational plans for campus wide initiatives such as the Student Success and Support Plan, Basic Skills Plan, and Student Equity Plan. It also develops operational plans to address core operations such as enrollment management and technology planning. All of these plans align with the goals set forth in the Strategic Plans,[[153]](#footnote-153) which address the key challenges identified in the *Educational Master Plan*, which in turn support the College Vision and Mission Statements, as well as the District’s Vision and Mission Statements.[[154]](#footnote-154)



### Analysis and Evaluation

The College integrates program review, planning, and resource allocation into a well-established, comprehensive process. This process leads to the accomplishment of its mission through the continued improvement of institutional effectiveness and academic quality, addressing improvement needs that are both short- and long-range. Program development, program improvement, and resource requests are identified and defined through this integrated process, a planning structure that ensures that programs and services remain current, relevant to student need, and aligned with the College mission.

A current example of integrated planning includes the College’s integration in 2014-15 of the Student Success and Support Plan, Student Equity Plan, and the Basic Skills Plan in order increase efficiency, reduce redundancy, and maximize the use of resources.[[155]](#footnote-155) This integration of planning will continue as the College continues to address additional State initiatives for CTE, Professional Development, and other grant funding.

During the 2010 self-evaluation, faculty and staff identified the need for the College to become better at “closing the loop on communication” so that constituents know whether and when resource requests have been approved through the governance processes. Resource allocation processes take place in different standing committees and although faculty representatives were to report the results to the constituents this was not consistently being done. Now, the co-chairs of the prioritization workgroups (TRAWG for Technology and FRAWG for Facilities) send a status report to program leads and the corresponding Division Deans to ensure timely feedback.

# IC. Institutional Integrity

## I.C.1.

## The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

### Evidence of Meeting the Standard

The main ways the College disseminates information to students, employees, and the public are the *College Catalog,* College website, and internal portal. The College also publishes a newsletter (AXIS) and uses various communication tools and marketing materials to provide information to current and prospective students. The College uses these sources to communicate its mission and to provide accurate information about its accreditation status, educational programs, online and on-ground student services, policies and regulations, learning outcomes, scorecard data and other assessment data, student fees, and other critical content. The College assures the clarity, accuracy, and integrity of the information through departmental review prior to dissemination.

The *College Catalog*

Information found in the *College Catalog* includes State and District Board Policies and Administrative Procedures, the mission statement, program-level student learning outcomes, and descriptions of educational programs and student support services. The *Catalog* is reviewed by all instructional programs, student services, and business service areas each year to ensure accuracy. Final review of the *Catalog* falls under the Office of Student Learning and is supervised by the Executive Vice President[[156]](#footnote-156). Annual updates reflect changes in the law, District Board policy, and College protocols and.

The *Catalog* is clear and easy to understand written with the intended student reader population in mind. It includes a table of contents, a glossary of terms, and a detailed appendix section to cover Board policy as it pertains to students. The structure allows users to find vital information quickly and provides a detailed and definitive resource to staff and students. Any changes after the official publication date are made through an ongoing online addendum process[[157]](#footnote-157). The *Catalog* is available in a searchable online format at the College website and in print at the College Bookstore.

The College website

The College website provides access to a wide variety of information, including the mission, orientation material (“Steps for New Students”), enrollment processes, important dates, upcoming activities, the Schedule of Classes, information about the College and its programs, and planning documents and published reports such as the *Strategic Plan* and the *Institutional Effectiveness Report[[158]](#footnote-158)*. Accuracy of the College website is maintained by departments or programs, each maintaining its own pages.[[159]](#footnote-159) The College has recently begun using Drupal as its website software; this software allows secure, password-protected access to edit assigned pages, with approval work flows that trigger a request to the appropriate manager or supervisor for review and approval of any modified content[[160]](#footnote-160). Webpages are added or updated as new programs are developed. For example, in recent years, the College added information on Gainful Employment, Scorecard data, learning outcomes, Title IX/Cleary, and an online New Student Orientation.

The College Accreditation Status is located on the accreditation webpage. The link to accreditation status is one click away from the home page. The accreditation webpage includes a variety of Accreditation Reports and Commission Letters to the College. It also includes the accreditation status for several accredited programs, including Nursing and Radiologic Technology.

College Communication

In fall 2015, the College began publishing AXIS, a newsletter to inform community members about the College and its programs.[[161]](#footnote-161) The College provides timely communication to students through program newsletters and electronic monitors located throughout the campus, the student portal system, and the college marquee.[[162]](#footnote-162) The College provides timely communication to employees through faculty and classified staff handbooks, the employee portal system, and the email system. [[163]](#footnote-163)

### Analysis and Evaluation

Communicating accurate information to students, prospective students, faculty, and staff is highly valued at Moorpark College. The College website has become a critical tool for providing accurate and timely information. To assist new students, the College has developed and produced an informative online New Student Orientation, as well as mini orientation videos aimed at providing “just in time” information to our students[[164]](#footnote-164). Key information required for student enrollment and student services is accurately maintained and updated. In addition, the College Home Page provides links to calendared events, mandated public meeting information, career pathways and gainful employment information, and student achievement reports (the Student Success Scorecard). Recently, the College began providing an addendum to the annual *College Catalog*[[165]](#footnote-165), providing up-to-date information on curriculum and policies. It also provides a “Student Services Syllabus” each semester that provides information on each of the student support service areas (including updated hours of operation and contact information).[[166]](#footnote-166) To support students who take Distance Education courses, the College provides an Online Services webpage.

Over the last six years the College (and the District) has focused its digital communication efforts on the development and maintenance of the Districtwide “MyVCCCD” portal. The portal provides timely and accurate information through channels such as Campus Announcements, Faculty Quicklinks, DegreeWorks, and student and employee information. Students access the password-protected portal through a computer or an app for cellphones and iPads. The portal has become an important way to communicate general information to employees and students.

The College uses the College website and *College Catalog* to provide accurate and timely information for students, employees, and the public. Accreditation status is included on the website and in the *College Catalog*. The College provides a variety of college, program, and service information to help students make informed decisions and to support them in achieving their academic goals.

