

## **EXTERNAL EVALUATION REPORT**

**Moorpark College  
7075 Campus Road  
Moorpark, CA 93021**

**A confidential report prepared for  
The Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges**

**This report represents the findings of the External Evaluation Team that visited  
Moorpark College on September 26 – September 29, 2016**

**Kathleen F. Burke, Ed.D.  
Chair**

**NOTE: this page shall be added to the External Evaluation Team Report (Team Report), immediately behind the cover page, and shall become part of the final report associated with the review.**

DATE: February 3, 2017

INSTITUTION: Moorpark College  
7075 Campus Road  
Moorpark, CA 93021

SUBJECT: Commission Revisions to the Team Report

The Team Report provides details of the findings of the evaluation team that visited Moorpark College September 26-29, 2016 with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team's findings. Upon a review of the Team Report sent to the College, the Moorpark College Self-Evaluation Report, and supplemental information and evidence provided by the College, the following changes or corrections are noted for the Team Report:

1. The Commission has changed College Recommendation 1 to a recommendation to increase effectiveness wherever it occurs in the Team Report.

## External Evaluation Team Roster

**Moorpark College**  
**Monday, September 26-Thursday, September 29, 2016**

Dr. Kathleen F. Burke (Chair)  
President  
Los Angeles Pierce College

Ms. Sheri Berger (Team Assistant)  
Vice President of Academic Affairs  
Los Angeles Pierce College

Dr. Michael Bagley  
Professor of Mathematics 0  
Feather River College

Dr. Joseph Bielanski, Jr.  
Faculty, Religious Studies  
Articulation Officer and Past President  
District Academic Senate  
Berkeley City College

Dr. Monica Flores-Pactol  
Vice President of Instruction  
Folsom Lake College

Dr. Marsha Gable  
Vice President Student Services  
Grossmont College

Ms. Janet Houlihan  
Vice President of Student Life &  
Administrative Services  
Golden West College

Mr. Howard Kummerman  
Dean, Institutional Research & Planning  
Rio Hondo College

Mr. John Means  
Associate Chancellor Economic and  
Workforce Development  
Kern Community College District

Mr. Kenley Neufeld  
Dean, Library, ESL, Languages, PE,  
Distance Education  
Santa Barbara City College

Mr. Rajinder Samra  
Director, Institutional Research and Planning  
Las Positas College

## External Evaluation Team Roster

Ventura County Community College District  
Monday, September 26-Thursday, September 29, 2016

Dr. Kathleen F. Burke (Chair)  
President  
Los Angeles Pierce College

Ms. Sheri Berger (Team Assistant)  
Vice President of Academic Affairs  
Los Angeles Pierce College

Dr. Joseph Bielanski, Jr.  
Faculty, Religious Studies  
Articulation Officer and Past President  
District Academic Senate  
Berkeley City College

Ms. Jill Board  
President  
Cerro Coso Community College

Mr. Thomas Burke  
Chief Financial Officer  
Kern Community College District

Ms. Marjorie Duffy  
Interim Dean Business & Family Science  
Cosumnes River College

Dr. Dennis Harkins  
President  
Orange Coast College

Ms. Janet Houlihan  
Vice President of Student Life &  
Administrative Services  
Golden West College

Mr. Howard Kummerman  
Dean, Institutional Research & Planning  
Rio Hondo College

Mr. Kenley Neufeld  
Dean, Library, ESL, Languages, PE,  
Distance Education  
Santa Barbara City College

Dr. Monte Perez  
President  
Los Angeles Mission College

Dr. Arlene Satele  
Vice President Administrative Services  
Santiago Canyon College

Dr. Michael White  
President  
Woodland Community College

## Summary of External Evaluation Report

INSTITUTION: Moorpark College

DATES OF VISIT: September 26–September 29, 2016

TEAM CHAIR: Dr. Kathleen F. Burke

An eleven-member accreditation team visited Moorpark College from September 26-29, 2016, to determine whether the College continues to meet Eligibility Requirements, Accreditation Standards, Commission Policies, and United States Department of Education (USDE) regulations. The team evaluated the institution's achievement of its stated purposes, analyzing how well the College is meeting the Accrediting Commission's Standards, policies and regulations and providing for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges regarding the status of the College.

In preparation for the site visit, the team chair conducted a pre-visit to the College on September 6, 2016. During this visit, the chair met with College leadership and key personnel involved in the self evaluation preparation process. The external evaluation team received team training provided by the Accrediting Commission for Community and Junior Colleges (ACCJC) staff on August 31, 2016, with one member receiving training separately prior to the visit.

The College's Institutional Self Evaluation Report (ISER) and related evidence were forwarded to team members by mid-August. Team members found it to be a generally well written document adequately describing the processes used by the College to address Eligibility Requirements, USDE requirements, Accreditation Standards, and Commission Policies. Other areas of the document were less complete, requiring significant effort on the part of the team to corroborate the Report's assertions. The team confirmed that the Report was compiled through broad participation by the entire College community including faculty, staff, students, and administration. Further, it contained two self-identified action plans for institutional improvement as part of the Quality Focus Essay.

Prior to the visit, team members completed written evaluations of the ISER and began identifying areas for further investigation. On Sunday, September 25, 2016, prior to the formal beginning of the visit, team members spent the evening discussing their views of the written materials and evidence provided by the College and evaluating the comprehensive report completed by the College in July 2016.

On Monday, September 26, 2016, members of the District team visited the Ventura County Community College District (VCCCD) offices located in Ventura. On Tuesday, September 27, 2106, members of the District team again visited the VCCCD offices to meet with board members and the chancellor.

On Monday, September 26 in the late afternoon, the eleven-member College team was introduced to the Moorpark College community at an informal gathering that was followed by a campus tour. The visiting team identified four Standard leads and assigned other team members to assist on each Standard and the related Policies and Eligibility Requirements. Team members carefully read the College's ISER, assessed the evidence provided with the Report and additional evidence requested by the team prior to and during the visit.

During the evaluation visit, team members conducted formal and informal meetings, interviews, and observations involving over 230 college faculty, staff and administrators; the college president and students; members of the board of trustees, the district chancellor, and other district administrators and staff. Two open forums provided community members and College students and staff opportunities to meet with members of the evaluation team. In addition, team members conducted observations of in-session classes and other learning environments.

The team reviewed numerous materials supporting the self evaluation report in the team room and electronically, which included documents and evidence supporting the Standards, Eligibility Requirements, Commission Policies, and USDE Regulations. Evidence reviewed by the team included, but was not limited to, institutional plans, program review procedures and reports, student learning outcomes evidence, distance education classes, college procedures, enrollment information, committee minutes and materials, and college governance structures. Evidence was reviewed in hard-copy in the team room and electronically via flash drives, internal college systems (e.g., TracDat and Desire2Learn, etc.), and the College's and District's internal and public website pages.

The team appreciated the welcoming environment experienced during the visit and in every meeting and interaction. The team appreciated the assistance of key staff members who assisted the team with requests for individual meetings and other needs throughout the evaluation process. The college community knew why we were on campus and showed responsiveness, flexibility in adjusting schedules, and demonstrated openness, honesty, and candor. The College staff met every team request.

The team found the College to be in compliance with Eligibility Requirements, Commission Policies, and United States Department of Education Regulations. The team issued five commendations and three recommendations to meet the Standards or to increase effectiveness relating to the College and one recommendation related to District-level compliance.

# **Major Findings and Recommendations of the 2016 External Evaluation Team**

## **College Commendations**

### **College Commendation 1**

The team commends the College for its inclusive, engaging and robust dialogue undertaken during the annual program review process in support of program planning and student success.

### **College Commendation 2**

The team commends the College for receiving the 2016 Higher Education Champion for Excellence in Transfer award from the Campaign for College Opportunity for their development of associate degrees for transfer.

### **College Commendation 3**

The team commends the College for intentionally providing comprehensive services to diverse student populations to ensure their success needs are met, especially in the following areas: outreach efforts linking the College with the community, the one-stop veterans' center, and the Guided Pathways to Success (GPS) program for new students.

### **College Commendation 4**

The team commends the College for its professional development activities, including the year-long New Faculty Orientation (NFO) and the well-developed faculty handbook.

### **College Commendation 5**

The team commends the College for its esprit de corps, empowering students and for embodying its "students first" philosophy through the integration of academic and student services programs.

## **College Recommendations for Improvement and Compliance**

### **College Recommendation 1 (Compliance)**

In order to meet the Standard, the team recommends that the College analyze and disaggregate learning outcomes for subpopulations as defined by the College. (I.B.5, I.B.6)

**College Recommendation 2 (Improvement):** In order to increase effectiveness, the team recommends that the College conduct regular assessment of the approved course learning outcomes (CLOs) for all officially approved courses appearing in the *College Catalog*. (II.A.3)

### **College Recommendation 3 (Improvement)**

In order to increase effectiveness, the team recommends that the College develop a long-range financial plan that incorporates all cost components of other College and District plans ensuring that long-range financial planning is considered when making short-term financial decisions. (III.D.11)

## **District Recommendations for Improvement and Compliance**

### **District Recommendation 1 (Compliance)**

In order to meet the Standard, the teams recommend that the District include as a formal component of the evaluation processes for faculty, academic administrators and other personnel directly responsible for student learning use of the results of assessment of learning outcomes to improve teaching and learning. (III.A.6)

## **Introduction**

Moorpark College was established in 1965 by the governing board of the Ventura County Community College District (VCCCD); the College opened its doors on September 11, 1967. During this first year, the College had 1,400 students and 50 faculty members. Today, the College serves approximately 14,000 students and offers lower division coursework leading to associate degrees or transfer, a variety of career and technical education programs and basic skills education. The College offers 96 degree and certificate programs as well as proficiency awards. Comprehensive student support services are provided to assist students in reaching their educational goals.

Moorpark College is located in the eastern region of Ventura County on 150 acres of sloping hillside land, which includes an exotic animal training and management zoo. In the last six years, the College has experienced a declining headcount while the number of high school graduates has increased for its service area high schools. At the same time, the Hispanic student population has been steadily increasing from 23.2 percent to 31.8 percent. More than three-quarters of the students are under the age of 25 years. Over 80 percent of students attend the College during the day, and over 85 percent of students have a declared major.

Moorpark College's accreditation was last reaffirmed in October 2013.

The Ventura County Community College District (VCCCD) was established July 1, 1962 to provide broad access to public community college education to the residents of Ventura County. VCCCD serves over 36,000 students through three colleges: Moorpark College, Oxnard College, and Ventura College. All three colleges are comprehensive and provide a wide range of programs and services to students. A locally elected five-member board of trustees governs the District.

## **Eligibility Requirements**

### **1. Authority**

The team confirmed that Moorpark College (MC), one of three colleges of the Ventura County Community College District (VCCCD), is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008. The College meets the Eligibility Requirement.

### **2. Operational Status**

The team confirmed that the College is operational and provides educational services to approximately 14,000 students each year who are enrolled in degree applicable credit courses. Of these students, 40 percent are enrolled full-time. Approximately 83 percent of the students are pursuing educational goals that relate to degree, certificate or transfer. The College meets the Eligibility Requirement.

### **3. Degrees**

The team confirmed that the vast majority of the courses offered lead to a degree and/or transfer. A majority of Moorpark College's students are enrolled in the 23 associate of arts or associate of science degrees or the 26 associate degree for transfer programs offered by the College. The College meets the Eligibility Requirement.

### **4. Chief Executive Office**

The team confirmed that the governing board of the VCCCD appoints the college chief executive office. Neither the district chancellor nor the college president serve as a member of the board or as the board president. The team found that the governing board and district chancellor vest requisite authority to the college president to administer board policies. The college president reports directly to the district chancellor. Since the last full accreditation visit, there have been changes in the chief executive officer position, each of which were appropriately reported to the Accrediting Commission. The current president was hired in February 2015. The College meets the Eligibility Requirement.

### **5. Financial Accountability**

The District's Accounting Office staff oversees district wide audits and is responsible for coordination of all site visits. The District annually undergoes an external financial audit by a certified public accountant, which is made available to the public. Evidence shows that the audits were completed and are available to review on the District's website. The team reviewed three years of external audits for the VCCCD. In 2012-2013, a qualified opinion was provided related to the use of material fees, but the rest of the audit was unqualified. In 2013-2014, a qualified opinion regarding a 20 percent error rate on concurrent enrollment forms, and the Extended Opportunities and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) advisory committee not holding an annual meeting, which is required. The balance of the 2013-2014 report was unqualified. In 2014-2015, the District received an audit with an unmodified opinion. Reports were available for the years ending

June 30, 2005 through 2015. All loan default rates are appropriately reported annually to the Accrediting Commission. The College demonstrates compliance with Federal Title IV regulations, and maintains its loan default rates within acceptable limits defined by the USDE. The College meets the Eligibility Requirement.

## Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

#### **Evaluation Items:**

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.                                      |
| <input checked="" type="checkbox"/> | The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.  |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment. |

[Regulation citation: 602.23(b).]

#### **Conclusion Check-Off (mark one):**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.                                    |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.                                  |

**Narrative:** The team confirmed that the College solicited third-party comment via website postings; meetings of the Academic and Classified Senates; public comment during a Board Planning, Accreditation and Student Success meeting; and public comment during a Board of Trustee meeting. The team found no third party comment related to this visit.

### **Standards and Performance with Respect to Student Achievement**

#### **Evaluation Items:**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.                   |
| <input checked="" type="checkbox"/> | The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. |
| <input checked="" type="checkbox"/> | The institution-set standards for programs and across the institution are relevant to  |

|                                     |  |
|-------------------------------------|--|
|                                     | guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. |
| <input checked="" type="checkbox"/> | The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.  |

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

|                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.                                    |
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.                                  |

**Narrative:** The College provided evidence that it has established institution-set standards for course completion, job placement rates for instructional programs, and licensure passage rates for instructional programs. The team encourages the College to review its methodology for setting the institution-set standards to ensure the expected performance levels are appropriate for higher education. The team further encourages the College to set job placement rates for all career and technical education programs. (Standard I.B.3)

**Credits, Program Length, and Tuition**

**Evaluation Items:**

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).   |
| <input checked="" type="checkbox"/> | The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). |
| <input checked="" type="checkbox"/> | Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).   |
| <input checked="" type="checkbox"/> | Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.   |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .  |

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

**Conclusion Check-Off (mark one):**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.                                    |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.                                  |

**Narrative:** The College has a well-established and thorough curriculum process for the review of all courses for length, depth, breadth, rigor, course sequencing, time to completion, synthesis of learning, and minimum degree requirements. A departmental review group reviews curriculum prior to committee approval. The District Technical Review Workgroup-Instruction reviews new courses to the district. The College does not have clock hour programs, and is mindful of scheduling courses to meet the needs of the students in all of its programs. (Standard II.A.1, II.A.6, II.A.9, ER 9, ER 10)

**Transfer Policies**

**Evaluation Items:**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Transfer policies are appropriately disclosed to students and to the public.                         |
| <input checked="" type="checkbox"/> | Policies contain information about the criteria the institution uses to accept credits for transfer. |
| <input checked="" type="checkbox"/> | The institution complies with the Commission <i>Policy on Transfer of Credit</i> .                   |

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

**Conclusion Check-Off (mark one):**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.                                    |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.                                  |

**Narrative:** The College describes its policy on transfer in the *College Catalog*. The College accepts credits from accredited institutions recognized by the USDE or the Council on Postsecondary Accreditation. The College recognizes and grants credit to service personnel for formal educational training completed in the United States armed forces and may allow credit for formal service school courses as recommended in the *Guide to the Evaluation of Educational Experiences* in the armed service of the American Council on Education. Foreign transcripts must be evaluated by one of the member agencies of the National Association of Credentials Evaluation Services or one approved by the California Commission on Teacher Credentialing. In all cases, students submit official transcripts for evaluation. (Standard II.A.1, II.A.10, ER 9, ER 10, ER 11)

**Distance Education and Correspondence Education**

**Evaluation Items:**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.  |
| <input checked="" type="checkbox"/> | There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed). |
| <input checked="" type="checkbox"/> | The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.   |
| <input checked="" type="checkbox"/> | The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.   |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .   |

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.                                    |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.                                  |

**Narrative:** The College’s Curriculum Committee and Distance Education Committee have established processes for separate approval for courses to be offered via distance education (DE). Pedagogical training is required for faculty prior to teaching DE courses. Faculty evaluations contain specific questions applied to faculty who teach DE courses. The institution has an infrastructure that is sufficient to maintain and sustain its distance education. (Standard II.A.1, II.A.7, ER 9, ER 11)

**Student Complaints**

**Evaluation Items:**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online. |
| <input checked="" type="checkbox"/> | The student complaint files for the previous six years (since the last comprehensive   |

|                                     |   |
|-------------------------------------|---|
|                                     | evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.  |
| <input checked="" type="checkbox"/> | The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.  |
| <input checked="" type="checkbox"/> | The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .  |

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

**Conclusion Check-Off (mark one):**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.                                    |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.                                  |

**Narrative:** The institution has clear procedures for student complaints. The procedures are outlined in the *College Catalog*, website and in publications within the Student Services programs. Complaints are logged and maintained by the appropriate dean under the supervision of the executive vice president and are shared appropriately with the concerned parties.

