

Moorpark College

2014 Program Plan Summary Report and Program Data

January 21, 2015

ACCESS

Program Description

Accessibility Coordination Center and Educational Support Services supports students with verified disabilities by providing services and accommodations. Direct services of the program are: orientation, early registration, counseling, learning disability assessment, interpretive services, accessibility services, specialized testing, note takers and specialized equipment to support students with visual, hearing, mobility, developmental, acquired brain injury, learning and psychological disabilities. Additionally, the program educates the college community about disabilities to facilitate the understanding and acceptance of students with diverse abilities.

Program Planning Data

Learning Skills	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	320.61	334.80	275.40	336.68	376.88	376.88
Lab WSCH	32.69	0.00	0.00	34.17	38.25	38.25
Online WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	11.78	11.16	9.18	12.36	13.84	13.84
Census Enrl	131	112	92	134	150	150
% Retention	75.57	86.61	86.96	90.3		

Future Planning

- Advocate for a campus testing center with ACCESS sharing the proctoring costs.
- Develop a strategy to support students given the new state requirements for higher levels of English and mathematics courses needed for an Associate Degree and given the shift to the use of independent study computer modules as the primary instructional delivery method for the lowest basic mathematics course.
- Establish outcomes and leverage the website and portal as outreach, marketing and connectivity tools.

Facilities Implications

- A campus testing center with ACCESS sharing the proctoring costs.

Admissions and Records

Program Description

The Admissions & Records Office and the Registrar supports student completion and success by performing the following legally mandated and required tasks:

Admissions and Registration, Student Records Security; Transcripts (Scanning Incoming); Transcripts (Outgoing); IGETC & CSU-GE Certifications; Transcript Evaluations' Associate Degrees/Certificates certifications; Athletic Eligibility Determinations; Veterans' Benefits Certifications; Foster Youth support; Enrollment/GPA Verifications; Residency Determinations; Student Petitions; Consulting with District Programmers and Technology Personnel; Internal Departmental Compliance Audits; Annual District and External (Athletics and Veterans) Compliance Audits; Campus resource and monitor for Ed. Code/Title 5/FERPA regulations related to A&R; National Student Clearinghouse; A&R voice on Student Services Council, Banner Users Group, MyVCCCD Student Portal Group, MyVCCCD Mobile App Group, District Technical Review Workgroup (DTRW-SS), College Student Success & Equity Committee; District SB1456 Taskforce, Accreditation workgroup for Student Services, and College Website Content Update workgroups; College Catalog Content Updates for information integrity and compliance, Registration Priority Processing, Collaborate with Instructional Data Techs for MIS and Coding State Reporting; Facilitates MOU Requirements for HS@MC; Support to faculty and management of other college programs.

Future Planning

- Develop and implement an online transcript request service.
- Improve MIS compliance in regards to Degrees/Certificates to coordinate Banner coding with CCCC Inventory of Approved Programs.
- Participate in the implementation of additional web-based services for students and faculty, such as on-line degree/certificate graduation checks and a networked document imaging system to provide access to academic records by current and former students, staff, and counselors.
- Prepare to implement a Degree/Student Education Plan program requiring coordination and maintenance with the Office of Institutional Research and the District Information Technology/Banner programmers.
- Establish a Veteran's Resource Center.

Facilities Implications

- Establish a Veteran's Resource Center.

America's Teaching Zoo

Program Description

America's Teaching Zoo (ATZ) provides a wide variety of domestic and non-domestic animals for Exotic Animal Training and Management (EATM) CTE Program. Together, ATZ and EATM provide students with a unique opportunity to develop the skills necessary to work in facilities utilizing animals. EATM program students care for and work with these animals to receive their education through a combination of classroom instruction and actual "hands on" experience in animal care, handling, and training. The EATM Program prepares students for a variety of positions in public and private animal parks, zoos and oceanariums, and for careers in animal handling and training for the entertainment and wildlife education industries.

Future Planning

- Develop an EATM-Specific Master Plan for future growth and improvement of the zoo grounds, animal enclosure, and other area facilities.
- Develop EATM/Zoo Specific Master Plan in conjunction with staff.
- Continue fundraising and support for zoo remodel/update in conjunction with EATM/Zoo Specific Master Plan.
- Create web-based activities to enrich instructional delivery in identified lecture courses.
- Develop and distribute employer surveys to gather more extensive data regarding graduates' performance and the curriculum standards.
- Explore options for accreditation of America's Teaching Zoo.

Facilities Implications

- Improvement of the zoo grounds, animal enclosure, and other area facilities.

Anthropology

Program Description

Anthropology is the study of people. Whether exploring modern-day cultures through cultural anthropology, studying human evolution in biological anthropology, analyzing communication in linguistics, or uncovering the secrets of the past in archaeology, we seek to understand what it means to be human in the most basic sense. Anthropology attracts those who are curious about their world, curious about other cultures, and curious about their place within the dynamic human experience. Students participating in the Anthropology program may use their credits for purposes of academic transfer, to fulfill general education requirements, or to simply broaden their knowledge of the world around them.

Training in anthropology will prepare a student for any career that involves working at the interface between people and culture. Anthropologists engage in some of the world's most interesting work, focusing on archaeology, world cultures, and human evolution. Common careers for anthropologists outside of academia include law, teaching, international relations, and politics.

The Anthropology program at Moorpark College offers three distinct AA degrees as well as practical training in archaeological field methods that make it possible for students to find employment working on supervised archaeological excavations. Moorpark College houses the archaeological collection of the Ventura County Archaeological Society (VCAS). This collection is unique to a community college setting and serves as an excellent teaching aid for students. In tandem with the new archaeology lab on campus, this collection enables students to learn archaeological laboratory techniques essential for academic success and future employment, interact with members of the VCAS, and serve the archaeological interests of Ventura County.

Program Planning Data

ANTH	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	4063.48	3526.54	3992.71	3626.00	3887.57	4019.56
Lab WSCH	769.46	663.00	717.00	723.00	775.16	801.47
Online WSCH	291.00	357.00	219.00	264.00	283.04	292.65
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	170.80	151.55	164.29	153.77	164.86	170.46
Census Enrl	1671	1494	1620	1511	1620	1675
% Retention	91.62	92.1	92.78	89.61		

Future Planning

- Advocate for offering study abroad programs and/or field schools in areas that would provide opportunities for students in one or more of these sub-fields: cultural anthropology, biological anthropology, archaeology, and linguistic anthropology.
- Maintain communication and interaction between archaeology students and professionals involved in both academia and contract archaeology.
- Update courses to reflect current trends in anthropology and archaeology.
- Advocate for a reasonable ANTH M01 Honors class student capacity (20 students) to be in line with other honors programs in California.

- Advocate reinstating extra-large classes, especially in ANTH M01 and ANTH M11.
- Continue to make sure that Anthropology offers a breadth of classes befitting the major.

Facilities Implications

None. The program is satisfied with facilities.

Art and Art History

Program Description

The Art Program offers beginning and advanced level courses for the student seeking to fulfill general education requirements, skills development, and/or cultural enrichment. General education requirements can be met through art history and art appreciation courses, as well as through hands-on studio practice in design, drawing, painting, sculpture, ceramics, printmaking, and illustration. Core courses emphasize abstract reasoning, problem solving, creative and critical thinking skills that are applicable to all areas of study. Additionally, studio courses develop technical skills and a portfolio of artwork that prepare students for transfer to prestigious four-year universities and art schools. Art History and Art Appreciation courses emphasize critical analysis of artworks within their cultural and historical context in both traditional and online formats.

Art students gain practical experience by presenting their work in campus exhibitions, as well as competitions, art festivals and workshops. Internship faculty advisers oversee internships for up to 4 units credit in Art and in Art History disciplines, allowing for students to get practical experience and build their professional résumés. The vocational skills acquired in the program additionally prepare students for professional level activities. This is especially evident in the ceramics program where students have successfully established their own commercial ceramic studios.

The Moorpark College Art Gallery maintains an active exhibition schedule, where professional artists are invited to exhibit and lecture about their work. The gallery also serves as a public face for the College.

Program Planning Data

Art (Studio)	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	2593.00	2249.46	565.00	564.00	597.88	597.88
Lab WSCH	4173.00	3768.00	3390.00	3384.00	3587.28	3587.28
Online WSCH	147.00	174.00	0.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	1.00	3.00	3.18	3.18
FTES	230.43	206.38	131.87	131.79	139.71	139.71
Census Enrl	1377	1289	566	566	600	600
% Retention	89.4	88.75	89.95	93.46		

Art History	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	0.00	0.00	1867.60	1248.00	1332.82	1453.98
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	0.00	0.00	159.00	297.00	317.18	346.02
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	0.00	0.00	67.55	51.50	55.00	60.00
Census Enrl	0	0	676	515	550	600
% Retention	0.00	0.00	88.92	88.16		

Future Planning

- Add women artists history course and honors sections
- Develop a digital art database for art history classes, safety procedures for chemicals, and developing Material Safety Data Sheets for Occupational Safety and Health Administration compliance
- Expand offerings to include courses in advanced figure sculpture, gallery practices, portfolio, metal and glass working and drawings from animals

Facilities Implications

- Dark, mid-Size lecture room with high-quality projector needed for sophomore level Art History courses
- Dark, large-Size lecture room with high quality projector needed for Art Appreciation courses
- Studio-Art program is satisfied with current classroom locations in the Applied Arts building, but would like to see an Art “complex” to be created, allowing Studio Art, Photography, Multimedia and Graphic Arts to be located near one another.

Astronomy/Physics/Physical Science

Program Description

Astronomy courses primarily serve to fulfill general education requirements for the associate degree and for transfer to CSU and UC. Each semester, lectures are offered both day and evening with laboratories offered only at night. Astronomers use the principles of physics and mathematics to answer questions about the fundamental nature of the universe and about celestial bodies such as the sun, moon, planets, and stars. They may apply their knowledge to problems in navigation and space flight. Compare and contrast physical properties of astronomical objects; visualize the general structure and scale of the universe and our place within it; locate, identify and contrast prominent astronomical objects in the night sky; identify and comprehend the purpose of elementary equations used in astronomy and describe the functions; and use of basic astronomical tools. The Physics Department has both calculus and algebra-based sequences. Our students successfully transfer to both UC and CSU campuses. They do extremely well in their courses of study at the transfer school. The physical science courses are unique to the tri-college Ventura County Community College District in that Moorpark College is the only school that offers both the lecture and the lab for physical science. These courses are essential to beginning educators (K through 12).

Program Planning Data

Astronomy	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	1461.00	1023.00	1314.00	1407.00	1518.35	1619.57
Lab WSCH	714.00	621.00	579.00	678.00	731.65	780.43
Online WSCH	417.00	327.00	0.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	86.40	65.70	63.10	69.50	75.00	80.00
Census Enrl	864	657	631	695	750	800
% Retention	87.53	90.72	89.61	89.21		

Physical Sci	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	99.00	105.00	147.00	99.00	112.08	112.08
Lab WSCH	81.00	102.00	87.00	60.00	67.92	67.92
Online WSCH	207.00	111.00	0.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	12.90	10.60	7.80	5.30	6.00	6.00
Census Enrl	129	106	78	53	60	60
% Retention	86.82	86.79	93.59	96.23		

Physics	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	1312.00	1124.00	1092.00	1324.00	1362.61	1453.45
Lab WSCH	759.00	681.00	678.00	756.00	778.04	829.91
Online WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	69.03	60.17	59.00	69.33	71.36	76.11
Census Enrl	581	508	499	583	600	640
% Retention	76.25	74.41	83.17	81.30		

Future Planning

- Astronomy lecture courses require a combination of traditional and large-size classrooms with state-of-the-art smart technology. Additional instructional space close to the Observatory is needed. In addition, improvements to the observatory are advocated for by the faculty, such as adding permanent restrooms, increased storage space, and retrofitting the main telescope; as well as updating the telescopes with computerized technology.
- Develop a new general education course: Life in the Universe
- Develop team-taught course and/or participate in learning communities

Facilities Implications

- Additional instructional space of 2 rooms for 60 persons each close to the Observatory is needed. A flexible space with partitions that allows for a 120 person space would be preferred.

Biology

Program Description

The program offers both an Associate in Arts and an Associate in Science degree for majors in Biological Sciences. Courses offered include an array of biological specializations: anatomy, physiology, biology, botany, microbiology, physiology and zoology. The courses fulfill general education requirements for non-majors, lower division requirements for majors, and requirements in career pathways including (but not limited to): Biotechnology, Dental Hygiene, Environmental Science, Exotic Animal Training and Management, Health Information Management, Kinesiology, Nursing, Radiologic Technology, and Therapeutic Massage.

Program Planning Data

Biological Sci	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	5439.51	5296.47	5608.76	5246.00	5544.73	5684.33
Lab WSCH	6057.41	6086.93	6467.53	6858.00	7248.53	7431.02
Online WSCH	657.00	704.00	654.00	636.00	672.22	689.14
Other WSCH	9.00	14.00	18.00	26.00	27.48	28.17
FTES	405.43	403.38	424.94	425.53	449.77	461.09
Census Enrl	1836.00	1778.00	1883.00	1879	1986	2036
% Retention	86.16	84.53	83.32	82.97		

Future Planning

- Add a service learning component to biological science courses.
- Advocate for additional lecture rooms and upgrades of smart classrooms as well as equipment and supplies to keep current with program growth and changes in the field.
- Collect and analyze student learning data to gauge program effectiveness and use to improve the program.
- Develop a program of staff development for full- and part-time faculty on current pedagogical methods of science education.
- Expand course offerings to include Pre-Allied Health Certificate and field excursions to diverse global environments.
- Institutionalize a science speaker series.
- Improve partnerships with other educational institutions and community groups.

Facilities Implications

None

Biotechnology

Program Description

The Biotechnology program is one of three in the state of California to offer a comprehensive manufacturing training program. This program is designed in consultation with members of local industry including Baxter Biosciences and AMGEN to provide the essential technical experiences and training needed for this thriving field. The curriculum balances basic science courses with practical laboratory application. The program offers an associate degree and two Certificates: Manufacturing Operator Certificate and Certificate of Achievement in Biotechnology. Two Biotechnology courses are offered as distance education hybrid courses and all courses are offered in the evening. Moorpark College is one of only three colleges in the state to offer a comprehensive program in Biotechnology.