## I.C.2.

## The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

### Evidence of Meeting the Standard

Moorpark College publishes an online *College Catalog* on the College website, and printed copies of the *Catalog* are available for purchase at the College bookstore and on reserve in the library. The *Catalog* contains general information such as College contact information, the College mission and values[[167]](#footnote-167), programs and courses and program learning outcomes[[168]](#footnote-168). It also includes information regarding requirements for admission, financial obligations, and graduation and transfer[[169]](#footnote-169). In addition, all relevant Administrative Procedures, such as those concerning sexual harassment, nondiscrimination, academic freedom, and the grievance process, are detailed in the appendix[[170]](#footnote-170). The *Catalog* includes all information required by ACCJC Eligibility Requirements (as demonstrated in the Introduction of this self-evaluation) [[171]](#footnote-171). The information in the *Catalog* is applicable to all students regardless of course mode of delivery (online or on-ground). Beginning in fall 2015, an online addendum was added to the website to reflect major changes that occur after the publication of the *Catalog* so that students have access to the most current information[[172]](#footnote-172). The annual *Catalog* update goes through an extensive review process to ensure current and accurate information.

The *Catalog* describes the different types of Distance Education options that the College offers and describes how students will interact with faculty for each type (online, hybrid, and online with onsite testing)[[173]](#footnote-173). The *Catalog* describes the frequency of interaction:

*Distance education courses are considered the virtual equivalent of traditional classroom courses; thus, the frequency of instructor/student interaction in a distance education course will be at least the same as would be established in its face-to-face counterpart. At the very least, the number of instructor contact hours per week that would be available for face-to-face students will also be available, in asynchronous and/or synchronous mode, with students in the distance education format (based on the Carnegie unit).*

The *Catalog* also explains the computer/technical requirements needed to access the learning management system and where students can find computers on campus that meet the technical requirements. Regardless of the mode of delivery of the course, all student services are available regardless either in person, online, via phone, or via email (see Standard 2B and 2C for further description of the different ways in which the College meets student service needs).

### Analysis and Evaluation

The *College Catalog* provides current and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “*Catalog* Requirements.” The College provides this information in both printed and online versions, updated annually. Updates occurring during the academic year and posted online in an Addendum.

## I.C.3.

## The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

### Evidence of Meeting the Standard

The College encourages transparent reporting of information to both internal (students and staff) and external (community) stakeholders. The institution relies on quantitative and qualitative data to validate its commitment to academic quality. The table below summarizes the manner in which the institution provides information to the public on matters of academic quality, including student achievement data and student learning outcomes.

|  |  |  |
| --- | --- | --- |
| **Data Type** | **Source of Data** | **Availability** |
| Geographic and Demographic  | *Educational Master Plan**Institutional Effectiveness Report**Annual District Level Snapshot Reports* | College website, VCCCD portal, and email to college community[[174]](#footnote-174) |
| Student Achievement | *Educational Master Plan**Institutional Effectiveness Report**Student Equity Report*Student Success ScorecardStudent Learning OutcomesCTE Outcomes Survey  | College website, program outcome pages, VCCCD portal, email to campus community, Standing Committees, and Academic Senate |
| Student Engagement | Community College Survey of Student Engagement (CCSSE)VCCCD Student Perceptions SurveyStudent Services Satisfaction Survey | College website,[[175]](#footnote-175) VCCCD portal, email to campus community, online at the Student Success and Equity Committee webpage, and presented to Student Services Council |

### Analysis and Evaluation

As stated in Standard I.A and Standard I.B, the College collects and uses a wide variety of assessments of student learning and evaluations of student achievement in its program review and planning processes. In addition, the College reports matters of academic quality to appropriate constituencies, including current and prospective students, faculty and staff, and the public, through published reports, both print and online, as noted in the table above. Through the website analysis project that is underway (described in Standard I.C.1), the College will be improving its website navigation, providing better access to these reports.

## I.C.4.

## The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

### Evidence of Meeting the Standard

The *College Catalog* contains the complete listing and description of all degrees and certificates.[[176]](#footnote-176) Every discipline section contains a description of the degree or certificate available, a list of requirements to fulfill that specific degree, and the program-level student learning outcomes. This information is reviewed every year by program members to ensure accuracy and currency. In addition to the *Catalog*, all AA-T degrees have a pamphlet that is available throughout the campus which describes the degree/program requirements. The institution assures that the *Catalog* information is accurate through the review process described in 1C.1. The *Catalog* is available online to all students regardless of the mode of delivery of the class[[177]](#footnote-177).

### Analysis and Evaluation

The College describes the purpose, content, course requirements and expected learning outcomes for its certificates and degrees in the *College Catalog*. The *Catalog* is available both in print and online.

## I.C.5.

## The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

### Evidence of Meeting the Standard

Board Policies and Administrative Procedures provide an important mechanism to fulfill our mission. Moorpark College has a formal process to review its policies and procedures in a manner that is participatory and transparent in order to ensure integrity in all programs, services, and processes. Board Policies (BP’s) and Administrative Procedures (AP’s) are updated on a five-year cycle. Moorpark College is represented at District Committees, such as DTRW-I, DTRW-SS, DCHR, and DCAS, that regularly review BP’s and AP’s. The College representatives on these committees provide input from the Academic Senate and other appropriate constituent groups. After full committee vetting, Board Policy recommendations are forwarded to the Board of Trustees for approval (and Administrative Procedures are informational). Revised Administrative Procedures are implemented immediately, and are added to the *College* *Catalog* or *Catalog* addendum as appropriate.

The College reviews publications including the College *Catalog* and College website to ensure integrity. As discussed in 1C.1 the annual College review ensures that the information provided to the public is accurate. The description of the mission, programs and services is thus reviewed and updated annually.

The schedule of classes is provided electronically through the website. All changes to the schedule are immediately available to the public.

### Analysis and Evaluation

Moorpark College procedures and publications are reviewed on a regular cycle to ensure accuracy and currency. The review and discussions take place in a variety of College standing committees, College councils, and District committees. This process ensures transparency and campus inclusion, while also ensuring consistency across the District as appropriate to best support students. BP’s and AP’s are reviewed on a regular five-year cycle, the *College Catalog* is reviewed annually, and the College website is currently implementing an annual review cycle to align with the *College* *Catalog* review.

## I.C.6.

## The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

### Evidence of Meeting the Standard

The College website is the main source of information for current and prospective students in regards to total cost of education. Tuition and fees are listed on the College Information pages on student registration requirements and processes[[178]](#footnote-178). The Financial Aid Office provides detailed information on the total cost of education, meeting the requirements of Title IV, including links to Gainful Employment information and cost information for each of our Career Technical Education Certificates[[179]](#footnote-179); it does this through website information, Financial Aid TV online videos, and through workshops hosted by Financial Aid staff[[180]](#footnote-180). The College Bookstore’s searchable database allows students to see the prices for required and optional textbooks (new, used and rented) for their upcoming courses[[181]](#footnote-181).

The curriculum review process, requires course outlines to note any additional fees or instructional materials associated with the course (see Standard II for full description of the curriculum process). Any additional fees for a course are noted both in the *Course* *Catalog* and in the online schedule of classes that students use to register[[182]](#footnote-182).

