

Moorpark College

Institutional Self Evaluation Report

In Support of Reaffirmation of Accreditation

Submitted by:

Moorpark College
7075 Campus Road
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Submitted to:

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

July 2016



MOORPARK COLLEGE SELF EVALUATION

Certification

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

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the District office community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Mr. Larry Kennedy, Chair, Board of Trustees, Ventura County Community College District Date

Dr. Bernard Luskin, Interim Chancellor, Ventura County Community College District Date

Mr. Luis Sanchez, President, Moorpark College Date

Dr. Lori Bennett, Executive Vice President, Moorpark College Date

Professor Mary Rees, Academic Senate President, Moorpark College Date

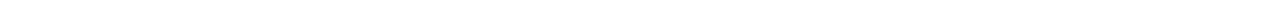
Ms. April Doud, Classified Senate President, Moorpark College Date

Ms. Julie Gonzalez, President, Associated Students, Moorpark College Date

Ms. Lisa Putnam, Co-Chair, Education Committee on Accreditation and Planning Date

Dr. Lee Ballestero, Co-Chair, Education Committee on Accreditation and Planning Date

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MOORPARK COLLEGE SELF EVALUATION

Introduction

A. Introduction

Moorpark College is a public two-year community college located in the eastern region of Ventura County on 150 acres of sloping hillside land, which includes an Exotic Animal Training and Management Zoo (America's Teaching Zoo). The College was established in 1965 as a public community college by the Governing Board of the Ventura County Community College District (VCCCD). The College opened its doors to 1,400 students and 50 faculty on September 11, 1967. Today, the College serves approximately 14,000 students by offering lower division university-parallel associate degree instruction, a variety of career technical education programs, and basic skills education.

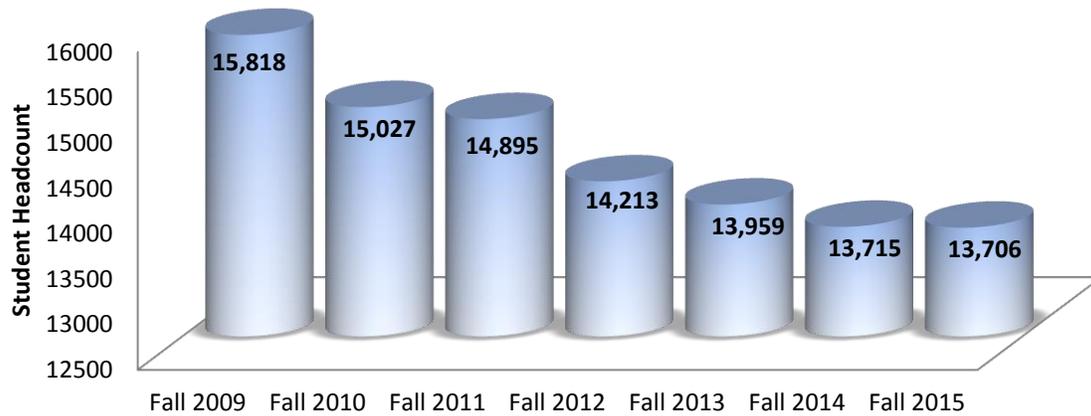
The roots of the Moorpark College culture were planted nearly 50 years ago, when the first administrators selected the founding college faculty and staff for their willingness to experiment with the traditional approaches to education. This spirit of experimentation permeates Moorpark College and has led the college to create innovative learning opportunities for the diverse group of students that make up the college community. Moorpark College continues to reflect the vision of those who created this college to serve students and the community.

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

Moorpark College Demographic Information

Student Headcount (Fall 2009 to Fall 2015)

Moorpark College's enrollment hit its all-time high in fall 2009, reaching 15,818 students. From there, the enrollment has been declining steadily, slowing its decline between fall 2014 and fall 2015, matching a decline in its service area high school graduates.



Access Rates

The College's distribution of student demography closely resembles that of the service areas of Moorpark, Somis, Simi Valley, and Conejo Valley (including Thousand Oaks, Newbury Park, and the Ventura County side of Westlake).

	College Population # Fall 2015	College Population % Fall 2015	Service Area Adult Population (2015 Census)	Gain/Loss (% point difference)
Hispanic	4,354	32%	21%	+ 11 pts
Non-Hispanic	9,352	68%	79%	-11 pts
White	7,067	52%	67%	-15 pts
Asian	1188	9%	9%	--
More than one race	663	5%	3%	+2 pts
Black or African-American	259	2%	1%	+1 pt
Am Indian/Alaskan Native	37	<1%	<1%	--
Hawaiian/Pacific Islander	31	<1%	<1%	--
Some other race	107	<1%	NA	--
Males	6,637	48%	49%	-1 pt
Females	7,067	52%	51%	+1 pt
Veterans	71	<1%	13%	-12 pts
Individuals w/disabilities	937	7%	19%	-12 pts
Current or former foster youth	96	<1%	unknown	--

Racial/Ethnic Distribution

Moorpark College's student population has seen a steady increase in Hispanic students over the last 6 years, reaching nearly 32 percent of the overall population in fall 2015.

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
White	59.2%	56.4%	56.2%	53.8%	51.6%	51.6%
Hispanic	23.2%	24.1%	27.2%	29.3%	31.4%	31.8%
Asian	6.4%	6.1%	6.4%	6.5%	6.4%	6.3%
Multi-Race	3.5%	4.2%	4.5%	4.6%	4.9%	4.5%
Filipino	2.3%	2.0%	2.2%	2.4%	2.4%	2.3%
Black / African-American	2.0%	1.8%	2.0%	2.0%	1.9%	1.9%
Native American	0.5%	0.3%	0.4%	0.3%	0.3%	0.3%
Pacific Islander	0.3%	0.3%	0.3%	0.2%	0.3%	0.2%
Unreported	2.6%	4.8%	1.0%	0.9%	0.7%	0.8%

Age Distribution

Moorpark College continues to serve a more traditional student population, with 78 percent of the students being under the age of 25 years.

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
19 or Less	38.2%	38.3%	39.0%	39.0%	38.7%	38.0%
20 to 24	36.7%	37.4%	38.6%	39.4%	39.9%	40.1%
25 to 29	9.9%	10.2%	9.5%	9.5%	9.5%	10.2%
30 to 34	4.3%	4.1%	3.9%	3.9%	4.0%	4.1%
35 to 39	2.7%	2.7%	2.4%	2.3%	2.2%	2.2%
40 to 49	480.0%	4.4%	3.8%	3.4%	3.3%	3.0%
50 +	3.3%	2.9%	2.7%	2.6%	2.5%	2.4%

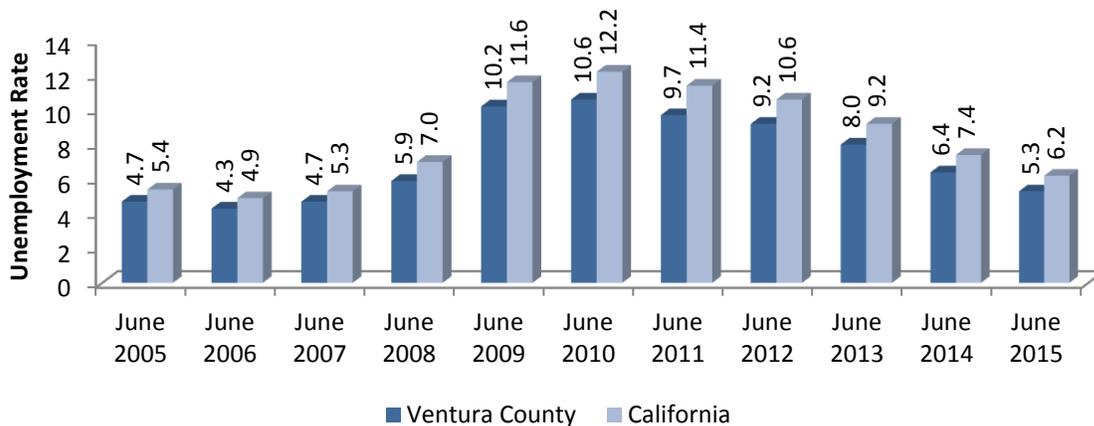
Gender Distribution

Moorpark College's gender distribution has remained relatively static over the last six years.

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Female	52.6%	52.4%	51.7%	51.2%	51.1%	51.6%
Male	47.2%	47.6%	48.1%	48.3%	48.0%	48.4%
Unreported	0.2%	0.0%	0.3%	0.6%	1.0%	--

Workforce and Labor Market Trends

The unemployment rate for Ventura County continues to improve since reaching its highest level of 10.6 percent in 2010. Ventura County reflects the same general unemployment trend as California albeit with a lower rate.



Fastest-Growing Jobs in our Region (Top 10)¹

Occupation	2015 Jobs	2020 Jobs	% Change	2014 Median Hrly Earnings
Personal Financial Advisors	2,918	3,773	29%	\$24.86
Retail Salespersons	6,015	6,799	13%	\$11.43
Personal Care Aides	1,640	2,224	36%	\$10.89
Securities, Commodities, & Financial Srvc Sales Agents	2,164	2,689	24%	\$22.00
Tellers	779	1,268	63%	\$13.52
Food Preparation and Serving Workers, Incl. Fast Food	3,260	3,716	14%	\$9.89
Real Estate Sales Agents	6,924	7,343	6%	\$14.11
Customer Service Representatives	1,894	2,225	17%	\$17.83
Home Health Aides	939	1,268	35%	\$10.91
Cashiers	3,897	4,194	8%	\$10.95

Highest Paying Jobs in our Region (Top 10)²

Occupation	2015 Jobs	2020 Jobs	% Change	2014 Hrly Earnings Per Worker
Surgeons	69	77	12%	\$105.75
Anesthesiologists	39	43	10%	\$101.61
Family and General Practitioners	205	221	8%	\$99.60
Psychiatrists	19	21	11%	\$99.50
Internists, General	62	68	10%	\$97.73
Obstetricians and Gynecologists	28	31	11%	\$90.87
Physicians and Surgeons, All Other	293	325	11%	\$89.62
Pediatricians, General	45	49	9%	\$73.74
First-Line Supervisors of Police and Detectives	11	12	9%	\$64.97
Veterinarians	143	161	13%	\$64.59

¹ EMSI Analyst, 2015 data

² EMSI Analyst, 2015 data

Summary

The College serves a diverse student population, primarily the communities of eastern Ventura County. Moorpark College student demographics indicate that nearly 78 percent of the student population is under the age of 25, with nearly one third of the local high school graduates attending Moorpark College each year.³ In addition, the College actively reaches out to returning adults, veterans, former foster youth, concurrently-enrolled high schools students, and students choosing to complete their higher education requirements through distance learning. While the open-access nature of community colleges means that students will enter the institution with a variety of skill sets, the focus of the mission and the work at the College is on ensuring that students will have the educational skills they need to be successful by the time they leave Moorpark College.

³ *Institutional Effectiveness Report, 2015*



MOORPARK COLLEGE SELF EVALUATION

**Presentation of Student Achievement Data
and Institution-set Standards**

B. Presentation of Student Achievement Data and Institution-Set Standards

For over a decade, Moorpark College has used student achievement data in its evaluation and planning processes. These data include California-resident, Ventura County-resident, and Moorpark College student demographic data; enrollment trends; student achievement and completion data; the *Student Success Scorecard*; labor market and employment data; faculty workload and program productivity; assessment results generated through the Student Learning Outcomes process; and student satisfaction and employee satisfaction surveys. These data are analyzed annually to determine how effectively the College is accomplishing its mission, and are used to make a variety of decisions, including resource allocations, program building, and program discontinuance (see Standard IA.2).

Student Achievement trends are presented below, alongside the College’s short-term institution-set standard and long-term institution-set standard goals. Through the governance processes, Moorpark College faculty, students, administrators and staff defined these student achievement goals in spring 2016 (the goals for successful course completion were actually set in spring 2015).

Student Achievement Rates

Data Element	2010-11	2011-12	2012-13	2013-14	2014-15	Short-Term Goal 1-year	Long-Term Goal 6-year
Overall Program Completion	64.1%	63.4%	61.4%	61.0%	57.7%	62%	65%
Program Completion: College-Prepared	74.1%	73.5%	72.4%	71.3%	70.3%	73%	76%
Program Completion: Remedial/Unprepared	49.3%	48.4%	44.7%	44.8%	38.2%	47%	50%
CTE Completion Rate (Completed 8 CTE units or more and completed a degree, certificate, or transfer)	67.3%	70.5%	67.5%	67.8%	64.6%	68%	71%
Course Success Rate (Fall/Credit)	70.3%	72.3%	73.4%	73.7%	74.4%	74%	77%
Distance Education Course Success Rate (Fall/Credit)	58.3%	62.4%	63.4%	65.7%	67.7%		
Number of degrees awarded	1151	1187	1185	1288	1499	1220	1256
Number of certificates awarded (CTE Only)	167	207	151	198	148	205	211

Sources: Student Success Scorecard and CCCC Data Mart

Course Success Rate Equity Gap Analysis (Fall 2014 Cohort)

In its *2015 Student Equity Plan*, the College identified the student populations who achieve success at a lower rate than the College average. The College's student population, although closely mirroring the demography of its service area, is predominately white, non-Hispanic (52 percent in fall 2014) and under the age of 25 (72 percent in fall 2014). The College's Hispanic student population is the second-largest student population (31 percent in fall 2014).

The College's overarching goal in the *2015 Student Equity Plan* is to increase the rates of success by 5 percent (closing the equity gap) for each underserved population by 2020. Goals identified include:

- Increase access by 5 percent for students who identify as foster youth, veterans, or low-income
- Increase successful course completion by 5 percent for students who are Black/African-American, Hispanic, or Pacific Islander, and for students who identify as foster youth or veterans
- Increase basic skills pathway completion by 5 percent for students who are Hispanic (ESL pathway), female (ESL pathway), American/Indian/Alaskan Native (Math pathway), Black/African-American (Math pathway), or Hispanic (Math pathway)
- Increase degree and certificate completion by 5 percent for students who are Hispanic
- Increase transfer rates by 5 percent for students who are Hispanic, and for students who identify as foster youth or veterans

To reach these goals, the College is developing large-scale and smaller-scale activities, as detailed in the *2015 Student Equity Plan*. The largest activity is a "first-year experience" for incoming, first-time college students, with a pilot program to run in fall 2016. This program is being developed using the resources provided by Student Equity, Basic Skills, and Student Success and Support Program funds. Other activities include "Bridge" courses in Math and English (also referred to as "Jam Sessions"), the expansion of Tutoring Services and Supplemental Instruction, the implementation of a college wide license of Read&Write Literacy Software, and providing professional development to faculty and staff on equity-minded, inclusive instruction and mentoring.⁴

⁴ *Student Equity Plan, 2015*

Successful Course Completion

	Proportion of Overall Population	Enrollments Fall 2014	Successful Completion	Completion Rate
Total Student Population		41,295	30,731	74%
American Indian/Alaskan Native	<1%	119	94	79%
Asian	9%	3593	2756	77%
Black or African-American	2%	833	509	61%
Hispanic or Latino	31%	12,676	8807	69%
Hawaiian/Pacific Islander	<1%	94	61	65%
White	52%	21,540	16,692	77%
Some other race	1%	266	201	76%
More than one race	5%	2174	1611	74%
Males	48%	20,020	14,267	71%
Females	51%	20,860	16,174	78%
Unreported Gender	1%	415	290	70%
Current or former foster youth	1%	218	125	57%
Individuals with disabilities	7%	2738	2032	74%
Low-income students (EOPS)	3%	1078	782	73%
Veterans	1%	462	336	73%

Goals for Successful Course Completion Rates

- Foster youth: Improve 57% success rate to 62%
- Black/African-Americans: Improve 61% success rate to 66%
- Native Hawaiian/Pacific Islander: Improve 65% success rate to 70%
- Hispanic/Latino: Improve 69% success rate to 73%

Activities Include:

- First-Year Experience
- Increase tutoring services and supplemental instructors
- Provide “Bridge” courses in math and English
- Install college wide license of *Read&Write Literacy* software (improves accessibility for electronic files and materials)
- Provide professional development sessions for faculty and staff on equity-minded, inclusive instruction and mentoring

Degree and Certificate Completion

	Proportion of Overall Population	Cohort Count	Program Completion	Completion Rate
Total Student Population		2859	1583	55%
American Indian/Alaskan Native	1%	23	10	43%
Asian	8%	235	170	72%
Black or African-American	2%	61	31	51%
Hispanic or Latino	18%	519	218	42%
Hawaiian/Pacific Islander	1%	19	15	79%
White	58%	1653	924	56%
Some other race	12%	343	211	62%
More than one race	<1%	6	4	67%
Males	49%	1414	731	52%
Females	50%	1429	841	59%
Unreported Gender	<1%	16	11	69%
Current or former foster youth	Unavailable			
Individuals with disabilities	7%	203	96	47%
Low-income students (EOPS)	3%	977	492	50%
Veterans	Unavailable			

Goals for Degree/Certificate Completion Rates

- Hispanic/Latino: Improve 55% completion rate to 73%

Activities Include:

- Identify and eliminate completion barriers by analyzing course scheduling patterns
- Increase degree and certificate marketing campaigns to students
- Provide professional development sessions for faculty and staff on equity-minded, inclusive instruction and mentoring
- Provide increased student support through additional staff, including student success navigators and counselors

Transfer Rates

	Proportion of Overall Population	Cohort Count	Successful Completion	Completion Rate
Total Student Population		2453	1197	49%
American Indian/Alaskan Native	1%	22	8	36%
Asian	8%	203	130	64%
Black or African-American	2%	44	21	48%
Hispanic or Latino	18%	416	159	38%
Hawaiian/Pacific Islander	1%	17	8	47%
White	58%	1442	701	49%
Some other race	12%	303	167	55%
More than one race	<1%	6	3	50%
Males	49%	1202	582	48%
Females	50%	1235	609	49%
Unreported Gender	<1%	16	6	38%
Current or former foster youth	Unavailable			
Individuals with disabilities	7%	173	60	35%
Low-income students (EOPS)	3%	103	44	43%
Veterans	Unavailable			

Goals for Transfer Rates

- Hispanic/Latino: Improve 38% completion rate to 50%
- Identify completion rates for foster youth and student veterans and improve data tracking

Activities Include:

- Introduce students to local four-year universities through attendance at transfer events
- Provide professional development sessions for faculty and staff on equity-minded, inclusive instruction and mentoring
- Implement first-year experience program
- Provide increased student support through additional staff, including student success navigators and counselors

Matriculation Process Completions

In support of increasing student success, as part of the Student Success Act of 2012 the College requires all new students to complete the self-placement/assessment process, attend a new student orientation (in person or online), and develop an abbreviated Student Educational Plan.

Self-Placement Process	Fall 2014			Fall 2015		
	# 1 st Time College Students	# Completing Placement Process	% Completing Placement Process	# 1 st Time College Students	# Completing Placement Process	% Completing Placement Process
Total Student Population	2750	2593	94%	2704	2571	95%
Am Indian/Alaskan Native	5	5	100%	9	6	67%
Asian	207	196	95%	223	217	97%
Black or African-American	60	54	90%	48	44	92%
Hispanic or Latino	932	877	94%	885	850	96%
Hawaiian/Pacific Islander	9	8	89%	7	6	86%
White	1371	1295	94%	1388	1314	95%
Some other race	13	12	92%	19	18	95%
More than one race	153	146	95%	125	116	93%
Males	1407	1319	94%	1424	1340	94%
Females	1338	1271	95%	1279	1230	96%
Unreported Gender	5	3	60%	1	1	100%
Current/Former foster youth	2	2	100%	9	9	100%
Individuals with disabilities	103	103	100%	105	105	100%
Low-income students (EOPS)	0	0	0%	16	16	100%
Veterans	11	11	100%	13	13	100%

Orientation	Fall 2014			Fall 2015		
	# 1 st Time College Students	# Completing Orientation	% Completing Placement Process	# 1 st Time College Students	# Completing Orientation	% Completing Placement Process
Total Student Population	2750	1993	72%	2704	2282	84%
Am Indian/Alaskan Native	5	5	100%	9	6	67%
Asian	207	163	79%	223	203	91%
Black or African-American	60	34	57%	48	38	79%
Hispanic or Latino	932	666	71%	885	737	83%
Hawaiian/Pacific Islander	9	5	56%	7	6	86%
White	1371	1002	73%	1388	1175	85%
Some other race	13	13	100%	19	14	74%
More than one race	153	105	69%	125	103	82%
Males	1407	970	69%	1424	1157	81%
Females	1338	1021	76%	1279	1124	88%
Unreported Gender	5	2	40%	1	1	100%
Current/Former foster youth	2	1	50%	9	8	89%
Individuals with disabilities	103	92	89%	105	104	99%
Low-income students (EOPS)	0	0	0%	16	14	88%
Veterans	11	9	82%	13	13	100%

Abbreviated Student Educational Plan	Fall 2014			Fall 2015		
	# 1 st Time College Students	# Completing Abbreviate Ed Plan	% Completing Placement Process	# 1 st Time College Students	# Completing Abbreviate Ed Plan	% Completing Placement Process
Total Student Population	2750	1609	59%	2704	2173	80%
Am Indian/Alaskan Native	5	5	100%	9	5	56%
Asian	207	140	68%	223	197	88%
Black or African-American	60	28	47%	48	40	83%
Hispanic or Latino	932	511	55%	885	679	77%
Hawaiian/Pacific Islander	9	4	44%	7	5	71%
White	1371	819	60%	1388	1137	82%
Some other race	13	8	62%	19	12	63%
More than one race	153	94	61%	125	98	78%
Males	1407	775	55%	1424	1096	77%
Females	1338	834	62%	1279	1077	84%
Unreported Gender	5	0	0%	1	0	0%
Current/Former foster youth	2	2	100%	9	8	89%
Individuals with disabilities	103	87	84%	105	104	99%
Low-income students (EOPS)	0	0	0%	16	16	100%
Veterans	11	2	18%	13	13	100%



MOORPARK COLLEGE SELF EVALUATION

Organization of the Self-Evaluation Process

C. Organization of the Self-Evaluation Process

Moorpark College's last comprehensive evaluation and site visit for the Accrediting Commission of Community and Junior Colleges (ACCJC) occurred fall 2010. Moorpark College's accreditation status was reaffirmed in the January 2011 Commission Letter. Following this reaffirmation, however, the Commission required a follow-up visit in fall 2011, addressing deficiencies pertaining to the VCCCD Board that were identified as part of Moorpark, Oxnard and Ventura Colleges' fall 2010 site visit reports. At that time, ACCJC moved all three of the VCCCD colleges to "probation" status. The following took place in response:⁵

January 2011 Moorpark College receives reaffirmation of accreditation by ACCJC.

October 2011 ACCJC Follow-Up Site Visit, addressing identified deficiencies pertaining to the VCCCD Board and governance.

January 2012 Moorpark College, Oxnard College, and Ventura College placed on Probation status.

October 2012 Moorpark College submits Follow-Up Report to ACCJC responding to the District recommendations made by the Commission. Each recommendation response included a statement of "College Activities and Impact" as related to District progress. The District and College responses delineated the progress achieved at that time and addressed the concerns noted by the Commission's letter dated February 2012. Moorpark College remained on Probation status.

January 2013 ACCJC removes Moorpark College's Probation status.

October 2013 Moorpark College submits Focused Midterm Report to ACCJC responding to college recommendations made by the Commission.

February 2014 Moorpark College receives continued affirmation of accreditation by ACCJC.

Following the submission of the *Focused Midterm Report* in October 2013, the College began preparations for the 2016 accreditation cycle. The Education Committee on Accreditation and Planning (EdCAP) began preparing for the next self-evaluation report immediately after the midterm report was submitted to the Commission.⁶

⁵ Accreditation Webpage:

<http://www.moorparkcollege.edu/departments/administrative/presidents-office/accreditation>

⁶ EdCAP Timelines from Fall 2013, Fall 2014, Fall 2015

- Fall 2013** The College begins preparation for the Self-Evaluation. In EdCAP, members review Accreditation Standards, practice (role-play) accreditation visitor for one standard. EdCAP takes the lead in assembling Self-Evaluation Teams composed of EdCAP members as well as members from the College as a whole.
- Spring 2014** Workgroups focus on evidence-gathering and create a gap analysis of the College's progress for each standard. Workgroups report on each standard and identify strategies to close gaps.
- Fall 2014** EdCAP communicates timeline, gap analysis, and general information to campus community (Professional Development Week presentation, Fall Fling Presentation, and Y'all Come). It forwards identified accreditation gaps to the executive vice president as accreditation liaison officer (ALO) and Academic Senate. EdCAP confirms and recruits additional workgroup members. Workgroups continue to meet routinely over the fall semester responding to focused standard questions and gathering evidence.
- Spring 2015** Workgroups report progress and findings to EdCAP. EdCAP forwards the final tables created for standards I-V, including distance education, to the ALO and the self-evaluation writer.
- Summer 2015** Draft #1 of self-evaluation prepared
- Fall 2015** EdCAP reviews and revises draft #1. Changes made to the self-evaluation based upon feedback from EdCAP and other groups.
- Spring 2016** The Academic Senate and the College review draft #2. The College community reviews self-evaluation and provides feedback. Revisions are made based upon this feedback. Final review of self-evaluation.
- Summer 2016** The College forwards completed self-evaluation to VCCCD Board and to ACCJC.

Accreditation Steering Committee (2013-2015 and 2015-2016)

Education Committee on Accreditation and Planning (EdCAP)

Steering Committee (EdCAP) Chairs	
Lori Bennett	Accreditation Liaison Officer, Executive Vice President, Student Learning
Lee Ballestero	Self-Evaluation Writer Faculty, Co-Chair: 2013-2015; spring 2016
Kimberly Hoffmans	Dean, Co-Chair: 2013-2015
Lisa Putnam	Dean, Co-Chair: 2015-2016
Howard Davis	Faculty, Co-Chair: fall 2015

Special Thanks

Dr. Lee Ballestero, Self-Evaluation Writer
Dr. Sydney Sims, Self-Evaluation Editor
Ms. Dominga Chavez, Administrative Assistant
Ms. Tami Cobb, Administrative Assistant
Ms. Elizabeth Salas, Administrative Assistant

Standards Work Groups and Resource Membership

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	
<i>Julius Sokenu</i>	<i>Dean, Co-Chair</i>
<i>Amanuel Gebru</i>	<i>Dean, Co-Chair</i>
<i>Lydia Etman</i>	<i>Adjunct Faculty, Art History, Co-Chair</i>
Chakameh Azimpour Tabrizi	Adjunct Faculty, Biology
Hugo Hernandez	Faculty, History
Rachel Messinger	Faculty, Anthropology/Distance Education
Joanna Miller	Faculty, Journalism
Helga Winkler	Faculty, World Languages
Jennifer Lawler	Classified, Administrative Assistant
Jason Lee	Classified, Foster Youth
Jesus Vega	Classified, Outreach
Lisa Putnam	Dean

Standard IIA: Instructional Programs	
<i>Kimberly Hoffmans</i>	<i>Dean, Co-Chair</i>
<i>Cynthia Barnett</i>	<i>Faculty, Sociology, Co-Chair</i>
Julie Campbell	Faculty, Psychology
Carol Higashida	Faculty, Health Sciences
Pamela Kennedy-Luna	Faculty, Counselor
Jerry Mansfield	Faculty, English
Sydney Sims	Faculty, English
Reet Sumal	Faculty, Business, Distance Education
Dan Vieira	Faculty, Sociology, Distance Education
Brenda Woodhouse	Faculty, Exotic Animal Training & Management
Tami Cobb	Classified, Administrative Assistant
Krista Lederer	Classified, Performing Arts
Carmen Levia	Classified, Curriculum Technician
Vance Manakas	Classified, Athletics
Samantha Simmons	Classified, Counseling
Melvin Kim	Student

Standard IIB: Library and Learning Support Services	
<i>Inajane Nicklas</i>	<i>Dean, Co-Chair</i>
<i>Faten Habib</i>	<i>Faculty Librarian, Co-Chair</i>
Jill McCall	Faculty, Communication Studies
Mary LaBarge	Faculty, Librarian
Danielle Kaprelian	Faculty, Librarian
David Mayorga	Faculty, Math/Math Center
Elizabeth Gillis-Smith	Faculty, English/Writing Center
Tracy Tennenhouse	Faculty, English/Writing Center
Wendy Berg	Faculty, Counselor
John Dobbins	Classified, Learning Resources Supervisor
Kyle Loughman	Classified, Tutorial Services Specialist II
Penny Hahn	Classified, Library
Linda Sanders	Classified, LLR Administrative Assistant
Lee Ballestero	Faculty, Political Science/Distance Education

Standard IIC: Student Support Services	
<i>Amanuel Gebru</i>	<i>Dean, Co-Chair</i>
<i>Jesus Vega</i>	<i>Classified, Outreach, Co-Chair</i>
Patricia Ewins	Dean
Robert Salas	Faculty, Dance
Robert Keil	Faculty, Chemistry
Sharon Manakas	Faculty, Student Health Center
Judi Gould	Faculty, Counselor, Career Transfer Center
Howard Davis	Faculty, Athletic Director
Sharon Miller	Classified, Student Activities
Kimberly Korinke	Classified, Financial Aid
Maureen Rauchfuss	Classified, International Students, Matriculation Specialist
Kerry Mehle	Classified, Publications

Standard IIIA: Human Resources	
<i>Patricia Ewins</i>	<i>Dean, Co-Chair</i>
<i>Christine Cole</i>	<i>Faculty, Math, Co-Chair</i>
Joanna Miller	Faculty, Journalism, Distance Education
Ron Wallingford	Faculty, Astronomy/Physics
Sherry D'Attille	Faculty, ACCESS
Holly Ramsey	Classified, ACCESS
Michael Shanahan	Vice Chancellor, Human Resources, District Administration Center

Standard IIIB: Physical Resources	
<i>John Sinutko</i>	<i>Director, Facilities, Maintenance & Operations, Co-Chair</i>
<i>Jack Miller</i>	<i>Faculty, Political Science, Co-Chair</i>
Remy McCarthy	Faculty, Kinesiology
Phil Abramoff	Faculty, Math
Rex Edwards	Faculty, Economics
Katherine Walsh	Classified, Administrative Assistant
Steve Timmons	Classified Supervisor, Facilities/Grounds
Mary Swenson	Classified, Biology
Martin Chetlen	Faculty, Computer Science, Distance Education
Ashley Chelonis	Classified, Instructional Technologist
Ashley Rasmussen	Student

Standard IIIC: Technology Resources	
<i>Dan McMichael</i>	<i>Director, Information Technology, Co-Chair</i>
<i>Lee Ballestero</i>	<i>Faculty, Political Science, Co-Chair</i>
Vincent Crisostomo	Faculty, Chemistry
Jeff Kreil	Faculty, Kinesiology
Tom Ogimachi	Faculty, Math
Tim Samoff	Faculty, Multimedia/Game Design
David Anter	Classified Supervisor, Registrar
Steve Etter	Classified, Biology Instructional Technologist
Mickey Howell	Classified, Performing Arts
Ashley Chelonis	Classified, Instructional Technologist, Distance Education
Martin Chetlen	Faculty, Computer Science, Distance Education

Standard IIID: Financial Resources	
<i>Darlene Melby</i>	<i>Director, Business Services, Co-Chair</i>
<i>Norm Marten</i>	<i>Faculty, Biology, Co-Chair</i>
Mary Rees	Academic Senate President, Faculty, Biology
Carrie Geisbauer	Faculty, Biology
Leanne Colvin	Classified, Administrative Assistant
Lindy Chau	Classified, Fiscal Services
Allam Elhussini	Classified, Fiscal Services
Michele Perry	Classified, Bookstore
Maria Urenda	Classified, Financial Aid
Brian Fahnestock	District Administration Center
Dave Keebler	District Administration Center

Standard IVA: Decision-Making Roles and Processes	
<i>Inajane Nicklas</i>	<i>Dean, Co-Chair</i>
<i>Nenagh Brown</i>	<i>Academic Senate Vice President Faculty, History, Co-Chair</i>
Scarlett Relle	Faculty, Engineering
Margaret Tennant	Faculty, Psychology
Audrey Chen	Faculty, Biology
Gilbert Downs	Classified Senate Vice President Classified, Library
Maureen Rauchfuss	Classified, International Students
Andrea Rambo	Classified, Executive Assistant
Lisa Putnam	Dean, Distance Education

Standard IVB: Chief Executive Officer	
<i>Luis Sanchez</i>	<i>President, Co-Chair</i>
<i>Mary Rees</i>	<i>Academic Senate President Faculty, Biology, Co-Chair</i>
Lisa Putnam	Dean, Distance Education
Nenagh Brown	Faculty, History
Wade Bradford	Faculty, English
John Loprieno	Faculty, Theatre Arts
Andrea Rambo	Classified, Executive Assistant
Maria Perez-Medeiros	Classified, Scholarship (Fall 2015)

Standard IVC: Governing Board	
<i>Mary Rees</i>	<i>Academic Senate President Faculty, Biology, Co-Chair</i>
<i>Clare Geisen</i>	<i>Director, Administrative Relations Co-Chair</i>
Sally Chen	District Consultant
Nenagh Brown	Academic Senate Vice President Faculty, History
Luis Sanchez	President
Lori Bennett	Executive Vice President, Student Learning
Andrea Rambo	Executive Assistant to the President

Standard IVD: Multi-College Districts or Systems	
<i>Mary Rees</i>	<i>Academic Senate President Faculty, Biology, Co-Chair</i>
<i>Clare Geisen</i>	<i>Director, Administrative Relations Co-Chair</i>
Sally Chen	District Consultant
Nenagh Brown	Academic Senate Vice President Faculty, History
Luis Sanchez	President
Lori Bennett	Executive Vice President, Student Learning
Andrea Rambo	Executive Assistant



MOORPARK COLLEGE SELF EVALUATION

Organizational Information

D. Organizational Information

(org charts)

District-College Functional Map

KEY:

- P = Primary Responsibility Leadership and oversight of a given function including design, development, implementation, assessment, and planning for improvement
- S = Secondary Responsibility Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility
- B = Both The District and the College are mutually responsible for the leadership and oversight of a given function or they engage in logically equivalent versions of a function – District and College Mission Statements

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity			
The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.			
A.	Mission	College	District
1.	The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	B	B
2.	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	B	B
3.	The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	B	B
4.	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	B	B

B.	Assuring Academic Quality and Institutional Effectiveness	College	District
<i>Academic Quality</i>			
1.	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
2.	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
3.	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
4.	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
<i>Institutional Effectiveness</i>			
5.	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
6.	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7.	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S
8.	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S
9.	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	S

C.	Institutional Integrity	College	District
1.	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
2.	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)	P	S
3.	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S
4.	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
5.	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	B	B
6.	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
7.	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	B	B
8.	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	P	S
9.	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
10.	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	B	B
11.	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	B	B
12.	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution	B	B

	responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)		
13.	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	B	B
14.	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	B	B

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A.	Instructional Programs	College	District
1.	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2.	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	S
3.	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.	P	S
4.	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
5.	The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
6.	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S
7.	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
8.	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior	P	S

	learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.		
9.	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
10.	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
11.	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S
12.	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S
13.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
14.	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	S
15.	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
16.	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S

B.	Library and Learning Support Services	College	District
1.	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
2.	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
3.	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
4.	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	B	B

C.	Student Support Services	College	District
1.	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S
2.	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
3.	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
4.	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S
5.	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S
6.	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
7.	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
8.	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	B	B

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A.	Human Resources	College	District
1.	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	B	B
2.	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3.	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	S	P
4.	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
5.	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	S	P
6.	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
7.	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S
8.	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for	P	S

	integration of part time and adjunct faculty into the life of the institution.		
9.	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	B	B
10.	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	B	B
11.	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
12.	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	S	P
13.	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	B	B
14.	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	B	B
15.	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P

B.	Physical Resources	College	District
1.	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	B	B
2.	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	B	B
3.	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	B	B
4.	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	B	B

C. Technology Resources	College	District
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	S	P
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	S	P
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	S	P
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	P	S

D. Financial Resources	College	District
<i>Planning</i>		
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	B	B
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	B	B
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	B	B
<i>Fiscal Responsibility and Stability</i>	<i>College</i>	<i>District</i>
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	B	B
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	S	P

6.	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	B	B
7.	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P
8.	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	S	P
9.	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
10.	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	S	P
	<i>Liabilities</i>	<i>College</i>	<i>District</i>
11.	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12.	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
13.	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
14.	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P
15.	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	B	B
	<i>Contractual Agreements</i>	<i>College</i>	<i>District</i>
16.	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	B	B

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A.	Decision-Making Roles and Processes	College	District
1.	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	B	B
2.	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	B	B
3.	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	S
4.	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5.	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	B	B
6.	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	B	B
7.	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	B	B

B.	Chief Executive Officer	College	District
	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2.	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3.	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. 	P	S
4.	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5.	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6.	The CEO works and communicates effectively with the communities served by the institution.	P	S

C.	Governing Board	College	District
1.	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
2.	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.		P
3.	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.		P
4.	The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)		P
5.	The governing board establishes policies consistent with the college/district/sys- tem mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P
6.	The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.		P
7.	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.		P
8.	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
9.	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.		P
10.	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.		P
11.	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)		P
12.	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.		P

13.	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.		P
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D.	Multi-College Districts or Systems	College	District
1.	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
2.	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.		P
3.	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.		P
4.	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.		P
5.	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
6.	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	B	B
7.	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.		P

	Catalog Requirements	College	District
	<p>The following list of required information must be included in the college catalog.</p> <p>1. General Information</p> <ul style="list-style-type: none"> • Official Name, Address(es), Telephone Number(s), and Website Address of the Institution • Educational Mission • Representation of accredited status with ACCJC, and with programmatic accreditors if any • Course, Program, and Degree Offerings • Student Learning Outcomes for Programs and Degrees • Academic Calendar and Program Length, • Academic Freedom Statement • Available Student Financial Aid • Available Learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members <p>2. Requirements</p> <ul style="list-style-type: none"> • Admissions • Student Tuition, Fees, and Other Financial Obligations • Degrees, Certificates, Graduation and Transfer <p>3. Major Policies and Procedures Affecting Students</p> <ul style="list-style-type: none"> • Academic Regulations, including Academic Honesty • Nondiscrimination • Acceptance and Transfer of Credits² • Transcripts • Grievance and Complaint Procedures • Sexual Harassment 	P	S



MOORPARK COLLEGE SELF EVALUATION

**Certification of Continued Institutional
Compliance with Eligibility Requirements**

E. Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Moorpark College, as part of the Ventura County Community College District, has been granted authority to operate as a degree-granting institution by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC). ACCJC is an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. On February 7, 2014, the College received notification that the Accrediting Commission for Community and Junior Colleges (ACCJC) reaffirmed its accreditation. The decision to continue affirmation of accreditation was based on the College's *Midterm Report* submitted to ACCJC in October 2013. The ACCJC action letter and *Midterm Report* are posted to the College website. The next comprehensive evaluation for accreditation is scheduled for October 2016.

2. Operational Status⁷

The institution is operational, with students actively pursuing its degree programs.

Approximately 14,000 students enroll at Moorpark College each semester. The students, who attend day, evening, and online, pursue a variety of courses that lead to associate degrees, certificates of achievement, and/or transfer to four-year institutions.

3. Degrees⁸

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be two academic years in length.

Moorpark College offers a wide variety of associate and transfer degrees, and certificates of achievement in its academic and career technical disciplines. Academic and career technical programs with associate degrees and certificates of achievement are clearly identified in the *College Catalog*.

⁷ *Institutional Effectiveness Report, 2015*

⁸ *College Catalog*

4. Chief Executive Office⁹

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

At Moorpark College, the president is the chief executive officer, and is responsible for fulfilling policies approved by the VCCCD Board of Trustees. The president's responsibilities include compliance with relevant laws and regulations, ensuring long-range planning, achievement of district goals, and institutional integrity.

5. Financial Accountability¹⁰

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

All financial resources of the District and its Colleges are audited in the District's annual external independent audit. The audit includes an opinion on the financial statements and the financial management system, as well as issues related to federal and state compliance, and recommendations to strengthen internal controls or to improve financial procedures. Moorpark College is a Title IV institution. Its federal funding is integrated into the Ventura County Community College District Final Audit Report. In the most recent audit report, the district received an unqualified opinion, which demonstrates the integrity of the district's financial management system.

⁹ President's Welcome, <http://www.moorparkcollege.edu/departments/administrative/presidents-office>

¹⁰ VCCCD Audit Reports



MOORPARK COLLEGE SELF EVALUATION

**Certification of Continued Institutional
Compliance with Commission Policies**

F. Certification of Continued Institutional Compliance with Commission Policies

Policy on the Rights and Responsibilities of the Commission and Member Institutions

The Commission is committed to partnering with a member institution in a voluntary non-governmental accreditation process that results in mutual commitment to self-regulation, quality assurance to the public, and continuous institutional improvement. The Commission and its member institutions share rights and responsibilities to develop and promulgate Accreditation Standards and an agreed-upon accrediting process for comprehensive review. The institutional Chief Executive Officer is the chief representative of the institution to the Commission. The Commission communicates to the institution primarily through the Chief Executive Officer. (Accreditation Reference Handbook, July 2015)

- (1) The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.*
- (2) The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.*
- (3) The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.*

The College provides information to the public on its current accreditation status through its accreditation webpage. Included on this accreditation webpage is information on how the public can contact the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges to provide comments or file a complaint against the College.¹¹ Although the College has not been notified of any comments or complaints the College and District are committed to responding appropriately. VCCCD Board Policy (BP 3200) states, “The chancellor shall ensure that the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs requiring special accreditation. The chancellor shall keep the VCCCD Board informed of approved accrediting organizations and the status of accreditations. The chancellor shall ensure that the VCCCD Board is involved in any accreditation process in which VCCCD Board participation is required. The chancellor shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.”¹²

In preparation of the College’s fall 2016 comprehensive evaluation visit, the Self-Evaluation Report was posted to the College’s website and portal for review.

¹¹ Accreditation Webpage:

<http://www.moorparkcollege.edu/departments/administrative/presidents-office/accreditation>

¹² Board Policy 3200

- Draft posted to the Academic Senate Agenda (and webpage) on March 31, 2016 for their April 5 meeting¹³
- Draft posted to the VCCCD Board Planning, Accreditation, and Student Success Committee Agenda on April 11, 2016 for their April 14 meeting¹⁴
- Draft sent to the Classified Senate via email on April 14, 2016¹⁵
- Final Draft posted to MyVCCCD portal on April 15, 2016 for college wide review¹⁶
- Final Draft posted to the College's accreditation webpage on April 15, 2016¹⁷

Policy on Institutional Degrees and Credits

An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree and 120 semester credit hours or 180 quarter credit hours for a bachelor's degree. Any exception to this minimum must be explained and justified.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

At the time of a comprehensive review, the Commission will review the institution's policies and procedures for determining credit hours for its courses and programs and how these policies and procedures are applied. The Commission will as part of this review assess whether the institution implements the clock-to-credit-hour conversion formula. The Commission will make a reasonable determination of whether the institution's assignment of credit hour conforms to commonly accepted practice in higher education using sampling and other methods. If, following the review, the Commission finds systematic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution, it must take appropriate action and promptly notify the U.S. Secretary of Education.

As authorized by the California Code of Regulations, Title 5 (Education) section 55063, the VCCCD Governing Board confers the Associate in Arts degree (AA), the Associate in Science degree (AS), the Associate in Arts for Transfer (AA-T), and the Associate in Science for Transfer (AS-T) for students who file an application for degree and meet the respective requirements.¹⁸ The College offers associate degrees that generally do not require more than 60 units.

¹³ Academic Senate Agenda April 5, 2016

¹⁴ PASS Agenda April 14, 2016

¹⁵ Copy of Email to Classified Senate President (NEED)

¹⁶ Screenshot of Portal Posting (NEED)

¹⁷ Screenshot of Accreditation Website (NEED)

¹⁸ Board Policy 4100; Administrative Procedure 4100

An Associate Degree (AA or AS) is an undergraduate academic degree consisting of a minimum of 60 degree-applicable semester units including general education requirements (18 units minimum), major or emphasis requirements, and/or electives. Associate Degrees for Transfer are designed specifically for transfer to the California State University system. These degrees can be completed in 60 CSU-transferable semester units and include coursework in general education, major preparation, and electives (if needed).

In 2014-15 the College conducted a thorough review of its Associate Degree requirements with the intent to ensure that all degree requirements were at 60 units maximum (further discussed in Standard 2A). In addition, unit values were reviewed for all General Education courses, particularly those that were more than three units, confirming that the course content remained consistent with the statewide C-ID's and prepared students to achieve the desired course outcomes. As a result of this curriculum review, most existing degree patterns meet the goal of being no more than 60 semester units. High-unit degrees, (such as the AS with a major in Engineering and the AS with a major in Exotic Animal Training and Management) may require more than 60 units due to the number of course requirements for the major. The Engineering major requirements optimize preparation for upper division coursework for advanced degrees in Engineering offered by four-year institutions; the Exotic Animal Training and Management major requirements thoroughly prepare students to enter into the expanded animal care industry.¹⁹

The College does not offer baccalaureate programs.

Academic credit for courses is based on the California Code of Regulations, Title 5, Division 6, Chapter 6, Subchapter 3, Section 55002.5. The Curriculum Committee and Academic Senate are responsible for ensuring the College follows generally accepted practices for determining academic credit requirements. Credit for all coursework is awarded based on the Carnegie unit, a standard generally accepted in degree-granting institutions of higher education. All Moorpark College credit courses are in compliance with Title 5 regulations. The official Course Outline of Record for each approved credit course identifies the academic credit to be awarded, regardless of the method of delivery. (ER10)²⁰

¹⁹ Engineering Degree Requirements; EATM Degree Requirements

²⁰ College Catalog, page 25; Board Policy 4025; Administrative Procedure 4025; Board Policy 4100; Administrative Procedure 4100

Policy on Transfer of Credit

Accredited institutions have a responsibility to provide for effective transfer of credit that minimizes student difficulties in moving between institutions while assuring the high quality of their education. Each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit including transfer of credits from non-accredited institutions. Institutions shall establish policies on the transfer of credit that are clearly stated and that function in a manner that is fair and equitable to students. At the same time, institutions shall be responsible for careful evaluation of credits that students wish to transfer. Institutions must balance responsiveness to students' preferences about transfer of credit and institutional commitment to the value and quality of degrees, certificates, or other credentials that the receiving institution awards.

Moorpark College describes its policy on transfer of credit in its *Catalog*.²¹ The College accepts credits from accredited institutions recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation. Coursework presented on official transcripts from regionally accredited colleges and universities will normally be granted lower division credit (although exceptions may apply so students are advised to meet with a counselor). Coursework presented on official transcripts from nationally or professionally accredited colleges and universities *may* be eligible for lower division credit based on an approved petition for variance, recommendation for lower division baccalaureate credit by the American Council on Education, or other evaluative alternatives utilized by College counselors. All transfer coursework is evaluated based on the current information and practices specified in the Accredited Institutions of Postsecondary Education by the American Council on Education.

Students transferring to Moorpark College from foreign colleges or universities must have their transcripts translated and evaluated as being equivalent to a regionally accredited institution by one of the member agencies of the National Association of Credentials Evaluation Services or one approved by the California Commission on Teacher Credentialing. Evaluations from other professional credentials evaluation services will be reviewed for acceptability on a case-by-case basis.

The College will recognize and grant credit to service personnel for formal educational training completed in the United States armed forces provided such credit is not a duplication of work taken previously. Service personnel may be allowed credit for formal service school courses offered by the United States military service recommended in the *Guide to the Evaluation of Educational Experiences* in the armed services of the American Council on Education. The credit allowed will be based on the recommendations specified in the *Guide*.

²¹ *College Catalog, 2015-16* (pages 19-20)

Policy on Distance Education and on Correspondence Education

Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

The College provides its students the opportunity to complete coursework through distance education, but does not offer correspondence courses. The definition of distance education and the procedure for course approval and faculty certification (to teach a distance education course) are detailed in the VCCCD Administrative Procedure AP 4105.²²

All class offerings, regardless of delivery mode, follow the same course outline of record (COR) and student learning outcomes (SLOs). All CORs for new courses as well as course updates and revisions are reviewed by the Curriculum Committee. Each proposed or existing course offered by distance education is reviewed and approved separately; requests are made by completing the distance education addendum to the course outline of record.²³

As per AP 4105: Distance Education, when approving distance education courses, the Curriculum Committee certifies the following:

- **Course Quality Standards:** The same standards of course quality are applied to distance education courses as are applied to traditional classroom courses
- **Course Quality Determinations:** Determinations and judgments about the quality of distance education are made in accordance with all course approval criteria and procedures
- **Instructor Contact:** Each section of a course that is offered through distance education will include regular effective contact between instructor and students (see AP 4105 for more detail).

Consistent with federal regulations pertaining to federal financial aid eligibility, the District, and therefore the College, must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. The District portal and online course environment (currently Desire2Learn) requires students to login with a secure ID and password which enables authenticated access to student information and course management system. This practice will continue when the College moves to using a new course management system (Canvas) in fall 2017.

²² AP 4105: Distance Education

²³ Distance Education Addendum Form

Policy on Representation of Accredited Status

An institution must post information for the public concerning its accredited status online, no more than one page (one click) from the institution's homepage. That information will include the representation of accredited status noted below, reports and documents concerning accreditation activities and related data required to be available to the public, and information concerning programmatic accreditation. Representations of accredited status should include and be limited to the following statement. Additional modifiers such as "fully accredited" are not appropriate since no partial accreditation is possible.

(Name of institution) is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd. Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org

The College has an Accreditation link on its homepage. The link directs the viewer to the College's accreditation web page, which is one click from the homepage. This accreditation displays the required statement above, along with updated information regarding the College's accredited status, presented in a timeline format. Included are links to correspondence from the ACCJC along with links to the various College reports submitted to the Commission.

Policy on Student and Public Complaints against Institutions

The Commission requires that each accredited institution have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well publicized.

The College follows clear policies and procedures for handling student grievances and complaints as defined by VCCCD Administrative Procedure 5530: Students Rights and Grievances.²⁴ These policies and procedures are clearly published in the *Catalog* and online.²⁵ The purpose of these procedures is to provide students prompt and equitable means of resolving grievances. Student complaint files are housed in a Dean of Student Learning's division office. Students or community members wishing to file a formal complaint to the Commission about the College may do so following the instructions posted online on the Accreditation website.²⁶

²⁴ AP 5530: Students Rights and Grievances

²⁵ *College Catalog, 2015-16, Appendix III, IV, V, VI, and VII* (pages 266-280) and Title IX Web page

²⁶ Screenshot of MC's Accreditation Website

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.

The College accurately represents the educational programs and services it provides. The *Catalog* accurately reports the official college name, telephone numbers, and the street and web addresses. The College articulates its mission, goals, and values in the *Catalog* as well as online. Other information found in the *Catalog* and online include:

- Courses and course sequencing information
- Degree, certificate, and program completion requirements
- Policies regarding transfer of academic credits from other educational institutions
- Tuition, fees, and policies and procedures for refunds
- Information regarding availability of and requirements for financial aid
- Rules and regulations regarding student conduct
- List of faculty and the degrees they hold
- Statements of academic freedom and none discrimination
- Members of the governing board
- Statement of the College's accredited status

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, comprehensive review, follow-up and special reports, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible only the applicant, candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.

If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission.

The accredited institution's obligation to report any changes in control, legal status or ownership through its substantive change process also applies to related entities.

Currently Moorpark College does not have any non-regionally accredited organizational contracts.

Policy on Institutional Compliance with Title IV

The Commission shall provide the U.S. Secretary of Education notice of the name of any institution it has reason to believe is engaged in fraud or abuse or is failing to meet its responsibilities under Title IV of the HEA, and the reasons for such concern. Except in cases when the matter warrants a confidential report to the U.S. Secretary, the Commission shall notify the institution if its name is submitted to the U.S. Secretary under this provision.

Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education. Institutions that have a default rate requiring a default reduction plan should provide a copy of their plan to the Commission. Commission staff shall review the plan to determine its appropriateness, and to determine if any follow-up action is needed. Excessive default rates in the student loan program may be cause for a special report or evaluation.

During the course of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up action is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.

The purpose of the financial aid office is to facilitate and foster successful academic participation of students who need help funding their education. In accordance with the Higher Education Act of 1965, as amended, the College has established the following Standards of Progress. While maintaining our responsibility as custodians of public funds, the College's objective is to establish a standard that is consistent with institutional goals and philosophies and, at the same time, sensitive to the needs of students.

Student and Program Eligibility

Students must maintain satisfactory academic progress (34 code of Federal Regulations Section 668.34). Students receiving financial aid must be enrolled in an eligible program of study, at their primary college, leading to an associate degree, an eligible vocational certificate, or a transfer program to a four-year college or university. A list of eligible programs can be found on the College's financial aid website.

Application Verification

The District, and therefore the College, is required to verify certain information provided by a student/parent on the Free Application for Federal Student Aid (FAFSA) or California Dream Application. Applications requiring review are flagged by the U.S. Department of Education and California Student Aid Commission. In addition, the College is required to select and verify any

FAFSA that contains incorrect or discrepant information. [34 CFR 668.54(a)(3)]; [34 CFR 668.16(f)]

Default or Overpayment on Title IV Funds

Students who are in default on a student loan or owe a Title IV program overpayment are not eligible for federal aid. If a student owes an overpayment, the debt must be cleared before any federal aid will be disbursed. In the case of a student loan default, financial aid may be reinstated once the student makes satisfactory repayment arrangements with the holder of the loan and proof of such arrangements are submitted to the financial aid office.

Return to Title IV (R2T4)

Federal financial aid is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws from all courses, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

High School Diploma or Equivalent

In order to receive Federal/State financial aid, a student must have a high school diploma or its recognized equivalent.

Attending Hours

The College will disburse financial aid based on attending hours. Therefore, the start date of the student's classes dictates the level of aid in each disbursement.

Freeze Date

The freeze date, in financial aid terms, is the date that the financial aid office will freeze enrollment for all financial aid applicants. On the freeze date, the financial aid system will lock a student's enrollment (units). A student's award will increase or decrease according to their enrollment.

Student Educational Plan

Students are encouraged to make an appointment with an academic counselor to create a personalized student educational plan. At any time, the financial aid office may require a student to create a student educational plan.

Satisfactory Academic Progress (SAP)

The financial aid office establishes standards of academic progress (SAP) in accordance with federal regulations (34 Code of Federal Regulations Section 668.34). To be eligible for financial aid, students must meet or exceed these standards. See *Catalog* for these standards of satisfactory academic progress.²⁷

Fraud

²⁷ *College Catalog, 2015-16* (page 283)

A student who attempts to obtain financial aid fraudulently may be suspended or expelled from the District colleges, and from all financial aid program eligibility, as a result of formal student disciplinary action taken by the College. The District is required to report such instances to local law enforcement agencies and the U.S. Department of Education Office of Inspector General. Restitution will be required of any financial aid received under fraud.



MOORPARK COLLEGE SELF EVALUATION

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

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

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

I.A.1

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

Evidence of Meeting the Standard

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

Vision Statement:

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

Mission Statement:

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

Value Statement:

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

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

The commitment to student learning is also reflected in the Institutional Learning Outcomes¹ which are:

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

The College's Mission² focuses on the core value of creating learning environments that blend curriculum and services to offer students integrated support, inside and outside the classroom, so that students can develop and then achieve their goals. The College's mission clearly falls within the parameters of the California Community College System³ and under the framework of the Ventura County Community College District's Mission Statement⁴. The District Mission Statement was updated during the 2014-2015 academic year. The campus community was included throughout the review process and provided significant input. Several District- and College-level meetings were held, including Y'all Come campus wide meetings and discussions in various venues throughout the campus such as the Academic Senate and the College Mission Workgroup⁵. The updated District Mission Statement was approved by the Board of Trustees in July 2015.⁶ The College then reviewed its own mission statement to ensure alignment with the District Mission, ACCJC revised standards, and current local student and employer needs.

The College Mission Statement was revised to reflect this input and was approved by the Board of Trustees December 8, 2015⁷ (see 1A.4 for a detailed discussion of the Mission review process).