Program Planning Data

Biotechnology	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	16.00	30.00	25.00	80.50	88.55	112.70
Lab WSCH	66.00	138.00	102.00	157.50	173.25	220.50
Online WSCH	92.00	198.00	120.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	0.00	3.00	3.30	4.20
FTES	5.80	12.20	8.23	8.03	8.84	11.25
Census Enrl	39	63	55	50	55	70
% Retention	68.63	85.06	75.36	92.00		

Future Planning

- Collect and analyze student learning outcome data to gauge program effectiveness and use to improve the program.
- Develop a summer bridge program to recruit potential high school students.
- Increase collaboration with the Ventura College Biotechnology program and CSUCI.
- Offer secondary science teachers' workshops to provide biotechnology exercises.
- Provide outreach to potential students through faculty visitations to high school classes.

Facilities Implications

None

Bookstore

Program Description

The purpose of the Moorpark College Bookstore is to provide resources and support to the academic community by offering convenient and affordable on campus textbook options and programs to help students and faculty with the materials needed for their courses.

The Bookstore services were contracted to Barnes & Noble College in April 2014 and include:

- New, Used, Rental and Digital Book Options
- Everyday Cash for Books program
- FacultyEnlight – faculty online adoption and textbook research resource
- Online ordering for both textbooks and general merchandise

To reduce the cost of textbooks to students, the district contracted for a of 25% margin for new textbooks, used books continue to be offered for sale and textbook rentals were implemented in April 2014. “Daily Buyback” of textbooks remains an ongoing program. Accounts receivables continue for bookstore purchases that allow students receiving financial aid/special programs to charge items needed for course requirements.

In the “Balanced Scorecard” survey conducted by Business Services 85.4% of students surveyed were neutral, agree or strongly agree that required textbooks and course materials are available for students and classroom use in a reasonable time. Our objective is to have at least 75% of the surveys rate in the top two quartiles of agree or strongly agree. In the surveys Staff courteous and helpful rated 82.9% in the top two quartiles. Hours of operation satisfaction rated 71.7%

Facilities Implications

None

Business/Accounting

Program Description

The Business Administration Department (BAD) consists of the Accounting and Business disciplines. The Department offers a variety of programs for both our CTE and transfer students: a Certificate in Business Administration, an A.S. Degree in Business Administration, and an A.S.T. (A.D.T.) in Business Administration.

Business and Accounting are among the largest departments at California State University Northridge, and both are also rapidly growing at California State University Channel Islands. In parallel, Business Administration is one of the largest departments at the college and Business and Accounting (combined) continue to be the #1 major identified by Moorpark College students.

Business Administration has an active advisory board which provides regular feedback to the department for our CTE program offerings. In addition, the department actively mentors the Business Students Association which provides an avenue for faculty and students to interact with the business community and four year institutions.

Students participating in the Business Administration program will expand their knowledge of business for the purposes of academic transfer, career enhancement, vocational degree, and certificate programs. Students will develop an understanding of the different facets of business and the contribution it makes to the production of goods and services and the standard of living of people, as well as an understanding of the role ethics, social responsibility, and diversity play in business operations. Students will improve their written and oral communication skills, critical thinking skills and work place skills to enhance their contribution to local, state and regional economic growth and global competitiveness.

Program Planning Data

Business	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	3982.08	2598.00	2598.26	2860.91	2998.33	3248.19
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	0.00	438.00	493.00	573.00	600.52	650.57
Other WSCH	0.00	0.00	0.00	1.00	1.05	1.14
FTES	184.64	132.20	112.91	11.50	12.05	13.05
Census Enrl	1848	1323	1130	1145	1200	1300
% Retention	81.00	88.36	89.55	85.59		

Accounting	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	0	1419.00	1596.29	1466.00	1787.80	1936.79
Lab WSCH	0	0.00	0.00	0.00	0.00	0.00
Online WSCH	0.00	0.00	0.00	364.00	443.90	480.89
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	0.00	61.90	69.64	60.99	74.38	80.58
Census Enrl	0	619	585	492	600	650
% Retention	0	77.54	79.66	89.43		

Future Planning

- Business classes are taught in traditional-size classrooms. Student access to computers outside of classes is currently satisfied through the 220-station Open Access Laboratory in the Library/Learning Resources building that opened in fall 2005.
- Evaluate the need for a mentoring program for both full-time and part-time faculty that includes, but is not limited to, best practices in delivering distance education.
- Continue to explore additional ways to integrate the world beyond the classroom into the curriculum to facilitate students' vision of how business courses prepare them for future employment.
- Explore further options in CTE programs at the department level.
- Continue to explore the integration of workplace skills across the curriculum to prepare students for entry-level jobs.

Facilities Implications

- The growth of the program depends upon the acquisition of large classrooms that hold 50 or more students.

CalWorks

Program Description

Program delivers support and services to students on TANF (Temporary Assistance for needy Families) who are pursuing an educational goal. Program has recently been reassigned to a 40% Project Program Specialist and is adjacent to Financial Aid. Program is growing as advertisement of program continues on and off campus.

Future Planning

- Develop relationships with off campus businesses and organizations to provide internships/work experience for CalWORKs Students.
- Recognize students that are graduating, transferring to a four year, been accepted to CTE programs and that have achieved a 3.0 GPA or higher-Awards celebration.
- Develop a course or a series of workshops that better prepare students for employment.

Facilities Implications

None

Career Transfer Center

Program Description

The Career Transfer Center CTC offers life planning assistance to all students, whether updating job skills, pursuing a certificate or degree, or planning to transfer to a 4 year university. CTC offers career exploration activities such as assessments, courses, workshops, and career counseling to help students determine their career and transfer goals. CTC assists students in the job search process and maintains an online job/ internship posting system through NACE for both off campus and on-campus jobs/internships. The CTC also works with industry and faculty to develop internship opportunities in over 15 different disciplines. CTC is the liaison to transfer universities providing transfer events, appointments with universities, and facilitating special transfer initiatives such as TAGs, ADTs, and Honors TAP. CTC hosts events such Transfer Day, Transfer Social, Instant Admissions Days, CSUN/CSUCI Day, Job & Career Expo, Major Awareness Events, and Transfer Wall of Fame. CTC collaborates with faculty to develop internships, career workshops and appointments for special populations, and to provide class presentations on career, major, and transfer.

Program Planning Data

WEXP	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	90.40	12.34	6.07	0.00	12.34	24.68
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Other WSCH	101.50	0.00	0.00	0.00	0.00	0.00
FTES	6.40	0.41	0.20	0.00	0.41	0.82
Census Enrl	218	50	29	0	50	100
% Retention	94.50	48.00	48.28	0.00		

Future Planning

- Design transfer events for majors (with clubs and departmental faculty)
- Develop a Career Advising internship.
- Develop a program to recruit and train Student Career and Transfer Ambassadors.
- Expand data collection procedures, surveys and systems to better evaluate student, faculty, and community needs. Track students and business contacts.
- Expand the variety of life planning options through courses, workshops, express and individual counseling, print and online resources, and cyber counseling.
- Institutionalize Career Services Management system for online job postings, internships, resume, and workshop enrollment.
- Standardize a yearly calendar of events
- Streamline and computerize operations.
- Find space for visiting college representatives to meet individually with students.

Facilities Implications

- Space for visiting college representatives to meet individually with students.

Chemistry

Program Description

The Chemistry program offers an associate degree which builds on a range of courses that are comparable to the first two years of chemistry at universities. Offerings consist of two-semester tandem lecture/laboratory each of Introductory, General, and Organic Chemistry along with a one-semester General, Organic, and Biochemistry combination lecture/laboratory course. Classes are offered early mornings, days, evenings, weekends, late-starts, and online/onsite hybrids during all major time blocks.

Program Planning Data

Chemistry	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	2826.12	2803.00	3011.00	3322.14	3475.04	3822.55
Lab WSCH	2460.76	2361.00	2502.00	3057.86	3198.60	3518.46
Online WSCH	450.00	203.00	189.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	187.06	178.90	190.07	212.67	222.45	244.70
Census Enrl	802	747	796	956	1000	1100
% Retention	82.32	83.27	81.28	79.60		

Future Planning

- The Physical Science Building currently DOES NOT meet the program's facilities needs for traditional classroom space equipped with smart technology, Internet access, and large scale periodic tables. This building includes four dedicated chemistry laboratories connected to a preparation area. Needs for storage and office space will increase as the program expands and as laboratory equipment is added. Smart classroom technology needs to be added to lab rooms.
- Collaborate with CSUCI to utilize the university's equipment remotely and gain access to various modern instruments for student experimentation
- Continue to expand the number of sections offered of the highly successful Foundations of General, Organic, and Biochemistry course in anticipation of growth as this course is required for CSU Nursing program acceptance. We have assigned the new full-time faculty to further develop this program.
- Develop a strategy for implementing the recent changes in General Chemistry I prerequisites from high school chemistry to Introductory Chemistry I. Pre-req enforcement by the registrar's office has resulted in fewer student being placed in the wrong course.
- Encourage adjunct faculty to participate in departmental developments and support and foster the professional development of adjunct faculty
- Improve partnerships with other educational institutions, industry, community groups, and student outreach
- Need 60 person classroom and two more lab rooms to serve the needs of the college

Facilities Implications

- The growth of the program depends upon the acquisition of large lecture/classroom that holds 60 or more students.

Child Development

Program Description

The Child Development Program prepares students for an AS or AS-T in Child Development and for completion of two certificates of achievement: Child Development and Child Development Associate Teacher. The program combines classroom instruction with the hands-on application needed for university transfer and entrance into careers in child development, education, or social services. Courses are offered primarily on-ground during the day and afternoon with a few sections in the evening. There are several offerings in online formats.

The Child Development Center serves three functions: 1) as the laboratory for child development students in practicum and theory courses, 2) as a college service to students and faculty who need early care and education services while attending classes, and 3) the CDC provides community outreach to children and families to enhance kindergarten readiness and school achievement, as well as professional support for community preschool teachers and directors.

Program Planning Data

Child Dev	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	1275.78	1398.00	1313.00	1616.43	1669.03	1719.61
Lab WSCH	255.00	226.52	190.06	253.54	261.79	269.72
Online WSCH	687.00	582.00	675.00	426.00	439.86	453.19
Other WSCH	25.00	14.00	10.00	10.00	10.33	10.64
FTES	74.76	74.02	72.94	76.87	79.37	81.77
Census Enrl	784	768	759	799	825	850
% Retention	91.40	91.93	94.22	92.99		

Future Planning

- Advocate for necessary technology equipment in the observation laboratories. Ipads have been purchased for the CDC, as well as a new software application to support digital classroom and child's portfolios.
- Apply for Child Development Center's accreditation by the National Association for the Education of Young Children. NAEYC Accreditation was awarded on May 28, 2010. The accreditation status will expire on June 1, 2015.
- Collaborate with the Education program to integration those courses with the child development program
- Develop a Studio Arts program to reflect the trends in the Early Childhood field
- Evaluate the employment market for graduates
- Evaluate the transfer rate of the Child Development students and build stronger relationships with transfer institutions
- Expand the number of sections offered late start and via distance education
- Review courses on an ongoing basis to insure compliance with changes in state regulations for child development permits

- Revise course outlines to comply with the California Community College Childhood Educators Core 8 standards
- Update the Child Development degree pattern and certificates to meet state guidelines
- Become a certified Outdoor Classroom Environment through Nature's Playground. Repair outdoor seating cushions.

Facilities Implications

- To become a certified Outdoor Classroom Environment through Nature's Playground, outdoor landscape needs to be modified.

Communication Studies

Program Description

Speech is one of the most fundamental skills any student can acquire. Oral communication competence is the most highly prized and sought after skill in the professional world, and an indispensable requirement for succeeding in all academic disciplines. The Communication Studies Department offers both theoretical and practical classes. The College's award-winning Forensics Team also puts these skills into action in in intercollegiate competition each semester.

Program Planning Data

Comm Studies	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	4468.44	4309.20	4810.45	5286.29	5222.46	5367.53
Lab WSCH	91.07	57.61	72.52	54.86	54.20	55.70
Online WSCH	237.00	273.00	261.00	114.00	112.62	115.75
Other WSCH	0.00	0.00	8.00	5.00	4.94	5.08
FTES	159.88	155.97	171.74	182.00	179.81	184.80
Census Enrl	1616	1558	1723	1822	1800	1850
% Retention	90.59	88.93	89.51	88.91		

Future Planning

- Develop a Certificate of Achievement in Business Communication and Health Communication for mid-career professionals who are seeking advanced training.
- Develop an Honors Introduction to Speech course.
- Increase the number of sections offered in large lecture classrooms to offset the small enrollment specialty classes.
- Reach departmental consensus on the components of effective verbal communication and listening, and codify a means to assess those skills for classroom-based research.
- Recruit students to complete the associate degree in communication.
- Strengthen the pedagogic connection between Communications and Theatre Arts by co-listing the course Oral Interpretation of Literature.
- Strengthen the technology used to deliver instruction.

Facilities Implications

None

Computer Information Systems

Program Description

Program teaches the role of information technology systems within business, educational, and social organizations. Emphasis is on the proper development of the software with appropriate controls and use of various applications to meet the goals and plans of the organization.

Program Planning Data

Comp Info Sys	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	93.00	0.00	0.00	306.00	402.04	446.72
Lab WSCH	0.00	0.00	0.00	306.00	402.04	446.72
Online WSCH	1632.50	870.00	846.00	210.00	275.91	306.57
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	57.52	29.00	28.20	27.40	36.00	40.00
Census Enrl	752	145	141	137	180	200
% Retention	82.74	76.55	81.56	78.83		

Future Planning

- Classrooms equipped with computers with systematic up-grades in hardware, software, presentation materials, and Internet connections are needed on an on-going basis, as well as dedicated computers for academic support of CIS students.
- Develop new courses to meet the ever-changing technology needs of the business community, such as mastering recent releases of popular applications and expanding web-related learning opportunities.
- Improve the Computer Information Systems representation on the combined Business/Computer Information Systems Advisory Committee in order to focus on business needs regarding computer skills.
- Increase distance education offerings, both online and hybrid
- Promote curriculum by showing students how computer skills and relevant applications can enhance their success in courses in other disciplines.
- Update current course offerings to keep pace with industry demands.

