

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of meeting the Standard

The *Facilities Master Plan* outlines how the college will provide access, safety, security and a healthful environment for those who come on to the campus. In addition, several other documents guide decisions made about physical resources including federal and state laws that govern specific elements of physical resources, such as accessibility¹.

Moorpark College ensures the safety of its facilities through the hiring of qualified personnel to oversee its facilities program. In new capital construction and renovation projects, qualified firms are hired to ensure safety and access in the design and/or construction of buildings. The College must meet design, construction, health and safety standards established by the Division of State Architects (DSA) in order to ensure accessibility and safety of the building's users². DSA staff monitors and inspects all capital projects for safety and compliance with all safety regulations. All capital renovation and construction projects are assigned to the Director of Facilities, Maintenance and Operations, who may choose to hire project management staff to facilitate the completion of larger projects.

To ensure the safety of the College, the District Police Department assigns five (5) full-time police officers and 10 cadets to Moorpark College. Police coverage on campus is provided Monday through Thursday from 6:00am – 12:00am and Friday through Saturday from 7:00am and 5:00pm. This coverage is for the core hours of operations. Police Officers also provide escort services for students, faculty, and staff. In 2013, thirty-six (36) panic alarms were installed throughout the campus to provide a faster way to alert the Police Department. The college also employs an evening attendant who provides added security on campus for evening and Saturday courses. In 2014, the storage bay below the police station was modified to add a concrete drive area to make vehicular access practical for the emergency equipment vehicle.

At the 2015 Fall Fling, the College conducted a Strategic Planning session at which the college community reviewed the information from the external and internal scans, aligned priorities with the College Mission, and approved new Strategic Goals for 2016-2019. As part of this process, the College added Safety as a new Strategic Goal. The President, along with Consultation Council, will oversee the implementation of this new item and has added it as an item for discussion at monthly meetings.

The College also has a Wellness and Safety Committee, co-chaired by a faculty member and administrator. This committee is charged with identifying and addressing wellness and safety opportunities for the college. This committee was critical in the implementation of creating a smoke free campus, conducting an annual student safety survey, CPR/AED training, and updating and distributing emergency maps. The College also conducts safety related drills each semester. This not only provides training for staff but it allows the College to test its emergency response system and the associated mass notification system.

Examples of providing safe and sufficient physical resources that provide a healthful environment include:

- In 2015, to ensure accessibility to education and create an inclusive campus, the College created four (4) gender neutral bathrooms for the campus. This project also assisted our students with disabilities who require a personal aide. Previous to the addition of gender neutral bathrooms, the campus had two single stall unisex restrooms on campus and both were located on the west end of the campus making them difficult for students and aides to access them from the east end of the campus. Two of

¹ Q1: 2013 CA Building Codes: establishes safety guidelines for safety of facilities; ² CCC Chancellor's Office Facilities Planning and Utilization 2014: guidelines for hazardous substances, seismic retrofit; guidelines for five-year scheduled maintenance plans and projects, dollar amounts, and time frames for scheduled maintenance which includes safety, pp. 2-14 and pp. 36/37

the completed gender neutral restrooms were strategically placed near the ACCESS Office in the Student Services Annex building to provide convenient access.

- In 2013, the College conducted a hardware replacement project, that replaced non-ADA Compliant door hardware and incorporated the campus high-security electronic key system on twelve major buildings or groups of buildings, including Administration, Athletic Buildings, Campus Center, EATM Zoo, Facilities, Maintenance and Operations, Gymnasium, Humanities/Social Sciences, Music, Observatory, Physical Sciences, and Technology Buildings.
- The Access program identified a need for additional space for Alternative Media Services Office which produces e-text, Braille, and other alternative media for students with disabilities. In addition to production of materials, this area is used for training in the use of alternative media and technology for students with disabilities. Two new adjoining spaces were created with space for training equipment and the training services in one and the equipment used to produce alternative media in the adjoining space. The remaining space was converted to an additional private testing room which was also identified as a need during the program plan and review process.