### Analysis and Evaluation

The College accurately informs current and prospective students regarding the total cost of education. The webpages for Financial Aid, Registration, Gainful Employment, and the College Bookstore provide current cost information for our students and prospective students. These webpages are carefully monitored and updated so that the students have the most up-to-date and accurate information.

## I.C.7.

## In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

### Evidence of Meeting the Standard

The VCCCD Board of Trustees has approved a policy on academic freedom. Board Policy 4030 was updated in spring 2013[[183]](#footnote-183) and is published in the *College Catalog*[[184]](#footnote-184). The Academic Senate’s statement of support for academic freedom can be found in the *Faculty Handbook,* and is includedin the *American Federation of Teachers Collective Bargaining Agreement[[185]](#footnote-185)*. The *Faculty Handbook* is posted on the Faculty Resource page on the College website. All faculty and students are covered under the same Board policies regardless of the mode of delivery of the class. The Academic Senate has also adopted a Faculty Code of Ethics, published on the Academic Senate webpage. The *College Catalog* also includes a Student Code of Conduct.[[186]](#footnote-186)

### Analysis and Evaluation

Moorpark College values academic integrity and supports academic freedom and the responsibility to ensure a safe, open dialogue during campus and classroom discussions. The College communicates college standards for student conduct and academic honesty in the College *Catalog*. Board Policy 4030 on Academic Freedom is current and included on the College website and in the *College Catalog*.

## I.C.8.

## The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

### Evidence of Meeting the Standard

District Board Policy 5500, reviewed and updated in 2014,[[187]](#footnote-187) addresses student conduct and honesty. The Board Policy is available on the District website for reference by the general public and is published in print and online in the *College Catalog*. The *College Catalog* also includes a statement of the College definition of and position on academic dishonesty[[188]](#footnote-188). In the *Faculty Handbook*, faculty are encouraged to include a statement on academic dishonesty in their syllabus[[189]](#footnote-189). The *College Catalog* explains the Student Discipline Procedures[[190]](#footnote-190) resulting from student misconduct.

The College has a mechanism for informing and enforcing its policies on academic honesty. The College has a well-established Behavioral Intervention Team (BIT) which includes a Dean, the Health Center Coordinator, a member of Campus Security, and a faculty member; as of fall 2014 an additional faculty member joined the team[[191]](#footnote-191). This team processes formal grievances and addresses student disciplinary issues. The Behavioral Intervention Team has streamlined the reporting of issues by creating an electronic form which allows faculty to report student conduct violations online and provide all evidence in electronic format[[192]](#footnote-192).

In order to verify student identity, the District requires that students use a secure student username and password. They are required to change this every 180 days to continue logging into the College portal system. From the portal, students can access their online, hybrid, and/or web-enhanced courses. To help eliminate plagiarism, the College provides faculty with a subscription to Turnitin.com. According to District Policy and Administrative Procedure 4105: [[193]](#footnote-193)

*The Chief Instruction Officer shall ensure the institution utilizes one or more of these methods to authenticate or verify student identity:*

* *Secure login and password to enable authenticated access to student information and course management system.*
* *Proctored examinations.*
* *New or other technologies and practices which are effective in verifying student identification.*

### Analysis and Evaluation

District BP 5500 clearly states the District policy on student conduct and academic honesty. The College publishes well-defined policies and procedures in the *College Catalog* that promote honesty, responsibility, and academic integrity, and outline the steps for student misconduct and student grievances. The College follows these procedures when handling specific cases, and ensures that students are informed of the procedures and their rights throughout the process.

## I.C.9.

## Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

### Evidence of Meeting the Standard

Several documents make clear the College’s commitment to professional conduct in the classroom. District Policy and Administrative Procedure 7205[[194]](#footnote-194) states that faculty “Do not allow their private interests, whether personal, financial, or of any other type, to conflict or appear to conflict with their work-related duties and responsibilities.” VCCCD Board Policy 4030 states that “the primary purpose of a College exploration of ideas is to promote the exploration of ideas and the discovery and dissemination of knowledge and understanding.”[[195]](#footnote-195) The *Faculty Handbook* states that a faculty member is “entitled to freedom in the classroom in discussing his or her subject, but should be careful not to introduce into the teaching controversial matter which has no relation to the subject.” Through New Faculty Orientation, all faculty are made aware of their responsibility to present information in a fair and objective way in the classroom[[196]](#footnote-196). In addition, the Academic Senate’s Statement of Professional Ethics reinforces the Board Policy: “In communicating our knowledge to students, we accept an obligation to do so with self- discipline, good judgment, and intellectual honesty.”[[197]](#footnote-197) The faculty evaluation process ensures that the College is meeting this expectation.

### Analysis and Evaluation

BP 4030 and AP 7205 were thoroughly discussed by the College during their most recent review and update. To ensure understanding and reinforce the importance of distinguishing between personal conviction and professionally accepted views, all new faculty receive training on this topic as part of the New Faculty Orientation Curriculum.

## I.C.10.

## Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

### Evidence of Meeting the Standard

The College does not seek to instill specific beliefs or world views in students, faculty, or staff. However, the College does have specific codes of conduct for employees and students and the *Faculty Handbook* references the Right of Advocacy and Free Expression[[198]](#footnote-198). The Student Code of Conduct is published in the *College Catalog[[199]](#footnote-199)*. The Employee Code of Ethics (BP 7205), reviewed by the District every five years, is found in the *VCCCD Administrative Procedures Manual* and is located on the District website[[200]](#footnote-200).

### Analysis and Evaluation

Moorpark College does not seek to instill specific beliefs or world views in students, faculty, or staff.

## I.C.11.

## Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

### Evidence of Meeting the Standard

Moorpark College does not offer classes in foreign locations.

## I.C.12.

## The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

### Evidence of Meeting the Standard

Moorpark College demonstrates integrity and transparency it its relationship with the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and with other external agencies. In its last comprehensive accreditation visit in fall 2010[[201]](#footnote-201), the Commission found seven District recommendations and four College recommendations[[202]](#footnote-202). In this last comprehensive visit, the College received full accreditation. In the following year (2012), based upon the District recommendations, the College was placed on probation. Each of the District recommendations was addressed to the satisfaction of the Commission in 2013 probation was removed and full accreditation was reaffirmed[[203]](#footnote-203). The Midterm Report submitted in October 2013[[204]](#footnote-204) was accepted by the Commission in February 2014[[205]](#footnote-205)**.** A required report on the status of Student Learning Outcomes was completed in 2012[[206]](#footnote-206), with the College demonstrating Proficiency Level for SLO assessment as required by the Commission at that time. Correspondence between the two organizations is posted on the College website via an accreditation link found on the homepage[[207]](#footnote-207). Additional reports as required by the ACCJC, such as curriculum changes[[208]](#footnote-208) and Distance Education Substantive Change[[209]](#footnote-209) reports, have been completed in a timely manner.