Facilities Implications

- Classrooms equipped with computers with systematic up-grades in hardware, software, presentation materials, and Internet connections are needed on an on-going basis, as well as dedicated computers for academic support of CIS students.

Computer Network Systems Engineering

Program Description

Computer Network Systems Engineering provides instruction in the specific technologies needed to perform effectively as a multi-platform network systems administrator/analyst through hands-on training in networking hardware and software. Successful program completion qualifies individuals for beginning positions in computer network and system administration. The program functions as a Cisco Local Academy; a Microsoft Engineering/Administration training center. Certification Prep courses in VMware, Security, and Linux are provided. In addition to an Associate Degree, students may earn these specific certificates: Computer Network Systems Engineering, Windows Engineering, Advanced Network Specialist, And Technical Specialist, and these proficiency awards: Basic Network specialist, Cisco System Network Associate, and Windows Administration. However, many students are taking courses for job training and Certification preparation in addition to college credit.

Program Planning Data

Comp Ntw Sys	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	132.50	95.00	72.50	280.50	315.78	344.75
Lab WSCH	79.50	57.00	43.50	279.50	313.72	313.72
Online WSCH	696.00	1040.00	1006.00	472.00	529.80	577.96
Other WSCH	7.00	3.00	6.00	7.00	6.00	6.00
FTES	30.50	39.83	37.60	34.63	38.87	42.41
Census Enrl	243	286	270	245	275	300
% Retention	88.48	80.07	87.78	86.53		

Future Planning

- Recent developments in simulation tools and online virtual Labs have improved overall training quality but additional hands-on to real equipment enhances the educational experience for students. A dedicated classroom to support the Computer Network System Engineering laboratory is recommended to allow students to receive additional access to live equipment and training.
- Align the program with ever changing technical training needs of technical knowledge workers.
- Develop a new certificate in Technical Support.
- Develop an online laboratory environment to provide hands-on experiences for students in online courses.
- Develop and implement an open format for the on-campus laboratory to increase student access to equipment or use new simulation tools.
- Develop new courses to meet the ever-changing technology needs of the business community, such as mastering recent releases of popular applications and expanding web-related learning opportunities.
- Explore the feasibility of developing an Oracle Virtualization component.
- Explore the use of the college website to market courses to existing students.
- Negotiate an agreement with Oxnard College to share a second-level Cisco program.

- Promote curriculum by showing students how computer skills and relevant applications can enhance their success in courses in other disciplines.
- Research high growth areas, such as careers in database management, and developing areas, such as new web technologies and networking technologies.
- Update current course offerings to keep pace with industry demands.

Facilities Implications

- Classrooms equipped with computers with systematic up-grades in hardware, software, presentation materials, and Internet connections are needed on an on-going basis, as well as dedicated computers for academic support of CNSE students.

Computer Science

Program Description

This is primarily a transfer program to universities. Due to severe budget restrictions, CS is no longer a program rather it is a service to other disciplines. CS currently will only offer a restrictive set of courses.

Program Planning Data

Comp Science	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	144	114	111	694.60		
Lab WSCH	144	114	111	694.60		
Online WSCH	488.00	996.00	1356.00	216.00		
Other WSCH	2.00	0.00	0.00	1.00		
FTES	25.9334	39.8	52.6	53.54		
Census Enrl	172	199	263	271		
% Retention	68.6	64.32	65.92	57.93		

Future Planning

- We continue to look at what universities are doing in this area in order to understand what we need to do with our programs.
- Seek improved alignment with University offerings to expand Transfer opportunities. In this regard, we are in the process of submitting our CS courses for C-ID approval. Thus far, CS M10A has been approved.

Facilities Implications

None

Counseling

Program Description

Counselors provide academic, career and personal counseling. These services traditionally are available to students through scheduled appointments as well as during specific Drop-In Counseling. In addition, Counselors work collaboratively with other student services as well as academic programs to support the overall goals of assisting students to reach their personal and academic goals. Counseling plays the pivotal role in assisting students to complete mandatory assessments, orientations, and education plans. Counseling courses introduce students to issues that impact academic success and career choice. These courses include career development, choosing a Major and/or Career, Tools for Transfer, Self-Paced Career Assessment, and Self-Paced Career Research.

Program Planning Data

Counseling	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	30.63	109.03	91.55	64.57	121.37	121.37
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	135.00	162.00	162.00	159.00	298.87	298.87
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	5.52	9.03	8.45	7.45	14.01	14.01
Census Enrl	116	192	166	133	250	250
% Retention	93.97	80.73	76.47	75.94		

Future Planning

- Create and implement a Developmental Advising Model that encourages student independence in academic and life planning.
- Expand the number of counseling/instructional discipline partnerships across campus.
- Explore effective ways to measure student satisfaction.
- Implement Degree Works or another high quality degree audit system.
- Enable each student to create and electronically store an Individual Education Plan for academic advising.
- Improve student perception of counseling services through improved communications and systematic problem-solving that address student concerns.
- Provide a designated online counselor for academic advising for distance education.
- Redesign and update the counseling website.
- Revamp early warning and progress notification practices to integrate counseling and classroom interventions.

Facilities Implications

None

Criminal Justice

Program Description

The Criminal Justice program offers courses to students in the varied aspects of law enforcement, court procedures, and corrections. A foundation of knowledge is provided to those interested in becoming competitive candidates for rewarding and challenging positions in the Criminal Justice field. Students who complete Criminal Justice courses will utilize the community policing philosophy of partnerships to interact with and influence the diverse community that the criminal justice community serves. Students completing the Criminal Justice program will acquire the practical knowledge and skills to successfully pass vocational and academy programs and or transfer to CSU or UC.

Program Planning Data

Criminal Justice	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	1872.32	1917.37	1801.20	1676.11	1726.08	1816.92
Lab WSCH	0.00	0.00	0.00	165.60	170.54	179.51
Online WSCH	339.00	459.00	459.00	405.00	417.07	439.02
Other WSCH	2.00	0.00	0.00	4.00	4.12	4.34
FTEs	73.78	79.28	75.34	75.02	77.26	81.33
Census Enrl	741	796	752	738	760	800
% Retention	90.96	91.71	90.05	89.30		

Future Planning

- Collect and analyze data obtained from the assessment of student learning objectives to gauge teaching effectiveness and improve the program.
- Expand course offerings.
- Explore the feasibility of developing an interdisciplinary Forensic Science program with faculty from Political Science, Psychology, and related disciplines.
- Acquire a permanent classroom with sink/water/tables for Criminal Investigations (CJM11) class to facilitate the use of microscope/fingerprinting and other investigatory experiments

Facilities Implications

- Several of the Future Planning items listed above revolve around upgrading the building to meet 21st Century expectations especially as it pertains to use of technology in the classroom and the use of electronics by both students and staff (new electrical wiring, Internet connectivity, lighting issues that make SMART classrooms unusable in the AC building).
- Improve AC building/campus to be a more student-friendly environment. We envision study areas on the first and second floors as well as surrounding the building where students can gather. This pertains to both the HSS building and the AC building—both of which lack any student gather/study spaces.
- There is the issue of safety for students and staff. This includes making sure classrooms can be locked down from inside as well as making sure students are not sitting on railings on the second floor of HSS.
- There is the issue of usability/comfort. We envision a building that has classrooms where the temperature control works and students/faculty are comfortable during class time and bathrooms that can accommodate the usage needs of faculty and students.

Dance

Program Description

The Dance program includes both activity and lecture classes as well as the opportunity to earn an associate degree in dance. The degree program provides training in four traditional areas of technique: ballet, modern, jazz and tap. In addition, the dance program includes social forms such as swing, hip-hop, and ballroom. Integral parts of the curriculum include practical experience in concert performance and production work as well as instruction in the theoretical background of choreography and dance history and appreciation. Scheduling options include day, evening, and weekend classes.. The Dance Performance/Production Ensembles offers performance opportunities in campus productions throughout the year as well as collaborations with the Music and Theatre Arts programs.

Program Planning Data

Dance	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	730.36	648.20	445.47	495.41	501.68	539.31
Lab WSCH	1885.05	1377.18	1074.00	937.60	949.47	1020.68
Online WSCH	141.00	150.00	159.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	0.00	2.00	2.03	2.18
FTES	91.88	72.51	55.95	47.83	48.44	52.07
Census Enrl	727	592	450	395	400	430
% Retention	87.35	94.76	92.54	88.35		

Future Planning

- Develop a Dance Somatic Certificate program required by fitness studios, wellness organizations, and colleges.
- Develop a Dance Studio Certificate program for students who plan to enter a career in studio dance.
- Develop an ethnic/world dance curriculum addressing diversity to fully reflect the College Mission in the Dance curriculum.
- Develop an online option for dance lecture classes.
- Expand collaboration with other disciplines through team-teaching and joint campus productions.
- Explore ways that technology can be applied to dance curriculum and performances.
- Increase the number of performance-based courses that target specific performing groups for outreach.
- Revise the course requirements for the Dance major to include pertinent areas of dance production (costume, lighting design) and management.

Facilities Implications

None

EATM

Program Description

The Exotic Animal Training and Management program combines classroom instruction with experiential learning in a zoo laboratory. This program is the only one in the United States that includes animal training and wildlife education as well as zoo-keeping in the curriculum. The program offers a full range of courses for the 52 students admitted yearly to this unique, rigorous two-year program. The curriculum is scheduled year-round, every day of the week because students provide the care for all the animals at America's Teaching Zoo at Moorpark College. Students may earn an Associate of Science degree in Exotic Animal Training and Management and a Certificate.

The program is unique nationwide and continues to attract more students than we can take. We received over 1560 emails inquiring about the program in 2013. EATM has a high retention rate, but it decreased from an average of 92% from the previous 5 years to 75% for the class entering in 2013. We had revised the degree/certificate by reducing the number of units and eliminating the Animal Science classes, which formerly allowed students to take some classes before entering the EATM program. The number of certificates and degrees earned were reduced as a result of duplicate counting - equal numbers of students are obtaining degrees and certificates. EATM works with ATZ and has a collection of about 130 animals with 120 species.

Program Planning Data

EATM	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	396.00	772.00	624.77	634.60	624.45	624.45
Lab WSCH	2284.46	2124.02	1840.08	1966.36	1934.92	1934.92
Online WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Other WSCH	17.00	15.00	4.00	5.00	4.92	4.92
FTES	89.92	97.03	82.29	86.87	85.48	85.48
Census Enrl	712	857	782	813	800	800
% Retention	106.60	99.88	98.84	100.00		

Future Planning

- Create web-based activities to enrich instructional delivery in identified lecture courses: San Diego Zoo Global program.
- Develop and distribute employer surveys to gather more extensive data regarding graduates' performance and the curriculum standards.
- Explore options for EATM Zoo School Accreditation. Pursue new AZA Learning Partner program.
- Develop EATM/Zoo Specific Master Plan in conjunction with staff
- Continue fundraising and support for zoo remodel/update in conjunction with EATM/Zoo Specific Master Plan

Facilities Implications

- Zoo remodel/update in conjunction with EATM/Zoo Specific Master Plan

Economics

Program Description

The Economics program offers introductory courses in micro- and macroeconomic theory. The courses fulfill general education transfer requirements for non-majors and lower division requirements for majors.

Program Planning Data

Economics	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	1540.57	1480.43	1278.00	1400.11	1409.92	1471.22
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	426.00	291.00	285.00	312.00	314.19	327.85
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	65.55	59.05	52.10	57.07	57.47	59.97
Census Enrl	656	591	521	571	575	600
% Retention	81.10	88.66	84.16	86.51		

Future Planning

- Develop alternative lower division courses other than microeconomics and macroeconomics.
- Develop an online Honors Microeconomics and Macroeconomics course.
- Review course outlines to ensure that the curriculum reflects current trends including computer applications, simulations, and international considerations.

Facilities Implications

None

Engineering

Program Description

Engineering Program prepares students for transferring to degree completion programs or for earning an Associate of Science Degree by providing high quality education, rigorous UC and CSU transferrable engineering courses, with the student-first approach, in order to help students succeed in their educational and career goals. It also prepares students for the work place by providing them with the skills necessary for internships or entry level engineering positions. Students who complete engineering courses will understand the application of engineering principles to the design and manufacturing of products and critically evaluate observations and measurements through the use of accepted engineering methods. They will also be able to apply physical laws, engineering concepts and formulas to analyze engineering problems and synthesize solutions qualitatively and quantitatively. Completers will also communicate engineering design ideas and solutions to problems through engineering drawings, oral presentations, and technical writing.

Program Planning Data

Engineering	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	157.00	169.00	360.00	401.00	438.25	547.81
Lab WSCH	78.00	114.00	345.00	357.00	390.16	487.70
Online WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Other WSCH	5.00	1.00	1.00	0.00	0.00	0.00
FTES	8.00	9.47	23.53	25.27	27.61	34.52
Census Enrl	58	67	170	183	200	250
% Retention	91.38	98.51	85.88	84.7		

Future Planning

- Collaborate with the Environmental Science faculty to include alternative and renewable energy solutions in the engineering curriculum.
- Review the Engineering curriculum to ensure alignment with university standards.
- Develop a material science lab to prepare students for transfer and industry employment

Facilities Implications

- A material science lab space to prepare students for transfer and industry employment

English

Program Description

English course offerings range from basic skills to lower division and transferable composition, literature, and creative writing courses. English M01A/H fulfills the general education requirements in Written Expression and the CSUGE and IGETC requirement in Written Communication and English Composition respectively. English M01B/H and M01C/H fulfill the GE requirement in Communication/Analytical Thinking and the CSUGE and IGETC requirement in Critical Thinking. In addition to traditional classroom instruction, English classes are delivered through distance education and learning communities. The department also includes ESL and Humanities classes, the latter reinstated in fall 2014 after several semesters' hiatus.