Emergency procedures are available on the VCCCD Campus Police Website. Colleges have similar information in offices and classrooms in the form of a flip chart that also include evacuation maps. The Police Department is overseen by the Vice Chancellor of Business and Administrative Services. The Department is tasked with assisting the colleges in developing appropriate emergency response plans and procedures, and for ensuring compliance with relevant State and Federal law such as Safety and Security reporting (Clery Act). The college is updating the Incident Management plans. The District needs to develop an Emergency Operation Plan to support the college and manage countywide incidents. The Vice President, Business Services acts as Incident Commander for Emergency Operations at Moorpark College. She chairs the Emergency Operations Committee (EOC) comprised of management and staff serving in various capacities on campus. In the event of an emergency, the campus police will notify the Incident Commander, who will in turn activate the EOC. Emergency notifications and plans are then set in place via the Command Center. All emergency-related communications and instructions to the campus are relayed from that area. An emergency broadcast system is in place on campus. It has the capability of sending broadcasts via telephone/cellphone, email, text (SMS), and/or loudspeaker. During an emergency, all methods will be used to notify students, faculty, and staff of the situation and instructions. Overall coordination among the campuses, outside agencies, and the District Administrative Center (DAC) is managed through the Chief of Police in cooperation with the campus EOC.

VCCCD has conducted several discussions regarding moving forward with an ADA transition plan. The District intends to seek proposals to contract with a qualified company for initial site visits and analysis to determine ADA compliance projects.

As part of a self-insured group (Statewide Association of Community Colleges – SWACC), VCCCD works with the insurance administrators, Keenan & Associates, to perform a detailed property and liability safety inspection of the campuses every two years, with follow-up documentation and annual follow-up visits. The inspection is conducted to assist VCCCD in evaluating its self-audit procedures, identify conditions which may pose a risk of injury and/or property damage, and provide recommendations to help mitigate the risks identified. The purpose of the inspection is to reduce the frequency and severity of property and liability losses to the District by identifying those hazards that could result in those types of losses and by providing recommendations to the District on ways to correct hazards.

To support the College, every three (3) years the District performs a Paving Conditions Survey³ and evaluation of pavement, parking and roadway area. The most recent survey was completed in February 2016. This information is critical to identifying areas that may be trip hazards for students or potential risk on the campus where safety is a primary concern. The survey is used to determine the areas in most need of repair.

Currently, there are no off-campus sites in the Moorpark College space inventory. For our dual enrollment classes the college utilizes unleased classroom space in local area high schools, which have similar standards to Moorpark College for classroom space.

Similar to the other programs at the College, Distance Education participates in the College's integrated planning

³ 2015 Pavement Condition Survey

model that begins at the program level with consideration for enrollment management, student demand, and access. That process leads to ongoing program planning with deans, chairs and faculty, and to [Program Review](#) with the Executive Vice President, Vice President of Business Services, and Academic Senate President, as described in *Making Decisions at Moorpark College 2013-2016*, Ch. 4, P.32 (Evidence C5).

What research and analysis process does the institution use to identify the need for equipment and other facilities to support and assure the integrity and quality of its programs and services provided in DE/CE mode?

The entire planning process at Moorpark College is integrated to support its instructional programs, with links to budget allocation, staff and faculty resources, technology and facility needs. Program review includes discussion and assessment of course-level Student Learning Outcomes, which are successively linked to Program Level Outcomes and Institutional Level Outcomes, which are in turn linked to the mission. The process ensures that course offerings and programs are designed purposefully and supported in their fulfillment of the College Mission and the District Mission, which are designed to serve students first and above all else.

The outcome of these processes, with their built-in model of collaboration and review, determined that additional Distance Education courses will be offered in accordance with the College Mission to increase access to program completion and transfer for our diverse community of learners. These additional Distance Education offerings lead to the current moment, in which more than 50% of courses in xx degrees and xx Certificates of Achievement are offered online. (Evidence: list from Michael T)

Moorpark College and the Ventura County Community College District have been deliberative and inclusive in their planning processes to ensure that Distance Education faculty and students, and all faculty and students, are supported.