As the Mission Statement indicates, the institution serves a broad range of needs including basic skills, transfer, and career/technical education. The College provides Associate degrees and certificates in a variety of majors in order to provide students with the best options for their future. The College recognizes that in putting "students first" it is important to offer options that will allow all students to complete their education in a timely manner. With this guiding philosophy, the College has been thoughtfully expanding portions of its distance education offerings to meet the needs of primarily Moorpark College students and VCCCD students⁸. Looking toward the future, the College has begun discussion of how it can support the Online Educational Initiative with a potential move to a new learning management system (Canvas).⁹

The College serves a diverse student population, primarily the communities of eastern Ventura County¹⁰. Nearly 75 percent of the students are under the age of 25, with nearly one third of local high school graduates attending Moorpark College each year. In addition, the College actively reaches out to returning adults, veterans, former foster youth, concurrently enrolled high school students, and students

¹ College Catalog (Pg. 10)

² College Mission

³ *Institutional Effectiveness Report, 2015* (pg. 5)

⁴ VCCCD Decision-Making Handbook (pg. 4); District Mission Statement

⁵ District Mission Emails; Y'all Come Agenda/Notes

⁶ VCCCD Board Agenda, July 14, 2015

⁷ VCCCD Board Minutes, December 8, 2015

⁸ Distance Education Committee Minutes, September 2015

⁹ Distance Education Committee Minutes, DATE

¹⁰ *Institutional Effectiveness Report, 2015* (pg. 6)

choosing to complete their higher education requirements through distance learning¹¹. While the open access nature of community colleges means that students enter the institution with a variety of skill sets the College works to ensure that students will have the educational skills they need to be successful by the time they leave Moorpark College.¹²

The College's commitment to the Mission Statement is demonstrated through the integrated program planning process. The College Mission is the benchmark and foundation for all planning, including the *Educational Master Plan*, *Facilities Master Plan*, *Strategic Plan*¹³, Annual Program Plans, Outcomes Assessment, and other planning processes. For example, each student service, academic program, and business service group focuses its planning activities and program outcomes on areas that support the College's mission and strategic goals. The mission and strategic goals also guide the allocation of resources, such as facilities, technology, and faculty hiring. The mission drives educational master planning, and from the *Educational Master Plan*, all subsequent dialogues, plans, and actions flow. Because the decision-making path is tightly woven into the governance structure and the integrated planning dialogue, it too is necessarily bound and informed by the mission philosophy of the College.

Analysis and Evaluation

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

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

Action Plan(s)

None

I.A.2

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

Evidence of Meeting the Standard

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

¹¹ V.E.T.S. Program, Moorpark College Visit May 7th 2015; Veterans Orientation

¹² Variety of Informational Fliers and Orientation Materials

¹³ Strategic Plan Accomplishments – Three-Year Summary

change. The *Educational Master Plan* directs the *Strategic Plan*, the *Facilities Master Plan*, the *Strategic Technology Plan*, and the *Enrollment Plan*¹⁴.

The annual *Institutional Effectiveness Report*¹⁵ provides an update of how well the College is achieving each of the strategic goals and the institutional-set standards for student achievement. Data listed in the *Institutional Effectiveness Report* originate from the California Community College Chancellor's Office Datamart, the *Student Success Scorecard*¹⁶, California and Ventura County demographic data¹⁷, and the VCCCD data system (Banner). Through the analysis of these data, the College determines how well it is meeting its mission to prepare students for transfer and/or employment.

Institutional data are also used in the annual program evaluation and planning processes, which are driven by the mission and linked directly to the strategic goals for the College. Enrollment trends, student achievement and completion rates¹⁸, student satisfaction/perceptions surveys¹⁹, labor market and employment data, faculty workload, and program productivity are all reported, analyzed, and utilized in the program planning and resource allocation processes. The faculty and staff also use assessment results from the Student Learning Outcomes process, monitoring how well students are achieving the competencies measured by institutional-level outcomes, general education outcomes, program-level outcomes and course-level outcomes.

When deficiencies become apparent, the College identifies corrective measures through specific action plans such as the *Student Success Plan*²⁰, *Student Equity Plan*²¹, *Basic Skills Plan*, and annual program plans²².

Analysis and Evaluation

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

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

¹⁴ Strategic Plan 2013-2016; Student Equity Plan, 2015; Enrollment Management Plan, 2013-2016; Strategic Technology Plan, 2012

<http://www.moorparkcollege.edu/college-information/planning-at-moorpark-college>

¹⁵ Institutional Effectiveness Report, 2015; Archived Reports:

<http://www.moorparkcollege.edu/departments/administrative/institutional-effectiveness-office/institutional-effectiveness-reports>

¹⁶ Student Success Scorecard, <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=681>

¹⁷ Alliance website

¹⁸ Student Equity Data for Programs, 2015-16; Distance Education Success Rates Data, 2016

¹⁹ Student Perceptions Survey Analysis, 2015; CSSEE Survey Results and Analysis, 2015

²⁰ Student Success and Support Programs Plan, 2015

<http://www.moorparkcollege.edu/college-information/planning-at-moorpark-college>

²¹ Student Equity Plan, 2015

<http://www.moorparkcollege.edu/college-information/planning-at-moorpark-college>

²² Sample Program Plans

These data are reviewed and analyzed by faculty and staff as part of the processes for setting the College's institutional priorities. For example, in fall 2014, when the College began to develop the *Facilities Master Plan*, the planning committees (comprised of faculty, staff, and managers) quickly realized that the current *Educational Master Plan* had been developed based on data collected prior to a recent state wide budgetary downturn, which could misinform decisions regarding facility needs. Since the *Educational Master Plan* was not yet due to be updated, a collaborative decision was made not to rush through a full revision of the *Educational Master Plan*, but instead to develop an addendum to the plan²³. This addendum included updated data (enrollment trends, county growth forecasts, and current labor market needs) that would lead to a more accurately informed *Facilities Master Planning* process in 2014-2015.

Action Plan(s)

None

I.A.3.

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

Evidence of Meeting the Standard

The College's programs and services are clearly aligned with its mission, as well as the mission for the California Community Colleges. The College offers courses and programs in basic skills, transfer, and career preparation, and provides a wide range of student service and support programs on-ground or online, depending on students' needs²⁴.

Institutional goals²⁵, program development, program improvement, and resource requests are identified and defined through the College's integrated planning processes²⁶. The College began integrated planning in the early 2000s, and the process continues to evolve each year. The most recent changes include adding assessment, program improvement, and reporting to the model to clarify this part of the process. The College's integrated planning model is informed by data analysis and assessment from both internal and external environments.

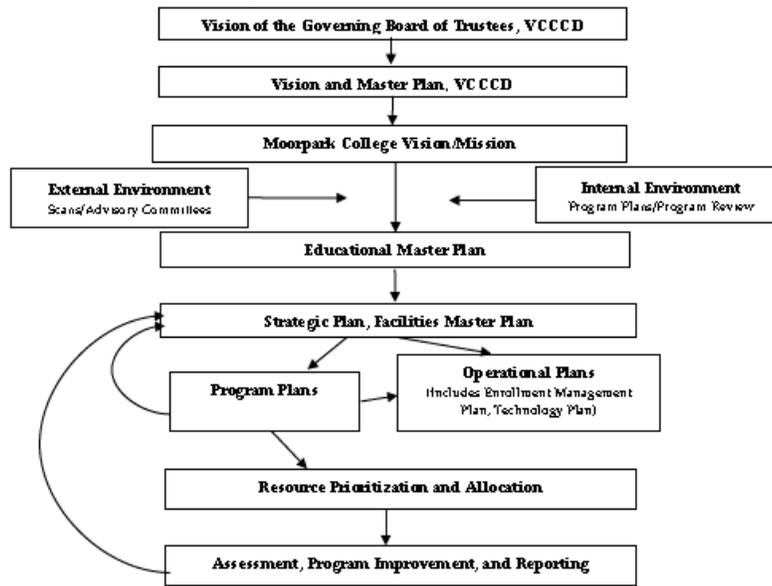
²³ Educational Master Plan Addendum, 2014

²⁴ Substantive Change Proposal, 2016

²⁵ Institution-Set Standards and Goals Proposal; Academic Senate Minutes, January 19, 2016; Student Success & Equity Committee Minutes, February 2016; EdCAP Meeting Minutes, February, 2016

²⁶ *Making Decisions at Moorpark College*

4.1 The College Planning Model: A Schematic



Through the integrated planning process²⁷ any resource request must be linked to a strategic goal, thereby ensuring that all action plans and requests are ultimately linked to the College’s mission. Resource requests are evaluated against campus-approved rubrics²⁸ used by the College’s Standing Committees; these rubrics ensure that the College Mission remains central to the resource allocation process. Needs identified on Program Plans are distributed to the appropriate standing committee which discusses and prioritizes the needs. These prioritizations are then sent as recommendations to the College president and administration team, who then determine funding allocations.

As part of ensuring that distance education is congruent with the mission, the Distance Education Advisory Committee and, more recently, the Distance Education Standing Committee have discussed the place of distance education within the College’s mission²⁹. Under the goal of “serving a diverse community of global learners” and “providing innovative integration of instruction and student services,” distance education falls within the mission of the College³⁰. For example, as part of the College’s commitment to distance education, student support has spent the last few years developing online support for students to ensure equal access to these valuable resources.³¹

Analysis and Evaluation

The College’s programs and services are clearly aligned with its mission, as well as the mission for the California Community Colleges. The College offers courses and programs in basic skills, transfer, and career preparation, and it provides a wide range of student service and support programs for students to utilize on-ground or online, depending on their needs. As the College continues to evaluate its comprehensive program offerings, new programs are developed (or discontinued if necessary) based on data collected and analyzed as part of the planning processes (described in Standard I.A.3). The annual

²⁷ *Making Decisions at Moorpark College*

²⁸ Academic Senate and Deans’ Council Faculty Prioritization documents, Fall 2015

²⁹ Distance Education Committee Minutes, October 13, 2015

³⁰ Substantive Change Proposal, 2016

³¹ List of Student Services Resources available Remotely

program plan and review process has been in place for several years and the process is reviewed and updated each year. The College's integrated planning structure ensures that programs and services remain current, relevant to student need, and aligned with the College Mission.

Action Plan(s)

None

I.A.4.

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

Evidence of Meeting the Standard

The District and College approves revisions or reaffirms the mission statements on a systematic and calendared basis³². The College Mission is validated annually; it is reviewed and updated on a six-year cycle³³. The District Mission was most recently updated in spring 2015 with significant input from the three colleges, (see Standard 1A.1 for a description of the process). The College then evaluated and updated its own Mission statement in fall 2015 to ensure that it continued to support the District Mission, to meet the needs of the community, and to ensure practices consistent with the accreditation process.

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

- 2009 VCCCD Board of Trustees approves Moorpark College Mission Statement (February 2009)
- 2010 College reviews and validates its Mission Statement (Fall Fling 2010)
- 2011 College reviews and validates its Mission Statement (Fall Fling 2011)
- 2012 College reviews and validates its Vision Statement (Fall Fling 2012)
- 2013 College identifies the need to review, and if needed, update the Moorpark College Mission Statement (Fall Fling 2013); A Mission Review Task Force is assigned to review and update the Mission Statement (Fall Fling 2013)
- 2014 Mission Review Task Force updates Mission Statement with potential changes (Fall Fling 2014); Board of Trustees begins District Mission Statement review and update; College Mission Statement update placed on hold, awaiting District Mission approval Community Advisory Committee provides input to District and College proposed missions.
- 2015 Updated District Mission Statement approved (July 2015); Mission Review Task Force reviews and recommends updated College Mission Statement; College reviews and approves updated College Mission Statement (Fall Fling, October 16, 2015); Board of Trustees approves Moorpark College Mission Statement (December 8, 2015)

The annual strategic planning meeting (the Fall Fling) is the College's primary venue to review and discuss the mission statement³⁴. The Fall Fling is attended by faculty, staff, students, and administrators, thereby incorporating the feedback of all stakeholders. This College community discusses how the mission, vision, and strategic goals will guide institutional planning in the coming year. Through this discussion the campus community provides input as to the needs of the College while being reminded of the values and goals that guide the institution.

³² Six Year College Planning (Aug 9, 2015); Agendas from Mission Review Taskforce

³³ Six Year College Planning (Jan 30, 2015)

³⁴ Fall 2013 Mission Statement; Fall Fling Agenda 2014; Fall Fling Attendees List (2011); Fall Fling Attendance (2014)

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

Analysis and Evaluation

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

Action Plan(s)

None

IB. Assuring Academic Quality and Institutional Effectiveness

1.B.1.

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

Evidence of Meeting the Standard

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

College Councils, Senates, and Committees: Through the standing committees, department meetings, discipline meetings, College Councils, Senates, and Associated Students, the College provides significant, ongoing opportunities for dialogue.³⁵ As explained in Standard 4A.3, the standing committee structure allows for broad participation by all constituency groups and therefore provides the best venue to incorporate all perspectives regarding institutional planning. For example, as part of the standing committee structure,

- The Distance Education Standing Committee and the Curriculum Committee oversee the discussion of distance education at the College. In 2014-15 these committees identified the need for an updated distance education addendum to the course outline of record. The Distance Education Committee then recommended a revised addendum, which was sent to the Curriculum Committee for comments and approval³⁶. The Distance Education Committee has reviewed student success and equity data for online and onsite classes, reviewing the gaps and discussing ways in which to close those gaps³⁷.
- The Student Learning Outcomes (SLO) Committee provides a platform for broad discussion on general education outcomes (GEOs), institutional outcomes (IOs), program-level outcomes (PLOs) and course-level outcomes (CLOs). These committee discussions have led to sharing of assessment techniques, as well as discussion on best practices. The Committee created linking documents that clearly show the connection between course objectives, CLOs, GEOs, PLOs, IOs, and the College Mission.
- The institutional effectiveness goals were set by the Student Success and Equity Committee (for student achievement related goals) and Fiscal Planning (for fiscal related goals), after reviewing relevant student success data. The recommendations from these committees were forwarded to the Education Committee for Accreditation and Planning (EdCAP) for review and then to the Academic Senate for discussion and approval.
- The Student Success and Equity Committee analyzed success and equity data and developed plans to support student equity and improve student learning and achievement. Guided by these plans, the Professional Development Committee and Basic Skills Workgroup offered several professional development activities to support these goals. The *Student Success and Support Plan* and the *Student Equity Plan* were vetted through a variety of Councils and approved by the Academic Senate and the District Board of Trustees³⁸.

³⁵ Sample Meeting Minutes

³⁶ Distance Education Committee Minutes, Sept. 25, 2015; Curriculum Committee Minutes, October, 2015

³⁷ Distance Education Committee Minutes, November 2015

³⁸ Academic Senate Minutes, October, 2015; VCCCD Trustees Minutes, November, 2015

Town Halls: These forums occur once to twice a year and are generally led by the president or a vice president, depending on content. Town Hall meetings give the campus a chance to become informed about an important issue. Topics over the past few years have included the effects of budget cuts and accreditation.³⁹

Y'All Comes: These campus wide meetings are usually working sessions where attendees collaborate on ideas and give input. Y'All Come meeting topics have included college vision, mission, value statements; career technical education (CTE); student learning outcomes (SLO); and strategic planning.⁴⁰

Professional Development Week Activities: Professional development activities include both in-house and invited presenters who engage faculty, staff, and administrators in discussions of best practices via presentations, roundtables, and workshops. Recent topics include discussions of student equity and increasing Distance Education student engagement. Through panels and break-out sessions there is broad campus discussion regarding student success, student equity, SLOs, and Integrated Planning.⁴¹

Fall Fling: The annual strategic planning retreat held in the fall semester of each year, allows all campus groups—faculty, staff, administrators, and students—to participate in planning for the coming year. This full-day event also allows time for discussion of the College's mission, values, strategic objectives, integrated planning processes, and learning outcomes. The agendas for previous fall flings show discussions of the mission, the three-year strategic plan, institutional-level outcomes, the budget, and student success and equity to name a few items.⁴²

Program planning process: The annual process provides opportunities for dialogue among faculty, staff, and administrators for every program. Discussions at the program-level take place during division, department, and/or discipline meetings. Faculty, staff, and administrators review a variety of data, such as student learning outcomes results, student achievement results, survey results, institutional effectiveness data, and environmental scanning information. Programs document decisions or action plans for improvement on the annual program plans (see section 1B.5. for a detailed description of the annual program planning process). As part of the annual program planning process, each program meets with the executive vice president, vice president of business services, and the president of the Academic Senate to review and discuss program status, student success and equity data, learning outcome data, program concerns, and short- and long-term planning goals.⁴³

³⁹ Town Hall Meeting Notices

⁴⁰ Y'all Come Meeting Notices

⁴¹ Professional Development Week 2015

⁴² Fall Fling Announcements, Attendees and Materials

⁴³ Samples of Program Planning Documentation and Program Evaluations

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

- Through the conversations held in the Student Learning Outcome and Curriculum Committees, many disciplines have updated the curriculum to include assignments that enhance critical thinking and writing.⁴⁴
- Dialogue in the Student Success and Equity Committee has led to innovative student support services and stronger integration of student services and instruction through the development of a First Year Experience program, to be piloted in fall 2016.⁴⁵
- Increased college wide focus on the importance of student engagement with the new *Facilities Master Plan* including small meeting spaces for students, an increase in the number of student clubs from about 20 to almost 50 active organizations, and with the addition of several new classified positions in student services programs to provide greater support for students.
- Adoption of GradesFirst software came out of conversations in counseling department meetings and District wide technology meetings.⁴⁶
- Dialogue with the other colleges in the District have led to course alignment and more consistent *Catalog* information and college processes.⁴⁷

The program review meetings with the executive vice president are showing there is a campus wide, collective understanding of the student success and equity data, learning outcome data, and discussions of the use of these data in driving program action plans and resource requests.⁴⁸

Analysis and Evaluation

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

Action Plan(s)

None

I.B.2.

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

Evidence of Meeting the Standard

All instructional, student support, and business service programs have defined and assessed appropriate outcomes defined by the faculty and staff of the respective programs. Program faculty and staff analyze the data gathered through the assessment of these outcomes and use this information in program planning and curriculum development. The SLO assessment process is sustained with the assistance of staff in the Office of Institutional Research, the Student Learning Outcomes Committee, the Professional Development Committee, and the faculty SLO coordinator.⁴⁹

⁴⁴ Curriculum Committee Minutes

⁴⁵ Student Success and Equity Committee Minutes

⁴⁶ VCCCD Agenda and Needs Assessments (IB-25)

⁴⁷ VCCCD Articulation Comparable List; VCCCD Discrepancy List

⁴⁸ Program Evaluations

⁴⁹ SLO Committee Minutes, SLO Coordinator Job Announcement

The Office of Institutional Research provides technical assistance in the management of SLO data in the TracDat database system, as well as assistance in the development of assessment methods and the analysis of data gathered through the assessment process. The SLO Committee discusses process and facilitates broad conversations across campus regarding SLO assessment. The Professional Development Committee supports the process by providing a variety of professional development activities associated with student learning.⁵⁰ The role of the faculty SLO coordinator is to guide and support faculty and staff as they work through assessment processes and to connect them to the Office of Institutional Research or professional development activities as needed, providing access to resources on best practices and training to program faculty and staff.

Although the College has adopted a five-year assessment calendar⁵¹, aligned with the five-year curriculum cycle⁵² the student and business service programs assess outcomes more frequently. For example, the business services programs (for example bookstore, fiscal services, financial aid, and maintenance and operations) developed an online survey that is sent annually to all faculty and staff, and then a separate, but similar, survey to all students, asking for satisfaction levels with the different services provided. The results of these surveys are used as part of the annual Business Services Balanced Scorecard, which guides them in program improvement discussions.

Similar student satisfaction surveys have been administered by student service programs⁵³. In addition to surveys, Student services assess student outcomes by conducting cohort studies with the help of the Office of Institutional Research. For example, the student health center monitors the levels of equitable student access through a study of students visiting the student health center, disaggregating information by student demography and services sought.⁵⁴ Similarly, tutorial services evaluates student access to tutoring services, but is also working with the Office of Institutional Research to find ways to assess any improvements in students' achievement in classes following tutoring sessions.⁵⁵

Instructional programs follow the approved five-year assessment cycle (which aligns with the five-year curriculum cycle) for course and program-level outcomes by collecting assessment data for courses that have been taught during the five-year period. At the end of the five-year cycle, the program faculty meet with the faculty SLO coordinator (in the year prior to the curriculum review) to analyze assessment data and to determine if there is a need to update curriculum or adjust/modify/add new learning outcomes.⁵⁶ This assessment plan ensures that learning outcome data inform curricular changes.

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

- In biology, faculty reviewed assessment results and learned that students were consistently failing to meet the assessment goals determined by the program faculty. At first, based on the initial discussions about the assessment results, faculty determined to modify and update the

⁵⁰ Faculty Development Workshops on Student Learning

⁵¹ Five-Year SLO Assessment Cycle, Academic Senate Approval (Minutes), October 16, 2012

⁵² Five-Year Curriculum Cycle

⁵³ Student Services Satisfaction Survey Analysis, May 2015 and May 2016

⁵⁴ Student Health Center Usage Report, Fall 2015

⁵⁵ Tutorial Services Usage Report, Fall 2015

⁵⁶ SLO Review Meetings 2014-15 and 2015-16

assessment tools; unfortunately this did not result in improved assessment scores. Additional discussions led the faculty to create an online assessment process that connects embedded tutorials for students who do not meet the desired passing rate; when students do not achieve the desired pass rate, they are prompted to complete the online tutorial component, and then they are prompted to re-take the relevant assessment.⁵⁷

- The English department provides support for full- and part-time faculty to ensure consistency in expectations across the department. This department uses a grading rubric as the basis for conversations and training of new and part-time faculty.⁵⁸ The rubric (“standard grading criteria”) lays out expectations for grading of essays. It is posted on the department website and distributed to new faculty at orientation, as well as emailed each fall to the entire College faculty. The rubric is revised periodically to refine and clarify its language.
- The world languages department evaluated how well students understood the cultures associated with the languages they were studying. Based on the analysis of the assessment, the Course Outlines of Record have been updated to require increased time emphasizing culture.⁵⁹

The criteria for evaluating student learning outcomes for courses that are offered via distance education are the same as for onsite courses. To help improve retention and success in online courses, the Distance Education Committee and the Professional Development Committee provide a variety of professional development trainings, including full-day training sessions during fall professional development week, “Coffee Break” (now known as “Steal an Idea”) online instructor cohort sessions, mandatory training for new online instructors, and ongoing training to ensure that faculty learn new course management systems (such as Desire2Learn).⁶⁰

As a result of the focus on distance education over the past few years, several improvements have been made:

- The Curriculum Committee revised the distance education curriculum addendum, based on a recommendation from the Distance Education Committee, to require specific details on how faculty members ensure regular and substantive contact with students⁶¹
- Created a ‘Best Practices’ document for instructors teaching distance education classes and recommended the document to the Academic Senate⁶²
- Planned and implemented the DE Institute held during professional development week⁶³
- Analyzed student success and equity data (disaggregated by student demography) for distance education classes, which led to a discussion on how to close identified gaps⁶⁴
- Solicited feedback from the College regarding the proposed move to the Canvas course management system⁶⁵
- Solicited feedback from the faculty regarding professional development topics related to Distance Education⁶⁶
- Discussed consistent Distance Education training for faculty across the District⁶⁷

⁵⁷ Biology Department’s SLO Assessment

⁵⁸ English Department’s Grading Rubric

⁵⁹ World Languages Department’s Meeting Notes and Updated Course Outlines of Record

⁶⁰ Survey on Blog Workshop, Fall 2013 Materials; Survey on CCCConfer; Coffee break Materials, 2010 and 2011; Professional Development Offerings 2014 and 2015; IT Training Record 2012-13

⁶¹ DE Addendum

⁶² Academic Senate Minutes, October 2015 with DE Best Practices Handout

⁶³ Distance Education Institute, 2015

⁶⁴ Distance Education Committee Minutes, October 2015

⁶⁵ Distance Education Committee Minutes, DATE

⁶⁶ Distance Education Committee Minutes, DATE

⁶⁷ Distance Education Committee Minutes, DATE

Finally, to connect program-level assessment with institutional-level planning, program faculty and staff discuss the progress on learning outcomes during the annual program review meeting with the executive vice president, vice president of business services, and president of the Academic Senate. Programs request resources based on learning outcomes assessment results; these conversations have led to program improvements including a new engineering lab, improved lighting in art studios, dedicated space for student veterans, and online tutoring for students.

Analysis and Evaluation

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

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

The creation of the Student Learning Outcome Committee in fall 2014 strengthened the College's existing practices and supported learning outcomes. Under the guidance of the SLO Committee, faculty and staff reviewed all courses and programs to ensure that the learning outcomes at the course (or program) level were current, appropriate, and relevant. Faculty and staff linked each course objective to a course- and program-level outcome, a general learning outcome (as appropriate), and an institutional-level outcome.⁶⁸ This process ensures that the learning outcomes and assessments established for each course, program, certificate, and degree are current and reflect the mission of the College. Learning outcomes for programs, degrees, and certificates can be found in the *College Catalog*, TracDat, and CurricuNet. TracDat is a software system that allows discipline faculty to track and monitor program plans learning outcomes, and the assessments.

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

⁶⁸ SLO Mapping Documents

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

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

Action Plan(s)

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

I.B.3.

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

Evidence of Meeting the Standard

College-set standards for student achievement are identified and the College's progress in meeting these standards is published in the *Institutional Effectiveness Report* (beginning with the 2015 report) and reported to ACCJC each year in the Annual Report. In addition, the College has identified institutional effectiveness goals, based on the recent work on the Institutional Effectiveness Partnership Initiative at the state-level; progress in meeting these standards will be published in the 2016 *Institutional Effectiveness Report*, as well as online.⁶⁹

The institution-set standards for successful course completion, degree and certificate completion, and transfer to four-year universities were determined through analyses of trend data and through broad conversations that took place as part of the College's governance process. After reviewing five-year trend data in several governance committees, the College community set its benchmarks (critical set points) and its short- and long-term goals for achievement outcomes.⁷⁰

Analysis and Evaluation

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

⁶⁹ <http://www.moorparkcollege.edu/departments/administrative/institutional-effectiveness-office/institutional-effectiveness-reports>

⁷⁰ Institution-Set Standards, Committee Discussions, 2015 and 2016

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

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

The College’s progress toward meeting these goals is documented in the annual *Institutional Effectiveness Report* (beginning with the 2015 report)⁷¹ and monitored and evaluated by governance groups such as Academic Senate, Student Success and Equity Committee, Distance Education Committee, EdCAP, Dean’s Council, and Student Services Council. Any potential achievement gaps will be addressed in the appropriate action plans, such as the *Student Equity Plan* or *Student Success and Services Program Plan*.

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

Action Plan(s)

None

I.B.4.

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

Evidence of Meeting the Standard

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

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

⁷¹ Institutional Effectiveness Report, 2015 (pgs 24-35)

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

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

In spring 2013, as part of its strategic planning and student success and equity efforts, the College examined program success rates for onsite versus online courses. This analysis revealed lower completion and success rates for distance education classes than onsite classes across the campus. Based on these data, the college slowed distance education growth and focused on understanding barriers to success and improving online success and completion rates across disciplines. In fall 2013, the executive vice president appointed a Distance Education Workgroup. The workgroup researched, analyzed, and developed an updated Distance Education Addendum that more thoroughly addressed the need for regular and effective instructor-initiated contact and student interaction. In fall 2014, the executive vice president convened a Distance Education Advisory Council to develop and promote best practices for online teaching. As a result of this data analysis and the resulting focus on planning, online resources allocated (for example, online tutoring), professional development, and faculty commitment to providing a quality distance education program, in student success rates in distance education courses have risen significantly. Between fall 2010 and fall 2014, success rates rose 10 percent, from 58 percent to 68 percent, in distance education courses, compared to a 3.5 percent increase in success rates for onsite courses during the same period.⁷²

Analysis and Evaluation

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

- Program-level student success and retention, disaggregated by student demographics.
- Program-level student success and retention by instructional mode of delivery (online vs. onsite).
- Course-level student success and retention, disaggregated by student demographics.
- Student demand and interest.
- Student completion for degrees and certificates.

⁷² Substantial Change Proposal, 2016

- Industry demand (for CTE programs in particular).
- Results from student learning outcomes assessment (course-level and program-level).
- Results from the nationwide Community College Survey on Student Engagement.
- Results from district wide and program specific student satisfaction surveys.
- Specific student service and business surveys.

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

Action Plan(s)

None

Institutional Effectiveness

I.B.5.

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

Evidence of Meeting the Standard

The College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. As described in *Making Decisions at Moorpark College*, “The goal of all planning is program effectiveness and program improvement. The Assessment Model established by the College closes the circle of planning, assessment, and program improvement. There are three primary components of the assessment model: the College Mission, the assessment of institutional effectiveness, and the assessment of program effectiveness. The assessment model includes quantitative and qualitative summative measures of institutional effectiveness, as well as formative measures of student learning outcomes.”⁷³

The College assesses and evaluates the accomplishment of its mission through the analysis of a variety of data. These data are reported at the institutional-level through the *Institutional Effectiveness Report* and at the program-level through annual program review and planning. Quantitative and qualitative data are analyzed by program faculty, staff, and administrators. The analyses then drive action steps that are described in the annual program plans. The data are also analyzed in broad groups such as in professional development activities held each fall semester.⁷⁴

Annually, the Office of Institutional Research provides to each program quantitative data gathered from a variety of data sources (such as historical Banner records and data from the California Community College Chancellor’s Office Datamart):⁷⁵

- Program productivity, student completion, and student demand
- Program-level student success and retention, disaggregated by student demography
- Program-level student success and retention by instructional mode of delivery (onsite vs. online)

⁷³ *Making Decisions at Moorpark College* (pg. 35)

⁷⁴ Fall Flex 2015; Professional Development Workshops on Student Equity, October 2015 and March 2016

⁷⁵ Program Review Data Reports, 2015 Packets

- Program-level student equity data, disaggregated by subpopulation such as age, ethnicity, and gender
- Industry demand (for CTE programs in particular)

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

Every year, through the program planning process, each program assesses its performance over the previous year and explains future goals.⁷⁶ The template includes various sections to ensure that the College is accomplishing its mission and using qualitative and quantitative data to improve institutional effectiveness, namely:

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

The responsibility for program planning starts with faculty and staff: those with expertise and familiarity with the program are the ones developing the plan. This process also requires dialogue among chairs, deans, and supervisors so that there is an agreed-upon plan for every program. Each year, every program group meets with the executive vice president of Student Learning, the vice president of business services, and the president of the Academic Senate to discuss the program's and strategies, use of learning outcomes to improve student success and equity, and identifying how program learning outcomes are linked to resource allocation requests and program growth.⁷⁷ At the end of the program plan review meeting, the programs are given a "recommended course of action" (no action needed, strengthen program, reduce the program, review for discontinuance) and provided with comments from the executive vice president and plans for improvement. Programs have an opportunity to respond to these comments in writing. *Making Decisions at Moorpark College* sets out the timeline of program review, which remains the same so that deadlines are routinized and plans meet budgetary deadlines.⁷⁸ Requests for technology, facilities, and hiring resources must be included in the program plan, with a rationale linked to data showing need. The requests are then pulled from the program plans and disseminated to the relevant standing committees for consideration.

Distance education is integrated into the planning process at the program-level by the use of data on student success and equity. At the college-level, all courses are reviewed for appropriateness to the College's Mission through the curriculum process (see Standard 2 for a detailed discussion of the curriculum process). The Distance Education standing committee analyzes the specific challenges that these courses face (such as course success rates and student equity) and proposes potential solutions.⁷⁹

⁷⁶ Sample program plans

⁷⁷ Program Evaluations

⁷⁸ *Making Decisions at Moorpark College* (pg. 24-25)

⁷⁹ October 2015

Analysis and Evaluation

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

In addition to adding prompts to the program plan template, the College continues to improve how program plans are used in resource allocation. The budgeting process, over the last six years, has strengthened the tie between data analysis and the resource prioritization that is conducted in governance committees, such as in the Fiscal Planning Committee (where classified personnel requests are prioritized), Academic Senate and Deans' Council (where full-time faculty requests are prioritized), and Facilities Technology Committee on Accreditation and Planning (F/TCAP) (where facility and technology requests are prioritized). In January 2016, the CTE Committee requested that the program plan template be modified to add another section for CTE programs to provide information that will help in future decisions about the allocation of grant monies (Perkins and CTE grants).⁸⁰

Action Plan(s)

None

I.B.6.

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

Evidence of Meeting the Standard

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

The most comprehensive document that addresses achievement gaps found in specific student populations is the *Student Equity Plan*. The *Student Equity Plan* provides data analysis and detailed action steps for improving student achievement, setting a specific achievement goal and timeframe for each activity defined. It also describes planned budget and resource allocation and explains the evaluation methods for assessing progress in reaching goals for improving outcomes.⁸¹

In addition to institutional-level data analysis on equitable student achievement, each program analyzes its own student achievement trends.⁸² Successful course completion and program completion data are

⁸⁰ CTE Workgroup Minutes, January 28, 2016

⁸¹ Student Equity Plan, 2015

⁸² Sample Program Plans, 2015

disaggregated by student demography. Learning outcome results are collected and reviewed at the course and program-level by faculty, staff, and administrators. Plans for remediation of performance gaps are identified in the annual program plan and are discussed during the program review meetings with the executive vice president, vice president of business services, and the president of the Academic Senate. (Examples of such remediation are identified in Standard IIA and Standard IIC.)

Analysis and Evaluation

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

An example of institutional-level remediation strategies is recent professional development opportunities. Faculty and staff have had several opportunities to learn from state wide experts on best practices for improving equitable student success and achievement⁸³ both through attending external conferences, and through bringing in experts for campus wide discussions and learning opportunities. In addition, the College provides venues for the College community to share experiences and best practices in committees such as the SLO Committee, Distance Education Committee, and in department conversations and meetings.⁸⁴

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

Action Plan(s)

None

I.B.7.

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

Evidence of Meeting the Standard

The decision-making process outlined in *Making Decisions at Moorpark College* identifies areas of cyclical assessment of policies and practices.

College Mission:

⁸³ Professional Development Workshop Topics, 2013, 2014, 2015

⁸⁴ SLO Committee Minutes, 2014-15 and 2015-16

As described in detail in Standard I, the College Mission is evaluated by the Mission Statement Taskforce, Community Advisory Group, Academic Senate, and other campus committees and validated at the annual campus wide strategic planning meeting (Fall Fling)⁸⁵. A formal update occurs every six years. The annual review keeps the mission timely, widely disseminated, and at the center of strategic planning. The six-year cycle allows consistency in long-term planning but is updated frequently enough to be responsive to community needs and reflect state wide changes.

Educational Master Plan and Strategic Plan:

The *Educational Master Plan* is reviewed every ten years; it forms the basis of the three-year *Strategic Plan*, which is reviewed every year by the Academic Senate and at the fall fling to reflect the most important short-term issues that face the College.⁸⁶

Facilities Master Plan:

The *Facilities Master Plan* is reviewed every ten years and supports the *Educational Master Plan*. The *Facilities Master Plan* was most recently updated in 2015.⁸⁷

Making Decisions at Moorpark College:

Making Decisions at Moorpark College is revised bi-annually, and incorporates feedback from all constituents (Deans' Council, VP Council, Academic Senate, and Standing Committees).

Program Plans:

EdCAP's first charge is to "evaluate the program planning process and recommend modifications as needed." Procedures, forms, and timeline are considered annually by the committee at the end of every program plan cycle, which affects instructional programs, student and learning support services, and resource management. Any recommendations are discussed by the Academic Senate before being considered for adoption by the administration. Any changes are published in EdCAP's minutes and then reiterated at the start of the new cycle through the membership of the committee (all deans, department chairs, and coordinators or designees). Department chairs and lead faculty also receive training on program planning during fall Flex Week. Some examples from EdCAP of how the College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services can be seen in changes that were made to the templates, procedures, and timeline of the program planning process:⁸⁸

- 2012: signatures of discipline faculty required on the program plan evaluation report to ensure wider faculty involvement in the program plan meetings.
- 2013: timetable expanded to allow extra time for the executive vice president to give final recommendation for programs and for faculty to respond to the final evaluation.
- 2014: increased refinement in the categories of facility and technological resources able to be requested on program plan template.

Standing Committees:

All standing committees are required to review, update, and publish goals in relation to the charges at the start of the academic year, and then to list the accomplishments at the end of the year. This encourages evaluation of governance and decision-making roles, and the accomplishments and challenges of the preceding year are incorporated into the following year's goals. The documents from each committee are posted to the College website. The formulation of annual goals and then the assessment of accomplishments, along with the annual review of *Making Decisions at Moorpark College*, have led to

⁸⁵ Fall Fling Agenda and Materials, 2014

⁸⁶ Educational Master Plan

⁸⁷ Facilities Master Plan

⁸⁸ EdCAP Minutes, 2012, 2013, 2014

several changes in the charges of standing committees. Examples include the F/TCAP which combined two committees into one to ensure better communication.⁸⁹ The Faculty Development Committee became the Professional Development Committee and its charge was expanded to cover staff as well as faculty development.⁹⁰

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

Distance Education:

The College gathers evidence about the effectiveness of distance education learning programs through the collection of student success and completion rates disaggregated by student population.⁹¹ This data is disseminated to all disciplines and analyzed at the course and program-levels through the annual program planning process. The Distance Education Committee discusses institutional-level success and equity data comparing difference between on ground and online classes.⁹² Student and learning support services have developed support systems for online students and assess the effectiveness of those services.⁹³ The annual Student Perception Survey allows support services to better understand the needs of online students and to know if they are meeting those needs.⁹⁴

Analysis and Evaluation

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

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

A good example of these discussions resulting in improved processes is the continued improvement of the program planning process, as described above in Standard IB.5. The program planning template and process are reviewed at EdCAP every year and adjusted to improve identified communication or planning gaps, and to reflect new state-level initiatives and accreditation standards.⁹⁵ This annual evaluation of the program review and planning process keeps the process relevant.

Action Plan(s)

None

⁸⁹ FacilitiesCAP/TechnologyCAP Proposed Membership Changes; *Making Decisions at Moorpark College* (pages regarding FacTec CAP)

⁹⁰ Professional Development 2014 and Professional Development 2015

⁹¹ Distance Education Student Success Report, 2016

⁹² Distance Education Committee Minutes, October 2015

⁹³ SmartThinking Usage Report, September 2015; Student Services Satisfaction Survey, 2016

⁹⁴ Student Perceptions Survey Analysis, 2015

⁹⁵ EdCAP Minutes, 2012, 2013, 2014 (same as footnote 88 above)

I.B.8

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

Evidence of Meeting the Standard

The College is committed to an environment that fosters transparency both for groups on campus and for the community. To achieve this, the College uses several measures to evaluate its performance and circulates this information in a variety of ways. The table below summarizes the types of data collected and how the College publishes its data and analysis internally and externally.⁹⁶

Data Type	Source of Data	Availability
Geographic and demographic	<ul style="list-style-type: none">• Educational Master Plan• Institutional Effectiveness Report• Annual District-Level Snapshot Reports	VCCCD portal, via email to the campus, and online at the College website
Student achievement	<ul style="list-style-type: none">• Educational Master Plan• Institutional Effectiveness Report• Student Equity Report• Student Success Scorecard• Student Learning Outcomes	VCCCD portal, via email to the campus, and online at the College website, and program pages on College website
Student engagement	<ul style="list-style-type: none">• Community College Survey of Student Engagement (CCSSE)• VCCCD Student Perceptions Survey• MC Student Services Satisfaction Survey	VCCCD portal, via email, online at the College website and presented to Student Services Council and the Student Success and Equity Committee
Business services balanced scorecard	<ul style="list-style-type: none">• Campus wide survey	College's website

⁹⁶ College Planning Website: <http://www.moorparkcollege.edu/college-information/planning-at-moorpark-college> ;
Institutional Effectiveness Website: <http://www.moorparkcollege.edu/departments/administrative/institutional-effectiveness-office>;
Program Review Website: <http://www.moorparkcollege.edu/departments/administrative/institutional-research/program-review>

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

Data	Source of Data	Availability
Quantitative data: productivity, faculty/student ratio, full-/part-time faculty ratio, contact hours and workload	Office of Institutional Research	Annual program plan College intranet (MCShare)
Qualitative data: narrative analysis of state of the program	Internal and external scans of workplace and 4-year educational institutions; career-technical and academic advisory committee; state and local budget projections	Annual program plan College intranet (MCShare)
Student learning outcomes	Gathered by those in the program	Annual program plan TracDat CurricUNet (see above) Program pages on College website (see above)
Student success and equity on ground and online	Office of Institutional Research	Annual program plan productivity data College Intranet (MCShare) College Website

Analysis and Evaluation

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

Where appropriate, results of assessment and evaluation are disseminated electronically via the VCCCD portal, email, and/or the College website. Institutional-level student achievement and completion data have been provided to program faculty and staff through the College website, as well as through the annual *Institutional Effectiveness Report*, for over a decade.⁹⁷ Program-level data, including completion rates for degrees, certificates, and courses, as well as assessment results for student outcomes, have been provided to program faculty and staff through printed program review reports, but beginning in 2016, these assessment and evaluation results will be posted online as part of an institutional effectiveness interactive “dashboard” (with the implementation of new Tableau software).

Externally, the College relies on electronic communication of its evaluation results through the College website as evidenced above, at advisory meetings, Board of Trustee meetings, and through the *Annual VCCCD Institutional Effectiveness Report*.

⁹⁷ Institutional Effectiveness Website: <http://www.moorparkcollege.edu/departments/administrative/institutional-effectiveness-office>;

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

Action Plan(s)

None

I.B.9.

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

Evidence of Meeting the Standard

All programs engage in continuous, broad based, systematic evaluation and planning, integrating program review, planning and resource allocation in a comprehensive process. The annual program plan template integrates program review and program planning, and therefore serves as the foundation for allocating human, physical, technological, and financial resources. Each year, every program meets with the executive vice president, the vice president of business services, and the president of the Academic Senate to review its program plan and discuss the next year's goals, desired outcomes, and the requested resources that the program believes will best support its program improvement plans.

Making Decisions at Moorpark College lays out timelines and sequences for budget development, material resource allocations, and establishing hiring priorities for faculty and classified staff as well as for the overall program planning process itself.⁹⁸ Since all programs submit program plans—academic, student services, and business services—this process includes all areas of the College. As the timeline indicates, the process is routinized, yet still leaves opportunity for groups to make changes to the process to better support needs. The process is data-driven (Standard 1.B.5 describes the types of data used), supporting the College's Mission. All requests for human resources, facilities, and technology must go through this process to ensure that resource requests align with the *Educational Master Plan* and the strategic objectives. Programs identify requests as short-term (1-3 years) or long-term (3-5 years).

Once all programs have submitted the resource requests on the annual program plan, lists of requests are compiled and forwarded to the appropriate standing committees (Fiscal, F/TCAP, Academic Senate) for review and prioritization.⁹⁹ Committee members form work groups and analyze requests using an evaluation rubric, evaluating how the request aligns with the mission of the College and how it will help improve institutional effectiveness and academic quality.

In addition to the various committees' review of resource requests in the annual program plan, each program meets face to face with the executive vice president to review its action plans and to evaluate the vitality of the program. The vice president of business services, the president of the Academic Senate, the dean, department chair or program lead/supervisor, and program faculty and/or staff are all included in these discussions.¹⁰⁰ These conversations ensure that all College programs continue to work

⁹⁸ *Making Decisions at Moorpark College*

⁹⁹ Samples of Program Planning Documentation and Program Evaluations

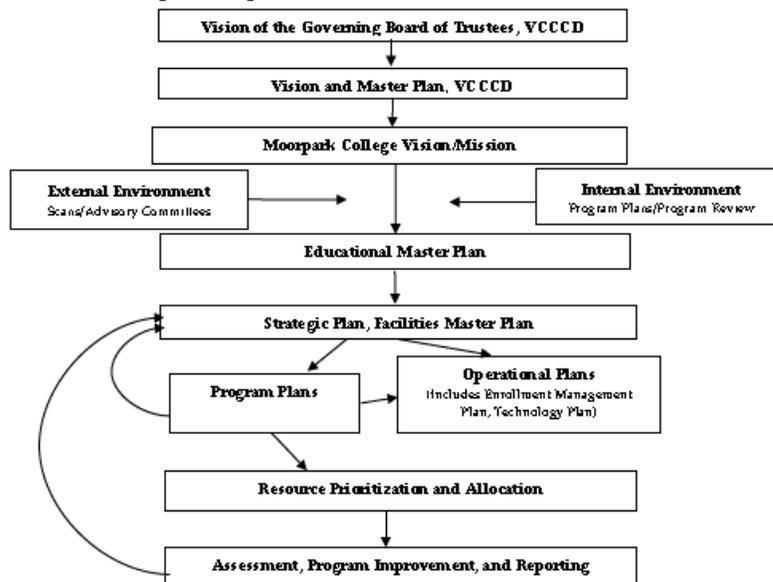
¹⁰⁰ Program Planning Discussions and Materials

toward the fulfillment of the College’s strategic objectives, which are tied to the mission. For each program the executive vice president completes a program plan evaluation to document the conversation.¹⁰¹ The executive vice president presents a summary of the status of all programs to the EdCAP and presents a formal summary to the president and president of the Academic Senate.¹⁰² Examples of improvements based upon needs and evidence documented in program plans and subsequently approved through the decision-making structure described in *Making Decisions at Moorpark College* include:

- Major renovations of the zoo (Exotic Animal Training and Management).
- Renovations of gym facilities (Athletics).
- Improvement in lighting and high digital projects (Art History).
- Re-instatement of the Instructional Laboratory Assistants from 10 months to full time (Biology and Anthropology).

In addition to the improvement plans identified in the annual program plan, the College also develops operational plans for campus wide initiatives such as the *Student Success and Support Plan*, *Basic Skills Plan*, and *Student Equity Plan*. It also develops operational plans to address core operations such as enrollment management and technology planning. All of these plans align with the goals set forth in the *Strategic Plan*,¹⁰³ which address the key challenges identified in the *Educational Master Plan*, which in turn support the College Vision and Mission Statements, as well as the District’s Vision and Mission Statements.¹⁰⁴

4.1 The College Planning Model: A Schematic



¹⁰¹ Program Evaluations

¹⁰² Program Status Report to EdCAP

¹⁰³ MC Strategic Plan

¹⁰⁴ *Making Decisions at Moorpark College*

Analysis and Evaluation

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

A current example of integrated planning includes the College's integration in 2014-15 of the *Student Success and Support Plan*, *Student Equity Plan*, and the *Basic Skills Plan* in order increase efficiency, reduce redundancy, and maximize the use of resources.¹⁰⁵ This integration of planning will continue as the College continues to address additional State initiatives for CTE, professional development, and other grant funding.

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

Action Plan(s)

None

¹⁰⁵ Budget Spreadsheet for SSSP and Student Equity 2014

IC. Institutional Integrity

I.C.1.

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

Evidence of Meeting the Standard

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

The College Catalog

Information found in the *College Catalog* includes State and District Board Policies and Administrative Procedures, the mission statement, program-level student learning outcomes, and descriptions of educational programs and student support services. The *Catalog* is reviewed by all instructional programs, student services, and business service areas each year to ensure accuracy. Final review of the *Catalog* falls under the Office of Student Learning and is supervised by the executive vice president.¹⁰⁶ Annual updates reflect changes in the law, District Board policy, and College protocols.

The *Catalog* is clear and easy to understand written with the intended student reader population in mind. It includes a table of contents, a glossary of terms, and a detailed appendix section to cover Board policy as it pertains to students. The structure allows users to find vital information quickly and provides a detailed and definitive resource to staff and students. Any changes after the official publication date are made through an ongoing online addendum process.¹⁰⁷ The *Catalog* is available in a searchable online format at the College website and in print at the College bookstore.

The College website

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

¹⁰⁶ Catalog Update Deadline Notice, 2014 and 2016

¹⁰⁷ Catalog Addendum, 2013-2014

The College accreditation status is located on the accreditation webpage. The link to accreditation status is one click away from the home page. The accreditation webpage includes a variety of accreditation reports and Commission letters to the College. It also includes the accreditation status for several accredited programs, including nursing and radiologic technology.

College Communication

In fall 2015, the College began publishing AXIS, a newsletter to inform community members about the College and its programs.¹⁰⁸ The College provides timely communication to students through program newsletters and electronic monitors located throughout the campus, the student portal system, and the college marquee. The College provides timely communication to employees through faculty and classified staff handbooks, the employee portal system, and the email system.

Analysis and Evaluation

Communicating accurate information to students, prospective students, faculty, and staff is highly valued at Moorpark College. The College website has become a critical tool for providing accurate and timely information. To assist new students, the College has developed and produced an informative new online student orientation, as well as mini orientation videos aimed at providing “just in time” information to our students.¹⁰⁹ Key information required for student enrollment and student services is accurately maintained and updated. In addition, the College webpage provides links to calendared events, mandated public meeting information, career pathways and gainful employment information, and student achievement reports (the Student Success Scorecard). Recently, the College began providing an addendum to the annual *College Catalog*,¹¹⁰ providing up-to-date information on curriculum and policies. It also provides a “Student Services Syllabus” each semester that provides information on each of the student support service areas (including updated hours of operation and contact information).¹¹¹ To support students who take distance education courses, the College provides an online services webpage.

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

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

Action Plan(s)

None

¹⁰⁸ AXIS Newsletters

¹⁰⁹ Online Student Orientation: <http://www.moorparkcollege.edu/apply-and-enroll-0>

¹¹⁰ College Catalog Website: <http://www.moorparkcollege.edu/apply-and-enroll/college-catalog>

¹¹¹ Student Services Syllabus

I.C.2.

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

Evidence of Meeting the Standard

Moorpark College publishes an online *College Catalog* on the College website, and printed copies of the *Catalog* are available for purchase at the College bookstore and on reserve in the library. The *Catalog* contains general information such as College contact information, the College Mission and values, programs and courses and program learning outcomes. It also includes information regarding requirements for admission, financial obligations, and graduation and transfer. In addition, all relevant Administrative Procedures, such as those concerning sexual harassment, nondiscrimination, academic freedom, and the grievance process, are detailed in the appendix. The *Catalog* includes all information required by ACCJC Eligibility Requirements (as demonstrated in the Introduction of this self-evaluation). The information in the *Catalog* is applicable to all students regardless of course mode of delivery (on ground or online). Beginning in fall 2015, an online addendum was added to the website to reflect major changes that occur after the publication of the *Catalog* so that students have access to the most current information. The annual *Catalog* update goes through an extensive review process to ensure current and accurate information.¹¹²

The *Catalog* describes the different types of distance education options that the College offers and describes how students will interact with faculty for each type (online, hybrid, and online with onsite testing).¹¹³ The *Catalog* describes the frequency of interaction:

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

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

Analysis and Evaluation

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

Action Plan(s)

None

¹¹² College Catalog

¹¹³ College Catalog (pg. 43-44)

I.C.3.

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

Evidence of Meeting the Standard

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

Data Type	Source of Data	Availability
Geographic and Demographic	<i>Educational Master Plan Institutional Effectiveness Report Annual District Level Snapshot Reports</i>	College website, VCCCD portal, and email to college community
Student Achievement	<i>Educational Master Plan Institutional Effectiveness Report Student Equity Report Student Success Scorecard Student Learning Outcomes CTE Outcomes Survey</i>	College website, program outcome pages, VCCCD portal, email to campus community, Standing Committees, and Academic Senate
Student Engagement	Community College Survey of Student Engagement (CCSSE) VCCCD Student Perceptions Survey Student Services Satisfaction Survey	College website, VCCCD portal, email to campus community, online at the Student Success and Equity Committee webpage, and presented to Student Services Council

Analysis and Evaluation

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

Action Plan(s)

None

I.C.4.

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

Evidence of Meeting the Standard

The *College Catalog* contains the complete listing and description of all degrees and certificates.¹¹⁴ Every discipline section contains a description of the degree or certificate available, a list of requirements to fulfill that specific degree, and the program-level student learning outcomes. This information is reviewed every year by program members to ensure accuracy and currency. In addition to the *Catalog*, all AA-T degrees have a pamphlet that is available throughout the campus which describes the degree/program requirements. The institution assures that the *Catalog* information is accurate through the review process described in 1C.1. The *Catalog* is available online to all students regardless of the mode of delivery of the class.¹¹⁵

Analysis and Evaluation

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

Action Plan(s)

None

I.C.5.

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

Evidence of Meeting the Standard

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

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

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

Analysis and Evaluation

Moorpark College procedures and publications are reviewed on a regular cycle to ensure accuracy and currency. The review and discussions take place in a variety of standing committees, councils, and

¹¹⁴ College Catalog

¹¹⁵ <http://www.moorparkcollege.edu/apply-and-enroll/college-catalog>

District committees. This process ensures transparency and campus inclusion, while also ensuring consistency across the District as appropriate to best support students. Board Policies and Administrative Procedures are reviewed on a regular five-year cycle. The *College Catalog* is reviewed annually.

Action Plan(s)

None

I.C.6.

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

Evidence of Meeting the Standard

The College website is the main source of information for current and prospective students in regards to total cost of education. Tuition and fees are listed on the college information pages on student registration requirements and processes.¹¹⁶ The financial aid office provides detailed information on the total cost of education, meeting the requirements of Title IV, including links to gainful employment information and cost information for each of our career technical education certificates; it does this through website information, financial aid online videos, and through workshops hosted by financial aid staff.¹¹⁷ The College bookstore's searchable database allows students to see the prices for required and optional textbooks (new, used, and rented) for their upcoming courses.¹¹⁸

The curriculum review process requires course outlines to note any additional fees or instructional materials associated with the course (see Standard II for full description of the curriculum process). Any additional fees for a course are noted both in the *Course Catalog* and in the online schedule of classes that students use to register.¹¹⁹

Analysis and Evaluation

The College accurately informs current and prospective students regarding the total cost of education. The webpages for financial aid, registration, gainful employment, and the College bookstore provide current cost information for our students and prospective students. These webpages are carefully monitored and updated so that the students have the most up-to-date and accurate information.

Action Plan(s)

None

¹¹⁶ Paying For College Website: <http://www.moorparkcollege.edu/apply-and-enroll/paying-for-college>

¹¹⁷ Financial Aid Website: <http://www.moorparkcollege.edu/departments/student-services/financial-aid>

¹¹⁸ Bookstore Website:
<http://venturacollege.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=78236&campusId=78236&userId=-1002&catalogId=10001&ddkey=http:BNCBMultiCampusPageCmd>

¹¹⁹ Information on Materials Fees

I.C.7.

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

Evidence of Meeting the Standard

The VCCCD Board of Trustees has approved a policy on academic freedom.¹²⁰ Board Policy 4030 was updated in spring 2013 and is published in the *College Catalog*. The Academic Senate’s statement of support for academic freedom can be found in the *Faculty Handbook*, and is included in the *American Federation of Teachers Collective Bargaining Agreement*. The *Faculty Handbook* is posted on the Faculty Resource page on the College website. All faculty and students are covered under the same Board policies regardless of the mode of delivery of the class. The Academic Senate has also adopted a Faculty Code of Ethics, published on the Academic Senate webpage. The *College Catalog* also includes a Student Code of Conduct.¹²¹

Analysis and Evaluation

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

Action Plan(s)

None

I.C.8.

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

Evidence of Meeting the Standard

District Board Policy 5500, reviewed and updated in 2014,¹²² addresses student conduct and honesty. The Board Policy is available on the District website for reference by the general public and is published in print and online in the *College Catalog*. The *College Catalog* also includes a statement of the College definition of and position on academic dishonesty¹²³. In the *Faculty Handbook*, faculty members are encouraged to include a statement on academic dishonesty in their syllabus.¹²⁴ The *College Catalog* explains the Student Discipline Procedures resulting from student misconduct.¹²⁵

The College has a mechanism for informing and enforcing its policies on academic honesty. The College has a well-established Behavioral Intervention Team (BIT) which includes a dean, the health center coordinator, a member of campus security, and a faculty member; as of fall 2014 an additional faculty

¹²⁰ Academic Freedom, BP4030

¹²¹ Student Code of Conduct, Catalog (pg. 268-280, 276, 285)

¹²² Student Code of Conduct, BP 5500

¹²³ Academic Dishonesty, Catalog

¹²⁴ Academic Dishonesty Notifications (Faculty Handbook; Syllabus Sample; Welcome Back Letter Sample)

¹²⁵ Student Discipline, Catalog Appendix VII

member joined the team. This team processes formal grievances and addresses student disciplinary issues. The Behavioral Intervention Team has streamlined the reporting of issues by creating an electronic form which allows faculty to report student conduct violations online and provide all evidence in electronic format.¹²⁶

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

Analysis and Evaluation

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

Action Plan(s)

None

I.C.9.