Program Planning Data

English	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	12439.72	13063.59	14317.33	14153.43	14212.24	14212.24
Lab WSCH	156.00	249.00	231.00	246.00	247.02	247.02
Online WSCH	700.00	722.00	828.00	936.00	939.89	939.89
Other WSCH	0.00	3.00	0.00	0.00	0.00	0.00
FTES	443.19	467.92	512.54	511.18	513.31	513.31
Census Enrl	3775	4002	4350	4332	4350	4350
% Retention	88.61	89.26	87.08	88.67		

Engl 2nd Lang	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	244.00	84.00	76.00	120.00	120.00	240.00
Lab WSCH	61.00	21.00	19.00	30.00	30.00	60.00
Online WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	10.17	3.50	3.17	5.00	5.00	10.00
Census Enrl	61	21	19	30	30	60
% Retention	67.21	85.71	78.95	86.67		

Future Planning

- Repair and upgrade HSS building inside and outside.
- Continue to collect and analyze data obtained from the assessment of student learning outcomes to gauge teaching effectiveness and improve the program.

Facilities Implications

None

Environmental Science

Program Description

Environmental Science is a multidisciplinary field covering the physical, biological, economical, and legal aspects of the environment. The Environmental Science courses fulfill general education requirements and major requirements for an associate degree or certificate. Courses transfer to both the CSU and UC systems with some courses fulfilling the Intersegmental General Education Transfer Curriculum requirements.

Program Planning Data

Env Science	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	552.00	597.00	522.00	382.80	447.72	604.42
Lab WSCH	264.00	228.00	132.00	199.20	232.98	314.53
Online WSCH	111.00	156.00	0.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	147.00	0.00	0.00	0.00
FTES	30.90	32.70	29.60	19.40	22.69	30.63
Census Enrl	277	299	267	171	200	270
% Retention	84.84	88.63	91.79	85.96		

Future Planning

- The Physical Science Building currently meets the Environmental Science program's facilities needs for traditional classroom space equipped with smart technology and Internet access. Needs for storage and an instrumentation preparation room will increase as the program expands and as laboratory equipment is added.
- Advocate for the implementation of alternative energy technology for a safer environment on campus.
- Review courses and degree/certificate requirements to ensure alignment with industry standards and revise as needed.
- Incorporate service learning into the curriculum.
- Develop Environmental Science web page to market the program.
- Develop an online option for Environmental Science courses.
- Develop an alternative energy technology curriculum.

Facilities Implications

- The Physical Science Building currently meets the Environmental Science program's facilities needs for traditional classroom space equipped with smart technology and Internet access. Needs for storage and an instrumentation preparation room will increase as the program expands and as laboratory equipment is added.

EOPS

Program Description

The program offers two types of assistance to students from low-income families: (1) financial assistance in the form of book service (grants or vouchers), parking permits, copy cards and school supplies (2) educational services to support students' goals for academic success. The goal of the program is to aid economically and socially disadvantaged students in their higher education goals including transfer to a university. The program works with approximately 400 students providing academic advisement and assessment, education planning, priority registration, book service, tutoring referrals, calculators and referrals to other campus services. The program also supervises the Cooperative Agencies Resources for Education CARE program, providing these recipients grants, books, and supplies.

Future Planning

- The EOPS program would like to offer a Summer Bridge program for students that assess into Math 03 and English 02. The classes will be completed 6-8 weeks over the summer with a Coun M03 course. The Bridge will focus on students that are 1 course away
- Participate with Region 6 colleges to provide a Summer Institute for EOPS students at a local 4 year college or university. The summer Institute will be a 3 day leadership conference to inspire, motivate and support EOPS students to transfer to a 4 year
- Offer additional tutoring for critical classes.
- Establish outcomes for the Stages of Student Engagement, organize services to meet outcomes, and leverage the website and portal as outreach, marketing, and connectivity tools.
- Educate families about strategies for supporting college students.
- Develop high school conferences for student recruitment.
- Develop a summer readiness program.

Facilities Implications

None

Film Studies

Program Description

Film Studies courses introduce students to the history, theory, criticism, and industrial practices of the most popular and collaborative art forms: cinema and media. Since cinema and media reflect and shape culture, the program's emphasis is on students' gaining critical thinking skills to analyze these mediums' ideological representations and their cultural effects, along with understanding the various industrial practices constituting their production. Privileging a culturally inclusive curriculum, Film Studies courses investigate a diversity of domestic and global forms of cinema and media, empowering students with the historical, formal and cultural knowledge to research and analyze a range of cinematic styles and genres. Film Studies is a General Education, non-degree granting discipline. As a service discipline rather than a program, Film Studies reaches well beyond the usual boundaries of the traditional visual arts to advance students' critical thinking, visual literacy and cultural competency. Students also learn invaluable writing and communication skills that transfer to a variety of academic and professional settings.

Program Planning Data

Film Studies	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	2128.94	1781.52	2233.60	2092.51	2137.03	2226.07
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	70.96	59.38	74.45	69.75	71.23	74.20
Census Enrl	714	596	745	705	720	750
% Retention	94.4	92.29	91.21	90.21		

Future Planning

- Film Studies courses are taught in large sections with 50 – 80 students per section. The venue for these classes is "The Forum," an aging facility with infrastructure problems and consumer quality equipment. Renovations to this facility are not currently scheduled.
- Maintain, update, and upgrade the Forum's technology as needed. A cooling system for the HD "rack" is of immediate concern due to safety issues, and continual breakdowns during class time. Film Studies' most pressing concern relates to our facilities (the Forum) and its highly precarious technologies. Resources are needed to streamline our screening & "smart" technologies to ensure the continuation of effective student success and strong faculty performance. Our technologies always prove difficult for faculty to utilize efficiently.
- Continue to grow the Film Studies DVD collection, maintaining and updating our holdings to provide students with relevant, meaningful learning experiences.
- Continue developing partnerships with the campus community, and in particular, building strong bonds and collaborating with the FTVM & Multimedia programs in the Performing Arts division.
- Film Studies' highest priority is to provide cutting edge and relevant teaching & learning experiences and opportunities for our students. This means that our facilities & technologies must be up-to-date and streamlined: when students enter the Film Studies classroom, they should feel as though they are entering a truly "cinematic space." To achieve this, our teaching facility (the Forum), needs a substantial

renovation. More generally speaking, our campus is in need of a "movie theater"-like space for student gatherings, film screenings and special events ("Moorpark's Movies + Art + Culture" Speaker Series, "Year Of" Events, Multicultural Day gatherings). A renovated "Forum" could meet these instructional & student engagement needs. Here's what is needed:

- 1. The HD and SD technologies should be streamlined for maximum efficiency, image & sound quality & safety.
- 2. The seats, carpeting & stage need to be replaced as safety issues may arise due to age & cleanliness.
- 3. New lighting system (with modular dimming functions) for instruction & special events.

Facilities Implications

- To achieve program goals, our teaching facility (the Forum), needs a substantial renovation. More generally speaking, our campus is in need of a "movie theater"-like space for student gatherings, film screenings and special events ("Moorpark's Movies + Art + Culture" Speaker Series, "Year Of" Events, Multicultural Day gatherings). A renovated "Forum" could meet these instructional & student engagement needs

Film TV Media

Program Description

The study of Film Television Media is directed toward developing competence in specific areas of the mass media professions and providing knowledge of mass communication theory. Courses are scheduled during the day and evening hours with several sections of Introduction to Mass Communication offered online. Internships are offered regularly to individualize students' education.

Both a Certificate of Achievement in Production and an Associate of Arts in Film Television Media Degree are offered.

As part of its instructional program film television media produces annually four Faculty Lectures; two Improv at Club M and a short film that is written in the Media Writing course and produced, shot and edited in the portfolio class.

Program Planning Data

Film TV Media	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	471.60	432.00	614.00	563.00	618.68	721.79
Lab WSCH	326.40	315.00	351.00	303.00	332.97	388.46
Online WSCH	141.00	156.00	159.00	165.00	181.32	211.54
Other WSCH	0.00	0.00	7.00	13.00	14.29	16.67
FTES	31.30	30.10	37.70	34.80	38.24	44.62
Census Enrl	259	255	333	273	300	350
% Retention	87.22	92.02	93.15	94.14		

Future Planning

- Establish the new Film Television Media program name recognition within the campus community and outside community.
- Establish a student and graduate mentoring group.
- Develop partnership with the area high schools.
- Develop an equipment repair and engineering workflow.
- Develop a strategic plan for fundraising and student recruitment.
- Create a Student Achievement website or board.
- Collaborate with Multimedia, Theatre Arts and other campus programs to increase web-cast productions and create campus-based student projects.
- Build internships and occupational placement opportunities for students with local companies.
- Update equipment so students have exposure to current industry standards

Facilities Implications

None

Financial Aid

Program Description

The purpose of the VCCCD Financial Aid Office is to facilitate and foster successful academic participation of students who need help funding their education. In accordance with the HEA of 1965, as amended, the colleges have established Standards of Progress. While maintaining our responsibility as custodians of public funds, VCCCD's objective is to establish a SAP standard that is consistent with institutional goals and philosophies and at the same time sensitive to the needs of students. These standards apply to all students receiving financial aid from the following programs: Board of Governors Fee Waiver (BOGW), Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Direct Loans for Undergraduate students, Federal Work Study (FWS), Cal Grants B and C.

The Financial Aid Office at Moorpark College participates in a variety of Federal and State financial aid programs designed to assist undergraduate students in meeting college costs. To be considered for these programs students complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov.

Students will:

- * expedite their financial aid process by utilizing the financial aid channel via MyVCCCD portal to submit their Title IV authorizations and SAP Policy acknowledgement.
- * expedite their financial aid status by utilizing the financial aid channel via MyVCCCD portal.
- * better understand the satisfactory academic progress standards and how to file an appeal to receive financial aid.
- * better understand Higher One financial aid disbursements and how to contact Higher One.

Future Planning

- Streamline the documentation process for continuing students.
- Increase student retention by identifying students unlikely to receive financial aid and providing referrals to other college support services.
- Develop effective outreach strategies to assist students to maintain their eligibility status.

Facilities Implications

None

Geography/GIS

Program Description

The geography program offers lower division courses in human geography (Geog M02, M03, M03H, and M10) which satisfy B2 social science requirements for GE, physical geography courses (Geog M01, M01L, and M05) which satisfy A2 GE requirements, and Geographic Information Services (GIS M01). An honors section is offered in world regional geography (Geog M03H).

Program Planning Data

Geography	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	1282.80	1377.00	1365.00	1245.00	1335.84	1375.91
Lab WSCH	156.00	177.00	180.00	153.00	164.16	169.09
Online WSCH	120.00	0.00	0.00	0.00	0.00	0.00
Other WSCH	0.00	9.00	0.00	0.00	0.00	0.00
FTES	51.96	52.10	51.50	46.60	50.00	51.50
Census Enrl	520	519	515	466	500	515
% Retention	93.09	95.38	94.38	95.92		

Geog Info Sys	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	84.00	0.00	0.00	0.00	84.00	150.00
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	2.80	0.00	0.00	0.00	2.80	5.00
Census Enrl	28	0	0	0	28	50
% Retention	82.14	0.00	0.00	0.00		

Future Planning

GEOGRAPHY

- Collaborate with the Geology and Environmental Sciences disciplines to create and maintain a network of meteorological/climatological stations for use in instruction and community outreach. The data collected will be archived with the National Climatic Data Center and the Office of California State Climatologist.
- Collect and analyze student learning outcome data to gauge program effectiveness and improve the program.
- Expand online offerings.

GEOGRAPHIC INFORMATION SYSTEMS:

Explore the feasibility of continuing the Geographic Information Systems course. If it is determined to continue offering the course:

- Develop and implement a plan to increase enrollment.
- Co-number with computer course to assist students in finding the course.

- Customize the course for other disciplines, such as Geographic Information Systems for Business or for Criminal Justice.
- Incorporate the course into the requirements for other programs, such as Environmental Science, Anthropology, Multimedia, and Graphic Design.
- Develop a Geographic Positioning System laboratory course with Environmental Science.
- Develop a sample of the course curriculum to be included in Graphics and Drafting courses to market the discipline.
- Survey local users to find out precisely what type of Geographic Information Systems training needed.
- Partner with Environmental Science and collaborate on the weather system, growth, service learning and contract education.
- Collect and analyze student learning outcome data to gauge program effectiveness and improve the program
- Develop a new course in the use of Geographic Information Systems in geology.

Facilities Implications

None

Geology

Program Description

The Geology program provides a comprehensive breadth of courses comparable to the first two years of instruction required at universities, fulfilling some general education requirements and culminating in an associate degree. The courses transfer to both the CSU and UC systems, and several courses fulfill Intersegmental General Education Transfer Curriculum requirements. Courses are offered throughout the day and evening as well as online.

Program Planning Data

Geology	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	588.00	576.00	594.00	783.00	777.17	777.17
Lab WSCH	171.00	162.00	171.00	165.00	163.77	163.77
Online WSCH	267.00	270.00	243.00	261.00	259.06	259.06
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	34.20	33.60	33.60	40.30	40.00	40.00
Census Enrl	342	336	336	403	400	400
% Retention	90.35	90.18	90.09	93.80		

Future Planning

- The Physical Science Building meets the program's needs for smart classrooms and wall maps, however this facility limits the maximum enrollment to 36 students in lecture and 25 students in laboratories, resulting in an inability to achieve the 600 productivity goal.
- Develop an Earth History laboratory to allow majors to complete lower division requirements and create an alternative for general education transfer students.
- Develop faculty consensus on next student learning outcomes to assess.
- Expand online course offerings.
- Explore a partnership with CSUN for a loan of petro-graphic microscopes.
- Explore the feasibility of student participation in professional activities at CSUN and the Jet Propulsion Laboratory.

Facilities Implications

None

Graphics/Multimedia

Program Description

Students who complete the Graphic Design courses will apply design principles, concepts, and craft to create innovative messaging and visual solutions, as well as explore the history, criticism and business of communication design. Students who complete Multimedia courses will transform text and images into compelling messaging and visual storytelling through the most effective media available, from motion graphics and interactive communication to spatial applications such as environmental graphics, way-finding systems, 3D commercial graphics and branded environments, as well as explore the history, criticism and business of multimedia.