The College maintains an accreditation webpage with reports and communication from the ACCJC. The accreditation webpage informs the public of its current accreditation status and any changes during the previous accreditation cycle.

### Analysis and Evaluation

As evidenced through the interactions between Moorpark College and the Accrediting Commission for Community and Junior Colleges (ACCJC), the College complies in a timely manner with Eligibility Requirements; Accreditation Standards; Commission policies, guidelines, and requirements for public disclosure; institutional reporting; team visits; and prior approval of substantive changes.

## I.C.13.

## The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

### Evidence of Meeting the Standard

The College complies with all federal and state requirements, and observes local ordinances and regulations as they apply to State public institutions. The College complies with all external agencies in the following manner:

* USDA Zoo accreditation for Exotic Animal and Management Program[[210]](#footnote-210)
* California State Board of Registered Nursing (BRN) and Accreditation Commission for Education in Nursing (ACEN) formerly NLNAC [[211]](#footnote-211)
* UCLA Honors Accreditation[[212]](#footnote-212)
* Joint Review Committee of Education for Radiologic Technology (JCERT)[[213]](#footnote-213)
* National Association for the Education of the Young Child Accreditation for the Child Development Center.[[214]](#footnote-214)

The College is in compliance with the federal and state regulations found in the Eligibility Requirements (in the Introduction of this Self-Evaluation). Examples of compliance include:

* The Financial Aid program responds in a timely manner to all reports and requests by the U.S. Department of Education to comply with federal Title IV regulation that affect financial aid. [[215]](#footnote-215)
* Moorpark College complies with all rules and regulations of the California Community College Athletic Association (CCCAA).[[216]](#footnote-216)
* Categorical programs (EOPS/CalWORKS/DSPS/SSSP and Student Equity) submit annual expenditure reports.[[217]](#footnote-217)
* Moorpark College submits annual accreditation reports to ACCJC.[[218]](#footnote-218)

### Analysis and Evaluation

As evidenced through the interactions between Moorpark College and the agencies listed above, the College demonstrates honesty, integrity, and compliance with regulations and statutes.

## I.C.14.

## The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

### Evidence of Meeting the Standard

Moorpark College is a non-profit organization that provides high-quality education to members of the surrounding communities and to more distant students electing to complete online courses and programs. The College strategic goals focus on student achievement, as defined in the Mission Statement, which was updated in 2015.[[219]](#footnote-219) This focus is clearly articulated in our foundational documents such as the *Educational Master Plan* and related *Facilities Plan*, *Strategic Plan* and other action plans.

Through the Mission and foundational documents, the College has a clear focus and can demonstrate that the decisions made by instructional, business service, and student service programs support the mission. The College focus is on promoting student success through the integration of instruction and student services (2A). The program planning process is institutionalized to promote reflection and program self-assessment and evaluation as the foundation for future planning (1B.5). The College has created a clear, ongoing approach to assuring that learning outcomes are assessed and discussed at all levels (course, program, general education, and institutional).

The College Foundation is designated to receive donations from individuals, corporations, and foundations to support student retention and success through scholarships or grants. The majority of these funds support educational scholarships. By awarding an estimated $250,000 of internal and external scholarships or grants annually, the Foundation broadens the educational opportunities of students. In 2015, the College implemented the online scholarship and grants application (NextGen). [[220]](#footnote-220)

The Foundation also supports College academic program fundraising efforts, such as the annual Exotic Animal and Management Training “Boo at the Zoo”. [[221]](#footnote-221)Proceeds from this event help offset the costs associated with the instructional zoo facility, which allows hands-on educational experience for the students.

The College’s partnership with outside agencies such as Barnes and Noble are entered into only when it is ultimately beneficial to our students[[222]](#footnote-222). This partnership offers students far wider access to cost savings on textbooks than the College was able to provide when it ran the bookstore independently. Barnes and Noble’s purchasing power gives students access to textbook rental options, as well as lower prices.

### Analysis and Evaluation

Moorpark College is a non-profit organization that provides high-quality education; as such, the College does not generate financial returns for investors, contribute to a related or parent organization, or support external interests. Any contracts or financial arrangements, such as MOUs for dual enrollment or University programs on the College campus, are approved by the College president and the VCCCD Business Services department.

Moorpark College’s commitment to high-quality education, student achievement, and student learning are paramount. The College Mission and strategic goals focus on student achievement, and are clearly articulated in College foundational documents such as the *Educational Master Plan* and related *Facilities Plan* and *Strategic Plan*, and other action plans.