**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. |
| <input checked="" type="checkbox"/> | The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .             |
| <input checked="" type="checkbox"/> | The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u> .                     |

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

**Conclusion Check-Off (mark one):**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.                                    |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and found the institution does  |

|  |   |
|--|---|
|  | not meet the Commission's requirements. |
|--|---|

**Narrative:** Information about programs, locations, and policies is communicated to students and the public via the *College Catalog* and College website. The College has an accreditation link on its main webpage. The accreditation page is one click away from the homepage and contains information about the College's accredited status and how to file a complaint with the Commission. (Standard I.C.2, ER 20)

**Title IV Compliance**

**Evaluation Items:**

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.   |
| <input checked="" type="checkbox"/> | The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. |
| <input checked="" type="checkbox"/> | The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.   |
| <input checked="" type="checkbox"/> | Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.   |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .   |

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

**Conclusion Check-Off:**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.                                    |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.                                  |

**Narrative:** The team confirmed that the College meets the required components of the Title IV program. The College monitors and manages student loan default rates, which are within an acceptable range. The USDE has not requested a reduction plan. (Standard III.D.15, ER 5)

## **Standard I**

### **Mission, Academic Quality and Institutional Effectiveness, and Integrity**

#### **Standard I.A: Mission**

##### **General Observations**

Moorpark College has a student-focused mission statement, which was approved by the Board of Trustees on December 8, 2015. The College mission is validated annually and reviewed and updated based on the College's six-year planning cycle. The mission statement describes the institution's broad educational purposes to empower students to "complete their goals for academic transfer, basic skills, and career technical education." Through the mission statement, the College defines its intended student population as a diverse community of learners. The College's commitment to student learning and student achievement is evidenced by the integration of instruction and student services, collaboration with industry and education partners, and promotion of global perspectives.

The mission statement provides the overarching direction for the College and is the foundation for the *Educational Master Plan*. It sits at the core of the integrated planning process, decision-making and resource allocation. The College's vision and values statements support the mission. Commitment to students is evidenced by the College's institutional learning outcomes, which also support the mission statement. The mission statement appears in publications such as the *College Catalog*, college reports, postings throughout the campus, and the College's website.

##### **Findings and Evidence**

The team reviewed the Moorpark College mission statement, which describes the institution's comprehensive educational purposes, intended student population, and commitment to student learning and student achievement. The College mission is supported by vision and value statements, which along with the mission statement, are disseminated throughout the campus and in publications, including the College website. The College has a "student first" philosophy that is supported by their values of community, integrity, equity, dialogue, access, responsibility, and citizenship. (Standard I.A.1)

The team confirmed that Moorpark College uses a variety of qualitative and quantitative data sources to ensure that it continually accomplishes its stated mission. The *Educational Master Plan* is the foundational document that articulates the priorities of the College and directs the *Strategic Plan*, the *Facilities Master Plan*, the *Strategic Technology Plan*, and the *Enrollment Plan*. The annual *Institutional Effectiveness Report* provides an update of how well the College is achieving each of the strategic goals and the institutional-set standards for student achievement. Through the analysis of data, the College determines how well it is meeting its goals.

The team reviewed documents showing institutional data are also used in the annual program evaluation and planning processes, which are linked directly to the College's strategic goals. The provision of enrollment trends, student achievement and completion rates, student satisfaction/perceptions surveys, labor market and employment data, faculty workload, and

program productivity are all reported, analyzed, and used in the program planning and resource allocation processes. Reviews of these data allow the College to determine the extent to which it is accomplishing the mission. Use of assessment results from the student learning outcomes process provides additional data in support of the College's mission. When deficiencies become apparent, the College identifies corrective measures through specific action plans such as the *Student Success and Support Plan*, *Student Equity Plan*, *Basic Skills Plan*, and annual program plans. (Standard I.A.2)

The College began integrated planning in the early 2000s, and the process continues to evolve each year. The College's integrated planning model is informed by data analysis and assessment from both internal and external environments. Through the integrated planning process any resource request must be linked to a strategic goal. The strategic goals are linked to the College's mission. Resource requests are evaluated against campus-approved rubrics used by the College's standing committees, which ensures that the College mission remains central to the resource allocation process. (Standard I.A.3)

The team reviewed committee meeting minutes showing that the College mission is validated annually and reviewed and updated on a six-year cycle. The College established a Mission Review Task Force, which recommended an update to the previous mission statement. The Task Force solicited input from the college community during the revision process. On October 16, 2015, the revised mission statement was approved during the Fall Fling, which is the annual strategic planning meeting and the primary venue to review and discuss the mission statement. Students, faculty, staff, and administrators attend the Fall Fling. The governing board approved the current mission statement on December 8, 2015.

The mission statement is published in the *College Catalog*, in College reports and on the College's website, but was inaccurate in the Institutional Self Evaluation Report. The team confirmed that the error occurred during the writing process of the Report where an earlier draft of the mission statement was included, which was inadvertently not updated after the governing board's approval of the current mission statement. The team was made aware of this error prior to the site visit. All other publications printed subsequent to board's approval of the official mission statement are accurate. The mission statement is widely accessible to the College's internal and external community. (Standard I.A.4)

### **Conclusions**

The College meets the Standard and ER 6.

## **Standard I.B: Assuring Academic Quality and Institutional Effectiveness**

### **General Observations**

There is a strong culture of collegial dialogue at Moorpark College. This is demonstrated by the multiple opportunities to discuss a variety of topics related to student learning outcomes, academic quality, institutional effectiveness, and student achievement. The College has assessed student learning outcomes for all instructional programs and student and learning support services. In addition, it has set mission-appropriate institution-set standards for student achievement that are regularly assessed to determine how effectively they are being met. However, some institution-set standards may be too low. The College uses the results of data analysis to strengthen student learning and student achievement.

The College has a process whereby programs evaluate their goals and objectives, student learning outcomes and student achievement. In addition, the College reviews and evaluates its policies and practices for all areas of the institution; the main vehicle is through its Board Policies and Administrative Procedures. While the College communicates the results of assessment and evaluation activities, it does not currently disaggregate student learning outcomes data. In order to advance the College mission, the College regularly evaluates its policies and practices and updates institutional and program-level planning documents. In addition, the results of assessment and evaluation activities lead to the allocation of resources.

### **Findings and Evidence**

The team reviewed minutes of standing committees, department meetings, discipline meetings, college councils, senates, and Associated Students committees documenting the dialogue about important topics. The membership structures of standing committees, which meet on a regular basis, allow for broad-based participation from various constituency groups. The College has other opportunities to discuss academic quality, institutional effectiveness, improvement of student learning and achievement through Town Halls, “Y’All Come” days, Professional Development Week Activities, and Fall Flings. In addition, the program planning process facilitates many of the discussion items mentioned previously. (Standard I.B.1)

With the help of the staff in institutional research, the Student Learning Outcomes (SLO) Committee, the faculty SLO coordinator, and the Professional Development Committee, Moorpark College defines and assesses student learning outcomes for all instructional programs and student and learning support services. The College has adopted a five-year assessment calendar, which is aligned with the five-year curriculum cycle for instructional programs. While the SLO coordinator meets with faculty and staff a number of times during the five-year cycle, prior to curriculum review at the end of the fifth year, program faculty meet with the SLO coordinator to review and analyze assessment data to determine if there is evidence that would warrant an update to the curriculum or learning outcomes.

The student services programs and business services programs (e.g., bookstore, fiscal services, financial aid, and maintenance and operations) assess outcomes more frequently via online and hardcopy surveys.

The team confirmed that the criteria used to evaluate student learning outcomes in distance education classes is the same as the face-to-face classes. Documents show that through the collaboration of the Distance Education Committee and the Professional Development Committee, professional development opportunities have been made available to improve online retention and success; professional development training, including full-day dedicated sessions; Coffee Break online instructor sessions; required training for new online instructors; and, ongoing training for current faculty members teaching online. In addition, the College has a deep-rooted program review and planning process that provides instructional, student support services, and business service programs opportunities to collect, assess, reflect and act on learning outcomes on an annual basis. (Standard I.B.2, ER 11)

Moorpark College has established institution-set standards for successful course completion, degree and certificate completion, and transfer to four-year universities. The institution-set standards were established through the use of historical student outcomes data that were reviewed and discussed by the College's governance committees. The standards, which are reviewed regularly, are published in the *Institutional Effectiveness Report* and communicated annually in the ACCJC report. The team discussed the reasonableness of the institution-set standards and determined that some may be too low. The team encourages the College to review its methodology for setting the institution-set standards to ensure the expected performance levels are appropriate for higher education. The team further encourages the College to set job placement rates for all career and technical education programs. (Standard I.B.3, ER 11)

Moorpark College uses student learning and achievement data in order to make decisions. The data are published in reports, including the annual *Institutional Effectiveness Report* and planning data reports. The data are used in tracking action plans that can be found in the *Student Equity Plan*, *Student Success and Support Plan* and the annual program review plans. These plans are aligned and linked to the College's *Educational Master Plan*. (Standard I.B.4)

Through interviews with faculty, staff and administrators, the team verified that the College uses the annual program review process to assess its effectiveness in meeting its mission. The annual plan template asks how the program-specific mission supports the College mission. Through the Office of Institutional Research, programs are provided with a wealth of data, including information on completion, success, retention, student demand, industry demand, and equity data to assist with responding to this question. In addition, there is access to program-level data regarding student learning outcomes, external scans and program-specific survey results. While achievement data is disaggregated by demographics and mode of delivery, the College does not currently disaggregate learning outcomes data by mode of delivery. The College has had to overcome staff deficiencies in the area of research due to staff turnover and delays in the hiring process. As of July 2015, the College has hired three research staff who will be instrumental in providing disaggregated data essential to evaluation and continuous improvement. (Standard I.B.5)

The College's Office of Institutional Research provides disaggregated student achievement data by demographics (e.g., age, gender, and race-ethnicity) and special populations (e.g., former foster youth, disabled students, economically disadvantaged). These data are used in the program review process as well as other processes on campus for planning purposes. These data are available in the annual *Institutional Effectiveness Report* and the *Student Equity Plan*. The *Student Equity Plan* comprehensively addresses achievement gaps between student populations. Moreover, the *Student Equity Plan* analyzes the data and states action steps for increasing student achievement. Additionally, the plan includes a budget and provides a timeframe for the activities that will be undertaken in order to eliminate gaps in achievement. The College does not currently disaggregate student learning outcomes data by demographics because it has decided to keep the identity of students anonymous when collecting student learning outcomes. (Standard I.B.6)

The team verified that the College evaluates its policies and practices on a regular basis. The *Making Decisions at Moorpark College* document outlines the structure and operating agreements for decision-making at the College and is reviewed and revised regularly. In addition, the College reviews strategic planning documents on a regular basis. Multiple groups on campus regularly evaluate the college mission; these groups include the following: the Mission Statement Task Force, Community Advisory Group and the Academic Senate. To ensure college wide participation, the mission statement is reviewed annually at the strategic planning meeting called the "Fall Fling."

The team confirmed that plans advancing the College's mission are reviewed on a scheduled basis. The *Educational Master Plan*, which drives the three-year strategic plan, is evaluated every ten years. The *Strategic Plan* is reviewed annually by the Academic Senate and at the "Fall Fling" in order to consider short-term external and internal issues that may affect the College. The *Educational Master Plan* also drives the *Facilities Master Plan*, which is reviewed every ten years. Through the participatory governance structure, the Education Committee for Accreditation and Planning Committee (EdCAP) evaluates the program planning process. Furthermore, EdCAP reviews and determines annually the appropriateness of the procedures, forms and timeline of the program planning cycle. (Standard I.B.7)

The team confirmed that the College uses reports and survey results to communicate its assessment and evaluation activities. These include the following:

- *Educational Master Plan*
- *Institutional Effectiveness Report*
- *Student Equity Report*
- Student Success Scorecard Data Report
- Community College Survey of Student Engagement (CCSSE)
- VCCCD Student Perceptions Survey
- Moorpark College Student Services Satisfaction Survey

These reports were reviewed by the team and are available through the College website, portal, and via email to the campus. They are shared and discussed at College committee meetings, advisory meetings, and governing board meetings. (Standard I.B.8)

All programs at Moorpark College engage in an annual program review process. The College's programs are in a continuous and comprehensive process of systematically evaluating, planning and requesting, if necessary, resources to meet their needs. The annual program planning process ensures, among other things, that programs consider their needs related to resources, including human, physical, technological, and financial. The request for resources are taken from the annual program plans and compiled and sent to appropriate committees for review and prioritization. Moreover, it is required that every program meet with the executive vice president, the vice president of business services, and the president of the Academic Senate to review their plan and to discuss the goals and desired outcomes for the following year. In addition, the dean, department chair or program lead/supervisor and other program faculty/staff are involved in the review process. The team verified that the evaluation, planning and resource allocation process has resulted in improvements at the College, including renovations to the zoo and gym facilities, improvements in lighting and digital projection systems, and a change in instructional lab assistant's status from ten-month to twelve-month employment. Additionally, the College is involved in creating operational plans that include campus wide initiatives; these plans, which are aligned with the *Strategic Plan*, include the following: the *Student Success and Support Plan*, *Basic Skills Plan*, and the *Student Equity Plan*. (Standard I.B.9)

### **College Scorecard Comparison**

The team reviewed the College Scorecard Data from the United States Department of Education that was provided during the team training on August 2016. The College relies on data produced by the District's Institutional Research Office or data from the California Community Colleges Chancellor's Office Data Mart and Student Success Scorecard. Some metrics, such as percentage of full time and part time enrollment or loan default rates, on the USDE Scorecard were similar to those provided by the College while other metrics, such as retention rates, were significantly different. The College does not track a "150% Completion Rate," which is 37.3 percent for Moorpark College. However, the College has established institution-set standards for degrees, certificates, and transfers. The College plans to continue using their metrics of performance.

### **Conclusions**

The College partially meets the Standard. Moorpark College has a robust and ongoing program review process and has a long-standing practice of assessing learning outcomes. The College disaggregates and analyzes achievement data by subpopulations and mode of delivery, but does not disaggregate outcomes data.