Program Planning Data

Graphics	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	633.00	396.00	337.00	303.00	309.64	331.75
Lab WSCH	441.00	456.00	330.00	279.00	285.11	305.47
Online WSCH	168.00	505.00	431.00	462.00	472.12	505.84
Other WSCH	0.00	0.00	3.00	5.00	5.11	5.47
FTES	41.40	45.23	36.70	34.97	35.73	38.28
Census Enrl	293	330	281	274	280	300
% Retention	85.05	80.54	81.44	77.01		

Multimedia	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	366.00	368.00	216.00	188.00	231.95	292.99
Lab WSCH	549.00	552.00	324.00	282.00	347.92	439.48
Online WSCH	126.00	205.00	352.00	238.00	293.64	370.91
Other WSCH	3.00	4.00	2.00	0.00	0.00	0.00
FTES	34.80	38.30	30.03	23.60	29.12	36.78
Census Enrl	226	231	191	154	190	240
% Retention	85.98	83.63	80.10	76.62		

Future Planning

- The Communications building does not meet the Graphics program's needs for classroom and laboratory space. Plans to remodel this building include expanding current laboratories to increase the number of stations and adding classroom and laboratory space.
- For Graphics courses to maintain quality instruction there must be systematic up-grades in hardware, software and Internet connections in the classroom/laboratory.
- Develop a Certificate of Achievement in Game Design.
- Develop articulation agreement with the Savannah College of Art and Design.
- Develop course sequencing and articulation agreements with local high schools and Regional Occupational Programs.
- Develop outreach to local high school students and middle school students.
- Research the educational value and potential of Virtual World "Second Life" for onsite and online classes.

Facilities Implications

- The Communications building does not meet the Graphics program's needs for classroom and laboratory space. For the program to grow and meet industry demands, an expansion of current laboratories is needed. Increase the number of stations and add classroom and laboratory space.
- The Graphics/Multimedia program would like to see an Arts "complex" to be created, allowing the Studio Arts, Photography, Graphic Arts/Multimedia, Journalism, and Film, TV, Media programs to be located near one another, allowing these programs to share resources, equipment and lab-support staff.

Health Education

Program Description

Health Education offers full-semester courses as well as one-day, half-unit seminars. These courses meet general education requirements for general transfer students and satisfy continuing education units for nursing professionals.

Program Planning Data

Health Educ	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	2871.19	2746.71	3031.75	2508.29	2654.28	2654.28
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	0.00	5.00	5.29	5.29
FTES	95.71	91.56	101.06	83.78	88.65	88.65
Census Enrl	1107	1063	1175	945	1000	1000
% Retention	92.77	94.45	92.38	93.23		

Future Planning

- Explore the feasibility of a Public Health program.

Facilities Implications

None

History

Program Description

The History Program offers an AD-T in History with an array of courses specifically designed to meet transfer requirements in specializations including United States History, World History, Ethnic and Gender Studies, Latin American History and Asian History. These courses fulfill general education requirements for non-History majors and lower division requirements for History transfer students.

Program Planning Data

History	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	6941.11	7745.20	6863.40	6447.52	6628.03	6980.58
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	516.00	600.00	342.00	411.00	422.51	444.98
Other WSCH	1.00	0.00	0.00	2.00	2.06	2.17
FTES	248.57	278.17	240.18	228.68	235.09	247.59
Census Enrl	2490	2786	2399	2286	2350	2475
% Retention	87.39	88.59	86.84	88.93		

Future Planning

- Study area for students and groups. Students need an area other than the LLR that is designated student study space (not just simply outdoor picnic tables), with proper lighting, electrical outlets, and study tables. In addition, various groups on campus such as Veterans and Honors are in need to student areas in order to fulfill their mandates that are dictated by the organizations that oversee them.
- Lighting in the AC building. Most instructors now use PowerPoint or some other technology in their classrooms during most class periods. Rooms on the interior first floor of the AC building do not support the use of technology. Although all rooms are SMART classrooms, it is impossible to see the projected image without turning off all of the lights. With no windows the students cannot see to take notes. Therefore, faculty must choose between having their students see the PowerPoint/video or being able to take notes. Faculty request either dimmer switches or changing the lighting tracks so that instead of lights running perpendicular to the screen (as they do now) the lights run parallel to the projector screen and have each row of lights be on a different switch.
- Inefficient and irregular temperature control in classrooms. During the student survey of the HSS building conducted in Spring 2014, 23% of the students said that the building has severe issues with temperature. For instance, the A/C did not appear to be functioning at the hottest times of the year and classrooms were freezing when it was cold outside. This topic was also mentioned several times in the free response area where students cited that the abnormally hot/cold temperatures distracted them from lecture and affected their ability to keep their attention focused on the instructor. Students reported having to step out of the classroom during class to get fresh air in summer when the rooms were stifling. In addition, it becomes very distracting to lecture in rooms—especially those that are hot.
- Functionality and appearance of the outside areas surrounding HSS. For instance, the east side of the building has dirt hill with no vegetation on the slope. Several students mentioned that the outside of the building looked like a construction zone and unfinished. Students said they were less likely to spend time studying in the area because of the uncomfortable, limited seating and the aesthetics of the building. Fourteen percent (14%) identified seating around the 1st floor of HSS specifically as an area that needed to be improved so that students could have additional outdoor study areas. Another 9% of student

identified additional/better study space on the 2nd floor of the HSS building where we currently have the blue picnic benches that are almost universally described by students as uncomfortable. Given that the largest classes and the largest discipline are housed in this building, additional outdoor study space is needed. In addition the building needs better signage as some classrooms (such as HSS 100 and 101) are difficult to find.

- Electrical wiring in HSS. The entire building needs new electrical. Students are often using ipads or laptops to take notes. There are not enough electrical outlets to accommodate the needs of students who use technology in the classroom. In addition, in the division office if the copier, microwave and the computers are all running at the same time, it will blow a fuse. This makes it difficult for faculty and staff to do their jobs.
- Dedicated seminar room. Many disciplines in the Social and Behavioral sciences as well as Honor's classes lend themselves to being taught in what is called 'seminar-style'. Faculty have been requesting a dedicated seminar room that can hold a square or circular table for about 20-25 students instead of the traditional desk/rows seating structure. This room would be for those who want a room that has no 'front' of the classroom. So it is a student-led learning environment. To accommodate those who might use technology, we would like for all four walls to have whiteboard, projector screens and a projector that can project 4 ways at once (or can be turned to any of the 4 projector screens).
- Continue to improve the Internet connectivity. Many faculty and most students use the Internet. The WiFi signal in the HSS building is not consistent. For instance, it will drop out suddenly in offices. Progress has been made on hardwiring desktop computers in classrooms but this does not help students or faculty who use laptops.
- Building Safety in HSS. Students, faculty, and staff today need facilities that reassure safety needs are met. Doors that can be easily locked from the inside. On the ground floor, some of the exterior doors have a bar mechanism and cannot be locked from the inside. There is a serious problem with the design of these doors. In the event of a lock down, faculty must step outside and use our new electronic keys to lock the door and then go back inside to secure the room. In the case of HSS 111 as well as other HSS classrooms any faculty standing outside is in full view of a potential shooter or violent person. In addition, a warning system that is capable of reaching classrooms that are not in the path of the loudspeakers. Finally, there needs to be a way of making the second floor safer as students are prone to sit on the half-wall that surrounds the second floor.
- Bathrooms in HSS. There are not enough bathrooms to accommodate faculty, staff and students during passing period. The sinks often do not function. The stall doors do not close properly. The toilet paper holders fall off the stall walls. Fifty-eight percent (58%) of the students stated the bathrooms were in serious need of renovation as well as the need for more of them in the building. Given that the largest classes and the largest discipline are housed in this building, additional bathrooms or more stalls are needed.
- Monitor and adjust course offerings to meet the academic needs and interest of our changing student populations.
- History Faculty will continue to support the integrity of the Honors Program by offering Stand Alone Honors courses and encouraging student awareness and participation in the Honors Program.
- Discipline faculty will continue to plan and instruct course offerings which prepare students for transfer and meet GE requirements.
- History faculty will be actively involved in the continued development of G.E. requirements for AA and transfer.
- History faculty will continue to remain active in campus participatory governance, campus planning committees and at campus informational meetings.

Facilities Implications

Several of the Future Planning items listed above revolve around upgrading the building to meet 21st Century expectations especially as it pertains to use of technology in the classroom and the use of electronics by both students and staff (new electrical wiring, Internet connectivity, lighting issues that make SMART classrooms unusable in the AC building).

Second, is making this building/campus a more student-friendly environment. We envision study areas on the first and second floors as well as surrounding the building where students can gather. This pertains to both the HSS building and the AC building—both of which lack any student gather/study spaces.

Third, there is the issue of safety for students and staff. This includes making sure classrooms can be locked down from inside as well as making sure students are not sitting on railings on the second floor of HSS.

Fourth, there is the issue of usability/comfort. We envision a building that has classrooms where the temperature control works and students/faculty are comfortable during class time and bathrooms that can accommodate the usage needs of faculty and students.

And finally, space where we can accommodate different types of learning environments such as a seminar room that seats 20-25 students and a computer lab (which can accommodate 50 students) for Social and Behavioral Sciences both of which would be housed in the HSS building as it is the center for our majors.

Information Technology

Program Description

The Moorpark College Information Technology (IT) department performs many roles in supporting students, faculty, and staff in a higher learning environment. The Moorpark College IT department supports and maintains all lab, faculty, and staff computers on campus. On campus there is a combination of PCs, Macs, and servers totaling nearly 1400 computers. Of those 1400 computers, over half of them are available for student use. The computer labs on campus have many different types of software applications installed to help facilitate student learning. As new software is required for instructional purposes, it is the role of the IT department to ensure that the new software application will be compatible with the existing systems. The Moorpark College IT department provides and maintains a campus wide wireless network for students, faculty, and staff. This wireless network allows users the opportunity to perform research, access the Internet, and access to the campus distance learning management system (Desire2Learn).

The Moorpark College IT department is responsible for maintaining all Audio/Visual devices on campus. This includes projectors, DVD players, document cameras, and sound systems installed in smart classrooms. IT is also responsible for maintaining and reprogramming the Crestron A/V control system. It is the duty of the Moorpark College IT department to facilitate the Audio/Visual, computer, and network setup for meetings and special events.

The Moorpark College IT department maintains network connectivity for all computers and printers on campus to provide access to network resources as well as the internet. Additional responsibilities of the Moorpark College IT department include the rollout and maintenance of the new Microsoft Lync Unified Communications system. This includes Lync phones, the Lync client, voicemail, and user training of the Lync Unified Communication system. The campus video surveillance system is also maintained by the Moorpark College IT department. Work with Maintenance and Operations to keep the Energy Management System and building automation systems online.

Future Planning

- Complete software inventory
- Annual technology refresh.

Facilities Implications

None

Institutional Research

Program Description

The Office of Institutional Research provides campus-wide support in the areas of Institutional Effectiveness, Program Improvement, Program Planning, Strategic Planning, and Accreditation.

Future Planning

- Plan for increase in required research needs that support student success initiatives and accreditation and accountability requirements.
- Dedicated office space for the Office of Institutional Research.
- Support IRAC's project for administering surveys.

Facilities Implications

- Dedicated office space for the Office of Institutional Research allowing it to expand to accommodate 4-to-5 staff members, a work-room, large file space (for accreditation historical files), and office equipment such as survey scanning machines and a high capacity colored printer/copier.

Instructional Technology

Program Description

The instructional technology program's primary goal is to enhance student access, skills, and retention through increased faculty awareness of tools, resources and best practices. Distance Education and online teaching standards will remain high through on-going faculty development and updated offerings and collaboration with the other campuses. Through greater instructor comfort and support with technology teaching tools, the students benefit from a more smooth, organized, and productive educational experience. The instructional technology office has also taken on a push for great instructor awareness campus-wide of accessible digital content and online courses, through use of the DECT grant program and other software tools. As technology continues to change and new tools are offered daily, the instructional technologist attempts to keep abreast of the options and changes in the educational environment.

The Staff Resource Center is a general work area open to all faculty and staff with a meeting and training room, located on the bottom floor of Library and Learning Resources. Professional Development offers short-term on-line courses and workshops to prepare instructors to design and deliver curriculum.

Future Planning

- Plan for the needs of faculty, students, and campus classrooms through long-term, strategic instructional technology and Distance Education support planning.
- Plan for instructional technology and distance education growth and flexibility, following major and ongoing state level
- Technology is constantly changing and developing. Ongoing training and exposure to new products is required.
- An online version of trainings and support content has yet to be developed and deployed.
- More online courses need to have their video content captioned in order to comply with state guidelines. Likewise, more faculty need to be informed of compliance standards.
- Accreditation requires institutions validate student identity in online courses

Facilities Implications

- Continue to provide onground and online training opportunities for faculty. These trainings require a training room that will accommodate 15-to-20 computers.
- Provide video and recording studio for faculty to use video-capturing (with voice) software (such as Camtasia).

International Students

Program Description

International Admissions Program is stable but needs to be strengthened; currently without ANY clerical support in the office even though we do Outreach/International Admissions and Matriculation (Student Success) functions, everything is being done very minimally rather a vibrant program that really serves student needs.

Future Planning

- As this program grows there will be a need for expanded facilities to house additional staffing, and allow for a gathering area for students to come together and form relationships and a sense of community.
- Form an Advisory Committee on campus to meet on an ongoing basis to discuss needs specific to this population.
- Find ways to help the International Students integrate into the Campus and the community at large to help them have a well-rounded study abroad experience. Right now they feel very isolated and disrespected by the campus.
- Increase staffing to allow for more interaction with students on a more personal level so that we are aware of issues such as depression, culture shock, home sickness, etc. and can intervene early to get the students the help they need.

Facilities Implications

As this program grows there will be a need for expanded facilities to house additional staffing, and allow for a gathering area for students to come together and form relationships and a sense of community.

Journalism

Program Description

Overview: The Journalism Program is dynamic and growing, providing students with core and elective classes spread strategically over a two-year span to facilitate access, success, and transfer.