District Level

- a. The VCCCD Information Technology Advisory Committee meets monthly to assess, discuss and plan for technology needs across the district. The ITAC group includes the District's Associate Vice Chancellor of Information Technology, in addition to College administrators, faculty and instructional technologists/designers from across the district, including Moorpark College. After an assessment of needs at the District level, the District Help Desk expanded its hours to meet the needs of students calling in for help signing onto the portal. Students must be able to access the VCCCD portal to enter their classes through the Desire2Learn Learning Management System, so this support is critical to Distance Education. Students may also access the Desire2Learn LMS through a direct link, but the alternate route requires the same assigned VCCCC single-student sign-on and password.
- b. After assessing the needs of the many students who access our online classes through mobile technology, the District IT in consultation with ITAC, is currently (Fall 2015) in the process of rolling out a new mobile application for students to more easily access the District portal with mobile technology.
- c. District and College administrators meet bimonthly to assess and plan for technology needs. The Administrative Technology Advisory Committee (ATAC) advises the Chancellor on technology planning and priority setting for all technologies not used in the teaching/learning process, including Banner enhancements, with the exception of the distance learning platform. Such activities may include, but are not limited to, evaluating and prioritizing tasks, including implementation timelines and the identification of needed resources; setting priorities for fiscal and staff resources; and making recommendations to revise business processes and functionalities to improve procedures and productivity.
- d. Moorpark College began using Desire2Learn as its Course Management System, along with the other two colleges in the district. Currently, ITAC is assessing campus needs and desires to change to a new learning management system (LMS) in conjunction with a statewide move to the Canvas LMS, which is supported by the state's [Online Education Initiative](#) and will provide a common course management system for students throughout much of the state. On Oct. 28, 2015, the Moorpark College Distance Education Committee voted to approve a move to Canvas. The proposal is currently moving through the college and district decision-making processes.

Campus Level

- a. In Fall 2012, during the College daylong strategic planning retreat (Fall Fling), Distance Education was identified in two strategic objectives as a means to support the College access and student success goals (Evidence C.2.1). SCREEN SHOT OF 2 PAGES 12 AND 13 IN STRATEGIC PLANS
- b. *Beginning Spring 2013*, as part of the College strategic planning and student success and equity efforts, the College examined program success rates for onsite versus online courses. This analysis revealed a lower completion and success rate for Distance Education classes than onsite classes across the campus. Based on this data, the college pulled back on Distance Education growth and placed a significant focus on understanding barriers to success and improving online success and completion rates across disciplines.
- c. In Fall 2013, after assessing needs for more purposeful planning of Distance Education based on completion and success rates and informal discussions with staff and faculty through the Program Review process, the Executive Vice President appointed a Distance Education Workgroup. The workgroup researched, analyzed and developed an updated Distance Education Addendum that would more thoroughly address the need for regular and effective instructor-initiated contact and student interaction.
- d. In Fall 2014, the Executive Vice President convened a Distance Education Advisory Committee with three main goals (Evidence X):
 - i. Develop and Promote Best Practices
 - ii. Advise on Professional Development
 - iii. Monitor and document compliance with state regulations/accreditation
- e. In Fall 2015, the College created a full standing Distance Education Committee authorized by the Academic Senate to more formally guide Distance Education at Moorpark College. (Evidence: minutes)
- f. In addition, during the 2014-15 academic year, the College conducted a gap analysis as part of its ongoing institutional effectiveness process. Gaps in Distance Education services and needs were assessed, leading the campus to determine a need for a Distance Education Coordinator. In Spring 2015, the position was created. In Summer, 2015 the College hired a 20% DE Coordinator.

For on-line research materials, the college library provides on-line access to research data bases so that DE students can conduct academic research 24/7 from off-site location. The institution relies on the review of individual Program Plans to determine the effectiveness of requested equipment and facilities needs as they relate to Student Learning Outcomes. The process for distance education equipment requests is the same as traditional learning environments.

Analysis and Evaluation

The College works cohesively with the District in creating a safe and accessible learning environment. Having a centralized approach to ADA, Safety, and Emergency management eliminates duplication of effort at the college while ensuring compliance with regulations. The model also provides sufficient autonomy for the college to develop accessibility and safety plans that respond to the unique needs of the college. In the coming years the college will be working with the District to increase college security in the areas of access control and mass notification system. In addition, the college utilized a data driven process to make appropriate decisions related to equipment and facilities needs of Distance Education. Moreover this process is integrated with the college's program review to ensure that it is part and parcel of the college's curriculum

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, and, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The Chancellor is responsible for the planning and administrative management of the District's capital outlay and construction program. The district can use a variety of debt instruments, such as bonds and certificates of participation, for the funding of capital projects. The State Chancellor's Office uses a five- year planning process for Instructional Equipment Replacement that will align with the scheduled Maintenance planning and funding process at the state level.