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

Evidence of Meeting the Standard

Several documents make clear the College's commitment to professional conduct in the classroom. District Policy and Administrative Procedure 7205 states that faculty "do not allow their private interests, whether personal, financial, or of any other type, to conflict or appear to conflict with their work-related duties and responsibilities."¹²⁷ VCCCD Board Policy 4030 states that "the primary purpose of a College exploration of ideas is to promote the exploration of ideas and the discovery and dissemination of knowledge and understanding."¹²⁸ The *Faculty Handbook* states that a faculty member is "entitled to freedom in the classroom in discussing his or her subject, but should be careful not to introduce into the teaching controversial matter which has no relation to the subject." Through new faculty orientation, all faculty members are made aware of their responsibility to present information in a fair and objective way in the classroom.¹²⁹ In addition, the Academic Senate's Statement of Professional Ethics reinforces the Board Policy: "In communicating our knowledge to students, we accept an obligation to do so with self-discipline, good judgment, and intellectual honesty."¹³⁰

Analysis and Evaluation

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

¹²⁶ Maxient Database System

¹²⁷ Employee Code of Ethics BP 7205

¹²⁸ BP 4030

¹²⁹ New Faculty Orientation Materials

¹³⁰ Statement of Ethics

Action Plan(s)

None

I.C.10.

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

Evidence of Meeting the Standard

The College does not seek to instill specific beliefs or world views in students, faculty, or staff. However, the College does have specific codes of conduct for employees and students and the *Faculty Handbook* references the Right of Advocacy and Free Expression.¹³¹ The Student Code of Conduct is published in the *College Catalog*.¹³² The Employee Code of Ethics (BP 7205), reviewed by the District every five years, is found in the *VCCCD Administrative Procedures Manual* and is located on the District website.¹³³

Analysis and Evaluation

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

Action Plan(s)

None

I.C.11.

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

Evidence of Meeting the Standard

The College does not offer classes in foreign locations.

I.C.12.

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

Evidence of Meeting the Standard

The College demonstrates integrity and transparency in its relationship with the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and with other external agencies. In its last comprehensive accreditation visit in fall 2010, the Commission found seven District recommendations and four College recommendations.¹³⁴ In this last comprehensive visit, the

¹³¹ Faculty Handbook

¹³² College Catalog

¹³³ Employee Code of Ethics

¹³⁴ 2010 MC Accreditation Self Study Report and ACCJC Correspondence

College received full accreditation. In the following year (2012), based upon the District recommendations, the College was placed on probation. Each of the District recommendations was addressed to the satisfaction of the Commission in 2013 probation was removed and full accreditation was reaffirmed. The *Midterm Report* submitted in October 2013, was accepted by the Commission in February 2014. A required report on the status of student learning outcomes was completed in 2012, with the College demonstrating “proficiency” in its SLO assessment as required by the Commission at that time. Correspondence between the two organizations is posted on the College website via an accreditation link found on the homepage.¹³⁵ Additional reports as required by the ACCJC, such as curriculum changes and *Substantive Change Proposals* have been completed in a timely manner.

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

Analysis and Evaluation

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

Action Plan(s)

None

I.C.13.

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

Evidence of Meeting the Standard

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

- USDA Zoo accreditation for Exotic Animal and Management Program¹³⁶
- California State Board of Registered Nursing (BRN) and Accreditation Commission for Education in Nursing (ACEN) formerly NLNAC¹³⁷
- UCLA Honors Accreditation¹³⁸
- Joint Review Committee of Education for Radiologic Technology (JCERT)¹³⁹
- National Association for the Education of the Young Child Accreditation for the Child Development Center¹⁴⁰

¹³⁵ Accreditation Website: <http://www.moorparkcollege.edu/departments/administrative/presidents-office/accreditation>

¹³⁶ USDA Zoo Accreditation

¹³⁷ NLNAC Accreditation Final Report

¹³⁸ TAP Report 2011 and Response to TAP Recommendations

¹³⁹ JCERT Accreditation

¹⁴⁰ NAEYC Accreditation

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

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

Analysis and Evaluation

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

Action Plan(s)

None

I.C.14.

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

Evidence of Meeting the Standard

The College is a non-profit organization that provides high-quality education to members of the surrounding communities and to more distant students electing to complete online courses and programs.

The College Foundation is designated to receive donations from individuals, corporations, and foundations to support student retention and success through scholarships or grants. The majority of these funds support educational scholarships. By awarding an estimated \$250,000 of internal and external scholarships or grants annually, the Foundation broadens the educational opportunities of students. In 2016, the College implemented the online scholarship and grants application (NextGen).

The Foundation also supports College academic program fundraising efforts, such as the annual exotic animal and management training “Boo at the Zoo”.¹⁴¹ Proceeds from this event help offset the costs associated with the instructional zoo facility, which allows a hands-on educational experience for the students.

The College’s partnership with outside agencies such as Barnes and Noble are entered into only when it is ultimately beneficial to our students¹⁴². This partnership offers students far wider access to cost savings on textbooks than the College was able to provide when it ran the bookstore independently. Barnes and Noble’s purchasing power gives students access to textbook rental options, as well as lower prices.

¹⁴¹ Boo at the Zoo Promotional Materials

Analysis and Evaluation

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

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

Action Plan(s)

None



MOORPARK COLLEGE SELF EVALUATION

Standard III: Resources

Standard III.A: Human Resources

III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The Ventura County Community College District (VCCCD) assures the integrity and quality of its programs and services by employing individuals who are qualified by appropriate education, training, and experience necessary for the positions in which they serve. The District ensures recruitment of sufficiently qualified applicants by requiring candidates to participate in a competitive selection process that assesses the knowledge, skills, and abilities identified as essential to successful performance in the job.

Based on the identified needs of the organization, the District establishes classifications for all positions in both the academic and classified services to allow for the appropriate assignment of responsibilities to personnel. The classifications describe the representative duties, the knowledge, skills, and abilities required to perform the duties; and the education, training and experience minimally necessary for employment consideration. The District develops all classification specifications in collaboration with subject matter experts familiar with the needs of the organization and the duties to be assigned within the respective classifications.

Minimum qualifications for administrators, faculty and staff are enforced by the VCCCD to ensure personnel are qualified to provide and support programs and services. Review of qualifications is conducted in agreement with the established procedure defined by VCCCD Board Policy.¹ The criteria and procedures for hiring classified employees are established by the Personnel Commission and the minimum qualifications for academic positions are established by the Legislature and the Board of Governors in consultation with the Academic Senate of the California Community Colleges.²

For academic personnel, in addition to state wide academic qualifications, the District identifies qualifications that are focused on knowledge, skills, and abilities of instructors, counselors, librarians, and other student services faculty, as determined by the hiring dean after consultation with faculty in the discipline and in collaboration with the human resources department. Job requirements also include diversity qualifications; individuals must demonstrate “sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community College students.” These criteria are included in standard language on all District faculty job announcements.³ All job announcements are posted on the human resources (HR) page of the District website.⁴ The Colleges and

¹ BP 7211

² BP 7120

³ BP 7211; California Code of Regulations, Title 5, section 53022; (job description with the diversity statement highlighted)

⁴ (Evidence – website/screenshot, Sample job description – faculty/dean)

District have begun discussing the goal of reflecting equity-mindedness and inclusiveness in all job announcements.⁵

The College has written hiring procedures for each of the three employee groups: Administrative/Management, Full- and Part-Time Faculty, and Classified. Currently, AP 2170 is being revised to include interim and emergency hiring procedures.⁶ These procedures are posted in HR Toolbox.⁷ Hiring committees assess the degree to which applicants meet the minimum and desirable qualifications for positions, both through the screening of applications and interviews.

Job descriptions for administrative and classified employees include the specific responsibilities of the position.⁸ A standard responsibility in administrative job descriptions is participation in the development of annual and long-term plans. Thus, each administrative job description is linked to the College Mission and priorities. Job descriptions are often revised when a position is vacated in order to ensure that emergent needs are being met.⁹ These revisions are related to institutional mission, goals, and priorities.

The job announcement for each full-time faculty position serves as the job description. Instructional guidelines and faculty resources are outlined in the Faculty Handbook.¹⁰ The collective bargaining agreement further outlines the full-time faculty member's responsibilities and expectations.¹¹ The job announcement for each part-time faculty position serves as the job description. However, the collective bargaining agreement outlines various policies and procedures for part-time faculty.¹²

The Office of Human Resources accepts applications on an ongoing basis, as well as through targeted recruitment when there is not a sufficient number of part-time faculty to meet instructional, counseling, and/or library needs.¹³ Part-time faculty openings are also listed on the HR website.¹⁴ The selection committee for each part-time faculty position consists of the department chair, academic administrator, and at least one faculty member from the department or a closely related discipline. The academic administrator and the department chair/coordinator (or designee) serve as the co-chairs of the screening committee. Through a rigorous paper screening and interview process, hiring committees assess the degree to which candidates meet the needs of the department.

There is no formal, written hiring procedure for part-time, hourly, temporary classified personnel. Since these employees are temporary, the hiring procedure consists of completing required employment documents and an interview with the supervisor to ensure that the candidate has the skills and experience to perform the essential functions of the position.¹⁵

The recruitment and selection policies and procedures meet the requirements of the California Educational Code and Title 5 Code of Regulations, and were developed in collaboration with the Academic Senate.¹⁶ The policies and procedures require District staff, experts in the subject matter and services to be performed, to participate in the process by serving on screening committees. Screening

⁵ (Ev: DCHR minutes, EEO Plan).

⁶ (Evidence: DCHR minutes?)

⁷ (Evidence: screenshot or copy of the procedures from there?)

⁸ (Ev. 4 sample job descriptions with resp highlighted)

⁹ Sample Job Description Update: IDS job description

¹⁰ Faculty Handbook

¹¹ (Ev. 12, 13, AFT agreement – sections highlighted)

¹² (AFT agreement – section highlighted)

¹³ (Ev 9 sample of part-time pool recruitment –screenshot or announcement?)

¹⁴ (Ev. 10 screenshot)

¹⁵ (Evidence: provisional form)

¹⁶ AP 7120 (A, B, C, D, and E)

committees typically consist of tenured faculty, managers, and classified employees, as appropriate. For all selection processes, a human resources department representative serves as a facilitator to ensure that hiring processes are consistently followed in accordance with established policy, procedures, and rules. The facilitator organizes the process and is present at each stage, from the organizational meeting through the selection of candidates to present to the president. Facilitators participation at presidential interviews is typical, but not mandatory. All hiring facilitators attend a mandatory training sessions developed and presented by the human resources department to ensure that all facilitators understand and follow the District hiring procedures.¹⁷ Facilitators explain the process to hiring committee members at the organizational meeting for faculty and administrative hiring processes. A human resources specialist explains the process to committee participants during each step of the classified employee hiring process.¹⁸

The human resources department advertises jobs in a variety of electronic and printed mediums to ensure geographically broad and demographically diverse recruitments. Advertisements are typically listed in the Chronicle of Higher Education, InsideHigherEd.com, HigherEdJobs.com, Registry-California Community College State Chancellor's Office, Hispanics in Higher Education, Blacks in Higher Education, and Monster.com. Additional sources are utilized as appropriate, and typically at the request of the experts in the subject matter and services.¹⁹

Faculty members are involved in the selection of new faculty through their participation on screening committees. Members of the screening committees (faculty and academic managers) determine which applicants are well qualified for the position and which should be forwarded to the College president for final consideration. These committees evaluate whether applicants meet minimum qualifications, develop screening criteria, review application materials, and interview applicants.²⁰

Effective teaching is evaluated in the interview process. Applicants answer questions and provide a teaching demonstration designed to allow assessment of their teaching ability. Screening committee members who are experts in the subject matter assess the effectiveness of the teaching demonstration and the appropriateness of the responses to the interview questions.

For classified positions, the human resources department places applicants on eligibility lists following successful completion of the examination process developed in collaboration with subject matter experts familiar with the needs and mission of the organization. Only those candidates deemed qualified through successful performance in a competitive screening process are considered for employment.

The human resources department verifies experience and education qualifications for newly hired personnel in several ways. The hiring manager checks references with previous employers to verify experience. The hiring manager then forwards the results of the reference checks to the director of employment services/personnel commission for review. The human resources department staff verifies educational qualifications by reviewing official copies of transcripts and obtains verification through a third-party agency that such degrees were conferred.²¹ Candidates possessing degrees from non-US institutions must provide an evaluation of their transcripts by an agency recognized by the National Association of Credential Evaluation Services. The director of employment services/personnel commission reviews and verifies the evaluation. A formal offer of employment is not extended to a

¹⁷ (Evidence: announcement/agenda?)

¹⁸ (Evidence: sample process?)

¹⁹ (Sample advertisement?)

²⁰ (Ev: sample hiring recommendation form)

²¹ New Hire Processing Procedure for full-time and part-time faculty from HR

potential candidate until the hiring manager receives final approval from the human resources director that the candidate meets all minimum qualifications and requirements.

It is rare to advertise specifically for academic personnel who will teach as part of the distance education program. All academic personnel must have the skills to teach on-ground courses. Faculty may be scheduled to teach a distance education course once they have been “certified” to teach online. The College provides local training in a District wide online teaching environment (Desire2Learn). This training includes an introduction to online instruction, an overview of the specific technical requirements and tools found in Desire2Learn, and an online pedagogy course.²² Once a faculty member has completed the training, the division dean may assign him/her to a distance learning course. Faculty members who teach online courses are evaluated as part of the regular evaluation process, ensuring the integrity and quality of those courses.²³ The District is transitioning from D2L to Canvas. Faculty members are required to complete a training session before teaching with the new system.²⁴

Analysis and Evaluation

The Ventura County Community College District has well-defined policies and procedures to ensure the integrity and quality of its hiring processes. The institution employs administrators, faculty, and staff who are qualified by appropriate education, training, and experience in order to support programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Both program and subject-matter experts participate with administrative staff in the development of job descriptions, to ensure that positions support the institutional mission and goals and that job descriptions accurately reflect the duties, responsibilities, and authority of specific positions.

Over the past two years, there has been a high turnover at the District and College with an extensive use of Interims to fill vacancies of high level administrative positions.

Action Plan(s)

The College working with the District Council on Human Resources (DCHR) will complete and submit for Board review BP/AP 2170 with expanded wording to include policy and procedure related to interim hiring and emergency hiring.

The College working with human resources will attempt to broaden and clarify job announcements related to equity hiring practices.

Standard III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The Ventura County Community College District requires that faculty members possess the minimum qualifications for their respective disciplines as established by the Legislature and the Board of Governors

²² NEED EVIDENCE of training materials????

²³ NEED EVIDENCE OF Evaluations???

²⁴ (Evidence: training)

in consultation with the Academic Senate of the California Community Colleges. In addition to state wide academic qualifications, the District identifies qualifications that are focused on knowledge, skills, and abilities of instructors, counselors, librarians, and other student services faculty. Job requirements also include diversity qualifications; individuals must demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community College students.²⁵ The recruitment and selection Board Policies and Administrative Procedures (BP/AP 7120-B) meet the requirements of the California Educational Code and Title 5 Code of Regulations, and were developed in collaboration with the Academic Senate.²⁶ To ensure the employment of qualified personnel, the Human Resource Department enforces qualification requirements for all regular academic positions.

The minimum and desirable qualifications for faculty hired to teach “for credit” courses are cited on job announcements and include the appropriate degree(s), professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution.²⁷ Each job announcement indicates the minimum educational requirement for the position pursuant to the Minimum Qualifications for Faculty and Administrators in California Community Colleges.²⁸ The hiring committee reviews transcripts of applicants to ensure that the minimum educational qualification is met, which verifies discipline expertise. Where degree equivalency evaluation is required, the applicants are forwarded to the Academic Senates and District wide equivalency committees for determination of degree equivalency. A resume or curriculum vitae is required for all faculty vacancies. This practice allows selection committees to review and assess professional experience, discipline expertise, and scholarly activities.

Minimum experiential qualifications include teaching, which applicants demonstrate by providing lists of their past and current teaching assignments, and may be required to provide a teaching demonstration. Faculty announcements also include curriculum development and assessment of student learning outcomes as responsibilities, and this experience is assessed by selection committees both through supplemental questions and interview questions. For example, several new faculty members have been hired in career technical education disciplines with particular emphasis on developing new curriculum to support growth in these programs. Examples include accounting, environmental science, and computer science.²⁹

Both California Education Code and Title 5 of the California Code of Regulations require that applicants for faculty and administrative positions demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and racial/ethnic backgrounds of community College students.³⁰ This particular qualification is related to the candidates’ potential to contribute to the mission of the College. Selection committees also assess this qualification through supplemental and/or interview questions related to working with diverse groups of students and experience with programs that support student retention.³¹

Hiring committees use rubrics for screening to define the first level of “effective teaching”. Supplemental and/or interview questions related to teaching pedagogy, classroom strategies that support different learning styles, and teaching demonstrations are also used by selection committees to assess teaching skills. All full-time faculty positions require a final interview with the College president, the executive

²⁵ NEED copies of job announcements

²⁶ VCCCD AP 7120-B Recruitment and Hiring: Faculty

²⁷ Faculty Job Announcement

²⁸ Minimum Qualifications for Faculty and Administrators in California Community Colleges

²⁹ Faculty Job Announcement

³⁰ Education Code Section 87360; Title 5, California Code of Regulations (Faculty Required Qualification)

³¹ Supplemental Questions (Faculty Job), Interview Questions (Faculty Job)

vice president, dean of student learning, and department chair for the program. These interviews provide another option for the College to assess whether candidates have adequate and appropriate knowledge of the subject matter, along with an understanding of the additional responsibilities of the full-time position related to College service and professional development.

Faculty members continue to expand their knowledge and skills by attending conferences, trainings, and other professional development activities.³² Faculty may also apply for sabbaticals.³³ Faculty members also enhance their qualifications through their participation in a variety of professional development activities identified in Standard III.A.14.

Moorpark College employs 165 full-time and 344 part-time faculty members as of fall 2015. All meet the minimum qualifications for program disciplines as defined by the California State Chancellor's Office. The names and degrees of full-time faculty are published in the *College Catalog*.³⁴

Analysis and Evaluation

Moorpark College values the importance of the hiring process in supporting the mission of the institution. The College has been successful at attracting and hiring qualified, enthusiastic, dedicated full and part-time faculty members. Faculty qualifications include knowledge of the subject matter and requisite skill for the service to be performed. In fact, many full-time faculty members exceed the minimum educational requirement for their respective positions, with many faculty members having obtained a Ph.D. either prior to or during their employment at VCCCD.

Hiring processes are clearly defined and followed for all faculty, staff, and administrator positions. Job descriptions include a variety of job duties, including curriculum development and assessment of student learning. The College has hired several new faculty members with the goal of developing new curriculum to expand a variety of CTE programs. Hiring committees ask specific interview questions and require teaching demonstrations to determine if candidates have appropriate knowledge of their subject matter.

The importance of hiring is a core value of the College faculty, staff, and administrators. This is evidenced by the large number of people who willingly participate on full and part-time faculty hiring committees each semester. The process is rigorous and often time-consuming, but committee members agree to participate because of the critical need to higher exceptionally qualified faculty to support student success and achievement goals.

The College and District will consider improvements to the hiring process to more fully determine sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and racial/ethnic backgrounds of community college students. Currently, the District's EEO Committee is developing recommendations for testing sensitivity to diversity that is effective and consistent District wide.

Action Plan(s)

None

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

³² Great Teacher Seminar, Equity Summit Announcement

³³ Sabbaticals and Projects

³⁴ List of Faculty and Degrees from College Catalog (page XXX)

Evidence of Meeting the Standard

The Ventura County Community College District ensures all administrators and staff possess minimum qualifications as defined by its Board Policy (BP 7211).³⁵ Qualifications for all administrators and other employees are clearly stated in job announcements, and the educational and experiential requirements for academic administrators are in compliance with law and regulation.³⁶ Desirable qualifications for academic and classified administrators are determined based on the needs, goals, and priorities of the department and institution. They are also developed with the intent of sustaining and/or improving the institution's effectiveness and the quality of its programs.

The knowledge and abilities required for each classified professional position are identified in the job description. Each supervisor in consultation with the personnel commission identifies desirable qualifications for classified professional positions based on the scope of the assignment and the goals and priorities of the department. Supervisors seek input from appropriate faculty and staff when determining these desirable qualifications. Job classifications are assessed and updated on a regular basis.

The College assesses qualifications necessary to perform duties stated in the job descriptions during the paper screening process of applicants and further during the interview process.³⁷ Administrators and classified staff continue to expand their qualifications through participation in conferences and other professional development activities.

Analysis and Evaluation

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Screening and interview processes are applied to assess the degree to which applicants possess the necessary qualifications to perform the duties of the position being filled. Minimum and desirable qualifications take into account the institution's needs related to effectiveness and program quality. Opportunities for expansion of knowledge and skills are available through conferences and other professional development activities.

Action Plan(s)

None

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The Office of Human Resources works collaboratively with the hiring committees and College Academic Senates in reviewing transcripts to ensure that applicants meet the minimum educational requirements as stated in job announcements.³⁸ Only degrees from accredited institutions are considered to meet the educational requirement.

When questions related to equivalency arise, a District wide Equivalency Committee (DWEC) is convened to review the application documents and make a decision regarding the faculty qualifications. The committee includes an Academic Senate president and discipline faculty from each College. The ruling of the equivalency committee is final. Required degrees held by faculty, administrators, and other

³⁵ BP 7211

³⁶ Administrator Job Announcement

³⁷ Minimum Qualifications Appraisal Form and Sample Interview Questions

³⁸ Job Announcements: with min quals highlighted

employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalency has been established by an approved agency.

Applicants who have earned degrees from institutions outside of the United States must provide official evaluations of the foreign degrees at the time of application. This is stated in the “application procedure” portion of the job announcement for faculty positions.³⁹ The HR website guides applicants to agencies that provide this service.⁴⁰

The Moorpark College faculty members are required to complete an online training program prior to teaching online. The Distance Education Committee is currently working with the other Colleges in the District to develop consistent online training modules

Analysis and Evaluation

Human Resources works collaboratively with hiring committees and the Academic Senate to review transcripts to ensure required degrees held by faculty, administrators and other employees are verified to be from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if transcripts have been verified by a recognized agency. The Academic Senate and discipline faculty form District wide Equivalency Committees (DWEC) to review questions regarding equivalency that may arise.

Action Plan(s)

None

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The College has separate evaluation processes for faculty, classified staff, and administrators. Each group follows systematic procedures and timelines. Each process has specific criteria for evaluation and a component related to professional development. The processes seek to assess effectiveness of personnel and encourage improvement. All results of personnel evaluations and follow-up actions are documented and placed in the employee’s personnel file. In the event that a performance improvement plan is recommended for an employee, a timeline for follow-up is documented in the plan.

All regular and probationary faculty and staff are evaluated regularly and systematically utilizing processes agreed-upon by the collective bargaining units (AFT and SEIU).⁴¹ The faculty evaluation procedures include a variety of components, including teaching, professional quality, job performance, department responsibilities, and supporting students. Contract and regular faculty evaluation procedures and timelines are being followed in accordance with the contract. In the event there are areas for improvement, these are documented, along with timelines for improvement.

³⁹ Job Announcements

⁴⁰ Screenshot of website guides for applicants

⁴¹ Regular (Tenured) and Contract (Tenure-Track) Faculty Evaluation Process

The evaluation process for part-time faculty is administered in a consistent and timely fashion, with deans and department chairs overseeing the implementation of the process.⁴² Evaluations of part-time faculty is focused on development and support to improve teaching and student support. Evidence of the improved job performance and benefit to the faculty member and the College is the significant number of part-time faculty who move into full-time positions at the College or other institutions.

Part-time faculty members are evaluated during the first four semesters of employment and at least once every three academic years thereafter. As at-will employees, part-time faculty are not guaranteed continued employment. However, part time faculty earn “longevity” or seniority after completion of five semesters of service which governs the order in which assignments are received. Longevity can be lost as a result of poor evaluations. The results of evaluations are also taken into consideration when determining future assignments of part-time faculty. Part-time faculty are encouraged to participate in professional development activities when particular areas are in need of improvement.

The evaluation process for regular and probationary classified employees is outlined in Article VII of the Collective Bargaining Agreement.⁴³ The evaluation tool includes the following components: work quality, work habits, working relationships, demonstration of judgement and initiative, punctuality and attendance, safety, and communication. The tool also includes a component related to training and development.⁴⁴ In the event that a work plan is developed for a classified professional, it is formal and identifies timelines for improvement and follow-up. Probationary employees have a six-month probationary period. Regular classified employees are evaluated annually.⁴⁵

The process for administrative employees is outlined in human resources procedures.⁴⁶ This process applies to all administrators, with the exception of the chancellor. The evaluation process is intended to provide timely feedback to administrators regarding their work performance in order to meet program/area goals and to ensure that these employees are supporting the College’s mission and values. The purpose of the evaluation of administrative staff is to: 1) promote and support appropriate leadership and management skills; 2) improve the overall operation of the organization; and 3) assist the administrator in growth and development of professional abilities.

Administrators are evaluated on the following components: communication; leadership; and administrative skills. The process includes recommendations for improvement. Training and development is also considered in the evaluation process. Administrative evaluations are completed annually. Any actions related to improvement are formal, timely, and documented.⁴⁷

Faculty who teach online courses are evaluated using the same criteria and process as on-ground evaluations, as outlined in the AFT contract.⁴⁸ Distance education instructors are evaluated for regular and effective contact as part of this evaluation process.

Analysis and Evaluation

Moorpark College follows a systematic process for evaluating regular and probationary personnel and full- and part-time faculty at stated intervals, and all of the processes have written criteria for evaluating performance of assigned duties and participation in institutional responsibilities and other activities

⁴² Part-Time Faculty Evaluation Process

⁴³ Collective Bargaining Agreement (Classified Professionals)

⁴⁴ Evaluation Form for Classified Professionals

⁴⁵ Evaluation Form for Classified Professionals

⁴⁶ Administrator Evaluation Form

⁴⁷ Administrator Evaluation Form

⁴⁸ Faculty Evaluation Form

appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement.

It is expected that all evaluations are completed in accordance with stated intervals and within established timelines. All results of personnel evaluations and follow-up actions are documented and placed in the employee's personnel file. In the event that a performance improvement plan is recommended for an employee, a timeline for follow-up is documented in the plan.

The number of evaluations and the extent of these meetings in providing meaningful feedback requires an extensive time-commitment from the College administrators and faculty. However, the College believes that this is a wise investment in staff and faculty to support student success and improve institutional effectiveness.

The human resources department is investigating the possibility of using an electronic document management technology platform to assist with gathering and compiling data for evaluation reports. It is hoped that this will streamline the process and lessen the workload on evaluators. Additionally, the District currently has no technological ability to track compliance with evaluation deadlines and historical performance ratings for individual or groups of employees,.

Action Plan(s)

The District will assess the feasibility of using an electronic tool to assist in gathering data for evaluations of all employees. The District and Colleges will provide additional training opportunities for evaluators related to an effective performance evaluation process.

III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

At Moorpark College, every instructional and student service program is required to assess and evaluate student learning outcomes as part of their annual program planning process. All faculty and staff are expected to participate in their program SLO assessment as required by their department assessment cycle. The results of their assessment, along with changes made to improve their programs is documented in TracDat. As part of the College 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 and program improvements with the executive vice president, vice president of business services, and Academic Senate president. SLOs and assessment techniques are also discussed by the SLO Committee.⁴⁹

Teaching effectiveness of faculty is currently evaluated through the contract and faculty evaluation processes, using peer observation, self-evaluation, and student evaluations. As part of this process, deans and department chairs discuss the faculty member's participation in the department SLO assessment process and hold faculty accountable for using the results of the assessment of learning outcomes to improve teaching and learning.⁵⁰

⁴⁹ SLO Committee Minutes, 2014-15 and 2015-16

⁵⁰ Lori has examples

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.

Analysis and Evaluation

Participation in SLO assessment is included in faculty job descriptions. Conversations regarding the assessment of student learning outcomes (SLOs) and the use of results are a part of the evaluation of faculty and administrators and part of department and division meetings. These are perfect times to discuss how the SLO assessment can provide the tools to improve teaching and learning. These conversations provide an effective opportunity to support individual faculty, administrator, and student service staff in their work to improve student success. There is no formal prompt for SLO assessment in the evaluation tools. However, deans and department chairs do routinely discuss participation in the 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.

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.

Action Plan(s)

None

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The College maintains a sufficient number of qualified faculty (full and part-time) members to assure the fulfillment of faculty responsibilities. Through the hiring practices discussed above, the District and College ensures that faculty are qualified to teach in their respective disciplines. The College continuously meets its full-time Faculty Obligation Number (FON).⁵¹ Over the last five years, Moorpark College has hired XX full-time faculty, which has held the College above the required FON.⁵² During spring 2016, the College is in the process of hiring approximately 20 new instructional faculty and counselors.

In addition to maintaining the FON, Moorpark College hires qualified part-time credit faculty to meet instructional and student service needs. The College has an on-going process to hire part-time faculty in many disciplines. After significant cutbacks in part-time hiring during the budget cuts, over the last couple years, the College has significantly increased the number of part-time faculty hired resulting from the increased number of course sections offered by the College.

Moorpark College follows an annual process for hiring full-time faculty each year. As part of the College integrated planning process, all full-time faculty requests must be included in the discipline's annual

⁵¹ Full-Time Faculty Obligation (FON) Compliance History

⁵² Full-Time Faculty Obligation (FON) Compliance History

program plan. The office of institutional research provides the list of requests, along with a variety of qualitative and quantitative data to the group charged with analyzing this data and prioritizing the requests. The Academic Senate and Deans Council hold a special joint-session for this purpose and then forward a recommended prioritization list to the president. The president, with input from Moorpark Consultation Council, determines the final prioritization list and sends an announcement to the College.⁵³

The criteria for determining the prioritization of full-time discipline faculty to be hired each year includes consideration of full-time/part-time faculty ratios, enrollment growth, current or projected employer and student need, and the College mission.⁵⁴ For example, in 2014 and 2015, the College focus on expanding CTE programs was evidenced by the number of CTE programs that were prioritized to receive a new full-time position. In addition, based on a significant decline in the full/part-time ratios due to several Math faculty retirements, the Mathematics department received prioritization of 9 positions during this two-year period. The College hired five Mathematics instructors who began in fall 2015, and is in the process of hiring four more Mathematics instructors to begin fall 2016. Also during this time, the College hired, or in the process of hiring several counselors to support student need and the SSSP initiative.

The College offers online training on a regular basis to ensure the College has appropriate staffing for online classes. All full- and part-time faculty members are welcome to take this training. A dean oversees the distance education program and is co-chair of the Distance Education Committee. The College has also hired a full-time classified position to support the online program and provide the appropriate training. The College has also hired a part-time student employee to assist with student questions about the D2L system. Last year, the College also hired a 20 percent release faculty distance education coordinator. This increase in staffing and focus on distance education shows the support the College has for this growing program.

Analysis and Evaluation

Moorpark College has hired a significant number of full-time faculty over the last few years to ensure the institution has a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services. Full-time faculty members have College Service and professional development duties beyond their classroom and office hours. Faculty participate on District and College committees, councils, and workgroups as part of the participatory governance process, on full and part-time hiring committees, and on a variety of student engagement activities. Faculty also fulfill responsibilities for which they have primacy, including academic standards, curriculum development and revision, and SLO assessment and evaluation. In addition, faculty members also participate in the evaluation of regular (tenured) and contract (tenure-track) faculty members.

With an understanding of the importance of these responsibilities, the College works to meet or exceed its FON each year to ensure that workload is distributed in a reasonable and equitable manner and to help ensure the College meets its mission and strategic goals for student achievement.

Action Plan(s)

None

II.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

⁵³ President Emails to College)

⁵⁴ Criteria for Determining Full-Time Faculty Prioritization

Evidence of Meeting the Standard

The District and College have employment policies and practices for part-time faculty which provide for their orientation, oversight, evaluation, and professional development. Part-time faculty are valued members of the College and play a significant role in supporting student success and student equity.

Orientation and oversight is provided to part-time faculty by department chairs and deans, with support from discipline faculty members. Department chairs and deans assist and guide part-time faculty in the development of course syllabi, assessment of student learning outcomes, and general College policies and procedures. In most disciplines, full-time faculty share course materials with their part-time colleagues to assist with their success in the classroom. Part-time faculty members receive communication from the deans on a regular basis, such as the welcome letter each semester, and email updates regarding schedules, final exam dates, textbook order dates, census requirements, and other information. Part-time faculty are invited to attend all division and department meetings, and can receive up to three hours of pay each semester for attending division meetings.⁵⁵

Several disciplines provide their own orientation and mentoring support for new and returning part-time faculty. The following are examples:

- The English department trains newly hired adjuncts through group or individual orientation sessions. The department created and, as needed, revises a set of Standard Grading Criteria (a rubric) for grading essays, along with specialized versions for literary analysis and research papers. These criteria are posted on the department website and emailed to new English faculty and occasionally to the entire faculty, so that all disciplines can share and enforce common standards for writing.
- The math department holds a math faculty mentor meeting during flex week for all faculty. The department discusses the relevant issues such as values and best practices and then holds course specific conversations led by each course coordinator. The department chair also holds a one-hour orientation for all new math faculty members to orient them to the College and department policies and procedures.

Part-time faculty members are invited to attend all on-campus professional development activities. During the fall professional development week, the Professional Development Committee organizes an evening session specifically for new and returning part-time faculty members. In addition to providing valuable information about the College, resources, and responsibilities, this session provides an opportunity for part-time faculty to network and ask questions.⁵⁶

The College also provides \$3,000 per year to support part-time faculty conference attendance and other professional development activities. Requests for these funds are managed by a sub-committee of the Professional Development Committee. When available, part-time faculty can also apply for travel funds from various categorical and grant funds. For example, part-time faculty members have attended the Student Success, A@MEND, and Online Education Conferences.⁵⁷

During the past two years, the College has focused on bringing several speakers to the campus so that more people could attend. As a result, many part-time faculty members have attended presentations on focusing on student success, student equity, first-year experience, diversity, and distance education. Part-time faculty are also invited to various workshops offered through the teaching and learning center.⁵⁸

⁵⁵ VCCCD/AFT contract, highlighted

⁵⁶ Part-time flex session agenda Fall 2015

⁵⁷ Ask prof dev committee

⁵⁸ (Examples – ask prof dev or Linda Resendiz for a few samples of flyers sent to College)

While not obligated, part-time faculty also have opportunities to participate on College standing committees and in department activities, such as curriculum development, SLO assessment, program plan development, and outreach activities. For part-time faculty, activities such as these count toward their semester FLEX hours (professional development) activities.⁵⁹

Part-time faculty are evaluated on a regular basis. At Moorpark College, the evaluation process is taken seriously and is considered another opportunity to connect with part-time faculty and provide mentoring and support. According to the AFT contract, new part-time faculty are evaluated during their first four semesters of teaching, followed by an evaluation every three years (or six semesters). Deans, department chairs, and the faculty peer conduct the evaluations and use the committee meeting to provide valuable feedback to part-time faculty members, to help them grow in their teaching, and to gain feedback from the part-time faculty member on areas of needed support or interest. Evaluations committees frequently receive praise and appreciation from the part-time faculty members for the time spent during this process and the support they receive. Many faculty have said they teach at several Colleges and none have provided the support and guidance offered by Moorpark faculty and administrators. Over the last several years, the number of part-time faculty who have received full-time positions, either at Moorpark or another College is evidence that this evaluation and mentoring process is successful.⁶⁰

The College provides part-time faculty phone numbers, email accounts, one paid office hour, and access to the staff resource center. The College also provides professional development support through the Professional Development Committee website resources, online resources, and Faculty Handbook.⁶¹

Analysis and Evaluation

Moorpark College truly values the involvement and contributions of part-time faculty both in the classroom and in helping to build and promote strong programs. The College follows District employment policies during the hiring process and AFT contract regulations for class assignments and professional development obligations. The College provides a variety of methods for new part-time faculty orientation, including a FLEX session, department programs, and College communication. Deans and department chairs provide oversight and lead the evaluation process. Part-time faculty members are welcome to attend all professional development activities, to attend division and department meetings, and to attend a variety of committee meetings. This open, inclusive culture provides numerous opportunities for integration of part-time faculty into the life of the institution.

Action Plan(s)

None

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

As part of the integrated planning process, each department reflects annually on its staffing needs. All classified staffing requests must be included in the annual program plan to be considered during the annual prioritization process. All classified position requests are forwarded to the Fiscal Planning Committee for review and prioritization. Department representatives are invited to provide data and other

⁵⁹ (ev: copy of flex form; agendas with committee rep names, with p-t faculty highlighted, from two committees – Senate and ??)

⁶⁰ (Ev: part-time faculty eval form, with P1-4 eval requirement highlighted)

⁶¹ (ev: link to online sites, copy of the handbook)

information that supports their requests. The members of this standing committee vote and the final ranking is forwarded to the president for consideration.⁶²

Managerial requests are forwarded to the president, with discussions and input from Vice Presidents' Council and Consultation Council.

During the budget cuts a few years ago, the College reduced the number of class sections offered by about 20-25 percent, and as a result, several classified positions were lost, along with one dean position. These reductions were difficult, but the College managed by reallocating work and hiring alternative positions, such as the instructional data specialists who now enter all the class schedule changes and manage the catalog changes. During the recent few years, the College began to increase FTES, implement the new student success and student equity state initiatives, and expand support for distance education. The increased workload on classified staff and managers began to limit the amount of support these groups could provide to meet College goals. As a result, over the last two years, the College and District approved several new positions to provide some of the needed support.⁶³ The College added two new dean of student learning positions, funded by a combination of student success, student equity, and general fund money.⁶⁴ The College has added several new classified staff positions, and is currently in the process of hiring several more new classified staff positions. The majority of these positions have been funded through a combination of categorical, SSSP, Student Equity, and general funds.

With the addition of so many new positions, the workload has become more manageable, and the College is moving forward with many new projects and initiatives to support the mission, strategic goals, and growth goals.

The District reviews job descriptions on a regular basis.⁶⁵ Hiring supervisors work with other knowledgeable staff to develop new job descriptions and review current job duties. New positions are taken to the personnel commission.⁶⁶ HR conducts desk audits.⁶⁷

Analysis and Evaluation

The College strives to have a sufficient number of staff with appropriate qualifications to support the educational, technological, physical, and administrative operations of the institution. However, due the limited number of Human Resources (HR) staff, and the large number of vacancies in the HR department, this has put a significant burden (stress and workload) on the HR staff in their effort to meet the District and Colleges' staffing needs. This has significantly impacted the timely hiring and Moorpark College has struggled to fill several critical positions.

Further, due to the large number of new requirements at the state-level, many Colleges in our surrounding areas are all recruiting similar positions. As a result, some positions, such as research analyst and financial analyst, have become very difficult to fill.

As a consequence of the earlier cutbacks, and the length of time it takes to hire new or replaced current positions, there have been concerns about staff and administrator workloads due to additional projects, initiatives, and compliance requirements. To address these concerns, based on the program planning process and a review of the needed classified support staff, the College has several new classified

⁶² (Ev: results for 2014 and 2015)

⁶³ (ev. List of new classified hirings)

⁶⁴ (Ev: org chart)

⁶⁵ (Ev: IDS position, others – ask HR)

⁶⁶ (ev: Student Success Coaches, other

⁶⁷ (ev: Technical Data specialist, others??)

employees over the past two years, supported by a combination of categorical, grant funds, and general funds.

The District works with the personnel commission to establish job classifications to respond to College needs, and solicits the broadest possible pool of qualified candidates. A rigorous hiring process, including testing and interviews, ensure that candidates placed on the eligibility lists have the required skills to ensure the integrity of programs and services.

Analyses of the Moorpark College Student Success Scorecards demonstrate that student achievement in all areas is still strong, despite the struggles to hire additional staff. In the five years from 2010-2015, the total number of degrees and certificates has increased from 1151 to 1630. Moorpark College faculty and staff are providing high quality educational programs and services that support the College in achieving its mission.⁶⁸

Action Plan(s)

The District and Colleges will continue to analyze the barriers to timely hiring, and work with the human resources department to review and streamline current hiring processes.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

As discussed in III.A.9 above, the College's integrated planning process requires that each department reflects annually on its staffing needs. All manager and supervisor staffing requests must be included in an annual program plan to be considered during the annual prioritization process. Requests for classified supervisor and manager positions are forwarded to the Fiscal Planning Committee for review and prioritization. Department representatives are invited to provide data and other information that supports their requests. The members of this standing committee vote and the final ranking is forwarded to the president for consideration.⁶⁹

Requests for dean and vice-president positions are forwarded to the president, with discussions and input from Vice Presidents Council and Moorpark Consultation Council.⁷⁰

Over the last several years, two dean of student learning positions were eliminated due to budget cuts. These reductions were difficult, but the College managed by reallocating work among the remaining deans, with some deans taking on a significant workload.⁷¹ During the past couple years, the responsibilities added to existing compliance requirements, included additional faculty and staff hiring, new mandates in the areas of Title IX, the Violence Against Women Act, the Affordable Care Act, SSSP, student equity, CTE pathways grants, adult education and basic skills initiatives, focus on non-credit and new CTE curriculum, and institutional effectiveness data documentation and analysis, and increased facilities and maintenance responsibilities resulting from several new buildings and new compliance regulations. These additional activities placed an unmanageable number of responsibilities on the six deans and facilities and operations director. In addition, during 2015-16, two senior Moorpark College deans left to take interim vice president positions at Ventura College. At this point, the managerial workload began to limit the amount of support the remaining managers could provide to faculty and staff

⁶⁸ (Ev. Scorecard)

⁶⁹ (Ev. Fiscal minutes)

⁷⁰ (EVP program plan with Dean requests highlighted 2015-16)

⁷¹ (Ev: org chart with 6 deans)

and to meet College goals. As a result, over the last year, the College and District approved four new managerial positions: two new dean of student learning positions, a student success supervisor, and an assistant facilities and operations manager funded by a combination of student success, student equity, and general fund money.⁷²

With the addition of the new positions, workload is becoming more manageable, and the College is able to move forward with many new projects and initiatives to support the mission, strategic goals, and growth goals.

The executive vice president and deans follow a student learning model organizational structure that includes both instruction and student services programs. The organizational structure of the deans is adjusted on an annual basis or more frequently if dean positions become vacant or new dean positions are added.⁷³

The College determines the number of administrator positions based on data analysis of the number of course sections offered and the number of employees that report to each manager. The workload and time commitment related to the new student success plans, new grants, new program development, and new institutional effectiveness and accountability requirements is also considered. For example, as the College began to grow again in 2014-2105, several of the deans were responsible for over 200 course sections and more than 100 direct report employees. Based on employee feedback, this was deemed too many courses and employees for deans to provide adequate support and complete required job responsibilities, such as hiring and evaluations, in a timely manner. Given the large divisions, the deans did not have adequate time to oversee all the new initiatives. As a result, additional positions were added.

The College ensures that administrators have the preparation and experience to support the College's purpose and mission by conducting a rigorous hiring process and sound evaluation practices, as described in Standards III.A.2 and III.A.5 above. All administrators meet or exceed the minimum qualifications required for their positions.⁷⁴

The College has had a relatively stable history, with administrators staying for several years. However, there has been a significant turnover in administrators during the past three years. The College had an acting president July-September 2013, and an interim president Sept 2013-January 2015. The permanent president was hired in February 2015, and has been with the College for one year. The vice president of business services was hired in September 2015. The executive vice president was hired in July 2013, following one year without an EVP and another year with an Interim EVP. The College currently has three interim deans, with one more planning to retire this summer. So, the College is planning to hire four permanent deans effective July 2016.

Throughout the District, there has also been significant turn-over at the senior management level (chancellor, presidents, vice chancellors, and vice presidents) over the past two years. The District hired an acting chancellor in July 2015, and voted in February 2016 to change this to interim chancellor through February 2017, with a month-to-month extended contract after that date. The District also has an interim vice chancellor of business services, interim chancellor of educational services, interim president of Oxnard College, and three interim vice presidents at Ventura College. The president of Ventura College was hired in July 2013, and Oxnard College hired two new vice presidents, after hiring several interim vice presidents, during 2015. The constant turnover and numerous interim senior administrators has caused difficulty related to continuity, communication, role clarification, and job expertise.

⁷² (Ev: org chart with 8 deans, copy of Asst Fac and Oper manager and SSSupervisor job descriptions)

⁷³ (Ev org chart with 6, 7, 8 deans)

⁷⁴ (Ev: see A2 and A5 or included again?)

Analysis and Evaluation

Moorpark College is working to hire enough administrators to provide continuity and effective administrative leadership. The College is in the process of adding four new management positions – two deans of student learning, a student success supervisor, and an assistant manager of facilities and operations. This will significantly help balance workloads and support the College in handling the daily operations and implementing several new projects and state-level initiatives.

All Moorpark College administrators meet the minimum qualifications and the College is running smoothly, despite the recent turnover in management. The College continues to attract high-quality candidates for its administrative positions, both from outside and within the College, despite the fact that the 2014 Association of California Community College Administrators (ACCCA) study shows that the District's salary schedule is below the median salary for most administrative positions. The positive College culture and the student learning model continue to attract strong pools of potential candidates.⁷⁵

However the significant turn-over and the high number of interim senior administrators at the District, and across the three colleges has been disruptive and has caused some difficulty related to communication, job expertise, and role clarification.

Action Plan(s)

1. The College and District will continue to review the hiring process to assure timely and sufficient hiring.
2. The College and District will use the new functional maps to define roles and responsibilities.
3. The College will examine the compensation structure for administrative employees, including salary schedule and benefit contributions.

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Moorpark College follows all Board Policies and Administrative Procedures and applies them in a consistent and equitable fashion. BPs and Aps are located on the District website. The College ensures consistent and equitable application of personnel policies and procedures through new employee orientations and regular communication with leaders of the associations (unions) and the Academic and Classified Senates. Board policies related to human resources are available to all employees and the public through the College's website.⁷⁶ Many of these policies have been recently revised and are consistent with policies recommended by the Community College League of California (CCLC). Administrative Procedures (APs) related to these policies are under constant review, and revisions are timely.

The human resources department has a variety of internal procedures, particularly related to the processing of personnel transactions. Most procedures are in written form, including the processing of professional expert forms, provisional employment forms, and change in personnel status requests.⁷⁷

⁷⁵ (ev: 3 studies from HR – sent to Lee)

⁷⁶ Ev. 1 District website).

⁷⁷ (Ev. forms).

The vice chancellor of human resources is responsible for ensuring consistent interpretation and application of these policies, regulations, and agreements. This is achieved through regular training and consultation with managers and union representatives. Since the College and District practice interest-based problem-solving for labor negotiations, open dialog between employee groups helps to ensure that personnel policies and procedures are equitably and consistently administered.

The practice of providing individual orientations to new employees has been in place for many years. Human resources staff meet individually with each new employee and review policies and procedures related to their employment at the College. Each employee receives a packet of these policies and regulations and signs a document verifying receipt of such.⁷⁸ The employee also receives his/her respective collective bargaining agreement, when applicable.

The human resources department also distributes specific policies to employees on an annual basis. The following policies and administrative regulations are sent to employees annually:

- BP D1420: Establishment of a Drug-Free Workplace⁷⁹
- BP D3410: Policy Prohibiting Smoking in Non-Smoking Areas⁸⁰
- BP D3720: Computer Use⁸¹
- Administrative Regulations to BP D3720: Computer and Network Use⁸²

The human resources department has developed an HR Toolkit that is posted on the employee porta. It includes a variety of procedures and forms. The toolkit is extremely useful because it ensures the most current process information is available for employees. It is a very effective communication tool and Moorpark College appreciates the human resources department's significant effort to develop these important tools.⁸³

Analysis and Evaluation

Moorpark College follows all Board Policies and Administrative procedures and applies them in a consistent and equitable fashion. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. These policies are reviewed on a regular basis at DCHR, and are available to employees and the public on the District website. The policies and procedures are fair and equitably and consistently administered. Human resource procedures and forms are available on the HR Toolkit.

Action Plan(s)

None

⁷⁸ (Ev.3)

⁷⁹ (Ev. 4)

⁸⁰ (Ev. 5);

⁸¹ (Ev. 6)

⁸² (Ev. 7).

⁸³ (Ev: toolkit screenshot or link?)

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College maintains programs, practices, and services that support its diverse personnel. The College Equal Employment Opportunity (EEO) Plan addresses methods for diversifying the workforce.⁸⁴ The EEO Plan includes a requirement that all individuals serving on selection committees receive training in the importance of a diverse workforce, bias awareness, and the elements of cultural competence.

Moorpark College employees have been provided several opportunities to attend diversity training sessions. Diversity training has been provided by outside trainers and training videos posted online.⁸⁵ In addition, Moorpark College hosted a very effective equity summit in conjunction with the CCCCCO IEPI group. Approximately 130 people from the College and around the region attended this day-long session.⁸⁶

The College offers an employee assistance program (EAP) to full-time faculty. (Ev. 2). The EAP provides a wide variety of individual support to these employees. In addition, the human resources department makes referrals for classified employees as needed to LifeMatters (Empathia). LifeMatters also provides newsletters on a variety of issues. Recent articles include “Exercise to Improve Your Health” and “Save More and Stress Less”. They occasionally offer free webinars, and the human resource department plans to begin posting the webinars on the wellness portal page.

A District-level EEO Advisory Committee was recently reactivated, consisting of three faculty members (one from each College) appointed by the president of the Academic Senates at each College; three classified members appointed in accordance with the agreement between the Ventura County Community College District and the Service Employees International Union, Local 99; and three administrators/managers/supervisors appointed by the chancellor. Ex officio members shall include the equal employment opportunity officer (director of employment services) and the vice chancellor, human resources. The composition of the committee should reflect diversity in, but not limited to, the areas race, gender, disability status, belief, age and national origin.

Most recently, the committee reviewed and approved revisions to the District’s EEO Plan, approved the implementation of an online “diversity dashboard” to provide on-demand information about the current demographics of the Colleges. Additionally, the committee is discussing how to strengthen our hiring inquiry about sensitivity to diversity. The committee maintains a web page providing access to membership information, meetings agendas and minutes, and relevant policies and procedures. (<http://www.vcccd.edu/departments/human-resources/diversity-and-equal-employment-opportunity>)

As the College is committed to creating and maintaining an environment that supports diversity, a total of 169 faculty and staff participated in training in the prevention of discrimination, harassment, and retaliation in the workplace between 2009-2010 and 2013-2014.⁸⁷ This training provides faculty and staff with information and techniques that support the diverse student population served by the community College.

⁸⁴ (Ev. EEO Plan)

⁸⁵ (Ev: Flex flyers).

⁸⁶ (Ev: summit flyer)

⁸⁷ (Ev. Sample of training, list of attendees?)

From 2008 through the present, a total of 286 faculty, staff, students, and community members participated in the hiring committee training that speaks to the importance of a diverse work force, bias awareness, and cultural competence. The institution regularly assesses its record in employment equity and diversity through a variety of reports, including the EEO6 report for the state.⁸⁸ The human resources department also maintains an internal report of diversity hires among regular staff.⁸⁹

Between 2013 and 2015, the percent- age of all new salaried employees hired from monitored groups (Hispanic, African American, Native American, and Asian/Pacific Islander) increased from xx% to xx%. This brought the percentage of regular employees in the monitored groups from xx% to xx% between 2013 and 2015. These data only include racial/ethnic diversity and do not reflect other diversity, such as gender and disability. Thus, the diversity among regular employees is higher than what is reflected by the monitored groups.⁹⁰

Fall 2015 employee data demonstrate that approximately 38 percent of educational administrators, 39 percent of full-time faculty, 36 percent of part-time faculty, and 50 percent of classified employees are from racial/ethnic groups other than white/non-Hispanic, resulting in approximately xx% of these employees being from monitored groups.⁹¹

Analysis and Evaluation

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

The District EEO Committee is in the process of updating its goals and priorities related to equity and diversity. These efforts will be coordinated with the College's initiatives in the student equity plans. The role of the EEO Committee related to assessing the College's record in employment equity and diversity also needs to be further clarified.

The diversity among regular employees has increased over the past six years. Increased awareness and training as part of the hiring process may have contributed to this increase. The College will continue to implement strategies identified in the EEO Plan, to further increase diversity in hiring. Methods for increasing the diversity among part-time faculty will be explored as part of continuous improvement in this area.

Action Plan(s)

None

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Moorpark College has a written code of ethics, which was adopted as BP 7115 Ethical Standards in May 2010.⁹² The faculty and classified labor agreements also speak to abusive, threatening, or harassing language or behavior as a cause for discipline.⁹³

⁸⁸ (Ev.6)

⁸⁹ (Ev. 7 see MArnoldus).

⁹⁰ Equal Employment Opportunity Reports

⁹¹ (Ev. 8 – MIS data).

⁹² (Ev. 1)

⁹³ (Ev. 2, 3)

The Academic Senate approved Faculty Ethics Procedures in May 2010.⁹⁴ These procedures serve as administrative regulations to BP 7115. These procedures delineate a code of professional ethics for faculty and are designed to allow faculty to have a constructive dialog when a faculty members believe that an ethical violation has occurred. If there is no resolution, the procedures allow for the matter to be handled through the District's progressive discipline process pursuant to the Faculty Collective Bargaining Agreement.⁹⁵ In such cases, the administration would need to determine whether the respondent had violated any aspect of the labor agreement or rules and regulations of the College.

Analysis and Evaluation

The College has a board policy on ethical standards for all constituent groups. All constituent groups are in the process of developing administrative regulations appropriate to their group to address this new requirement. The faculty adopted procedures related to ethical violations, which is a referral to the disciplinary process so those procedures do address consequences. The procedures for the classified and administrative groups are being developed and will incorporate consequences for violation.

Action Plan(s)

None

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Moorpark College considers providing professional development opportunities a core value and supports numerous opportunities for professional development for all College personnel: faculty, classified staff, and administrators. These opportunities include multiple workshops and trainings on campus as well as funds for travel and conferences, and due to more money being available for professional development from various categorical funds the College has seen a considerable upswing in the number and quality in these events since its last accreditation visit.

Professional Development Committee

Professional development at Moorpark College is principally carried out through its Professional Development Committee. This has three co-chairs in order to represent the administration, the faculty, and the classified staff equally, demonstrating the College's commitment to ensure all employees are included in its work. The Committee also includes two representatives from each division, two further representatives from the classified staff, a second dean, the instructional technologist, and representatives from the faculty union (AFT) and the Associated Students; this membership ensures that all elements of the community are represented in its deliberations. The decision to expand the chairs of the committee from the previous two to include a third, classified staff co-chair was discussed by the committee in 2014-15 and included in *Making Decisions at Moorpark College*. It went into action in the fall semester of 2015 and has been highly successful in ensuring the inclusion of our classified staff alongside our faculty in all professional development decisions.

⁹⁴ (Ev. 4)

⁹⁵ (Ev. 2)

As stated in *Making Decisions at Moorpark College*, the task of the Professional Development Committee is to “make recommendations on the direction of professional development activities for full-time and part-time faculty and staff.” It does this through its five charges: to plan, implement, and assess faculty professional development activities, to plan, implement and assess classified staff professional development opportunities, to coordinate and promote all professional development events offered across campus, and where designated to administer the funding for individual travel and conferences.⁹⁶

Professional Development Days

To fulfill its first charge the Committee plans and helps implement the Fall and Spring professional development days which are now open to all personnel on campus. These are held on contractual Flex days (six a year – three before the start of the fall semester in August, two before the spring in January, and an additional day within the spring semester). Previously these days had been organized solely for faculty; since the inclusion of the classified staff into its charge they have been opened up to all employees on campus. The Professional Development Days are planned to complement the current directions of our campus as represented in the College’s mission and various plans. In the last few years this has meant presentations that educate our community on student equity and student success in line with our *3SP* and *Student Equity* Plans. There have been keynote speakers on, for instance, the meaning of equity, how to hold “courageous conversations” to promote it, and how to achieve diversity in hiring. There have also been many workshops on Moorpark’s disproportionately impacted student populations such as men of color, veterans, former foster youth, ACCESS/DSPS students, etc. There has also been a focus on other issues of key relevance to our entire community such as emergency preparedness, the development of our *Facilities Master Plan*, and accreditation.