### **Recommendations for Improvement and Compliance**

**College Recommendation 1 (Compliance):** In order to meet the Standards, the team recommends that the College analyze and disaggregate learning outcomes for subpopulations as defined by the College. (Standard I.B.5, I.B.6)

## **Standard I.C: Institutional Integrity**

### **General Observations**

Moorpark College maintains institutional integrity through various means. The College assures the accuracy of its information through a rigorous review process prior to its publication and dissemination of information to students, staff and the public through its *College Catalog*, website, internal portal, and newsletters. Matters of academic quality are published in annual reports as well as long-range educational plans. The degrees and certificates offered at the institution are consistent with their purpose, content, course requirements, and expected learning outcomes.

The College cyclically reviews and updates its policies, procedures and publications to assure they are reflective of its mission, programs and services. In addition, it makes certain that current and prospective students are provided accurate information with regard to total cost of education. The College uses and publishes governing board policies on academic freedom and responsibility to ensure institutional and academic integrity. Additionally, there are institutional policies and procedures that promote honesty, responsibility and academic integrity. Faculty present information fairly and objectively both inside and outside of the formal learning environment.

The College provides accreditation-related information and responses to meet the needs and requirements of the Accrediting Commission in a timely manner. Moreover, the College is honest with its interactions with all external entities, including the multiple accrediting and state agencies.

### **Findings and Evidence**

The team reviewed the *College Catalog*, website, internal portal, and newsletters, which confirmed that the College provides regularly updated information to its students, employees and the public. The information reported in these areas includes the College's mission, accredited status, educational programs, student services, policies and regulations, student learning outcomes, student assessment and success data, and student fees. The College assures the clarity, accuracy, and integrity of the information by providing rigorous college wide and departmental review of the content prior to its release. (Standard I.C.1, ER 20)

The *College Catalog* is available online as well as in printed copies available at the bookstore and library. The catalog provides a wealth of information, including contact information, the mission and values, programs, and course and program learning outcomes. In addition, information regarding requirements for admission, financial obligations, graduation, and transfer are provided. Furthermore, the Catalog publishes information on various distance education options offered by the College.

Through an annual review process, the College ensures the information in the catalog is current and accurate. When updates are needed between major printings, the College publishes online addenda. The catalog's cover contains language that informs the reader about addenda to the *College Catalog* as well as a website link to the latest information. (Standard I.C.2, ER 20)

The team confirmed that the College uses various reports to communicate matters of academic quality to students, employees and the external community. The team reviewed reports and documents, including the *Educational Master Plan*, *Institutional Effectiveness Report*, district level annual snapshot reports, the *Student Equity Report*, statewide *Student Success Scorecard*, *CTE (Career and Technical Education) Outcomes Survey*, *Community College Survey of Student Engagement (CCSSE)*, the District's *Student Perception Survey*, and the *Student Services Satisfaction Survey*. (Standard I.C.3, ER 19)

The College describes its degree and certificate offerings in terms of their purpose, content, course requirements, and expected learning outcomes in its *College Catalog*. In addition, the College disseminates a pamphlet for all associate degree for transfer programs that describes degree requirements. (Standard I.C.4)

The College regularly reviews its institutional policies, procedures and publications to ensure they accurately represent the College mission and its programs and services. The District, through various committees, reviews Board Policies and Administrative Procedures on a five-year cycle. Representatives from Moorpark College sit on these committees to provide input from appropriate college constituency groups. (Standard I.C.5)

Through its website, the team found that Moorpark College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, textbooks, other instructional materials, and other required expenses. The course catalog and online schedule of classes include information on additional fees for courses, when applicable. (Standard I.C.6)

The governing board for the Ventura County Community College District (VCCCD) has an approved policy on Academic Freedom, Board Policy 4030. The policy is published on the District website as well as the *College Catalog*. Furthermore, Moorpark College's Academic Senate has provided support for academic freedom in its *Faculty Handbook*. The policy states the institution's commitment to the free pursuit and dissemination of knowledge and support for an environment in which intellectual freedom exists for all groups. Administrative Procedure 4030 includes information on the process to examine and resolve charges of academic freedom infringement for faculty. (Standard I.C.7, ER 13)

Moorpark College has established and published policies and procedures that promote honesty, responsibility, and academic integrity. The VCCCD Board Policy 5500 addresses student conduct and honesty and Administrative Procedure 5500 indicates the consequences for misconduct; this information is published in the *College Catalog* as well as posted on the District website. In addition, faculty members, via the *Faculty Handbook*, are encouraged to state the academic dishonesty policy in their syllabus.

In order to inform and enforce its academic honesty policies, the team confirmed that the College has a Behavioral Intervention Team (BIT) that processes formal grievances and responds to student disciplinary issues. In addition, to facilitate reporting of student conduct violations, the BIT has created an online submission form, which includes the ability for all evidence to be submitted electronically. (Standard I.C.8)

The College's commitment to professional conduct in the classroom is stated in a number of documents that were reviewed by the team. Administrative Procedure 7205 states that employees (including 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." In addition, Board Policy 4030 includes a statement from the American Association of College Professors stating that "Academic employees are entitled to freedom in the classroom in discussing their subject, but they should be conscientious regarding teaching subject matter which has no relation to their subject." Moorpark College faculty members encourage their colleagues to distinguish between personal conviction and professionally accepted views when teaching. For example, in the *Faculty Handbook*, it states that: "the teacher 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." (Standard I.C.9)

The team confirmed that the College does not require conformity to specific beliefs or worldviews for their students, faculty, classified staff, or administrators. The *Faculty Handbook* contains statements that support advocacy and free expression. Nonetheless, the College does have codes of conduct for employees and students. Specifically, Board Policy 7205 pertains to an employee code of ethics. In addition, the *College Catalog* states the Student Code of Conduct. (Standard I.C.10)

The team confirmed that Moorpark College does not operate in a foreign location; thus, Standard I.C.11 is not applicable. (Standard I.C.11)

The team confirmed that Moorpark College complies with Eligibility Requirements, Accreditation Standards, Commission Policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The team reviewed the College webpage dedicated to accreditation, which is accessible to the public one click from the College homepage. The accreditation webpage includes current and historical information, including the College's accredited status; institutional self evaluation reports, follow-up reports, midterm reports, and Commission action letters. Complete information on how to file a formal complaint to the Accrediting Commission for Community and Junior Colleges is also included. (Standard I.C.12, ER 21)

The team confirmed that the College advocates and demonstrates honesty and integrity in its relationship with external agencies such as the Accrediting Commission for Community and Junior Colleges, USDA Zoo accreditation for Exotic Animal Training and Management (EATM) Program, California State Board of Registered Nursing (BRN), Accreditation Commission for Education in Nursing (ACEN) formerly National League for Nursing Accreditation Commission (NLNAC), Joint Review Commission on Education in Radiologic Technology (JRCERT), and National Association for the Education of the Young Child Accreditation (NAEYC) for the Child Development Center. In addition, the College conforms to all federal and state requirements and complies with all state regulations as they apply to public institutions. (Standard I.C.13, ER 21)

Moorpark College is a public, not-for-profit institution with the objective of providing high quality education to its students. The College has a number of educational programs, which

are aligned with its mission and that address the needs of its students. It is committed to high quality education, student achievement and student learning. The team has confirmed that the College does not have investors or parent organizations concerned with generating financial returns or supporting external interests. The governing board approves all contracts.  
(Standard I.C.14)

**Conclusions**

The College meets the Standard and ER 13, ER 19, ER 20, and ER 21.

## **Standard II**

### **Student Learning Programs and Support Services**

#### **Standard II.A: Instructional Programs**

##### **General Observations**

Moorpark College offers instructional programs, library and learning support services and student support services aligned with its mission. The college's programs are conducted at levels of quality and rigor appropriate for higher education. Educational quality is assessed through methods accepted in higher education; the results of its assessments are made available to the public, and the College uses the results to improve educational quality and institutional effectiveness. All of the degree programs are defined by the College and they incorporate a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry.

##### **Findings and Evidence**

The team found that all institutional offerings align with the College's stated mission in several ways. According to a published curriculum review cycle, the team verified that the Curriculum Committee reviews course, degree and certificate patterns every five years; career and technical education programs are reviewed every two years. Student learning outcomes are used as the general term to describe all aspects of learning outcomes. Following a review of the TracDat system, the team found that all course learning outcomes (CLOs) are mapped to both program learning outcomes (PLOs) and institutional learning outcomes (ILOs), which in turn, link to the mission. General education courses also map to general education outcomes (GLOs). Classes seeking distance education or honors program approval must complete the appropriate addendum in addition to filling out a course outline of record. Career and technical programs are developed based on local labor market needs, emerging fields of employment and recommendations from advisory committees. In order to evaluate student attainment of learning outcomes, all courses are measured for continuous quality improvement in a regular evaluation process. The student learning outcome coordinator assists disciplines throughout the five years with the creation of assessment tools and interpretation of data. The *Institutional Effectiveness Report* provides evidence that students are progressing through and completing degrees and certificates and transferring to four-year institutions. As part of the College's annual program review process, programs are asked to evaluate the data and describe how the data are being used to improve curriculum and student success. As part of program review, programs are evaluated using eight criteria on the program plan evaluation, which ensures that the College reviews programs annually for items such as advancement of the College mission, student demand, and currency. (Standard II.A.1, ER 9, ER 11)

The team verified that the College has systematic processes to ensure professional standards and expectations are met, including curriculum review, the annual program planning and review process. Curriculum review is a faculty driven process that occurs on a five-year cycle with career and technical education (CTE) programs on a two-year cycle. The Curriculum Committee is comprised of elected faculty representatives from each department, deans, student support services staff, and students. Every course and program, regardless of

the mode of delivery, goes through the curriculum process. Through this process, faculty have a central role in developing and approving all courses, including those offered via distance education. The College ensures that content and methods of instruction continue to meet academic and professional expectations through the program review and planning process. The General Education (GE) Subcommittee reviews courses seeking general education articulation with California State University (CSU) and University of California (UC) to ensure they meet standards of rigor and breadth for those institutions. As part of the review process, to ensure quality and compliance, all new curriculum and significant changes are also reviewed by the District Technical Review Workgroup – Instruction prior to review by the governing board. Assessment of student learning is not formalized in the faculty evaluation process. (Standard II.A.2)

The team confirmed that the College has identified program-level and course-level learning outcomes for all programs and courses as well as institutional and general education outcomes. All student learning outcomes for every course or student support service is linked to a PLO, GLO or ILO. The CLOs are included in the course outline of record (COR) maintained in CurricUNET and also in TracDat. CLOs are reviewed as part of the five-year curriculum cycle. This cycle coincides with the curriculum review cycle, ensuring that learning outcomes are assessed on a regular basis. While all 867 courses listed in the catalog have approved CLOs, the team noted that only 491 courses offered within the five year cycle have been assessed, rather than all courses published in the catalog.

Instructors are required to submit a syllabus for all courses at the beginning of every semester; the appropriate dean reviews the syllabi to ensure that the approved student learning outcomes are included. The team reviewed a sampling of syllabi from each area dean and found that 100 percent of those syllabi contained approved student learning outcomes. The work of the Student Learning Outcomes Committee leads institutional procedures for generating and assessing learning outcomes, and provides a broad platform for discussion of outcomes and assessments. The student learning outcome coordinator position provides faculty a resource to ensure that their outcomes and assessment procedures are consistent with those of the College as a whole. Student learning outcomes for each course are available to the general public via a link found on CurricUNET. (Standard II.A.3)

The College offers pre-collegiate-level courses in English, English as a second language, and math. Students who take these pre-collegiate courses are tracked as to their success in the course and, eventually, in transfer-level courses. The College provides access to supplementary support in the form of basic skills tutoring, embedded supplemental instructors and dedicated counseling. The team found that all courses are clearly identified in the *College Catalog* as transferable to CSU and or UC campuses and for pre-collegiate level courses, whether they apply to the degree or not. (Standard II.A.4)

The College has a process for curriculum development and review of degrees and programs, including appropriate depth, breadth, rigor, course sequencing, time to completion, and synthesis of learning. Administrators, department chairs and faculty work collaboratively to ensure that course scheduling supports appropriate time to completion. The Curriculum

Committee reviews programs ensuring that standards are met. All degree programs require a minimum of 60 semester units. (Standard II.A.5, ER 12)

Based on degree requirements and data analysis, faculty members have worked over the last several years to “core” their curriculum, focusing most course offerings on primary courses and providing fewer elective courses or offering elective courses on a rotation. In addition, disciplines have implemented two-year course scheduling plans for their degrees and similar course scheduling plans for each certificate. Evidence demonstrates that these plans inform enrollment management and scheduling planning. Through the implementation of these two-year schedules, the College schedules courses in a way that allows students to complete certificate and degree programs in a timely manner. The Moorpark College *Enrollment Management Plan 2013-2016* ties the goals of course scheduling to the enrollment goals that support the College’s strategic goals. (Standard II.A.6, ER 9)

Courses are offered on a varied schedule to meet the needs of full-time, part-time, day, and evening students: mornings, afternoons, evenings, weekend, full-semester, short-term, on high school campuses, and via distance education including fully online and hybrid. Instructors use a variety of teaching techniques and technologies to support the different learning styles of students. To support faculty in meeting the needs of students with a variety of learning styles, the College offers many opportunities for professional development. The faculty evaluation asks evaluators to comment on diversity of delivery modes and sensitivity to different learning styles. For distance education (DE) courses, the evaluation contains a section that is specific to distance education courses as well as requiring a discussion of teaching methodologies used in the course. (Standard II.A.7)

The team confirmed that the College does not use department-wide course and/or program examinations. However, several programs prepare students to take external licensure exams. (Standard II.A.8)

The team verified that the College awards course credit, degrees and certificates based on attainment of learning outcomes established through the curriculum review process. CLOs are linked to program outcomes, general education outcomes, and institutional outcomes. The units of credit awarded are consistent with institutional policies that reflect generally accepted norms in higher education. The College does not offer courses based on the clock hour. (Standard II.A.9, ER 10)

The team found that the College has effective procedures for transfer-of-credit and articulation agreements from accredited institutions, which are regularly updated. The College has articulation agreements with many four-year universities. The *College Catalog* provides information and links to transfer-of-credit information on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST), Associate Degrees for Transfer (ADT), and Course Identification Numbering System (C-ID) websites. The *College Catalog* provides specific guidelines for evaluation of credits from other institutions, international transcripts, military credits, credit by exam, and advance placement. The catalog explains less common ways in which students may petition for credit. Moorpark College has been

recognized by the Campaign for College Opportunity for Excellence in Higher Education for its development of ADTs. (Standard II.A.10, ER 10)

The team verified that the College has identified core competencies and general education outcomes that are documented in the *College Catalog*. Degree programs include program-specific learning outcomes, general education learning outcomes, and institutional outcomes, which cover communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The College has identified four institutional learning outcomes:

- 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 Skills: 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.