The college is guided by its Facilities Master Plan (FMP) in its vision and planning for the physical infrastructure of the College in order to support a safe and effective environment. The Facilities Master Plan is based on the Educational Master Plan. In the Facilities Master planning process, each department has the opportunity to present its needs, desires, and vision for the future. This data is compiled and incorporated into the FMP. During the 2014-15 the College engaged in a year long process to develop the 2015-2025 FMP which was adopted by the Board of Trustees in October 2015.

In order to ensure that all College constituent groups (faculty, staff, administrators, students and the community) had multiple opportunities to participate in the planning, much effort was expended to ensure that all constituent groups had ample access to the FMP Committee. Participation was facilitated through a series of meetings in large and small group formats, and meetings with members from every department and program. The process began with a Strategic Vision session in early August 2014 and was followed by Faculty Information Session, 2014 Fall Fling, a series of Stakeholder Meetings, two Y'all Come meetings, F/T CAP Review, and Academic Faculty Senate Review. The participatory process can be read in detail in the master plan section Participation and Outreach.⁴ Once approved by the Board of Trustees the FMP serves as the guiding document for facilities development.

Concurrent with the FMP the College identified the need for a new Master Plan for America's Teaching Zoo (ATZ). Moorpark College is unique among California colleges and universities in that it is the only college to offer a program in Exotic Animal Training and Management (EATM) as well as an on-campus zoo open to the public. Working with the ATZ/EATM faculty, staff, and administrators, the consultant team evaluated and documented the existing and projected facility needs of the zoo. Three preliminary options were developed. A team of faculty, staff, and administrators evaluated the three options and decided on an option that provided the best land use, circulation, and open space needed to achieve the goals and principles of the program. The process and final plan is detailed in the America's Teaching Zoo Master Plan dated January 15, 2015.⁵ The implementation of the ATZ Master Plan will be dependent upon a capital campaign.

The Program Planning process and the Facilities/Technology Committee on Accreditation and Planning (F/TCAP) oversees facilities request to ensure they conform to the mission of the College and the FMP. F/TCAP holds monthly meetings through the fall and spring semesters of each year. This committee makes recommendations on college-wide planning and accreditation issues related to facilities for educational programs and student services and those related to campus instructional and administrative technology. Membership is made up of faculty representatives for each discipline, student representatives, classified staff representatives, the Director of Facilities, Maintenance and Operations, the Director of IT Services, the College Business Manager, and co-chaired by the Vice President of Business Services and a member of the faculty appointed by the Academic Senate.

The facilities, technology and equipment requests identified in the Program Plans are fully vetted by F/TCAP. F/TCAP, has three work groups Technology Resource Allocation Work Group (TRAWG) which reviews technological equipment and software needs, Facilities Resource Allocation Work Group (FRAWG) which reviews facility upgrade needs and equipment needs, and Planning Advisory Work Group (PAWG) which reviews requests for additional space or other requests rising to the level of Capital Planning. These work groups review the requests from the annual program plans, and creates prioritized lists that are presented to F/TCAP for discussion, modification, and approval. These lists are forwarded to **Consultation Council for review** and recommendation to the President. The President makes the final approval by the President. These projects are then executed and the outcomes evaluated and discussed in the following year's program plan review. **(Evidence: webpage/list)**

F/TCAP is also an example of Moorpark College's continuous quality improvement process. Previously the College had two committees, Facilities Committee and Technology Committee. The aforementioned committees found their work was frequently overlapping because technology and facilities request are often dependent on each other. The two committees merged into one committee, F/TCAP, to take advantage of this natural synergy. This has created a single venue where technology and facilities request can be fully vetted.

In addition, to the program plan process and the F/TCAP committee, physical resources are evaluated through an annual Business Service Customer Satisfaction Survey that surveys faculty and staff as to the effective use of facilities and satisfaction with the services provided⁶. This information is used by department leadership during program plan review to evaluate the effectiveness of the Business Services and identify action plans. The evidence for this can be seen in the program plan review for Maintenance

⁴ Moorpark College Master Plan 2015-2025, Page 27-34.