1. Pg. 10-waiting for PDF [↑](#footnote-ref-1)
2. 1A-02 Screenshot of College Mission [↑](#footnote-ref-2)
3. Institutional Effectiveness Report 2015 pg. 5-waiting for PDF [↑](#footnote-ref-3)
4. VCCCD Decision-Making Handbook pg. 4-waiting for PDF; screen of District Mission-waiting [↑](#footnote-ref-4)
5. 1A-05 Emails regarding District Mission; Notes from Y’all Come on the Mission [↑](#footnote-ref-5)
6. 1A-06\_07.14.15BoTAgenda [↑](#footnote-ref-6)
7. BOT minutes for MOORPARK mission approval TBA [↑](#footnote-ref-7)
8. Should there be A LIST OF DEGREES AND CERTS FROM THE COLLEGE CATALOG? – I asked MT for this [↑](#footnote-ref-8)
9. Sept. 2015 DE Meeting Minutes [↑](#footnote-ref-9)
10. 1A-10\_DE minutes [↑](#footnote-ref-10)
11. Page 6-waiting for PDF [↑](#footnote-ref-11)
12. 1A-10\_V.E.T.S. Program Moorpark College Visit May 7th 2015; 1A-10\_VeteransOrientation [↑](#footnote-ref-12)
13. 1A-13\_ Veterans Day Social Flier; 1A-13\_Foster Youth; 1A-13\_Agenda 9-9-15; 1A-13\_Thanksgiving; 1A-13\_Guardian Scholar Flyer; 1A-13\_Veterans Center Grand Opening\_Internal; 1A-13\_ThousandOaks; 1A-13\_Summer Enrollment; 1A-13\_Speical Admin; 1A-13\_TOAD; 1A-13\_FastFacts\_Final 1A-13\_MC-mall handoutHS [↑](#footnote-ref-13)
14. Three year summary of Strategic Plan Accomplishments (Lori will email) [↑](#footnote-ref-14)
15. Need screen shot once changes have been made [↑](#footnote-ref-15)
16. 1A-16\_MC\_Strategic\_Plan\_2013-2016; 1A-16\_FINAL 2015 MC Equity Plan; 1A-16\_Enrollment\_Man\_Plan\_2013-2016; 1A-16\_mc\_strategic\_tech\_plan\_2012\_fina [↑](#footnote-ref-16)
17. 1A-15\_IER2014; 1A-15\_IER2010 [↑](#footnote-ref-17)
18. 1A-16\_Scorecard; 1A-16\_ScorecardHistorical [↑](#footnote-ref-18)
19. Waiting for Screenshot of Alliance website [↑](#footnote-ref-19)
20. Student Equity Data and DE Success Rates Data Reports NEEDED - lisa [↑](#footnote-ref-20)
21. Student Survey Examples and CSSEE survey analysis NEEDED - lisa [↑](#footnote-ref-21)
22. 1A-22\_15-16 SSSP Program Plan [↑](#footnote-ref-22)
23. 1A-16\_FINAL 2015 MC Equity [↑](#footnote-ref-23)
24. Sample Program Plans NEEDED - lisa [↑](#footnote-ref-24)
25. EMP Addendum Report NEEDED – asked Lori [↑](#footnote-ref-25)
26. [NEED TO PROVIDE A LIST OF ALL the INSTRUCTIONAL PROGRAMS AS WELL AS the SERVICE PROGRAMS, AND SHOULD INDICATE WHICH OF THESE ARE AVAILABLE ONLINE.] Get from the DE substantive change doc – asked Lee/Lori [↑](#footnote-ref-26)
27. NEED Acad Senate Agenda regarding IEP Goals 01/19/2016, 1A-26\_ISS\_2015\_2\_24 and then the Agenda for Student Success and Equity Committee for when they discuss IEP Goals in Spring 2016 – asked Mary and Lisa [↑](#footnote-ref-27)
28. See Making Decisions at Moorpark College at Moorpark College [↑](#footnote-ref-28)
29. 1A-19\_making\_decisions\_at\_moorpark\_college\_2015-2017\_final [↑](#footnote-ref-29)
30. 1A-20\_ASC Official Tally FacPrior F15; 1A-20\_Faculty Prioritization Assumptions 10.21.14; 1A-20\_Copy of 201507 Fall Faculty Workloads; 1A-20\_ASC\_2015\_09\_29\_Agenda; 1A-20\_ASC\_2014\_11\_04\_Minutes; 1A-20\_2013 Fall Program Planning Data; 1A-20\_TRAWGrubric; 1A-28\_TRAWG Committee Responsibilities\_Approved 4\_8\_15; 1A-28\_FRAWG Committee Responsibilities-REVISED 2-4-15; 1A-28\_CTEA; 1A-29\_Application Scoring Sheet Funding Rec to VP Council 2015-2016 [↑](#footnote-ref-30)
31. 1C-21\_DE\_Minutes DRAFT 10.13.15 [↑](#footnote-ref-31)
32. Substantive change document in support of DE – wait for final from Lori [↑](#footnote-ref-32)
33. List of online SS resources [↑](#footnote-ref-33)
34. 1A-23\_6 Year College Planning updated 8 9 2015; Agendas from Mission Review Taskforce [↑](#footnote-ref-34)
35. 1A-33\_6\_year\_college\_planning\_updated\_1\_30\_16. [↑](#footnote-ref-35)
36. 1A-24\_Fall2013Mission;1A-24\_Fall2013Mission**;**  1A-24\_FallFlingAgenda2014; 1A-24\_Fall Fling Attendees List Oct 7, 2011; 1A-24\_Final Head Count\_Fall Fling 2014 [↑](#footnote-ref-36)
37. 1B-01\_EdCapAgenda\_42815;1B-1\_EdCapMinutes\_42815**;** 1B-2\_FCAP\_TCAP Agenda September 3 2014 [↑](#footnote-ref-37)
38. 1B-02\_SSminutes [↑](#footnote-ref-38)
39. 2012 Math SLO meeting [↑](#footnote-ref-39)
40. 1B-04\_2010-09-27 SSC Agenda-annotated;1B-4\_2015-02-10 SSC AgendaRetreat [↑](#footnote-ref-40)
41. 1B-05\_AcademicSenateMinutesApril 20 2010: Example of how the campus structures its dialogue through different governance committees; 1B-5\_AcademicSenateApprovalSSE; 1B-5\_ClassifiedSenate5213 **;** 1B-5\_ClassifiedSenate41411 [↑](#footnote-ref-41)
42. 1B-06\_AssociatedStudents82414 ; 1B-6\_AssociatedStudent32515 [↑](#footnote-ref-42)
43. Sept. 25, 2015 minutes from DE; 1B-7\_curriculum\_minutes [↑](#footnote-ref-43)
44. November 2015 minutes [↑](#footnote-ref-44)
45. 1B-09\_2014-15\_equity\_plan\_worksheet; NEED MINUTES ONAPPROVAL from SENATE AND BOARD [↑](#footnote-ref-45)
46. 1B-10\_TownhallBudget: Example of how the campus structures its dialogue to inform the surrounding community; 1B-10\_Town HallReminderBudget [↑](#footnote-ref-46)
47. 1B-11\_TownHallAccreditation [↑](#footnote-ref-47)
48. 1B-12\_Y'llComeMission2-11-15: Agenda for Y’All Come on the Mission updates [↑](#footnote-ref-48)
49. 1B-13\_Y'AllComeCTE: Update to the campus on the state of our CTE programs, courses, and certificates [↑](#footnote-ref-49)
50. 1B-14\_Y'All ComeSLOs [↑](#footnote-ref-50)
51. 1B-15\_YallcomeReminders [↑](#footnote-ref-51)
52. 1B-16\_FacultyStaffSurvey2012 [↑](#footnote-ref-52)
53. 1B-17\_FallFlex2015; [↑](#footnote-ref-53)