(Standard II.A.11)

The team confirmed that all degree patterns are reviewed for GE content consistent with standards identified for the Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education (GE) breadth as identified in the *College Catalog*. The *College Catalog* describes the general education philosophy, which includes all general education courses, regardless of the mode of delivery. All general education courses are assessed on a regular cycle, including those offered in distance education mode. As a requirement for an associate's degree, all students must take a pattern of general education courses. This includes a student's preparation for and acceptance of responsible participation in society; skills for lifelong learning; application of learning; and, a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, sciences, social sciences, and mathematics. In addition to the general education pattern of courses required for every degree, the College offers many opportunities that prepare students for participation in civil society, helping them develop skills for lifelong learning and providing learning opportunities about current events. (Standard II.A.12, ER 12)

Students graduating with an Associate in Arts (AA), Associate in Science (AS) degree, or an Associate in Art or Science for Transfer (AA-T/AS-T) must successfully complete a minimum of 60 semester units of degree-applicable college coursework in a major or area of emphasis. Degrees require a minimum of 18 units, successfully completed with a grade of C or better. Each major is described in detail in the catalog. Every program has identified program learning outcomes, which are made available to the public in the *College Catalog* as well as course learning outcomes that are included in the course outline of record that are available to the public. Students are held accountable for mastery of competencies as measured by the learning outcomes, exams and other assessment methods described in the COR. (Standard II.A.13)

CTE programs participate in a two-year curriculum review cycle that includes intensive review of the curriculum, student learning outcomes and labor market data analysis to ensure that new and continuing programs meet employment standards. CTE programs with external licensure and certification requirements are primarily in the nursing and radiologic technology fields, where students must demonstrate technical and professional skills by passing state board licensure examinations. The team reviewed advisory committee meeting minutes, which demonstrate that these committees are comprised of college faculty, local and statewide industry partners and representatives from CSU and UC systems; and, provide feedback regarding the academic and workplace preparedness of graduates. (Standard II.A.14)

The College follows the District Board Policy 4021 and Administrative Procedure 4021 on program discontinuance. The annual program planning process is the venue through which programs are evaluated for vitality. If a program is discontinued, the dean and discipline faculty develop “teach-out” plans for students so that they can meet their educational goals in a timely manner. Students are advised by counseling of their options so that they can complete their program of study. (Standard II.A.15)

The annual program planning process is the mechanism by which the College ensures the annual review of instructional programs in order to encourage improvement and currency. All academic programs follow a five-year cycle of curriculum review, which is synchronized with a five-year SLO cycle and a five-year general education outcome cycle. Career technical education programs are reviewed every two years. This review cycle includes all courses, regardless of mode of delivery, and all degrees and certificates in the program. (Standard II.A.16)

### **Conclusions**

The College meets the Standard and ER 9, ER 10, ER 11, and ER 12.

### **Recommendations for Improvement and Compliance**

**College Recommendation 2 (Improvement):** In order to increase effectiveness, the team recommends that the College conduct regular assessment of the approved course learning outcomes (CLOs) for all officially approved courses appearing in the *College Catalog*. (II.A.3)

## **Standard II.B: Library and Learning Support Services**

### **General Observations**

Moorpark College provides appropriate library and learning support services to meet the needs of its students and instructional programs. Its staffing is at a level that allows for quality interactions between students, staff and faculty. The Library and Learning Resources (LLR) and the Teaching and Learning Center (TLC) staff work closely with faculty and students to maintain and develop pertinent library and learning support materials relating to Moorpark College curricular offerings. The growth in student need for flexibility in learning has led to expanded tutoring and significant on-ground and online library and student support resources. The College's services are sufficient for students, regardless of location and learning modality, as evidenced by the success of students taking online classes or students enrolled through dual enrollment in high school.

The library and TLC staff provide a diverse combination of support services for both traditional and online students. The TLC staff partner effectively with other campus leaders such as the Basic Skills Workgroup and the Student Success and Equity Committee to provide enhanced student support options for its students, including those who are underrepresented. Students have access to a math and writing center, a language lab, and a tutoring center. Tutors are required to receive training, and tutoring offerings are scheduled based upon data analysis of student achievement and need.

### **Findings and Evidence**

The team found that the Moorpark College LLR staff members ensure that their learning support services are sufficient in quality and accessibility by conducting a variety of outreach efforts to students and discipline-specific faculty. Librarians offer instruction sessions across campus including classroom sessions. Comparable library resource services are provided to all students, regardless of mode or location, as evidenced by the multiple methods of service delivery, including individualized, in-person, group, phone, email, and online reference services. The library collection is regularly evaluated and updated to meet the ongoing needs of student learning and the curriculum. The College's library and tutoring services have successfully met significant student demand. Evidence of this can be found in the expanded tutoring options and increased on-ground and online library resources. In particular, twelve additional disciplines were added to the tutoring offerings based upon student needs and program-level student success data. Moorpark College requires that every tutor be recommended by a faculty member and, further, that each tutor completes a tutoring methods course to prepare her or him for successful work with other students. The College recently added an online tutoring service, *SmarThinking*, to help increase accessibility of support to students. The team reviewed data showing that the quality and convenience of tutoring has resulted in positive survey result responses from students and staff. (Standard II.B.1, ER 17)

The team verified that the College relies on the expertise of faculty and staff to maintain educational equipment and materials necessary to successfully support student learning. Faculty identify these materials through the College's course revision/development process of the Curriculum Committee on which a librarian is a member. In addition, both full- and part-time faculty members may email their requests to the librarians. Similarly, all College

students can use “Ask-A-Librarian” service to access learning materials via email or telephone. If resource materials cannot be found in the LLR center, Moorpark College students, faculty and staff use a service, Universal Borrowing, which allows books from the Ventura College and Oxnard College collections to be delivered to the Moorpark College Library. (Standard II.B.2)

Annual program review is the formal mechanism for which Moorpark College evaluates its learning support services areas to determine student and program needs. This review relies on data analysis from a variety of sources, including institutional research on student achievement, traditional and online student feedback, and student learning outcomes data from faculty. The team reviewed program plans demonstrating that the College uses these evaluations to make improvements, such as a recent expansion of the reserve textbook collection and acquisition of new books and online resources that support student equity. In addition, the library staff regularly measures the effectiveness of its resources and services to support student learning, including student satisfaction surveys, review of the library resources section of CORs, and faculty feedback from individualized instruction sessions for classes. Likewise, the TLC staff effectively assess and identify ways to support students’ achievement of learning outcomes. The TLC significantly expanded tutorial services and workshops in both in-person and online delivery modes as a result of assessment. (Standard II.B.3)

Moorpark College has documented formal agreements with other institutions and vendors that support its instructional programs and student services. It evaluates the effectiveness of such collaborations and contracted services annually through its program planning process and, based upon this evaluation, a determination of continued financial support is made. The College takes responsibility for the security and reliability of all such services as seen in both College and District policy. (Standard II.B.4, ER 17)

### **Conclusions**

The College meets the Standard and ER 17.

## **Standard II.C: Student Support Services**

### **General Observations**

The student services programs at Moorpark College regularly evaluate the quality of their services. The College integrates student services with instruction, which further addresses student success and reflects the College's mission. Student services are provided for both on-ground and online students. Student services programs assess and evaluate program learning and participate in the annual program plan/program review process.

The College provides equitable, comprehensive, and reliable student services regardless of service location or delivery method. Additionally, the College has available online student support service, including counseling, to meet the needs of online, evening, and high school students. New students to the College are required to complete an online orientation. All students are required to complete an online assessment prior to enrolling in a math or English course. The assessment instrument is regularly evaluated. The College provides co-curricular program and athletics programs, which contribute to the social and cultural dimensions of the student's education experience. In addition to athletics, co-curricular programs such as student government and performing arts provide opportunities for students to be involved, develop their leadership potential, and become engaged in their educational experiences at the College.

Admission to the College is open to high school graduates, individuals who hold a high school proficiency certificate, a General Education Diploma (GED), or are an adult 18 years of age or older and capable of benefitting from instruction. The College may, under special circumstances, admit minors to attend classes at the College. The College maintains student records appropriately and ensures their confidentiality and security. Policies for the release of student records are published and followed. The College follows state and federal guidelines for destruction of records, as applicable.

### **Findings and Evidence**

The team confirmed that the College provides quality student support services in support of its mission, regardless of location or means of delivery. Central to their quality services is the integration of instruction and student services. The College promotes and sustains the integration of student services and academic programs through its organizational and committee structure, and this alignment assists in providing students resources to help them be successful. This organizational structure enhances communication, providing regular opportunities to facilitate a consistent approach to student learning and to develop integrated plans to support student needs.

The team found that programs analyze their outcomes assessment data, both qualitative and quantitative, and have rigorous discussions to improve student support services. As evidenced in planning documents, program plans, program learning outcomes assessment, on-ground and online analyses, and meeting agendas and minutes, the College regularly assesses and evaluates student support services to ensure the quality of the programs and their effectiveness in enhancing student success, regardless of the mode of delivery, which are linked to the institutional outcomes and the mission of the College. In addition to online

content delivery, the College ensures that services and programs are accessible for students with disabilities and trains distance education faculty on the delivery of accessible online materials.

Student services faculty, staff and administrators meet regularly and take part on college participatory governance committees to ensure that student services' needs are considered during the planning, allocation and decision-making processes. The team confirmed that student services representatives play key roles in analyzing data and developing both the *Student Success and Support Plan (SSSP)* and the *Student Equity Plan (SEP)*.

Through continuous monitoring and linkages to institutional outcomes and the mission, the team found that student services programs strive to meet the changing needs of students, reduce barriers and create pathways to support student achievement and success. The Student Services Council (SSC) leads this process, which is demonstrated in contributions at the annual strategic planning retreats, including the Fall Fling, town halls, and college wide "Y'All Come" meetings. Student services programs have used data from satisfaction surveys to identify better ways to support the diverse student population. (Standard II.C.1, II.C.2 and ER 15)

The team verified that the College ensures equitable access to all students by providing quality student services, regardless of service location or delivery mode, and by continuously assessing student services through program learning outcomes and survey data. Through continuous analyses, student service programs have made adjustments to services and processes in response to the changing needs of the student population. As evidenced in meeting agendas and notes, governance committee rosters and planning review documents reviewed by the team, student services personnel have been highly involved in district and college councils and committees, strategic planning sessions, program review, and department and division meetings. Input from these groups has ensured that the College is providing equitable access to appropriate, comprehensive and reliable services, regardless of service location or delivery method, and discussing ways to improve effectiveness of services. Improvement to student support services and programs has included a comprehensive adjustment to meet the needs of both on-ground and online student services. This improvement is demonstrated by the expansion of student support services program access for students in the evening, and includes additional tutoring hours, open access labs and test proctoring to ensure equitable student success. The College has opened a veteran's resource center providing "one-stop" to address the unique needs and nuances of the veterans community. The College is committed to providing outreach programs and services to the community, as well as designing a structured Guided Pathways to Success (GPS) program for first-time students to ensure their success. In addition, the College's outreach and dual enrollment efforts have been expanded to provide greater access to high school students.

In an effort to address gaps in face-to-face course success, the College has implemented a systematic process to increase faculty and staff awareness of student support services and programs for online faculty and students. Student success data and satisfaction surveys were used to determine continuous improvement to reach college goals and support the mission regardless of method of delivery. (Standard II.C.3, ER 15)

The College has multiple co-curricular programs and athletic programs that reflect the college mission and contribute to engagement and the social and cultural dimensions of the students' educational experience. These programs integrate classroom instruction with extra-curricular campus events. Co-curricular events include Multi-Cultural Day, One Campus One Book, and theme-based lectures. There is a robust student government and student activities program that allows students to develop as leaders by identifying, or starting, clubs unique to their interests or based on cultural awareness. The Associated Students supports the college mission and has seen an increase in student involvement.

The College offers 14 Title IX compliant athletic programs consisting of seven women's teams and seven men's teams. Student athletes support each other through attendance at games and on social media. In addition, student athletes receive services to ensure they have academic guidance to meet their educational goals and to support student success. As evidenced in their outcomes assessment analysis, data show that student athletes achieve a higher grade point average and have higher retention, persistence and completion rates than the at-large student population.

The College is responsible for control of all athletics and other co-curricular activities and events, including their finances. The team verified that all revenues from events and fundraising activities are deposited in College trust and agency accounts. All expenditures are requested by the department faculty and approved by the dean. The annual budget is determined as part of the annual program plan and review process. (Standard II.C.4)

The team confirmed that the College provides comprehensive counseling services to support student development and success. Counseling services are integrated into several departments, including the Career/Transfer Center, CalWORKs, EOP&S, veterans, and ACCESS as well as in many academic departments. Classroom presentations and workshops are a primary vehicle for the dissemination of information about available counseling services. The College provides specialized counseling to at-risk student populations in categorical programs and athletics, along with students who are on probation. The counseling programs ensure that students understand requirements related to their programs and receive timely, useful and accurate information about these requirements. All students are encouraged to complete online math and English placement processes, online orientation and first semester education plans. New students who complete all three components receive priority registration. All components can be completed online, so all students, regardless of mode of delivery, have access. (Standard II.C.5)

The College adheres to Board Policy 5010 and Administrative Procedure 5010, which designate authority and responsibility for the admissions and concurrent enrollment process. The *College Catalog* clearly states eligibility requirements and admissions procedures. Specific criteria for special admissions, such as the nursing program and the exotic animal training and management program, use multiple criteria for selection. Through the SSSP, the College identifies pathway requirements, which include completion of an orientation, either on-ground or online; assessment for math and English placement; and, a student educational plan through DegreeWorks. The *College Catalog* includes a comprehensive overview of

college requirements, defines possible pathways towards degrees, certificates, proficiency awards and transfer options, types of associate degrees for transfer, and course requirements. (Standard II.C.6, ER 16)

The College follows consistent practices by using institution designed instruments and student surveys for placement, and validates effectiveness while minimizing bias. Students must complete the placement process prior to enrollment in a math and/or English course. Students can take the assessment online or on-the-ground in various computer labs on campus. Based on their assessment, students are provided information to help them select the appropriate course or recommended course. The English and math discipline faculty developed these informed self-placement instruments and update and modify them based on assessment data analysis, student feedback, and ongoing faculty dialogue regarding results. The College also offers bridge programs to assist students in preparing for college placement and preparation for college coursework. (Standard II.C.7)

The College maintains student records permanently, securely and confidentially with a provision for secure backup, and maintains such records in compliance with the Family Education Rights and Privacy Act of 1974 (FERPA), Title 5 guidelines of the California Code of Regulation, and the Health Insurance Portability and Accountability Act (HIPAA). The College follows Board Policy 3310 and Administrative Procedure 3310 regarding the storage and destruction of student records. Destruction of records requests are presented for Board of Trustees approval prior to disposal. Non-electronic student records are kept locked and secure onsite or in a secure offsite location. Computerized student records maintained in Banner include security systems as well as recovery and disaster back-up systems. (Standard II.C.8)

### **Conclusions**

The College meets the Standard and ER 15 and ER 16.

## **Standard III Resources**

### **Standard III.A: Human Resources**

#### **General Observations**

Moorpark College presented evidence to document its policies, procedures and compliance with the Standard. Human resources processes include both district and college level functions. Well-developed job descriptions and postings for faculty, classified staff, and administrators are available. The team commends the College for its professional development activities, including the year-long New Faculty Orientation (NFO) and the well-developed faculty handbook.

The College evaluation process is missing specific assessment of learning outcomes for administrators, faculty and other personnel responsible for student learning. The College indicates challenges in its self-evaluation report with District hiring of classified and administrative positions in order to fill essential positions in a timely fashion. Despite these past challenges, discussions with college and district staff indicate improvement and support that there are sufficient administrators, faculty and staff to conduct the business of the College.

#### **Findings and Evidence**

Moorpark College, through the district hiring process, ensures the quality of its programs and services by adhering to Board Policies and Administrative Procedures. Evidence of the hiring of qualified administrators, faculty and staff with appropriate education and training was provided. The team reviewed job descriptions that clearly articulated minimum and expected qualifications and are directly related to the institutional mission and goals reflecting position duties, responsibilities and authority.