Additional Professional Development Events

The Committee also plans and implements other professional development events throughout the regular semester. These often target key groups of employees for particular trainings. One success has been the new practice of using division meetings for trainings, such as for the series of workshops offered on “root cause analysis” of equity issues that were designed principally for faculty (Fall 2015). This practice allows part-time faculty to receive some compensation for their time. Another success has been the ‘Steal an Idea’ workshops organized monthly by the instructional technologist to encourage all faculty to learn about and adopt new technology in their teaching (REMIND, Twitter in the classroom). Other professional development events held during the semester include workshops designed for faculty who teach online in order to enhance our distance education courses (on the work of the OEI, how to achieve “regular and effective contact,” and how to fulfill requirements for accessibility). There have also been trainings in “high impact practices” designed for classroom faculty (OnCourse trainings, the Faculty Inquiry Group), a workshop on Meyer-Briggs for counseling faculty and student services staff, special sessions for part-time faculty (new part-time faculty orientation trainings, “How to Get That Full-Time Job”), as well as many other workshops responding to different interests on campus (Safe Zone trainings to reach out to our student LGBTQ community). All employees on campus also have access to several online training bases such as Lynda.com.

Trainings during the regular semester are also provided by several other groups on campus (The teaching and learning center, the math and English departments, the Year Of Committee). Of particular success is the new-faculty orientation, led by two faculty co-facilitators under the direction of the Office of the executive vice president. This is a year-long course that introduces new full time faculty to the curriculum, programs, and services that make Moorpark College unique. In addition to providing support during the first year it fosters connections and collegiality across the campus.

⁹⁶ *Making Decisions at Moorpark College* (pages XXX)

Classified Staff Professional Development

The District has demonstrated its support of classified staff development through provisions in the Collective Bargaining Agreement.⁹⁷ This agreement includes staff development opportunities, including three hours per week of release time for employees to take classes or to participate in other staff development activities, including cross-training. There are also provisions in the contract for employees to adjust their schedules to take College classes.

As of January 2016, classified new-hire orientations were implemented and available to all classified staff hired within the last 12 months. There are a total of six sessions ranging in topics of general introduction to the College to emergency preparedness to student services. In addition to the orientation sessions, the College recently created a new Classified Handbook. Both the handbook and sessions are available to all classified staff to attend as needed.

Coordination of Professional Development

The third charge of the Committee is to “coordinate and promote College-wide professional development activities.” There is a calendar on the Professional Development website where events reported to the Committee are recorded. Further work to make the website more complete and helpful to all sections of our community is currently being planned.

Professional Development Funding

A final charge of the Professional Development Committee is to evaluate applications and award funds to individual full-time and part-time faculty applying to go to conferences and other professional development events. The funds for full-time faculty are identified in the AFT Collective Bargaining Agreement and currently total around \$16,000 per year. Although there are no contractual funds for part-time faculty the Office of the president has contributed \$3,000 per year for the last few years to encourage professional development for this group. As yet there are no funds designated for specifically for classified staff, however, divisions are allocated general funds to allow classified employees to attend job related conferences and workshops, such as research, veterans, international students, and curriculum.

In addition, all employees are encouraged to apply for travel funds to attend conferences that relate specifically to their jobs on campus and to categorical funds where applicable, such as the 3SP, the student equity plan, the basic skills plan, and CTEA. Eligible full-time faculty are also encouraged to submit proposals for sabbatical leave, providing additional professional development opportunities that contribute to the success of our College work. This application process is administered by the Academic Senate at Moorpark College.

Professional Development Evaluation

To evaluate its work for future improvements, Moorpark College assesses all professional development programs and uses the results from these evaluations as the basis for further improvement. With help from the Institutional Research department the Professional Development Committee produces and assesses evaluations for all its major events in order to plan future ones. For instance an ‘Action and Assessment Professional Development Day’ was organized for March, 2016 in response to previous requests to provide a forum to plan how to improve equity figures at the program level. The Committee also sends out a general survey of professional development needs every year; this was first done online and sent to all classified staff as well as to all faculty in Spring 2016. The results of this survey will be used in planning for the Fall Professional Development Days in August, 2016.

The human resources department coordinates a variety of training opportunities for faculty and staff through the following entities: employee assistance programs, a training consortium sponsored by the law

⁹⁷ (Ev. 10)

firm of Liebert Cassidy Whitmore; and the College’s insurance administrator, Keenan and Associates.⁹⁸ The latter is offered online through a program called SafeColleges. There are more than 90 training opportunities available. Human resources also provides training to faculty and staff on hiring practices and the prevention of harassment in the workplace.⁹⁹ With the exception of the SafeColleges training modules, each of these professional development activities includes an evaluation by the participants for the purpose of improvement. Human resources has developed and delivers diversity training for hiring committees, and has implemented the LEAD (Learn, Engage, Achieve, and Develop) Academy for leadership development.

Analysis and Evaluation

The College plans for and provides personnel with a variety of opportunities for continued professional development consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The College also systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. In order to improve its professional development program further one goal of the College is to continue encouraging classified staff to participate fully in professional development opportunities. A second goal is to extend the outreach of the Committee to the many professional development groups across campus, including expanding its website. A final and most important goal is to investigate how to institutionalize and indeed further expand the current vigorous professional development programs across campus. In order to achieve these goals further resources will have to be identified.

Action Plan(s)

None

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Moorpark College makes provisions for keeping all personnel records secure and confidential. Employee records are housed at the District Administrative Center, and employees may review their personnel records in accordance with law. Only individuals authorized by employees may review personnel files, unless otherwise noted in Board Policy and collective bargaining agreements.¹⁰⁰ The office of human resources is secure in that it may not be accessed by employees other than staff from the human resources. The confidentiality of job applicant records is ensured by the execution of confidentiality agreements by all members of selection/hiring committees.¹⁰¹

Analysis and Evaluation

The College follows District Board Policy and makes provision for the security and confidentiality of personnel records. All hiring committee members must sign confidentiality forms to ensure candidate information is kept secure. Employees may review their personnel files at the District Office, in accordance with the law.

Action Plan(s)

None

⁹⁸ (Ev. 12, 13)

⁹⁹ (Ev. 12)

¹⁰⁰ (Ev. 1, 2, 3???)

¹⁰¹ (Evidence)

III.B Physical Resources

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

Evidence of meeting the Standard

The *Facilities Master Plan* outlines how the College will provide access, safety, security and a healthful environment for those who come onto the College. In addition, several other documents guide decisions about physical resources, including federal and state laws that govern specific elements of physical resources, such as accessibility¹⁰².

Moorpark College ensures the safety of its facilities by hiring qualified personnel to oversee its facilities program. In new capital construction and renovation projects, qualified firms are hired to ensure safety and access in the design and construction of buildings. The College must meet design, construction, and health and safety standards established by the Division of State Architects (DSA) in order to ensure accessibility and safety of the buildings' users¹⁰³. DSA staff monitor and inspect all capital projects for safety and compliance with all safety regulations. All capital renovation and construction projects are assigned to the director of facilities, maintenance, and operations, who may choose to hire project management staff to facilitate the completion of larger projects.

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

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

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

¹⁰² Q1: 2013 CA Building Codes: establishes safety guidelines for safety of facilities; ²CCC Chancellor's Office Facilities Planning and Utilization 2014: guidelines for hazardous substances, seismic retrofit; guidelines for five-year scheduled maintenance plans and projects, dollar amounts, and time frames for scheduled maintenance which includes safety, pp. 2-14 and pp. 36/37

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

- In 2015, to ensure accessibility to education and create an inclusive campus, the College created four gender-neutral bathrooms. This project also assisted our students with disabilities who require a personal aide. Previous to the addition of gender-neutral bathrooms, the campus had two single-stall unisex restrooms on campus; both were located on the west end of the campus, making them difficult for students and aides to access them from the east end of the campus. Two of the completed gender-neutral restrooms were strategically placed near the ACCESS Office in the Student Services Annex building to provide convenient access.
- In 2013, the College conducted a hardware replacement project that replaced non-ADA-compliant door hardware and incorporated a high-security electronic key system on 12 major buildings or groups of buildings, including Administration, Athletic Buildings, Campus Center, EATM Zoo, Facilities, Maintenance, and Operations, Gymnasium, Humanities/Social Sciences, Music, Observatory, Physical Sciences, and Technology Buildings.
- The ACCESS program identified a need for additional space for the alternative media services office that produces e-text, braille, and other alternative media for students with disabilities. In addition to production of materials, this area is used for training in the use of alternative media and technology for students with disabilities. Two new adjoining spaces were created, with space for training equipment and services in one and the equipment used to produce alternative media in the adjoining space. The remaining space was converted to an additional private testing room which was also identified as a need during the program planning and review process.

Emergency procedures are posted on the VCCCD campus police website. The Colleges have similar information in offices and classrooms in the form of a flip chart that includes evacuation maps. The police department is overseen by the vice chancellor of business and administrative services. The department is tasked with assisting the Colleges in developing appropriate emergency response plans and procedures, and for ensuring compliance with relevant state and federal law, such as safety and security reporting (Cleary Act). The College is updating the incident management plans. The District needs to develop an emergency operation plan to support the College and manage county wide incidents. The vice president of business services acts as incident commander for emergency operations at Moorpark College. She chairs the Emergency Operations Committee (EOC) comprised of management and staff serving in various capacities. In the event of an emergency, the campus police will notify the incident commander, who in turn activates the EOC; emergency notifications and plans are then set in place via the command center. All emergency-related communications and instructions to the College are relayed from that area. An emergency broadcast system is in place that has the capability of sending broadcasts via telephone/cellphone, email, text (SMS), and/or loudspeaker. During an emergency, all methods will be used to notify students, faculty, and staff of the situation and instructions. Overall coordination among the Colleges, outside agencies, and the District Administrative Center is managed through the chief of police in cooperation with the College EOC.

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

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

frequency and severity of property and liability losses to the District by identifying hazards that could result in such losses and by providing recommendations to the District on ways to correct hazards.

To support the College, every three years the District performs a Paving Conditions Survey¹⁰⁴ and evaluation of pavement, parking, and roadway area. The most recent survey was completed in February 2016. This information identifies areas that may be trip hazards for students or potential risk on the campus where safety is a primary concern. The survey is used to determine the areas in most need of repair. Currently, there are no off-campus sites in the College's space inventory for dual enrollment-classes. The College uses unleased classroom space in local area high schools, which have similar standards to Moorpark College for classroom space.

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

Similar to the other programs at the College, distance education participates in the College's integrated planning model that begins at the program level with consideration for enrollment management, student demand, and access. That process leads to ongoing program planning with deans, department chairs, and faculty, and to [program review meetings](#) with the executive vice president, vice president of business services, and Academic Senate president, as described in *Making Decisions at Moorpark College 2013-2016*.¹⁰⁵

The outcome of these processes, with their built-in model of collaboration and review, determined that additional distance education courses will be offered in accordance with the College mission to increase access to program completion and transfer for our diverse community of learners. Because of these additional distance education offerings, more than 50% of courses are available to be offered online.¹⁰⁶

The College and the District have been deliberate and inclusive in their planning processes to ensure that distance education faculty and students, and all faculty and students, are supported.

District Level

- a. The District Information Technology Advisory Committee (ITAC) meets monthly to assess, discuss, and plan for technology needs across the District. The ITAC group includes the District's associate vice chancellor of information technology, in addition to College administrators, faculty, and instructional technologists/designers from across the District, including Moorpark College. After an assessment of needs at the District level, the District help desk expanded its hours to meet the needs of students calling in for help signing onto the portal. Students must be able to access the portal to enter their classes through the Desire2Learn Learning Management System, so this support is critical to distance education. Students may also access the Desire2Learn LMS through a direct link, but the alternate route requires the same assigned VCCCD single-student sign-on and password.
- b. After assessing the needs of the many students who access online classes through mobile technology, in fall 1015 the District IT, in consultation with ITAC, implemented a new

¹⁰⁴ 2015 Pavement Condition Survey

¹⁰⁵ *Making Decisions at Moorpark College 2013-2016*, Ch. 4, P.32

¹⁰⁶ Evidence?

mobile application for students to more easily access the District portal with mobile technology.

- c. District and College administrators meet bimonthly to assess and plan for technology needs. The Administrative Technology Advisory Committee (ATAC) advises the chancellor on technology planning and priority setting for all technologies not used in the teaching/learning process, including Banner enhancements, with the exception of the distance learning platform. Such activities may include, but are not limited to, evaluating and prioritizing tasks, including implementation timelines and the identification of needed resources; setting priorities for fiscal and staff resources; and making recommendations to revise business processes and functionalities to improve procedures and productivity.
- d. The three Colleges use Desire2Learn as their course management system. In response to the State's [Online Education Initiative](#) recommendation to adopt Canvas as the common online learning management system (LMS) for students throughout much of the state, the District wide committee on Instructional Technology (ITAC) is discussing whether or not to adopt Canvas as our learning management system. In fall 2015, the Moorpark College Distance Education Committee voted to support the move to Canvas. The proposal is currently moving through the College and District decision-making processes.

College Level

- a. In fall 2012, during the strategic planning retreat (Fall Fling), distance education was identified in two strategic objectives as a means to support the College's access and student success goals.¹⁰⁷
- b. Beginning spring 2013, as part of its strategic planning and student success and equity efforts, the College examined program success rates for onsite versus online courses. This analysis revealed a lower completion and success rate for distance education classes than onsite classes across the campus. Based on these data, the College slowed distance education growth and focused on understanding barriers to success and improving online success and completion rates across disciplines.
- c. In fall 2013, after assessing needs for more purposeful planning of distance education based on completion and success rates and informal discussions with staff and faculty through the program review process, the executive vice president appointed a distance education Workgroup. The workgroup researched, analyzed and developed an updated distance education addendum to the course outline of record that would more thoroughly address the need for regular and effective instructor-initiated contact and student interaction.
- d. In fall 2014, the executive vice president convened a Distance Education Advisory Committee with three main goals:
 - i. develop and promote best practices
 - ii. advise on professional development
 - iii. monitor and document compliance with state regulations and accreditation standards
- e. In fall 2015, the College created a full standing Distance Education Committee authorized by the Academic Senate to more formally guide Distance Education at the College.¹⁰⁸
- f. During the 2014-15 academic year, the College conducted a gap analysis as part of its ongoing institutional effectiveness process. Gaps in distance education services and needs were assessed, leading the College to determine a need for a distance education coordinator. In spring 2015, the position was created and in summer 2015 the College hired a 20% faculty distance education coordinator.

¹⁰⁷ (Evidence C.2.1). SCREEN SHOT OF 2 PAGES 12 AND 13 IN STRATEGIC PLANS

¹⁰⁸ (Evidence: minutes)

For online research materials, the College library provides online access to research databases so that distance education students can conduct academic research 24/7 from off-site locations. The College relies on the review of individual program plans to determine the effectiveness of requested equipment and facilities needs as they relate to student learning outcomes. The process for distance education equipment requests is the same as for traditional learning environments.

Analysis and Evaluation

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

Action Plan(s)

None

III.B.2

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

Evidence of Meeting the Standard

The chancellor is responsible for the planning and administrative management of the District's capital outlay and construction program. The district can use a variety of debt instruments, such as bonds and certificates of participation, for the funding of capital projects. The State Chancellor's Office uses a five-year planning process for instructional equipment replacement that aligns with the scheduled maintenance planning and funding process at the state level.

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

In order to ensure that all College constituent groups (faculty, staff, administrators, students, and the community) had multiple opportunities to participate in the planning, much effort was expended to give all constituent groups ample access to the *Facilities Master Plan* Committee. Participation was facilitated through a series of meetings in large- and small-group formats and in meetings with members from every department and program. The process began with a strategic vision session in early August 2014 and was followed by a faculty information session, the 2014 Fall Fling, a series of stakeholder meetings, two Y'All Come meetings, F/TCAP Review, and Academic Senate review. The participatory process is

explained in detail in the master plan section participation and outreach.¹⁰⁹ Once approved by the Board of Trustees, the *Facilities Master Plan* serves as the guiding document for facilities development.

Concurrent with the *Facilities Master Plan* the College identified the need for a new master plan for America's teaching zoo (ATZ). Moorpark College is unique among California colleges and universities in that it offers a program in exotic animal training and management (EATM) as well as an on-campus zoo open to the public. Working with the ATZ/EATM faculty, staff, and administrators, the consultant team evaluated and documented the existing and projected facility needs of the zoo, and developed three preliminary options. A team of faculty, staff, and administrators evaluated the three options and decided on an option that provided the best land use, circulation, and open space needed to achieve the goals and principles of the program. The process and final plan are detailed in the America's teaching zoo master plan dated January 15, 2015.¹¹⁰ The implementation of the ATZ Master Plan will be dependent upon a capital campaign.

The program planning process and the Facilities/Technology Committee on Accreditation and Planning (F/TCAP) oversees facilities requests to ensure they conform to the mission of the College and the *Facilities Master Plan*. F/TCAP holds monthly meetings in fall and spring semesters of each year. This committee makes recommendations on College wide planning and accreditation issues related to facilities for educational programs and student services and those related to College instructional and administrative technology. Membership is made up of faculty representatives for each discipline; student representatives; classified staff representatives; the director of facilities, maintenance, and operations; the director of information technology services; and the College business manager, and co-chaired by the vice president of business services and a member of the faculty appointed by the Academic Senate.

Facilities, technology and equipment requests identified in the program plans are fully vetted by F/TCAP. F/TCAP has three work groups: Technology Resource Allocation Workgroup (TRAWG), which reviews technological equipment and software needs; Facilities Resource Allocation Workgroup (FRAWG), which reviews facility upgrade needs and equipment needs; and Planning Advisory Workgroup (PAWG), which reviews requests for additional space or other requests rising to the level of capital planning. These workgroups review requests from the annual program plans, and create prioritized lists that are presented to F/TCAP for discussion, modification, and approval. These lists are forwarded to Consultation Council for review and recommendation to the president, who makes the final approval. These projects are then executed and the outcomes evaluated and discussed in the following year's program plan review.¹¹¹

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

In addition to the program plan process and the F/TCAP Committee, physical resources are evaluated through an annual Business Service Customer Satisfaction Survey that surveys faculty and staff as to the effective use of facilities and satisfaction with the services provided¹¹². This information is used by department leadership during program plan review to evaluate the effectiveness of business services and identify action plans. The evidence for this can be seen in the program plan review for maintenance

¹⁰⁹ Moorpark College Master Plan 2015-2025, Page 27-34.

¹¹⁰ Moorpark College Master Plan Update, America's Teaching Zoo Master Plan January 14, 2015

¹¹¹ (Evidence: webpage/list)

¹¹² Q3: Bus Service Customer Satisfaction Survey Results

service¹¹³ and the request to improve the internal work orders and associated system. This project was approved through program plan review in 2013, and maintenance service worked with the state to implement a work order system through Fusion, which was completed in November 2014. These systems are web-based and interactive. Requesters are automatically notified of the progress of their requests as they move through the systems. The College employs staff that monitor backlog and are charged with verifying that the requested repairs were done in a timely and satisfactory manner. This work order system provides a venue to process the vast number of requests received daily for repair or maintenance of facilities and equipment.

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

The effectiveness of facilities and equipment is evaluated through the program plan review process. Each program/department is provided with data that include student retention, student equity results, course completion, and course productivity. Faculty and staff meet annually with the executive vice president of student learning, the president of the Academic Senate, and the vice president of business services to review the program plan and evaluate the program's strength and concerns, outcome results, and how resources received met the needs of the program or services. A program plan evaluation form documents the criteria for program planning and evaluation and the recommended course of action for the following year.

Two examples of this are found in the art program plan¹¹⁴ and the engineering program plan¹¹⁵.

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

Analysis and Evaluation

Moorpark College embraces a facilities planning process, which includes the *Educational Master Plan*, *Facilities Master Plan*, the *Technology Master Plan*, an annual *Institutional Effectiveness Report*, and annual program planning for each department or program. The *Institutional Effectiveness Report* examines the external environment of economic forecast and community scans; The *Educational Master Plan* ensures alignment with the *District Educational Master Plan*, and core values of the institution; the

¹¹³ Maintenance Service Program Plan

¹¹⁴ Art Program Plan

¹¹⁵ Engineering Program Plan

Facilities Master Plan ensures that plan for improvements to the facilities fully supports the *Educational Master Plan*; the annual program plan identifies each program’s needs in order to improve student learning or services to students, faculty, and staff.

This open, vigorous, and inclusive process ensures that physical resources are developed, constructed, and maintained in a way that assures safety, security, and healthfulness. It also ensures that instructional needs are understood and evaluated by committees consisting of faculty and management. The committees’ recommendations are ultimately forwarded to the president, who, with advice of Consultation Council, determines the available resources to address the recommended projects. The decision-making process related to the physical infrastructure allows for modification over time, giving it the flexibility to respond to changing mandates, environments, and resources.

Action Plan(s)

None

III.B.3

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

Evidence of Meeting the Standard

A facilities assessment is completed periodically by a team from the Foundation for California Community Colleges from the State Chancellor's Office. This detailed assessment provides the District and the state with data to support requests for additional funding for scheduled maintenance and building system replacement. The Facilities Condition Index Report provides data for each building, with total repair costs and replacement value.¹¹⁶

For long-term assessment on the use of facilities the College utilizes the *Facilities Master Plan*. Every 10 years the *Facilities Master Plan* is reviewed, updated, and/or modified. The program planning process and the Facilities Resource Allocation Workgroup (FRAWG) and Technology Resources Allocation Workgroup (TRAWG) allow for the evaluation of needs annually. Through the Facilities/Technology Committee on Accreditation and Planning (F/TCAP), facilities uses and needs are discussed monthly.

Also on an annual basis, the executive vice president of student learning reviews the room chart report to analyze and maximize the use of facilities. Each semester the executive vice president and deans evaluate the room chart against class enrollments to ensure room maximization. During program review, the WSCH provides another venue to evaluate and discuss productivity and room use.

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

- Five-year Scheduled Maintenance Plan¹¹⁷
- Five-year Capital Plan¹¹⁸
- Work Order System¹¹⁹
- FRAWG/TRAWG/PAWG Prioritization¹²⁰

¹¹⁶ (Ev. 6)

¹¹⁷ **Q3:** Five-Year Scheduled Maintenance Plan (see Item IIIb.4.1)

¹¹⁸ **Q3:** Five-Year Capital Project (see Item IIIb.4.2)

¹¹⁹ **Q3:** Five-Year Capital Project

¹²⁰ **(current prioritization list)**

The program planning process allows the college to expand and/or decrease instruction and services with an eye toward increasing our productivity. The attached list identifies projects that have been completed or approved from 2011 through fiscal year 2016.¹²¹ An example of a facilities decision based on the program planning process is the veterans' resource center.

- In 2013, the program plan for admissions and records¹²² documented an increase in GI Bill recipients on campus as a result of the wind-down of the military activity in Iraq and Afghanistan.
- By fall 2014 the number of GI Bill recipients had increased by 427%. Admissions and Records identified the need to provide opportunities to support student success by connection veterans in a dedicated supportive environment. The request for space was vetted through F/TCAP, approved by Consultation Council, and incorporated into the College's *Facilities Master Plan*.
- In fall of 2015 the veterans' resource center was officially opened.

The most recent program plan review identified the need to create a dedicated classroom and lab spaces for engineering and physics, the new game design program, and one to two general-use large classrooms for chemistry and other disciplines. These areas are in the construction development phase with availability for use planned for fall 2016. Similar activity can be seen in the program plans for kinesiology/intercollegiate athletics, photography, student activities, and the student health center.¹²³ Kinesiology/intercollegiate athletics identified a need for overall improvement to its major instructional facility, the gym. This project is currently in the design process. The photography program identified the need for classroom and studio space, which was completed in 2014. Student activities and the student health center facility needs are in the exploratory design process.

While being guided by the *Facilities Master Plan* and state/federal regulations, the College relies on its program planning process to ensure campus groups can communicate needs and problems as they arise. One section of the program planning form, specifically dedicated to requests for facilities replacement and maintenance, groups describe what needs to be done, and the Facilities Resource Allocation Workgroup (FRAWG) evaluates these requests using the core documents noted above¹²⁴. When immediate issues arise, anyone on campus can notify facilities, maintenance, and operations of a problem through the work order system so that it can be addressed in a timely manner¹²⁵.

When a larger project is started, the Facilities/Technology Committee (F/TCAP) helps to ensure that all campus groups are represented in the decision-making process for the use of that facility. This can be seen most recently by the 2012 upgrades and renovations of Fountain Hall (now referred to as the Welcome Center). Meetings were held to gather input on how the facilities would be used. Groups that would be occupying the building participated in the planning process to ensure the design would meet the needs of multiple student services. The discussion of the needs of each of the offices occurred over a long period of time and gave each group the opportunity to communicate its needs¹²⁶. This building represents the

¹²¹ (Evidence: List)

¹²² Admissions and Records Program Plan

¹²³ Program Plan for Kinesiology/Inter-Collegiate Athletics, Photography, Student Activities, and the Student Health Center

¹²⁴ **Q3:** Facilities/Technology – CAP Committee: recommendations from FRAWG to support services/institutional needs, 4/8/2015 minutes FTCAP minutes

¹²⁵ **Q3:** Work Order System (see Item IIIb.4.3)

¹²⁶ **Q3:** Fountain Hall First Stop: describes how program needs were developed through surveys for redesigning the building; Fountain Hall First Stop meeting notes: describes how program representatives worked on details for renovating the building; Fountain Hall First Stop meeting notes: describes how program representatives worked on details for renovating the building; Fountain Hall First Stop comments: shows where programs are located in

College's focus on helping students succeed by streamlining students' pathway to complete tasks. The new building now houses almost all of the student services, including financial aid, scholarship, the business office, counseling, career and transfer, and outreach offices.

Finally, the College's annual space inventory evaluates the utilization of campus facilities. The report is submitted to the State Chancellor's Office in support of capital outlay planning. The College uses the data to determine the adequacy of the physical space. These reports also form the basis for the initial projects proposals for capital projects and final project proposals should funding become available.

Analysis and Evaluation

The College plans and reviews its use of facilities through various methods that provide many opportunities for input. While the *Facilities Master Plan* serves as the guideline for facilities development, the program plan review provides the analysis and data needed to evaluate the use of and request for facilities. The review of facilities request by the F/TCAP committee provides the College community with a venue to make recommendations to Consultation Counsel. Annual review through the program planning process and F/TCAP ensures that requests are aligned with the *Facilities Master Plan* and the Five-Year Scheduled Maintenance Plan.

Action Plan(s)

None

III.B.4

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

Evidence of Meeting the Standard

The *Facilities Master Plan* is the foundation for long-range capital planning. The *Facilities Master Plan* is driven by the *Education Master Plan* so that there is an integration of goals among the physical, human, technological, and financial resources of the College. The process of revising the *Facilities Master Plan* every 10 years provides an avenue for the College to develop capital plans and is the foundation for future planning¹²⁷. The effectiveness of long-range capital planning is dependent on the state planning processes and funding priorities. The College has completed several bond-funded buildings and has self-funded many smaller capital projects (list attached), expanding its ability to provide the best learning environment for students. The challenge moving forward will be how to finance the renovation or replacement of ten campus buildings built 40 years ago or more that are reaching the end of their life cycle. State capital funding is limited and the College needs to explore local funding for future capital projects. The College has identified four capital projects to address in the next five years: the renovation of the gym (local funds), the renovation of the Student Center (capital funds and local funds), the renovation of the Administration building (local funds), and the renovation of the zoo (capital campaign).

A variety of methods is used to define the total cost of ownership: the specific project budget, utility costs, insurance, the FMO budget,¹²⁸ and scheduled maintenance. In the development of new capital projects, the College plans for the total cost of ownership for facilities and equipment, which includes:

building; F/T – CAP Committee 10/17/2012 minutes: shows role of committee in overseeing the renovation of Fountain Hall First Stop

¹²⁷ Q4: MC FMP Update 8/13/2014 Gensler Presentation; MC FMP Updates 4/16/2015 Gensler Presentation (pending)

¹²⁸ Q4: FMO Budget 4/1/2015

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

To assist in the maintenance of buildings the District has developed an infrastructure funding model¹²⁹ that segregates interest income, enrollment fee-admin fee, and miscellaneous fees. Although the model does not fully address all funding needs, it is intended to establish a foundational allocation process which will provide the Colleges a dedicated, ongoing source of funds for mitigating operational concerns and maintain quality facilities and equipment.

As a part of the strategic planning process, the College ensures that the *Facilities Master Plan* is driven by the *Educational Master Plan*, and that the Facilities master planning process is inclusive, reflecting the needs and vision of students, faculty, staff, and administrators. This is accomplished through a series of open forum and one-at-a-time department meetings with every discipline on campus, input from student government, meetings with administrators from every division, and meetings with senior administration. The College is guided by the *Facilities Master Plan* as a tool to guide the long-range development of capital planning goals. Proof that a specific project is included in the *Facilities Master Plan* is a requirement for receiving state funding on capital projects; however a lack of available funds has limited the advancement of the plan's goals. The College has determined specific projects (Gym Renovation, Administration Building Renovation, Student Center Renovation, and America's Teaching Zoo Master Plan implementation) as priorities in moving forward with the *Facilities Master Plan* goals, and is exploring new funding options, to enable progress on the highest-priority goals.

Distance education is an integral part of the *Educational Master Plan* as evidenced by numerous references to distance education in specific program projections.¹³⁰ A focus on distance education is also included in Strategic Plan,¹³¹ with specific action items to ensure effective use of technology and establish benchmarks for success in distance education, and to expand online student support services.

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

Moorpark College has gradually increased its awareness of, emphasis on, and resource support for distance education over the last several years as the demand for this alternative mode of delivery became more evident. The College *Technology Plan*¹³² set the following strategic goals:

- An effective organizational structure for technology planning

¹²⁹ Ventura County Community College District Adoption Budget 2015-2016 page 16

¹³⁰ (Evidence A.3.2)

¹³¹ (Evidence A.3.3)

¹³² (Evidence C.1)

- Sustainable technology standards
- A cost-effective and sustainable technology refresh plan
- Verifiable and documented return on investment
- A protocol for security and disaster recovery
- Adequate human resources/technology support
- Up-to-date learning resources for retention
- Flexible and progressive distance education expansion strategy and implementation plan
- Up-to-date adaptive technology for diversity needs
- An effective cycle of planning that involves all IT constituents

Further, in the Strategic Plan 2013 to 2016, the College established Action Step 2.5 as follows:¹³³

Action Step 2.5 Evaluate online offerings and establish benchmarks for success

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

Expanding distance education offerings was also established as a goal in several programs' projections in *Educational Master Plan* which was approved in 2014 after a District wide and College wide planning process.¹³⁴ As stated in the *Educational Master Plan*, "College planning is anchored in the District Strategic Plan and its mission, which articulates the intended student population and the services the college provides to the community. Planning is informed by data. The college external environment data is collected, analyzed and summarized in an annual *Institutional Effectiveness Report*, and incorporated into the planning dialogue at an Annual Planning Retreat."¹³⁵

Through the Instructional Technology Advisory Committee (ITAC) the Associate Chancellor of IT meets regularly with administrators, faculty, and staff involved in Distance Education across the District. The committee facilitates communication among the Colleges and the District as it focuses on assessment and analysis of needs in technology and faculty support. The District plans ongoing improvements to support for the Colleges' technology and distance education needs, as documented in the *Information Technology Strategic Plan*.¹³⁶

Analysis and Evaluation

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

Action Plan(s)

None

¹³³ (Evidence C.2)

¹³⁴ Ch. 3

¹³⁵ (Evidence C4 P.3, 2009 – 2019 Educational Master Plan.)

¹³⁶ (Evidence C.4)

III.C. Technology Resources

III.C.1.

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

In order to ensure that the technology needs of the College are sufficient to support all functions of the campus, the institution relies upon both the District and the college to identify, provide and maintain the technology infrastructure. At the District level there are several committees that help make decisions about technology services, facilities, hardware, and software to ensure that the needs of the District and campus are being met. These District groups include the District Advisory Groups, Administrative Technology Advisory Committee (ATAC), Instructional Technology Advisory Committee (ITAC), and the Distance Learning Task Force (DLTF). The committees' descriptions and purpose can be viewed in the Strategic Technology Plan¹³⁷.

In order to identify technology needs at the campus level, the institution engages in the annual program planning process so that instructional, student services and business services can request technological resources including facilities, hardware and software¹³⁸. These needs are evaluated using a rubric developed by the Facilities/Technology Committee¹³⁹, analyzed by the Technology Resource Allocation Work Group (TRAWG), with the guidance of the *Technology Master Plan*¹⁴⁰. The *Technology Master Plan* specifies technology standards, guidelines for evaluating technology requests, the technology refresh plan, and provisions for adaptive technology. After requests have been prioritized, the vice president of business services forwards the list to the executive vice president for student learning. The list is then reviewed by the executive vice president and the deans to consider all requests across the campus. The executive vice president and vice president for business services review the list to ensure alignment with the college mission and to identify funding sources. The prioritized list, along with the funding source, is presented at Consultation Council where a recommendation to the president is made. The president makes the final approval. Once approved, the results of the program plan requests are posted¹⁴¹. Since the last accreditation report, various IT projects have been undertaken to meet the needs of management and operational functions, academic programs, , and support services. These include:

- Remote access to Banner (management)¹⁴²
- Lync phone system to provide unified communication (operational)
- Electronic building keys (operational)
- IT NetHelpDesk work order system (teaching and learning)
- New security camera system in last 5 years (operational)
- New announcement speaker system—including text and email (operational)
- Refresh list/ choice of laptop vs. desktop (operational)

¹³⁷ Strategic Technology Plan pg. 23-27

¹³⁸ **Item #1:** TRAWG 2012-13. TRAWG (Technology Resource Allocation Work Group) 2012-2013 Priority Ranking for Technology Requests **Item #2:** TCAP 3_2013. Minutes for the March 2013 meeting of the F/TCAP committee. See Item #3, last bullet. **Item #3:** TRAWG 2013-14. Rankings from TRAWG. See TRAWG 2012-13 above for more details.

¹³⁹ **Item #11 TRAWG Criteria. The criteria used by TRAWG to prioritize requests.**

¹⁴⁰ Strategic Technology Plan 2012-2015

¹⁴¹ Screenshots

¹⁴² **Item #36:** ATAC meeting held on February 7, 2013, the ATAC committee discussed the issue of remote access to Banner for managers

- Upgraded the computers in the Communication building labs (academic programs)
- Upgraded the computers in the Technology building labs (academic programs)
- Photo lab upgraded (academic programs)
- Installed new network security devices including a firewall, Intrusion Prevention System, and anti-malware
- Increase in the number of SMART classroom (teaching and learning)
- MyNav, Degreeworks (student support services)
- Upgrade the campus wireless network (teaching and learning)
- Implementation of the MyVCCCD mobile app (student support services)

For distance education decisions the District uses DLTF to advise the chancellor on issues, policies, and needs of the District and the constituent colleges in the area of technologies needed for teaching via distance education¹⁴³. Distance education technology solutions are centralized at the District level. District wide discussions take place in the ITAC committee whose membership consists of faculty representatives, instructional technologists, and executive vice presidents from all three campuses. In fall 2014, the campus created a Distance Education Advisory Group that reported to the executive vice president. This group transitioned to a standing committee effective fall 2015 in order to have on-going assistance to the distance education program. As with all standing committees, the goal is to ensure the membership reflects expertise and inclusion from the campus including faculty, staff, administrators and students.

In order to evaluate how effectively the institution meets the technological needs of groups on campus, including those of distance education, the institution relies on several measures. Through the program planning process, groups who have identified and received technology requests are asked to explain how the item has been used and what results the program is seeing from the use of the item¹⁴⁴. Various surveys are conducted of different constituent groups through the Campus Business Services Survey and the District survey¹⁴⁵. The office of instructional technology collects feedback about campus wide technology from faculty and staff. There is an IT help desk system by which a person can submit a ticket for problems encountered in the use of IT equipment¹⁴⁶. Critical and emergency requests have a response time of fifteen minutes. Urgent requests have a response time of an hour. Normal priority requests have a response time of approximately 4 hours and low requests have a 1 day response time¹⁴⁷. The District continually reviews the distance education and portal system statistics to ensure that servers are adequately sized for their role. If servers are being heavily stressed, additional or larger servers are added.

There are many features of the technological infrastructure that support reliability, disaster recovery, privacy and security, the servers and storage used for distance education are adequately sized to handle the peak traffic that occurs the week prior to the start of the semester as well as the first week of the semester. The organization uses five portal servers that act as the front end for the my.vcccd.edu

¹⁴³ Strategic Technology Plan pg. 24

¹⁴⁴ **need screen shot of TracDat on this**

¹⁴⁵ **Item #13:** Business Survey; **#26** A District wide survey of student perceptions is scheduled to be completed in 2015. An employee survey of the work environment is scheduled to be completed in 2015.

¹⁴⁶ **Item #27:** There are several committees that help make decisions about technology services, facilities, hardware, and software. The committees' descriptions and purpose can be viewed in the Strategic Technology Plan on pages 23-27.

¹⁴⁷ http://www.moorparkcollege.edu/sites/default/files/files/departments/administrative/information-technology-services/moorpark_college_sla_approved20120201_b.pdf

portal¹⁴⁸. The current distance learning system in use is Desire2Learn (D2L) and is hosted at locally Moorpark College. The D2L system is upgraded on a periodic basis to add features and to update security¹⁴⁹. Each portal server can handle several hundred simultaneous connections to the Desire2Learn system. All systems at Moorpark College and the District office used to support Desire2Learn and distance learning have redundant components. In the event that any one component fails, students and instructors will still be able to access the system. Along with redundant systems, all server data is backed up nightly. Copies of those backups are then sent to the disaster recovery site at Ventura College¹⁵⁰. There are several measures in place to provide security to the distance learning system. Those measures include a firewall, an Intrusion Prevention System (IPS), and antivirus software. The firewall only allows specified traffic to the Desire2Learn system. This helps prevent unauthorized access. The IPS protects the Desire2Learn system from potential vulnerabilities that hackers might exploit. The antivirus system protects the system from malware and viruses. The firewall, IPS, and antivirus applications are constantly updated. The Desire2Learn system itself has multiple levels of security that control system access¹⁵¹.

Analysis and Evaluation

The College uses several methods to ensure that the technology needs and support are sufficient to support all functions of the campus. On an annual basis, every department submits a Program Plan with requests for technology that will be used to aid in instruction or service. All requests submitted through Program Plans go to the Technology Resource Allocation Work Group (TRAWG) for vetting and review. The TRAWG workgroup uses a defined set of criteria for prioritizing technology requests via Program Plans. Technology that directly impacts student learning or if the current technology is failing or obsolete due to age or amount of use are examples of criteria used.

The College IT department utilizes a network based helpdesk system that allows users to submit work orders via email, voicemail, or through a form. The helpdesk system allows users to monitor the status of their work order and any progress made. When an update is made to the work order, the user is automatically emailed by the system so the user has the latest information. The helpdesk system also has a service-level agreement (SLA) function that is used to ensure that requests are responded to in a timely manner. The College IT department averages approximately 94% SLA compliance. Consistently meeting SLAs ensures that support is at an adequate level.

Action Plan(s)

None

III.C.2.

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The institution has several methods used to guarantee that the technological infrastructure is maintained and updated to support its programs and services. The District has set up special accounts for technology

¹⁴⁸ **item #38: The following is an example of the number of simultaneous connections from 8:55am on January 13, 2015**

¹⁴⁹ **item #28:** The description of the Distance Learning Task Force can be viewed on page 28 of the VCCCD Strategic Technology Plan.

¹⁵⁰ **item #38: The following is an example of the number of simultaneous connections from 8:55am on January 13, 2015**

¹⁵¹ **Item #39:** The D2L system is upgraded on a periodic basis to add features and to update security. On page 1 of the following DLTF meeting notes discusses past upgrade processes.

refresh. These accounts are funded by the campus for current and future technology needs. The amount set aside is made by local decision. The annual IT operational plan determines the technology refresh budget needs for the coming academic year and is specific to the needs of the College¹⁵². The program plan template allows faculty, staff and administrators to specify if they have a technology need, summarizes data they have to support their request, explains how the request is a short or long term need, and describes how it will benefit the program¹⁵³.

District IT distributes the same resources to each campus so as to provide a robust and secure technical infrastructure and maintain an up-to-date, effective platform for its distance education program. The District ITAC committee advises the chancellor on technology planning and priority setting for all technologies used in the teaching/learning process. The ITAC committee advises on changes made to the DE environment¹⁵⁴. District IT makes sure the systems are robust and secure. As described in 1C.1, the District and College have the provisions in place for all programs and services, including distance education. The District and campus IT departments continually update the campus infrastructure. This includes the routers, firewalls, switches, antivirus software, and servers. Critical infrastructure has redundancies to provide a higher degree of reliability¹⁵⁵.

As described in 1B.5 the institution bases its decision-making on the program planning process outlined in the *Making Decisions* document. This program planning process helps ensure that there is a documented need for requests and that requests are received and have an impact on the program. In this process programs are asked to consider evidence such as SLO assessments, retention and success data and the number of majors to help explain the rationale for equipment and technology requests¹⁵⁶. Broadly the campus routinely updates its *Technology Master Plan* to reflect the mission, values and strategic vision of the institution. The *Technology Master Plan* informs the rubric that is used by the Technology Resource Allocation Workgroup in order to prioritize technology requests. Through the program planning process, faculty, staff and administrators can request specific upgrades/updates to the infrastructure that will help their programs through the program planning process¹⁵⁷.

Analysis and Evaluation

The use of technology plays a critical role in every aspect of the campus. The campus continually upgrades systems and infrastructure in order to ensure that services are not interrupted. The systems that host our distance learning and ERP applications are the most critical and need to be protected from failure.

¹⁵² Example of budget

¹⁵³ **Item #50:** See Program Plans for the following disciplines: Art History (LED projector), Engineering's request for technology, Film Studies received several pieces of equipment that has impacted the classroom; Astronomy's request for telescope which it received; Biology request for better Wi-Fi in labs.

¹⁵⁴ **Items #6 : ITAC 12_2014.** ITAC (Instructional Technology Advisory Committee) Minutes for December 2014. See items 3 and 8. **Item #7:** ITAC 4_2014. ITAC Minutes for April 2014. See item #3; **item #38:** Description of server storage size

¹⁵⁵ **item #2: TCAP 3_2013.** Minutes for the March 2013 meeting of the F/TCAP committee (See Item #3, last bullet); **Item 4: F_TCAP 3_2014.** Minutes for the March 2014 meeting of the F/TCAP committee. See Item #4. For III.C.1.c see Item #3, first bullet; item 5: F_TCAP 11_2014. Minutes for the November 2014 meeting of the F/TCAP committee. See Item #3, 2nd bullet. For III.C.1.c see Item #3, first bullet.

¹⁵⁶ **Item #10:** Resource Allocation. Resource Allocation 2013_14.pdf. This summarizes the requests that were processed by the F/TCAP Committee

¹⁵⁷ **item #50:** See Program Plans for the following disciplines: Art History (LED projector), Engineering's request for technology, Film Studies received several pieces of equipment that has impacted the classroom; Astronomy's request for telescope which it received; Biology request for better Wi-Fi in labs.

During the 2014-2015 academic year, it was discovered that the systems that host our distance learning and ERP system at the district office datacenter were running in a poor physical environment. The power and air conditioning in the datacenter were aging and became unreliable. In depth discussions were held between district IT and campus IT to come up with a contingency plan to protect the integrity of these systems.

As a result of these discussions, a plan was formed to have better backups of these systems. It was also determined that these critical system should be moved to the Moorpark College datacenter where the physical environment is very reliable. The datacenter migration has begun and will be completed by the end of the 2015-2016 academic year.

Action Plan(s)

None

III.C.3.

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Moorpark College has converted nearly all lab computers on campus to thin client systems. The thin clients utilize a virtual desktop infrastructure (VDI) environment which allows the campus to quickly upgrade a lab with new software as well as to deploy a new image in the event that a system becomes corrupt or unusable. The management system used to control the VDI environment is called vWorkspace¹⁵⁸. The IT department has described the maintenance of its technological infrastructure and equipment in its service level agreements (SLA),¹⁵⁹ and the process for hiring of staff to maintain the infrastructure¹⁶⁰ in their program plan. All systems at the campus used to support the learning management system, email, and the ERP system have redundant components. In the event that any one component fails, students, faculty and staff will still be able to access the systems. Along with redundant systems, all server data is backed up on a nightly basis as discussed in 3C.1. The campus also uses network monitoring systems to monitor critical network equipment including switches, routers, and firewalls. Those networking monitoring systems include Foglight NMS and HP Intelligent Management Center¹⁶¹. The network monitoring systems back up the configurations of the devices that they monitor. In order to protect against power grid failures, the District office and the College datacenters have emergency power in the form of uninterruptable power supplies (UPS) and backup power generators.

Analysis and Evaluation

The College has committed to ensure reliable and secure access to technology on campus for students, faculty, management, and staff. As curriculum and teaching methodologies used in the classroom advance, the technology used must also advance. The growth in technology creates greater demands on the campus infrastructure. The College recognizes this need and plans for continual upgrades and maintenance of all technology used on campus.

The College implements an annual refresh to replace aging technology on campus. This can include computers, servers, audio visual, and software applications. When equipment is not scheduled for refresh, preventative maintenance is performed. Preventative maintenance includes the reimaging of labs,

¹⁵⁸ **item #32:** The following is a snapshot of the vWorkspace platform used at Moorpark College.

¹⁵⁹ **item #16:** Link to SLA

¹⁶⁰ **item #49:** MDD-description of Program Plan process. Pgs. 22-24

¹⁶¹ Logs and notifications from Foglight NMS

firmware updates to infrastructure, updates to security appliances, and patch management. These actions provide a stable and secure infrastructure that can handle the technological demands of today as well as the future.

Action Plan(s)

None

III.C.4.

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

To assess the needs of faculty and staff as it pertains to technology training, the Professional Development Committee (formerly Faculty Development) does surveys every year asking faculty and staff what workshops would be helpful during Flex Week and throughout the year. The recommendations are then forwarded to the instructional technologist. These suggestions lead to the creation of a variety of workshops regarding technology and distance education instruction¹⁶². When the campus migrates to a new software program, the District provides trainings at each campus for such programs (OMNI update, Drupal, Lync phones)¹⁶³. In addition, the instructional technologist holds two drop-in office hours per week, or faculty and staff can request specific appointments, for one-on-one trainings for specific needs. There is an IT help desk for faculty which documents when a request was submitted and when the work was completed. IT help desk orders are normally submitted online by email, the IT help desk or by calling the IT help desk and they will input the ticket on the caller's behalf¹⁶⁴.

The institution provides training in the use of technology to faculty, staff and, to a limited extent, students. Recognizing that teaching online is a different challenge, requiring new tools and skillset, the Instructional Technologist schedules trainings for faculty in the distance learning system which are held at the beginning of each fall semester during Flex Week as well throughout the semester¹⁶⁵. This training is required of all faculty before teaching an online or hybrid course. In addition, each Flex Week there is at least one day of training devoted to technology workshops. Training is continued throughout the semester for those seeking to teach distance education classes¹⁶⁶. The instructional technologist also leads training for programs that might be used by faculty, such as Lynda.com. These trainings are part of a series called 'TechEd Breaks'¹⁶⁷. Attendance at these trainings is tracked and faculty/staff are asked to evaluate the effectiveness of trainings during Flex week¹⁶⁸.

While there is no official technology training for students except through credit work, the open access lab (OAL) has student workers that help students with questions related to using computers and applications in the OAL. The library staff offers sessions to students on how to use the library databases. Recognizing that students need to be comfortable with technology in order to do well in distance education classes, there is an online tutorial available 24/7 for students¹⁶⁹. To further assist students beyond the online tutorials, students can call a dedicated distance education helpline or submit questions

¹⁶² **Item #51:** Fall 2013 Flex week materials

¹⁶³ Need evidence of trainings on campus

¹⁶⁴ logs

¹⁶⁵ Evidence/logs

¹⁶⁶ **item #56:** Examples of Instructional DE/Tech training

¹⁶⁷ **item #55:** Examples of Coffee Break fliers

¹⁶⁸ **Item #57:** Examples of Faculty development of attendance to trainings

¹⁶⁹ **Item #54:** Student tutorial and help pages- Available all of the time.

related to accessing their distance education classes. The helpline and email account are staffed by trained student workers and usage rates for the helpline are monitored to better understand peak times and issues¹⁷⁰.

Support for the distance education program on campus includes several resources available to students:

- The campus provides over 300 open access computers for students to access their distance education courses.
- The District has added several front end servers as the load has increased. This has helped ensure that the distance education environment is sized appropriately for the amount of users connected to the distance education environment.¹⁷¹
- 140 open access computers in the open access computer lab, 1st floor of Library and Learning Resources building
- 46 open access computers, 2nd floor of Library and Learning Resources
- 40 open access computers, 3rd floor of Library and Learning Resources
- 40 open access computers, 1st floor of Fountain Hall
- 36 in the Language Lab, 3rd floor Library and Learning Resources used for occasional overflow
- 12 open access computers, 2nd floor of Physical Science
- Library Computer Lab: 52 hours a week during regular semester; 8 am – 8 pm M-Th and 8 am – 12pm F
- The campus provides a student wireless network that allows students with wireless devices the ability to access the DE environment from nearly anywhere on campus.
- Students have the ability to print from their personal devices to campus printers

Analysis and Evaluation

Technology can be an effective tool when used properly. Technology can be used by faculty to provide instruction to students, can be used by staff to perform daily tasks, and can be used by students to perform research. If an instructor, student, administrator, or staff member does not know how to use technology, they will be disadvantaged.

The College employs several methods to ensure that faculty and staff have access to training throughout the year. Training for staff is mainly focused around specific applications that are used for their daily duties including the ERP system, Unified Communications, and document management. Staff training can be provided by in-house experts and also by attending training provided by vendors or third party facilitators. Training for faculty includes Flex activities focused on ways to leverage technology in the classroom. The College has several online training resources for students, faculty, staff, and management. The online training resources include content on the campus website along with subscriptions to third party online training resources. Professional development is another avenue that provides training to faculty and staff.

Action Plan(s)

None

III.C.5.

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

¹⁷⁰

¹⁷¹ **item #37:** List of computers available for student use

The District Board Policy 3720 and Administrative Procedure 3720 which describe appropriate use of the District's technological resources¹⁷². Every year, users must agree to the acceptable use policy in order to proceed with portal use¹⁷³.

As discussed in 3C.1, the institution has the program planning process whereby programs can request technology to assist in the teaching and learning process. While faculty best know what is necessary to facilitate teaching, since the requests are vetted through TRAWG and with the *Technology Master Plan* guiding the long-term vision of technology on campus, the process ensures that those items that are prioritized are appropriate. Through this process student services can also request software and hardware that will help achieve student success and equity¹⁷⁴. Faculty and student services requests are prioritized through the Technology Request Allocation Workgroup (TRAWG). The *Technology Master Plan* guides the long term vision on campus in order to ensure that items requested are appropriately prioritized and support the overall mission of the College.

Analysis and Evaluation

The College follows all Board approved policies, procedures, and regulations regarding the appropriate use of technology in the teaching and learning environment. The District referenced an acceptable use template provided by the Community College League of California. Modifications were made to the template to reflect the mission and vision of the District. The acceptable use policy went through the ATAC committee and were adopted. Future versions of the acceptable use policy will include input from ITAC with adoption in ATAC. The addition of input from the ITAC committee will increase the participatory governance involved in modifying the acceptable use policy.

Action Plan(s)

None

¹⁷² PDF of BP/AP 3720

¹⁷³ <http://www.vcccd.edu/departments/information-technology/use-agreement-ap-3720>

¹⁷⁴ Examples: DegreeWorks

Standard III.D: Financial Resources

Standard III.D.1

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

The Colleges and the District work closely in budget development processes and procedures. General and infrastructure fund allocations are distributed to the Colleges through the District's allocation model adopted by the Board of Trustees in May 2007 (III.D.5) and Infrastructure Model adopted in March 2012 (III.D.6). Both models are reviewed annually and modified based on recommendations developed through the participatory governance process and approved by the Board of Trustees. These models considers how the Colleges have evolved, and is responsive to changes that will occur in the future. The model is objective, formula-driven, readily understood, reasonably applied, flexible and responsive, widely communicated, adequately documented, and perceived as equitable. Budget assumptions (III.D.1) are reviewed by District Council on Administrative Services (III.D.13) and other participatory governance processes at the District and College levels, and approved by the Board (III.D.11).

The District acknowledges differences between the Colleges and recognizes the Colleges' needs to direct their resources based on their own plans and objectives in meeting the needs of their diverse populations and constituencies. Thus the adopted budget allocation model addresses the distribution of resources, and is not prescriptive in how funds are to be spent at the various locations (Colleges and District Office). The Colleges have separate and specific budget development processes unique to each College, reflecting their organizational culture and priorities. It is at this level that the budget must be tied to each College's strategic plans.

Moorpark College's Unrestricted General Fund allocation from the Ventura County Community College District for 2015-16 was \$51,010,470 inclusive of a 2% carryover (III.D.3 pg57). For Moorpark College, this represented an increase of \$4,343,445 in general funds compared to the prior year's allocation. Through the Infrastructure allocation model Moorpark College recognized \$1,643,334 in additional funds (III.D.3 page 70). In addition to allocated funds, the College supports other student programs through categorical funds, grants, and enterprises.

The College allocated increased general and categorical funds in 2015-16 to core instruction, growth, student success, equity, services, cost of ownership (facilities) and restoring positions cut during the prior state budget crises, 2009-2013.

While the College remains focused on growth, student success, equity, and sustainability, it plans to continue to search for improvements through efficiencies in order to ensure ongoing solvency. The integrated annual strategic planning and resource allocation process ensures there are sufficient financial resources for the support of student learning, student services, and administrative operations.

The College integrates program review, planning, and resource allocation in the annual strategic planning process (refer to *Making Decisions at Moorpark College*.¹⁷⁵ The program review process updates the current status and future needs of programs with rationale based on analyses of course-level and program-

¹⁷⁵ III.D.31

level outcomes. The annual planning and budget cycle are used to establish priorities among competing needs so that the College can remain flexible should budgets increase or decrease without warning during the budget planning period or the fiscal year. The connection between institutional objectives identified within the Strategic Plan,¹⁷⁶ program planning,¹⁷⁷ and resource allocation is validated at program, participatory committee, and executive management level reviews.

Analysis and Evaluation

Through proactive fiscal stewardship, accumulation of ending balances, and increases in general funds, and categorical monies, the College's budget has proven to be sufficient for institutional support. The College's culture of integrated strategic planning demonstrates the ability not only to identify financial resources but also to ensure a strategic and participatory governance methodology for resource allocations.

Action Plan(s)

None

Standard III. D.2

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner

Evidence of Meeting the Standard

The District's mission and goals are the foundation for strategic financial planning and are integrated with and support all College planning. The Board reviews goals twice a year, in February and June, to address priorities at the Colleges. The District has three major Board Policies¹⁷⁸ and a documented timeline and process that guide budget development and support fiscal planning at the College level:¹⁷⁹

- Board Policy 6200 Budget Presentation
- Board Policy 6250 Budget Management
- Board Policy 6300 Fiscal Management

Regular staff reports are provided to the Board and College leadership as a part of regular Board meetings, Chancellor's Cabinet meetings, and District Council of Administrative Services (DCAS), the District wide participatory governance council responsible for budget development.