54. 1B-18\_FallFlingAttendees2014 [↑](#footnote-ref-54)
55. 1B-19\_FFStrategicPlan2012; 1B-19\_FFStrategicObjectives; 1B-19\_FFObjective3;1B-19\_FFObjective4: PPT slide the process that the college will undertake to ensure the campus community understands the volatility and the stability factors in the budgeting process; 1B-19\_FF\_ILOs2012: Recognition of our ILOs and the understanding of how courses (instructional) and services (non-instructional) are integral parts of the ILOs. [↑](#footnote-ref-55)
56. 1B-20\_PP\_EOPS2014-2015; 1B-20\_PP\_History2014-2015; 1B-20\_PP\_Math 2014-2015 [↑](#footnote-ref-56)
57. Packet of program eval sheet [↑](#footnote-ref-57)
58. Evidence from Jerry and Letrisha [↑](#footnote-ref-58)
59. Evidence for SSE [↑](#footnote-ref-59)
60. 1B-25\_VCCCD agenda; 1B-25\_Training Needs Assessment\_OC\_2013 Counseling 4.25.14; 1B-25\_Training Needs Assessment\_OC\_2013 EOPS CARE [↑](#footnote-ref-60)
61. 1B-26\_VCCCDArticulationComparableList; 1B-26\_VCCCDDiscrepencyList; [↑](#footnote-ref-61)
62. EVP question summary from Program Plan meetings. [↑](#footnote-ref-62)
63. 1B-31\_SLOpositionAnnc; 1B-15\_SLOposition [↑](#footnote-ref-63)
64. 1B-30\_FacDev\_SLOs2011\_12 [↑](#footnote-ref-64)
65. 1B-32\_Moorpark\_College\_SLO\_Assessment\_Cycle-1; 1B-32\_ASC\_Minutes\_2012\_10\_16 [↑](#footnote-ref-65)
66. NEED CURRICULUM CYCLE/CALENDAR [↑](#footnote-ref-66)
67. NEED COPIES OF STUDENT SERVICE SATISFACTION SURVEY AND REPORT OF RESULTS [↑](#footnote-ref-67)
68. NEED COPIES OF RESEARCH REQUEST INSTRUCTIONS FROM SHARON MANAKAS [↑](#footnote-ref-68)
69. NEED COPIES OF EMAIL CONVERSATIONS WITH JOHN DOBBINS TO LISA PUTNAM [↑](#footnote-ref-69)
70. NEED COPIES OF ROBERT’S MEETING NOTES [↑](#footnote-ref-70)
71. WE NEED EVIDENCE OF THIS WORK [↑](#footnote-ref-71)
72. WE NEED EVIDENCE OF THIS [↑](#footnote-ref-72)
73. We need evidence of this [↑](#footnote-ref-73)
74. 1B-33\_SurveyonBlogWkshop Fall 2013 Flex week materials. 1B-33\_SurveyonCCCConfer; 1B-33\_Coffeebreak2010; 1B-33\_CoffeeBreak2011; 1B-33\_IT\_PD Offerings 2014; 1B-33\_IT\_Training Record 12-13 [↑](#footnote-ref-74)
75. 1B-34\_DEaddendum [↑](#footnote-ref-75)
76. Draft of Best Practices document [↑](#footnote-ref-76)
77. Minutes from October 2015 [↑](#footnote-ref-77)
78. 1B-37\_DEPD2015 [↑](#footnote-ref-78)
79. NEED EVIDENCE (Oct. 2015) [↑](#footnote-ref-79)
80. NEED SCREEN SHOT (Oct. 2015) [↑](#footnote-ref-80)
81. NEED EVIDENCE [↑](#footnote-ref-81)
82. NEED EVIDENCE [↑](#footnote-ref-82)
83. NEED EVIDENCE [↑](#footnote-ref-83)
84. Creation of SLO committee documentation [↑](#footnote-ref-84)
85. 1B-29\_SLOMap\_Arth11; 1B-29\_SLOMap\_Arth10 [↑](#footnote-ref-85)
86. <http://www.moorparkcollege.edu/departments/administrative/institutional-effectiveness-office/institutional-effectiveness-reports> [↑](#footnote-ref-86)
87. 1B-38\_EdCAP\_InstSet [↑](#footnote-ref-87)
88. 1B-39\_SenateMinutes [↑](#footnote-ref-88)
89. Need BOT minutes [↑](#footnote-ref-89)
90. WHEN WAS THIS Y’ALL COME???? [↑](#footnote-ref-90)
91. NEED AGENDA FOR FALL FLING 2015 – check to make sure we DID discuss these here [↑](#footnote-ref-91)
92. NEED minutes from January 26, 2016 meeting [↑](#footnote-ref-92)
93. NEED MINUTES FROM THESE DISCUSSIONS (Jan 19, 2016 Senate and Jan EdCAP meeting and Jan Student Success Committee) CONFIRM the GOALS after all the meetings take place in February. [↑](#footnote-ref-93)
94. Pages 24-35-waiting for PDF [↑](#footnote-ref-94)
95. Need copy of 2016 DE Substantial Change Report [↑](#footnote-ref-95)
96. Waiting PDF of MDD pg.35 [↑](#footnote-ref-96)
97. Waiting for PDF MDD pg. 35 vs. IER pg. 5 which Triangle do we use??? [↑](#footnote-ref-97)
98. PDF IER pg.5 [↑](#footnote-ref-98)
99. 1B-46\_Fall Flex 2015;1B-46\_PDEquity\_Oct2015 [↑](#footnote-ref-99)
100. 1B-46\_ProductiveyEcon; 1B-46\_ProductiveyPhil [↑](#footnote-ref-100)
101. Excel sheets for academic, business services and student services (waiting for email from Lisa) [↑](#footnote-ref-101)
102. 1B-49\_Journalism PPlan Industry Demand\_01 ; 1B-49\_Journalism PPlan Industry Demand\_02; 1B-49\_FTVM PPlan Industry Demand\_01; 1B-49\_FTVM PPlan Industry Demand\_02; 1B-49\_THA PPlan Industry Demand\_01; 1B-49\_THA PPlan Industry Demand\_02; 1B-49\_THA PPlan Industry Demand\_03 [↑](#footnote-ref-102)
103. Screenshots from TracDat Program Plan OUTCOMES from academic, business services and student services; SLO results report (from Lisa) [↑](#footnote-ref-103)
104. Sample program plans [↑](#footnote-ref-104)
105. Waiting for response from department chairs [↑](#footnote-ref-105)
106. Summary of eval sheets from Lori; examples of questions asked for last few years [↑](#footnote-ref-106)
107. Waiting for PDF pg. 24-25 [↑](#footnote-ref-107)
108. 1B-54\_fpc\_classifiedpositioncriteria\_2015-16; 1B-54\_frawg\_resource\_requests\_15-16; 1B-54\_FPC\_VotingTotalsPerPosition\_12-13; B-54\_FT Faculty request2013; 1B-54\_fpc\_votingtotalsperposition\_15\_16\_0; 1B-54\_ResourceRequests3-12; 1B-54\_2015-16 Faculty Requests\_10.22.14; 1B-54\_2015-16 List of Faculty Requests; 1B-54\_2015\_16\_resource\_requests\_smart\_classrroom; 1B-54\_2015\_16\_resource\_requests\_priorities; 1B-54\_2013-14\_Classified\_Prioritization\_Ranking\_Totals\_-\_FINAL; 1B-54\_2013\_Classified\_Resources [↑](#footnote-ref-108)
109. October 2015 [↑](#footnote-ref-109)
110. Evidence: minutes from past several years? [↑](#footnote-ref-110)
111. CTE Meeting Minutes from January 28, 2016 [↑](#footnote-ref-111)