The College indicates that there has been a concerning turnover in high-level administrative positions at the District and College over the past two years requiring the employment of interim staff to fill the vacancies. During interviews, one of the principal causes noted for vacancies in all employee groups was past budget reductions. The College included an action plan indicating it would work with the District Council on Human Resources to review the related Board Policy and Administrative Procedure for interim and emergency hiring. Both the District and College staff indicate that they are working together to improve hiring practices and fill necessary vacancies. (Standard III.A.1)

Moorpark faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. The College and District hiring processes ensure that factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and the potential to contribute to the mission of the College. The job descriptions' representative duties include development and review of curriculum and assessment of learning. The College follows its well-defined hiring process in conjunction with the District Human Resources Department. In interviews with district staff and college administrators, enthusiasm for the process is evident by the many

volunteers who offer to serve on hiring committees. Additionally, administrators and faculty support the very rigorous and appropriate process to ensure faculty have appropriate qualifications. Interviews with newly hired faculty reveal a high level of satisfaction with the rigor and overall process for hiring. (Standard III.A.2, ER 14)

Administrators and other employees responsible for educational programs and services at the College possess qualifications necessary to perform duties required for sustaining institutional effectiveness and academic quality. The College assures qualifications are included in job descriptions. Hiring committees also ensure that candidates recommended for positions have the qualifications necessary for institutional effectiveness and academic quality. The College recently hired new administrators from large pools of applicants that exceeded the minimum qualifications for the positions. (Standard III.A.3)

Moorpark College demonstrates that required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. College hiring committees and the Academic Senate work with Human Resources to review transcripts from applicants to ensure they meet the degree requirements. The College uses a District wide Equivalency Committee (DWEC) to review applicants where degrees from non-U.S. institutions or other equivalency questions need to be resolved. (Standard III.A.4)

The College assures the effectiveness of its human resources by evaluating faculty, classified staff, and administrators systematically and at stated intervals. Administrator evaluations take place on an annual basis. Non-tenured faculty evaluations take place annually for four years until they achieve tenure. Once a faculty member achieves tenure, evaluations take place every three years. Faculty evaluations include a five-person committee with a written evaluation form, self-evaluation form and classroom observations. Each employee group has specific criteria for evaluation and a specified timeline. The team reviewed evidence that demonstrates that the College has established written criteria for evaluating each employee based on performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. The evaluation forms and the process encourage improvement. Actions taken following evaluation are formal, timely and documented. Faculty evaluations include a comprehensive committee review involving the dean and thorough discussions revolving around improvement. The District indicated an action plan to review the possibility of an electronic tool to collect data for evaluations and additional training opportunities for evaluators. (Standard III.A.5)

Moorpark College provides little evidence that the evaluations for faculty, administrators, and other personnel directly responsible for student learning includes, as a basis for its evaluations, consideration of how the employees use the results of the assessment of learning outcomes as a component to improve teaching and learning. In the self evaluation report, there is only one mention of how administrators' evaluations include assessment of learning outcomes but no evidence to support the claim. No mention is made in the self evaluation report of the use of assessment of learning outcomes in the performance evaluations of other staff responsible for student learning.

Moorpark College indicates that the program planning process discussion of student learning outcomes (SLO) assessment is one form of evaluation for faculty and staff in the programs. They state that as part of the process, deans and department chairs discuss the faculty member's participation in the SLO assessment process and the faculty are held accountable for using the results to improve teaching and learning. They also claim that the conversations regarding the assessment of SLO's and the use of the results are part of the evaluation of faculty and administrators as well as department meetings. However, evidence provided in the self evaluation and additional evidence offered during the visit related to faculty evaluations only show the basic use of SLOs and do not include how the results of the assessment of learning outcomes improve teaching and learning.

In interviews with academic deans at Moorpark College, they stated that their self evaluation includes a consideration of how they use the results of the assessment of program learning outcomes. In addition, the deans also asserted that evaluations of faculty include, on the form and in discussions, how the faculty use the results of the assessment of learning outcomes to improve teaching and learning. Additional evidence was provided for the team demonstrating that some faculty and administrator evaluations mention student learning outcomes in the narrative sections; however, the statements do not provide sufficient information regarding employees use the results of the assessment of the learning outcomes.

In a random selection and review of personnel files at the District for five part-time faculty, ten full-time faculty, and three administrators, the team observed that the forms for administrators and faculty do not include a section for learning outcomes as part of the evaluation tool. Out of all sample evaluations reviewed, only one administrator included information about using the results of the assessment of learning outcomes to improve teaching and learning. No other evaluations in the sample included the assessment of learning outcomes. There is no formal prompt for SLO assessment on the evaluation forms. (Standard III.A.6)

The Ventura County Community College District (VCCCD) and; thus, Moorpark College maintain a sufficient number of quality faculty, including full and part time faculty, to ensure faculty responsibilities essential to quality of educational programs and service to achieve institutional mission and purposes is achieved. The team verified that the District meets or exceeds the necessary Faculty Obligation Number (FON). Interviews with both District and College employees demonstrate that the number of qualified faculty is sufficient to meet institutional purposes. (Standard III.A.7, ER 14)

Moorpark College includes employment policies and practices for part-time faculty that provide for their orientation, oversight, evaluation, and professional development. The College includes a variety of orientations and inclusion in FLEX day activities as well as funding for professional development activities. The College provides \$3,000 per year to support part-time faculty conference attendance.

Moorpark College offers opportunities for part time faculty to integrate into the life of the institution. They include part time faculty in FLEX Day activities, and several departments hold their own training and activities that include part time faculty. (III.A.8)

Moorpark College has recently hired new employees to assure that it has sufficient staff with appropriate qualifications to support effective educational, technological, physical, and administrative operations. The College asserts that the low-staffed District Human Resources Department is struggling to meet the College's staffing needs. Additionally, recruitment of high-demand positions has been difficult because of state wide hiring and competition. The College included an action plan to work with the District Human Resources department to streamline hiring practices. (Standard III.A.9, ER 8)

Moorpark College has had difficulty with hiring a sufficient number of administrators. The current administrative staff have the expertise to provide continuity and effective administrative leadership and services that support the institutional mission and purposes. The College is working to employ additional administrators and is in the process of hiring new deans and managers. Current administrators have taken on additional responsibilities while positions are vacant.

The College has included an action plan to improve the hiring process, roles and responsibilities, and to examine the compensation structure for administrators in collaboration with the District. In interviews with administrators, they indicate that recent interim and permanent hires have allowed for adequate leadership for administrative positions. Faculty and classified leadership expressed concern about the number of interim administrative positions at the District, including the process for hiring the current interim chancellor. Additionally, faculty stated that they support hiring a new dean position to fortify administrative leadership. District staff indicate they have improved processes for hiring of all staff and are working with colleges to ensure improved communication. (Standard III.A.10, ER 8)

Moorpark College uses published policies and procedures established at the district level. The College participates in review of these policies and procedures during the District Council for Human Resources. It was agreed that the policies and procedures are fair, equitable, consistently administered at the college level, and available through the online HR Toolkit. In addition to the HR Toolkit, Board Policies and Administrative Procedures for human resources are clearly available on the district website. The District and colleges are aware of and follow district policies and procedures. (Standard III.A.11)

Through District policies and procedures, Moorpark College creates and maintains appropriate programs, practices and services that support its diverse personnel. The College regularly assesses its record in employment equity and diversity consistent with its mission. The College achieves these through the District's *Equal Employment Opportunity Plan* and its Employee Assistance program. The District publishes and reviews an *Equal Employment Opportunity (EEO) Report*, and facilitates discussions about the Report to coordinate with the *Student Equity Plan*. The District website also includes a Diversity Dashboard created in Tableau. The dashboard provides clear information to employees and the public about employee demographics. In interviews with district staff and academic deans, they appreciate the thorough process in hiring committees and the well-trained diversity coordinators, who

work with the hiring committee chairs and deans to conduct an equitable selection process. (Standard III.A.12)

Moorpark College has a written code of professional ethics for faculty adopted by the Academic Senate. Administrative Procedure (AP) 7205 includes the Employee Code of Ethics. The AP 7205 includes consequences for a violation of all code of ethics, specifically listing those related to breaking the law. Interviews with district staff indicate that there have not been any violations of the code of ethics that necessitated consequences or action. The District has a tip line where employees can report a violation. (Standard III.A.13)

Moorpark College plans for and provides all personnel with appropriate opportunities for continued professional development consistent with the institutional mission and based on pedagogy, technology and learning needs. The College Professional Development Committee, which includes tri-chairs with representation from each constituent group, coordinates most related campus activities. Included are professional development days, and additional professional development events for administrators, classified staff and faculty. The College systematically evaluates professional development programs and uses the results of the evaluations as the basis for improvement. Each professional development event is evaluated with the assistance of the Institutional Research Department and assessed by the Professional Development Committee. New faculty participate in a year-long orientation process. The New Faculty Orientation (NFO) culminates in a pinning event. Classified staff are enthusiastically included in many professional development events and activities. Moorpark College should also be commended for its thorough and easy-to-use Faculty Handbook. (Standard III.A.14)

The District makes provisions for the security and confidentiality of Moorpark College personnel records. College employees have access to personnel records at the District Office in accordance with the law. All official employee files are housed in the District Office in a secure location. (Standard III.A.15)

### **Conclusions**

The College partially meets the Standard and ER 8 and ER 14. Moorpark College adheres to board policies and administrative procedures regarding personnel. The College maintains qualified and sufficient personnel to support student learning; however, concern was expressed regarding the turnover of high-level administrative positions in both the College and the District. Evaluations of faculty, classified staff and administrators take place systematically and at stated intervals. Faculty evaluations and those of other personnel, including administrators, directly affecting student learning do not include the use of outcomes assessment results to improve teaching and learning as a part of those evaluations. The College and the District supports its diverse personnel.

### **Recommendations for Improvement and Compliance**

**District Recommendation 1 (Compliance):** In order to meet the Standard, the teams recommend that the District include as a formal component of the evaluation processes for faculty, academic administrators, and other personnel directly responsible for student

learning use of the results of assessment of learning outcomes to improve teaching and learning. (III.A.6)

## **Standard III.B: Physical Resources**

### **General Observations**

The Moorpark College campus is a well-cared for and beautiful campus. There is clear pride in taking care of the campus, providing a safe and healthy learning environment. It is accessible for all students. The College includes a mixture of new buildings, thanks to a bond approved in 2002, and older buildings dating back to the original campus 50 years ago. Through campus wide dialogue, the College has a *Facilities Master Plan* and annual planning review process demonstrating that planning and evaluation are integrated into meeting the physical resource needs of the College. Both short-term and long-range planning support institutional goals.

### **Findings and Evidence**

Guided primarily by its *Facilities Master Plan*, the team verified that Moorpark College provides a safe, secure, and healthful learning and working environment. For the *2015 Facilities Master Plan*, the College began visioning in August 2014 through multiple stakeholder meetings, open events and governance groups. The top issues identified through that process were student life, academic facilities and technology infrastructure. In addition to the College *Facilities Master Plan*, a separate *Master Plan for America's Teaching Zoo* also exists as an addendum and is used to guide that specific program and facility. Specifically, this will be used to guide the College in a capital improvement campaign dedicated to the zoo facilities. The College does not have any off-site facilities. Annual program review is integral to the campus learning environment by providing a mechanism for identifying facility needs, setting priorities and establishing budget allocations. This planning process is finalized by basing funding needs on the results of the annual program review process. Distance education is included in these planning processes in the same way as the other instructional areas.

The *2015 Facilities Master Plan* provides evidence of discussion, analysis and planning for the future. The safety and security of the College is assured through hiring qualified personnel, qualified firms, district police, and through compliance with state regulations for health and safety of buildings. The College identified safety as one of their new strategic goals for 2016-2019. A Wellness and Safety Committee exists for identifying and addressing wellness and safety opportunities. For example, the Committee was central in creating a smoke-free campus, performing a student safety survey, offering cardiopulmonary resuscitation/automated external defibrillator (CPR/AED) training, and providing an up-to-date emergency map for the campus. This dedicated team of professionals is passionate about creating a safe and secure learning environment. Most recently, they are performing an annual walk through all campus buildings and identifying safety hazards to report to College facilities and maintenance staff. In 2013, the College replaced non-Americans with Disabilities Act (ADA) compliant door hardware on 12 buildings with an electronic key system.

The team found that the College works collaboratively with the District in maintaining and assuring a safe and accessible learning environment. In order to eliminate duplication of effort, a centralized approach to ADA, safety, and emergency management is used. District

police serve on the College Wellness and Safety Committee as well as the Behavioral Intervention Team (BIT). In addition to the above-mentioned walk through, the District also contracts with Keenan and Associates to perform a detailed property and liability safety inspection every two years. Regarding roadways and parking lots, every three years the District performs a paving conditions survey in order to identify trip hazards or potential risks to campus safety. College personnel monitor sidewalk safety and make efforts to repair areas that pose a hazard to students and employees. The College is aware of cracking concrete, both on sidewalks and buildings, due to the age of the facilities.

The College and the District work together to ensure the evaluation of equipment and facilities needed for distance education. The District Information Technology Advisory Committee (ITAC) meets monthly to assess, discuss, and plan for technology needs related to distance education and other district wide technology learning needs. Through this committee, the District implemented improved mobile access to the district portal to better meet the needs of students. With a shift to the state-provided learning management system, the College will no longer need to maintain a local system. The evaluation of equipment and facilities needs for distance education rely upon individual program plans to determine the effectiveness of the resources. Plans are being formulated to increase college security in the areas of access control and the mass notification system. (Standard III.B.1)

Building upon the *Educational Master Plan*, the team confirmed that the College is guided by the *2015 Facilities Master Plan* for physical resource vision and planning. All areas were given the opportunity to input needs, desires and vision for the future into the creation of the *2015 Facilities Master Plan* document. Short-term needs are gathered and evaluated through the well-established annual program plan process. To ensure participation, a committee was established to facilitate input from faculty, staff, administrators, students, and the community. In the most recent plan development, additional space needs were identified for laboratory space, library space and instructional media space. A concurrent process was used to create the *Master Plan for America's Teaching Zoo* along with an implementation process dependent upon a capital campaign.

Both facilities and equipment requests and the effectiveness of facilities and equipment are included in the annual program review planning process. Each program and department completes the program plan in light of student retention, student equity results, course completion, and course productivity. Each year, discussions take place with faculty and staff with the executive vice president, president of the Academic Senate, and vice president of business services to review the program plan. Examples from the art program and the engineering program were provided to illustrate how the program plan process brought changes to the physical infrastructure.

The team confirmed that the primary vehicle used to ensure effective utilization and support for programs and services is the Facilities/Technology Committee on Accreditation and Planning (F/TCAP). The committee is responsible for ensuring that physical resource needs are aligned with the college mission and the *2015 Facilities Master Plan*. Other documents that support effective planning and utilization include the *Educational Master Plan*, *Technology Master Plan*, *Institutional Effectiveness Report*, *District Strategic Technology*

*Plan*, and the *District Educational Master Plan*. The committee is broadly representative and co-chaired by the vice president of business services and a faculty member appointed by the Academic Senate. The committee makes recommendations on all planning and accreditation issues related to both facilities and technology. In addition, the committee has three work groups: two focused primarily on resource allocation (technology and facilities) and the third workgroup reviews requests for additional space or for items that rise to a capital campaign level. These three workgroups review all requests from the annual program plans and generate prioritized lists that come back to the full committee before being forwarded to Consultation Council for review and recommendation to the president for funding. Funded resources circle back in the annual program plan with an assessment of the project outcomes.

In addition to the review by the F/TCAP, an annual Business Service Customer Satisfaction Survey is distributed to all employees and students on the effective use of facilities and satisfaction with the facilities. Department leadership uses the results in the development of program plans. In reviewing the 2013-2014 survey, the team noted that most respondents agreed that buildings are maintained in good functional order though 26 percent did not know the procedures for requesting service nor that they were effectively communicated. Likewise, 32 percent did not understand the process for requesting and approving new facilities and capital projects. There were slight improvements in both these areas in the 2014-2015 survey, and the overwhelming majority of employees were satisfied with both grounds and custodial services.

