

Moorpark College  
7075 Campus Road  
Moorpark, CA 93021

## **18 Month Follow-Up Report**

**December 12, 2017**

**To:** Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

**From:** Luis Sanchez, President  
Moorpark College  
7075 Campus Road  
Moorpark, CA 93021

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

**Signatures:**

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(Chief Executive Officer) (Date)

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(Chairperson, Governing Board) (Date)

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(Name, Title, Representing) (Date)

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**District Recommendation 1 (Compliance):**

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

**District Response:**

The assessment of SLOs is an ongoing process. SLOs are assessed at the course level, program level, and institutional level. Faculty members collaborate on the design and implementation of SLO assessment instruments and rubrics and assess student performance relative to SLOs for each course offered in their programs on a rotational basis, such that all courses are assessed within a five-year period. The assessment data are entered into TracDat, SLO assessment software. Reports are generated and the results are used to create initiatives to improve student success in the courses and programs that are submitted to the Program Review Committee. Once the initiatives are implemented, faculty members reassess the SLOs to see if the initiatives brought a higher level of student attainment.

As part of the annual program review process at Moorpark college, every instructional and student service program is required to assess and evaluate its student learning outcomes. All faculty and staff are expected to participate in course and program Student Learning Outcome (SLO) assessment as required by their department assessment cycle. The results of this assessment, along with changes made to improve their programs are documented in TracDat mentioned above.

Further, as part of the colleges' integrated planning process, program plans require departments to document their SLO assessment and changes that their program made to improve course or program effectiveness. SLO assessment data is also tied to resource requests to ensure they are data driven. The program planning process is one method by which programs, and the faculty and staff within them, are evaluated in terms of how results of SLO assessment are being used to improve teaching and learning. During program review, programs discuss their assessment results and course program improvements with the college's Chief Instructional Officer, Chief Student Services Officer, Chief Business Officer and Academic Senate President.

Student learning outcomes are linked to the course outlines of record in CurricUNET, as well as syllabi. Within the faculty evaluation process, syllabi are reviewed by division deans to ensure that faculty members are consistently informing students of the SLOs and that the course content and evaluation measures are consistent with the official course objectives and SLOs.

Within the District, faculty evaluation is a collective bargaining issue, and the process and criteria for evaluation are outlined in the Agreement between the Ventura County Community College District (hereafter VCCCD) Moorpark, Oxnard, Ventura and Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO (hereafter AFT) July 1, 2013 through June 30, 2016.

According to the current agreement cited above, faculty are required to participate in the assessment of learning outcomes and use results to improve teaching and learning, as discussed in Accreditation Standard II, Student Learning Programs and Support Services. This participation is reflected in the Administrator and Peer Evaluation Form for Contract Tenured Faculty that must be completed by each member of the evaluation committee. *See Appendix D, Form A2, Administrator and Peer Evaluation Form for Contract Tenured Faculty attached hereto and incorporated by reference.*

Within the components of the above referenced *Administrator and Peer Evaluation Form for Contract Tenured Faculty*, each faculty member being evaluated is required to provide their evaluation committees with materials demonstrating course preparation and adherence to course outlines. The evaluation committees consider these materials as one of the evaluation components, along with the student evaluations of teaching effectiveness and direct observation both in and out of the classroom. Through the Faculty Handbooks, faculty members have been advised of the requirement to list student learning outcomes (SLOs) on their course syllabi. The faculty evaluation process also requires the peer evaluators to assess the degree to which the person being evaluated uses effective teaching techniques, engages students in the lesson observed, and measures student performance in fair and valid ways.

The faculty members at each of the three colleges within the District are aware that participation in assessment of SLOs is required and must be listed on all course syllabi. Syllabi review is a required component in the faculty evaluation process. Discussions of and concerning the assessment of student learning outcomes (SLOs) and the use of results are a part of the department and division meetings. These are appropriate occasions in which to discuss how the SLO assessment can provide the tools to improve teaching and learning. These discussions provide an effective opportunity to support individual faculty as well as administrative and student services staff in their efforts to improve student learning and success.

Currently, there is no formal component for SLO assessment in the Administrator and Peer Evaluation of Contract Tenured Faculty, but future collective bargaining efforts with AFT and the Service Employees International Union Local 99 (hereafter SEIU), the collective bargaining agent for classified personnel, may result in making SLO assessment data a formal component of

the evaluation processes for faculty and other personnel directly responsible for student learning within the District. Until then, deans and department chairs do routinely discuss participation in the course and program SLO process with all faculty and work to ensure faculty use the results of the assessment of learning outcomes to improve teaching and learning.