112. Screen shots of IER 2015 pgs.?? ; Equity Plan pgs? (lisa) [↑](#footnote-ref-112)
113. 1B-57\_2014\_equity\_plan; **2015**—planning pages. [↑](#footnote-ref-113)
114. Success and Equity data; Need PPs that are good examples [↑](#footnote-ref-114)
115. NEED LIST OF RECENT EQUITY PROFESSIONAL DEVELOPMENT ACTIVITIES going back 2 to 3 years [↑](#footnote-ref-115)
116. NEED EVIDENCE of these venues [↑](#footnote-ref-116)
117. Minutes from both [↑](#footnote-ref-117)
118. 1B-60\_FallFlingAgenda2014; 1B-60\_2014 Fall Fling Mission\_Values Update; 1B-60\_2015 Fall Fling Mission Final [↑](#footnote-ref-118)
119. Need evidence from Lori [↑](#footnote-ref-119)
120. FMP Plan needed [↑](#footnote-ref-120)
121. Need evidence from Lori [↑](#footnote-ref-121)
122. 1B-63\_EdCAP2012 [↑](#footnote-ref-122)
123. 1B-64\_EdCAP2013 [↑](#footnote-ref-123)
124. 1B-65\_EdCAP2014; 1B-65\_MDD EdCAP extract from 2013-14 [↑](#footnote-ref-124)
125. 1B-66\_TCAP\_FCAP\_Proposed\_Membership\_Changes; 1B-66\_MDD FacTec CAP extract from 2013-15 [↑](#footnote-ref-125)
126. 1B-67\_PD2014; 1B-67\_PD2015; 1B-67\_PDhandout2015 [↑](#footnote-ref-126)
127. Need Success data from some disciplines other than SS [↑](#footnote-ref-127)
128. Oct 2015 minutes [↑](#footnote-ref-128)
129. 1B-69\_SmartThinking\_usage\_9-1-2015; LIBRARY, Counseling? [↑](#footnote-ref-129)
130. NEED EVIDENCE OF THIS [↑](#footnote-ref-130)
131. Evidence: minutes from past several years? [↑](#footnote-ref-131)
132. 1B-70\_SCStudentProfile2012; Waiting for PDF up most up to date IER website; PDF of Student Snapshot [↑](#footnote-ref-132)
133. Waiting screenshot of the SLO website; waiting PDF of Gainful Employ web; 1B-72\_2013\_SLOs\_Photography; 1B-72\_CurricunetSLOs [↑](#footnote-ref-133)
134. 1B-71\_CCSEE2012; 1B-71\_CCSEE2014 [↑](#footnote-ref-134)
135. 1B-75\_Business\_measures; 1B-75\_2012-13\_Bus\_Srvs\_Survey\_Results [↑](#footnote-ref-135)
136. PP productivity Data pull need from Lisa [↑](#footnote-ref-136)
137. Need example from CTE PPs [↑](#footnote-ref-137)
138. Need PDF of the ‘Use of Outcome Results’ section on the program plans [↑](#footnote-ref-138)
139. Need screenshot of SLOs in the TracDat [↑](#footnote-ref-139)
140. Need example of more productivity data [↑](#footnote-ref-140)
141. NEED SCREEN SHOT OF I.R. WEBSITE WITH ALL THE INST. EFF. REPORTS POSTED. [↑](#footnote-ref-141)
142. Need minutes from advisory meeting reporting out info [↑](#footnote-ref-142)
143. Need example of this [↑](#footnote-ref-143)
144. Waiting for SC of the VCCCD EIR [↑](#footnote-ref-144)
145. Waiting for PDF [↑](#footnote-ref-145)
146. 1B-85\_20145AugFlexWeek [↑](#footnote-ref-146)
147. Screen shot of resource request page from TracDat [↑](#footnote-ref-147)
148. 1B-87\_FPC\_VotingTotalsPerPosition\_12-13; 1B-87\_2013-14\_Classified\_Prioritization\_Ranking\_Totals\_-\_FINAL;; 1B-87\_fpc\_votingtotalsperposition; 1B-87;\_2013\_Classified\_Resources; 1B-67\_Classified\_Hiring\_2013\_14; 1B-87\_2015-16 List of Faculty Requests; 1B-87\_FT Faculty request2013; 1B-87\_ResourceRequests3-12-14; 1B-87\_frawg\_resource\_requests\_15-16; 1B-87\_2015\_16\_resource\_requests\_priorities\_-\_new\_requests [↑](#footnote-ref-148)
149. 1B-88\_FPC\_ClassifiedPositionCriteria\_2013-14; 1B-88\_FPC\_ClassifiedPositionCriteria\_2012-2013; 1B-88\_Faculty Prioritization Assumptions 10.21.14; 1B-88\_Faculty Prioritization Assumptions; 1B-88\_trac\_criteria [↑](#footnote-ref-149)
150. 1B-89\_PPR\_Counseling\_meeting; 1B-89\_PPR\_History\_meeting; 1B-89\_PPR\_SBO\_Fiscal\_meeting [↑](#footnote-ref-150)
151. Eval sheets [↑](#footnote-ref-151)
152. 1B-91\_2013-14\_Program\_Status\_Report; 1B-91\_2014\_15\_Program\_Eval\_Memo [↑](#footnote-ref-152)
153. 1B-92 MC Strategic Plan [↑](#footnote-ref-153)
154. Making Decisions at Moorpark College Document [↑](#footnote-ref-154)
155. Get integrated budget spreadsheet from Pat—Oct 30th. [↑](#footnote-ref-155)
156. 1C-01\_ Catalog Update Deadline FEB. 7, 2014; 1C.01\_Catalog Update Deadline FEB. 7, 2014\_ Appendices; 1C-01\_Catalog Update Deadline FEB. 7, 2014\_ Glossary; 1C-01\_Catalog Update Deadline FEB. 24, 2014; [↑](#footnote-ref-156)
157. 1C-02\_MC\_2013-2014\_CATALOG\_ADDENDUM\_9.30.13; 1C-02\_.MC\_2013-2014\_CATALOG\_ADDEND [↑](#footnote-ref-157)
158. Screenshots of various pages [↑](#footnote-ref-158)
159. .\* add link to new program pages. [↑](#footnote-ref-159)
160. Drupal approval screenshot [↑](#footnote-ref-160)
161. Get samples for evidence. [↑](#footnote-ref-161)
162. \*Evidence: EOPS, EATM, Scholarship. [↑](#footnote-ref-162)
163. Evidence: Handbooks!!, Performing Arts information, Planning documents, district process information (such as parking passes), annual security report, and quick links to frequently used electronic systems and documents. Evidence - screenshots. [↑](#footnote-ref-163)
164. NEED LINK TO NEW VIDEOS ONCE IT IS LIVE [↑](#footnote-ref-164)
165. NEED LINK TO THE LAST FEW ADDENDUMS [↑](#footnote-ref-165)
166. NEED COPY OF STUDENT SERVICE SYLLABI FOR THE LAST FEW YEARS [↑](#footnote-ref-166)
167. Screenshot of Mission pg. 11 [↑](#footnote-ref-167)
168. Example of PLOs [↑](#footnote-ref-168)
169. Screenshots [↑](#footnote-ref-169)
170. Need table created that shows ERs and page numbers from catalog [↑](#footnote-ref-170)
171. Screenshot of appendix [↑](#footnote-ref-171)
172. Screenshot of addendum [↑](#footnote-ref-172)
173. Pg. 43-44 [↑](#footnote-ref-173)
174. 1C-13\_SCStudentProfile2012; **Waiting for PDF up most up to date IER website; PDF of Student Snapshot**