The team confirmed that equipment and facilities needs for distance education programs follow the same processes used for on-campus programs and services, namely the annual program plan. In order to ensure a reliable infrastructure for distance education programs, the College and the District maintain two independent sources of electrical power in addition to an uninterruptable power supply and back-up generator for the building hosting the online content. A redundant mirror site is being created at Ventura College and other off-site mirror locations are in place. (Standard III.B.2)

Similar to Standards III.B.1 and III.B.2 above, the College uses the *2015 Facilities Master Plan* for long-term assessment. The College updates this document every 10 years. An annual process is used through the Facilities Resource Allocation Work Group and the Technology Resources Allocation Work Group to review and assess physical resources. The F/TCAP meets monthly to discuss facility use and needs. In addition to these local committees, the College uses the Facilities Condition Index Report (Fusion) to review each building's repair costs and replacement value. All these inform plans to improve facilities and equipment needs through the *Five-year Scheduled Maintenance Plan*, *Five-year Capital Plan* and the annual prioritization process. The scheduled maintenance and capital plans are District efforts; the current plans were provided to the team for review.

The College also uses the annual program plan review to evaluate and improve facilities. For example, in fall 2016 a veterans' resource center was opened due to a 427 percent increase in the number of GI Bill recipients. The request for space was vetted through F/TCAP, approved by Consultation Council, and incorporated into the College's *Facilities Master Plan*. (Standard III.B.3)

The team confirmed that the College plans for long-range capital projects through its *2015 Facilities Master Plan*, including *America's Teaching Zoo Master Plan*. The *2015 Facilities Master Plan* is guided by the *Educational Master Plan* integrating physical, human, technological, and financial resources. Beyond the state planning and funding priorities, the College has also completed several bond-funded buildings and a number of smaller self-funded projects. Through the recent master planning work, the College has identified four capital projects to address in the next five years. The process used by the College was in the development of the *2015 Facilities Master Plan* that included broad participation and input. The College assures that capital projects support the goals through an inclusive process that includes students, faculty, staff, and administrators. The team reviewed evidence of open forums, department meetings and student government participation in the development of capital projects.

The College has addressed total cost of ownership of new facilities through project budgets, utility costs, insurance needs, ongoing budget for maintenance, and the infrastructure funding model. When a new project is developed, the College plans for initial costs as well as ongoing costs using an infrastructure-funding model as outlined in the adoption budget of the District. The funding model includes costs for facility maintenance, library materials, equipment, and technology refresh.

The College has demonstrated that distance education is an integral part of the *Educational Master Plan* and the *Strategic Plan* and therefore a component of long-range planning and total cost of ownership. The College is looking to ensure effective use of technology and to establish benchmarks for student success in distance education. The College also plans to expand online student support services. Each of these will require the College to allocate resources for cost-effective and sustainable technology refresh and be a component of the total cost of ownership model. (Standard III.B.4)

### **Conclusions**

The College meets the Standard. Moorpark College takes great pride in caring for its facilities. A safe and healthy learning environment is accessible to all of its students. The College maintains a *Facilities Master Plan* to guide both short-term and long-range planning.

## **Standard III.C: Technology Resources**

### **General Observations**

Employees and students are satisfied with the services and support for technology resources provided both by the College and the District. The information technology staff are skilled, committed and appreciated by their colleagues. The College provides support, facilities, hardware, and software to the faculty, staff, administration, and students that is well-planned and maintained in order to support the teaching and learning environment. The College has established planning processes that are inclusive and documented. The College and District staff work together in providing these services through regular communication and a clear staffing structure. Protocols have been established to maintain a safe and secure network environment.

### **Findings and Evidence**

The team confirmed that the technology services, including professional support, facilities, hardware, and software are appropriate and adequate for the College. These services are provided in partnership with the District and support the College's operational, support, and instructional areas. This collaborative effort is facilitated by Administrative Technology Advisory Committee (ATAC), Instructional Technology Advisory Committee (ITAC), originally called the Distance Learning Task Force (DLTF), which meets regularly at the District Office and includes employees from all three colleges in the District. The College uses the annual program planning process to identify technology needs at the college level. From identification, the Technology Resource Allocation Work Group (TRAWG) then uses a rubric created by the F/TCAP to analyze the requests within the framework of the *Technology Master Plan*. In the plan, technology standards, guidelines for evaluating requests, technology refresh, and provisions for adaptive technology are outlined. Aside from infrastructure, as the growth and reliance of technology has taken place, greater responsibility and oversight has been granted to the College. Most recently, the technology lead at the College was reclassified from supervisor to director and currently reports to the associate vice chancellor for Information Technology. The District is in the process of shifting this to the vice president of Business Services at the College. Distance education technology solutions are centralized at the district-level through the campus Distance Education Advisory Group.

The *VCCCD Strategic Technology Plan* outlines the 18 strategic initiatives for the District ranging from Banner systems review to social media to disaster recovery and business continuity. For each initiative, a discussion is included along with the timeline and resources needed to meet the goals of the initiative.

In addition to the annual program planning process, evaluation of technology solutions are completed through annual staff satisfaction surveys. The District continually reviews distance education and portal systems statistics to ensure that servers are adequate. Other methods for understanding the needs of technology are through the College IT help desk system by tracking requests and completed work. The College IT department has an established Service Level Agreement (SLA) to ensure that requests are responded to in a timely and appropriate manner. According to the data reviewed by the team, 94 percent of

service requests are met within the SLA framework. In the 2014-2015 Business Services Customer Satisfaction survey, employees are satisfied with the staff, but only 35 percent indicated that replacement of college computers and software is consistent with current technology. In the same survey, several comments indicated that campus IT was understaffed. In a spring 2015 survey of students, 65 percent agreed that laboratory computers on campus met their needs and another 27 percent simply did not know. Likewise, the vast majority of students indicated that classroom technology was adequate for instruction and learning. The College performs these satisfaction surveys on a semester basis.

Disaster recovery and security are managed through daily backups and ongoing monitoring of the network and services. Redundant systems exist off-site to help maintain the data and a firewall, Intrusion Prevention System (IPS), and antivirus software all serve to protect and monitor the technology. (Standard III.C.1)

The campus continually plans for, updates and replaces systems and infrastructure in order to ensure that services are not interrupted. The College relies upon the annual program planning process to identify needs for both instructional and operational areas. The planning process is clearly documented in the *Making Decisions at Moorpark College*, the *Information Technology Operational Plan*, and *Strategic Technology Plan (2012-2015)*. The operational plan clearly outlines the projects to be completed in the coming year, including refresh and new. An annual refresh plan is established with a goal to support replacement of computers within five years of purchase.

Decisions by the College about distance education follow the same process as other technology needs of the College and is included in the annual program plan for the executive vice president. The Distance Education Committee makes recommendations on college wide planning and accreditation issues related to distance education activities. The infrastructure for distance education is provided by the District and is currently hosted at Moorpark College. As the College transitions to Canvas, hardware for distance education will be hosted in the cloud. The College ensures a robust and secure technical infrastructure, providing maximum reliability for students and faculty, by regularly monitoring network traffic and maintaining an appropriate firewall. Following a power outage at the district data center several years ago, the District moved the data center hosting to the Moorpark campus in order to provide greater reliability and the District has assigned one employee to work at the College. (Standard III.C.2)

The College is managing and maintaining a portion of its laboratory computer needs through the use of thin clients. This allows for centralized management of systems and deployment of new and updated software. For those laboratories with traditional hardware, the College provides up-to-date and reliable access for students to complete coursework and for faculty to teach courses. Through interviews with students, faculty and staff, the team confirmed that wireless access is sufficient and is distributed throughout the campus for both employees and students with the staff network independent from the student network. The College manages the student wireless network by restricting access to certain ports and limiting users from seeing other computers on the network. This practice secures the network for both the students and the College. The physical infrastructure for the campus network is maintained

and managed by the college information technology (IT) staff. The network is continually monitored and hardware is installed throughout the campus for maintaining a safe and secure network. The College provides all employees with a personal computer for work purposes. These computers are managed and supported by college IT staff. An inventory of resources is maintained and a refresh process has been established. Where possible, systems are upgraded with new internal hardware (such as replacing spin drives with solid state drives) and, when high-end hardware is no longer needed in one area, it can be shifted around campus to areas not needing high-end hardware.

The team confirmed that the College has redundant network access in the event that one system fails. A nightly backup of critical systems is performed and sent via wide area network (WAN) to the Ventura College data center. In the event of a system failure at the Moorpark College, staff have indicated they can be fully operational within a few hours. The District is in the early stages of plans for sending an additional backup beyond the federal emergency management agency (FEMA) zone in the case of a catastrophe. Emergency power is provided to the data center in the form of uninterruptable power supplies and backup power generators. (Standard III.C.3)

The College provides training in the use of technology to faculty, staff and, to a limited extent, students. A training room for employees is located in the Library and Learning Resource building and is used to provide workshops on software and web-based tools used on the campus and in the teaching and learning environment. In addition, a second laboratory is available for drop-in use and support. The information technology help desk is available for support calls and on-demand needs both in the classroom and in the office. Recently, the College established a help desk for students taking courses at a distance. This new help desk is available both via email and in-person and is staffed by student workers. The College has an extensive and impressive professional development program during their annual flex week that includes workshops on distance education tools and software programs. The instructional technologist is available throughout the year to support faculty teaching courses online and also offers the required four-week training program for faculty wishing to offer courses online. Additional training support for all employees is offered through the College subscription to lynda.com, an online, video-based training service. Both the Professional Development Committee and the Distance Education Committee serve to identify, monitor and offer training opportunities for faculty and staff. Recently, the Professional Development Committee expanded to include classified staff and now serves to coordinate and offer training and professional development for all employees.

Students can use open access laboratories throughout the campus and receive in-person support from the staff on duty in those areas. All students, including those in distance education programs, can use one of the 300+ computers distributed across campus. For students using their own devices, they can connect to the campus WiFi network. Additionally, students have the ability to print from personal devices to campus printers. (Standard III.C.4)

The District's Board Policy 3720 and Administrative Procedure 3720 guide employees and students on the appropriate use of technology. In addition, as network users log in to the

campus portal each year, they must agree to the acceptable use policy in order to proceed. The *Technology Master Plan* guides decisions about technology use and the distribution of those resources. More specifically, through the efforts of the TRAWG and review by the F/TCAP, the College makes decisions about where to allocate resources for technology. (Standard III.C.5)

### **Conclusions**

The College meets the Standard. Moorpark College continues to identify, plan, implement, and evaluate technology services, through a professional staff, for the students, staff, administrators, and faculty. The tools and services available are adequate in meeting the needs of the teaching and learning environment. The information technology team is passionate and skilled in their work and College employees and students are appreciative. In this age where access to technology and the Internet is critical for daily operations, the College is in a good place in meeting this need in a safe, secure and stable environment.

## **Standard III.D: Financial Resources**

### **General Observations**

The College has sufficient resources with support from the District to support student learning programs and services and to improve institutional effectiveness. The distribution of resources through the District allocation model seems to allow for flexibility by the College to spend according to their own mission and goals. The District has policies and procedures in place to address financial management, budget development and budget management. The College follows an outlined process from their planning document that allows for campus wide input and understanding of the fiscal and budget processes and integration with the program review process.

Operationally, financial planning and budgeting occurs annually for the next fiscal year. The College has a *Technology Master Plan*, a *Facilities Master Plan* and an *Educational Master Plan* and has identified some funding for several projects; however, the College needs a comprehensive cost projection to identify additional long-range fiscal resources for the funding of these plans.

### **Findings and Evidence**

The team confirmed that the College works closely with the District on budget development on both the general fund and infrastructure projects. There is an annual review of the budget allocation model and the infrastructure-funding model through the District Council on Administrative Services (DCAS). In addition, the allocation models are discussed at the college level at the Fiscal Planning Committee. The District allows flexibility when allocating the funds at the campus level. The College uses the annual program review process to integrate planning and budgeting and to determine how their funds are allocated. Through the program review process, the campus ensures that funds are allocated to student learning programs and services that facilitate improvement of institutional effectiveness. (Standard III.D.1)

Moorpark's adopted budget for the 2016-2017 fiscal year is \$54,203,937, inclusive of their carryover balance from 2015-2016. Each college in the District is permitted to carry over two percent of its general fund allocation to the subsequent year. Any amount over the two percent is rolled into a capital account for use by the College for larger projects. In addition to the general fund allocation, the District has an infrastructure funding allocation model in place. The distribution of these funds is based on several criteria that were established in consultation with the colleges. These additional resources provide funding for technology, furniture, equipment, library materials, and databases as well as scheduled maintenance projects. The College has the flexibility to use those funds in the given fiscal year or carry them over for larger projects. The College appears to have sufficient resources to operate effectively. (Standard III.D.1)

Through the college program review and planning process, staff must map their resource requests back to the appropriate plan and goal to ensure connectivity to the institution's plans. There are established constituency-based committees that review requests that relate to the committee's charter. The Academic Senate and Deans Council review the faculty hiring

prioritization, the Fiscal Planning Committee prioritizes the classified hiring and the F/TCAP reviews the technology and facilities requests. These priorities are then forwarded as recommendations to the president for consideration and final decision. (Standard III.D.2, III.D.6)

The District has established and approved board policies and administrative procedures that lay the groundwork for a clear understanding of the expectations of the governing board and the district and college administration. These policies and procedures include budget development, budget management and fiscal management, and are used in supporting the College's mission and goals through the program review process. In addition, the team reviewed minutes demonstrating that regular reports are provided to the campus community through constituency-based committee meetings, town hall meetings, and the Fall Fling as well as departmental communications through the budget development process. (Standard III.D.2, III.D.3, III.D.5)

The College has a decision making guide that provides a process by which the institution can educate the constituent groups on the budget development process and the program review resource allocation process. In addition, informational reports are provided to allow the campus community to understand how funds are allocated and how priorities are established. Constituent groups are given opportunities to participate in these discussion meetings and committees at both the district and the college levels. (Standard III.D.3)

The team confirmed that the College has incorporated anticipated challenges related to financial stability into the *Educational Master Plan*. They understand the potential volatility of funding at the state level and ensure that this information is communicated to all constituents through committees and open forums. The College understands the challenges as it relates to growth given their current and projected demographics. Recently, a full-time equivalent students (FTES) task force was established to have more open discussions related to the enrollment challenges. These discussions have included the Academic Senate presidents from the three campuses. The discussions have become more open and transparent. As they review the availability of resources, enrollment challenges are considered. (Standard III.D.4)

The team reviewed the District's established board policies and administrative procedures related to fiscal processes and accountability, which staff are expected to follow. Fiscal updates are provided at open meetings and are posted to the college website. The District engages an external auditor on an annual basis to review all financial processes and expenditures for all accounts to ensure compliance with district policies and procedures and all applicable laws. The auditor's work with the appropriate staff at the college and district level to discuss concerns and obtain necessary responses to any questions they may have. The auditors review financial practices to ensure that appropriate oversight and separation of duties is used at both the College and the District. The audit reports demonstrate that suitable procedures are followed. There were some audit findings in 2014, but those were addressed in a timely manner. The annual audit is shared with the Financial and Capital Subcommittee of the Board. In addition, the College's fiscal staff meet regularly with the deans and staff of categorical and grant programs to ensure expenditures are in compliance with the program

plan. The vice president of Business Services and the executive vice president meet with the same individuals two to three times a year to ensure spending is on track and that the program plan is being followed. (Standard III.D.5, III.D.6, III.D.7, III.D.8, III.D.10)

In reviewing financial statements and audit reports, the team verified that the District carries an appropriate level of reserves. In addition to the undesignated general fund reserve maintained by the District, the College is allowed to carry over its general fund annual ending balance up to two percent with the remaining balance to be carried over to their capital account. The College's infrastructure/capital account ending balance can be carried over year to year as well. In addition, the District has established several funds for reserve shortfall contingency, marketing, emergency preparedness, retirement system increases, energy efficiency, and enrollment growth. (Standard III.D.9)