**Analysis and Evaluation:**

Student learning is the result of the collective and collaborative efforts among a program's faculty rather than an individual faculty member. In the case of VCCCD, the assessment of SLOs is an ongoing process. SLOs are assessed at the course level, program level, and institutional level. Faculty members within a department or program collaborate on the design and implementation of SLO assessment instruments and rubrics and assess student performance relative to SLOs for each course offered in their programs.

While not a formal component of the current evaluation of Contract Tenured Faculty and other personnel directly responsible for student learning, all faculty and classified staff are expected to participate in their course and program SLO assessment as required by their department assessment cycle. The end result is that faculty members and classified personnel recognize the value and importance of SLO assessment in improving teaching and learning and creating a culture of student success throughout the District.

Leadership of the SLO assessment process is also not a formal part of the administrator evaluation, but like faculty, their role in mentoring faculty on the value of SLO assessment, and their effort to ensure the work is completed and documented in a timely manner is discussed on a regular basis. Administrators are held accountable for ensuring that faculty and staff discuss results of the assessment of learning outcomes to improve teaching and learning and make changes to improve outcomes.

# Appendix A-1

## APPENDIX D FORM A2

### ADMINISTRATOR AND PEER EVALUATION FORM FOR CONTRACT TENURED FACULTY

*(The purposes of evaluation are described in Article 12 of the VCCCD Agreement)*

DATE OF VISIT: \_\_\_\_\_ ARRIVAL TIME: \_\_\_\_\_ DEPARTURE TIME: \_\_\_\_\_

NAME OF EVALUATEE: \_\_\_\_\_

POSITION OF EVALUATEE: \_\_\_\_\_

Evaluator: (Please Print) \_\_\_\_\_

Type of Evaluator: *(check one)*     Peer     Department Chair or Designee     Dean

Faculty Function(s) Being Evaluated: *(check all that apply)*

Instructor    Course Name: \_\_\_\_\_

Number of Students Attending: \_\_\_\_\_

Counselor

Librarian

Other *(specify)*: \_\_\_\_\_

Location: *(check one)*     Moorpark College     Oxnard College     Ventura College

Other *(specify)*: \_\_\_\_\_

Do not sign this form until you have completed the evaluation meeting.

*I am aware of my rights as provided in Article 12 of the VCCCD Agreement. I have read this report, am aware of the opportunity to add my own comments, and recognize that I have the right to discuss it with the college president if I so desire.*

\_\_\_\_\_  
Faculty Member's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Ventura County Community College District

**ADMINISTRATOR AND PEER EVALUATION FORM FOR CONTRACT TENURED FACULTY**

**The Purpose of Evaluation is:**

“...to provide a genuinely useful and substantive assessment of faculty performance, to recognize and acknowledge good performance, to enhance performance, and to help employees further their own growth. The evaluation process should be implemented in a positive, supportive manner that encourages self-improvement and excellence in the faculty member’s areas, promotes professionalism and enhances performance.” (From Section 12.1 of the Agreement between the VCCCD and AFT Local 1828.)

(Do not proceed without reading instructions.)

**Instructions**

- Rate only those areas where you possess first-hand knowledge based on direct observation of evaluatee’s performance and/or other substantiated sources.
- You may use the rating system below for each applicable criterion.
- Provide a detailed response where applicable.
- You may use the electronic version of this form (comment boxes are expandable) or hard copy to be completed manually. If needed, attach extra sheets of paper to accommodate detailed responses and cite the section and item being addressed.

<b><u>RATING SYSTEM</u></b>	
<b>E</b>	<b>Excellent</b>
<b>S</b>	<b>Satisfactory</b>
<b>N</b>	<b>Needs to improve</b>
<b>U</b>	<b>Unsatisfactory</b>
<b>N/O</b>	<b>Not observed</b>
<b>N/A</b>	<b>Not applicable</b>

**SECTION I. Professional Qualities (to be answered for all faculty)**

Using the scale above, please rate the evaluatee based on applicable criteria:

**A. Professionalism**

- |   |   |   |   |   |     |     |
|---|---|---|---|---|-----|-----|
| 1. Demonstrates cooperation and sensitivity in working with colleagues, staff, and students.  | E | S | N | U | N/O | N/A |
| 2. Submits required departmental reports and other necessary paperwork, including census, and/or positive attendance, and grades on time. | E | S | N | U | N/O | N/A |
| 3. Maintains adequate and appropriate records.  | E | S | N | U | N/O | N/A |
| 4. Observes health and safety regulations.  | E | S | N | U | N/O | N/A |
| 5. Maintains office hours and is accessible to students.  | E | S | N | U | N/O | N/A |

- |    |  |                 |
|----|--|-----------------|
| 6. | Demonstrates continuing professional development in subject areas of assignment. | E S N U N/O N/A |
| 7. | Demonstrates progress toward self-determined individual and developmental goals. | E S N U N/O N/A |