Program Planning Data

Journalism	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	255.93	454.00	270.00	305.00	318.26	331.52
Lab WSCH	75.84	93.00	0.00	40.20	41.95	43.70
Online WSCH	237.00	252.00	494.00	342.00	356.87	371.74
Other WSCH	0.00	5.00	2.00	2.00	2.09	2.17
FTES	18.96	26.80	25.53	23.00	24.00	25.00
Census Enrl	185	247	254	230	240	250
% Retention	81.62	89.88	89.37	86.96		

Future Planning

- Student Voice classes are in need of sufficient, technologically current classroom space to meet the needs of the Journalism writing courses
- The student newspaper, The Student Voice, is in need of a class rooms that allows for a newsroom configuration with “sections” (areas) that create, encourage and enable student collaboration. The current new facility in T-211 is limited to 24 students, which are all full. The program needs a newsroom/writing classroom to accommodate 30 students.
- Create a new Digital Journalism certificate/degree for students who may or may not transfer, or who need to update their industry skills.
- Continue strong outreach and marketing efforts for the program and monitor completion rates.

Facilities Implications

- Student Voice classes need of sufficient and technologically current classroom space to meet the needs of the Journalism writing courses.
- The Journalism program would like to see a Media Arts “complex” to be created, allowing the Graphic Arts/Multimedia, Photography, Journalism, and Film, TV, Media programs to be located near one another, allowing these programs to share resources, equipment and lab-support staff.

Kinesiology/ICA

Program Description

Athletics, Kinesiology, and Exercise Science are healthy and strong even if we are significantly smaller due to all the cuts. Classes are full with waiting lists. The Kinesiology major is growing and includes a transfer degree. Kinesiology and Personal Training are increasing in students, majors and certificate completers.

MC Athletics provides opportunities for local student athletes, with very few out-of-the-area student athletes. Student demand for athletic programs is extremely high, with every team filled to capacity, and hundreds of inquiries throughout the year for sports not offered.

Program Planning Data

KIN/ICA	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	443.00	574.00	705.97	837.00	875.87	914.19
Lab WSCH	4790.57	4797.00	4991.03	5070.00	5305.43	5537.54
Online WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Other WSCH	6.00	9.00	5.00	9.00	9.42	9.83
FTES	178.85	179.33	190.07	197.20	206.36	215.38
Census Enrl	1288.00	1364.00	1449.00	1529.00	1600	1670
% Retention	90.85	92.74	91.30	92.42		

Future Planning

- The 42-year-old gymnasium is in need of repair and modernization. Current condition of building, upstairs and down, is unsafe. Building is not ADA compliant.
- Build or relocate a facility near the stadium that student athletes can change, meet, shower and securely store personal belongings for classes and competitions.
- Provide an appropriately sized Athletic Training room that serves both male and female athletes providing appropriate privacy space. Training room must be accessible to emergency vehicles.
- Monitor Title IX compliance.
- Advocate for improvement of all teaching areas in the gymnasium.
- Explore cost-effective alternatives for staffing the Exercise Science fitness lab to monitor student interns.
- Update equipment for Kinesiology classes.

Facilities Implications

- The 42-year-old gymnasium is in need of repair and modernization. Current condition of building, upstairs and down is unsafe. Building is not ADA compliant.
- Improve signage, and create a more welcoming, community-friendly environment around the gym and athletic fields.

- Need an improved, more welcoming “entrance” to the football stadium. Include a facility near the stadium that student athletes can change, meet, shower and securely store personal belongings for classes and competitions.
- Relocate Athletic Training Room to downstairs location in Gym, allowing access to emergency vehicles.
- Expand size of Athletic Training Room to accommodate private consultation rooms and office space for two trainers. Provide enough space for two trainers to work simultaneously on female athletes separate from male athletes.

Library

Program Description

The library program comprises collections and facilities that are designed to support the college's curriculum. The program provides the following services to students and to the college community: reference services/research assistance; library instruction sessions; online research guides; on and off-campus access to the library catalog and electronic resources; print/non-print materials from a variety of sources; interlibrary loan service; and publications designed to inform both faculty and students. The library is committed to providing all students with relevant, current, and easily accessible information sources that support class assignments, courses, and college programs.

Future Planning

- Expand the Library's webpage and the Library's online presence to support the increasing enrollments in distance education.
- Expand online resources to insure adequate support for all curriculum research assignments.
- Expand library instruction sessions to reach more students and classes.
- Expand capabilities of the Library's automation system by instituting authority control in the Library Catalog.
- Continue to expand the reserve textbook collection to allow students who cannot afford textbooks to borrow a copy for use in the Library.

Facilities Implications

- Large library instruction classroom that accommodates at least 50 students with computers. The current library instruction classroom only houses 32 students, therefore making it impossible to accommodate larger classes that range from 40 to 55 students.

Math

Program Description

The Mathematics program offers an associate's degree in Mathematics for transfer students. We also offer classes that meet requirements under the general education category, as well as offering classes that are required for several other degree programs, such as Business Administration, Psychology, Chemistry, and other STEM disciplines. The Mathematics program offers more units than any other instructional discipline on campus and provides a full complement of courses from basic skills to honors and transfer courses.

The Math Center supports this curriculum by providing resources for improving mathematical, analytical, and quantitative skills. The Math Center is the area of The Learning Center that specializes in Math tutoring for all levels of mathematics. Special care is taken to help those students in the Basic Skills level math classes (i.e., pre-algebra through intermediate algebra). Math Center faculty and tutors assist and guide students in developing the mathematical, analytical, and quantitative skills they need for college courses and future careers.

The Mathematics program fulfills these portions of the college mission:

Courses required for university transfer and career preparation and advancement

Skills in critical thinking, writing, reading, speaking, listening, and computing

Preparation for the challenges and responsibilities of life and change in a free society and the global community

In keeping with these portions of the mission and the Quantitative Literacy core competency, the faculty developed the following statement of the program's purposes:

Students who complete Mathematics courses will demonstrate critical thinking skills, analyze abstract concepts, and transition from the concrete to the abstract in mathematical thinking.

Program Planning Data

Math	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	19468.92	20165.00	20294.80	21800.98	21737.05	21950.16
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	1996.00	2220.00	1595.00	292.00	291.14	294.00
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	715.50	746.17	729.66	736.43	734.27	741.47
Census Enrl	4865	4853	4986	5115	5100	5150
% Retention	75.52	77.62	76.84	76.66		

Future Planning

- The Math Center space continues to be impacted by the large number of students needing services. Also, the variety of tutoring services and levels of tutoring require several separate spaces. A larger space, in a location closer to more Math classrooms, preferably in the AC building would be ideal.
- Increase the number of sections of statistics and pre-calculus to accommodate the increase in the number of universities, colleges and programs requiring this course for transfer.

- Increase accurate placement of students by using diagnostic software in the Math Center to better prepare students for their upcoming Mathematics course.
- Develop a mentoring program for part-time faculty and faculty interns.
- Explore the feasibility of establishing a placement test for all first-time mathematics students.

Facilities Implications

- The Math Center space continues to be impacted by the large number of students needing services. Also, the variety of tutoring services and levels of tutoring require several separate spaces. A larger space, in a location closer to more Math classrooms, preferably in the AC building would be ideal.

Music

Program Description

The Music Department has finished the curriculum update in the spring, 2014, and we have the AA-T in place since spring, 2013 which is the only degree pattern that we currently offer. With the addition of Brandon Elliott as our newest faculty member, the Music Department now has 4 full-time faculty, but still fall short of having enough full time faculty to serve all of our students. The enrollments in the vocal program dropped significantly during the 2013-2014 academic year mainly due to the fact that we didn't have a choral director. We expect that number to go up this year as our new choral director begins his tenure in our department, and as he begins to recruit at local high schools. The instrumental music continues to attract enough musicians to fill two jazz bands, a wind ensemble and the orchestra. The orchestra has an interesting mixture of community members and the students; it continues to serve as the musical ambassadors to the college and the surrounding communities. The music technology program, with its CTE designation, is only a one-course program, but has grown to two sections. When polled, students taking the class expressed an overwhelming desire for the program to expand to more courses.

Program Planning Data

Music	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	3557.24	3334.43	2586.45	2092.79	2125.17	2276.97
Lab WSCH	1352.78	1146.86	994.36	1037.38	1053.43	1128.68
Online WSCH	264.00	156.00	132.00	135.00	137.09	146.88
Other WSCH	3.00	2.00	0.00	0.00	0.00	0.00
FTES	172.57	154.64	123.76	108.94	110.62	118.52
Census Enrl	1595	1426	1185	1034	1050	1125
% Retention	91.10	87.59	88.66	84.72		

Future Planning

- Music classes need lab, traditional and large classroom space as well as space for performances, performance instruction, and rehearsals. Given the current shortage of rehearsal space and equipment, two large classrooms are used for rehearsals which limit the use of these rooms for other classes. Although the timetable for this building is yet to be established, the needs for additional storage and rehearsal space will be accommodated by the recital hall that is planned as part of the proposed Arts Complex.
- Review current curriculum for consistency in sequencing; review scheduling patterns to allow for student enrollment in performance ensembles.
- Require the computer proficiency necessary to use this technology for composition.
- Explore online options for additional music courses.
- Expand Music Technology to establish a certificate, area of emphasis, and/or proficiency award.
- Develop objectives and criteria for Studio Jazz Ensemble and the Jazz A Ensemble.
- Develop departmental consensus in performance indicators to gauge each ensemble's performances and students' recognition of key elements of musical selections.

- Develop a standardized listening test for the Music Appreciation course.
- Develop a departmental philosophy for the music technology specialization.

Facilities Implications

- Music classes need lab, traditional and large classroom space as well as space for performances, performance instruction, and rehearsals. Additional storage and rehearsal space currently needed.

Nursing

Program Description

The Nursing Science Program is approved by the California Board of Registered Nursing and nationally accredited by the Accreditation Commission for Education in Nursing (ACEN) formerly National League of Nursing Accrediting Commission, and offers an associate degree. Approximately 35 students graduate each semester. The curriculum is dictated by the state and national standards for associate degree nursing programs. Specialty courses are developed as needed to address industry and community needs.

Program Planning Data

Nursing	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	737.00	636.00	833.00	839.00	841.81	841.81
Lab WSCH	2109.69	2093.15	2251.50	2436.00	2444.15	2444.15
Online WSCH	66.00	63.00	354.00	410.00	411.37	411.37
Other WSCH	0.00	0.00	0.00	7.00	7.02	7.02
FTES	97.0897	93.0714	114.6167	123.07	123.48	123.48
Census Enrl	395	355	539	598	600	600
% Retention	85.82	94.37	95.01	94.31		

Future Planning

- Prepare for Board of Registered Nursing (BRN) Full Site Visit in Fall 2016
- Implement a multi-criteria selection process to 85% of admissions as a strategy to increase retention to program completion.
- Implement a multi-criteria selection process to 75% of admissions as a strategy to increase retention to program completion.
- Assess data on student learning outcomes to evaluate teaching effectiveness and improve the program.
- Advocate upgrading Nursing Skills Laboratory to implement online clinical simulations.

Facilities Implications

None

Outreach

Program Description

Outreach Program is stable but needs to be strengthened in the areas of training new staff and hiring a fulltime Outreach Specialist. New student ambassadors are being trained due to ambassadors who graduated and transferred. The Outreach Specialist position was reduced to 10 months last year and we need to adjust our program to fit this new schedule to continue to operate and meet the daily operational needs of the program during the Specialist off-contract time. The Outreach Specialist position has been recently filled. Our program shift from mass marketing and recruitment for increasing enrollment to matriculation and being an information resource for new students by helping students successfully transition to the college has been well received by the local high school community. Our central focus on the local district level has allowed us to bridge the gap for incoming students to be more successful in the enrollment process. With the new statewide Student Success initiative directives for new students, as well as our new VCCCD district registration policies in place, it is even more critical to reach out consistently to our local base of incoming students. We must continue to provide access and the necessary resources to incoming students to be able to: apply for admission, be orientated to the college, be able to successfully register, be able to seek resources, be able to choose an area of study, and be successful in the front end overall so that the transition for new students becomes seamless. Incoming students who successfully matriculate through this necessary outreach process will have an increased success rate as they begin their educational journey at Moorpark College.

Future Planning

- Develop an Outreach and Marketing – Communications Plan, with special attention to the emerging population trends in Ventura County and coordinate with College initiatives.
- Use technology to market to high school students and MC students about open courses and registration information. Improve campus information on school website to students and community.
- Coordinate with the Office of the President for regular executive outreach to area unified school districts to ensure cooperation in college outreach efforts.
- Strengthen connectivity of the feeder pipeline from middle school, high school, to community college and 4-year institutions.
- Initiate a College Day to provide information to interested high school students
- Create “Transitions” conferences for key disciplines of English, mathematics, and ESL; integrate student services into the transitions dialogue to align academic and college expectations.
- Develop an outreach event for 8th grade students by bringing them on campus to experience the college environment.
- Expand one-day orientation for International Students.
- Expand outreach activities to the adult and non-traditional student populations:-- Host adult-back-to-college open houses to attract the emerging demographic adult students-- Join the regional consortia to leverage recruitment venues that target adult students.
- Expand recruitment team for broader reach and coverage-- Expand the Student Ambassador program to augment outreach efforts at feeder high schools and college tours-- Develop outreach internships and expand available internships to masters

- Leverage the website and portal as outreach, marketing, and connectivity tools. Provide connectivity and direction to prospective students.
- Develop additional web-based services for current and prospective students.

Facilities Implications

- Events space for hosting large groups

Performing Arts Center

Program Description

The PAC provides an environment where students can be involved in every aspect of production; where beginning students have an opportunity to become involved, and feel comfortable doing so, and where advanced students can have continuing opportunities to learn and grow in the field in a professional-style training environment. We are first and foremost a training facility for students. In our development, we work to ensure that all PAC processes and programming are developed, implemented, and adhered to in order to provide the best and most efficient service to all individuals and productions utilizing our spaces; and to getting all the equipment and spaces of the PAC to the level needed to provide for all this.

Future Planning

- Expand our performance venues to facilitate the current demands of the division and campus, and also provide our students with different venues to utilize.