Moorpark College's strategic planning model includes both district-level and college-level planning documents that describe our decision making processes, providing a framework for resource prioritization and allocation through participatory governance committees. These documents include Visions of the VCCCD Governing Board of the Trustees, VCCCD Vision and Master Plan,¹⁸⁰ and College level planning; Moorpark College Vision/Mission,¹⁸¹ Educational Master Plan,¹⁸² Strategic Plans: Moorpark

¹⁷⁶ (III.D.28)

¹⁷⁷ (III.D.28)

¹⁷⁸ (III.D.8)

¹⁷⁹ (III.D.3)

¹⁸⁰ (III.D.24)

¹⁸¹ (III.D.44)

¹⁸² (III.D.25)

College Strategic Plan,¹⁸³ Technology Plan,¹⁸⁴ *Facilities Master Plan*,¹⁸⁵ Enrollment Management Plan,¹⁸⁶ and program plans.¹⁸⁷

The annual Fall Fling planning retreat is where the mission statement is revisited and strategic planning takes place. A brief budget overview is presented,¹⁸⁸ which is particularly important during years when the state budget is volatile. The results of the mission review and strategic planning update, along with the budget overview, are disseminated widely to College personnel to provide a context for unit planning.

The flow of budget planning is synchronized with the District’s budget assumptions and planning, which are reliant on state funding projection. Ongoing communication takes place at the District and College levels in regard to state, District (DCAS),¹⁸⁹ and College fiscal resources.¹⁹⁰ Budget analysis and development at the College level takes place twice a year, in January/February and July/August, which requires that academic and business service managers, in conjunction with their department chairs or service areas supervisors conduct a review of current and prior year budgets. Business Services provides a two-year budget comparison to the managers so they may note spending trends, realign funding to match emerging needs, return unspent funds to the general budget, or request additional resources.¹⁹¹

¹⁸³ (III.D.28)

¹⁸⁴ (III.D.29)

¹⁸⁵ (III.D.26)

¹⁸⁶ (III.D.30)

¹⁸⁷ (III.D.23)

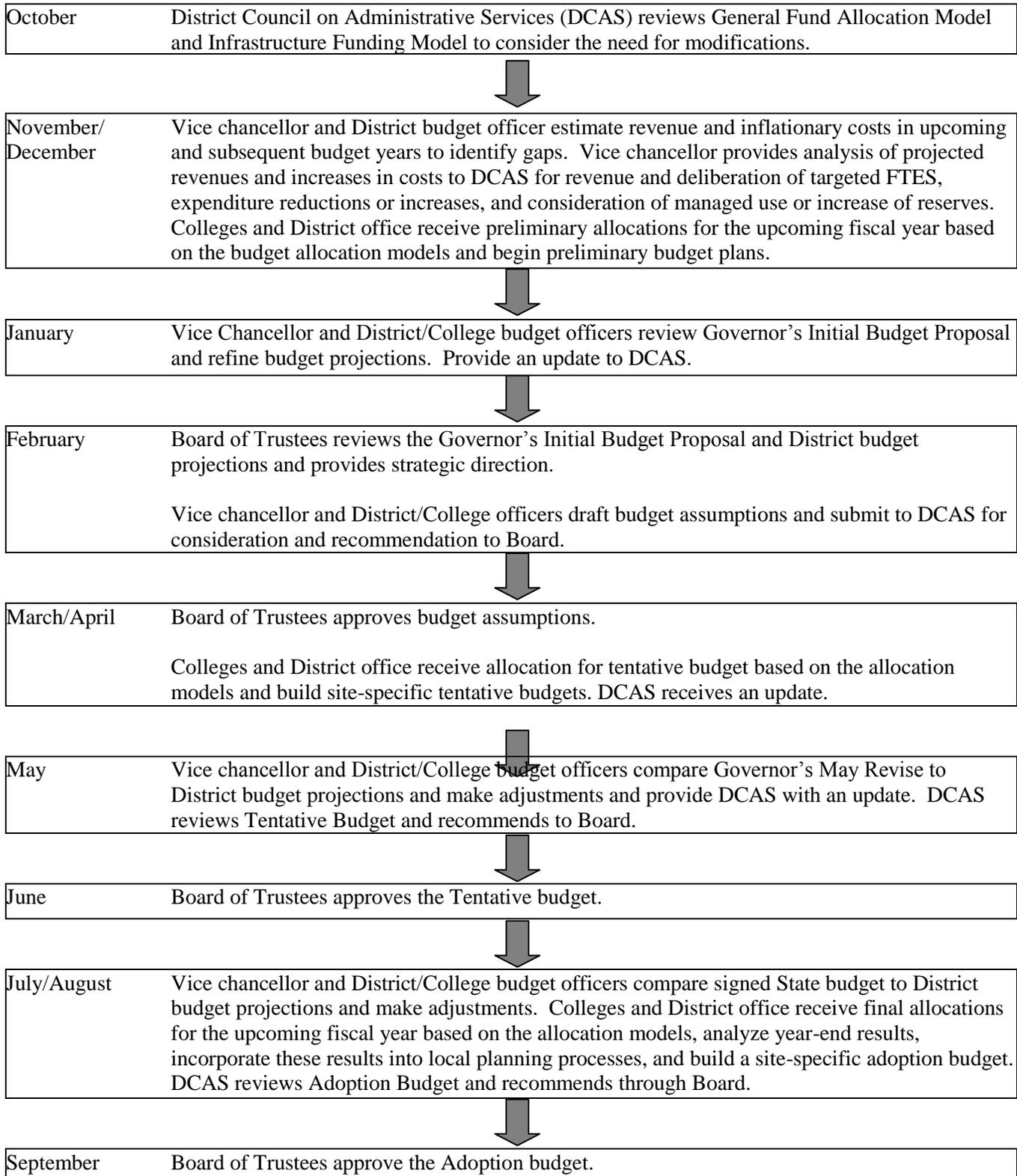
¹⁸⁸ (III.D.42)

¹⁸⁹ (III.D.13)

¹⁹⁰ (III.D.3 and see timeline on next page)

¹⁹¹ (III.D.42)

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT TIMELINE AND PROCESS FOR BUDGET DEVELOPMENT



Once the budget is adopted for the District, College level planning for the upcoming year begins with the annual Fall Fling.¹⁹² The annual updates of program plans are due by September 15 of each year, and call for both quantitative and qualitative analysis of program status and a three-year future projection.¹⁹³ Based upon a review and analysis of course-level and/or program-level outcomes and goals set for the coming year, each program requests resources for program improvement. The primary vehicle for the allocation of discretionary funds outside of unit operation budgets is the annual program plan review, which dovetails into the prioritization of physical, human, and technical/equipment resources requests.

The vice president of business services, executive vice president, and Academic Senate president meet with each dean and their respective faculty and staff leads for each program to evaluate the status of their programs and to review both the division operating budget and additional requests for resources. Requests for discretionary allocations outside the program's operating budget are grouped by category (human resources, physical resource, technology resources), and dispatched to the appropriate participatory planning committees for validation and prioritization.

This governance process for prioritization of resource requests is managed through the Moorpark College Fiscal Planning Committee,¹⁹⁴ Committee on Accreditation and Planning - Facilities and Technology (F/T CAP),¹⁹⁵ Academic Senate, and Deans' Council processes, with final decisions made at Vice Presidents' Council contingent upon funding.

The committees that review program plans for resource prioritization include:

- A joint committee of the Academic Senate and Deans' Council, responsible for full-time faculty hiring prioritization.
- Fiscal Planning Committee on Accreditation and Planning has a primary function of planning, monitoring, and evaluation of the College process for general fund budget development and is responsible for hiring prioritization of classified staff positions.
- Facilities & Technology Committee on Accreditation and Planning, which prioritizes both technology resource requests (as assigned to its workgroup, the Technology Resource Allocation Workgroup [TRAWG]) as well as facilities and equipment projects (as assigned to its workgroup, the Facilities Resource Allocation Workgroup [FRAWG]). These two workgroups report back to the committee as a whole with recommendations regarding prioritization resource allocation.
Note: Two separate committees, the Facilities Committee on Accreditation and Planning and the Technology Committee on Accreditation and Planning, were combined in 2013/2014 to create the committee as it stands today.

The committees return their recommendations on hiring and spending prioritization to the vice president of business services. The vice president of business services brings these recommendations to the president's Council, which conducts an executive-level review in the context of the College wide budget and alignment with strategic objectives.¹⁹⁶ One exception is the recommendation for faculty prioritization, which is made directly to the College president; the vice president of business services advises the president on available funding to support new hires. In this review process, the vice president ensures that budget and hiring decisions are sustainable long-term, and that resources are allocated in a manner to ensure financial stability. Final recommendations on hiring and spending prioritization are presented to the College president in Vice Presidents' Council.

¹⁹² (III.D.49)

¹⁹³ (III.D.23)

¹⁹⁴ (III.D.33)

¹⁹⁵ (III.D. 34, 35 & 36)

¹⁹⁶ (III.D.48)

The College has multiple venues and methods to help communicate to all constituents the ongoing status of state, District, and College budgets, along with the allocation of resources to meet prioritized requests. Two primary participatory governance committees are the Fiscal Committee on Accreditation and Planning and the Facilities and Technology Committee on Accreditation and Planning.¹⁹⁷ The role of each committee member is to help disseminate information to College constituents. Additional College forums are Convocation, Town Hall meetings, Academic Senate, Deans' Council, Student Services Council, and department meetings.¹⁹⁸

Once the adoption budget has been approved by the Board of Trustees, the budget document and executive summaries are posted on the District website for public access.¹⁹⁹ Resource allocation information is available to College constituents on the business services website and is updated when key decisions are made regarding resource prioritizations.²⁰⁰ The office of business services is available to answer questions regarding all budget and financial questions. The College has made a conscious effort to have open and frequent communications with constituents regarding fiscal planning and budgeting. The College business service department prepares a staff and faculty balanced scorecard survey that addresses key functions within each department.²⁰¹ A section of this survey looks at communication and transparency of funding resources and budgeting.

Analysis and Evaluation

The Mission and goals provide the foundation for all financial planning at Moorpark College. As outlined in *Making Decisions at Moorpark College*, the College integrates program review with planning and resource allocation in the annual strategic planning process. The annual program review, planning, and budget cycle is used to establish priorities among competing needs so that the College can remain flexible should funding increase or decrease without warning during the budget planning period or fiscal year. The connection among institutional strategic objectives, program goals and resource allocation is validated at program-level, participatory committee-level, and executive management-level reviews.

The appropriate information and tools are provided by the District and College, allowing constituents to become educated on the state, District, and College budgeting processes. The College reviews a variety of financial information with the campus community on a regular basis, including topics such as basic assumptions of budget development, annual reporting, and regular budget updates. Key stakeholders have access to day-to-day information through the District's integrated Banner system.

Action Plan(s)

None

¹⁹⁷ (III.D.33) and (III.D.36)

¹⁹⁸ (III.D.47) and (Need additional web links; email or e documents)

¹⁹⁹ (III.D.3)

²⁰⁰ (III.D.48)

²⁰¹ (III.D.37)

Standard III. D.3

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The Colleges and the District work closely in budget development processes and procedures. The District uses an allocation model for the distribution of general fund-unrestricted revenue.²⁰² The model considers how the Colleges have evolved, and is responsive to changes that will occur in the future. The model is objective, formula-driven, readily understood, reasonably applied, flexible and responsive, widely communicated, adequately documented, and perceived as equitable. Budget assumptions are reviewed by District Council on Administrative Services²⁰³ and other participatory governance processes at the District and College levels, and approved by the Board.²⁰⁴

The adopted budget allocation model addresses the distribution of resources, and is not prescriptive in how funds are to be spent at the various locations (Colleges and District). The District acknowledges differences between the Colleges and recognizes the Colleges' needs to direct their resources based on their own plans and objectives in meeting the needs of their diverse populations and constituencies. The Colleges have separate and specific budget development processes, reflecting their organizational culture and priorities. It is at this level that the budget must be tied to each College's strategic plans.

In preparation for the annual budget process, the District participatory governance body of DCAS, under the guidance of the vice chancellor of finance and administration, studies the budget forecasts and projections from the state, and determines possible budget scenarios for the coming year. From the information available, DCAS crafts budget assumptions and guidelines that are recommended to the chancellor's Cabinet.²⁰⁵ Upon review and agreement, the budget assumptions are forwarded to the Board of Trustees with a recommendation from the chancellor for adoption. The annual budget process formally begins with a Board study session of current budget status and future budget forecast, and the adoption of the budget assumptions for the public record.²⁰⁶

As the District develops final General Fund budget allocations, the vice president of business services compares available resources to prioritized requests (in the categories of human resources, facilities, equipment, and operations), makes adjustments to ensure a balanced budget, and brings a final budget recommendation to the president's Council. Once the budget is finalized, the District prepares and presents the annual budget document to the Board for adoption. The adopted budget is made available to College constituents through the Office of Business Services and the District website.

As the budget assumptions and guidelines are crafted, the College begins departmental budget-building in concert with the annual program planning process. The program plans, due on September 15 of each year, contain the requests for resources to meet program goals. As these requests are consolidated, validated, and prioritized through the participatory committee planning process, the budget-building process also moves through the tentative and the adoption stages. The budget-building process is integrated with the annual program planning cycle, with feedback to programs provided through the annual Fall Fling, Town Halls, budgetary program review, and the Fiscal Planning Committee, as documented in *Making*

²⁰² (III.D.5)

²⁰³ (III.D.13)

²⁰⁴ (III.D.1)

²⁰⁵ (III.D.13)

²⁰⁶ (III.D.1)

*Decisions at Moorpark College.*²⁰⁷ Because all operational units at the College are required to conduct program review and planning, with resource request a required component, the budget-building process is tightly woven into the planning cycle.

Analysis and Evaluation

At the College, constituents are kept informed of budget projections throughout the budget-building cycle. The College president, executive vice president, and vice president of business services share with the campus emerging information on the state fiscal conditions and how they impact College planning and operations. Budget updates are delivered primarily through the Fall Fling, Town Hall meetings,²⁰⁸ and information reinforced at participatory governance committee meetings, Academic Senate meetings, Deans' Council and Student Services Council meetings. The Fiscal Planning Committee²⁰⁹ is the primary participatory governance venue for fiscal discussions.²¹⁰ Explanatory financial data (e.g. budgets, committee reports, resource allocation recommendations, etc.) and presentations are also provided on the College and District websites, and can also be obtained from the business services office.²¹¹ Materials presented at Town Hall meetings are archived on the College's SharePoint drive, referred to as *MCSHare*.²¹²

Action Plan(s)

None

Standard III. D.4

Institutional planning reflect realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

As described in Standard III.D.1 above, regular updates regarding assessment and projections of financial resources, including state economy projections, are presented to and discussed at DCAS.²¹³ Budget resources are reviewed by DCAS and other participatory governance processes at the District and College levels.²¹⁴

Consistent with the uniqueness of each College in the District, the College aligns its resources based on its own plans and objectives in meeting the needs of its diverse populations and constituencies. Thus, the three Colleges have separate and specific budget development processes, reflecting their organizational culture and priorities.

The College's budget is augmented throughout the year with additional funds as they are received from the state or other sources (e.g. SSSP & equity). Increased funding over the last two years has prompted the College to evaluate its planning assumptions in a very strategic manner to ensure thoughtful fiscal stewardship and alignment of resources with institutional needs, while recognizing that changes in levels of categorical funding or another economic downturn is a possibility. Any surplus balance is closely monitored throughout the year to augment funding as needed in support of College programs.

²⁰⁷ (III.D.31)

²⁰⁸ (III.D.14)

²⁰⁹ (III.D.33)

²¹⁰ (III.D.11)

²¹¹ (III.D.33, 34, 35, 36, 48)

²¹² (III.D.14)

²¹³ (III.D.13)

²¹⁴ (III.D.13)

Grants and other externally funded programs are overseen by program managers assigned to the project. Administrative Services closely reviews, monitors, and assists in the oversight of the unrestricted general fund, categorical, and auxiliary programs such as the bookstore, civic center, and child development center. Other partnerships provide ancillary benefits, including financial via rental or long-term lease of facilities through the civic center, commissions food vending services, and donations from the Moorpark College Foundation.

Analysis and Evaluation

Since 2007, the College has conducted extensive dialogue concerning the identification of core functions in the academic, student services, and administrative services operations. In recognizing the possible long-term nature of economic and demographic challenges, the College agreed to insert into the *Educational Master Plan* a planning objective that requires the College to provide a realistic assessment, both academic and financial, of its institutional planning and program planning agenda vis-à-vis the economic environment.²¹⁵

Up until the last two years, planning at the College has been conducted in poor economic conditions and moderate to limited demographic growth, in which assumptions of expansion and growth were not possible. Despite the current opportunity for funded growth, the College continues to experience flat or limited growth. This trend is supported by research data from the current *Educational Master Plan*. These data indicate a 17% decline in high school graduates from 2008 to the present. Despite these challenges, the College has maintained a positive ending balance in each fiscal year due prudent fiscal stewardship.

Action Plan(s)

None

Standard III. D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decisions making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems

Evidence of Meeting the Standard

The decision-making process regarding allocation of resources is embedded in the governance structure of the College, and is integrated with the strategic planning process. Standing committees and councils are responsible for drafting guidelines for resource allocation and crafting annual recommendations to the College President, including those from Fiscal Planning Committee,²¹⁶ Facilities and Technology CAP,²¹⁷ the joint committee of Academic Senate and Deans' Council for faculty hiring prioritization, and President's Council. Each of these groups reviews current processes at the end of each planning cycle for possible future improvements. Recommendations from these committees are reported back by committee representatives to their respective divisions, departments, and programs, and are posted on the College website.²¹⁸

²¹⁵ (III.D.25)

²¹⁶ (III.D.33)

²¹⁷ (III.D.36)

²¹⁸ (III.D.48)

As part of its planning culture, the College reviews the actual versus adoption budget annually, as well as throughout the fiscal year. This process helps in identifying variances or the possible need to readjust funding resources within departments or divisions. It also serves to monitor the effectiveness of the financial planning. All participants in the development of budgets have access to fiscal information (current and historical) in Banner. These data are utilized when making prudent budgetary decisions. Additional assistance from Fiscal Services staff is available to provide more in-depth knowledge or guidance regarding fiscal analysis and budget development. The District and College provide periodic training on how to use Banner and various reports available for planning.

The College follows the Board Policies (BP 6200, BP 6250 and BP 6300) for the financial management and oversight of operations.²¹⁹ The District and College undergo a comprehensive external audit annually. The audit is conducted in accordance with state compliance requirements and generally accepted accounting principles (refer to VCCCD Audit Reports 2012/2013, 2013/2014, 2014/2015)²²⁰. In addition, the College engages in internal program reviews of standard operating procedures. Through these means, the College engages in continuous evaluation of the financial management processes, and performs any needed improvements.

Analysis and Evaluation

The College's budget complies with District and state guidelines. All changes to the budget follow a well-defined process, allowing for College dialogue and review before changes are moved forward. The vice president of business services reviews finances on a regular basis with the College president and executive vice president. Staff continuously reviews the College's budget, comparing actual expenditures to budget and ensuring the proper alignment of resources. In addition, there are monthly, quarterly, semiannual, and annual reviews. There is also monitoring of all categorical, enterprise, and grant funds. This performance review ensures expenditures track with prior-year expenditures and available current-year resources. The effectiveness of the College's past fiscal planning is reviewed annually as part of the strategic planning and budget development processes.

Action Plan(s)

None

Standard III. D.6

Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflects appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting Standard

Audits are managed centrally by the District Office. The College has received unmodified audit and federal compliance opinions.²²¹ Findings in state compliance for fiscal year ending June 30, 2014, have been addressed. The College also receives management recommendations. The District provides a timely response to the external audit firm. These responses are presented to the Finance and Capital Planning subcommittee of the Board and also to the Board of Trustees for acceptance.

On a daily, weekly, and monthly basis, financial information is prepared by College staff to ensure that resource allocations are appropriate, accurate, and in support of student learning programs and services.

²¹⁹ (III.D.8)

²²⁰ (III.D.32)

²²¹ (III.D.32)

The College uses Banner, an integrated financial management system that is easily accessible to all unit budget managers. The District and College have created multiple reports in Banner that are used to audit, verify, and augment budgets within the different funds. Journals and budget augmentations flow through an approval queue that starts with the approving manager, to College fiscal services staff, with final review at the District level.²²² In order to maintain compliance with District policies and procedures regarding purchasing, the College has an internal process in place that provides for multiple levels of review and approval of requisitions, travel requests, and other expenditures.

To ensure compliance at the program level, multiple times a year the District offers in-depth training to staff whose work assignments include requisitions, budgeting, and fiscal management. During Flex Week and throughout the year, training is made available to staff, students, and faculty regarding purchasing, petty cash, travel and procurement cards. Budget managers, staff, and faculty are able to seek assistance at any time to enhance their knowledge of financial transactions.

Analysis and Evaluation

Financial audit reports indicate that financial management is sound within the District and at the College. The Banner financial management system is adequate and accessible for budget management. Financial policies and procedures (III.D.8) ensure effective internal controls with multiple levels of review.

Action Plan(s)

None

Standard III. D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The College participates in the District wide annual external audit at the end of each fiscal year. The scope of the audit covers individual campus activities and state programs (III.D.32). Audit findings and recommendations are presented to the vice chancellor of finance and administration and the College president, who ensure prompt notification of the affected unit and appropriate corrective actions, with broader District wide findings addressed by District and the participatory governance process if required. With the assistance of District staff, the College responds to the issues immediately by identifying and developing corrective Standard Operating Procedures (SOP). The auditors re-examine those areas with findings or recommendations in the subsequent year's audit to ensure corrective efforts have been effective. The Board of Trustees Subcommittee for Audit and Finance reviews annual audits and recommends approval to the full Board at official Board meetings.²²³

Analysis and Evaluation

Annual external audits are used to identify any shortcomings within the internal controls and the vice chancellor of finance and College president notify appropriate programs, which in turn update the Standard Operating Procedure (SOP). Auditors confirm the efficacy of the updated SOP.

Action Plan(s)

None

²²² (III.D.45)

²²³ (III.D.46)

Standard III.D.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of the assessment are used for improvement.

Evidence of Meeting the Standard

Audit engagements are managed centrally by the District Office. The District has received unmodified audit and federal compliance opinions. It did receive findings over state compliance for fiscal year ending June 30, 2014, namely lack of a documented annual meeting of the EOPS advisory committee and lack of proper documentation on file for concurrently enrolled students. The District created a corrective action plan to address both findings. As a result, there were no compliance findings for fiscal year ending June 30, 2015.

All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the District's fiscal services team on an ongoing basis. External auditors review progress of corrective actions annually. These responses are presented to the Finance and Capital Planning Subcommittee of the Board and also to the Board of Trustees for acceptance. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis. Information from external audits is provided to the Finance and Capital Planning Committee, Board of Trustees, the CFO, and the CEO, and is used to evaluate and improve the District's financial management and internal control systems.

The District has annual external audits for its bond program. Bond expenditures have been consistent with regulatory and legal restrictions since the program's inception. The bond program has never received a qualified or modified audit opinion. Financial and performance audits for the bond program are reviewed and approved by the Board, the Board's Finance and Capital Planning Committee, and the District's Citizens' Oversight Committee.

Analysis and Evaluation

The College strives continuously to ensure it is compliant with District policies and procedure, which have been documented and are available on SharePoint (McShare). Self-audits through monthly reconciliation is one of the primary tools used for cash handling control. All College fund-raising activities through the Foundation, student organizations, clubs or departments must directly align with the College mission, internal controls, and proper approval mechanisms.

External independent auditors examine all District financial resources, including those such as auxiliary activities, student health center, child development center, trust and agency accounts, categorical programs, contracts, and grants. As a part of the audit process, the District also receives a management letter which may recommend strengthening internal controls or improving financial procedures. These reports and the related follow-up work help to evaluate and implement corrective standard operating procedures to ensure compliance and the appropriate use of all funds.²²⁴

Action Plan(s)

None

Standard III.D.9

²²⁴ (III.D.32)

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting Standard

There is evidence of cash balance and reserve balance through the publication of the 311 Annual Financial and Budget Report. The Administrative Procedure on reserve (AP 6305) stipulates that the budget shall be balanced.²²⁵ Therefore, there shall be no deficit budgeting during the development of the annual budget. However, remaining ending balances left at the three Colleges and the District office will be rolled into the following year's budget for each respective site, to be used for one-time expenses. The percentage of expenditures allowed to be carried forward into the following year is currently two percent and is set by the Board as a part of the budget development process.²²⁶

In accordance with the State Chancellor's Office Accounting Advisory FS 05-05: Monitoring and Assessment of Fiscal Condition, the State Chancellor's Office requires a minimum prudent unrestricted general fund balance of five percent.²²⁷ To ensure the District does not drop below this minimum requirement, the Board authorizes the segregation of this amount in a reserve designated for that purpose. Through Board action, the unbudgeted reserves may be designated to address anticipated one-time expenditures that cannot be met within the existing budgets. At the December 2014 Board meeting, the Board designated a total of \$7,900,000 for anticipated one-time expenditures in the following areas: marketing, emergency preparedness, State Teachers Retirement System (STRS), energy efficiency, OPEB (retiree health liability), and enrollment growth.²²⁸ The Board approved use of these reserves for the designated one-time expenditures in the March 2015, October 2015, and November 2015 Board meetings. Then during the annual budget development process, a review of the designated reserves is conducted and a recommendation forwarded to the chancellor for any adjustments. There is a revenue shortfall contingency reserve, which is currently five million dollars.

The unallocated reserve is the remaining ending balance after the reserve requirements above have been met, less the amount approved for budget carryover. While these unallocated reserve funds are a part of the year-end balance and therefore one-time funds, they should be used for one-time expenses or one-time seed money for programs that must subsequently be included in institutional budgets. During times of serious fiscal exigency, the Board may approve the use of the unallocated reserves for transitional purposes. Currently there is a balance in the self-insurance fund of one million dollars.

The District participates in the Statewide Association of Community Colleges (SWACC), a member-owned and member-operated property and liability Joint Powers Authority (JPA) that provides programs and resources to specifically address exposure to loss through broad and unique coverages, specialized loss control services, trainings, fiscally responsible self-funding, and risk transfer.²²⁹ SWACC incorporates coverage for property, general liability, automobile liability, errors and omissions, crime, equipment breakdown, and various insurance policies as required by the District. Included in the JPA program is the Schools Association for Excess Risk (SAFER) JPA. SAFER provides an excess casualty program.

²²⁵ (III.3.D)

²²⁶ (III.D.1)

²²⁷ (III.D.3, page 68)

²²⁸ (III.D.11)

²²⁹ (III.D.19—[SWACC Coverage])

The District contracts with Anthem Blue Cross for administration of the student and athletic insurance and with Ascension Collegiate Solutions for the international student insurance.²³⁰

As of the Adoption Budget 2015-16, the total reserves of the District are adequate to meet both short-term and long-term financial emergencies. The reserves are divided into five District categories:

General Fund Unrestricted-Designated Reserve: State-Required Minimum (5%)

In accordance with the System Chancellor's Office Accounting Advisory FS05-05: Monitoring and Assessment of Fiscal Condition, issued in October 2005, the System Chancellor's Office requires a minimum prudent unrestricted general fund balance of 5 percent (\$7,991.634);

General Fund Unrestricted-Designated Reserve: Reserve Shortfall Contingency

The Board of Trustees has designated that this reserve should be a minimum of \$3,000,000 and will be used only to cover unanticipated mid-year revenue shortfalls (\$5,000,000);

General Fund Unrestricted-Designated Reserve: Marketing, Emergency Preparedness, STRS, Energy Efficiency, Enrollment Growth

The Board of Trustees has designated that these reserves in total should be (\$5,800,000) as of September 2015 and will be used only to cover planned District wide expenses related to noted areas.

General Fund Unrestricted Reserve: Unallocated

This reserve is made up of the remaining ending balance after the reserve requirements above have been met. In September 2015, this amount was (\$6,648,593);

General Fund Unrestricted-Designated Reserve: Budget Rollover

Although not an actual reserve, the Adoption Budget on June 30, 2015 had an ending balance of (\$2,404,721) from the four budget units, which will be designated for one-time expenditures in 2015-16 at the specific sites that generated the balance.

Analysis and Evaluation

The District has maintained sufficient unrestricted reserves as identified in AP 6200: Unrestricted general fund reserves shall be no less than 5 percent of the current year unrestricted and designated general fund budgeted expenditures and sufficient to meet the cash flow requirements of the District (with targeted reserves between 7 percent and 15 percent). The District has been able to meet its cash-flow requirements without the need to use temporary revenue anticipation bonds. At the beginning of fiscal year 2016, the ratio of combined unrestricted ending fund balance to prior-year expenditures was 29.1 percent (this included unbudgeted funds). Of this, 16.9 percent was available as District wide reserves with the remainder in the Colleges' operating budgets. During the year, the Board has allocated 6.3 percent of the 16.9 percent available reserves, leaving 10.6 percent available. [fiscal year 2016 reserves]. The College is positioned to meet financial emergencies and unforeseen occurrences in fiscal year 2016. Over the past year, there appears to be a change in culture regarding use of reserves. During previous serious financial budget reductions, the District did not utilize reserves. Over the past year, reserves have been broadly used for a variety of purposes not related to financial emergencies. In addition, the College has demonstrated the ability during fiscally constrained budget years to come together as a community to reevaluate core institutional needs. All constituencies participate in the process, which is transparent and open.

²³⁰ (III.D.19)—[International Students Insurance

Standard III.D.10

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations for foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The College practices effective oversight of its finances in a manner consistent with its goals. Oversight is maintained in all areas, including financial aid, grants, externally-funded programs, and auxiliary organizations, student clubs, trust accounts, and its institutional investments and assets. The vice president of business services reviews the status of all funds throughout the year and reports any concerns to the College president. Detailed review of individual programs occurs annually during meetings between division deans and program leads and the business services office.

In addition to the specific institutional procedures for reviewing fiscal management, the District holds regular meetings of the executive staff of all three Colleges to review institutional and District wide financial plans and projections. The District's director of fiscal services provides financial oversight and support services to the College program managers responsible for externally funded programs, contracts, and grants. This office acts as a liaison with funding agencies to ensure funds are expended in compliance with the conditions of the agreements.

The District prepares for the annual external audit. The interim visit by the external auditors consists of internal control review and assessment, as well as testing over state and federal compliance areas. The external auditors also visit the three Colleges during the summer. After the financial records are closed for the fiscal year, the external auditors complete their financial statement, federal compliance (single audit), and state compliance audit at the District office.²³¹ As part of the single audit, the external auditors review the disbursement of Title IV funds (financial aid). The District also has a separate financial and performance audit of Measure S bond funds. The District reviews quarterly, mid-year, and annual budget and expenditure reports for restricted. This single audit also encompasses the College Foundation, a 501C3 auxiliary organization of the College, the results of which are reported through the Foundation Board to the District and the Board of Trustees.

The District Office reviews, reconciles, and internally audits financial aid transactions specifically in the areas of Title IV requirements. In conjunction with other reporting requirements, the District Office also prepares and reviews other financial reports related to Title IV funding. The FISAP (Fiscal Operations and Application to Participate) is prepared and submitted annually. The Federal Student Audit eZ-audit report is also submitted annually.

The Purchasing Department maintains an electronic workflow process to record contracts, memoranda of understandings, and agreements with the District. The workflow process tracks the effective date of an agreement, contract term and expiration dates, revenue, Board approvals, and insurance requirements.

Analysis and Evaluation

The College meets the standard. The vice president of business services oversees the College's financial resources through ongoing monitoring of all funds. To ensure that financial resources are used effectively in support of the College mission, the College has embedded the assessment in its annual planning cycle. An iterative budget planning and review process is managed by the president, vice president of business services, executive vice president, department managers, and fiscal services staff.

²³¹ (III.D.32)

Action Plan(s)

None

Standard III. D.11

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies plans and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The District maintains adequate reserves to ensure financial solvency.²³² In addition to the state required five percent minimum reserve, the Board has designated five million dollars to cover any mid-year reductions. The District has an obligation to fund post-retirement benefits. An actuarial study was performed in November 2014, estimating the amount that should be accumulated under GASB 45.²³³ In order to reduce the overall cost to the District, in fiscal year 2010-11 the District established an irrevocable trust fund for the partial funding of the liability. Deposits to the trust are made annually.

Building maintenance costs are budgeted in the College's operating costs and capital projects budget for scheduled maintenance. The College also has access to capital funds that have been set aside over time, in addition to the Foreign Student Surcharge and Redevelopment Agency funds to assist with the larger-scale maintenance of facilities.²³⁴

The College's only other long-term obligations are facility lease and equipment lease agreements. The District identifies these obligations annually during budget development and requires the College to include these costs in the operating budget

Analysis and Evaluation

The District directly oversees liabilities and other long-term obligations at the level of the office of the vice chancellor of business services. The annual Adoption Budget reflects compliance with external standards, including but not limited to GASB, other post-employment benefits (OPEB), the Education Code, Title 5 regulations, Full-Time Faculty Obligation Number (FON), the 50 percent law, EPA funding, etc. Throughout the past six years, the District and College have shown diligence and discipline in budget management. Following cyclical budget funding shortfalls in previous years, the College has continued to control its discretionary spending even during periods of increases in state funding. The implementation of strategic long-range plans directly influences short-term financial decisions.²³⁵

The College has developed four major documents through the participatory governance process that identify long-range financial priorities: the Moorpark College Educational Master Plan,²³⁶ Moorpark College *Strategic Plan*,²³⁷ *Facilities Master Plan*,²³⁸ and *Technology Master Plan*.²³⁹ Specific categories under each of these plans with high impact on long-term planning include capital planning, scheduled maintenance, and institutional technology refresh. Each plan is reviewed on a regular schedule in order to

²³² (III.D.50)

²³³ (III.D.3, page 38)

²³⁴ (III.D.3)

²³⁵ (Educational Master Plan, Facilities Plan, Technology Plan, and program plans)

²³⁶ (III.D.25)

²³⁷ (III.D.28)

²³⁸ (III.D.26)

²³⁹ (III.D.29)

validate established goals, or, when data reveal changes in the environment, to realign planning goals to meet short-term and long-term fiscal priorities.

Action Plan(s)

None

Standard III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District follows the employer rates that have been statutorily set for STRS and PERS. The District’s proportionate share of net pension liability was \$61.3 million for STRS and \$29.8 million for PERS at the June 30, 2014 measurement date. The District recognized that post-employment benefits, specifically retiree health benefits, were significantly underfunded. In 2000 and 2001, in order to mitigate these increasing future liabilities, retiree health benefits provided to new hires were modified from lifetime benefits to benefits until the age of 65. In 2005, retiree benefits were discontinued for classified (including confidential and supervisors) and management new hires. New faculty members hired on or after July 1, 2015, will not be eligible for retiree health benefits. As of June 2015, membership in the plan consists of 693 retirees and beneficiaries currently receiving benefits, 3 terminated plan members entitled to but not receiving benefits, and 852 active full-time plan members. The required contribution is based on projected pay-as-you-go financing requirements with an additional amount to prefund benefits. For fiscal year 2014-2015, the District contributed \$12.4 million to the plan, of which \$11.6 million was used for current premiums, and \$800,000 was contributed to an irrevocable trust.

Analysis and Evaluation

The District has planned and accounted for its long-term OPEB liability through the establishment of an irrevocable trust. The District contributes approximately \$1 million per year to the Futuris Irrevocable Trust. This annual contribution is included in the fiscal year 2015-16 Adoption Budget. According to the current actuarial study (November 2014), the District's unfunded liability was \$138 million. In fiscal year 2014-15, an additional \$1,000,000 was designated, with the intent of sending four increments of \$250,000 to the irrevocable trust and was transferred to the Internal Services Fund. The District also has accounted for the increased future STRS/PERS rate obligations.²⁴⁰

Action Plan(s)

None

²⁴⁰ [FY16 Adoption Budget Fund 693] [STRS PERS Table]

Standard III.D.13

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting Standard

In March 2002, the citizens of Ventura County approved the issuance of bonds totaling \$356.3 million for construction and rehabilitation of facilities. In accordance with Education Code Section 15278, a Citizens' Oversight Committee was established to inform the public concerning the District's expenditure of bond proceeds. The committee provides oversight ensuring that 1) bond revenues are expended only for the construction, reconstruction, rehabilitation or replacement of College facilities, including the furnishing and equipping of College facilities or the acquisition or lease of real property for College facilities; and 2) no bond revenues are expended for any teacher or administrative salaries or other College operating expenses.

Analysis and Evaluation

Other than the Measure S Capital Bond, which is repaid by tax payers, the District does not have any other locally-incurred debt obligations.

Action Plan(s)

None

Standard III. D.14

All financial resources, including short-term and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The grant application, review, and approval process overseen by the Board of Trustees supports efforts to secure funding that supplements the College's efforts to enhance the learning environment for students and is in alignment with identified and articulated needs and goals.²⁴¹ All requests by the College to apply for grants must be reviewed and approved through the Chancellor's Cabinet prior to submission to the funding agency. All grants pursued by the College directly support the Mission of the College and the District, and are consistent with strategic and institutional plans. The grant projects should increase the capacity of the College to serve the needs of its students. Grant projects will not bring undesirable or hidden costs to the College or District, and all fiscal feasibility and accountability of the project will be maintained in an appropriate manner.

The College has a civic center operation.²⁴² The chancellor establishes procedures for the use of College property, including but not limited to facilities, equipment, and supplies, by community groups and other outside contractors. These administrative procedures reflect the requirements of applicable law, including Education Code Section 82537-82548, regarding civic centers. The College vice president of business services is responsible for the coordination and implementation of these procedures. The Board of Trustees determines all applicable fees to be charged, in accordance with the fee schedule adopted by the

²⁴¹ (III.D.20)

²⁴² (III.D.45)

Board of Trustees (BP 6700). Fees collected through the civic center are used to offset staff expenses, supplies, and repairs directly related to the use of the College facilities and equipment.

Up until May 2012, the College food court was self-operated by the College. An in-depth cost analysis of the operation determined that the College could no longer sustain the yearly net loss and should seek an alternate path to offset this student service need. The College offers vending choices and food truck services, which are managed by the Moorpark College Foundation.²⁴³ In 2014 the College bookstore transitioned from being self-operated to having operations managed by Barnes and Noble.²⁴⁴ Revenue from vending and bookstore commission are allocated in support of student learning via co-curricular funds, which support College initiatives that consider the mission of the College and aid in offsetting expenses related to the cost of ownership of facilities.

All advisors of student clubs are required to attend training in fundraising and account and expenditure management on a yearly basis. Once training is completed, the advisor holds a training session for student club members. New trust account setup requires official paperwork that notes the proposed name of the account, method by which revenue will be generated, and categories in which funds can be expended. The form requires a signature of three College employees and must be approved by the vice president of business services and the District. Both student clubs and trust account paperwork must be updated on a yearly basis. Revenue from student club and trust account fundraising is deposited through the student business office, and requisitions for expenditures are verified and processed through Fiscal Services. External independent auditors examine all District financial resources, including those from such auxiliary activities as the bookstore and cafeteria, student health center, child care center, trust and agency accounts, categorical programs, and contracts and grants. As a part of the audit process, the District also receives a management letter with recommendations to strengthen internal controls or to improve financial procedures. These reports and the follow-up work to evaluate and implement recommendations, and ensure that all funds are used appropriately, within the mission and goals of the District and the Colleges.²⁴⁵

Analysis and Evaluation

The College maintains compliance with Board procedures. Where required, the College has altered management of services provided to students. Lastly, College auxiliary activities, fund-raising efforts, and grants are reviewed by external auditors to ensure fiscal compliance.

Action Plan(s)

None

Standard III.D.15

The Institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

²⁴³ (III.D.3, page 83)

²⁴⁴ (III.D.3 page 104)

²⁴⁵ (III.D.32)

The College financial aid department has maintained a default rate of less than 10 percent for more than five years. This is below the national average of 11.8 percent.²⁴⁶

If there were a significant change in this rate or tier, Financial Aid would partner with Parker, Pierson & Associates and the State Chancellor's Office to initiate elsewhere, preventative measures and formulate a more specific plan to mitigate future negative changes. The College Financial Aid Department regularly monitors student financial aid activity and offers loan and debt counseling and financial aid workshops.

The Financial Aid Department files a yearly FISAP report and prepares a yearly close-out of COD, Pell, and Direct Loans along with monthly reconciliations for these programs. Financial Aid updates E-App's within 10 days when any changes occur and re-applies as required for renewal of our PPA.

The College Financial Aid Department maintains a manual of Board Policies and Administrative Procedures (III.D.38) that is reviewed annually. The Financial Aid Department confirms its compliance by completing NASFAA self-evaluation guides each year, utilizing recommended good practices and standards of participation in Title IV programs, and providing students the most recently updated consumer information from the Department of Education (III.D.40).

The College participates in the District annual external audit process. As with previous years, in 2014-15 The College received an unmodified opinion (III.D.32).

Analysis and Evaluation

The College's Financial Aid Department's default rate has been monitored and managed in a proactive manner that is periodically modified to ensure the College is in compliance and under the national average. The College's Financial Aid department has developed numerous internal checks and balances along with self-audits that help to demonstrate its compliance with Federal Title IV regulations and requirements. In order to provide more in-depth self-audits within the department, staff workload assignments are changed periodically during the year to ensure a cross-trained and well-educated Financial Aid staff.

One of the most effective tools the Moorpark College Financial Aid office offers to students in regard to debt management and completing the Financial Aid process is Financial Aid TV (FATV). This information site allows students to drill down into specific areas within the Financial Aid process through video clips that provide step-by-step instructions or answers to frequently asked questions (III.D.39).

Action Plan(s)

None

Standard III.D.16

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services and operations.

Evidence of Meeting the Standard

Prior to seeking or accepting a contract or grant from a College department or division, the president, executive vice president of student learning, and vice president of business services review the project for

²⁴⁶ (III.D.10)

consistency with the College mission and goals. Grant applications and proposed contractual agreements with external entities are also reviewed by the chancellor's Cabinet. The District presents agreements to the Board for approval per Board Policy and Administrative Procedures.²⁴⁷

Contractual agreements with external entities for services exist to directly support the College missions and goals, as well as for programs and services that directly support the effective operations of the College. All contractual agreements of the College are governed by institutional policies and contain appropriate provisions to maintain the integrity of the College.²⁴⁸ All contracts and agreements are monitored by the vice president of business services at the College, and the office of the vice chancellor of business services. District's legal counsel reviews specialized contracts as necessary to ensure legal compliance. The District presents agreements to the Board for approval per Board Policy and Administrative Procedures.²⁴⁹ These agreements cover, among other things, personal and professional services, lease purchase agreements, instructional programs and services, contract education, and facility usage agreements.

Contracting practices and agreements support the College mission, goals, and priorities and are in compliance with Board Policies and Administrative Procedures.²⁵⁰ College policies ensure the integrity of such agreements. Purchasing practices are reviewed as part of the annual audit and program planning review process.

District approval for all requisitions for amounts over \$25,000 to vendors providing services to federally-funded programs are contingent on securing verification that the Federal debarment website (EPLS) has been checked and that the vendor status is favorable, as evidenced by a printout from the website.²⁵¹ In addition, the vendor is required to sign a certification form before a purchase order is issued. District's purchasing staff will retain both the EPLS website printout and certification form in the vendor file. A federal website is used to check vendor licenses for debarment or suspension (the Excluded Parties List System – EPLS).

Policies for contracts and grants are governed by:

Board Policies:

- 6100 Delegation of Authority
- 6330 Purchasing
- 6340 Contracts

Board Administrative Procedures:

- 6100 Delegation of Authority
- 6330 Purchasing
- 6340 Bids and Contracts

Analysis and Evaluation

Contractual agreements established with external entities are consistent with the mission and goals of the College. At the College level, the president and vice president of business services are responsible for ensuring that all recommended contractual agreements and grants are consistent with the mission and the

²⁴⁷ (III.D.20 and 21)

²⁴⁸ (III.D.8, BP 6340)

²⁴⁹ (III.D.8, BP 6340)

²⁵⁰ (III.D.8, BP 6330)

²⁵¹ (III.D.8, BP 6330)

goals of the College before forwarding to District for final approval; the overarching approval resides with the Board of Trustees.

Action Plan(s)

None



MOORPARK COLLEGE SELF EVALUATION

**Standard II: Student Learning Programs
and Support Services**

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified Student Learning Outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The College ensures that all institutional offerings align with its stated mission in several ways. First, as described in Standard 1A.4, the mission is reviewed annually by a broad campus collective to ensure it continues to match District goals, College ideals, student needs, and community needs. Second, all course curriculum and degree and certificate patterns are reviewed every five years by the Curriculum Committee according to a published curriculum review cycle; career technical education programs are reviewed every two years. Third, all courses have student learning outcomes (CLOs) that are mapped to both program learning outcomes (PLOs) and institutional learning outcomes (ILOs), which in turn, link to the mission.¹ General education courses also map to general education outcomes (GLOs). These processes allow the College to continually assess courses, degrees, and certificates for their appropriateness and relevance to the mission.

Through the Curriculum Committee, a shared governance committee, faculty and administrators review every course, degree, and certificate. In fall 2010, the College instituted a five-year review cycle for non-CTE programs that maintains the currency of its curriculum.² The College is currently moving through the second round of this cycle. During this process, faculty members identify how each course aligns with lower-division general education requirements at four-year institutions, including the California State University system and the University of California system. Course equivalency between the College and four-year institutions, both public and private, is tracked through ASSIST. For new courses, faculty members explain how the course will enhance a current degree or program and fulfill student needs.³ Such evidence can be provided in several ways: comparable classes at other community colleges or four-year institutions, inclusion as part of a transfer pattern, or need created by new legislation, local labor market data, or by input from an advisory committee.

¹ SLO Mapping

² Curriculum Review Schedules

³ CurricUNET Form for Course Outlines of Record

Classes seeking distance education or honors program approval must complete the appropriate addendum in addition to filling out a course Outline of record.⁴ The College does not offer correspondence courses.

For degree programs or certificates regardless of mode of delivery, faculty members identify the program purpose and outcomes and demonstrate demand for the program or certificate. As part of creating a new program or certificate, the faculty must also provide a list of required courses and units, and course sequence. The career technical programs are developed based on local labor market needs, emerging fields of employment, and recommendations from advisory committees. An example of the use of data to affirm the appropriateness of a new program was the creation of a new certificate for the radiologic technology program when its advisory committee recommended a certificate in nuclear medicine. The program used labor market information to support the advisory committee's recommendation. Discipline faculty developed the program and took it through the curriculum process. The certificate was approved by the state and is now in its second cycle (completed spring 2015) with a new cohort of students having begun fall 2015.⁵

In order to evaluate student attainment of student learning outcomes, all courses are measured for continuous quality improvement in a regular evaluation process. While discipline faculty have been reviewing general education outcomes (GEOs) since spring 2011, in spring 2015 the College implemented a five-year review cycle for GEOs to ensure the institutionalization of this assessment process.⁶ Course and program learning outcomes are reviewed on a five-year cycle that ends the year before the discipline is scheduled for curriculum review.⁷ This ensures that disciplines have assessed all of their courses, and the program as a whole, before curriculum revisions take place. The student learning outcome coordinator assists disciplines throughout the five years with the creation of assessment tools and interpretation of data.⁸

The *Institutional Effectiveness Report* provides evidence that students are progressing through and completing degrees and certifications, gainful employment, and transfer to four-year institutions.⁹ As part of the College's annual program review process, programs are asked to evaluate the data and describe how the data are being used to improve curriculum and student success.¹⁰ For example, the learning outcome for biology's introductory course (BIOL M01) indicated a significant variation in the level of exposure given to the topic of molecular biology. Discussion of this variation by biology faculty led to ensuring that students receive more uniform exposure to this aspect of the course, as required by the course outline of record.¹¹ As part of program review, programs are evaluated using eight criteria on the program plan evaluation, which ensures that the College reviews programs annually for items such as advancement of the College Mission, student demand, and currency.¹²

Analysis and Evaluation

The College culture was established almost 50 years ago, when the first administrators selected founding College faculty and staff for their willingness to experiment with innovative approaches to education. This spirit of quality innovation continues to be engrained in campus values that encourage

⁴ Addendums for Course Outlines of Record

⁵ Health Science Program Data

⁶ GLO Assessment Calendar

⁷ SLO Assessment Cycle

⁸ SLO Meeting Notes

⁹ *Institutional Effectiveness Report*

¹⁰ Sample Program Plans

¹¹ Biology SLO Analysis

¹² Program Evaluations

faculty and staff to foster creativity and continuously develop new learning opportunities for the diverse students that make up the College community.

The College mission explicitly commits the College to providing instructional programs that lead to transfer, career-technical education, and basic skills development for the local community, regardless of location or means of delivery. The College meets this goal by offering courses that expose students to broad areas of human knowledge, and understanding including courses that are required for transfer and career preparation or advancement and courses that promote skills in critical thinking, writing, reading, speaking, listening, and computing.¹³

In support of its mission, the College offers instructional programs and student support services appropriate to higher education that culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. In addition, the College provides enrichment outside of the classroom that expands students' opportunities once they leave the College. These include:

- Exposure to the values of diversity locally, nationally, and internationally.
- Extracurricular activities that promote campus/community involvement and personal development.
- Preparation for the challenges and responsibilities of life and change in a free society and the global community.

Action Plan(s)

None

II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

In order to continuously assess and improve course, degrees, and certificates, as well as student services, the College engages in several systematic processes including curriculum review, the annual program planning and review process, and the faculty evaluation process.

Curriculum review is a faculty driven-process that fits within the strategic plan of the College. It is overseen by the executive vice president of Student Learning and the Curriculum Committee (whose charge is to review and oversee “new courses, new programs, modifications to existing courses and programs, and graduation requirements, in support of the College Mission”).¹⁴ The Curriculum Committee is comprised of elected faculty representatives from each department, deans, student support services, staff, and students.¹⁵ Through CurricUNET, a full-time or part-time faculty member submits a course, degree, or certificate for review by peers, the curriculum representative, department chair, and dean. After a feedback and approval process, the submitted course or program is reviewed

¹³ *College Catalog* (page XXX)

¹⁴ *Making Decisions at Moorpark College* (page XXX)

¹⁵ *Making Decisions at Moorpark College* (page XXX)

by the Technical Review workgroup of the Curriculum Committee. Finally, the full Curriculum Committee reviews and votes on every submission.¹⁶ As part of the review, committee members ensure that the course outline of record addresses the following:

- Course, degree, or certificate aligns with the mission of the College
- Course, degree, or certificate is appropriate for a community college
- Course, degree, or certificate meet generally accepted academic and professional standards
- Course fulfills the requirements of the distance education addendum as it relates to ensuring “regular and substantial faculty-initiated contact” and active learning (if a course is seeking distance education approval)
- Course fulfills the requirements of the honors program (if a course is seeking approval to develop an honors-level course)

Every course and program, regardless of the mode of delivery, goes through the curriculum process. Through this process, faculty have a central role in developing and approving all courses, including those offered as part of the distance education course offerings.

In addition to the curriculum process, the College ensures that content and methods of instruction continue to meet academic and professional expectations through the program review and planning process. As discussed in detail in Standard IB.5, the review and planning process incorporates qualitative and quantitative data, including the results of student learning assessments, student success and equity data, and retention data. In addition, every instructional program that offers courses through distance education is provided with success and equity data for online classes versus on-ground classes. Each year both academic and student service programs are asked to reflect on the prior year and the data that have been collected, and to create action plans to improve the program. The program plans include qualitative data, such as narrative accounts of discipline meetings. These narratives often describe assessment and labor market data and advisory committee input that have led to changes in the program or curriculum, and address student success and equity data for all delivery modes. Instructional programs are asked to indicate their program’s last curriculum review date to ensure that programs remain on cycle.¹⁷

Based upon program review, several programs were identified as needing to “strengthen their program,” an option provided on the program plan evaluation form. For instance, the new engineering program needed to develop curriculum and build a lab; this feedback was given during the 2014 review process, and by fall 2015 additional engineering courses were added and the College is allocating resources to purchase equipment, and is adding a lab to support the program.¹⁸ Accounting and environmental science were both identified as needing to “strengthen the program” by developing their curriculum. As a result, both programs were prioritized high to receive a new faculty member in order to accomplish their goals of expanding curriculum to meet student needs.¹⁹ Biotechnology made changes to its courses and the method of instruction due to advisory meetings and student feedback; biotechnology began offering distance education courses as a result of program review and suggestions from advisory committee, and now has several hybrid/evening courses serving local biotechnology company employees who work full-time.²⁰

¹⁶ Curriculum Committee Documentation

¹⁷ Sample Program Plan

¹⁸ Engineering Program Plan

¹⁹ Accounting and Environmental Science Program Evaluation Reports, 2014 or 2015

²⁰ Biotechnology Program Evaluation and Advisory Committee Minutes

Finally, continuous quality improvement is assured through the faculty evaluation process. Faculty evaluation, which occurs every three years for both full-time and part-time faculty, permits other faculty, department chairs, and deans to review course syllabi and student evaluations and to observe classroom instruction. This allows the evaluation committee to reflect on the currency and relevancy of class content, to ensure alignment with the Student learning outcomes, identified by department faculty during the curriculum development process, and to have a discussion regarding teaching and learning strategies. The faculty evaluation form contains specific questions regarding distance education classes, which must be completed in addition to the standard questions when evaluating a distance education course. This process ensures discussion of teaching methodologies and student performance related to distance education.²¹

Analysis and Evaluation

The College continuously evaluates and reviews its programs through three strong processes: curriculum review, program review and outcomes assessment, and faculty evaluation. The review of courses, degrees, and certificates take place through a well-defined and well-established curriculum process that integrates input from a diverse range of personnel representing programs across the College. Program review includes the evaluation and analysis of student achievement and student learning outcomes. These data are used to drive discussions within disciplines and, where appropriate, lead to changes via the curriculum and program planning processes. Finally, faculty and deans discuss teaching methodologies and student performance expectations as part of the faculty evaluation process.

Action Plan(s)

None

II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include Student Learning Outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

The College has identified program-level and course-level learning outcomes for all programs and courses, regardless of the mode of delivery. The College has also identified institutional and general education outcomes. The process of creating each level of outcome is collaborative, bringing together all the relevant constituent groups. Once created, the outcomes are distributed for feedback, either to the entire campus or to the discipline/program, depending on the level of the outcome. The outcomes are revised as needed and updated electronically on the College website, in TracDat, and CurricUNET.²² Additional evidence documenting earning outcome participation is found in official reports submitted to the ACCJC.²³

The College has created a process whereby student learning outcomes (SLOs) for every course or student support service is linked to a program, general education, and institutional learning

²¹ Faculty Evaluation Forms

²² SLO Samples from CurricUNET and TracDat

²³ 2012 ACCJC SLO Report and ACCJC Annual Reports

outcome.²⁴ Not only does this ensure course alignment with the College’s mission; it also ensures that every course has an approved set of SLOs that have gone through the curriculum process.

The course-level outcomes are included in the course outline of record (COR) in CurricUNET and in TracDat, and are reviewed as part of the five-year curriculum cycle.²⁵ Faculty members assess course and program outcomes on a schedule that corresponds with their curriculum review, which ensures that learning outcomes are assessed on a regular basis. The results of this assessment are discussed annually during the program review process and at the discipline and department levels. Standard I.B.2 and Standard I.B.5 include a detailed description of how learning outcomes are used in program review and the role of faculty in this process.

Course-level learning outcomes are attached to the COR, which is available to the public through CurricUNET. The inclusion of the outcomes on course syllabi is important for student success. Instructors are required to submit a syllabus for all courses (both online and on-ground courses) at the beginning of every semester, and the syllabi are reviewed by the respective deans to ensure that course objectives and student learning outcomes appear on the syllabus.²⁶ During the faculty evaluation process (discussed in more detail in Standard II.A.2), deans and department chairs discuss the importance and implementation of SLOs in both their online and on-ground courses.²⁷ This process involves all faculty members in an invaluable conversation about student learning.