The College identifies goals in any given budget cycle, establishes priorities among competing needs, has planning and program review documents that are clearly linked to short-term financial plans, and it demonstrates this connection through expenditures. The College does not currently have a long-range financial plan that takes into consideration the costs associated with their facilities, the educational master plans or the technology plan. In addition, the College does not have a human resources plan or a non-facility capital replacement schedule. There is an emergency funding process that is established at the college level. In addition, the infrastructure funding allocation model provides funds on an annual basis to the College for emergencies, equipment and capital projects. (Standard III.D.11)

The District has realized the importance of funding not only the Other Post-Employment Benefits (OPEB), but also the STRS/PERS obligations. The vice chancellor of Business and Administrative Services has provided presentations to the colleges and the governing board related to the costs associated with both OPEB and STRS/PERS. An irrevocable trust has been established and funds have been designated toward this trust. The team confirmed that the District has made contributions to the trust on a year-to-year basis. (Standard III.D.12)

The District and College do not currently have any debt obligations. (Standard III.D.13)

As outlined in Administrative Procedure 3280, Chancellor's Cabinet must approve all grant applications prior to submission to the funding agency. The related board policy outlines the requirements for anyone contemplating the submission of a grant. These requirements ensure that the grant will not have any hidden costs; the goal of the grant is in line with campus goals; that all required resources are considered, including facilities and human resources; that match dollars are considered; and, that the project goals can be institutionalized after the grant is completed. In addition to grants, the District has an approved policy related to facility rentals and use. All student club advisers must undergo appropriate training to ensure that they understand fundraising techniques as well as proper accounting of funds and expenditure management. The District does not currently have any certificates of participation. The general obligation bond that was passed in 2002 is almost completely expended. As required, the District had their external auditors conduct a performance and a financial audit of the bond. All audits are clear with no findings. (Standard III.D.14)

Default rates on financial aid are within the permitted levels and fall below the national average. As reported in their 2015 Accrediting Commission Fiscal Report, the default rates for 2009-2010 was 8 percent; in 2010-2011 it was 7 percent; and, in 2011-2012 it was 12 percent. These default rates are tracked and monitored and, if necessary, the District would employ an external agency to assist in managing those rates. The external auditors monitor financial aid for compliance as well as all other necessary funding sources that require compliance with state and federal regulations. No deficiencies have been identified at this time. (Standard III.D.15)

The president and vice president at the college level sign off on all necessary contracts and make recommendations to the District. Their signature ensures that they have reviewed the contract to evaluate compliance with the College mission and goals. Pursuant to Board Policy 6340, the vice chancellor or his designee has the authority to approve contracts less than \$45,000. Anything over \$45,000 requires board authorization. Based on the audits that have been conducted, there are appropriate procedures in place to ensure checks and balances in the processes are established and followed. (Standard III.D.16)

### **Conclusions**

The College meets the Standard. The College's mission and goals are the focus of the program planning process at the campus. Financial planning supports institutional planning, which reflects a realistic assessment of financial resource availability, development of financial resources and expenditure requirements. When making short-range financial plans, the college does not seem to consider its long-range financial priorities nor does it have long-range plans in place to create financial priorities to assure financial stability.

The College has policies and procedures to ensure sound financial practices and financial stability. The College works with the District Office to ensure sufficient cash flow and reserves to maintain stability.

### **Recommendations for Improvement and Compliance**

**College Recommendation 3 (Improvement):** In order to increase effectiveness, the team recommends that the College develop a long-range financial plan that incorporates all cost components of other College and District plans ensuring that long-range financial planning is considered when making short-term financial decisions. (III.D.11)

## **Standard IV Leadership and Governance**

### **Standard IV.A: Decision-Making Roles and Processes**

#### **General Observations**

The College has a long-standing culture of inclusiveness and collaboration that encourages innovation and participation with the goal of promoting student success. Central to this inclusive culture is the *Making Decisions at Moorpark College* manual. The College demonstrates a commitment to participatory governance, open communication and collaboration as seen in the broad involvement in standing committees and involvement in various college wide planning events that occur throughout the academic year. The *Making Decisions at Moorpark College* document is widely communicated through committees and websites.

The Board Policies and Administrative Procedures and college and district governance documents clearly define roles in institutional governance. Through the representation of students, faculty, classified staff, and administrators on standing committees there is substantial participation as related to institutional policies, planning and budget. The College demonstrates a commitment to the concept and practice of integrated planning and budgeting and participatory governance wherein employees and students participate on committees. The College has policies and procedures to ensure student participation and considers students' views in matters in which students have a direct and reasonable interest.

The District's integrated planning document and the *VCCCD Decision Making Handbook* define the process and roles for faculty and academic administrators to work together to recommend curriculum and student learning programs and services to the governing board. The Moorpark Curriculum Committee and the Academic Senate make recommendations for curriculum and student learning programs and services.

Leadership roles, college governance, and decision making policies, procedures, and processes are regularly evaluated in the context of their functionality and their ability to meet the changing needs of the College. The College uses evaluation results as the basis for continuous improvement. Moorpark College recognizes the need to assess the effectiveness of processes and procedures and make continuous improvement. The decision making process is well documented and widely communicated.

#### **Findings and Evidence**

The team confirmed that the College has institutionalized a process for decision making that encourages innovation and participation with the goal of promoting student success. The institutional mission and goals are defined throughout *Making Decisions at Moorpark College*. The College's mission and *Strategic Plan* reflect the District mission. From the College mission, which identifies a "student first" philosophy, and value statements to the annual program planning process, the College has an integrated planning model that provides the means for administrators, faculty, staff, and students to shape the future of the college.

The cyclical review of the mission at the annual “Fall Fling” strategic planning retreat encourages discussion and ongoing review of the mission and enables college constituents to understand the mission statement. Institutional performance measures are widely disseminated through a variety of forums, including annual program planning meetings, monthly standing committee meetings, college wide events, and via the portal and the college website. All agendas and minutes are archived on the college website.

To assist with the program planning dialogue, the Office of Institutional Research is increasing the variety of information made available online and is developing a variety of dashboards. In addition, the research staff is improving website navigation and organization so that information is easier to find. The improved one-stop website will provide links to reports such as the *Institutional Effectiveness Report*, the Student Success Scorecard, the Institutional Effectiveness Goals and Institution-Set Standards, Student Profiles, Student Achievement Outcomes, and the State Chancellor’s Office DataMart. The College annually evaluates the program planning process in the Education Committee on Accreditation and Planning (EdCAP).

Through a review of documents and meeting minutes, the team confirmed that the College has processes in place for evaluation and review of institutional performance through their standing committee structure. Information provided in various reports form the basis for discussion of gaps and the development of plans for improvement. At the program level, the annual program review planning process provides the method for programs to evaluate their performance and create action plans for improvement. The results of the program review process are reported to the EdCAP and to the Academic Senate each year and are posted to the committee’s websites.

There are two primary venues for planning at the College: 1) college wide events such as the annual strategic planning meeting, the “Y’All Come” meetings and town halls; and, 2) participation in college committees. The committee structure, as noted previously, is described in *Making Decisions at Moorpark College*. Every year the program planning process asks the College community to link planning and resource requests to student learning outcomes and to describe how requests will further improve retention and success. (Standard IV.A.1)

Roles and the decision making process at the district level are described in the *VCCCD Participatory Governance Handbook*. Furthermore, Board Policy 3250 and Administrative Procedure 3250 describe the roles of groups in governance, planning and budget. The *Making Decisions at Moorpark College* manual describes the four types of college governance groups and the involvement the Associated Students has in the college decision making process. Student representatives are members of standing and advisory committees. Student representatives on standing committees have a full vote. Two student representatives sit on the Grievance Committee. Students participated in the accreditation process through their membership on workgroups for each Standard. (Standard IV.A.2)

The team confirmed that administrator and faculty roles are clearly defined through policies and procedures at the College and the District. The District functional map defines these

roles as they pertain to governance, policies, planning, and budgeting. *Making Decisions at Moorpark College* delineates college decision making procedures. Members of the college community are encouraged to participate in planning and resource allocation in order to move an issue from discussion to recommendation. Final decision making is made by the Executive Council with input from the various governance groups. The decision making process is evaluated bi-annually to ensure committee membership reflects the college organizational structure as well as necessary expertise. (Standard IV.A.3)

The College decision making handbook describes the role of faculty and college administration in decision making processes regarding curricular and other educational matters. In keeping with Board Policy 4020 and Administrative Procedure 4020, faculty initiate all curriculum and programs. The College has taken a strong leadership role across the state in the development of Associate Degrees for Transfer (ADT), and it received the 2016 Higher Education Champion for Excellence in Transfer award from the Campaign for College Opportunity. The College is to be commended on their dedication to student success as reflected in this award. (Standard IV.A.4)

The team verified that the College and the District ensure appropriate consideration of relevant perspectives and timely action on institutional plans, policies, curricular change, and other key considerations. The College and District rely primarily on faculty and the Academic Senate for recommendations in the ten areas of academic and professional matters. The roles of all staff and students are defined through Board Policy 3100 and Board Policy 3250 and the associated administrative procedures. The Academic Senate, classified staff and unions are appropriately involved in planning. (Standard IV.A.5)

*Making Decisions at Moorpark College* is the central document guiding decision making; it is reviewed every two years to ensure that it reflects an optimal process for the College and that all constituents are properly represented. Appropriate governance committees, councils and constituencies review the proposed changes. This manual is posted on the College's website. Further, committee agendas and minutes are posted on the College Public Meeting webpage. All decisions made through the decision-making process are communicated to the college community in various ways. The results of resource allocation decisions made through the program planning process are posted on the appropriate committee's webpage and the business services webpage. (Standard IV.A.6)

The team verified that leadership roles, college governance, and decision making policies, procedures, and processes are regularly evaluated in the context of their functionality and their ability to meet their changing needs. The College provided several examples of how it regularly reviews and evaluates its processes and procedures. The team confirmed that there has been broad participation in the creation of the *Student Success and Support Plan*, the *Student Equity Plan*, and the *Basic Skills Plan*. The annual program planning process involves discussion with each program about efforts made to improve student success and equity as well as the results of learning outcomes assessments and the use of data to form action plans. (Standard IV.A.7)

**Conclusions**

The College meets the Standard. Moorpark College is committed to participatory governance, open communication and collaboration. District policies and procedures clearly define the roles in participatory governance. Students, faculty, staff, and administrators participate in college standing committees. The College regularly evaluates its committees and uses the results for continuous improvement.

## **Standard IV.B: Chief Executive Officer**

### **General Observations**

The president is actively engaged in the institution and is providing leadership in budgeting, organizational structure and planning as well as in selecting and developing personnel and assessing institutional effectiveness. The college president reports to the chancellor and is held accountable for leadership, planning and management of the college. The prior president left in 2013 and an interim president was appointed. The current president was hired in February 2015. The president leads various campus wide discussions with meetings that include President's Council, Administrative Council, Consultation Council, and a meeting every week with the vice presidents. These regular meetings also assist the president in planning, organizing and budgeting.

### **Findings and Evidence**

The president meets with the College leadership and the administrative staff on a regular basis through the weekly Executive Council and the Consultation Council, and every semester with the President's Council. The president leads the annual Fall Fling strategic planning retreat and provides oversight for the development of the *Educational Master Plan*, *Facilities Plan* and the college *Strategic Plan*. The president reviews and approves the *Institutional Effectiveness Report*.

The job description for the president states that he oversees the curriculum and student services programs based on effective research and analysis. The president reviews and approves the Student Equity and Student Success and Support plans. During the Administrative Council and the Executive Council, he reviews the program, student success, or other relevant data in making the final decision for approval. The Dean of Research and Planning is the only dean that sits on the president's Executive Council, which was a new addition to the group. Additionally, the president moved the offices of institutional research into the same building with his office to ensure that he and the vice presidents have immediate access. The research staff assists with maintenance of learning outcomes data in TracDat. The president conducts all final interviews for full time faculty and senior-level classified and administrative staff. (Standard IV.B.1)

The team confirmed that the administrative organization is appropriately staffed and structured relative to the purpose, size and complexity of the institution. The president receives input from the participatory governance councils and uses these structures to guide staffing based on college budgetary funding levels. These recommendations go to the executive vice president and the vice president of Business Services. With an increase in the college budget these councils are playing a key role in deciding which faculty, staff and management positions to fill, and in what order, based on input from the faculty and classified staff through the established resource prioritization processes. The president delegates authority to his administrators where appropriate. (Standard IV.B.2)

The team verified that the president oversees institutional effectiveness efforts, from setting values, goals, performance standards and priorities to establishing, using and evaluating an integrated planning and resource allocation process that support student achievement and

learning through existing administrative and governance structures. The president is involved in the process of reviewing and approving the *Institutional Effectiveness Report*, the *Student Success and Support Plan*, and the *Student Equity Plan*. The president writes and disseminates a weekly newsletter, *Ira's Pride*, which includes discussions about institutional goals and values. (Standard IV.B.3)

The job description for the president assigns primary responsibility for the accreditation process. In addition, the president appropriately delegates responsibility for accreditation to the Accreditation Liaison Officer (ALO) and includes all relevant constituencies. The ALO oversaw the college wide process of self-reflection in 2013, which was led by the Education Committee on Accreditation (EdCAP). (Standard IV.B.4)

The president assumes primary responsibility for ensuring consistent implementation of board policies, statutes and other regulations as well as for budget oversight and management. Through interviews with staff and faculty, the team verified that the president delegates authority for the day-to-day budget oversight to the vice president of Business Services. The president sits on the Board of Trustee's Policy and Legislative Committee. (Standard IV.B.5)

The president is engaged and participates effectively in the communities served by the College. He sits on a number of community organization boards, publishes a monthly newsletter distributed to other educational institutions, and periodically writes a column for the *Ventura County Star* newspaper. Recently, the president was listed in the *Moorpark Acorn*, a weekly community newspaper, as one of the "Top 10 People of the Year," recognized as one of the "difference-makers who impacted the community in a positive way." (Standard IV.B.6)

### **Conclusions**

The College meets the Standard. The Moorpark College president assumes a leadership role in planning, budgeting, institutional effectiveness, and accreditation activities. The president reports directly to the Ventura County Community College chancellor, and he assumes primary responsibility for implementation of board policies, administrative procedures, statutes, state and federal regulations, and budget oversight.

## **Standard IV.C: Governing Board**

### **General Observations**

The Ventura County Community College District (VCCCD) Board of Trustees has established Board Policies, consistent with its mission, that define expectations regarding academic quality and integrity and responsibility for financial stability. District committees that have broad constituency representation review board policies on a five-year cycle. The committees propose revisions to the Board Policy Committee, which makes recommendations to the Board of Trustees. The governing board exercises authority and fulfills its responsibilities as specified in policy through its regularly scheduled board meetings. The Board reviews financial information, audit reports, updates regarding budget development, and approves the final budget. The effectiveness of student learning programs and services is reviewed by the Board at its Retreat and Planning Session. The Board has participated in professional development to define best governance practices. The Board has focused its efforts in this area, and has worked to allow alternative perspectives to be expressed when decisions are made.

The Moorpark College president and past chancellors were hired through the process defined in the VCCCD Board Policies and Administrative Procedures. District committees and the governing board are currently updating the hiring policies, particularly as they relate to district hiring for interim chancellor and interim vice chancellor positions. Following such policies and procedures is critical for transparency.

The governing board is regularly informed on key indicators of student learning and achievement, including the Student Success Scorecard and *Institutional Effectiveness Report*. The Board reviewed and approved the Moorpark College *Strategic Plan*, and receives annual updates. The Board reviewed the Moorpark College *Student Success Plan*, and approved the *Student Equity Plan*.