**B. Area and Departmental Responsibilities**

- |    |   |  |
|----|---|--|
| 1. | Please evaluate only the areas in which the faculty member has chosen or was required to participate during the current evaluation period.  |  |
|    | <ul style="list-style-type: none"> <li>• Orders textbooks, instructional materials, and equipment in a timely manner.</li> <li>• Participates in screening/hiring committees.</li> <li>• Provides information for the development of departmental budgets.</li> <li>• Exercises good judgment in the use of facilities, equipment, and supplies.</li> <li>• Participates in overall departmental program development, maintenance, evaluation, updating of course outlines, and/or expansion of programs.</li> <li>• Participates in department and division meetings.</li> </ul> | <br>E S N U N/O N/A<br>E S N U N/O N/A |
| 2. | Meets flex requirements.  | E S N U N/O N/A  |
| 3. | Maintains work schedule and keeps appointments.   | E S N U N/O N/A  |
| 4. | Makes a positive contribution to the department.  | E S N U N/O N/A  |

**C. College-wide and Instruction-Related Student-Support Activities**

- |    |  |  |
|----|--|--|
| 1. | Please evaluate only the faculty member's participation in the activities (s)he has chosen during the current evaluation period. (Only evaluate areas about which you have direct personal knowledge.)   |  |
|    | <input type="checkbox"/> sponsors and provides support for student activities<br><input type="checkbox"/> participates in college and/or district budget development<br><input type="checkbox"/> participates in college and/or district committees<br><input type="checkbox"/> contributes to curriculum development<br><input type="checkbox"/> participates in articulation and matriculation<br><input type="checkbox"/> writes grant proposals and/or research projects<br><input type="checkbox"/> participates in recruitment and high school relations<br><input type="checkbox"/> conducts registration advisement<br><input type="checkbox"/> is active in faculty governance, representation and advocacy<br><input type="checkbox"/> participates in community outreach and interface<br><input type="checkbox"/> Other _____<br>_____ | <br>E S N U N/O N/A<br>E S N U N/O N/A |

2. The faculty member demonstrates a pattern of service with college committees, projects, and/or student organizations. E S N U N/O N/A

- The faculty member has fulfilled commitments with respect to any
3. committees, projects or activities (s)he has chosen during the current evaluation period. E S N U N/O N/A

Comments: (Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)

(If additional space is necessary, page 5 of 14 is provided blank for your use. Be sure to cite section and item being addressed)

## SECTION II. JOB PERFORMANCE OBSERVATION (*Answer all applicable areas.*)

### A. NATURE OF WORK IN PROGRESS:

In the provided space (boxes) or on attached sheets, describe in detail the content of the lesson, the teaching techniques employed, and the activities of the students. In the case of non-classroom observation, describe the activity and related performance observed. Include specific comments about the appropriateness and effectiveness of what was observed. Where appropriate, note what was commendable, make constructive criticisms about what might be improved, and suggest alternatives. If any ratings below satisfactory were issued, recommendations for improvement are required of the evaluator and should be included in the Overall Summary and Recommendations portion of this form. Explain how you reached your conclusions.

(If additional space is necessary, page 5 of 14 is provided blank for your use).

### B. DISTANCE EDUCATION

1. Follows all campus distance education standards as adopted E S N U N/O  
N/A by Curriculum Committee/Academic Senate.

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**D. COUNSELORS**

Presentation

- 1. Presents information and directions to student in a clear and organized way. E S N U N/O N/A
- 2. Advisement methods and techniques utilized are effective. E S N U N/O N/A

Faculty/Student Interaction

- 3. Listens well and provides opportunities for students to express their concerns. E S N U N/O N/A
- 4. Helps students define and seek solutions to problems. E S N U N/O N/A
- 5. Gives the student an opportunity for follow-up. E S N U N/O N/A
- 6. Directs counselees to appropriate sources of information/ assistance when advisable. E S N U N/O N/A
- 7. Respects students' confidentiality. E S N U N/O N/A
- 8. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, as well as physical and mental abilities. E S N U N/O N/A

Content

- 9. Demonstrates knowledge of district classes, resources and programs. E S N U N/O N/A
- 10. Demonstrates knowledge of current course articulation and program requirements. E S N U N/O N/A
- 11. The content of the session observed was consistent with advisement objectives and student needs. \_\_\_\_\_yes \_\_\_\_\_no

Service assignment objectives

- 12. Communicates and networks effectively with secondary and four-year schools. E S N U N/O N/A
- 13. Researches questions brought by students as needed. E S N U N/O N/A

Comments:

(If additional space is necessary, page 9 of 14 is provided blank for your use. Be sure to cite section and item being addressed)

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