In order to assist faculty with the development of SLOs, the College has recently created two new entities. First, in 2014, the College further institutionalized learning outcomes in general through the creation of the Student Learning Outcomes Standing Committee. As a standing committee, it operates under shared governance and “promotes campus wide understanding and integration of student learning outcomes, facilitating campus dialogue to enhance institutional effectiveness and the continuous improvement of student learning”.²⁸ Second, in fall 2013, the administration created the Faculty student learning outcome coordinator position, which is staffed by a full- or part-time faculty member. Previously, this work was performed by the institutional research analyst. The SLO coordinator assists all instructional, student service, and business service programs in the creation, assessment, and use of SLOs.²⁹

Analysis and Evaluation

The work of the Student Learning Outcomes Standing Committee, a participatory governance committee with wide representation from across the campus, has led to more uniform institutional procedures for generating and assessing learning outcomes, and provides a broad platform for discussion of outcomes and assessments. The student learning outcome coordinator position provides faculty a resource to ensure that their outcomes and assessment procedures are consistent with those of the College as a whole. All student learning outcomes are mapped to the objectives found on course outlines of record. Student learning outcomes for each course are available to the general public via a link found on CurricUNET. Faculty members are asked to provide the student learning outcomes to their students by listing them on the course syllabus.

Action Plan(s)

None

²⁴ SLO Mapping Document, 2015

²⁵ SLO Assessment Calendar, Sample SLO Report from CurricUNET

²⁶ SLO Documentation and Sample Syllabi

²⁷ Sample Faculty Evaluations

²⁸ *Making Decisions at Moorpark College* (page XXX)

²⁹ SLO Coordinator Job Announcement

II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from College level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in College level curriculum.

Evidence of Meeting the Standard

In order to fulfill its mission and serve students, the College offers pre-collegiate-level courses in English, English as a second language, and math. Students who take these pre-collegiate courses are tracked as to their success in the course and, eventually, in transfer-level courses.³⁰ In addition, the College provides access to supplementary support in the form of basic skills tutoring, embedded supplemental instructors, and dedicated counseling.

In alignment with its *Enrollment Management Plan*, the College does not currently offer continuing and community education, study abroad, short-term training, or contract education.³¹

Analysis and Evaluation

All courses are clearly identified, in the College catalog, as transferable to CSU and or UC campuses. English, English as a second language and math offer remediation for students via pre-collegiate coursework. Flow charts in the catalog clearly indicate the appropriate pathway of courses needed to reach college-level coursework in these disciplines.

Action Plan(s)

None

II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

In compliance with Board Policy and Procedures, the College has an established, faculty-driven process for curriculum development and review of courses and degrees, including appropriate depth, breadth, rigor, course sequencing, time to completion, and synthesis of learning.³² Administrators, department chairs, and faculty work collaboratively to ensure that course scheduling supports appropriate time to completion (see II.A.6).³³ In addition, the administrative oversight of curriculum quality and compliance with federal and state regulations is the responsibility of the office of student learning and the executive vice president of Student Learning (the College's chief instruction officer).

The Curriculum Committee brings together faculty and administrators to review courses and programs, ensuring that College-level and state-level standards are met. Members of the Curriculum Committee attend training at the beginning of every academic year to review their role in the curriculum process and the criteria that guide curriculum development as set forth in the *California*

³⁰ Basic Skills Tracking data; Data analysis

³¹ Enrollment Management Plan

³² Board Policy and Administrative Procedures, 4020/4050

³³ Honors Course Semester Rotation

*Community College Program and Course Approval Handbook.*³⁴ The Curriculum committee co-chairs, the articulation officer, deans, and other interested faculty and staff also attend the Academic Senate's annual Curriculum Institute and/or regional curriculum meetings.

All curriculum is reviewed and updated on a five-year cycle, with career technical education (CTE) programs on a two-year cycle. The articulation officer assists faculty in creating degrees and certificates that meet federal and state regulations regarding minimum units for associate-level degrees. The Curriculum Committee reviews and approves sequencing and prerequisites. It also reviews course objectives, outcomes, topics, and assignments for rigor, depth, breadth, and assignments that lead to the development of critical thinking skills.³⁵ The General Education (GE) Subcommittee reviews courses seeking general education articulation with CSU and UC to ensure they meet standards of rigor and breadth for those institutions.³⁶

The College offers significant breadth and depth in its curriculum offerings:

Total degrees offered: 59.

Total certificates offered: 23.

Proficiency awards: 14.

Active courses: 856.

Distance education courses as of fall 2015: 258 sections

Of the 59 degrees offered, 26 are the new Associate Degree for Transfer (ADT). The breadth and depth of these degrees were designed by a statewide collaborative effort by discipline faculty. The College was a state leader in developing ADTs, which support appropriate time to completion and a minimum degree requirement of 60 semester units, in addition to providing a path for transfer.³⁷

All new and revised curriculum is reviewed and approved by a discipline peer, the department Curriculum representative, department chair, division dean, the articulation officer, faculty curriculum co-chair, executive vice president, president, and the Board of Trustees.³⁸ As part of the review process, to ensure quality and compliance, all new curriculum and significant changes are also reviewed by the District Technical Review Workgroup - Instruction (DTRW-I) prior review by the Board of Trustees. This lengthy process ensures both the quality of the courses and programs and compliance with State of California Educational Code and Title 5.

Analysis and Evaluation

The College has a long-standing, well-established, robust curriculum process. There have been concerted efforts to review all courses to ensure that the units align with content and outcomes, aligning our courses with C-ID course descriptions. This alignment with C-IDs provides improved clarity for students, facilitating their transfer to four-year institutions. Additionally, where ADT patterns exist at the state level, programs at the College have been encouraged to create ADTs to increase opportunities for student transfer. To date, the College has created 26 ADTs that ensure that students planning for transfer are able to do so within the 60-unit/two-year period.

The College does not offer baccalaureate programs.

³⁴ Announcement of Flex Week Curriculum Training Sessions

³⁵ Sample Course Outlines of Record

³⁶ General Education Rubric and Resources

³⁷ Articulation Officer's Chart of Approved Degrees and Certificates

³⁸ Curriculum Submission Dates

Action Plan(s)

None

II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The College reviews curriculum on a regular basis to maintain current programs that meet student and local employer needs. Faculty, department chairs, and deans work collaboratively to evaluate program demand. Data used in these evaluation discussions include annual data elements such as number of declared majors, course completions, and degree/certificate completions. Based on degree requirements and the data analysis, faculty members have worked over the last several years to “core” their curriculum, focusing most course offerings on primary courses and providing fewer elective courses (or offering elective courses in a two-year rotation). In addition, disciplines have implemented two-year course scheduling plans for their degrees, and similar course scheduling plans for each certificate.³⁹ These plans inform enrollment management and scheduling planning. Through the implementation of these two-year schedules, the College schedules courses in a way that allows students to complete certificate and degree programs within a timely manner.

To improve timely program completion, the College has strived to reduce barriers through improved course scheduling based on the analysis of enrollment data. For example, the College has increased the number of math, chemistry, English, and speech classes offered to support prerequisite courses and new student demand.⁴⁰ The College has also adjusted the number of discipline “core” classes to meet the course requirements of the new ADTs.

When building the annual schedule, division deans and department chairs review a variety of scheduling variables to ensure that students can complete programs in a timely fashion. These include a review of the days courses are offered, such as Monday/Wednesday and Tuesday/Thursday scheduling; morning, afternoon, evening, and online classes; class sequencing, program course timing to ensure that required courses for a degree are not offered at competing timeslots (such as math, physics, engineering, and computer science), offering sufficient number of sections to meet IGETC and CSU requirements and Advisory Board input in the case of career-technical classes. Math and English programs have developed accelerated basic skills and entry-level math classes to support students who need these classes before moving to college-level courses. In addition, the honors program has developed a two-year scheduling plan for honors courses and the College has recently developed a two-year schedule plan for Saturday class offerings designed to meet the needs of working students.⁴¹ Any required capstone courses within a program are offered at least once every two years to ensure that students can complete degrees and certificates in a timely fashion.

Throughout each semester’s student registration process, deans and department chairs monitor class fill rates, waitlists, and low-enrolled classes, and make adjustments to meet student demand for specific courses. For example, as the physics and engineering programs began to grow, the number of calculus classes typically offered no longer met student demand. The mathematics department therefore increased the number of calculus courses offered.⁴²

³⁹ Two-Year Schedule Plans for CTE Programs

⁴⁰ Three-Year Term Comparison Reports

⁴¹ Two-Year Course Sequences for Honors and Saturday Classes

⁴² Schedule Management Reports

Through the program review process, which analyzes a variety of factors including College Mission, achievement of program goals, completion rates, marketplace data analysis, and budget constraints, faculty have also inactivated degrees and certificates that no longer support student or employer need based upon advisory board input. The College works with students to arrange alternative completion plans when degrees and certificate programs are discontinued.⁴³

Analysis and Evaluation

Over the last six years, the College has held significant discussions and completed college wide work through the curriculum and scheduling processes to ensure that the College provides the courses that students need to complete programs, certificates, and/or degree patterns in a timely manner. All instructional disciplines have focused on “coring” their course offerings to ensure that the right combination of classes is scheduled each semester. These discussions consider the requirements of new ADTs and other degrees/certificates offered by the program, and also the need to balance lower-enrolled capstone courses with higher-enrolled entry-level or general education courses. Deans and departments chairs, along with discipline faculty, regularly review their two year schedule of course offerings and monitor enrollment data, making adjustments as needed to meet changing student demand.

The Moorpark College *Enrollment Management Plan 2013-2016* ties the goals of course scheduling to the enrollment goals that support the College’s strategic goals. The plan also outlines a variety of data assessment and scheduling strategies to help meet these goals.⁴⁴

Action Plan(s)

None

II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Using the Mission as a guide, the College meets the needs of its students (transfer, career technical education, and basic skills) by ensuring equitable access to classes. Two strategic goals found in the *Strategic Plan* and *Enrollment Management Plan* focus on increasing student access and improving retention and success. Specific action steps are laid out to accomplish these goals.⁴⁵ Courses are offered on a varied schedule to meet the needs of full-time, part-time, day, and evening students: mornings, afternoons, evenings, weekend, full-semester, short-term, on high school campuses, and via distance education including fully online and hybrid. This wide range of course offerings meets the needs of our diverse community.

Instructors use a variety of teaching techniques and technologies to support the different learning styles of students. Via the faculty evaluation process, feedback on teaching modalities is given to instructors during their evaluation meeting and in the evaluation form. The course outline of record also requires faculty to show multiple methods of evaluation approved by the Curriculum Committee,

⁴³ Program Discontinuance Decisions and Teach-Out Plans, Interior Design and Drafting

⁴⁴ *Enrollment Management Plan*

⁴⁵ *Strategic Plan*

and the distance education addendum requires explanation of how faculty will evaluate students and maintain regular, substantial contact hours.⁴⁶

The College provides professional development activities so that faculty can develop, improve, or review the most current information on teaching methodologies. Examples include:

- Professional development opportunities for faculty teaching any mode of delivery
- On-campus guest speakers
- Mandatory pedagogy training for faculty prior to teaching distance education courses (online and hybrid).
- TechEd training workshops that include pedagogy and using online tools in classes, regardless of the mode of delivery
- Mandatory new faculty orientation throughout the first year for full-time instructors
- Division/department meeting training sessions

To support faculty in meeting the needs of students with a variety of learning styles, the College offers many opportunities for professional development. Professional development workshops both during professional development week and throughout the semester focus on pedagogy.⁴⁷ Full-time and part-time faculty can also take advantage of conference funding to attend workshops/events to improve their teaching. Distance education faculty members participate in mandatory training to learn effective pedagogy techniques in the virtual environment.⁴⁸ The faculty evaluation asks evaluators to comment on diversity of delivery modes and sensitivity to different learning styles.⁴⁹ During the evaluation process, the committee and faculty member discuss the teaching methodologies observed and ways to expand those methodologies. For those teaching distance education (DE) courses, the evaluation contains a section that is specific to distance education courses as well as requiring a discussion of teaching methodologies used in the course. Finally, the course outline of record includes specific methods of evaluation to assess student learning for each course objective/outcome. The College has expanded the number of “smart” classrooms to better integrate technology and multimedia into the classroom. The College has significantly improved its Internet access throughout the campus so faculty and students can access the Internet in their classrooms.

Learning support services are provided in a manner that reflects the diverse needs of students including:

- ACCESS support
- Counseling (one-unit) and college strategies (three-unit) classes that help students discover their learning styles
- Career transfer center learning styles assessment
- On-ground tutoring in a variety of subjects at the learning center (see II.B for description)
- 24/7 online tutoring in a variety of subjects through *SmarThinking* (see II.B for description)
- All student services are provided for students both on-ground and online, regardless of the course mode of delivery
- Math center (see II.B for description)
- Writing center (see II.B for description)

The College offers students a variety of learning support services. For example, the ACCESS department, which meets the needs of students with any type of disability (physical, learning,

⁴⁶ Distance Education Addendum Samples

⁴⁷ Professional Development Offerings

⁴⁸ Distance Education Training Documentation

⁴⁹ VCCCD/AFT Contract, Article 12: Evaluation

psychological, etc.) works with individual faculty and supports student learning within the student’s classes. The learning center provides academic support through the math lab, writing lab, and tutoring center. The tutoring center has expanded its on-ground tutoring to include 12 disciplines in addition to English and math. In spring 2015, the campus entered into a contract with *SmarThinking* that provides 1875 hours of online tutoring, making tutoring available to all students regardless of the mode of delivery of a class. The campus also offers a variety of support services to help students who might encounter problems during the semester. These are discussed in detail in Standard II.C.1.

The College’s student demographics show a diverse campus population in terms of age, ethnicity, sex, and levels of academic preparedness. Overall, the majority of students are part-time (60 percent), under the age of 25 (78 percent), and identify transfer to a four-year institution as their goal (76 percent).⁵⁰ As a result, the campus offers the majority of its classes in a traditional 17-week format throughout the day.

The number of students enrolling in distance education classes has grown over the past six years. In order to address the needs of students and faculty, the College created a Distance Education Advisory Committee in fall 2014; this group became a standing committee in fall 2015. Committee meetings provide a venue to discuss issues related specifically to distance education courses. The committee works with distance education faculty to offer professional development opportunities and provide success and equity data. The committee approved a best practices document in fall 2015 that is available to faculty creating or updating courses in curriculum and to new and continuing distance education faculty. The document contains several examples of teaching methodologies commonly used in distance education programs and discusses which methodologies promote regular and substantial student contact.⁵¹ To ensure continuous quality improvement of instruction and student success, the programs analyze success and retention data in on-ground versus online classes.

Students who need alternative schedules may choose from evening, weekend, short-term (which range from 8-14 weeks), and distance education classes. To meet student needs, deans and department chairs analyze class enrollment data based upon day of week, time of day, length of term, and mode of delivery. Beginning spring 2016, the College has started offering dual enrollment courses at a few local area high schools, at the request of the academic counselors working at those high schools.⁵²

Analysis and Evaluation

Several indicators show that the College uses effective methodologies to help students achieve their goals. According to the *Institutional Effectiveness Report*, students are successful in completing programs and earning certificates:⁵³

	2012-13	2013-14	2014-15
Degree Completions	1185	1288	1630
CTE Certificate Completions	111	198	192

⁵⁰ *Institutional Effectiveness Report, 2015*

⁵¹ Distance Education Best Practices

⁵² Spring 2016 Dual Enrollment Course Offerings

⁵³ *Institutional Effectiveness Report, 2015*

Students, such as those in nursing, child development, radiologic technology, and exercise science have high passing rates on national exams.⁵⁴ Huffington Post recently ranked the College fourth among the *Top 10 Community Colleges* in the nation.⁵⁵

Action Plan(s)

None

II.A.8

The institution validates the effectiveness of department wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The College does not routinely use departmental course or program examinations. Exceptions to this occur in nursing and radiologic technology, both of which have external board exams. In addition, computer network systems engineering and exercise science both prepare students to take external, proprietary certification exams; results are informally reported to the College by students taking the exams. These programs carefully analyze students' preparedness for these exams as part of their SLOs process.⁵⁶

Analysis and Evaluation

The College does not use departmental course or program examinations, with a few specific exceptions.

Action Plan(s)

None

II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College follows District Board Policy and Administrative Procedures regarding the awarding of credit for courses and degrees including:

- AP 4020 Program, Curriculum, and Course Development.
- AP 4022 Course Approval.
- AP 4050 Articulation.
- BP 4020 Program and Curriculum Development.
- BP 4250 Prerequisites and Co-requisites.

⁵⁴ Program Plans, Nursing, Radiologic Technology, Exercise Science, Child Development

⁵⁵ *The Top 10 Community College in America*. March 13, 2015. *Huffington Post*: http://www.huffingtonpost.com/smartassetcom/the-top-10-community-colleges-in-america_b_6867100.html

⁵⁶ Student Learning Outcomes Analysis

SLOs are the basis for credit awarded for courses, and the units of credit awarded are consistent with institutional policies that reflect generally accepted norms in higher education. Academic credit is based on courses created by faculty. Courses are approved by the Curriculum Committee and the Board of Trustees prior to being submitted to the State Chancellor’s Office for approval. Curriculum developed by the College is in alignment with Title 5, State of California Education Code, *California Community College Chancellor's Office Program and Course Approval Handbook*, C-ID guidelines, VCCCD Board Policies, and local Curriculum Committee guidelines. Additional College Curriculum Committee guidelines apply to courses taught online and to honors courses.

When a course is submitted, to the Curriculum Committee, the faculty must describe the course objectives. These objectives are linked to student learning outcomes for courses, programs, and general education, finally linking to the institutional learning outcomes. Every course regardless of the mode of delivery must align with higher-level outcomes.⁵⁷ Students are required to demonstrate they have met the standards of the course outline of record as determined by the faculty. In this way, the College ensures that achievement of stated program learning outcomes is the basis for passing its courses and for the awarding of degrees. When a new degree or certificate is proposed, the faculty must list the required course sequence and identify outcomes for all degrees and certificates. The proposed course, degree, or certificate then goes through the College curriculum approval process whereby the Curriculum Committee reviews and validates the learning outcomes. A student must complete the requirements of the program in order to receive a degree or certificate. All course and program learning outcomes are assessed on a regular cycle that corresponds to the curriculum cycle.⁵⁸ The five-year curriculum review cycle ensures that all courses, degrees, and certificates are routinely reviewed for currency and relevancy. All career technical courses are reviewed on a two-year cycle.

The College awards credit for courses based upon the number of Carnegie units earned.⁵⁹ The number of units per course is stated in the COR. Credit is awarded based on the student’s fulfillment of the requirements and grades are assigned in accordance with provisions adopted by the VCCCD Board of Trustees (BP4020/AP 4020). The District Policy states:

One credit hour of community college work (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system.

- A course requiring 96 hours or more of lecture, study, or laboratory work at colleges operating on the semester system shall provide at least two units of credit
- The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study, or laboratory work in half-unit increments
- Colleges of the District may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study, or laboratory work in increments of less than one-half unit
- Consistent with federal regulations applicable to federal financial aid and eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program

The grading system and practices are explained in the *College Catalog*. The College also offers the option of credit by exam and may award credit to students who pass a challenge exam administered by the discipline, also explained in the *College Catalog*.⁶⁰

⁵⁷ SLO Mapping

⁵⁸ Student Learning Outcomes Assessment Cycle

⁵⁹ Carnegie Unit Description, *College Catalog* (page XXX)

⁶⁰ *College Catalog* (pages XXX)

Analysis and Evaluation

Awards of course credit, degrees, and certificates are linked to SLOs and program outcomes established through the curriculum review process. Course objectives as defined in the COR are directly linked to course-level student learning outcomes (CLOs). Further, CLOs are linked to program outcomes, general education outcomes, and institutional outcomes.⁶¹

The College awards units of credit that follow state and federal standards. The institutional policies reflect generally accepted norms or equivalencies in higher education. This information is communicated to students through the *College Catalog*. The College does not offer courses based on the clock hour.

Action Plan(s)

None

II.A.10

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The College's dedication to quality education is evident in its transfer-of-credit policies and practices that support the mobility of students without penalty. The College follows District policies and procedures (BP4022/AP 4022 and BP 4100/AP 4100) regarding the transfer and granting of credits; these are regularly reviewed, most recently in 2014.⁶² The District's articulation agreements are developed, implemented, and evaluated according to the VCCCD AP/BP 4050.

The College articulation officer works in conjunction with the Curriculum Committee and discipline faculty to optimize the College's transferable course offerings, and informs disciplines when new requirements affect a course's transferability. In addition, the articulation officer serves on both the Curriculum Committee Technical Review Workgroup and the General Education Workgroup, and reviews every COR to help faculty ensure their courses will receive or maintain articulation with both public and private colleges and universities in California.

There are several ways in which transfer-of-credit policies are made available to students. Information on earning and transferring credits is given in the *College Catalog*.⁶³ The *College Catalog* also provides information and links to transfer-of-credit information on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST), Associate Degrees for Transfer (ADT), and Course Identification Numbering System (C-ID) websites. The *College Catalog* provides specific guidelines for evaluation of credits from other institutions, international transcripts, military credits, credit by exam, and advance placement.⁶⁴ Students begin the process by submitting their official transcripts to the College. Counselors review the transcripts to determine whether a course is equivalent by comparing the course description to the College's Course Outline of Record. Where

⁶¹ Student Learning Outcome Mapping

⁶² BP4022/AP 4022 and BP 4100/AP 4100

⁶³ *College Catalog* (pages XXX)

⁶⁴ *College Catalog* (pages XXX)

necessary, counselors forward transcripts to discipline faculty for more detailed evaluation. The course is also reviewed to ensure it was from a regionally accredited institution.

The *College Catalog* explains less common ways in which students may petition for credit through the following procedures:⁶⁵

- International transcripts are evaluated by an evaluating service within the United States such as World Education Services and Global
- Military credits are evaluated by the veterans' counselor and then transferred to the student record. Information about military credits is also included on the veterans' resource center/registration webpages
- Students may petition for credit by examination by one of the following methods: advanced placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), High School to College Articulation, or college examination (administered by College faculty)

The counseling department works with students to facilitate the transfer process by ensuring students are taking classes consistent with a degree/certificate pattern. The College has recently started using *DegreeWorks* in counseling and provides this tool to students through the student portal. Once students complete their online orientation, they are prompted to open *DegreeWorks* and are shown a tutorial on the use of the program. After the tutorial, they are prompted to create an abbreviated education plan that counselors review.

The career transfer center also offers students the chance to make appointments or drop-in to learn more about the transfer process, deadlines and requirements. The center is staffed by two full-time counselors and provides information to students in the following ways:

- Library of college catalogs from other universities
- Online transfer and career resources, including computers to access ASSIST.org
- Transfer sheets to the UCs, CSUs, and a variety of private colleges and universities.
- Appointments with visiting counselors and university admissions representatives from the College's most popular transfer institutions
- Workshops on how to complete transfer applications and personal statements, and other career-related and transfer-related topics

Analysis and Evaluation

The College has effective procedures for transfer-of-credit and articulation agreements from accredited institutions, and these agreements are regularly updated. As part of this process, the *College Catalog* includes C-ID numbers for all appropriate courses to facilitate transfer of coursework to other institutions. The College has articulation agreements with many four-year universities. The College also has a robust career transfer center that maintains strong relationships with the universities to support transfer between the institutions.

Action Plan(s)

None

⁶⁵ *College Catalog* (pages XXX)

II.A.11

The institution includes in all of its programs, Student Learning Outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The College has in place and regularly assesses student learning outcomes at all levels, including institutional outcomes (ILOs), general education outcomes (GEOs), program outcomes (PLOs), and course outcomes (CLOs).

Based upon its mission, the College has identified four institutional learning outcomes:

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

Through the work of the Student Learning Outcomes Committee, the College can verify that every course links to course, program, and institutional learning outcomes. This ensures that students taking courses develop competency in the program and institutional outcomes. It also allows the College to assess the extent to which courses support the College Mission and institutional outcomes.

Through the curriculum process, specifically the work of the General Education Workgroup (part of the Curriculum Committee), the College uses a set of criteria for determining if a course has the depth, breadth, and rigor necessary for alignment with the general education outcomes of the College. Each course that applies for general education approval is evaluated using a rubric specific to the area.⁶⁶

The College general education philosophy guides the general education outcomes and supports the requirements of Title 5, Section 55601. Courses approved for general education fall under one of the following general education areas and support at least one of the following six general education outcomes for that area:⁶⁷

- Natural Sciences (Area A)
- Social and Behavioral Sciences (Area B)
- Arts and Humanities (Area C)
- Language and Rationality (Area D)
- Health and Physical Education/Kinesiology (Area E)
- Ethnic/Gender Studies (Area F)

Similar to the mapping done for course, program, and institutional learning outcomes, the Student Learning Outcomes Committee in conjunction with discipline faculty link general education courses to general education outcomes to ensure that general education goals are analyzed via outcome

⁶⁶ General Education Resources

⁶⁷ *College Catalog* (page XXX)

assessments. Program specific outcomes are defined in the *Catalog*, CurricUNET, and on specific web pages that describe programs, program outcomes (PLOs), and student achievement of specific program metrics (gainful employment, graduation, and completion).⁶⁸

As part of the College's graduation requirement for an associate's degree, students must successfully complete coursework in the areas of language and rationality, ethics, civic engagement, and diversity. In order to determine that students have obtained these skills or capabilities, the institution has developed general education learning outcomes. As part of the general education pattern, students are required to complete courses in areas A-F as identified in the *College Catalog* under general education requirements, which address the skills essential to be productive individuals and lifelong learners. Additionally, these students must complete courses in an area of emphasis such as natural science, social/behavioral science, or arts/humanities. This combination of courses promotes an understanding and appreciation of diverse perspectives.⁶⁹

In spring 2014, each discipline with general education courses identified the specific general education outcome(s) that the course met. In fall 2014, through the shared governance structure, the institution approved a five-year cycle of review for all general education course assessment.⁷⁰ This cycle strengthens the general education assessment process by requiring that all courses that meet a specific general education outcome be assessed and discussed with other disciplines in the same general education area. This leads to solid discussions on whether, and how, the competencies are being met.⁷¹

Analysis and Evaluation

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

Action Plan(s)

None

⁶⁸ Program Review web site: <http://www.moorparkcollege.edu/departments/administrative/institutional-research/program-review>

⁶⁹ *College Catalog* (pages XXX)

⁷⁰ General Education Outcomes Assessment Calendar

⁷¹ General Education Outcomes Recommendation Report, Spring 2016

II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon Student Learning Outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The *College Catalog* describes the general education philosophy:

An Associate Degree signifies more than an accumulation of units; it signifies the successful completion of a pattern of learning experiences designed to develop certain capabilities and insights that lead to the fulfillment of individual human potential. Therefore, in addition to the basic requirements for graduation relating to units, residency, and competency in reading, written expression, and mathematics, students must also satisfy general education requirements as required by Title 5 of the California Code of Regulations and by Ventura County Community College District Governing Board Policy.

The philosophy underlying “general education” is that no discipline is an isolated endeavor; instead, each relies upon and contributes to a common body of knowledge, ideas, intellectual processes, cultural traditions, and modes of perception. One’s understanding of a specific subject area is greatly enhanced and enriched by knowledge in and experience with other disciplines. Thus, the general education requirements are designed to introduce students to the variety of means through which people comprehend the modern world and fulfill their potential and, in so doing, serve family, community, and society.

The general education requirements reflect the conviction that those who receive a degree must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College-educated persons must be able to use their knowledge to evaluate and appreciate the physical environment, the culture, and the society in which they live. In addition, they must have a good self-understanding and the capacity to adapt to an ever-changing and global environment through an ongoing intellectual curiosity and commitment to life-long learning.

Upon successful completion of all of the general education requirements, students will be able to:

- Understand the modes of inquiry and critique used in the natural, social, and behavioral sciences and the humanities
- Understand and appreciate the role of culture and the arts in society and in one’s personal life
- Think logically and communicate effectively
- Understand and adopt the concepts of personal health and fitness to enhance the quality of life
- Recognize the multitude of diversities in the physical and human environments and how these diversities impact individual and society
- Understand the connections among the various disciplines
- Use a variety of means to find information, examine it critically, and apply it appropriately
- Work ethically and effectively with others

- Apply the skills necessary for successful living in an ever-changing and global environment
- Become productive workers and life-long learners

This philosophy was reviewed by the General Education Workgroup, the Curriculum Committee and the Academic Senate in fall 2015 and spring 2016.⁷² This philosophy includes all general education courses, regardless of the mode of delivery of the course. All general education courses are assessed on a regular cycle, including those offered in distance education mode (see 2A.11 for further discussion).

As a requirement for an associate's degree, all students must take a pattern of general education courses. This includes a student's preparation for and acceptance of responsible participation in society, skills for lifelong learning, and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, sciences, social sciences, and mathematics. In fall 2015, the campus implemented an assessment cycle for General Education courses, and in spring 2016, the Student Learning Outcomes Committee identified a set of questions to be used in the evaluation process for general education outcomes. In this process every general education course is reviewed by discipline faculty, who are asked to analyze and discuss general education learning outcomes (GLO) assessment data from all courses within the general education areas (Areas A-F) and then confirm that the courses still support the general education curriculum outcomes (Areas A-F).⁷³ These reviews are forwarded to the general education Workgroup to decide whether to allow the course to continue to fulfill a general education requirement.

The General Education Workgroup uses a rubric to evaluate courses (courses that have gone through the above GLO assessment process, as well as courses that are requesting to be added to the general education program) to assure that the course meets the criteria of a general education course regardless of the mode of delivery.⁷⁴ The General Education Workgroup submits its recommendation to the Curriculum Committee for approval.

In addition to the general education pattern of courses required for every degree, the College offers many opportunities that prepare students for participation in civil society, help them develop skills for lifelong learning, and provide learning opportunities about current events. These include:

- Multi-Cultural Day: This alternative day of instruction offers a multitude of workshops, lectures, and activities to enhance appreciation of diversity⁷⁵
- One Campus One Book: a different book is chosen every year to focus a speaker series, discussions, and other events⁷⁶
- "Year of...": a theme is chosen each year by faculty that helps to organize speaker series and other events⁷⁷
- Student Clubs: under Associated Students, student can join or start clubs and develop leadership skills through their club or participation in student government⁷⁸

⁷² Curriculum Committee Minutes

⁷³ General Education Outcomes Recommendation Report, Spring 2016

⁷⁴ General Education Rubric

⁷⁵ Multicultural Day Events

⁷⁶ One Campus One Book Events

⁷⁷ Year Of... Events

⁷⁸ Student Life Events

- Associated Students sponsored events: the student government hosts numerous events throughout the year to bring speakers onto campus and provide students an opportunity to learn more about current events.⁷⁹

Analysis and Evaluation

All courses identified in the *College Catalog* as GE are reviewed by the GE subcommittee of Curriculum and then approved by the Curriculum Committee as a whole. All degree patterns are reviewed for GE content consistent with standards identified for IGETC and CSU GE breadth as identified in the *College Catalog*.⁸⁰

Action Plan(s)

None

II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon Student Learning Outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Students graduating with an Associate in Arts (AA), Associate in Science (AS) degree, or an Associate in Art or Science for Transfer (AA-T/AS-T) must successfully complete a minimum of 60 semester units of degree-applicable college coursework, including the General Education requirements listed in the *College Catalog*. Each major or area of emphasis requires a minimum of 18 units, successfully completed with a grade of C or better. Each major is described in detail in the *Catalog*. Every program has identified program learning outcomes, which are made available to the public in the *College Catalog* as well as course learning outcomes that are included in the course outline of record and available to the public through CurricUNET. The five-year curriculum review cycle is linked to the student learning outcomes assessment cycle providing a regular assessment schedule for programs.

Analysis and Evaluation

The College takes great pride in the rigor and appropriateness of its programs. The College led the state in the development of Associate Degrees for Transfer (ADTs). Students are held accountable for mastery of competencies as measured by SLOs, exams, and other assessment methods described in the COR.

Action Plan(s)

None

⁷⁹ Student Life Events

⁸⁰ College Catalog, General Educations Requirements for IGETC (pgs 83-85) and CSU (pgs 75,76)

II.A.14

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

The College offers a wide range of career/technical certificates, a total of 21 certificates. All certificates are reviewed by program faculty and the Curriculum Committee for fit with the College Mission. Course sequences for CTE certificates are designed using research of labor market information in an effort to provide learning opportunities will help students develop skillsets that will allow them be competitive in the current labor market.⁸¹

Career technical education (CTE) programs participate in a two-year curriculum review cycle that includes intensive review of the curriculum, student learning outcomes, and labor market data analysis to ensure that new and continuing programs meet employment standards. The College's CTE/Perkins Workgroup includes representation from across the college programs.⁸² CTE faculty members have developed one-year and/or two-year academic plans for all degrees and certificates offered in each CTE program. The CTE/Perkins Workgroup holds CTE annual Y'All Come events to discuss with the faculty best practices, establishment of high-school-to-industry pathways, advisory board meetings, and past and future grant and professional development opportunities.⁸³ As the CTE opportunities in the community and the state continue to grow, the College has expanded the breadth of its CTE offerings to address local and statewide industry needs.

CTE programs with external licensure and certification requirements are primarily in the nursing and radiologic technology fields, where students must demonstrate technical and professional skills by passing state board licensure examinations. Nursing students may also take an Educational Resources Institute examination to help prepare for the state board exams. These programs participate in the statewide Employment Outcomes Survey for Certificate Completers, which addresses "student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career".⁸⁴ The results allow the program to evaluate how well it is meeting the needs of students and employers.

Programs that do not have an external licensing board are still monitored by the College to ensure they are meeting employment standards for the field. Advisory committees comprised of College faculty, local and statewide industry partners, and representatives from CSU and UC systems provide feedback regarding the academic and workplace preparedness of graduates. They make recommendations to keep programs current with evolving professional standards, expected competencies, and new trends to guide discipline faculty in updating curriculum to better address the needs of employees in that profession. At these annual meetings, CTE faculty present a student success report, facility and equipment updates, labor market data, and curriculum changes for discussion with community, industry and program graduates.⁸⁵ These discussions form the basis for future program planning, including the creation of new courses specifically aimed at market trends, facility, equipment and software needs, and internship opportunities.⁸⁶

⁸¹ EMSI Reports, 2016

⁸² CTEA/Perkins Workgroup Composition

⁸³ CTE Annual Y'All Come Materials

⁸⁴ Employment Outcomes Survey Results

⁸⁵ Sample Advisory Committee Minutes

⁸⁶ Program Plan Sample: Performing Arts

Analysis and Evaluation

The College has placed a significant emphasis on building and supporting career technical education (CTE) programs. Graduates from programs such as exercise science, nursing, and radiologic technology have high pass rates on outside licensure exams and certifications. Employers value the professional competencies of our students as evidenced by successful employment rates of our graduates. All CTE programs hold annual advisory committee meetings and use input from these members to continuously improve and align curriculum with local employer needs. All CTE programs participate in a two-year curriculum review process that ensures that program outcomes and labor market data are current and relevant to changing industry needs. The College has an active CTE workgroup that meets to discuss emerging trends and to provide input to college wide planning and new program development.

Action Plan(s)

None

II.A.15

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The College follows the District Board Policy and Administrative Procedure on program discontinuance (BP/AP 4021).⁸⁷ The Board Policy was adopted in March 2011 and the Administrative Procedure was adopted in February 2012. This procedure ensures a uniform process throughout the District when a program is being considered for discontinuance. At the College level, the annual program planning process is the venue through which programs are evaluated for vitality. This process is participatory and data-driven, as described in I.B.5. As defined by AP 4021, criteria used to consider discontinuance include the relevance of the program to the District/College mission and goals, student and/or employer demand/need, and the currency of the program; additional criteria may also be relevant depending upon the program. At the end of the process, each program is assigned a status by the executive vice president, who has the option of the following: no action needed, strengthen the program, reduce the program, or review for discontinuance. This process was used at the College in fall 2011 based upon a draft of the Administrative Procedure, as charged by the College president. The College convened a Program Discontinuance Recommendation Group, which met to consider several programs for discontinuance.⁸⁸ This group was asked to consider each program in light of the criteria listed above. The group voted and sent its report to the executive vice president's designee. The executive vice president met with each group in person and made a final recommendation to the president. The program discontinuance process was also carried out in again fall 2012.⁸⁹

If a program is discontinued, the dean and discipline faculty develop "teach-out" plans for students so that they can meet their educational goals in a timely manner. Students are advised by counseling of their options so that they can complete their program of study. For example, the College made the decision to discontinue the interior design program (fall 2011) and the drafting technology program (fall 2012). Individual "teach-out" plans were developed for each student to help them complete their educational goal.⁹⁰ In some cases, when a class was no longer offered, students worked with

⁸⁷ Board Policy and Administrative Procedure 4021: Program Discontinuance

⁸⁸ Program Discontinuance Documentation, 2011

⁸⁹ Program Discontinuance Documentation, 2012

⁹⁰ Evidence (see catalog/letter to ACCJC)

counseling faculty to request to substitute a similar course. In other cases, students were directed to other community colleges in the local area to take a specific course.

With the implementation of Associate Degrees for Transfer (ADTs), the College has discontinued several regular AA or AS degrees. In these instances, students are advised about the new degrees and meet with counselors to review their courses and/or update their educational plans in *DegreeWorks*.

Analysis and Evaluation

The College follows the District Policy and Administrative Procedure for program discontinuance. The College process is sound and transparent, and has worked well to help the College manage these difficult discussions. Once the decision is made, students are notified as quickly as possible and the program dean and faculty work to develop a plan to “teach out” the program so that students currently enrolled in the program can complete the degree/certificate. Students receive an individualized plan to help them complete their work at the College or at an institution within their local area.

Action Plan(s)

None

II.A.16

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The program planning process is the mechanism by which the College ensures the annual review of instructional programs in order to encourage improvement and currency. During the program planning process, programs use data such as student success and retention, student equity, and SLO assessments to make informed decisions about the direction of the program in the future. This data may lead to the addition of classes or degrees, revision of course content to better meet the needs of the course in a sequence, or even the deletion of a course. Every academic program is part of the program planning process (discussed in more detail in I.B.5) and is uniformly, consistently, and regularly evaluated for currency and appropriateness to the mission and achievement of learning outcomes. Information discussed during the program plan review process is used to inform decisions regarding faculty and staff hiring and resource allocation for facilities and technology.

All academic programs follow a five-year cycle of curriculum review which is synchronized with a five-year SLO cycle and a five-year general education outcome cycle. This review cycle includes all courses, regardless of mode of delivery, and all degrees and certificates in the program. The review cycle is posted on the curriculum website. In the year prior to curriculum review, disciplines meet with the SLO coordinator to analyze their assessment data and consider curricular changes. As the time for review approaches, the curriculum representatives from each department work with discipline faculty and the department chair (see I.B.9 and II.A.2 for examples of changes or improvements in programs as a result of program evaluations).

During the curriculum review process, faculty evaluate each course, degree and certificate for continued relevancy, ensure that the level of rigor continues to meet articulation agreements, and use SLO and labor market data to make changes when appropriate. Faculty members review courses for

appropriateness to the College's Mission and for continued currency in meeting employer needs and transfer requirements. Course objectives indicate the skills that students will acquire in the course, along with how those skills will be assessed. Faculty members use a variety of methods in program review to measure how well students are applying their knowledge to subsequent coursework or employment. These measures include (see 1B.5 for a more exhaustive list):⁹¹

- Student learning outcomes assessment
- Graduate/employer satisfaction survey analysis
- Licensure exams results such as in nursing or radiologic technology
- Job placement data
- Student success and equity

Courses that have distance education and general education components require an additional addendum; these addenda are evaluated by the Curriculum Committee as a whole and voted on separately. In the case of honors courses and courses seeking/maintaining general education approval, a separate workgroup or committee also evaluates components of the course, using a rubric to ensure the course meets the standards.⁹² The College does not offer continuing and community education courses.

Analysis and Evaluation

All programs are reviewed annually during the program plan review process. Each discipline receives copies of the *Institutional Effectiveness Report* to allow for continuous modification and improvement related to student learning. To provide broader feedback to programs, the five-year curriculum cycle for academic programs and the two-year curriculum cycle for CTE programs are consistently followed. The Curriculum Committee, which is composed of diverse discipline representation, takes its role very seriously, as evidenced by the comments documented on the Course outlines of record.

Action Plan(s)

None

⁹¹ Sample Program Plans

⁹² General Education Rubric, Distance Education Addendum, Honors Evaluation Form

Standard IIB. Library and Learning Support Services

II.B.1

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The College recognizes and supports the critical role the library personnel and learning support services play in supporting student learning and achievement. The Library and Learning Resources (LLR) building, which opened in 2005, is located at the center of the campus and houses a variety of programs that support student success, including:

- Library
- Language Lab
- Learning Center/Tutoring
- Math Center
- Writing Center

The library has an extensive collection of print and electronic books, audiovisual materials, periodicals and electronic databases to meet the needs of faculty and students. The library collection includes:

Type	Number
Print Volumes	73,778
eBooks	22,559
Online Resources	48
CDs and Videos	4,277
Periodical Subscriptions	252
Microfilm Reels	7,800+

The LLR has a 127-seat general study area, study carrels with audiovisual workstations, study rooms, a microfilm reader/printer, wireless Internet access, and printers/copiers. The LLR houses an open-access computer lab on the first floor and a computer classroom on the second floor that is open to students when library instruction classes are not scheduled there. The second floor of the LLR contains the library's public service desks and part of the main collection. The third floor contains the math center, writing center, learning center/tutoring, the language lab, and the rest of the library's main collection. The library is open 52 hours per week, Monday through Friday during the fall and spring semesters, with extended hours during finals week.⁹³ During the summer session, the library hours are adjusted to support the summer program. Student learning and achievement are supported by a dedicated group of faculty and staff: three full-time faculty librarians, three adjunct faculty librarians, two full-time academic support positions (one each for math and English), and six full-time

⁹³ Library Hours Documentation

classified employees, including library assistants, a library technician, a tutorial support specialist, and a learning resources supervisor.⁹⁴

The College supports the library with an annual budget to continually update its collection. In addition, as special or “one-time” state funding becomes available, the College allocates additional funds to the library. For example, in fall 2016, the College received approximately \$100,000 of one-time funding (get exact title), which was allocated to the library to expand the collection. The librarians analyzed current needs and ordered additional library resources to support their program planning goals and college wide student success and equity goals. (See II.B.2 for details on the resource selection process.)

To improve access and provide additional learning support services, LLR faculty conduct a variety of outreach efforts through formal, individualized, and online instruction to students:

- The librarians reach out to all students through in-person reference instruction, email reference, and phone reference
- As more and more instruction sessions are scheduled during prime periods during the day, the librarians offer multiple sessions across the campus
- In order to service large classes, the librarians sometimes go to the classrooms to offer instruction
- The librarians have developed online research guides (LibGuides), both general and subject-specific, which provides 24/7 access to library instruction through the library homepage serving the needs of on-ground and online students

Throughout the semester, LLR faculty members provide a variety of workshops and instruction sessions on topics identified by students and faculty as necessary for student success.⁹⁵ Examples include workshops on writing transfer essays, study skills, library research skills, and APA/MLA citation style. In addition to in-library instruction sessions, classroom faculty may also request the librarians to come to their classes to deliver research instruction tailored to the specific needs of their class.

Over the past three years the librarians conducted an annual average of 191 instruction sessions, reaching over 15,000 students. The library has helped on average 5,000 students per year with reference questions. The librarians conduct ongoing/annual student learning outcome (SLO) assessment of the instruction sessions to ensure students are learning the required skills. (See II.B.2 for details.)

Comparable library resource services are provided for students taking online classes and students who are dual-enrolled in a local high school. These services include 24/7 access to the library’s online catalog and databases.⁹⁶ Over the last two years, the library has increased the e-book collection to over 22,000 e-books. The library collection is continually being evaluated, reviewed, and expanded for appropriate depth, currency, and variety of materials to support student learning and the College curriculum. (See II.B.2 for details)

The teaching and learning center (TLC) provides learning support services to students, in the form of tutoring, supplemental instruction, and workshops, and faculty development through a partnership with the Basic Skills Workgroup. The College has supported robust math and writing centers for

⁹⁴ Current Organizational Chart for Library Program

⁹⁵ Workshops and Instruction Session Documentation

⁹⁶ Library Resources Available Through MyVCCCD

several years, and recently hired a tutoring supervisor to oversee the expanding tutoring program, funded through the integrated planning of general, student equity, and basic skills funds. The math and writing centers provide appointment-based, walk-in, individual, and group tutoring by qualified, trained tutors.⁹⁷

In addition, the College supports full-time English and mathematics faculty positions with assignments in the tutoring center. The services, staff, and partnership with other programs supports the integration of instruction and student services in a unique and effective program. Through the efforts of these instructors working with the tutoring supervisor, the math and English departments have trained tutors to support specific disciplines and related class assignments. Each tutor must be recommended by a faculty member and participate in an interview process. Once hired, every tutor must complete the tutoring methods course, a one-unit course that provides tutor training on:⁹⁸

- Learning experiences – sharing and learning
- Six factors of college success
- Core beliefs about learning and tutoring
- Growth mindset
- Learning styles
- Math/writing breakout sessions with faculty, including supplemental instruction training
- Achieving the learning outcome for the class and define the role of a tutor

In spring 2015, based on input from instructional faculty regarding student needs and program-level student success data, the tutoring center significantly expanded its on-ground tutoring offerings to include 12 additional disciplines, such as computer science, biology, and philosophy.⁹⁹ In spring 2015, the College also began offering *SmarThinking* online tutoring services to students, primarily reaching out to online and underrepresented student populations. This online service provides 24/7 tutoring support for both on-ground and online students in nine different disciplines. Through the first two semesters, 298 hours of tutoring were used by 417 students. Ninety-two percent of the students who used the service found it useful and would recommend it to a friend.¹⁰⁰

Analysis and Evaluation

The College provides significant support for the library and learning support services. A new library and learning resource center opened in 2005. The College provides a healthy annual budget to support the new library and to ensure sufficient and current resources are available. In addition, over the last few years, the College has provided additional funding to expand the electronic resources and the physical library collection, has hired a tutoring program supervisor, has restored library staff position assignments, has increased the library hours during finals to meet student demand, and has expanded the tutoring program to support additional disciplines and to provide online assistance.

The librarians, library staff members, and teaching and learning center staff are dedicated to supporting student learning and achievement by providing an excellent and diverse combination of support services for both on-ground and online students. The library and teaching and learning center embracing the College's student learning model, have developed strong programs that support faculty and students through the seamless integration of instruction and student services.

⁹⁷ Math Center Schedule

⁹⁸ COL M02 Course Materials

⁹⁹ Subject Tutoring Promotional Materials

¹⁰⁰ SmarThinking Usage Analysis

The library works in collaboration with faculty to provide current and relevant materials related to classroom assignments and to ensure that the collection is sufficient in quality and quantity to support the curricular offerings. The librarians continue to enrich the collection with e-books, full-text databases, and online journals to serve both on-ground and online students. The library continues to expand the reserve textbook collection to provide books for students unable to purchase their own texts, and the library has expanded the collection by offering an interlibrary loan service to students, faculty, and staff.

In terms of services, the library's outreach efforts have successfully reached students. This has resulted in multiple methods of service delivery, including informal, individualized, group, phone, email, online reference services, and multiple sessions of in-person reference instruction, both in the library and in discipline classrooms. In addition, online research guides (LibGuides), both general and subject-specific, have been developed, offering 24/7 access to library instruction through the library homepage serving the needs of on-ground and online students.

The teaching and learning center (TLC) continues to assess, evaluate, and identify ways to provide academic support through improved delivery of services and partnerships with other College programs and services. The TLC provides tutorial services in multiple delivery modes, including on-ground drop-in and appointment-based tutoring workshops, and *SmarThinking*. These services are delivered across the curriculum in partnership with other programs and services. For example, the TLC partners with the Basic Skills Workgroup and Student Success and Equity Committee to provide additional support for math, English, ESL, and study skills and for underrepresented populations. Collaborations with the health and career transfer centers and the Professional Development Committee have resulted in a range of workshops for students and faculty members. Students can attend workshops on mindfulness, improving study skills, writing transfer essays, and the Seven Habits of Highly Successful Students, and curricular-aligned math and grammar concepts and skills. Faculty members participate in open-houses and trainings on how to use the TLC services, including supplemental instruction. Most recently, the TLC offered a series of workshops for faculty on embedding study skills within their disciplines using engaging discipline-specific pedagogy.

The learning resource center and teaching and learning center provide high-quality learning support services. Both the library and tutoring services are in high demand, as evidenced the number of students and faculty who utilize the on-ground and online services. The College has provided significant support for these services, as evidenced by the increased staffing, expanded tutoring, and extensive on-ground and online library resources.

Action Plan(s)

None

II.B.2

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The College library collection includes an extensive combination of print volumes, electronic resources, current periodicals, and online books, including:

Type	Number
Print Volumes	73,778
eBooks	22,559
Online Resources	48
CDs and Videos	4,277
Periodical Subscriptions	252
Microfilm Reels	7,800+

The library works extensively with the campus to ensure that the institution is providing needed support to faculty and staff. There are ample opportunities for those with expertise to give input as to the resources needed to support student learning and success. The process for ensuring input has been institutionalized through the curriculum process. A librarian sits on the Curriculum Committee as well as Technical Review workgroup.¹⁰¹ Every course that is proposed or revised during the five-year curriculum cycle must answer whether library holdings are sufficient to support the class.¹⁰² If library resources are not adequate, the teaching faculty and the librarian work together to determine what is needed to support student learning and fulfill the needs of the class. The needed resources are purchased if library funds are currently available; if not, a request is made through the program planning process described in I.B.5. The resource request in the library's program plan indicates which institutional learning outcome the request will support, thereby ensuring the request supports the College Mission. In addition, the *Faculty Guide to the Library*, available through the College library website, informs professors that they can request materials for instructional support. Full-time and part-time faculty members may email their requests to the librarians. New faculty members are informed of this process when they visit the library during the new faculty orientation session and also at the beginning of the school year either during professional development week or via a division email.¹⁰³

The LLR faculty members work in collaboration with the instructional faculty to provide current and relevant materials related to classroom assignments and to ensure that the collection is sufficient in quality and quantity to support the curricular offerings. The librarians continue to enrich the collection with e-books, full-text databases, and online journals to serve both on-ground and online students. Examples of building the strength of the library collection to support student learning, student equity, and student success goals include:

- Collaborating with the classroom faculty in collection development
- Adding the Communication and Mass Media Database for the communication studies department
- Adding specific academic journals requested by the EATM and anthropology departments
- Adding an online and print Spanish periodical requested by the world languages department
- Adding several databases recommended by the psychology and sociology departments
- Adding library materials identified by faculty through the course revision/development process of the Curriculum Committee
- Adding online subscriptions to numerous nursing journals in order to enhance the coverage of databases such as CINAHL and Medline
- Adding subscriptions to *Ethnic NewsWatch* and *GenderWatch* to complement the existing online periodical databases

¹⁰¹ *Making Decisions at Moorpark College* (pages 15 and 3)

¹⁰² Sample Course Outlines of Record

¹⁰³ Requesting Library Resources

- Continuing to increase the online collection of e-books and databases to support English courses. The library has purchased an online subscription to the Oxford English Dictionary and has significantly increased the number of e-books to support the literary criticism assignments

The teaching and learning center (TLC) also relies on data and faculty expertise in decisions regarding which disciplines most need tutoring assistance. The TLC uses student success research and data analysis as a way to inform subject tutoring offerings.¹⁰⁴ Subjects and classes with higher fail rates (grades of D, F or W) have been targeted for subject tutoring. In addition, during committee meetings and in discussions with divisions and departments, faculty can suggest which subjects are most in need of tutoring support. Faculty can recommend students from their classes to be subject tutors.¹⁰⁵ The math center workgroup, which includes math and chemistry faculty, staff, and administrators, meets monthly to discuss math-related topics.¹⁰⁶ The writing center and learning center (with subject tutoring) use session reports for tutoring sessions; a copy of the report is sent back to the student's instructor, who can then provide feedback to the writing or tutoring center.¹⁰⁷ Further input is gathered from the Basic Skills Workgroup, which meets monthly to discuss basic skills programs, including the TLC.¹⁰⁸ Finally, faculty can request that the math, writing, or learning centers offer specialized workshops covering topics that will support student learning in their classes, both on-ground and online.

The College has created several ways to evaluate the effectiveness of its resources and/or services to ensure they are supporting student learning and enhancing the achievement of the mission.¹⁰⁹

- Student Satisfaction Survey
- Individualized instruction sessions for classes
- 'Review of Library Resources' and 'Typical Assignments' sections in the course outline of record
- Student Feedback at the Reference Desk
- Community College Library Consortium Committee (CCL EAR) Reviews
- Solicitation of Faculty Input
- Evaluations of Tutoring Sessions: The Learning Center distributes tutoring session evaluations for those who receive tutoring in writing and in subject-specific topics. Those evaluations cover the content learned, relationship with the tutor, and the student's feeling toward the Learning Center's resources.
- Tutoring Session Reports
- Analysis of Demand for Tutoring
- *SmartThinking* Usage and Satisfaction Reports
- Faculty Input

Before making purchases, the librarians consult a number of resource reviews from professional library journals and specialized academic journals. The librarians also evaluate the quality of resources by examining the author's background and credentials, publishing company information, academic content, and relevance to the curriculum. In addition to reviews in print sources, the

¹⁰⁴ Student Success Research and Analysis and Subject Tutoring Weekly Schedule

¹⁰⁵ Emails between TLC faculty and staff; Interview questions and notes

¹⁰⁶ Math Center Advisory Committee Minutes

¹⁰⁷ Tutoring Session Reports

¹⁰⁸ Basic Skills Workgroup Meeting Minutes

¹⁰⁹ Library Resource Analysis Materials

librarians rely on evaluation of databases from the Council of Chief Librarians – California Community Colleges (CCL).¹¹⁰

The math, writing, and learning centers determine the quality of services provided by assessing their SLOs.¹¹¹ Quality of tutorial services is ensured by requiring all tutors to complete tutoring courses.¹¹² Continuing tutors must maintain currency of tutoring skills by attending meetings, workshops, and trainings.¹¹³

The library has developed several instruments to ensure that it has sufficient depth and variety of materials to meet the learning needs of its students. First, the library surveys students to assess how well the current collection is supporting their needs.¹¹⁴ Second, the library offers reference desk assistance whenever the library is open. Reference librarians can refer students to additional libraries and resources.¹¹⁵ When adequate resource materials cannot be found in the library, several services provide access to necessary materials. Universal Borrowing is a service that allows Moorpark College students, faculty, and staff to request books from the Ventura College and Oxnard College collections and have them delivered to the Moorpark College Library. The OCLC Interlibrary Loan allows faculty to obtain materials from other institutions.¹¹⁶

Regardless of the mode of delivery, all College students can access the resources of the library and learning center. The majority of the library resources are available via the library homepage and the online portal.¹¹⁷ For instance:

- eResource materials available include e-books, online full-text reference materials, and online databases
- Requests for reference desk help and information on how to access the library’s resources off-site
- “Ask-A-Librarian” service, whereby students can email or telephone librarians for research assistance
- An online library tutorial (Searchpath Basic)
- Online course guides on research techniques, tailored to specific course needs
- Web links that provide students access to a *Library News* blog, research assistance resources, a list of new book titles, a “Student Guide to the Library,” and an FAQ page
- Online tutoring

Analysis and Evaluation

The library relies on the expertise of librarians, other discipline faculty, and learning support services professionals to select and maintain an extensive collection of print and electronic resources. A librarian serves on the Curriculum Committee and its Technical Review workgroup. College faculty members have a variety of options for providing input regarding resources needed to support student learning and success. This process is institutionalized through the curriculum process, and new faculty members are informed about the process during the new faculty orientation program.

¹¹⁰ Community College Library Consortium Materials

¹¹¹ SLO Analysis Reports

¹¹² COL M02 Course Materials

¹¹³ Math Center Meeting Materials

¹¹⁴ Analysis of Library Survey to Students

¹¹⁵ Reference Desk Schedules

¹¹⁶ Interlibrary Loan Materials

¹¹⁷ Library Webpage: <http://www.moorparkcollege.edu/departments/student-services/library>

The library works in collaboration with the faculty to provide current and relevant materials related to classroom assignments and to ensure that the collection is sufficient in quality and quantity to support curricular offerings. The librarians continue to enrich the collection with e-books, full-text databases, and online journals to serve both on-ground and online students. The librarians are currently involved in a collection evaluation project which includes culling outdated materials, identifying gaps in the collection, and purchasing recent materials. The library continues to expand the reserve textbook collection to provide books for students unable to purchase their own texts and has expanded the collection by offering interlibrary loan services to students, faculty, and staff.