⁵ Moorpark College Master Plan Update, America's Teaching Zoo Master Plan January 14, 2015

⁶ **Q3:** Bus Service Customer Satisfaction Survey Results

Service⁷ and the request to improve the internal work orders and associated system. This project was approved through program plan review in 2013 and Maintenance Service worked with the state to implement a work order system through Fusion which was completed in November 2014. These systems are web-based and interactive. Requesters are automatically notified of the progress of their requests as they move through the systems. The college employs staff that monitors backlog and is charged with verifying that the requested repairs were done in a timely and satisfactory manner. This work order system provides a venue to process the vast number of requests received daily for repair or maintenance of facilities and equipment.

Distance education needs and concerns related to equipment and maintenance are addressed through the same processes used for on-campus classes. The DE/CE needs are identified through the program plan review. The institution is aware of the physical components and infrastructure necessary to ensure the reliability of distance education systems. To ensure stability of the computing system Moorpark College now hosts the servers for the VCCCD. The College is served with two independent sources of electrical power serving the entire plant. The facility housing the servers is equipped with an uninterruptible power supply and by a back-up generator capable of operating all of the building's systems, including the HVAC, ensuring the highest possible reliability for maintaining the capability for delivering the online content to its students. Facilities, Maintenance & Operations, as well as campus IT, maintain vibrant work order systems, in which requests for more immediate needs and repairs are made. To support Moorpark College, a redundant mirror site is under construction at Ventura College, and off-site mirror site are in place against catastrophic equipment failure.

Evaluating the effectiveness of facilities and equipment is done through the Program Plan review. Each program/department on campus is provided with data that includes student retention, student equity results, course completion, and course productivity. Yearly, faculty and staff meet with the EVP of Student Learning, the President of the Academic Senate, and the VP for Business Services to review the program plan and evaluate the program strength and concerns, outcome results, and how resources received met the needs of the programs and services. A program plan evaluation documents the criteria for program planning and evaluation and the recommended course of action for the following year.

Two examples of this are: Art Program Plan⁸ and the Engineering Program Plan⁹.

- The Art program was unable to adequately measure student learning outcomes because the lighting in the room was poor and students were not able to see the project they were working on. The following year track lighting was added and the fluorescent lighting was changed to brighter bulbs resulting in a very well-lit and improved learning environment.
- The Engineering program identified the need to create a lab to help program growth and articulation with four year universities. The creation of the lab was approved as a way to strengthen and grow the engineering program and is scheduled for completion for the fall 2016 semester.

Analysis and Evaluation

Moorpark College embraces a facilities planning process, which includes the Educational Master Plan (EMP), Facilities Master Plan (FMP), the Technology Master Plan (TMP), an annual Institutional Effectiveness Report (IER), and annual Program Planning (PP) for each department or program. The IER examines the External Environment of economic forecast and community scans; The EMP ensures alignment with the District EMP, and core values of the institution; the FMP ensures that plan for improvements to the facilities fully supports the EMP; the annual Program Plans identifies the needs each program identifies as necessary to improve delivery of educational content or services to students, faculty, and staff.

This open, vigorous, and inclusive process for assuring that the physical resources are developed, constructed, and maintained in a way that not only assures the safety, security, and healthfulness of its physical resources, but does so in a manner that ensures that the instructional needs are understood and evaluated by committees consisting of faculty and management. The recommendations emanating from the committees are ultimately forwarded to the President, who, with advice of Consultation Council, determines the available resources to address the recommended projects. The process also allows for modification of the process of decision making related to the physical infrastructure over time, to allow the planning process the flexibility to respond to changing mandates, environments, and resources.

⁷ Maintenance Service Program Plan

⁸ Art Program Plan

⁹ Engineering Program Plan

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities, and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of meeting the Standard

A facilities assessment is completed periodically by a team from the Foundation for California Community Colleges (FCCC), for the State Chancellor's Office. This detailed assessment provides the District and the State with data to support additional funding for scheduled maintenance and building system replacement. The Facilities Condition Index Report provides relative data for each building with total repair costs and replacement value (Ev. 6)

For long term assessment on the use of facilities the college utilizes the FMP. Every 10 years the *FMP* is reviewed, updated, and/or modified.