### **Findings and Evidence**

The team confirmed that the VCCCD Board of Trustees is comprised of five members elected to a four-year term of office from respective trustee areas and in a staggered manner, and one student board member elected by the three colleges' student governments. The governing board develops the goals and directions for the district with a focus on the educational needs of its students. Goals are implemented through the development, review and revision of Board Policies in order to assure the academic quality, integrity and effectiveness of student learning programs and support services and the financial stability of the college. All board meeting agendas, minutes and other notices are posted on the district's website.

There are currently three board committees: Finance and Capital Planning; Planning, Accreditation, and Student Success; and, Policy, Legislative, and Communication. Originally, there were five board committees, but board leadership determined that three would be sufficient. The team verified that the board committees are working groups that address various issues and needs required of a governing board. These committees forward reports and action items to the full governing board as informational or action items for full

board consideration. Board Policy 2220 provides the policy on the three board committees. Through these committees and Board Policies, the governing board ensures the effectiveness of student learning programs and support services and the financial stability of the institution. At its annual retreat and planning session, the Board reviewed Moorpark College's annual *Institutional Effectiveness Report*, which outlines the college's goals and accomplishments regarding student access and student demographics, course-level retention and success, and program persistence and completion. (Standard IV.C.1)

The team verified that the Board acts as a collective entity, but all members have opportunities to voice concerns regarding the operation of the colleges and the District and to express differences of opinion. Board Policy 2510 stipulates that the Board is the ultimate decision maker in areas assigned to it by state and federal laws and regulation. It is the expectation that when the governing board reaches a decision, all board members act in support of the decision. (Standard IV.C.2)

Board Policy 2431 and Administrative Procedure 2431 require that the governing board establish a search process to fill a vacancy for the position of chancellor and that the process be fair, open and comply with relevant regulations. The policy delineates the full process to be followed. The Board of Trustees conducts the final interviews for the chancellor position. The chancellor is the only employee selected directly by the Board of Trustees. Since 2013, there has been extensive turnover in senior administrative positions at the District and the colleges. The District currently has an interim chancellor appointed by the Board. The Board is currently revising policy and procedure to better define the process for hiring interim administrators and to clarify the process for hiring permanent positions. It is anticipated that the governing board will soon begin a process for selecting a permanent chancellor.

In keeping with Board Policy 2435, the Board is required to conduct an evaluation of the chancellor at least annually. The team verified that goals and objectives are set with the chancellor at the beginning of each academic year. The process for evaluation must comply with any requirements set forth in the employment contract. The criteria for evaluation are based on Board Policy, the chancellor job description and performance goals and objectives. Results of the chancellor's evaluation have not been reported in open session board meetings. (Standard IV.C.3)

Several Board Policy (BP) and Administrative Procedures (AP) clearly state board organization, duties and authority: BP 2200 *Board Duties and Responsibilities*, BP 2201 *Board Participation in District and Community Activities*, BP 2205 *Delineation of System and Board Functions*, BP 2430 *Delegation of Authority to the Chancellor*, and BP 2434 *Chancellor's Relationship with the Board*. Additional board policies further clarify the roles of the Board: BP 2710 *Conflict of Interest*, BP 2715 *Board Code of Ethics/Standards of Practice*, BP 2716 *Political Activity*, and BP 2717 *Personal Use of Public/District Resources*. In accordance with the policies, the team confirmed that the Board works to reflect the public interest by receiving a wide range of input from the community and constituency groups. The Board holds Citizen Advisory Board meetings. The Board protects the District and colleges from undue influence and makes independent decisions based on the best interest of the institution and its students. (Standard IV.C.4)

The Board of Trustees takes leadership in developing the mission of the District. The new district mission statement was approved at the July 14, 2015 board meeting. All policies and procedures are consistent with the District's mission to ensure quality, integrity and improvement of student learning programs and services. (Standard IV.C.5)

Board policies specifying the board's size, duties, responsibilities, structure, and operating procedure, specifically BP 2000, BP2010, BP 2100, BP 2130, BP 2200, BP 2210, BP 2220, and BP 2305, are published on the district website. (Standard IV.C.6)

The team confirmed that the Board of Trustees regularly assesses its policies for their effectiveness in fulfilling the District's mission and revises them as necessary. Some examples of updates to enhance the mission include: BP 4020 *Curriculum*, BP 4121 *Program Discontinuance*, and BP 4100 *Graduation Requirements*. Since September 2015, a five-year cycle of review and revision of policies and procedures has been implemented. As outlined in the District's *Decision-Making Handbook*, broad based constituent input is essential to updating and revising Board Policies and Administrative Procedures. (Standard IV.C.7)

The team verified that the governing board regularly reviews key indicators of student learning and achievement of Moorpark College. The College presents data on student success to the board at the annual and mid-year planning sessions. These data include the Student Success Scorecard data, graduation lists, transfer and certificate completions, and reports on student success. The annual *District Institutional Effectiveness Report* is presented to the board in June or July. The board also receives information to support midyear planning, focusing on enrollment projections, and a budget update and strategies. The board regularly reviews key college planning documents, including the college's *Strategic Plan*, *Student Success and Services Program Plan*, *Student Equity Plan*, and *Basic Skills Plan*. (Standard IV.C.8)

The team reviewed the Board of Trustees' participation in a variety of training programs for board development, new member orientation, and study sessions to further understand the governance process. Since 2013, board members have participated in many training sessions sponsored by various entities, including study sessions with outside consultants. *BP 2740: Trustee Professional Development* stipulates that board members are committed to their ongoing development. *BP 2210: Officers* mandates one-year terms for officers. *BP 2100 Board Elections* mandates four-year terms for trustees. (IV.C.9)

The Board of Trustees is committed to assessing its performance through quarterly meeting assessment surveys and an annual review process to identify its strengths and areas in which its functioning may be improved. The Board establishes goals to strengthen performance and effectiveness. *Board Policy 2745* and *Administrative Procedure 2745* provide the process by which board members complete their self-evaluation. The board appoints two trustees to serve on an Ad Hoc Board Self-Evaluation Committee to review the process and survey instruments with the chancellor. One of the District's participatory governance committees, Consultation Council, reviews the board's annual assessment instrument. (Standard IV.C.10)

The team verified that the Board upholds and adheres to a code of ethics and conflict of interest policy. *Board Policy 2710* and *Administrative Procedure 2710* define board members obligations and limitations regarding financial interest in any district contract. Annually, board members file statements of economic interest in keeping *Administrative Procedure 2712*. The annual declaration of economic interest demonstrates that there is no violation of the code of ethics and conflict of interest policy. *Board Policy 2715* stipulates the board's responsibilities to establish and support the mission and policies of the District; act only in the best interest of the entire community; advocate, defend, and represent the District and colleges through unbiased decision-making, prevent conflict of interest and perception of conflict of interest; and adhere to laws and regulations. (Standard IV.C.11)

The chancellor is the District's chief executive officer. The governing board delegates responsibility and authority to the chancellor to implement and administer board policies, and it holds the chancellor accountable for the operation of the District in accordance with board policies 2430 and 2432. The chancellor, in conjunction with the college president, is responsible for the overall operation of the college. The *District Functional Map* defines the delineation of job responsibilities. The chancellor and college president are held responsible through the annual evaluation process. (Standard IV.C.12)

The team confirmed that the Board of Trustees is informed about the Accrediting Commission's Eligibility Requirements, Accreditation Standards, policies, accreditation process, and the Colleges' accredited status. Through policy, the board supports the colleges' and the District's efforts to improve and excel. Board members participate in training through the Community College League of California (CCLC), board self-evaluations, and district-sponsored workshops on accreditation standards. *Board Policy 2220* stipulates the formation of a Student Success and Accreditation Committee to ensure that the board is informed regarding all accreditation matters within the District. In addition, the committee reviews and tracks district and college practices and activities for alignment with Accreditation Standards. The Committee has reviewed the Eligibility Requirements, the Accreditation Standards and Commission policies. (Standard IV.C.13)

### **Conclusions**

The College meets the Standard. The VCCCD Board of Trustees consists of five elected members and a student trustee. During retreats and planning sessions, the governing board reviews the effectiveness of student learning programs and services that include key indicators of student achievement. Board policies are reviewed on a five-year cycle through district committees that include board member participation. Board approved policies and procedures are posted on the district website. The chancellor reports directly to the governing board and is responsible for implementing board policies and procedures. The chancellor is responsible for the overall operation of the District.

## **Standard IV.D: Multi-College Districts or Systems**

### **General Observations**

The Ventura County Community College District (VCCCD) is a multi-college district serving the needs of the County in three of its principal cities: Moorpark, Oxnard and Ventura. As of fall 2015, the District served 31,903 students at its three locations. The District's chief executive officer is a chancellor, who is selected by and reports directly to its locally elected five-member board of trustees. The chancellor selects and evaluates the three college presidents who are responsible for the effective operation of their respective colleges.

### **Findings and Evidence**

In collaboration with the board of trustees, the chancellor communicates expectations of institutional excellence through annual board goal setting and review of individual college planning and institutional effectiveness reports. The District sets and communicates its expectations of educational excellence and integrity throughout the District through goal-setting and review of key college reports on student outcomes and success and student equity. The District supports the effective operation of the colleges by providing centralized support functions, especially in the areas of fiscal services, human resources and information technology. Clearly defined roles, responsibilities and authority have been established between the colleges and the District as defined in the *District Functional Map*, *Decision-Making Handbook*, and *District Integrated Planning Manual*. (Standard IV.D.1)

The District chancellor clearly delineates, documents and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The *District Functional Map*, the *Decision-Making Handbook*, and the *District Integrated Planning Manual* have been developed and refined through District committees with broad representation. The District provides centralized support for human resources, allocation of resources, and information technology. Stakeholders at all three colleges noted difficulty in the timely hiring of faculty, classified staff and administrators. However, it was also noted that conditions seem to be improving. The team encourages the District to continue to review staffing levels in the Human Resources Department to ensure that sufficient and timely staffing occurs at each of the colleges. (Standard IV.D.2)

The District has a well-written policy related to budget preparation that outlines the expectations of the board of trustees and is being followed. As stated in Board Policy and Administrative Procedure 6200 on budget preparation, the budget allocation model and the infrastructure funding model must be developed annually with appropriate constituency participation. The District Council on Administrative Services (DCAS) provides a participatory governance forum to ensure that there is an opportunity for individuals to voice their concerns related to the allocation models. In addition to DCAS, the vice chancellor of Business and Administrative Services regularly meets with the college vice presidents of Administrative Services to discuss opportunities and challenges. The vice chancellor also makes presentations to the board as needed to ensure that they are sufficiently educated on the current financial status of the District. In the most recent presentation, the vice chancellor addressed issues such as the cost of negotiated settlements, and retirement system cost

increases. The candid discussions related to the allocation models and distribution of funds ensures that the process is well understood across the District. In addition, the vice chancellor established a task force on full time equivalent students (FTES) to begin conversations related to enrollment targets to ensure that all three colleges are working toward a shared goal.

Both the budget allocation and infrastructure funding models are data driven. The budget allocation model is completed using the number of full time equivalent students (FTES). Current conversations are focused on whether these calculations should be on target FTES or actual FTES. These discussions are taking place at DCAS. The infrastructure funding model has set criteria related to assignable square footage, number of computers and FTES. As part of the infrastructure model, there is an equal share component as well. The criteria used in the allocation models were established through conversation at vice presidents meetings with the vice chancellor and through the DCAS.

The District hires an external auditor on an annual basis to conduct a financial audit and a financial and performance audit on Measure S, their general obligation bond. The bond audits have been unqualified. On the financial side, there was an audit finding in year end 2013 related to the tracking of how material fees were expended. This finding has been resolved. In fiscal year end 2014, there were two findings. The concurrent enrollment finding related to the forms not being properly completed; the sample test showed an error rate of 20 percent. The second finding related to annual meetings for Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE). In the review year, there was no annual meeting, which is not in line with the programmatic requirements. In all cases, the audit findings were rectified in a timely manner. In the most recent audit available for the 2014-2015 fiscal year, there were no audit findings and an unqualified opinion was provided. (Standard IV.D.3)

The chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated board policies without interference. This includes the selection and oversight of the management team, accountability for budget development and fiscal status, and short and long term planning. The president ensures that the college meets and maintains accreditation standards, provides quality programs and support services, and that resources are managed to provide for long term operation of the college. The chancellor holds the college president accountable for his/her performance and the operation of the college. (Standard IV.D.4)

District planning and evaluation are integrated with college planning and evaluation. Planning uses data made available by the college, the District, and the State. All planning at the college level is in line with the mission, vision, and values established by the board for the District. The District's mission drives the colleges' missions, values and visions. Moorpark College's *Strategic Plan 2013-2016* is an action plan that assists the College with meeting the board of trustees' goals. The team encourages the District to finalize its strategic plan in accordance with and as defined in the *District Integrated Planning Manual*. (Standard IV.D.5)

There is regular communication between the District and the colleges. The chancellor, vice chancellors, and college presidents meet weekly both formally at the Chancellor's Cabinet and informally to discuss specific college needs and required District support. Communication between colleges and the District through its governance committees ensures effective operation of the colleges. These meetings are regular, productive and collegial. (Standard IV.D.6)

The District conducts climate, perception and communication surveys of students, faculty and staff to assess the effectiveness of District and college governance and operations. The results of these surveys are used to assess the effectiveness of the District in assisting the colleges with meeting educational goals for student achievement and learning. In addition, district wide governance committees conduct annual effectiveness evaluations. The results of these evaluations are discussed at District committee meetings and recommendations for improvement in processes and procedures are made. (Standard IV.D.7)

### **Conclusion**

The colleges and District meet the Standard.

## Quality Focus Essay Feedback

In its Quality Focus Essay (QFE), Moorpark College identified two Action Projects (AP). The APs appear to be a result of the analysis done by the College in the Institutional Self Evaluation Report and are linked to the Accreditation Standards. The QFE provides a framework for the College to improve in each of the areas. Each AP is broken into three steps to facilitate their implementation. To support the College in its efforts to implement the APs, the team offers the following feedback.

The first AP is to expand institutional effectiveness resources to enhance the College's culture of communication and evidence. Essentially, the AP expands the data provided to the college community from the Office of Institutional Research. This broad-based AP affects all divisions of the College and aligns, in some way, with all four Standards. Step one (1) of the project is to identify and define the data needs for the College. This includes instructional programs, student services programs and business services. In particular, the efforts will support transfer and career technical education programs as well as define benchmarks for student services programs. Step two (2) of the project is to implement the *Tableau* and *Argos* programs to assist with managing data needs. Additionally, there are plans to develop dashboards to monitor usage and satisfaction with the tools. Step three (3) is to develop professional development to assist the campus community with the use of available data resources. As noted in College Recommendation 1, the team proposes that the College analyze and disaggregate learning outcomes for subpopulations as defined by the College as part of these data efforts.

The second AP is look holistically at the program planning process. As noted in Commendation 1, the team recognizes the College for its inclusive, engaging and robust dialogue undertaken during the annual program review process in support of program planning and student success. This AP broadens the reach of the current program planning process by allowing non-instructional units of the College to be grouped as a "program." Additionally, in determining these new groupings, the development of research and data needs will be developed linking back to the first AP. Step one (1) of this project is to identify and define these new college "programs." Step two (2) is to analyze current software available for planning, develop a planning website, evaluate the planning templates and website, and offer professional development related to planning. The final step is to strengthen the communication loop in the planning process. This will be achieved by centralizing the location of this information, including resource allocation information. Alignment between resource requests and the College's *Strategic Plan* will be enhanced.

The evaluation of each AP is ongoing throughout each step of the project.