Facilities Implications

- Expand our performance venues to facilitate the current demands of the division and campus, and also provide our students with different venues to utilize.

Philosophy

Program Description

This year, our philosophy program has been dominated by the mandate of Senate Bill 1440. In response to that bill, we have taken several steps to streamline our program and increase the transferability of our courses to CSUs and UCs. First, we compiled a list of lower-division course requirements in philosophy at a number of local UCs, CSUs, and community colleges to determine what other schools in our area are offering. Based on that information, we submitted a prospectus for a new course in philosophy that would maximize the number of courses we offer that could be transferred into a philosophy major at CSUN. Next, two of our faculty members attended the Philosophy Faculty Discipline Review Group meeting for the southern California region to get an idea of what kind of changes we would need to make to accommodate the emerging Transfer Model Curriculum (TMC) for state colleges and universities. We then worked out a tentative list of core courses in philosophy that would fit this model. Finally, we decided to inactivate our A.A. degree since no state university is willing to transfer eighteen lower-division units toward a B.A. in philosophy. Our biggest concern for the near future is the loss of FT faculty. One professor has announced full retirement and another will begin pre-retirement (80%) at the end of the current academic year (2011-12), leaving only 1.8 FT faculty members (= 40% reduction) in a program that should have at least three.

Program Planning Data

Philosophy	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	3475.49	3964.94	3384.00	2878.22	3007.54	3157.92
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	141.00	156.00	0.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	120.55	137.36	112.80	95.94	100.25	105.26
Census Enrl	1208	1375	1128	957	1000	1050
% Retention	87.91	88.15	86.63	86.31		

Future Planning

- HSS Building: Inefficient and irregular temperature control in classrooms. During the student survey of the HSS building conducted in Spring 2014, 23% of the students said that the building has severe issues with temperature. For instance, the A/C did not appear to be functioning at the hottest times of the year and classrooms were freezing when it was cold outside. This topic was also mentioned several times in the free response area where students cited that the abnormally hot/cold temperatures distracted them from lecture and affected their ability to keep their attention focused on the instructor. Students reported having to step out of the classroom during class to get fresh air in summer when the rooms were stifling. In addition, it becomes very distracting to lecture in rooms—especially those that are hot.
- Functionality and appearance of the outside areas surrounding HSS. For instance, the east side of the building has dirt hill with no vegetation on the slope. Several students mentioned that the outside of the building looked like a construction zone and unfinished. Students said they were less likely to spend time studying in the area because of the uncomfortable, limited seating and the aesthetics of the building. Fourteen percent (14%) identified seating around the 1st floor of HSS specifically as an area that needed to be improved so that students could have additional outdoor study areas. Another 9% of student identified additional/better study space on the 2nd floor of the HSS building where we currently have the

blue picnic benches that are almost universally described by students as uncomfortable. Given that the largest classes and the largest discipline are housed in this building, additional outdoor study space is needed. In addition the building needs better signage as some classrooms (such as HSS 100 and 101) are difficult to find.

- Dedicated seminar room.
- Explore the possibility of implementing a Peace Studies program based on Philosophy.
- Expand distance learning offerings and options.
- Develop a religious studies component within the discipline.
- Advocate for the infusion of ethics across the curriculum.

Facilities Implications

Several of the Future Planning items listed above revolve around upgrading the building to meet 21st Century expectations especially as it pertains to use of technology in the classroom and the use of electronics by both students and staff (new electrical wiring, Internet connectivity, lighting issues that make SMART classrooms unusable in the AC building).

Second, is making this building/campus a more student-friendly environment. We envision study areas on the first and second floors as well as surrounding the building where students can gather. This pertains to both the HSS building and the AC building—both of which lack any student gather/study spaces.

Third, there is the issue of safety for students and staff. This includes making sure classrooms can be locked down from inside as well as making sure students are not sitting on railings on the second floor of HSS.

Fourth, there is the issue of usability/comfort. We envision a building that has classrooms where the temperature control works and students/faculty are comfortable during class time and bathrooms that can accommodate the usage needs of faculty and students.

And finally, space where we can accommodate different types of learning environments such as a seminar room that seats 20-25 students and a computer lab (which can accommodate 50 students) for Social and Behavioral Sciences both of which would be housed in the HSS building as it is the center for our majors.

Photography

Program Description

The program serves three different and overlapping areas of emphasis. They are; Fine Art Photography, Commercial Photography and General Education. The fine art emphasis is aimed at students wanting to transfer to a four year university photography program. The fine art emphasis also serves commercial photography students by exposing them to concepts and ideas essential to be creative and successful innovators. The commercial photography emphasis is aimed at students wanting to transfer to an art school who need to develop a suitable portfolio. Commercial photography students can either create small businesses or be employed in the photographic industry. Alumni are able to find employment in the industry in both Ventura county and the adjacent Los Angeles metropolitan area. General education students gain a critical understanding of historical and contemporary visual culture.

Program Planning Data

PHOTO & PHTC	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	442.00	472.00	508.76	472.00	508.31	553.69
Lab WSCH	711.80	607.00	667.29	816.00	878.77	957.23
Online WSCH	90.00	0.00	0.00	0.00	0.00	0.00
Other WSCH	0.00	9.00	3.00	0.00	0.00	0.00
FTES	41.46	36.27	39.30	42.90	46.20	50.32
Census Enrl	273	239	258	260	280	305
% Retention	84.31	91.21	90.31	80.00		

Future Planning

- Revise the curriculum making digital the dominant methodology.
- Develop new curriculum for a digital design certificate.
- Although additional space is requested for this program, there is no timeline for such renovations to the Humanities/Social Sciences building.
- As part of the Facilities Master Plan, build an arts complex that would bring together all of the visual and media arts to foster collaboration within the art disciplines and share resources.

Facilities Implications

Build an arts complex that would bring together all of the visual and media arts to foster collaboration within the art disciplines and share resources.

Political Science

Program Description

The Political Science program offers core political science courses that meet Intersegmental General Education Transfer Curriculum requirements and the Title 5 History, California Government and Constitution requirement. These courses fulfill the American Institutions requirement and a political theory course is required for majors who transfer to a UC. Courses in American politics, comparative government, international relations and political theory are offered each semester.

Program Planning Data

Political Science	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	2885.15	2791.63	2112.00	2233.91	2310.14	2425.65
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	576.00	615.00	651.00	651.00	673.22	706.88
Other WSCH	0.00	0.00	0.00	6.00	6.20	6.51
FTES	115.37	113.55	92.10	96.36	99.65	104.63
Census Enrl	1155	1154	925	967	1000	1050
% Retention	89.18	90.03	86.07	88.21		

Future Planning

- Bathrooms in HSS. There are not enough bathrooms to accommodate faculty, staff and students during passing period. The sinks often do not function. The stall doors do not close properly. The toilet paper holders fall off the stall walls. Fifty-eight percent (58%) of the students stated the bathrooms were in serious need of renovation as well as the need for more of them in the building. Given that the largest classes and the largest discipline are housed in this building, additional bathrooms or more stalls are needed.
- Market better off campus
- Offer Honors courses in classes other than POLS M03H.
- Expand course offerings to include additional courses such as Legal Studies.
- Expand online offerings
- Increase co-curricular opportunities for students, such as internships, on-site library privileges with the Reagan Library, and student trips to California Government seminars in Sacramento.
- Study area for students and groups. Students need an area other than the LLR that is designated student study space (not just simply outdoor picnic tables), with proper lighting, electrical outlets, and study tables. In addition, various groups on campus such as Veterans and Honors are in need to student areas in order to fulfill their mandates that are dictated by the organizations that oversee them.
- Building Safety in HSS. Students, faculty, and staff today need facilities that reassure safety needs are met. Doors that can be easily locked from the inside. On the ground floor, some the exterior doors have a bar mechanism and cannot be locked from the inside. There is a serious problem with the design of these doors. In the event of a lock down, faculty must step outside and use our new electronic keys to lock the door and then go back inside to secure the room. In the case of HSS 111 as well as other HSS classrooms any faculty standing outside is in full view of a potential shooter or violent person. In addition, a warning system that is capable of reaching classrooms that are not in the path of the loudspeakers. Finally, there

needs to be a way of making the second floor safer as students are prone to sit on the half-wall the surrounds the second floor.

- Continue to improve the Internet connectivity. Many faculty and most student use the Internet. The WiFi signal in the HSS building is not consistent. For instance, it will drop out suddenly in offices. Progress has been made on hardwiring desktop computers in classrooms but this does not help students or faculty who use laptops.
- Dedicated seminar room. Many disciplines in the Social and Behavioral sciences lend themselves to being taught in what is called 'seminar-style'. Faculty have been requesting a dedicated seminar room that can hold a square or circular table for about 20-25 students instead of the traditional desk/rows seating structure. This room would be for those who want a room that has no 'front' of the classroom. So it is a student-led learning environment. To accommodate those who might use technology, we would like for all four walls to have whiteboard, projector screens and a projector the can project 4 ways at once (or can be turned to any of the 4 projector screens).
- Electrical wiring in the HSS building. The entire building needs new electrical. Students are often using ipads or laptops to take notes. There are not enough electrical outlets to accommodate the needs of students who use technology in the classroom. In addition, in the division office if the copier, microwave and the computers are all running at the same time, it will blow a fuse. This makes it difficult for faculty and staff to do their jobs.
- Functionality and appearance of the outside areas surrounding HSS:For instance, the east side of the building has dirt hill with no vegetation on the slope. Several students mentioned that the outside of the building looked like a construction zone and unfinished. Students said they were less likely to spend time studying in the area because of the uncomfortable, limited seating and the aesthetics of the building. Fourteen percent (14%) identified seating around the 1st floor of HSS specifically as an area that needed to be improved so that students could have additional outdoor study areas. Another 9% of student identified additional/better study space on the 2nd floor of the HSS building where we currently have the blue picnic benches that are almost universally described by students at uncomfortable. Given that the largest classes and the largest discipline are housed in this building, additional outdoor study space is needed.
- Inefficient and irregular temperature control in classrooms in the HSS building: During the student survey of the HSS building conducted in Spring 2014, 23% of the students said that the building has severe issues with temperature. For instance, the A/C did not appear to be functioning at the hottest times of the year and classrooms were freezing when it was cold outside. This topic was also mentioned several times in the free response area where students cited that the abnormally hot/cold temperatures distracted them from lecture and affected their ability to keep their attention focused on the instructor. Students reported having to step out of the classroom during class to get fresh air in summer when the rooms were stifling. In addition, it becomes very distracting to lecture in rooms—especially those that are hot.
- Lighting in the AC building. Most instructors now use PowerPoint or some other technology in their classrooms during most class periods. Rooms on the interior first floor of the AC building do not support the use of technology. Although all rooms are SMART classrooms, it is impossible to see the projected image without turning off all of the lights. With no windows the students cannot see to take notes. Therefore, faculty must choose between having their students see the PowerPoint/video or being able to take notes. Faculty request either dimmer switches or changing the lighting tracks so that instead of lights running perpendicular to the screen (as they do now) the lights run parallel to the projector screen and have each row of lights be on a different switch.
- Make the AC a more student-friendly building with food as well as a few Bookstore items that students needs to that the lower campus can service students.

Facilities Implications

Several of the Future Planning items listed above revolve around upgrading the building to meet 21st Century expectations especially as it pertains to use of technology in the classroom and the use of electronics by both students and staff (new electrical wiring, Internet connectivity, lighting issues that make SMART classrooms unusable in the AC building).

Second, is making this building/campus a more student-friendly environment. We envision study areas on the first and second floors as well as surrounding the building where students can gather. This pertains to both the HSS building and the AC building—both of which lack any student gather/study spaces.

Third, there is the issue of safety for students and staff. This includes making sure classrooms can be locked down from inside as well as making sure students are not sitting on railings on the second floor of HSS.

Fourth, there is the issue of usability/comfort. We envision a building that has classrooms where the temperature control works and students/faculty are comfortable during class time and bathrooms that can accommodate the usage needs of faculty and students.

And finally, space where we can accommodate different types of learning environments such as a seminar room that seats 20-25 students and a computer lab (which can accommodate 50 students) for Social and Behavioral Sciences both of which would be housed in the HSS building as it is the center for our majors.

Psychology

Program Description

The Psychology Department is an extremely active, productive and collaborative group that has reached a consensus in developing the following Program Purpose, which reflects current environmental scans, general education requirements, and pedagogical theory: Students completing the Associate in Arts in Psychology for Transfer Degree will be able to use the scientific model to understand the behavior of individuals and groups in contemporary society; demonstrate an understanding of perspectives, theories, and core concepts in psychology; and discuss the value and use of psychology in contemporary society.

Program Planning Data

Psychology	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	5978.34	6949.65	7166.08	6429.27	6856.48	6988.34
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	1158.00	1035.00	765.00	891.00	950.21	968.48
Other WSCH	3.00	0.00	0.00	2.00	2.13	2.17
FTES	237.98	266.16	264.37	244.08	260.29	265.30
Census Enrl	2383	2667	2639	2438	2600	2650
% Retention	89.22	91.00	91.30	93.03		

Future Planning

- Increase specialization within the discipline by initiating certificate programs in Gerontology, Human Services and Pre-Counseling
- Explore ways to use technology for instructional purposes.
- Explore the need to add Psychology courses to be eligible for the Area Emphasis course listing.
- Explore partnerships with the Psychology departments from the local universities.
- Expand the service learning component in courses.
- Expand the number of Psychology faculty qualified to teach Distance Education.
- Research the feasibility of an IRB at Moorpark College.
- Develop and implement method to track psychology students from Moorpark College in terms of frequency of transfer, where they transfer, and graduate rates once at transfer institutions.

Facilities Implications

Several of the Future Planning items listed above revolve around upgrading the building to meet 21st Century expectations especially as it pertains to use of technology in the classroom and the use of electronics by both students and staff (new electrical wiring, Internet connectivity, lighting issues that make SMART classrooms unusable in the AC building).

Second, is making this building/campus a more student-friendly environment. We envision study areas on the first and second floors as well as surrounding the building where students can gather. This pertains to both the HSS building and the AC building—both of which lack any student gather/study spaces.