The program planning process and the Facilities Resource Allocation Workgroup (FRAWG) Technology Resources Allocation Workgroup (TRAWG) allow for the evaluation of needs annually. Through the Facilities/Technology Committee on Accreditation and Planning (F/TCAP) facilities uses and needs are discussed monthly.

Also on an annual basis, the EVP of Student Learning reviews the Room Chart report to analyze and maximize the use of facilities. Each semester the EVP and Deans evaluate the room chart against class enrollments to ensure room maximization. During Program Review, the WSCH provides another venue to evaluate and discuss productivity and room utilization.

The college uses the results of these processes to improve facilities and equipment and to create the following plans:

- Five-year Scheduled Maintenance Plan¹⁰
- Five-year Capital Plan¹¹
- Work Order System¹²
- FRAWG/TRAWG/PAWG Prioritization (**current prioritization list**)

The program planning process provides a platform for the college to use to identify the ability to expand and/or deliver instruction/services with an eye on increase our productivity. The attached list identifies projects that have been completed or approved from 2011 through fiscal year 2016. (**Evidence: List**) An example of making facilities decision based on the program planning process is the Veterans Resource Center.

- In 2013, the Program Plan for Admissions and Records (A and R)¹³ documented an increase in GI Bill recipients on campus as a result of the wind-down of Iraq and Afghanistan.
- By Fall 2014 the number of enrollment certification for GI Bill recipients had increased 427%. A and R identified the need to provide opportunities to support student success by connection veterans in a dedicated supportive environment. The request for space was vetted through F/TCAP, approved by Consultation Council and was incorporated into the college's facilities master plan.
- In Fall of 2015 the center was official opened.

The most recent program plan review identified the need to create a dedicated classroom/lab spaces for engineering/physics, the new Game Design program, and one-two general use large classrooms for Chemistry and other disciplines. These areas are in the construction development phase with a planned Fall 2016 availability for use. Similar types of activity can be seen in the program plans for Kinesiology/Inter-Collegiate Athletics (ICA), Photography, Student Activities, and the Student Health Center.¹⁴ Kinesiology/Inter-Collegiate Athletics (ICA) identified a need for overall improvement to their major instructional facility, the gym. This project is currently in the design process. Photography identified the need for classroom and studio space which was completed in 2014. Student Activities and the Student Health Center facility needs are in the exploratory design process.

¹⁰ **Q3:** Five-Year Scheduled Maintenance Plan (see Item IIIb.4.1)

¹¹ **Q3:** Five-Year Capital Project (see Item IIIb.4.2)

¹² **Q3:** Five-Year Capital Project

¹³ Admissions and Records Program Plan

¹⁴ Program Plan for Kinesiology/Inter-Collegiate Athletics, Photography, Student Activities, and the Student Health Center

While being guided by the *Facilities Master Plan* and state/federal regulations, the institution relies on its program planning process to ensure campus groups are able to communicate their needs and are able to communicate problems as they arise. In the program planning process, there is a section specifically dedicated to requests for facilities replacement and maintenance which include classrooms, offices and other spaces in buildings. In the process, groups describe what needs to be done, and the Facilities Resource Allocation Workgroup (FRAWG) evaluates these requests using the core documents noted above¹⁵. When immediate issues arise, there is a work order system whereby anyone on campus can notify Facilities, Maintenance, and Operations of a problem so that it can be addressed in a timely manner¹⁶.

When a larger project is started, the Facilities/Technology Committee (F/TCAP) helps to ensure that all campus groups are represented in the decision-making process for the use of that facility. This can be seen most recently by the upgrades/renovations in 2012 of Fountain Hall (now referred to as the Welcome Center). Meetings were held to gather input on how the facilities would be used. Groups that would be occupying the building participated in the planning process to ensure the design would meet the needs of student services. This building represents the campus' focus on helping students succeed by streamlining the process of where students need to go in order to complete tasks. The new building now houses almost all of the Student Service including Financial Aid, Scholarship, the Business Office, Counseling, Career and Transfer, and Outreach. The discussion of the needs of each of the offices occurred over a long period of time and gave each group the opportunity to communicate their needs¹⁷.