**Waiting screenshot of the SLO website; waiting PDF of Gainful Employ web;** 1C-13\_2013\_SLOs\_GEO; 1C-13\_CurricunetSLOs [↑](#footnote-ref-174)
175. 1C-14\_2013\_SLOs\_GEO; 1C-13\_CurricunetSLOs; 1C-14\_CCSEE2012; 1C-14\_CCSEE2014 [↑](#footnote-ref-175)
176. \*Evidence: Catalog page 49? pdf [↑](#footnote-ref-176)
177. 1C-15\_VCCCD portalSC [↑](#footnote-ref-177)
178. Need ScreenShot; workshops that we offer to help students understand [↑](#footnote-ref-178)
179. Screenshots of Financial Aid page [↑](#footnote-ref-179)
180. 1C-19\_GetSAP Custom Videos 093015; 1C-19\_Case Studies 093015; 1C-19\_Questions 093015 [↑](#footnote-ref-180)
181. IC-20\_bookstore; 1C-20\_Bookstore2; 1C-20\_Bookstore3 [↑](#footnote-ref-181)
182. 1C-21\_Material Fees List 2015, 1C-21\_NSM01L Materials Fees Catalog, 1C-21\_RADTM10AL Material Fees, 1C-21\_RADTM10AL Material Fees, 1C-21\_NSM01L Materials [↑](#footnote-ref-182)
183. 1C-22\_BP4030 [↑](#footnote-ref-183)
184. Screenshots of each [↑](#footnote-ref-184)
185. 1C-24\_AFT Contract-Article 12-Evaluation; NEED REVISED FACULTY HANDBOOK [↑](#footnote-ref-185)
186. (see pg 268-280, 276, 285 in catalog) [↑](#footnote-ref-186)
187. 1C-25\_-BP 5500 [↑](#footnote-ref-187)
188. Screenshot [↑](#footnote-ref-188)
189. **NEED MORE RECENT FACULTY HANDBOOK**; 1C-27\_Syllabus example; 1C-27\_WelcomeBackLetter academic honesty [↑](#footnote-ref-189)
190. 1C-28\_Catalog appendix VII [↑](#footnote-ref-190)
191. Emailed Pat [↑](#footnote-ref-191)
192. Need screenshot [↑](#footnote-ref-192)
193. BP/AP 4105 [↑](#footnote-ref-193)
194. 1C-32\_BP 7205 Employee Code of Ethics [↑](#footnote-ref-194)
195. 1C-33\_BP 4030 [↑](#footnote-ref-195)
196. 1C-34\_NFO\_info [↑](#footnote-ref-196)
197. 1C-35\_Statement of Ethics [↑](#footnote-ref-197)
198. **Need most recent copy of Faculty handbook** [↑](#footnote-ref-198)
199. Need screenshot [↑](#footnote-ref-199)
200. 1C-38\_BP 7205 Employee Code of Ethics [↑](#footnote-ref-200)
201. 1C-39\_2010 MC Accreditation Self Study Rpt [↑](#footnote-ref-201)
202. 1C-40\_MC\_Evaluation\_Team\_Report\_Final\_22NOV2010 [↑](#footnote-ref-202)
203. IC-41\_MC Letter from ACCJC to Reaffirm Accreditation 31JAN11; 1C-42\_Moorpark\_Action\_Letter\_2-11-13\_ProbRemoval [↑](#footnote-ref-203)
204. C-42\_Oct\_2013\_Midterm\_Report\_updated\_092013 [↑](#footnote-ref-204)
205. 1C-43\_ACCJC\_Action\_Ltr\_Moorpark\_College\_2-7-14 [↑](#footnote-ref-205)
206. 1C-44\_2012 ACCJC MC SLO Status Report [↑](#footnote-ref-206)
207. 1C-40\_ Accreditation Homepage #1; 1C-45\_ Accreditation Homepage#2 [↑](#footnote-ref-207)
208. ASK LORI [↑](#footnote-ref-208)
209. ASK LORI [↑](#footnote-ref-209)
210. 1C-48\_ moorparkeatm04-12\_USDA\_reinspection; 1C-48\_ USDA Letter 4-24-12; 1C-48\_2012 USDA Zoo Accreditation [↑](#footnote-ref-210)
211. 1C-49\_NLNAC Accreditation Final Report and MC Nursing; [↑](#footnote-ref-211)
212. 1C-50\_ TAP Report 2-9-11; 1C-50\_Response to TAP Recs.docx [↑](#footnote-ref-212)
213. 1C-51\_jrcert\_approval [↑](#footnote-ref-213)
214. 1C-52\_NAEYCAccreditationDecision [↑](#footnote-ref-214)
215. Kim K for samples? [↑](#footnote-ref-215)
216. Need evidence [↑](#footnote-ref-216)
217. Need evidence [↑](#footnote-ref-217)
218. Lisa has evidence [↑](#footnote-ref-218)
219. 1C-54\_2015 Fall Fling Mission Final-1 [↑](#footnote-ref-219)
220. \*Evidence?? [↑](#footnote-ref-220)
221. \* Evidence: sample advertisement – get from Norm/Mara. [↑](#footnote-ref-221)
222. [↑](#footnote-ref-222)