The teaching and learning center programs support student learning and student achievement goals. The math and writing centers are led by full-time faculty members with partial assignments in the centers. The new tutoring supervisor and library supervisor work in conjunction with the faculty directors. These programs each rely on data and discipline faculty input for decisions regarding student math, writing, and other tutoring needs. The College has expanded the math and writing centers, and the tutoring programs through the integrated planning and resource allocation of general, equity, and basic skills funds. Student usage data shows significant demand for these services.

Action Plan(s)

None

II.B.3

The institution evaluates library and other learning support services to ensure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College evaluates the library program and other learning support services through the annual program plan review process. The process, discussed in detail in I.B.5, is a participatory, data-driven process by which programs evaluate the prior year's goals, assess current needs, and plan for the future.

During this process a variety of data is used to analyze the extent to which the program is meeting the identified needs of students.¹¹⁸ The type of data used includes:

- Usage rates of library resources
- Satisfaction surveys
- SLO Assessment and Analysis
- Library surveys
- LibGuides Views and Statistics
- Database Usage Statistics

The math, writing, and tutoring learning centers that support student learning use other types of data to evaluate their services.¹¹⁹

- Students receiving online tutoring for math are asked to complete a short online survey about their experience with the platform (CCC Confer) and the tutor

¹¹⁸ Library Program Plan Data Comparison 2012-2014 and Supporting Analyses

¹¹⁹ Math, Writing and Tutoring Learning Center Program Plans and Supporting Analyses

- Tutoring session reports
- Service and resource usage reports
- Faculty and student feedback and comments
- Student learning outcomes assessment and analysis
- *SmarThinking* usage reports

Analysis and Evaluation

The library continuously assesses, evaluates, and identifies ways to strengthen the collection, services, and instruction to better support access, student success, and equity for all students. The library participates in the annual program plan and review process. As part of the annual review, the program analyzes a variety of data, including student learning outcomes, on-ground and online student feedback, resource usage rates, and other statistics to determine if the program is meeting the identified needs of students.

Based on this assessment, the library and teaching and learning center have made numerous changes and improvements, such as expanding the reserve textbook collection, selecting new books and online resources that support student equity, and providing multiple methods of service delivery. In order to continue assessing and identifying ways to strengthen the collection, services, and instruction, the librarians plan to conduct an online survey to be distributed to students and faculty across the campus to generate feedback from the campus community concerning the library collection, services, and instruction. In addition, the librarians will continue annual student learning outcomes assessment of instruction sessions. They will use the results of these assessments to revise their teaching methods to ensure continued high standards.

Similarly, the teaching and learning center (TLC) continues to assess, evaluate and identify ways to provide academic support through improved delivery of services and partnerships with other college programs and services. Based on previous assessment results, the TLC expanded tutorial services in multiple delivery modes, including on-ground drop-in, appointment based, and workshops, as well as email peer tutoring and the use of *SmarThinking*. Based on basis skills assessment, the TLC began delivering its services across the curriculum in partnership with other programs and services.

As with the library, the teaching and learning center will continue current efforts to collect usage data, assess outcomes data, and seek feedback from the larger campus community through surveys and focus groups to continue to maintain its high-quality academic support.

Action Plan(s)

None

II.B.4

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting Standard

The College has several formal agreements that are routinely reviewed to ensure that the services provided are adequate for the intended purposes. The College contracts with the following services to help provide library and learning support:¹²⁰

Community College Library Consortium	Used to purchase most of the library’s electronic resources as curriculum needs are identified and funds are available. The Community College Library Consortium negotiates special rates and contracts with database vendors for a variety of electronic resources and provides discounted yearly subscriptions to online databases for community college libraries
The Library Catalog (Voyager) and Discovery Tool (Primo)	Allow patron- initiated borrowing requests (Universal Borrowing) from libraries within the District.
Ex Libris, OpenURL Link Resolver, Springshare: LibGuides	Website software for developing research guides, and Quia annual subscription to the website for assessment.
Online Computer Library Center (OCLC)	A not-for-profit worldwide bibliographic library network that provides machine-readable cataloging records for library materials and interlibrary loan service
American Library Association, Library of California Region VII Gold Coast Library Network	Allows for the sharing of library resources and training opportunities between public, special, and academic libraries in Santa Barbara, Ventura, and San Luis Obispo counties, Ex Libris Users of North America (ELUNA), Council of Chief Librarians-California Community Colleges, and certain membership databases (e.g. All the World’s Primates).

Formal agreements are also in place for commercial vendors, such as Midwest for books, EBSCO for paper periodicals, and NA Publishing for microfilm. Midwest’s online ordering system safeguards against duplicate ordering.

Security for the library and learning resources is provided by the District policy. Library materials are secured through the 3M security gate system. All library print and non-print materials have security strips embedded. The microfilm reader/printer and copiers are maintained by Ventura Business Systems, Inc. The contracts and agreements with vendors and professional associations are reviewed regularly for relevance and effectiveness.

The College evaluates the quality of the contracted services annually through the program planning process. Each year the librarians use evidence such as usage statistics and faculty requests to

¹²⁰ College Library Contract Agreements

determine if continuing financial support will be requested for contracted services. In addition, the librarians use evidence gathered during instructional sessions to evaluate if databases are useful to students and support faculty's instructional needs for their classes.

Analysis and Evaluation

The College has several formal agreements with a variety of services to provide library and learning support. The agreements are routinely reviewed to ensure that the services being provided are adequate for the intended purposes. Library users may request materials from district libraries through the online catalog or may request materials from other libraries through the reference librarians. The College takes responsibility for the security of the library, library resources, staff, and students. Library materials have security strips embedded and the District policy monitor the building. The College has installed cameras throughout the campus, an emergency sound system, and an emergency alert system. The College has also conducted emergency preparedness professional development sessions, including a specific focus on staff and student security within the library; many staff members participated in this training.

Action Plan(s)

None

II.C. Student Support Services

II.C.1.

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Moorpark College is committed to providing high-quality student support services to promote student success and the mission of the College, regardless of location or means of delivery. The integration of classroom instruction and student support services is a core value, with an understanding that providing students ample resources outside the classroom will help them to be successful within the classroom. The College promotes and sustains the integration of student services and academic programs through its organizational and committee structure. With academic oversight by the executive vice president, who serves as the chief instruction and student services officer, each dean supervises a combination of academic disciplines and student services. This structure builds the communication link between these groups and provides regular opportunities for faculty and staff to discuss a holistic approach to student learning and develop integrated plans to support the needs of students and to discuss challenges that students are facing and possible solutions, whether inside or outside of the classroom.

The College has developed a broad range of student services designed to assist students throughout their educational pathway. These include:

- Accessibility Coordination Center and Education Support Services (ACCESS)
- Admissions & Records
- Bookstore
- CALWorks
- Counseling Services
- Career and Transfer Services
- Extended Opportunity Program and Services (EOPS)
- Financial Aid
- Foster Youth Resource Center
- International Students Services
- Library and Learning Resources
- Matriculation
- Outreach
- Scholarship
- Student Activities
- Student Business Office
- Student Health Center
- The Learning Center (TLC)
- The Math Center
- The Writing Center
- Veterans Resource Center

The College regularly assesses student needs and evaluates student support services to ensure the quality of the programs and their effectiveness in enhancing student success, regardless of the mode of delivery.

Each student service program has program learning outcomes that are directly linked to institutional outcomes and the College Mission.¹²¹

All student support services engage in the College's annual program plan review process (see 1B.5 for a detailed description). This process is a participatory and data-driven. The structure of review is similar to that of instructional programs, with modifications to target student services elements. Data analysis is discussed at department and division meetings, and at the annual program review meetings facilitated by the executive vice president. This formal program review process provides a regular and systematic evaluation process for student support services to self-assess, ensure their planning and goals support the College's strategic goals and mission, and promote continuous quality improvement.¹²² Student support services use a variety of qualitative and quantitative data and dialogues to identify students' need for support services, and to monitor and analyze the quality of services provided, including:

- Program Learning Outcome data¹²³
- *Institutional Effectiveness Report*¹²⁴
- Business Services Balanced Scorecard Results¹²⁵
- Survey of Student Perceptions¹²⁶
- Community College Survey of Student Engagement¹²⁷
- Student Services Satisfaction Surveys¹²⁸
- Individual program-level surveys¹²⁹
- Student Success and Equity data¹³⁰

The results of these assessment tools provide timely feedback and inform program-level discussions on the quality and effectiveness of student support services. Based on this data-driven analysis, student services programs continuously monitor and adjust their structures to meet the changing needs of students, reduce barriers, and create seamless pathways to support student achievement and success. This process assists the student support services in their valuable contribution to the overall student success and retention.

In addition to the annual program plan process, student services address short-term needs on a more frequent basis in order to be responsive to immediate student concerns. The Student Services Council (SSC), led by the executive vice president, and including student services leads, business services leads, a student representative, and all the deans, meets twice a month. These meetings provide another venue to analyze student services data, allow student services to communicate across programs, identify improvement needs, and provide timely support for ongoing campus wide student support activities. The SSC holds retreats once or twice a year to discuss student services needs and planning goals.¹³¹ Members of student support services also participate on campus standing committees, which review a variety of qualitative and quantitative student services data, contribute at the annual fall campus wide strategic

¹²¹ Student Service Program Learning Outcomes Assessment and Analysis Reports

¹²² Program Evaluation Reports

¹²³ Student Service Program Learning Outcomes Assessment and Analysis Reports

¹²⁴ *Institutional Effectiveness Reports*

¹²⁵ Business Services Balanced Scorecard Results

¹²⁶ Student Perceptions Survey Analysis

¹²⁷ CCSSE Survey Results and Analysis

¹²⁸ Student Services Satisfaction Survey Analysis

¹²⁹ Student Service Program-Specific Surveys

¹³⁰ Student Success and Equity Reports, 2014-15 and 2015-16

¹³¹ Student Service Council Meetings and Annual Retreat Agendas

planning retreat (Fall Fling), and attend campus wide Town Hall and Y'All Come meetings. Student Services representatives also participate in college discussions updating the College Mission statement.

As an example of student services enhancing the College Mission regardless of mode of delivery based on an assessment of online and evening student needs, student services provide a variety of online options to support this diverse student population. A Student Services Satisfaction Survey was administered to all students in spring 2015 and again in spring 2016. Results of these surveys were shared with each of the student service programs to assist them in developing their next year's program plans.¹³² In an effort to better meet accessibility requirements for online content delivery, ACCESS assisted in the development of the distance education Best Practices document for instructors. The ACCESS alternative media technician has also assisted with training distance education faculty on how to develop and deliver accessible online materials.

Assessment and Evaluation

To meet Moorpark College's strategic goals and accomplish its mission, student service programs regularly evaluate the quality of the student support services. The College has a strong history of integrating student services and instruction. Student service programs are robust, and provide support for both on-ground and online students.

All Student services assess and evaluate program learning outcomes (PLO) and participate in the annual program planning process. Each student service program analyzes its PLO assessment data, along with a variety of other qualitative and quantitative data, to support changes to improve the College's student support services. Student service representatives meet regularly as part Student Services Council and participate on college wide committees to ensure that student support service needs are considered during college planning, resources allocation, and other decision-making processes. For example, student services representatives played a major role in analyzing student success data and developing the *Student Success and Support Plan* and *Student Equity Plan*. Student services goals to help accomplish the College Mission are also included in the *Educational Master Plan*, the *Strategic Plan*, and the *Facilities Master Plan*.

Action Plan(s)

None

II.C.2.

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

As discussed in IIC.1, since 2005, every student support service has identified, assessed, and evaluated program learning outcomes (PLOs). These PLOs are printed in the *College Catalog*. The annual program planning process, implemented and ongoing since 1999, ensures the use of learning outcomes is institutionalized for all student support services. Student service and business service PLOs are assessed every year; the results of the assessment are discussed during the program planning process and more frequently during the academic year in weekly or monthly meetings, depending upon the program.¹³³

¹³² Student Services Satisfaction Survey Analysis

¹³³ Student Services Program Learning Outcomes Assessment and Analysis Reports

Student service programs have made several important and innovative changes based on program outcome assessment data, student perception data, and other survey data. The assessment of learning outcomes most often takes the form of surveys administered to users in order to gain a better understanding of the usefulness of the resources provided. Regular meetings are held by business services staff to discuss the day-to-day operation of these services, the standardization of best practices, and the assessment and analysis of Program Learning Outcomes. The results of the Business Services Balanced Scorecard and subsequent discussion are reflected in the minutes of the business services meetings.¹³⁴

For example, the counseling program increased the length of time for each counseling session in response to the results of the Student Satisfaction Survey (spring 2015), which showed that students felt rushed during the 30-minute counseling appointments.¹³⁵ Financial aid has been working on improvements to the Internal Customer Service Survey as well as using the Business Services Balanced Scorecard for program assessment. Feedback from students revealed confusion in the process of applying and qualifying for Financial aid. In response to this assessment, financial aid, in cooperation with the national organization *Financial Aid TV*, created online instructional videos to explain the process, which are now on the Moorpark College Financial Aid webpage.¹³⁶ Financial aid also created a module for an online orientation. Through this orientation process financial aid can track the view rate on the instructional videos and analyze the usage data to determine the issues that are most pressing for students.

Assessment and Evaluation

Many successes have originated from the College's assessment and analysis of student outcomes. The use of qualitative and quantitative data collected and analyzed by student services through program learning outcomes has contributed greatly to the efficacy of these programs campus wide as evidenced through the Business Services Balanced Scorecard and the completion rates in both CTE and academic transfer programs. Both the program planning process and PLOs have driven and supported the maintenance and development of student service program budgets, best practices, and student satisfaction and success.

In spring 2016 student services continued the College wide practice of conducting a planning retreat to discuss impact of the student success activities including the introduction of the new orientation for distance education coursework and the creation of education plans in many programs. The data gained in this forum will in turn be used to further optimize student access to services on campus.¹³⁷

While the successes in our student services have been numerous, there are areas of concern. The loss of the research analyst in December 2013 hindered student services' ability to create, track, and analyze gathered data; it has also impacted the analysis of service efficacy and student completion rates. The College had immediately started the hiring process to replace this research position, but had four failed hiring searches. In an attempt to continue supporting the data needs of the College, the College was able to hire two technical data specialists (one in April 2015 and the second one in July 2015); in March 2015 the College was able to hire its current research analyst. With the assistance of this new institutional research team, the student health center and tutoring center will, for the first time, be provided with disaggregated student success data to analyze.

Action Plan(s)

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

¹³⁴ Business Service Program Meeting Minutes

¹³⁵ Student Services Satisfaction Survey Analysis (Counseling Section)

¹³⁶ Financial Aid Website: <http://www.moorparkcollege.edu/departments/student-services/financial-aid>

¹³⁷ Student Services Retreat Minutes, May 5, 2016

II.C.3.

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College strives to provide quality student services, regardless of service location or delivery mode, by continuously assessing student services through program learning outcomes, as well as data from a variety of state, District, and college-level surveys. Based on their analysis, student service programs make adjustments to services and processes in response to the changing needs of the student population. Surveys routinely analyzed include the following:¹³⁸

- Community College Survey of Student Engagement (CCSSE)
- National College Health Assessment (NCHA)
- Satisfaction Surveys from individual programs
- Student Perceptions Survey

A continuing college wide dialogue about student services occurs on many levels. Student services representatives participate in district and college councils and committees, strategic planning sessions, program review, and department and division meetings.¹³⁹ These groups discuss a variety of student needs to ensure the College is providing equitable access to appropriate, comprehensive, and reliable services, regardless of service location or delivery method, and to discuss ways to improve effectiveness of services. These meetings include:

- Student Service Council bi-monthly meetings
- Student Services Retreat
- Student Success and Equity Committee
- Basic Skills Workgroup
- District Taskforce for Student Services (DTRW-SS)
- District Banner Group

For example, to meet the needs of dual-enrolled, evening, and distance education students, the College has worked to expand both on-ground and online student services. Based upon feedback from evening students, student services evening hours were expanded to two nights per week, campus center hours were extended until 7:00 p.m. Monday-Thursday, The learning center began providing evening tutoring hours, and the evening facilitator workstation was moved to Fountain Hall to better serve students until 10:00 p.m. The evening facilitator provides evening assistance to students, including the proctoring of exams. In addition, a printer is available in Fountain Hall, providing evening students a way to print their documents even after the open access lab closes for the night.

In fall 2014, in response to students' request for additional on-campus food choices, the College began working to develop cost-effective options to replace a fully staffed student cafeteria (which was closed several years ago due to financial difficulties). As of fall 2015, the College has brought in food truck vendors to provide on-campus warm food options for students and staff.

¹³⁸ Variety of Student Surveys and Analysis

¹³⁹ *Making Decisions at Moorpark College* (student service representation on committees) and *VCCCD Decision Making Handbook* (district committees on student services)

Based on the analysis of retention and success data in the *Student Equity Plan*, the College expanded its tutoring and supplemental instruction support.¹⁴⁰ By utilizing a variety of funding sources, the College expanded the number of on-ground tutoring hours available, disciplines supported, and courses with supplemental instruction (embedded tutors). Beginning in spring 2015, the College also began offering 24/7 online tutoring for multiple disciplines through a subscription to *SmarThinking*. Student survey data show that this service is beneficial to students and that 96 percent of students would recommend the service to their friends.¹⁴¹

Supplemental instruction is the use of peer tutors who have recently passed the course to support students in challenging courses; these peer tutors help students master content while developing effective learning, critical thinking, and study strategies. Data analysis shows that students who attend supplemental instruction sessions – even under-prepared students – earn higher final course grades than those students who do not attend.

The college opened a veterans’ resource center in fall 2015, which provides access to academic counseling, tutoring, group counseling sessions, and support from an admission technician to address day-to-day paperwork.

To support foster youth/former foster youth students, staff members in key service programs (such as in financial aid and counseling) are designated as foster youth liaisons. These liaisons work with the foster youth students to connect them with other services such as tutoring, the student health center, and the open access computer lab. In addition, one of the counseling assistants serves as a club advisor for the Foster Youth Club, providing a safe place for these students to gather, and coordinating events and activities.

The outreach office oversees a robust outreach program with strong connections to local high schools. The office conducts senior assemblies on the high school campuses, and schedules on-campus “preview days,” providing high school students an introduction to the College’s educational opportunities and student support services. In addition, outreach staff offer hands-on application workshops for prospective students, coordinates COUN M03 classes for incoming students, and hosts a variety of K-12 groups and outside agencies. The student ambassadors, under the direction of the outreach coordinator, provide small group tours of the campus, supporting the College’s goals outlined in the *Student Success Services and Programs Plan*.¹⁴²

Since 2012, to promote access for all students, the College has made a significant effort to increase the number of course articulations with local high schools. As of fall 2015, the College has increased the number of students served by articulation agreements from 30 to 323. This is due to the numerous efforts to build pathways from all local high schools to college.¹⁴³

The College is also working to build access for students through a dual-enrollment program, and in fall 2015 began offering dual-enrollment courses at two local high schools. These options allow high school students to begin their college studies and earn college credit without needing regular transportation to the College. Students in these courses can use the online student services or come to campus to meet with faculty and staff.

¹⁴⁰ *Student Equity Plan: Activity Plan for Increasing Tutoring*

¹⁴¹ SmarThinking Usage Analysis

¹⁴² *Student Success Services and Programs Plan* (page XXX)

¹⁴³ High School Articulation Agreements and Documentation

The ACCESS program continually monitors its online services and support. In addition to student surveys, the program also requests advisement from its advisory committee, parent representatives, and staff. Based on this input, the program continually expands and edits its online content.

In 2012, the College completed a facility renovation of Fountain Hall. One of the main goals of the building re-design was to bring several of the student services together into a one-stop welcome center. The building now houses almost all of the student service including registration, financial aid, scholarship, student business office, counseling, career and transfer, outreach, and international students' office. This represents the College's focus on helping students succeed by making it easier to complete tasks and gain critical information.

Student Services to Support Distance Education

Over the last several years, through its assessment and evaluation efforts, the College identified a 10-point gap in success in on-ground classes vs. online classes, as well as gaps in online services for students.¹⁴⁴ The College has begun a systematic process to increase campus and faculty awareness of the gap, to increase student services and support for online faculty and students, and to improve student success. The table below includes changes and improvements made by the student services programs over the last five years. In spring 2016, student services programs assessed student satisfaction of currently available online service options; the analysis of these survey results will be used in the development of the 2016-17 program plans.¹⁴⁵

Student Service	Changes/Improvements
College Information and Student Portal	Improved, student-oriented Website MyVCCCD "app" <ul style="list-style-type: none"> • Access to online registration • Real-time, interactive campus map Student Services Syllabus <ul style="list-style-type: none"> • Available to students on the MyVCCCD portal • Emailed to instructors to use as part of their course syllabus
Admissions & Records	Online application, transcript requests, password reset requests, forms, and appeals
Orientation	Online orientation videos
Placement Testing	Online English and Math placement processes
Counseling	Counseling support via email and phone Skype Counseling Sessions ("real time") Online Pre-requisite-clearance requests Online educational planning system (<i>DegreeWorks</i>) Online Appointment Campaigns (pilot program in GradesFirst)
Early Alert	Online "Early Alert" system (via GradesFirst) for faculty Online "referral" system for specialized services such as tutoring or counseling
Financial Aid	Online tutorials (FAFSA, financial aid processes, and cost of attendance calculator) Online loan entrance and exit, master promissory note, and financial awareness counseling workshops (provided by Department of Education) Online Financial Literacy workshop (provided by Cash Course) Over 300 videos online (financial aid topics and processes for state, federal, and institutional aid) and 10 online counseling workshops
Tutoring	Access to <i>SmarThinking</i> , 24/7 online tutoring service

¹⁴⁴ Distance Education Student Success Analysis Report, 2016

¹⁴⁵ Student Services Satisfaction Survey Analysis, 2016

ACCESS	<p>Online Web site providing students</p> <ul style="list-style-type: none"> • Step-by-step instructions on how to become a Moorpark College student • Online forms required for application to program • Information on student rights, responsibilities, and the laws which govern their post-secondary information • Suggested strategies for students' academic success on our on-line site
Student Health Center	<p>Mindfulness Training Online self-assessment for mental health and drug/alcohol problems Online suicide prevention information List of resources provided in the community <i>Student Health 101</i> (online magazine)</p>
Scholarship Office	<p>Online, comprehensive list of available scholarships Online application</p>
Library	<p>Expanded access to electronic resources (such as eBooks, online databases, the eJournal Portal, Google Scholar, Primo discovery service, SFX link open URL resolver tool, Online Library Tutorial (Searchpath), and online research guides (LibGuides) Remote reference assistance for students by phone and by email</p>
Bookstore	<p>Online ordering of books and supplies Online textbook information for each course</p>
The Student Business Office	<p>Online tuition/fee payments Online ordering of parking passes</p>

To ensure equitable access, the majority of information regarding student services is available at all times to all students via the College website or the MyVCCCD portal. This includes access to all registration functions, including:

- Applications to the College
- Activities required for enrollment priority
- Published registration dates
- Schedule of classes
- “How-To” register online
- Online Registration (add/drop)
- Registration Calendar with important deadlines
- Online fee payment
- Degree audit
- Student schedule of classes and billing record
- Calendar of dates for workshops in the career transfer center and counseling offices, such as “How to Choose a Major”

The College has also created a variety of online orientation sessions designed to provide just-in-time information to potential students, new students, and continuing students. A special segment was designed for certain populations such as international students and foster youth. The international student online orientation is currently being developed. In addition to the online orientation, international students' needs are met through the office of international students and in-person orientation on campus when they arrive at the College. Meetings with a counselor and workshop sessions are scheduled throughout the semester to assist international students in their transition to the College.¹⁴⁶

¹⁴⁶ Services for International Students Documentation

To support the distance education program, in fall 2015 the College hired an instructional technologist/designer to replace an instructional technologist. The new position includes increased responsibilities to provide greater support for faculty, and by extension for students, in distance education classes. At the same time, the College created a part-time (20 percent) distance education coordinator position, and appointed a faculty member to the position to help with professional development, training, and support, and to monitor success and completion rates. The college also added direct support for online students, with the hire of a part-time student worker who provides drop-in help desk support for Desire2Learn, in person and online through email.¹⁴⁷

As a result of the College's commitment to providing equitable support for online students, including quality instruction and comprehensive student services, online student success rates have increased almost 10 percent. Between fall 2010 and fall 2014, course success rates improved from 58 percent to 68 percent in distance education courses, compared to a 3.5 percent increase in success rates for non-distance education courses during the same period.¹⁴⁸

Several student services programs currently assess both on-ground and online services for student satisfaction and usage data. For example, the library collects usage statistics for online course guides views, which can be seen as a good indicator of services meeting the needs of students on-ground and online. Financial aid data shows that the number of online counseling sessions successfully completed via Financial Aid TV is increasing.¹⁴⁹

Assessment and Evaluation

The College provides equitable, appropriate, comprehensive, and reliable students services regardless of service location or delivery method. Based on campus wide input and assessment, the College built the Fountain Hall one-stop to bring several student services together into one location. The College developed a full array of online student support services to meet the needs of online students, evening students, and high students who may have difficulties with transportation. The College has extended and expanded evening services to support evening students, and has expanded its outreach and dual-enrollment efforts to provide greater access to high school students.

Through its integrated planning process, the College has increased its student support for a variety of student populations, including ACCESS, veterans, foster youth, EOPS, and student athletes. With a combination of general, student success, and equity funds, the College has hired several new counselors. The counseling department has expanded its support for both on-ground and online students.

Every student service program assesses program level outcomes and makes changes to continuously improve the support provided to students. A wide variety of examples documents these improvements.

The College has committed significant resources and support to the distance education program, with a focus on both instruction and student services. The student services have developed a wide variety of online student support services and has worked to ensure that faculty and students are knowledgeable about these services. The student service programs monitor student usage and conduct a variety of student satisfaction surveys. Course-level data analysis shows a significant (10 percent) increase in online student success over the past five years. The quality of student services and improvements in online options have supported this increase in student achievement.

¹⁴⁷ Substantive Change Proposal, 2016

¹⁴⁸ Distance Education Student Success Analysis Report, 2016

¹⁴⁹ Student Satisfaction and Resource Utilization

Action Plan(s)

None

II.C.4.

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College community has embraced the importance of providing a broad range of co-curricular programs and a strong athletic program to support student learning and retention. The College supports several co-curricular programs, developed over the life of the College, that integrate classroom instruction with extra-curricular campus events. The co-curricular programs follow the College committee structure for planning, as well as College accounting policies to ensure accountability and compliance with all regulations. Ideas for new co-curricular programs or projects are developed by faculty and staff, and are presented at College's Consultation Council. Projects are approved by the president, and a project group is established, which typically includes interested students, staff, and faculty.

Several long-standing annual signature co-curricular programs include Multicultural Day, One Campus One Book, and the Year of... lectures.¹⁵⁰ In spring 2014, the College supported a very successful new co-curricular TEDx event, *Creative Thought Coming from Moorpark College*.¹⁵¹ This program supported the social, cultural, academic dimensions of students' educational experiences by encompassing different disciplines, and through a combination of live presenters and TED Talk videos.

Associated Students and Student Activities

The Associated Student Government sponsors a variety of campus events throughout the year. These events support the College Mission by offering extracurricular activities that promote community involvement (on campus and in the local communities) and personal development for students. Associated Students also provide strong support to student organizations and their activities. Between faculty and student effort, the number of student clubs on campus has increased from 35 in spring 2013 to over 45 in fall 2015. The effort to increase student participation in campus activities such as clubs and athletic teams supports the College strategic goal of student retention and success. Student success research from the RP Group strongly supports the need to engage students. Student clubs provide a way to engage common interests.

Examples of new clubs and activities include:

- The Deaf and Hard of Hearing (DDL) club was formed in fall 2015 and students were instrumental in providing interpreters for College theatrical productions
- Fitness Learning eXperience Club (FLeX) members gain real-world experience by organizing networking opportunities with employers through health and fitness events, coordinating fitness industry guest speakers, partnering with non-profit organizations, and gaining leadership skills
- The Engineering Club members learn valuable engineering skills by participating in VEX Robotics competitions both locally and nationally, to learn from experts in the industry, to learn leadership skills and how to manage a budget, and obtain information regarding

¹⁵⁰ Promotional Materials

¹⁵¹ TEDx Archived Talks

- internships and scholarships. Students also gain a sense of community by interacting with professors and with each other in a nurturing and nonjudgmental environment outside the classroom
- A²MEND Mentor Program - African American male students in the mentor program meet with a faculty or staff mentor and attend workshops and meetings throughout the year in order to become eligible for scholarships and conference attendance

The Student Government's Programming Committee evaluates requests for funding to support different extracurricular activities. This student committee reviews applications and allocates funding according to the College's financial policies and procedures, and writes an annual report listing the student organizations that were allocated funding.¹⁵²

Intercollegiate Athletics

The College offers an intercollegiate athletic program consisting of seven women's teams and seven men's teams. Intercollegiate athletics are conducted with sound educational policy and an academic emphasis. These programs contribute greatly to the social and cultural dimensions of the educational experience of its students. A majority of student athletes support each other through attendance at contests of their fellow teams, and through a large student athlete social media network (named by students as #MCfam). Further, a Captains' Council has operated since 2008.¹⁵³ Representatives from each team meet once a month to discuss athletic department operations and ways to improve the student athlete experience. Students are supported academically by the assignment of a full-time counselor to support student success in the athletics program.¹⁵⁴

Analysis of student success data shows that student athletes earn higher GPAs, have higher course completion and persistence rates, and earn degrees and transfer at higher rates than their peers. Academic success is emphasized from the first orientation throughout the students' athletic career at the College.¹⁵⁵ The College hosts an annual Scholar Athlete Celebration to honor all student athletes who earn a 3.0 GPA while enrolled in a minimum of 12 units and successfully complete their season. In 2014-15, 110 student athletes earned this distinction; 14 of those earned 4.0 GPAs.¹⁵⁶ Promoting standards of integrity are also central to the intercollegiate athletic program; since 2006, the athletic program has annually selected and honored a male and female student athlete that has exhibited high character traits such as responsibility, fairness, integrity, sportsmanship, caring, citizenship and respect throughout the year. These student athletes are honored at the annual award dinner.¹⁵⁷

Performing Arts

The performing arts program at the College offers students practical, experiential learning opportunities every semester. With an emphasis on collaboration, team-building, and nurturing leadership skills, performance opportunities in theatre arts, music, dance, communications studies, and film, television and media can range from culminating projects in a wide variety of classes to full scale multi-program collaborations. Through these opportunities, student performers and technicians routinely demonstrate leadership and managerial skills as choreographers, section leaders, writers, producers, directors, camera operators, crew members, designers, assistant directors, and stage managers. In support of the career technical education efforts in theatre arts, students are hired as student and/or provisional workers and

¹⁵² Programming Committee Allocation of Funds

¹⁵³ Captains' Council Agendas

¹⁵⁴ Counselors by Major: <http://www.moorparkcollege.edu/departments/student-services/counseling-office/counselors-by-major>

¹⁵⁵ Athlete Orientation Materials

¹⁵⁶ Moorpark Student Athletes Honored by CCCAA State Scholar Team

¹⁵⁷ Annual Banquet of Scholar Student Athletes

may fulfill internships in the service of the entire campus as stage managers, general crew members, and/or lighting and audio operators for any events and presentations produced in the main stage, studio theater, and television studio. Additionally, free daytime performances are offered regularly to the general student population and local high school communities, and programming may also be streamed live on the web.¹⁵⁸

The College has responsibility for the control of these programs, including their finances. The intercollegiate-athletic program employs a faculty athletic director and is overseen by a dean. The performing arts program is coordinated by a faculty department chair and is overseen by a dean. All revenues from events and fundraising activities are deposited in the College trust and agency accounts. All expenditures are requested by the department faculty and approved by the dean. The annual budget is determined as part of the annual program plan and review process.

Assessment and Evaluation

Moorpark College provides a wide variety of co-curricular programs and athletics programs to support the College Mission and contributes to the social and cultural dimensions of students' educational experience. The College offers faculty and staff an opportunity to offer educational and creative venues in the form of Multi-Cultural Day and the 'Year of..' series. These events encourage faculty and students to enrich the learning environment by bringing speakers and events to campus to help complement the classroom experience.

Associated Students offers a wide variety of clubs in which students can become involved and provide support for workshops, events and conferences that develop student leaders. The athletics program supports student athletes with the resources and support needed to succeed in both academics and competitive sports, as evidenced by the number of scholar athletes and high student success rates. The performing arts program supports students by providing on-the-job experience (particularly for those working back-stage) and opportunities to perform in front of audiences of community members, peers and faculty. Since the College began focusing on student engagement as an important part of student retention and success, the number of active clubs and student activities increased, with more than 40 student clubs and hundreds of students participating in student government, clubs, and intercollegiate athletics.

Action Plan(s)

None

II.C.5.

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Moorpark College relies upon tenured, faculty counselors to assist students in transfer, career preparation and life and academic planning activities. Counselor assistants support counselors in areas such as prerequisite clearance, events, information dissemination, and coordination of workshops. Counseling is integrated into services provided in several departments. Students can receive counseling through the

¹⁵⁸ Performing Arts Promotional Materials

traditional appointment-based and “Express Counseling” (drop-in) services. In addition, counseling is provided through classroom presentations at the request of faculty, through online credit-courses, and in workshops (e.g. on academic probation, transfer, choosing a major, and careers for majors). Academic counseling services are also integrated throughout campus through other student support service locations such as the career transfer center, EOPS, CalWORKs, veterans/foster youth center and ACCESS, as well as being assigned to special populations such as basic skills, veterans, STEM, ACCESS, CalWORKs, EOPS, foster youth, student athletes, career technical, and returning adults.¹⁵⁹ While each academic counselor has assigned majors, special populations, or areas of emphasis, all are able to counsel any student in career and transfer planning. Finally, counseling services are available to students taking online classes by Skype counseling appointments, virtual university appointments through the career transfer center and forms and handouts in print and on its web site. Counseling has been directly involved in the College’s planning and implementation of the Student Success Act (SB 1456), specifically in the core services of orientation, assessment, education planning, and follow-up for at-risk students.¹⁶⁰ In order to ensure students understand the requirements related to their programs of study, counseling has developed courses for orientation, student success, career assessment, and career development.

The College prepares and trains those responsible for the advising function through the following mechanisms:¹⁶¹

- Counselor peer evaluation process (every 3 years)
- Tenure process for full-time counselors
- Pairing of new counselors with experienced faculty and staff throughout the tenure process
- Student evaluations (30 each semester)
- GradesFirst reporting on the number of students seen
- New faculty orientation, which integrates new full-time counseling faculty with instructional faculty and into the College
- District counselor meetings to share best practices and campus highlights
- Monthly academic information meetings (11B20) for case studies addressing articulation and curriculum
- In-service, professional development activities held two to three times a semester
- Three hours a week allotted for individual professional development
- District trainings for career pathways and on new software such as *DegreeWorks*
- Access to state-sponsored professional listservs for information update and professional development
- Counseling intern program
- On-campus trainings for programs such as OnCourse and Myers Briggs Type Indicator¹⁶²
- Attending instructional department meetings to provide counseling’s perspective on instructional programs

Professional development opportunities occur at weekly meetings of counselors at which speakers present on topics that provide counselors with additional information to help students. For example, discipline faculty might speak to counselors regarding their program and how students might benefit from majoring in the discipline.¹⁶³ In addition, counselors regularly attend conferences hosted by transfer institutions such as the University of California and the California State University system.

¹⁵⁹ Counseling Website, List of Counselors by Major: <http://www.moorparkcollege.edu/departments/student-services/counseling-office/counselors-by-major>

¹⁶⁰ *Student Success Services and Programs Plan* (page XXX)

¹⁶¹ Counselor Training and Mentoring Materials

¹⁶² Promotional Materials

¹⁶³ Department Meeting Minutes

The counseling program regularly evaluates its effectiveness and how it enhances student development and success through the annual program planning process. The program uses several types of data to ensure that it is continuing to meet the needs of students, including the Community College Survey of Student Engagement (CCCSE), Student Satisfaction Survey, student evaluations, and Student Learning Outcome data.¹⁶⁴

The counseling department ensures that students understand requirements related to their programs and receive timely, useful and accurate information about these requirements. All students are encouraged to complete online math and English placement processes, online orientation and first semester education plans in *DegreeWorks*. New students who complete all three components receive priority registration.¹⁶⁵ All components can be completed online, so all students, regardless of mode of delivery, have access. Students who do not complete all three segments are sent a personal follow-up email to remind them which segment(s) they have not yet completed.¹⁶⁶ In addition, there are on-campus workshops for new students led by a counselor and counselor assistant. All students are asked to choose a major at the time of registration and must confirm that major by the time they have completed 15 units in order to receive priority registration. When students hit a unit benchmark (at 15 units and 30 units completed) logging in to the portal triggers an informational video related to their benchmark achievement. For instance, when all new students log in to the portal, they are prompted to watch a new student orientation video; at the completion of 15 units, students will be prompted to watch a video on choosing a major.

The career transfer center offers career counseling services and transfer assistance. The career transfer center organizes a variety of events to provide information about career options and transfer requirements. For example, each fall the career transfer center organizes “Transfer Day,” which allows students to meet with representatives from more than 60 universities. The career transfer center hosts a variety of student workshops and university representative meetings. Its webpage provides a wealth of information, such as transfer requirements, transfer timelines, TAG/TAP descriptions, and transfer statistics.¹⁶⁷

Assessment and Evaluation

The College provides counseling and counseling services to ensure that students understand the requirements related to their program of study and relevant academic requirements, including graduation and transfer policies. New students are required to complete an online orientation as part of the Student Success Act. Students have several options to receive counseling information, including individual appointments, “express counseling”, group orientation sessions, online orientation, and career transfer center events. The College provides specialized counseling and academic advising to at-risk students and students on probation, and to targeted student populations, including EOPS, veterans, ACCESS, CalWORKS, and student athletes. Counseling is also integrated into services provided in several academic departments.

The counseling and career transfer center webpages provide students with current, accurate information regarding transfer requirements. The College prepares and trains counselors and counselor assistants by providing a wide variety of professional development opportunities. The counseling program regularly evaluates its effectiveness and implements changes to enhance student development and success. The College has recently hired several new counselors and counselor assistants to support students as part of the Student Success Initiative.

¹⁶⁴ Counseling Program Plan and SLO Data Analysis

¹⁶⁵ Board Policy and Administrative Procedure for Registration Priorities

¹⁶⁶ Letter to Students Regarding Completion of Student Success Components

¹⁶⁷ Counseling Program Webpage, <http://www.moorparkcollege.edu/departments/student-services/counseling-office>

Action Plan(s)

None

II.C.6.

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

The College has adopted District admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. VCCCD Board Policy 5010 and Administrative Procedure 5010 designate authority and responsibility for the admissions and concurrent enrollment process.¹⁶⁸

The *College Catalog* clearly states eligibility requirements and admissions procedures. These requirements adhere to the College Mission to empower “its diverse community of learners to complete their goals for academic transfer, basic skills, and career technical education,” aligning District’s policy with the mission of the California Community College system. Specific criteria for admission to the nursing program, which uses a multi-criterion selection process as allowed through legislation, are consistent with District Board Policy.¹⁶⁹ The *College Catalog* also identifies the new *Student Success and Support Plan* (SSSP) requirements, which include completion of an orientation (available on-ground and online), assessment for math and English placement, and a student educational plan (SEP).¹⁷⁰ The exotic animal training and management (EATM) program, the radiologic technology program, and the honors program also have specific acceptance criteria outlined in the *Catalog* or posted online.¹⁷¹

College annually updates its catalog to include current, comprehensive, accurate information regarding admission policies, college requirements, transfer and career pathways, and other College policies and procedures. The *College Catalog* is available both in print and online. Additions and changes to the *College Catalog* are included in an *Catalog Addendum* on the website.

The *College Catalog* also defines possible pathways towards degrees, certificates, proficiency awards, and transfer options. The *College Catalog* explains the different types of degrees (including ADTs), available majors, and specific course requirements by discipline for degrees and certificates.¹⁷² The College developed student brochures to describe each new Associate Degree for Transfer and to simplify the message for students. These are distributed during high school outreach events and counseling appointments, by classroom instructors, in division offices, the student activities office and in the career transfer center. Every fall and spring semesters the career transfer center hosts Major Awareness Month and invites disciplines and faculty to hold informational events for students about specific majors.¹⁷³ ACCESS hosts an orientation for graduating high school students with disabilities who are interested in attending the College; students, their families, high school staff, and representatives from local agencies are invited for the evening presentation.

¹⁶⁸ Board Policy 5010 and Administrative Procedure 5010

¹⁶⁹ Education Code Section 78261.5; BP 4106 and AP 4106

¹⁷⁰ College Catalog (page XXX)

¹⁷¹ Program Acceptance Criteria

¹⁷² College Catalog (page XXX)

¹⁷³ Majors Awareness Promotional Material

The College led the state in developing and implementing new Associate Degrees for Transfer, with a current total of 26 degrees approved by the state, and additional degrees in process or waiting for Transfer Model Curriculum approval. The College follows a five-year curriculum update cycle to ensure that curriculum is current and continues to meet the needs of students and the College mission. Over the last five years, the College has done a tremendous amount of curriculum work to simplify choices for students by deleting outdated courses, degrees, and certificates.¹⁷⁴ The College also implemented *DegreeWorks*, an online Student Educational Plan (SEP) program that helps students easily see which courses they need to complete various degrees. *DegreeWorks* is updated each fall to ensure it matches program information listed in the current *College Catalog*.

As part of the *College Student Success and Support Plan*, the College increased its course offerings in COUN to help students better prepare for college and to assist students in choosing a field of study.¹⁷⁵ The College website also provides information about career pathways for high school students and students of the College; the pathways include 15 industry sectors with multiple career pathways that lead to certificates, associate degrees, or transfer degrees. The purpose of this work is to provide students with clear information about career opportunities to help them select a field of study.¹⁷⁶

Assessment and Evaluation

The College has adopted District admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The College is an open-access institution and accepts all students able to benefit from its instruction and programs. The College clearly defines the possible pathways towards degrees, certificates, proficiency awards, and transfer options in the *College Catalog*, which is updated annually to ensure current and accurate information.

Action Plan(s)

None

II.C.7.

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The College requires all students to complete an online assessment prior to enrollment in a math or English class whether on-ground or online. Based on their assessment, students are provided information to help them select the appropriate course (and, for math, a recommended course); they then select the English or math course of their choice. The English and math discipline faculty developed these informed self-placement instruments, have used them for several years, and update and modify them based on assessment data analysis, student feedback, and ongoing faculty dialogue regarding results.

English:

Since 2007 the English department has engaged in continual dialogue to evaluate the effectiveness of placement practices and instruments. Members of the English department have worked with groups on campus such as counseling and information technology to refine the assessment instrument. They have also met with local high schools and transfer institutions to help smooth transition among all three institutions.¹⁷⁷ The department has consistently analyzed the data from the self-placement instrument to determine that it was providing enough information to allow students to make informed choices so that

¹⁷⁴ Curriculum Committee Minutes, 2014-15, 2015-16

¹⁷⁵ Summer 2015, fall 2015, spring 2016 Schedule of Classes: Counseling Courses

¹⁷⁶ Career Pathways Website, <http://www.moorparkcollege.edu/career-pathways>

¹⁷⁷ English Placement Description (from Mid-term Report)

they chose the entry-level class in which they were most likely to be successful. The most recent major revision of the placement instrument based on feedback from groups was in 2014-15. These revisions focused on refining the tool to allow the collection of finer-grained data with which to analyze student completion and success. Beta testing of the tool included feedback from students as to their usage experience as well as the validity of placement, and the department continues to solicit student feedback upon completion of the test.¹⁷⁸ The revised version of the assessment instrument was implemented for the fall 2015 semester and the department continues to monitor effects of the revisions. In spring 2016 English compared students' declared choices with the actual classes they enrolled in, along with completion and success data from this cohort.

Mathematics:

Since 2011 the math department has tested several different versions of self-placement assessments that are available on the market. Each tool that was used failed to demonstrate effectiveness in predicting student success. After trying several different tools, the department decided to revise one of the assessment tools to better fit the College's needs.¹⁷⁹ In fall 2013 the department began using an online math assessment tool that would place students in one of three developmental math courses or a transfer-level course. The department continues to use this tool while awaiting the uniform math assessment tool that the state is preparing. In addition to this assessment instrument, students may choose to have their high school and/or college transcript of previous work reviewed by a counselor for additional assistance in placement. In order to help students prepare for both the self-placement tests and math courses in general, the department offers free pre-semester sessions which allow students to review content that will be needed in the coming semester.¹⁸⁰

Assessment and Evaluation

The College requires all students to complete online assessment prior to enrolling in a math or English course. Students then place themselves into the course level of their choice. Both the English and math departments have consistently analyzed the informed self-placement assessment data and maintained ongoing dialogue to validate the process's effectiveness.

Action Plan(s)

None

II.C.8.

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The College maintains student records permanently, securely, and confidentially. The College maintains student records in compliance with the Family Education Rights and Privacy Act of 1974 (FERPA), Title 5 guidelines of the California Code of Regulation, and the Health Insurance Portability and Accountability Act (HIPAA). The College follows Board Policy (BP 3310) and Administrative Procedure (AP 3310) regarding the storage and destruction of student records. Destruction of records requests are presented for Board of Trustee approval prior to disposal.¹⁸¹ In addition, some programs comply with an

¹⁷⁸ Comments on English Self-Placement

¹⁷⁹ Data Analysis using the Basic Skills Cohort, Math Assessment Data

¹⁸⁰ Math Bridge Documentation

¹⁸¹ BP/AP 3310

outside governing body's regulations regarding the student records. Financial aid moved to an OnBase electronic document processing system in March 2014 and now scans documents in electronically.¹⁸²

Non-electronic student records are kept locked and secure onsite or in a secure offsite location. Computerized student records maintained in Banner include security systems as well as recovery and disaster back-up systems. In addition to application data and academic history, other programs on campus that collect student information for reporting and tracking, including student health, student conduct, ACCESS, financial aid, counseling and international student immigration, comply with all regulations listed in the preceding paragraph and may maintain student records to meet norms of the field. For instance, the student health center uses PyraMed, a cloud-based, electronic medical record system on an offsite server. Hard-copy paper records are destroyed as students are seen, converting paper records to electronic.

Students are informed of their privacy rights in the *College Catalog*, on the College's website, and in specific documents (such as student health consent forms and HIPAA rights).¹⁸³ Both students and faculty are assigned a unique identification number at the time of admission/employment rather than using a Social Security number. Online access is granted through a unique password created by the user and changed every 180 days. Employees' job descriptions determine the data and records that they can access.

Assessment and Evaluation

The College maintains student records appropriately and ensures their confidentiality and security. The College publishes and follows established policies for release of student records. The College follows state and federal guidelines for record destruction as applicable.

Action Plan(s)

None

¹⁸² Financial Aid Documentation

¹⁸³ College Catalog (page XXX)



MOORPARK COLLEGE SELF EVALUATION

Standard IV: Leadership and Governance

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college Districts or systems, the roles within the District/system are clearly delineated. The multi-college District or system has policies for allocation of resources to adequately support and sustain the colleges.

IVA. Decision-Making Roles and Processes

IV.A.1.

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Moorpark College has a long-standing culture of inclusiveness and collaboration. The College has institutionalized a process of decision-making that encourages innovation and participation with the goal of promoting student success. The institutional mission and goals are clearly defined throughout *Making Decisions* at Moorpark College document.¹ The College's mission and Strategic Plan reflect the District mission: "Ventura County Community College District provides students, in its diverse community, with access to comprehensive quality educational opportunities that support student learning and student success".² One of the components of the College's vision statement as articulated in *Making Decisions* is the following statement: "All students attending Moorpark College will receive the support they need to meet their individual educational goals".³ From the mission, which identifies our "students first" philosophy, and value statements to the annual program planning process, the College has an integrated planning model that allows administrators, faculty, staff, and students to participate in shaping the future of the College. The cyclical review of the mission (see IA for description) at the yearly strategic planning retreat (Fall Fling) encourages discussion about the mission and helps all campus constituents understand the mission.⁴ It also allows for input regarding the need to change items to reflect current issues such as student safety.⁵

Institutional performance measures are widely disseminated through a variety of forums including yearly program planning meetings, monthly standing committee meetings, campus wide events as noted above, and electronically via the portal and the College's website.⁶ For those who might not be able to attend meetings, all agendas and minutes are archived on the College's website, representatives from each

¹ PDF of pages

² Screenshot of VCCCD mission and values page

³ **MDD pg.3**

⁴ Fall fling/mission evidence

⁵ Suggestion to add 'student safety' as part of the values at 2015 FF

⁶ Do we have evidence of Portal announcements and information sharing?

committee report out at department meetings, and there are opportunities for input via email when planning documents are posted to the portal and emailed to the campus.⁷

To assist with the program planning conversations, the Office of Institutional Research is increasing the variety of information made available online for faculty, managers, and staff, and are developing a variety of data dashboards (using the newly acquired Tableau software). In addition to adding access to more data, the research staff is also improving website navigation and organization so that information is easier to find.⁸ Although many reports have been posted online for several years (for example, the research staff has published an annual Institutional Effectiveness Report since fall 2005), this improved one-stop website will provide links to reports such as the Institutional Effectiveness Report, the Student Success Scorecard, the Institutional Effectiveness Goals and Institution-Set Standards, Student Profiles, Student Achievement and Outcomes, and CCCCO Datamart. In addition to these publically available reports, the Office of Institutional Research Office now has a password-protected Sharepoint site where faculty, managers, and staff will be able to access more sensitive data reports, such as course-level student success rates and productivity reports. The College annually evaluates the program planning process in the Education Committee on Accreditation and Planning;⁹ feedback and suggestions on improving access to data will continue to be sought through this evaluation process.

The College has processes in place for the evaluation and review of institutional performance through the standing committee structure. This structure institutionalizes the discussion of the Institutional Effectiveness Report and the Student Scorecard through the Student Learning Outcomes committee, the Student Success and Equity committee and the Academic Senate.¹⁰ The information provided in the reports form the basis for discussion of gaps and the development of plans for improvement. The reports, along with the agenda and minutes from the committee meetings, are posted on the College website.

At the program level, the annual program review process provides the opportunity for programs to evaluate their performance and create action plans for improvement. This process (described in more detail in 1B.5) ensures broad participation of all campus groups. The software system used for the program planning process (TracDat) allows for the storage of past program plans so that programs can review them in preparing current plans. The results of the program review process are reported to the Education Committee on Accreditation and Planning (EdCAP) and to the Academic Senate each year and posted to the committees' websites.¹¹

There are two primary venues for administrators, faculty, staff, and students to participate in campus planning and the formulation of the College's mission and value statements. First, the College holds campus wide events such as Fall Fling, Y'All Come meetings, Town Hall meetings, and conducts campus wide surveys to collect input from campus constituents.¹² The second process that ensures participation is the committee structure which ensures widespread participation in College planning (the full committee structure is discussed in detail in IVA.3).¹³ The committee structure provides broad participation that includes administrators, faculty, classified staff, and students as described in *Making Decisions at Moorpark College*.¹⁴ Committee membership reflects discussion of who has expertise in the area of the committee's charge. For example, the Student Success and Equity Committee which reviews

⁷ Screenshot of website?

⁸ Screenshot of new IR Website Needed

⁹ EVIDENCE: Meeting Minutes from EdCAP in March 2016, and probably Feb/March 2015 and 2014.

¹⁰ Need minutes showing discussion of these two documents

¹¹ Need minutes of discussion of EVP report on PP

¹² **#7 At a Glance Flex Calendar, #11: Year of announcement, #13 Fall Fling Agenda 2012**

¹³ **#1: FD minutes 11/20/13, #2: 1/15/2014, #16-#19 AS Minutes on Student Equity and Success**

¹⁴ Screenshot of a committee's membership in MDD

3SP and Equity Plans, includes deans, faculty representing every division, student services and counseling staff, and student representative in order to ensure communication among programs necessary for student success.

The process for decision-making and governance at Moorpark College is described in *Making Decisions at Moorpark College*.¹⁵ This document outlines the responsibilities of each committee both to educate committee members who want to propose new ideas and to train committee members in their responsibilities. Roles and the decision-making process at the District level of administrators, faculty, staff and students are described in the *VCCCD Participatory Governance Handbook*.¹⁶

By following the process outlined in *Making Decisions at Moorpark College*, the College enhances student learning. Most recently, the Academic Senate addressed the Student Success and Equity Plans: the plans were extensively discussed and eventually approved in the Academic Senate.¹⁷ Every year the program planning process (as described in standard IB.5) asks the campus to link planning and resource requests to Student Learning Outcomes and to describe how requests will further improve retention and success.

Individuals can contribute ideas for institutional improvement in the following ways:

- at department meetings or in personal communication to the appropriate committee representative for committee discussion
- as an invited guest at the relevant committee. For example, a professor proposed a College Hour at her October 2013 division meeting. She was then invited to the Faculty Development Committee meeting in November 2013, who voted approval and sent a recommendation to the Academic Senate for consideration (it was subsequently voted down).¹⁸ In another instance, an adjunct faculty member brought a request for part-time faculty travel funds to the Faculty Development committee (now Professional Development committee), which approved a recommendation and sent it to the Academic Senate, who approved it and sent it to the college president. In response, the college president allocated \$3000 annually for part-time professional development travel.¹⁹
- directly to the Academic Senate, either via email to the academic senate president or as a guest
- directly to a dean, the executive vice-president, or the president,²⁰ who takes forward to the appropriate committee, process
- through campus wide events (such as Y'All Come and Fall Fling) in which individual opinions are solicited and recorded for future consideration.²¹ For instance, at a Y'All Come in fall 2014²² the campus was invited to discuss the proposed Facilities Master Plan.
- by responding to all-campus emails requesting input and/or leadership²³

¹⁵ #12 MDD ch. 2.

¹⁶ #15: page 23: Chapter 3: Timeline and Sequences in Key College Decisions shows the complete timeline of communication

¹⁷ #16-19: Second example narrative: Distance Education occurs as both a primary or secondary modality for the majority of MC Students. Accordingly, a Distance Education committee was re-organized, as recommended by the AS

¹⁸ Need minutes (01, 02, 03)

¹⁹ (04, 05, 06)

²⁰ Open House Hours for President Sanchez

²¹ 7 and 8 Faculty Development tabulates requests for professional development made at the Fall Fling and implements programs accordingly. FALL FLING FOR THE FMP

²² NEED EVIDENCE: Email announcement for Y'All Come

Analysis and Evaluation

The College has a long-standing culture of inclusiveness and collaboration. The College has institutionalized a process of decision-making that encourages innovation and participation with the goal of promoting student success. *Making Decisions at Moorpark College* defines the process for inclusive decision-making. Moorpark College is committed to shared governance, open communication, and collaboration as seen in the broad involvement in Standing Committees and the wide participation at the Y'All Comes and the Annual Strategic Planning Meeting (Fall Fling). All employees and students are encouraged to propose new ideas and be involved in the improvement of College programs and services.

Action Plan(s)

None

IV.A.2.