Finally, the College's Space Inventory allows the campus to annually evaluate the utilization of campus facilities to meet college needs. The report is submitted in FUSION to the State Chancellor's Office in support of the Capital Outlay Planning. The Space Inventory details the use of the existing physical facilities during the preceding year. The College uses the data to determine the adequacy of the physical space to meet college needs. These reports also form the basis for the Initial Projects Proposals (IPP) for capital projects and Final Project Proposals (FPP) should funding become available.

Analysis and Evaluation

The College plans and reviews its use of facilities through various methods that provide many opportunities for input. While the FMP serves as the guideline for facilities development, the program plan review provides the analysis and data needed to evaluate the use of and request for facilities. The review of facilities request by the F/TCAP committee provides the campus community with a venue to make recommendations to Consultation Counsel. The program plan review and F/TCAP review also allows for the facilities request to be reviewed on an annual basis and to ensure that request are aligned with the FMP and the Five Year Schedule Maintenance Plan.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of meeting the Standard

The *Facilities Master Plan* is the foundation upon which long-range capital planning occurs. The *Facilities Master Plan* is driven by the *Education Master Plan* so that there is an integration of goals among the physical, human, technological and financial aspects of the institution. The process of revising the *Facilities Master Plan* every 10 years provides an avenue for the institution to develop capital plans and is the foundation for future planning¹⁸. The effectiveness of long-range capital planning is dependent on the state planning processes and funding priorities. The College has completed several bond funded building and has self-funded many smaller capital projects (list attached). This has allowed the College to continue to expand its ability to provide the best learning environment for students. The challenge moving forward will be how to finance the

¹⁵ Q3: Facilities/Technology – CAP Committee: recommendations from FRAWG to support services/institutional needs, 4/8/2015 minutes FTCAP minutes

¹⁶ Q3: Work Order System (see Item IIIb.4.3)

¹⁷ Q3: Fountain Hall First Stop: describes how program needs were developed through surveys for redesigning the building; Fountain Hall First Stop meeting notes: describes how program representatives worked on details for renovating the building; Fountain Hall First Stop meeting notes: describes how program representatives worked on details for renovating the building; Fountain Hall First Stop comments: shows where programs are located in building; F/T – CAP Committee 10/17/2012 minutes: shows role of committee in overseeing the renovation of Fountain Hall First Stop

¹⁸ Q4: MC FMP Update 8/13/2014 Gensler Presentation; MC FMP Updates 4/16/2015 Gensler Presentation (pending)

renovation/replacement of ten (10) campus buildings built forty (40) years ago or more that are reaching the end of their life cycle. State capital dollars are limited and the college needs to explore local funding for future capital projects. The college has identified four (4) capital projects to address in the next five years, the renovation of the gym (local funds), the renovation of the student center (capital funds and local funds), the renovation of the administration building (local funds) and the renovation of the Zoo (capital campaign).

There are a variety of methods used to define the “total cost of ownership”. Factors considered in defining the total cost of ownership include the specific project budget, utility costs, insurance, the FMO budget¹⁹ and scheduled maintenance. In the development of new capital projects, the College plans for the total cost of ownership for facilities and equipment which includes:

- initial cost of design for construction or procurement
- maintenance costs including manpower necessary for maintenance and operations,
- utility expenses
- life-cycle costs for equipment and operational systems
- weather protection systems
- fenestration and security systems
- exterior and interior coatings
- service systems, including HVAC, electrical, data, plumbing, controls, fire alarm, fire sprinklers, conveyances
- floor coverings
- site maintenance

To assist in the maintenance of buildings the district has developed an infrastructure funding model²⁰ that segregates Interest Income, Enrollment Fee-Admin Fee, and Miscellaneous fees to be used to support infrastructure needs at the colleges. Although the model does not fully address all funding needs it is intended to establish a foundational allocation process which will provide the colleges a dedicated, ongoing source of funds to use in mitigating operational concerns and maintain quality facilities and equipment in order to provide quality instructional programs.