Third, there is the issue of safety for students and staff. This includes making sure classrooms can be locked down from inside as well as making sure students are not sitting on railings on the second floor of HSS.

Fourth, there is the issue of usability/comfort. We envision a building that has classrooms where the temperature control works and students/faculty are comfortable during class time and bathrooms that can accommodate the usage needs of faculty and students.

Radiologic Technology

Program Description

The Radiologic Technology program is a two-year associate degree program that enrolls 26 students each year. Graduates of the program are typically successful passing the national licensing exam (98% over the last 5 years), and finding employment shortly after graduation. Over the past five years, 83% of the students who passed the standardized examination were employed within 12 months of their certification.

Program Planning Data

Radiological Tech	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	294.00	269.00	258.00	302.00	302.00	325.92
Lab WSCH	1220.74	929.07	1014.51	1431.41	1431.41	1544.79
Online WSCH	0.00	0.00	108.00	0.00	0.00	0.00
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	50.49	39.94	46.02	57.78	57.78	62.36
Census Enrl	202	172	218	202	202	218
% Retention	94.55	100.00	100.00	97.03		

Future Planning

- Offer parts of some lecture courses online.
- Continue offering nuclear medicine specialization and consider offer an advance CT certificate contingent on the results of a feasibility study of community need and costs.
- Continue to address the lower employment rating of graduates.
- Faculty needs to maintain currency in industry in order to bring and incorporate latest technology to classroom.

Facilities Implications

None

Scholarships

Program Description

The Scholarship office provides a wide array of resources for enrolled students at Moorpark College and is designed to help facilitate their search for scholarship opportunities. Students will be provided knowledge that scholarship eligibility is based on scholastic achievement, financial need, participation in school activities, community service, honors and awards received.

Facilities Implications

None

Sociology

Program Description

The sociology program has been on the cutting edge of academics at Moorpark College. In Fall 2011 sociology was the first discipline at the college to establish AA-T degree and take a leading role in supporting student transfer. Our academics have been high quality, preparing students both for GE and transfer as sociology majors both to our local feeder schools and to prestigious universities around the country. Our faculty have been very active on campus, working with students in such activities as Domestic Violence Month for three years in a row, faculty lectures and working with students in the Honors program, Learning Communities, Multicultural Day and various other campus activities. Sociology remains a vital and active component of the academic community here.

Program Planning Data

Sociology	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	3637.18	3493.91	3504.60	3400.12	3541.79	3663.92
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	984.00	1062.00	834.00	795.00	828.13	856.68
Other WSCH	3.00	0.00	0.00	0.00	0.00	0.00
FTES	154.14	151.86	144.62	139.84	145.66	150.69
Census Enrl	1544	1521	1441	1392	1450	1500
% Retention	91.45	90.66	88.39	91.31		

Future Planning

- Train faculty in the pedagogy for online teaching.
- Market the program to students by developing a website and preparing brochures promoting sociology courses and careers.
- Add a service learning option to all appropriate courses.

Facilities Implications

Several of the Future Planning items listed above revolve around upgrading the building to meet 21st Century expectations especially as it pertains to use of technology in the classroom and the use of electronics by both students and staff (new electrical wiring, Internet connectivity, lighting issues that make SMART classrooms unusable in the AC building).

Second, is making this building/campus a more student-friendly environment. We envision study areas on the first and second floors as well as surrounding the building where students can gather. This pertains to both the HSS building and the AC building—both of which lack any student gather/study spaces.

Third, there is the issue of safety for students and staff. This includes making sure classrooms can be locked down from inside as well as making sure students are not sitting on railings on the second floor of HSS.

Fourth, there is the issue of usability/comfort. We envision a building that has classrooms where the temperature control works and students/faculty are comfortable during class time and bathrooms that can accommodate the usage needs of faculty and students.

Student Activities

Program Description

The Student Activities office encourages student life on campus by overseeing the Associated Students and student organizations in addition to hosting and sponsoring campus events. These extracurricular activities allow students to learn leadership, civic responsibility, and appreciation of diversity. All students have the opportunity to get involved in campus life by participating in student organizations, student government, being a student representative on college committees or attending campus activities. Students who get involved in campus life will discover their own individual uniqueness and potential through practical applications of critical thinking, civic responsibility, and leadership. Associated Students (AS) gives Moorpark College students a voice for their ideas and concerns. AS provides leadership opportunities and encouragement for students to get involved on campus beyond the classroom through student organizations. AS inspires MC students towards critical thinking, civic responsibility, advocacy and leadership. The Associated Students Board of Directors fund campus events to develop student life on campus beyond the classroom.

Future Planning

- Getting the Campus Center (student union) renovation/expansion project onto the MC Facilities Master Plan. The Campus Center (Student Union) must be included onto the Facilities Master Plan for renovation/expansion using the Student Center Fee funds that is being collected from every MC student and has accumulated to just over \$2.6 million currently in this account. The MC students want a better student union, to include enhanced food services, coffee shop, game room, dining space, meeting rooms, student orgs & student govt. offices, as well as move the Health Center to the Student Union - include a foster student center, Veterans Center, and enhanced student store. Multipurpose room for live entertainment, art gallery. The renovation of the Campus Center (student union) supports the six factors of student achievement/student success. With an enhanced student union, students will feel valued, nurtured, engaged, directed & connected to their campus. All of this leads towards the overall success of the student.
- Increase awareness of student organizations on campus.

Facilities Implications

The renovation of the Campus Center (student union) supports the six factors of student achievement/student success.

Student Business Office/Fiscal Services

Program Description

The Student Business Office is to provide account transactions, receipting and cashiering services to students and college departments. The Fiscal Services Department provides expert advice related to procurement and fiscal activities in a collaborative and ethical manner, ensure compliance with District and State regulations, accurate reporting and monitoring of internal controls.

Facilities Implications

None

Student Health Center

Program Description

2015-16 The Student Health Center supports students in achieving their academic goals, or improving their health, by offering comprehensive physical and mental health services and health education. Professional services are provided by nurses, nurse practitioners, physicians, and psychologist and marriage family therapists. Direct provisions include pre-participation physicals for academic programs or college transfer, immunizations, care for acute illnesses, first aid/emergency care, self-care center, short-term mental health counseling, crisis intervention, nutrition counseling, and community referrals. Health Education/Wellness Programs include mindfulness training, test anxiety workshops, health fair, monthly health events, suicide prevention training, classroom and professional development presentations on various health topics, online Student Health 101 magazine, and on-line health screenings. Every three years health data is gathered from MC Students, using the National College Health Assessment, providing direction for services and intervention.

The Student Health Center Staff provide leadership for Crisis Intervention and the Wellness/Safety Committee. Coordinator serves as a permanent member of MC Behavioral Intervention Team and as a team member of both campus and district emergency planning committees, as well as various campus committees. All campus medical withdrawals are evaluated and approved by the coordinator.

All health center staff and services are directly funded by student health fees and mandated reimbursed costs. Limited care is provided for employees (first aid, Communicable disease clearance) and funded through the District.

Future Planning

- Expand Mental Health services to meet the increase in demand.
- Administer the National College Health Assessment to gauge the health status of Moorpark College students and use the results to identify gaps between students' needs and current services.
- Adjust hours of operation to meet the needs of evening students.
- The Student Health Center has outgrown its current facility in the Administration building. We now have 5 offices outside the center, 3 of which are for a temporary basis. The long-term plan is to relocate and expand in a location central to students.

Facilities Implications

The facilities are insufficient to meet the needs of the Student Health Center relocate and expand in a location central to students.

Teaching & Learning Center

Program Description

The Teaching and Learning Center is composed of the Writing Center, the Math Center, faculty support and development services, and the COLLEGE courses. The Writing and Math Centers have experienced consistent increases in their usage since 2007. The Writing Center offers excellent tutoring, workshops, and other resources to students for writing and reading/study skills across the curriculum. The Math Center offers high quality tutoring in mathematics (Goal of 50% Basic Skills, 40 % transfer level math), physics, and chemistry as well as the occasional other quantitative subject like accounting or biology (comprising the other 10% of Math Center services).

Future Planning

- Continue Campus-wide dissemination of effective instructional and developmental practices for underprepared students, usually implemented in coordination with faculty development and the Basic Skills Initiative. (Basic Skills is defined as those foundation skills in reading, writing, mathematics, learning skills, study skills, and English as a Second Language which are necessary for students to succeed in college-level work.)
- Continue to participate in statewide and regional conferences conducted by the theRPgroup and 3CSN and arrange for follow-up workshops on campus to build institutional capacity for integrating best instructional and programmatic practices.
- Expand College Strategies courses and professional development offerings to integrate study skills across the curriculum.
- Research models of summer bridge programs for first time college students (high school graduates and other groups highlighted in Equity Plan), and considering implementing for Summer 2016.
- Develop and expand services to include a science component and refresher modules or courses for the basic skills algebra classes.
- Research computerized assessment and other tools to assist students in identifying academic needs and individualized self- paced instruction.
- Expand tutoring to include discipline-specific tutoring in gateway courses.
- Expand the Learning Center to develop science components and refresher courses for the basic skills algebra classes.
- Request data from Institutional Research about the Centers' access and impact on special cohorts (Athletes, Nursing, Basic Skills, and other groups highlighted in Equity Plan) and take actions based on findings.
- Integrate new technologies and instructional methods into TLC College Courses and services.
- Refine implementation of CI Solutions tracking system and encourage universal adoption of student IDs and a swipe card tracking system.
- Continue to research the capabilities of Grades First or other tutor appointment systems for implementation in the TLC.

Facilities Implications

- The Teaching and Learning Center space is insufficient and should be expanded to accommodate future planning goals, especially with the expansion of services to address student equity, and discipline-specific tutoring in gateway courses.

Theatre Arts

Program Description

In keeping with the college mission, The Theatre Arts program, as part of its instructional program, produces annually:

- (2) Faculty directed main stage productions: one in the Fall and one in the Spring semester
- FREE matinees for Moorpark College and area high school students
- A faculty directed production during the Summer Sessions
- Performances of student written and directed one act plays in both the Spring and Fall semesters
- Performances of student improv comedy in both the Spring and Fall semesters in conjunction with the FTVM program as well as independent productions in the PAC.
- Support of campus wide productions and events such as the offering of FREE Matinees, Holiday Lights, TED ex and technical support for all other campus events that take place in the PAC.

Additional Theatre Arts productions dependent on student interest and available resources:

- A performance of monologues written and performed by students
- A Theatre for Young Audience performance composed of spoken word, poetry, comic sketches, monologues written and performed by students.

These performance events not only are essential to our instructional program, but provide cultural enrichment to the campus community and to the community at large.

Program Planning Data

Theatre Arts & Technical Theatre	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	1114.11	871.03	827.70	866.60	941.31	1016.01
Lab WSCH	1537.63	1437.58	1438.03	1483.14	1611.00	1738.85
Online WSCH	285.00	549.00	279.00	282.00	306.31	330.62
Other WSCH	3.00	0.00	0.00	3.00	3.26	3.52
FTES	97.99	95.25	84.82	88.09	95.68	103.27
Census Enrl	649	651	560	580	630	680
% Retention	93.16	87.10	91.10	92.93		

Future Planning

- Market the Moorpark College Theatre Arts programs to the campus community and the community at large.
- Increase student participation in the technical opportunities and requirements of the Performing Arts Center.
- Expand scheduling options by increasing the number of courses taught online and experimenting with various course lengths.
- Develop performance and technical opportunities for the local high school students.

- Develop more realistic expectations for the degrees and certificates.
- Develop a larger presence on campus and the surrounding communities by producing and distributing a season brochure.
- Convene an Advisory Board to engage industry partners and develop internship opportunities for students.
- Collaborate with other disciplines such as television and multimedia.
- Some Theatre Arts classes are taught in traditionally-sized classrooms, preferably with multimedia presentation equipment. For rehearsals and performances, Theatre Arts shares the Performing Arts Center main stage and “black box” small theatre with Music, Dance, Astronomy, and other campus events. Available rehearsal space for Theatre Arts and Dance are limited. Storage for Theatre Arts, Music, and Dance has been augmented by renting large storage units. The proposed Arts Complex will include a recital/performance hall for the arts with additional storage for equipment. A timeline has yet to be developed for this building.

Facilities Implications

Available rehearsal space for Theatre Arts and Dance are limited

Storage for Theatre Arts, Music, and Dance has been augmented by renting large storage units; additional storage space needed.

The proposed Arts Complex which includes a recital/performance hall for the arts with additional storage for equipment is much needed.

World Languages

Program Description

The World Languages program offers courses fulfilling language and general education requirements as well as community needs in French, German, Italian, Japanese, and Spanish. The World Languages Department offers a Spanish AA-T degree. Courses transfer to UC and CSU and fulfill the CSU General Education Breadth and the Intersegmental General Education Transfer Curriculum requirements. Day, evening, and on-line courses are offered. Students supplement classroom instruction with computer-assisted language materials.

Program Planning Data

World Languages	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Short Term	Long Term
Lec WSCH	3284.00	3573.00	3263.00	3242.80	3373.52	3542.20
Lab WSCH	0.00	0.00	0.00	0.00	0.00	0.00
Online WSCH	412.00	320.00	0.00	320.00	332.90	349.54
Other WSCH	0.00	0.00	0.00	0.00	0.00	0.00
FTES	123.20	129.77	113.93	118.76	123.55	129.72
Census Enrl	809.00	839.00	727.00	769.00	800	840
% Retention	77.75	80.10	81.57	406.48		

Future Planning

- Expand the number of courses offered online.
- Increase productivity through scheduling adjustments and cancelling inefficient offerings.
- Increase productivity through broader access to course offerings.
- Develop laboratory resources and the use of best instructional practices.
- Develop a Language Lab Center with cultural events and other co-curricular activities, tutorial services, opportunities for practice language practice both with peers and with coaches from other countries.

Facilities Implications

- World Languages requires smart classrooms with well-functioning audiovisual equipment and arrangements that allow us to teach using highly interactive student-centered style while accommodating 40 students.
- World Language requires a Language Lab to be the hub of co-curricular activities and language tutorial support and practice.