As a part of the Strategic Planning process, the college ensures that the Facilities Master Plan is driven by the Educational Master Plan, and that the Facilities Master Planning Process is an inclusive one, reflecting the needs and vision of students, faculty, staff and administrators for the institution. This was accomplished through a series of open forum and one-at-a-time department meetings with every discipline represented on campus, input from student government, meetings with administrators from every division, and meetings with senior administration.

The College is guided by the Facilities Master Plan (FMP) as a tool to guide the long-range development of capital planning goals. Proof that a specific project is included in the FMP is a requirement for receiving state funding on capital projects; however a lack of available funds has limited the advancement of the FMP goals. The institution has determined specific projects (Gym Renovation, Administration Building Renovation, Student Center Renovation, and America’s Teaching Zoo Master Plan implementation) as priorities in moving forward with the FMP goals, and is exploring new, as well as traditional funding options, to enable progress is made on the highest priority goals.

Distance Education is an integral part of the [Moorpark College Educational Master Plan 2009 – 2019](#)(Evidence A.3.2) as evidenced by numerous references to Distance Education in specific Program Projections. A focus on Distance Education is also included in the [Moorpark College Strategic Plan, 2013 - 2016 \(Evidence A.3.3\)](#), with specific action items to ensure effective use of technology and establish benchmarks for success in Distance Education, and to expand online student services to support students who take online courses.

Thoughtful and considered enrollment management practices have included Distance Education offerings in alignment with the College mission and its goals for student equity and success. The College anticipates that the continued managed and gradual increase in Distance Education offerings will provide greater access to courses and degrees, resulting in higher rates of degree and certificate completion.

¹⁹ Q4: FMO Budget 4/1/2015

²⁰ Ventura County Community College District Adoption Budget 2015-2016 page 16

Moorpark College has gradually increased its awareness of, emphasis on, and resource support for Distance Education over the last several years as the demand for this alternative mode of delivery became more evident. The College began planning for it increased online offerings before its last Substantive Change Report in 2009. The College Technology Plan, 2008, ([Evidence C.1](#)) set the following Strategic goals:

- An effective organizational structure for technology planning
- Sustainable technology standards
- A cost effective and sustainable technology refresh plan
- Verifiable and documented return on investment
- A protocol for Security and Disaster Recovery
- Adequate HR/Technology support
- Up-to-date Learning Resources for retention
- Flexible and progressive Distance Education expansion strategy and implementation plan
- Up-to-date Adaptive Technology for diversity needs
- An effective cycle of planning that involves all segments of IT constituents

Further, in the Strategic Plan 2013 to 2016, ([Evidence C.2](#)), Moorpark College established Action Step 2.5 as follows:

Action Step 2.5 Evaluate online offerings and establish benchmarks for success

- examine and evaluate best practices for online courses
- analyze online offerings as part of enrollment management
- increase online course completion rates

Expanding Distance Education offerings was also established as a goal in several programs' programmatic projections in Ch. 3 of the [Moorpark College Educational Master Plan 2009 - 2019](#) ([Evidence C.3](#)), which was approved in 2014 after a district-wide campus-wide planning process. "College planning is anchored in the District Strategic Plan and its Mission, which articulates the intended student population and the services the college provides to the community. Planning is informed by data. The college external environment data is collected, analyzed and summarized in an annual Institutional Effectiveness Report, and incorporated into the planning dialogue at an Annual Planning Retreat" ([Evidence C4 P.3, 2009 – 2019 Educational Master Plan.](#))

The Associate Chancellor of IT meets regularly through the Instructional Technology Advisory Committee (ITAC) with administrators, faculty, and staff involved in Distance Education across the district. The committee facilitates two-way communication among the campuses and the district as it focuses on assessment and analysis of needs in technology and faculty support. The District plans ongoing improvements to support for campus technology and distance education needs, as documented in the [Information Technology Strategic Plan, 2015 – 2018](#) ([Evidence C.4](#)).

Analysis and Evaluation

Measure S provided the College with an unprecedented opportunity to advance the Facilities Master Plan by improving and constructing new facilities. The infrastructure model also provides another revenue source to support the total cost of ownership. The College will be challenged in the next five to seven years to identify local funds to address the facilities and infrastructure needs of its ten (10) remaining 40 year old buildings. Incumbent in this process is for the College to continue to incorporate the needs of distance education and other modes of delivering instruction in the long range facilities plan.