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

At the District level, Board Policy and Administrative Procedures describe roles of groups in governance, planning, and budgets (BP/AP 3250) and the organizational structure of all employees in the District (BP/AP 3100). *Making Decisions at Moorpark College* outlines the composition of all committees and states the mission. As stated in the document, "Each constituent group of the College, i.e., Academic Senate, Classified Senate, Student Senate (Associated Students), management, and individuals in the best position to understand the issues, is represented in membership on the College standing committees. This ensures the participatory nature of the college governance structure".²⁴ In addition, this document outlines the four types of governance groups (see IV.A.3 for description). Finally, the document's "Route of a Proposal in Model Consultation" describes the process that a member of the College campus would take in order to put forward ideas.²⁵

Each standing committee develops annual goals and then reports on the extent to which it has accomplished its goals; this process leads to the development of the following year's goals. Committee goals and accomplishments are reported to the Academic Senate and the president each year.²⁶ The program planning process used for resource allocation and future planning is evaluated every year in the Committee on Accreditation and Planning – Education (EdCAP); this provides a venue for the campus to comment on whether the procedures used are functioning effectively. Changes to *Making Decisions at Moorpark College* can be proposed at any time by a committee as a result of these self-reflective procedures.²⁷

²³ (Ex., Campus wide surveys to solicit opinion on programs, updating docs, campus technology, etc., including OCOB ideas and Year of... leadership & ideas (10,11))

²⁴ PDF pg. 13

²⁵ PDF pg 19

²⁶ Need year-end example; Prof Development Goals and Accomplishments, 2015-16, April 2016 Minutes

²⁷ Need examples of minutes/examples; PD Committee Minutes where they added classified to membership

The official responsibility and authority of the faculty and of academic administrators in curricular and other education matters are described in District Board Policies and Administrative Procedures. The District has policies and procedures that cover the following areas: Program and Curricular Development (BP/AP 4020), Program Discontinuance (BP/AP 4021), Course Approval (BP/AP 4022), and Academic Freedom, and includes faculty and students (BP/AP 4030).²⁸

As noted above, student representatives sit on standing and advisory committees and form part of the decision making structure. Student representatives on standing committees have a full vote. In addition, two student representatives sit on the Grievance committee, administered through the dean of student learning's office. Student committee members are appointed by Associated Students based upon interest and availability. The chair of Career Technical Education Committee selects a student member from the general student body. Students participate in the accreditation process through their membership on workgroups for each standard.

Analysis and Evaluation

The College values the participative process, as can be seen in Board Policies and Administrative Procedures and as defined in *Making Decisions at Moorpark College*. This is an important area and is strongly reflected in the College culture. The College has policies and procedures to ensure student participation and considers students' views in matters in which students have a direct and reasonable interest. The College has an active Associated Student Government that supports student learning through their participation on standing and advisory committees and their ongoing dialogue about key topics.

Action Plan(s)

None

IV.A.3.

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Administrators' and faculty's roles are clearly defined through policies and procedures at the College and the District. The District functional map clearly defines these roles as they pertain to governance, policies, planning, and budgeting.²⁹ At the College, *Making Decisions at Moorpark College* delineates decision-making procedures.

Four kinds of groups are identified as contributing bodies to the decision-making processes; these four groups are categorized based on their responsibilities and source of authority. They are:

1. Organizational Groups assist the president in decision-making and policy implementation. In 2011 the ACCJC Visiting Team's recommendation was to create an additional advisory body to the president. That recommendation is met: the College has created a President's Council that advises the president regarding recommendations stemming from College's standing committees, which are part of the Governance Group.
2. Governance Groups are formed to actualize the mandate of AB 1725 for participatory governance. Governance groups include the three Senates and eight standing committees:

²⁸ Need PDFs of all

²⁹ District functional map

- a. Committee on Accreditation and Planning – Education (EdCAP) - makes recommendations on College wide planning and accreditation issues related to educational programs and student services
 - b. Committee on Accreditation and Planning – Facilities and Technology (Facilities/TechnologyCAP) - makes recommendations on College wide planning and accreditation issues related to facilities and technology for educational programs and student services. This committee recommends funding for technology based on a general allocation guideline that assumes budget stability or growth.
 - c. Curriculum Committee - reviews and recommends new courses, new programs, modifications to existing courses and programs, and graduation requirements
 - d. Professional Development Committee - makes recommendations on the direction of professional development activities for full-time and part-time faculty and staff
 - e. Fiscal Planning Committee - makes recommendations on College wide fiscal processes
 - f. Student Learning Outcomes Committee - promotes College wide understanding and integration of Student Learning Outcomes
 - g. Student Success and Equity Committee - makes recommendations on College wide planning related to student success activities
 - h. Distance Education Committee – make recommendations on College wide planning related to Distance Education
3. Advisory Committee Groups are charged by the college president to perform specific functions that benefit the College and will dissolve at the completion of their task. These groups report to and make recommendations to the appropriate vice president.³⁰
 4. Project Groups are established by the college president according to need and are dissolved at the completion of their task. They report to either the vice presidents or the president.³¹

Following guidelines set forth by District (BP/AP 3250)³² and College policy, the College uses an integrated planning model described in *Making Decisions at Moorpark College* that encourages members of the College community to participate in planning and resource allocation to move an issue from discussion to recommendation. Discussions, recommendations, and final implementation of decisions are all conducted within the above groups based on the scope of their responsibility and source of authority. Budgetary decisions and resource allocations are tied to program plans.³³ Final decisions in this regard are made by the Executive Council with input from the various governance groups according to the prioritization processes for faculty, facilities requests, classified staff, and technology requests. *Making Decisions at Moorpark College* is evaluated bi-annually, more often if necessary, to ensure committee membership continues to reflect the college organizational structure as well as needed expertise.³⁴

Analysis and Evaluation

The District Board Policies and Administrative Procedures, and College and District governance documents clearly define roles in institutional governance. Through the representation of administrators, faculty, classified staff, and students on standing committees there is substantial participation as related to institutional policies, planning, and budget. The College is committed to the concept and practice of integrated planning and participatory governance.

³⁰ List of advisory groups

³¹ Need example? Year Of... One Campus, One Book...

³² PDF

³³ **IV.A.2a.08** dialogue from most governance groups, **IV.A.2a.9** Academic Senate, link to ‘Public Meetings’ for all of the standing committees, McShare of final eval page from yearly Program Plans meetings

³⁴ Need Planning ‘quilt’ to show schedule

Action Plan(s)

None

IV.A.4.

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The District's integrated planning document and the *VCCCD Decision-Making Handbook* define the process and the roles for faculty and academic administrators to work together to recommend curriculum and student learning programs and services to the VCCCD Board of Trustees. The official responsibility and authority of the faculty and of academic administrators in curricular and other education matters is described in District board policies and procedures such as:

- BP/AP 4020 Program and Curricular Development³⁵
- BP/AP 4021 Program Discontinuance³⁶
- BP/AP 4022 Course Approval³⁷

At the College level, *Making Decisions at Moorpark College* describes the role of faculty and college administration in decision-making processes regarding curricular and other educational matters.³⁸ College faculty, full-time and part-time, make their recommendations through Academic Senate to the administration and the Board of Trustees. The scope of responsibility and authority for each group involved in curricular and other educational matters is derived from state regulations, District Board Policy, Senate constitutions, College/District practices, procedures, and job descriptions.

All curriculum, including programs, is initiated by faculty. It is then reviewed by the District Technical Review Workgroup-Instruction (DTRW-I) for technical accuracy only.³⁹ It is presented for approval to the Board of Trustees, where faculty continue to be represented by the Academic Senate president acting on behalf of the Moorpark College curriculum process.⁴⁰

This strength of the College's curricular process is reflected in the College's leadership across the state in the development of Associate Degrees for Transfer (ADT) and strong student learning programs.⁴¹

Analysis and Evaluation

The District's integrated planning document and the *VCCCD Decision-Making Handbook* define the process and the roles for faculty and academic administrators to work together to recommend curriculum and student learning programs and services to the Board of Trustees. Faculty and administrators, through policy and procedures, work collaboratively on curriculum and program review processes. The Moorpark Curriculum Committee and the Academic Senate as a whole make recommendations about curriculum and student learning programs and services.

³⁵ PDF

³⁶ PDF

³⁷ PDF

³⁸ PDF of pages

³⁹ Example of agenda/minutes

⁴⁰ Example of agenda minutes

⁴¹ # of Active ADTs

Action Plan(s)

None

IV.A.5.

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The College and the District ensure the appropriate consideration of relevant perspectives and timely action on institutional plans, policies, curricular change and other key considerations. The College and District align decision-making with expertise and responsibility. The College and District rely primarily on faculty and the Academic Senate for recommendations in 10 areas of academic and professional matters, as specified in the California Code of Regulations Title 5. The roles of all staff and students are defined through Board Policies and Administrative Procedures (BP/AP 3250-Institutional Planning and BP/AP 3100-Organizational Structure).⁴² The *VCCCD Decision-Making Handbook* also includes the roles and responsibilities of the faculty and staff.⁴³

The College has institutionalized procedures that ensure timely action on institutional plans, policies, curricular change, and other key considerations through a defined review cycle and scheduled planning documents⁴⁴ such as:

- College Strategic Plan (3 years)
- Master Plans (10 years)
- Curriculum Review Cycle (5 years)
- Learning Outcomes Assessment Cycle (5 years)
- State Initiative Plans (annually) – e.g., 3SP, Student Equity, and Basic Skills
- Program Plans (annually)

The Academic Senate's Constitution and Bylaws further clarify the faculty role in the decision-making structure of the College.⁴⁵ Classified staff are provided with opportunities to participate in the formulation and development of District and College recommendations as well as in the processes for developing recommendations that have a significant effect on them. The Classified Union (SEIU) recommends classified representatives for appointments to specific groups as identified through the agreement between the District and the Classified Union. When a group believes that its concerns are not being heard through the current channels available, there are avenues through the committee structure to address these concerns.⁴⁶

Through campus wide venues such as the annual strategic planning retreat (Fall Fling) and Y'All Comes all campus constituents participate in developing institutional goals and strategies that improve learning.⁴⁷ These venues promote effective communication regarding mission, goals, and strategic objectives. Information from these campus wide events is distributed via email and the portal for those who cannot attend.⁴⁸

⁴² PDF

⁴³ **pg. 11-14**

⁴⁴ Need all timelines

⁴⁵ Need most recent version

⁴⁶ **Professional Development Narrative**

⁴⁷ Examples from Fall Fling/Y'all Comes

⁴⁸ Need examples!!

These efforts have led to institutional improvements. Examples of how the College has made changes to improve learning include:

- an increase in number of AD-Ts awarded per year as a result of collaboration between staff, faculty, and administration
- the development of the Math Lab within the Teaching and Learning Center, leading to improved student success in Basic Skills
- the embedding of student instructors in Basic Skills classes
- the addition of discipline tutors in the Teaching and Learning Center

The College has several venues to support effective communication which include:

- Convocation Day⁴⁹
- Town Halls /Y'All Comes⁵⁰
- Standing committees and representative reports at Division meetings⁵¹
- Program plan review meetings⁵²
- President's Council each semester⁵³
- Communication from top administrators, such as the president's weekly "Ira's Pride" newsletter, Welcome Letters,⁵⁴ and the Executive Vice President's Lunch⁵⁵
- Academic senate president's office hours⁵⁶
- *The Student Voice*, the student newspaper⁵⁷
- College portal⁵⁸
- Campus email⁵⁹
- Electronic displays (marquee, LCDs)⁶⁰

The College demonstrates broad participation in its efforts to achieve its strategic and planning goals. The annual program planning process involves a discussion with each program about efforts made to improve student success and equity, as well as the results of learning outcome assessments and the use of these data to form action plans. Broad participation can also be seen in creation of the Student Success and Support Program Plan, the Equity Plan, and the Basic Skills Plan. The Professional Development Committee has three co-chairs representing classified, faculty, and administration, thus ensuring relevant perspectives on all professional development matters.

Analysis and Evaluation

Through Board policies and *Moorpark College Decision Making*, policies are in place to ensure relevant perspectives in the decision-making processes. The College's culture of communication and collaboration helps guarantee that these policies are put into practice. The College recognizes the time and effort required for a truly collaborative process; therefore the College continuously reflects on the coordination

⁴⁹ Need copies of Agenda

⁵⁰ example

⁵¹ Example of division meeting minutes

⁵² example

⁵³ EVIDENCE : meeting minutes

⁵⁴ Presidents, EVP and VP, Deans Welcome letters from fall and spring

⁵⁵ example

⁵⁶ Posting/notification

⁵⁷ example

⁵⁸ Screenshot of example

⁵⁹ PDF

⁶⁰ Need documents that have been posted

and implementation of timelines related to planning documents, and strives to improve timely action and inclusion of all appropriate parties. The College does an outstanding job of including broad participation in the development of key planning documents such as (the Basic Skills Plan, Institutional Effectiveness Goals and Institutional Set Standards, Student Success and Support Program Plan, Student Equity Plan).

Action Plan(s)

None

IV.A.6.

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The process for decision-making is described in *Making Decisions at Moorpark College*. This document is reviewed every two years to ensure that it reflects an optimal decision-making process for the College and that all constituents are properly represented. Proposed changes are reviewed by appropriate governance committees, councils, and Academic Senate, posted on the Academic Senate website, and posted to the portal to allow wide input.⁶¹ The current version of the *Making Decisions at Moorpark College* is posted on the College's website.⁶²

The primary venues for decision-making are the standing committees and the annual program planning process. Committee agendas and minutes are posted on the College Public Meeting webpage,⁶³ posted in the public bulletin board located just outside the Administration Building and in the Information Center/Mailroom. All decisions made by through the decision-making process are communicated to departments and divisions by their standing committee representatives, web postings, and campus meetings such as Y'All Comes, Flex Days, and Convocation. The results of resource allocation decisions made through the program planning process are posted on the appropriate committee's webpage, and the business services webpage.⁶⁴

The resulting decisions impact personnel, programs and courses, and resources. Personnel decisions, classified and faculty, are prioritized through standing committees and these prioritizations are communicated through email to the whole campus. Program plans are evaluated through the program planning process and the status of the college programs are reported from the EVP to the Academic Senate and the college community. Resources prioritization and completion are posted on various website locations.⁶⁵

Analysis and Evaluation

Making Decisions at Moorpark College clearly defines the College's decision-making process. This process is well documented and widely communicated through committees and websites. The resulting decisions are widely communicated across the institution.

Action Plan(s)

The college will examine how to centralize where resource prioritization decisions are posted on the web to ensure ease of access to the information.

⁶¹ Need example of this happening

⁶² Need Web site PDF and address

⁶³ Screen shot

⁶⁴ Emails needed: (link to Frawg, Trawg, Refresh summaries)

⁶⁵ Decision communications [prioritizations, president letters on hiring (3-4 years)]

IV.A.7.

Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Leadership roles, college governance and decision-making policies, procedures, and processes are regularly evaluated in the context of their functionality and their ability to meet the changing needs of the College. The College believes in continual improvement, and therefore evaluates its processes and procedures on a regular basis to ensure their integrity and effectiveness.

The following are examples of how the College regularly reviews and evaluates its processes and procedures:

1. Making Decisions: Two-year review cycle which receives input from all constituents (Deans’ Council; Vice Presidents’ Council; Academic Senate Council; standing committees). The updated draft goes out to all faculty, staff, and administrators through email and is posted on the portal for comments. The final draft is distributed to the college community through standing committees, email, and the website.⁶⁶
2. Program planning: The Committee on Accreditation and Planning - Education (EdCAP) evaluates the program planning process and recommends modifications as needed. The procedure, template, and timeline are reviewed annually by the committee at the end of the program plan cycle. Recommendations are proposed to the Academic Senate before being considered for adoption by the administration. All recommendations are published in EdCAP’s minutes. Approved changes are implemented at the start of the next planning cycle.⁶⁷
3. Standing committees: Standing committees set goals at the beginning of each year and then review their accomplishments at the conclusion of the year.⁶⁸

Evaluation of processes and procedures lead to changes, for example:

- The Academic Senate evaluated attendance of standing committees over three years. The discussion regarding attendance led to a proposed change from departmental to divisional representation for several of the standing committees.⁶⁹
- To meet the changing needs of the College and to address the new requirements from the state *Making Decisions at Moorpark College* was modified to add additional standing committees.⁷⁰
- The standing committee on facilities and the standing committee on technology both recommended to the Academic Senate that the two committees be combined into one standing committee () to provide better communication and to address the overlap of jurisdiction between the two committees.⁷¹ As a result, *Making Decisions at Moorpark College* was modified to reflect the formation of the Facilities/Technology Committee on Accreditation and Planning (F/TCAP) with adjustments in committee membership.
- The Professional Development Committee (formerly Faculty Development Committee) had extensive discussions regarding meeting the needs of the college for both faculty and staff.

⁶⁶ Standing Committee Narrative

⁶⁷ Meeting minutes for EdCAP (February 2016, and probably feb/march 2015 and 2014)

⁶⁸ Examples of goals/accomplishments forms and end-of-year survey

⁶⁹ Need minutes from these discussions

⁷⁰ Need minutes from decision to add these

⁷¹ Need minutes

Following this evaluation, the mission and the name of the committee have been changed to reflect a broader campus mission and the inclusion of classified staff.⁷²

- The survey evaluation of the sabbatical leave committee led to a change in the committee's process. Electronic presentations of proposals and voting criteria were redefined.⁷³

Analysis and Evaluation

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

Action Plan(s)

None

⁷² Need minutes???.; MDD page with revised name and charge.

⁷³ Need minutes

Standard IVB—Chief Executive Officer

IV.B.1.

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard:

At Moorpark College, the president has primary responsibility for the quality of the College and provides effective leadership. The president's role includes leading the planning process, organizing administrative structures, supporting resource allocation processes, selecting personnel, and ensuring professional development of personnel and institutional effectiveness. This has been accomplished through the collaborative efforts of administration, faculty, and classified staff as the College transitioned between presidents during the last few years. In 2013, President Pam Eddinger left the College to take another position. The chancellor appointed an acting president and then hired an interim president. Then the College followed a formal hiring process for a permanent president, which resulted in a failed search. After a second formal hiring process, President Sanchez joined the College in February 2014.

Throughout these transitions, the presidents have led the College planning process by facilitating the College's annual Strategic Planning Retreat (Fall Fling), and by overseeing the College Master Plan, Facilities Plan, and Strategic Plan. The planning retreat and the Master Plans are informed by all the department program plans. The College's annual and longer-term goals and priorities are established based on Board goals. The College's revised mission statement and institutional values were discussed and updated at the 2015 Strategic Planning Retreat.

The president also leads meetings of the President's Council (every semester), Administrative Council (twice per month), Consultation Council (every week), and Vice Presidents' Council (every week). At these meetings, the College's shorter-term operational decisions are made regarding budgets, staffing, and facilities. For example, the Consultation Council recently considered how to allocate resources for capital projects, following recommendations from the Facilities and Technology Council (Evidence: this subject is noted as "Facilities Plan or "PAWG" on Consultation Council agendas).

In terms of selecting and developing personnel, the president conducts all final interviews for full-time faculty and high-level classified and administrative staff. Moreover, the president has taken a lead role in developing a classified staff orientation program, and has supported many professional development activities.

The president reviews the *Institutional Effectiveness Report* and approves the Institutional Effectiveness Goals and Institution-Set Standards. The president writes a weekly newsletter to the campus community ("Ira's Pride"), in which he frequently discusses institutional values, goals, and directions. He also speaks to the campus community on such matters at Convocation, the annual Strategic Planning Retreat (fall fling), the president's annual luncheon, and other occasions.

By allocating resources based on data (provided in program plan), the president communicates the importance of a culture of evidence. Moreover, the president frequently reinforces a focus on student learning through his written and oral communications to the campus community, as well as through planning priorities reflected in the Educational Master Plan, the Strategic Plan, and the College Mission, Vision, and Values Statements.

Analysis and Evaluation

The college president has primary responsibility for the quality of the College, and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president provides effective leadership in these areas.

Evidence:

- a. Institutional Effectiveness Report(need copy or website link);
- b. President's Council meeting agenda(need dates and copies);
- c. Faculty prioritization list(need copy or website link);
- d. Classified staff prioritization list(need copy or website link);
- e. Facilities/Technology prioritization list(need copy or website link);
- f. VP Council agendas(need dates and copies);
- g. Consultation Council agendas(need dates and copies);
- h. President's Job Description.

Action Plan(s)

None

IV.B.2.

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard:

Appropriate staffing is a key topic at the above-referenced decision-making councils, which the president leads. When the budget was shrinking, these councils were instrumental in determining how to reduce staff in an equitable manner. Now that the budget is increasing again, these councils have been pivotal in deciding which faculty, staff, and management positions to fill, and in what order, based on input from the faculty and classified staff through the established resource prioritization processes.⁷⁴ For instance, the president worked closely with the executive vice president, the vice president of business services, and the president of the Academic Senate to add an eighth dean and an assistant director of facilities and operations to the College's administrative structure. The president also replaced the half-time director of the College Foundation with a full-time director, to enable the Foundation to grow beyond its modest status.⁷⁵

The president also reviews the College's participatory governance document, *Making Decisions at Moorpark College*, and provides input on needed adjustments to the composition and charters of the councils and committees. For instance, the president began expanding the composition of the Administrative Council to include supervisors, coordinators, and directors for leadership development purposes. As part of its regular review and update cycle, *Making Decisions at Moorpark College* will be updated in fall 2016 and will reflect these changes.

Analysis and Evaluation

When President Eddinger left, the College was led by an acting president and then an interim president, with a permanent president starting in 2014. During this time, the College maintained its academic excellence through the collaboration and support of its remaining administrative team and faculty. The interim president supported the ongoing activities and effectiveness of the College. Following Board

⁷⁴ *Making Decisions at Moorpark College* (find the pages that refer to this)

⁷⁵ Need evidence

Policies and District processes, President Sanchez was hired in 2014. Since then, Dr. Sanchez has taken on responsibility for planning and oversight of an administrative structure organized and staffed to reflect the College's purposes, size, and complexity.⁷⁶ Evidence of the ongoing strength and quality work of the College is the acknowledgement received over the last two years from outside organizations: Moorpark College was a finalist for the Aspen Award, was ranked 4th in the nation for community colleges by the Huffington Post, and was a finalist for the prestigious Bellwether Award.

The president delegates authority to administrators and others, consistent with their responsibilities, as appropriate. Moorpark College is a lean organization, and during the current fiscal year, the president expanded the organizational structure to include two additional deans, following the College's integrated instruction and student services model. The Consultation Council, which includes the president, vice president of business services, executive vice president, and academic senate president, provides strong communication and stability to the College.

Action Plan(s)

None

Evidence:

- a. VP Council agendas(need dates and copies);
- b. Administrative Council agendas(need dates and copies);
- c. Staffing prioritization (see above).

IV.B.3.

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities**
 - **ensuring the college sets institutional performance standards for student achievement**
 - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions**
 - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning**
 - **ensuring that the allocation of resources supports and improves achievement and learning; and**
 - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**
-

Evidence of Meeting the Standard:

As discussed above, the president collegially leads the College's establishment of values, goals, and priorities through the annual Strategic Planning Retreat, and by facilitating regular meetings of the President's Council, Consultation Council, Vice Presidents' Council, and Administrative Council.

The president was engaged in establishing the College's Institution-Set standards, and reviewed and approved the College Student Success Plan and Student Equity Plan. The president reported on the College's Student Equity Plan to the Board of Trustees, and consults with the dean responsible for

⁷⁶ NEED email to Lori, Mary, Sylvia re: top staffing priorities 2016

institutional effectiveness on the Student Success Scorecard and the Institutional Effectiveness Report to ensure a deep understanding of the relevant data, and that the College's goals and decisions are grounded in those data.

The president also participates in the program planning process, and reviews the program plan executive summary, to ensure that resource allocation and planning decisions are targeted to the improvement of learning and student achievement.

Analysis and Evaluation

The president leads a collegial process that sets values, goals, and priorities. For example, at the president's request, and with the support of the participants at the College's annual strategic planning retreat (Fall Fling), the College recently added "integrity" to its institutional values. The president ensures that the College sets institutional performance standards for student achievement, and regularly reviews data to ensure that the allocation of College resources and the organizational structure of the College support those standards, and to ensure that all College plans are aligned with the college mission.

Action Plan(s)

None

Evidence:

- a. Institutional effectiveness goals;
- b. Fall Fling agenda;
- c. Chancellor's Scorecard;
- d. 2014 Fall Flex agenda;
- e. Institutional Effectiveness Report;
- f. Facilities Master Plan: Letter from the president;
- g. Student Success Plan;
- h. Student Equity Plan;
- i. Program Plan Review Executive Summary.

IV.B.4.

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard:

The College's accreditation liaison officer (ALO) is its executive vice president, who reports directly to the president. The College's accreditation status and activities are a topic of frequent discussion between the president and the executive vice president. The president has led several discussions on selected sections of the accreditation standards at Administrative Council meetings, and makes every effort to read and stay current with new developments and new material from the Accrediting Commission. The president has attended numerous accreditation training workshops and participated on an accreditation site visit team. The president, executive vice president, and academic senate president are all members of the District Council for Accreditation and Planning and attend Board of Trustees' Planning, Accreditation, and Student Success Committee.

Faculty, staff, and administrators continuously work to ensure institutional improvement and compliance with all accreditation requirements. In 2013, Moorpark College began a College wide process of self-reflection and developing the self-study, beginning with a review of the Accreditation Standards and then

conducting a gap analysis. The accreditation liaison officer oversaw this process, which was led by the Education Committee on Accreditation (EdCAP). Faculty, staff, and administrators volunteered to conduct the gap analysis and begin collecting evidence, based on their areas of interest. As the College noted potential gaps or areas for improvement, faculty, staff, and administrators worked together to develop new processes or implement changes.

As the accreditation standards changed throughout this process, the College continued to monitor and discuss the revisions to ensure an ongoing understanding of the accreditation requirements. Examples of changes made based on the gap analysis include the updated Distance Education course outline addendum,⁷⁷ focus on online services, and the addition of a Distance Education Coordinator.

After extensive analysis and discussion, the College wrote the self-evaluation, with input from students, faculty, staff, administrators from all departments and divisions, along with input from District personnel. Throughout the process, teams of EdCAP committee members reviewed each section, with final review and approval by the Academic Senate and the college president.

Analysis and Evaluation:

Moorpark College prides itself on its scrupulous attention to meeting and exceeding all accreditation standards, and on its culture of continuous improvement, zealous student support, and academic excellence, under the leadership of its president.⁷⁸ Faculty, staff, and administrators take their responsibilities for assuring compliance with accreditation requirements and continuous improvement efforts seriously. The College works collegially and collaboratively, through both formal and informal processes to ensure that accreditation requirements are met.

Action Plan(s)

None

Evidence:

1. Administrative Council agendas;
2. EdCAP meeting minutes;
3. List of faculty/staff/administrators who have attended accreditation training;
4. Flex week, Fall Fling examples
5. List of administrators/faculty who participated on accreditation site visits;

IV.B.5.

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard:

Throughout the transition within the president's office, the president has been actively involved in the implementation of statutes, regulations, and policies. The president serves on the Board's Policy and Legislative Committee, and provides input on policies, statutes, and regulations that affect the College. The president ensures that all Board policies, statutes, and regulations are observed at the College.

⁷⁷ NEED COPY of Addendum

⁷⁸ Add evidence

Additionally, the president meets weekly with the vice president of business services, and regularly discusses budget matters at such meetings, as well as at Consultation Council and Vice Presidents' Council meetings.

Analysis and Evaluation:

The Moorpark College president has consistently participated at the district level, and assure the implementation of statutes, regulations, and governing policies. Given his background in law, the current president is especially attentive to the interpretation and implementation of statutes, regulations, and Board policies, as well as their alignment with the College's mission and practices, and their implications for budget and expenditures. The College has been consistent in its focus to align the District mission and the College mission. Moorpark College continues to have effective control of the College budget and expenditures.

Action Plan(s)

None

Evidence:

1. Minutes of BOT Policy and Leg. Committee;
2. VP Council agendas;
3. Consultation Council agendas.

IV.B.6.

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard:

The current president sits on the Ventura County United Way Board of Directors, as well as on the Conejo Valley YMCA Board of Managers. The president hosts an annual breakfast meeting of area high school principals and superintendents, and publishes a monthly newsletter to keep them and their faculty and staff apprised of college developments. The president writes a periodic column on College issues for the *Ventura County Star* newspaper, and attends numerous college and civic events to stay closely connected to the community. The president was recently listed in the *Moorpark Acorn* as one of the top 10 thought leaders in the community, and in the *Pacific Coast Business Times* as one of the top 20 business leaders in the community. The president speaks often to civic organizations about Moorpark College.

Analysis and Evaluation:

The president consistently participates in the community, attending Rotary meetings, Chamber of Commerce meetings, and other community events. The president communicates often and effectively with the communities served by the College.

Action Plan(s)

None

Evidence:

- a. Advisory committee meeting minutes;
- b. Ventura Star articles; ACORN ranking
- c. Principals and Superintendents' meeting agendas.
- d. Civic org ...

C. Governing Board

IV.4.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Ventura County Community College District Board of Trustees is comprised of five members elected from the respective trustee areas and one student board member elected by all three Colleges' student body. The Board functions as the public's representative with the understanding that the District's resources need to be utilized in a manner that provides for the educational needs of the students and the Colleges' surrounding communities. The Trustees are responsive to their respective electoral areas' needs as well as the needs of the community as a whole. The Board develops the goals and direction for the District. These goals are implemented through the development, review, and revision of policies in order to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the College. Board Policies are reviewed in a five-year cycle.⁷⁹ Working with the College curriculum process, the Board approves credit and non-credit courses.⁸⁰ The Board members participate on Board committees where, working with District and College faculty, administrators and staff, they gain knowledge of the workings of the various departments, offices, academic programs, and services that support the students. For example, during Board Meetings, the Board hears report presentations on finances, technical needs, the Institutional Effectiveness Reports, Curriculum training, and CTE training.⁸¹

The Board members' four-year term of office is staggered to ensure continuity. Board officers are elected to their positions at the annual December organizational meeting. Board meetings are typically held once a month on the second Tuesday in the District's Board Room. The Board schedules study sessions on various topics before making major decisions. The District's chancellor serves as the Secretary of the Board and, along with the Board officers, is responsible for agenda preparation for each Board meeting. The Chancellor's Office is responsible for notifying all Board members and the public of meetings and study sessions, Board agenda development oversight, compiling the agenda, recording and preparing meeting minutes, keeping records of all proceedings and documents, posting and filing all financial reports as required by law, conducting all official correspondence of the Board, and signing and executing all official documents. All Board meetings, minutes and other notices are posted on the District's website.⁸²

The District Integrated Planning Manual clearly defines the responsibilities of the District, the District-level committees, and the Colleges. District committees such as District Technical Review Workgroup-Instruction (DTRW-I) and District Technical Review Workgroup-Student Services (DTRW-SS) help maintain the academic quality, integrity, and effectiveness of the student learning programs and services. District Council on Administrative Services, a broad District-level committee, provides input from the Colleges and the District to ensure necessary communication and input to ensure the financial stability of the Colleges. The DCAS reviews the allocation model, the infrastructure model, and reviews budget

⁷⁹ NEED BP list

⁸⁰ NEED minutes approving curriculum

⁸¹ NEED EVIDENCE (IER presentation, scorecard presentation, VC Innovates presentation)

⁸² Board Meeting Minutes Website Screenshot

assumptions.⁸³ Changes were made to budget assumptions regarding college-specific productivity goals and the allocation model for international student funding.⁸⁴

The need for quality of programs, integrity of District actions, and effectiveness of student learning programs and services drives the District's Board policies and mission and vision statements. The District Vision statement states "that it will become the leader in the development of high quality, innovative educational programs and services . . . modeling best practices in instructional and service delivery, student access, community involvement, and accountability".⁸⁵ These ideas are also clearly incorporated in the District Mission and Values statements. The Mission includes the phrase ". . . comprehensive educational opportunities that support student learning and student success." At its yearly retreat and planning session the Board reviews the Moorpark College's annual Institutional Effectiveness Report, which outlines the College's goals and accomplishments regarding conditions on campus, student access and student demographics, course level retention and success, and program persistence and completion.

Analysis and Evaluation

The VCCCD Board of Trustees has Board Policies that define expectations regarding academic quality, integrity (*BP 2200 Board Duties and Responsibilities*, *BP 2201 Board Participation in District and Community Activities*, *BP 2205 Delineation of System and Board Functions*),⁸⁶ defines the responsibility over financial stability. The Board Policies are reviewed by District committees that have broad representation. These Board Policies are then recommended to the Board Policy Committee, which makes recommendations to the Board of Trustees. The District committees also establish Administrative Procedures to carry out the Board Policies. The Board exercises its authority and fulfills its responsibilities as specified in policy through its regularly scheduled meetings.⁸⁷ The Board receives and reviews financial updates and audit reports to ensure financial stability of the District.⁸⁸ It also receives updates regarding budget development and approves the final budget.⁸⁹ The effectiveness of the student learning programs and services is reviewed by the Board at its Retreat and Planning Session when it reviews Moorpark's Institutional Effectiveness Report⁹⁰ and the Scorecard Reports of the three colleges.⁹¹

Action Plan(s)

None

IV.C.2.

The Governing Board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board acts as a collective entity. All members have opportunities to voice concerns regarding the workings of the Colleges and the District. Board members have the opportunity to review Board agendas; Board officers may request to add an agenda item prior to the publication of the agenda. The public may also request to add agenda items related to District business according to *BP 2340: Agendas*. By law,

⁸³ DCAS Meeting Minutes

⁸⁴ Find Minutes for these DCAS decisions

⁸⁵ NEED DISTRICT mission, values, vision

⁸⁶ NEED BP

⁸⁷ NEED BOT calendar

⁸⁸ NEED budget, audits

⁸⁹ NEED minutes of budget approval

⁹⁰ Institutional Effectiveness Report

⁹¹ NEED BOT Minutes of when they reviewed Scorecard Data

decisions must be made through open Board meetings. *BP 2510: Participating in Local Decision-Making* stipulates that the Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended Policies for Board action and Administrative Procedures. It is then expected that when the Board reaches a decision, all Board members act in support of the decision. Any difference of opinion is openly discussed at Board meetings, except closed-session items. For examples,⁹² following extensive discussion on the status of Child Development Centers at the three Colleges, the Board voted as a collective unit to support the Moorpark Child Development Center.

Analysis and Evaluation

The Board Policies guide Board discussions and provide the framework for the Board's collective actions. The Board has participated in extensive professional development to help define best governance practices.⁹³ The Board has focused its efforts on this area, and has worked to allow alternative opinions to be expressed decisions are made.

Action Plan(s)

None

IV.C.3.

The Governing Board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

Selection of Chancellor

BP 2431 CEO Selection mandates that the Board establish a search process to fill the vacancy and that the process shall be fair and open and comply with relevant regulations. *AP 2431 CEO Selection* delineates the process for notification of vacancy; recruitment strategy, including both externally and internally conducted recruitment; and search committee membership. It also provides guidelines for screening, advertising, interviews, reference checks, and offer of employment. The Board has employed a search firm in the past to seek out qualified candidates. Final interviews for the chancellor position are conducted by the Board of Trustees. The candidate is then brought to the entire Board of Trustees for a vote. The chancellor is the only employee selected directly by the Board of Trustees, though the Board is also involved in the selection of college presidents in conjunction with the chancellor.

Since 2013 there has been extensive turnover in senior administrative positions at the District and Colleges. Many positions have been filled with interim or provisional positions without clearly defined processes, resulting in fluctuations in hiring processes. The District currently has an Interim chancellor appointed by the Board. In 2016 the Interim chancellor's contract was extended by the Board to the two-year limit allowed by accreditation standards.

The District is working on updating and revising the Board Policy regarding hiring. The new policy will define the process for hiring interim administrators and clarify the process for hiring for permanent positions. The required Board Policies and Administrative Procedures are working their way through the District-level committees and the Board.

⁹² NEED BOT minutes

⁹³ NEED EVIDENCE OF THIS PROF DEV

Evaluation of Chancellor

BP 2435 Evaluation of the Chancellor mandates that the Board of Trustees conduct an evaluation of the chancellor at least annually. Goals and objectives are developed prior to the beginning of each academic year based on data on student enrollment, achievement, completion, transfer, and job placement, and the chancellor's responsiveness to the students, faculty, and staff, as well as all the communities that the three Colleges serve. The process for evaluation must comply with any requirements set forth in the contract of employment. The evaluation process is developed jointly by the Board and the chancellor. The criteria for evaluation are based on Board Policy, the chancellor's job description, and performance goals and objectives developed in accordance with BP 2430 Delegation of Authority to Chancellor. The evaluations of the previous chancellor and the interim chancellor were listed on closed-session agendas;⁹⁴ however, the results were not reported in open session of a Board meeting. Previous chancellors had been evaluated using a 360-degree evaluation tool to receive input from all constituents.⁹⁵

Selection of College President

Moorpark College presidents are typically recruited by a search firm. The District administration has the initial responsibility to review applications, interview the candidates, and check references of the candidates. *AP 7120-B Recruitment and Hiring: College President* outlines the process for the selection of college presidents. It provides guidelines for recruitment, selection committee composition, screening process, advertising, screening, interviews, reference checks, chancellor interview, offer of employment, and Board approval. The final selection is made by the chancellor with discussion of the selection with the Board.

Evaluation of Moorpark College President

Past evaluations of the college presidents included a 360-degree review tool,⁹⁶ in addition to a process similar to the chancellor's evaluation as described above, using performance goals, job description, and other objectives developed jointly with the chancellor.

Analysis and Evaluation

The Moorpark College president and past chancellors were hired through the process defined in the VCCCD Board Policies and Administrative Procedures. District committees and the Board are currently updating the hiring policies, particularly as they relate to District hiring and Interim chancellor and interim vice chancellor positions.⁹⁷ Following VCCCD Board Policies and Administrative Procedures for hiring is critical for transparency at the College and District.

Action Plan(s)

The College and District will work together to complete BP/AP 7120 regarding interim hiring. The College will be presented with a summary regarding chancellor and president evaluations.

⁹⁴ NEED BOT minutes

⁹⁵ 360-Degree Evaluation Form

⁹⁶ NEED Pam Eddinger's and Ed Knudson's Evaluations????? (Or can we simply get a copy of the form/questions?)

⁹⁷ NEED DCRH minutes

IV.C.4

The Governing Board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The members of the Board of Trustees are selected by the electorate in the five designated trustee areas. The Trustees are an independent group of elected officials that represent the public’s interest to ensure education quality of the Colleges. A student board member is elected each year by the students at the Colleges. Current Board members serve four-year terms, staggered to ensure continuity. The Board meets quarterly with the Citizens Advisory Body, which is comprised of community leaders jointly appointed by the Trustees and chancellor.⁹⁸

Several Board Policy and Administrative Procedures clearly state Board organization, duties, and authority. *BP 2200 Board Duties and Responsibilities*, *BP 2201 Board Participation in District and Community Activities*, *BP 2205 Delineation of System and Board Functions*, and *BP 2430 Delegation of Authority to Chancellor* set guidelines and limits for Board members’ roles and responsibilities in District operations. *BP 2710 Conflict of Interest*, *BP Board Code of Ethics/Standards of Practice*, *BP 2716 Political Activity*, and *BP Personal Use of Public/District Resources* further clarify the roles of Board members in their handling of District and personal businesses as they relate to the District’s educational quality.

The Board maintains its independence as a policy-making body by being informed, asking relevant questions, and requesting additional information as needed to make informed decisions. The Board receives agendas prior to Board meetings. The Board hosts study sessions to receive relevant information. Examples include Budget study session, curriculum study session, VC Innovates study session.⁹⁹

The Board carries out its policy-making role through three standing committees: Legislative and Policy Committee, Student Success and Accreditation Committee, and Finance and Capital Planning Committee.¹⁰⁰ The Legislative and Policy Committee and the Board attempts to advocate for the District regarding current legislation and policy. For example, the District hosted the Legislative Budget Review for the Transitional Basic Skills Initiative at Oxnard College.¹⁰¹

The Board reflects the public interest by receiving a wide range of input from the community and constituent groups. The Board holds Citizen Advisory Board meetings.¹⁰² Members of the public have the opportunity to express their perspectives during public comments at the start of each Board meeting and may also directly contact the Trustees. For examples, public comments have included community input on the importance of the Child Development Centers at all Colleges and input from students on topics such as the need for a cafeteria at Moorpark College.¹⁰³

The Board advocates for and defends the District and College from undue influence. During severe budget cuts when the Colleges were required to undergo program discontinuance, the Board received extensive comments and concerns from the affected groups. The Board listened to the public comments

⁹⁸ NEED minutes

⁹⁹ NEED BOT minutes

¹⁰⁰ NEED minutes Board organization

¹⁰¹ NEED agenda for Budget Hearing for Basic Skills

¹⁰² NEED minutes of Advisory Board

¹⁰³ NEED minutes reflecting public comment on child development center, and school cafeteria

related to these programs, then made independent decisions based on the best interest of the institution and its students.

Analysis and Evaluation

The role of the Board as an independent, policy-making body is defined in Board policy. The Board holds study sessions to gather information to make informed independent decisions. Public comments also provide input for Board deliberation and decision-making. The Board supports the interests of the District and Colleges in the face of public and political pressure.

Action Plan(s)

None

IV.C.5.

The Governing Board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board of Trustees takes leadership in developing the mission of the District. The new District Mission statement was approved at the July 13, 2015 Board meeting.¹⁰⁴ All policies and procedures are consistent with the District's mission to ensure the quality, integrity, and improvement of student learning programs and services. The duties and responsibilities of the Board of Trustees are clearly delineated in *BP 2200 Board Duties and Responsibilities*. The responsibilities include the establishment of policies for comprehensive, academic, and facilities plans; courses of instruction and educational programs; and academic standards and graduation requirements. Policies are developed through District committees, with broad representation from the three Colleges as well as District staff. The Board is charged with employing all personnel following established employment practices.

The Board ensures the District and Colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, budget development calendar, budget study sessions, and tentative and final budgets.¹⁰⁵ Allocation formulas that are consistent with the mission are implemented to ensure appropriate distribution of funds to support the integrity, quality, and improvement of student learning programs and services.¹⁰⁶ The Board is ultimately responsible for the legal and financial integrity and stability of the District and Colleges. The Board of Trustees confirms that budgets are within legal constraints, and evaluates the need for asking the tax payers to support a bond measure. The Board is responsible for the management and control of all District properties.¹⁰⁷ The Board has elected to purchase property for a new District Office in a more central location; the fiscal impact of this decision is being studied. The Board ensures the District's financial stability and sustainability necessary to support student learning programs and services consistent with the District's mission.

The Board approves and updates Board Policies consistent with the District's mission, and monitors their implementation to ensure the quality, integrity, and improvement of student learning programs and

¹⁰⁴ NEED BOT minutes

¹⁰⁵ NEED BOT budget and minutes of study session

¹⁰⁶ NEED DCAS minutes

¹⁰⁷ BOT minutes

services. Recent Board actions related to the Mission’s commitment to student success include updating Student Success Policy, Student Success and Support Program Plan Policy, Registration Prioritization policy, Program Discontinuance policy, and Graduation Requirement policy, as well as approving curriculum, including Associate Degrees for Transfers and certificates.¹⁰⁸

The Board approves College goals and standards recommend by the College including the Institution-Set Standards, the Score Card, and the Instructional Effectiveness Goals.¹⁰⁹ The Board reviews the College’s reports and plans such as the Institutional Effectiveness Report, Student Success and Support Program Plan, and Basic Skills Plan.¹¹⁰ The Board also approves the Student Equity Plan each year prior to submission to the State Chancellor’s Office.¹¹¹ At each Board meeting the college president, academic senate president, classified senate president, and a student government representative report to the Board on student success or other activities on campus.¹¹²

Analysis and Evaluation

The Board has established policies that are consistent with the mission. The Board is advised on legal, financial, and educational issues as referenced above. The Board has policies and practices that demonstrate that it assumes ultimate responsibility for policies and decisions related to educational quality, legal matters, and the financial integrity and stability of the District and College.

Action Plan(s)

None

IV.C.6.

The institution or the Governing Board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The District publishes the Board policies specifying the Board’s size, duties, responsibilities, structure, and operating procedure on the District’s website. *BP 2010 Board Member* defines the qualification of a Board member.¹¹³ The Board of Trustees is comprised of five members elected from the designated electorate areas. A student Board member is elected by his/her peers from the three Colleges and serves a one-year term. The elected Trustees serve a four-year term. *BP 2100 Board Election* stipulates how the election is conducted. Election is staggered so that no more than two seats are up for election every four years. *BP 2130 Term Limits* allows the Board to submit to the electors of the District a proposal to limit the number of terms a member of the Board can serve. The duties and responsibilities are clearly delineated in Board Policies (BP 2200 Board Duties and Responsibilities). *BP 2210 Officers*, *BP 2220 Committees of the Board*, and *BP 2305 Annual Organizational Meeting* all delineate the structure and operating procedures of the Board of Trustees. The Board has modified the number of established committees over the years, reflecting the changing times as student success or accreditation requires additional focus. In 2014-15 there were four committees: Finance and Capital Planning, Planning and Board Communication, Policy and Legislative, and Student Success and Accreditation. In 2015-16 the

¹⁰⁸ NEED Policies

¹⁰⁹ NEED BOT minutes

¹¹⁰ NEED BOT minutes

¹¹¹ NEED BOT minutes

¹¹² NEED BOT minutes

¹¹³ NEED BP on website

Board combined Planning with Student Success and Accreditation.¹¹⁴ No more than two members serve on each committee.

Analysis and Evaluation

The Board of Trustees has approved several Board Policies and Administrative Procedures that specify the Board's size, duties, responsibilities, structure, and operating procedures. The BP's and AP's are documented and available to the public on the District's website.

Action Plan(s)

None

IV.C7.

The Governing Board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board of Trustees acts in a manner consistent with its policies and procedures. The board regularly assesses its policies for their effectiveness in fulfilling the District's mission and revises them as necessary. Examples of updates to Board Policies to enhance the Mission include BP 4020 Curriculum, BP 1421 Program Discontinuance, BP 4100 Graduation Requirements. The Board conducts an annual self-assessment. In addition, the Board provides feedback via a survey after each Board meeting to ensure that all members continue to conduct businesses according to policies and procedures.

The District developed, and the Board of Trustees adopted, a review cycle of policies and procedures.¹¹⁵ A two-year review cycle was implemented in March 2011. The Policy Committee of the Board submitted a substantial amount of proposed, reviewed, and/or revised policies and administrative procedures on monthly Board of Trustees agendas for action or information.¹¹⁶ In September 2015, the Board approved a longer five-year review cycle of policies and procedures. The review cycle was extended to allow more time to review the policies and procedures and allow the VCCCD Board Policies and Administrative Procedures to be approved through the District Committees and the Colleges' governance committees.¹¹⁷

To ensure broad-based constituent input, consistency, and appropriate application across the District and Colleges, governance committees and district/College constituents review, analyze, and recommend suggestions for modification of policies and procedures. This process is described in the newly implemented "VCCCD Governance Advisory and Recommendation Pathways" outlined in the District's Decision-Making Handbook.¹¹⁸ Governance committee members represent constituent groups at the College and the District. Constituent groups formulate recommendations to the chancellor through consultation, and members are responsible to serve as a conduit for information and the catalyst for discussion on topics raised by District or Colleges' members.

Currently, District policies and procedures continue to be reviewed and analyzed consistently in a five-year cycle through existing governance bodies, including District Technical Review Workgroup – Student Services (DTRW-SS), District Technical Review Workgroup – Instructional (DTRW-I), District Council

¹¹⁴ NEED BOT organization meeting

¹¹⁵ NEED REVIEW calendar

¹¹⁶ NEED Evidence of approved BP

¹¹⁷ NEED Evidence of approval of 5 year cycle

¹¹⁸ NEED District Evidence – Decision –Making Handbook

on Human Resources (DCHR), District Council on Administrative Services (DCAS), District Consultation Council, Chancellor’s Cabinet, and District Administrative Council. Governance groups maintain meeting notes that include policy and administrative procedure actions and recommendations taken during committee meetings.¹¹⁹

Analysis and Evaluation

Board meeting minutes and agendas provide evidence that the Board acts in a manner consistent with its policies. Policies are reviewed and updated through the District committee structure in a timely manner, following the five-year review cycle approved by the Board of Trustees.

Action Plan(s)

None

IV.C.8.

To ensure the institution is accomplishing its goals for student success, the Governing Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board regularly reviews key indicators of student learning and achievement for Moorpark College. Moorpark College presents data on student success to the Board of Trustees at the annual and midyear planning sessions. These data include the Score Card data, graduation lists, transfer and certificate completions, and reports on student success at Board meetings by the college president, academic senate president, classified senate president, and student representative.¹²⁰ The annual *District Institutional Effectiveness Report* is presented to the Board in June/July. The data include course completion rates, course success rates, retention rates, degrees and certificates awarded, transfer rate to four-year institutions, licensure and certification pass rate, productivity rates, and student learning outcomes/student service unit outcomes. The Board approves the College’s Score Card Standards and the Institutional Effectiveness Goals established by the College. The Board also receives information to support midyear planning, focusing on enrollment projections, budget update, and budget strategies.¹²¹ The Board regularly reviews key College planning documents (e.g., the College’s Strategic Plan, Student Success and Services Program Plan, Student Equity Plan, Basic Skills Plan). These planning documents form the basis of the College’s continual improvement of academic quality.

The District Master Plan serves as the guide for the College on how to address the District’s goals for student success. The District strategic goals are:

- Increase access and student success by providing support to students for completion of degrees, certificates, and transfer in a timely fashion; increase online opportunities to meet the goal; and use the Student Success Scorecard to track student success
- Partner more effectively to meet community needs by providing training and skills development for new and incumbent workers for existing jobs and new jobs, and building new relationships with the public and private sectors in the community
- Promote effective use of organizational resources by focusing on the importance of maintaining the vitality of employees and fiscal stability, and encouraging ongoing efforts to discover and leverage additional resources

¹¹⁹ NEED Evidence – DCHR minutes

¹²⁰ NEED Evidence – BOT minutes showing student success reports

¹²¹ NEED Evidence of std and IEPI goals approval

The mission and the District goals drive the development of the Moorpark College 10-year Master Plan, three-year Strategic Plan, and 10-year Facilities Master Plan.¹²² These plans are presented to the Board. The College also presents to the Board annual planning documents which include Moorpark College Student Success Plan, Student Equity Plan, and Basic Skills Plan.

Analysis and Evaluation

As referenced above, the Board is regularly informed on key indicators of student learning and achievement, including Student Score Card and Institutional Effectiveness Report. The Board also reviewed and approved the Moorpark Strategic Plan, and receives annual updates. It also reviewed the Moorpark College Student Success Plan and approved the Student Equity Plan.

Action Plan(s)

None

IV.C.9.

The Governing Board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The Board of Trustees has been participating in a variety of training programs for Board development, new member orientation, and study sessions in order to further understand the governance process. Since 2013, Board of Trustees members have participated in many training sessions sponsored by the various entities, including Board study sessions with outside consultants.¹²³ Examples of training include regional, state, and national events on Career Technical Education, Accreditation, Dual Enrollment, and Board Development.

BP 2740 Trustee Professional Development stipulates that Board Trustees are committed to their ongoing development as Board members and Trustees. Trustees are committed to active participation in continuous, measurable, sustainable improvement in Board performance through professional development and self-evaluation. The professional development program also includes new member orientation. *BP 2210 Officers mandates* one-year terms for officers. Officers are elected every year from among all Board members. *BP 2100 Board Elections* mandates four-year terms for Trustees. Elections are held every two years in even-numbered years. Terms of Trustees are staggered so that one half of the Trustees are elected at each Trustee election. The Trustees held a facilitated retreat fall 2015, to improve communication and define Board responsibilities.¹²⁴

Analysis and Evaluation

The Board has implemented an ongoing training program for Board development. All members participate in the Board development activities. Board terms are staggered to ensure continuity for the Board.

Action Plan(s)

None

¹²² NEED Evidence- copies of plans and BOT minutes

¹²³ NEED Evidence of training

¹²⁴ NEED Evidence – agenda of Board retreat 2015

IV.C.10.

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Governing Board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees is committed to assessing its own performance through monthly meeting assessment surveys and an annual review process to identify its strengths and areas in which it may improve its functioning. Trustees then establish goals to strengthen performance and effectiveness. *BP and AP 2745 Board Self-Evaluation* provide the process by which the Board members complete their self-evaluation. Results for each monthly meeting assessment are reviewed at the next regularly-scheduled Board meeting. The Board appoints two trustees to serve on an Ad Hoc Board Self-Evaluation Committee to review the process and survey instruments with the chancellor. The Board’s annual assessment instrument is reviewed annually by the Consultation Council, one of the District shared governance committees. The Consultation Council’s review of the Board is then presented in open session at a Board meeting. In 2015 the Board Chair visited the Consultation Council to discuss the evaluation. New or updated Board development goals for strengthening performance are determined based on the results.

Analysis and Evaluation

The Board has an established process for self-evaluation and for evaluation from the Colleges through the Consultation Council members’ evaluation.

Action Plan

Consultation Council will work with the Board of Trustees to improve communication and improve the Board Evaluation Survey process.

Action Plan(s)

None

IV.C.11.

The Governing Board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

BP and AP 2710 Conflict of Interest clearly define the boundaries of Board members and their financial interest in any contract with the District. Any Board member who has a remote interest in any contract considered by the Board shall disclose the interest during a Board meeting and have the disclosure noted in the official Board minutes. The said Board member shall not vote or debate on the matter or attempt to influence any other member. Each year, the members of the Board of Trustees file Statements of

Economic Interests (*AP 2712 Conflict of Interest Code – Form 700: Statement of Economic Interests*) with the District.

The Board has a clearly defined policy that stipulates its responsibilities to establish and support the mission and policies of the District; act only in the best interest of the entire community; advocate, defend, and represent the District and Colleges through unbiased decision-making; prevent conflict of interest and the perception of conflict of interest; and adhere to laws and regulations; (*BP and AP 2715 Board Code of Ethics/Standards of Practice*). A majority of the Board members have no employment, family, ownership, or other personal financial interest in the District. Board members' interests are disclosed and do not interfere with this impartiality or outweigh this greater duty to secure and ensure the academic and fiscal integrity of the District and Colleges. The annual declaration of Economic Interest demonstrates that there is no violation of the code of ethics and conflict of interest policy. Evidence includes Best Practice Agreement was signed in March 2013 and the VCCCD Trustee Ground Rules was signed in March 2015.¹²⁵

Analysis and Evaluation

The Board has policies regarding ethics and standards. The Board has had extensive professional development regarding best practices regarding this Standard.

Action Plan(s)

None

IV.C.12.

The Governing Board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The chancellor of the District is the CEO. The Board delegates responsibility and authority to the chancellor to implement and administer board policies and holds the chancellor accountable for the operation of the District. The chancellor is responsible for the day-to-day operation of the District; the chancellor, in conjunction with the college president, is responsible for the overall operations of the College.¹²⁶ District Functional Map further defines the delineation of job responsibilities.¹²⁷ The chancellor and college president are held responsible through the annual evaluation process.

Analysis and Evaluation

The Board has policy that clearly defines the roles and responsibilities of the Board, chancellor, and college president. Given the extensive turnover at the District and in the chancellor and president positions, this is an area where the College looks forward to a collaborative and stable future.

Action Plan

The District will complete hiring following approved Board Policies and Administrative Procedures for all positions.

¹²⁵ NEED Evidence- Best Practices, Ground Rules

¹²⁶ *BP 2430 Delegation of Authority to Chancellor, BP 2200 Board Duties and Responsibilities*

¹²⁷ NEED Evidence- BP and Functional Map

IV.C.13.

The Governing Board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of Governing Board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the Colleges' accredited status, and supports through policy the Colleges' and the District's efforts to improve and excel. The Board members participate in training via the League of California Community Colleges, Board self-studies, and District-sponsored workshops on accreditation standards.¹²⁸ The Board regularly participates in self-evaluation. The Board is very supportive of the tasks that the Colleges and the District are undertaking in preparing for the upcoming accreditation visit.

BP 2220 Committees of the Board stipulates the formation of a Student Success and Accreditation Committee to ensure that the Board is informed regarding all accreditation matters within the District. The Committee also reviews and tracks District and College practices and activities for alignment with Accrediting Commission standards. The Committee has reviewed the eligibility and commission policies. The Board has reviewed the Moorpark College Self-Evaluation, which includes Eligibility Requirements, Commission policies, accreditation processes, and the College's accreditation status.

Analysis and Evaluation

The Board has held study sessions to review accreditation documents and has participated in accreditation training session. The Board has reviewed and approved the College's Self-Study prior to submission to ACCJC.

Action Plan(s)

None

¹²⁸ NEED Evidence of Board training

IV.D. Multi-College Districts or Systems

IV.D.1.

In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

Expectation of Educational Excellence and Integrity

The Ventura County Community College District is a multi-college district comprised of three colleges, Moorpark, Ventura, and Oxnard located in the key cities of the county. The District employs a chancellor, who is the CEO of this multi-college system. The chancellor hires the three college presidents, who preside over their respective Colleges. The chancellor, working with the Board of Trustees, provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the three Colleges. The Board communicates the expectation of educational excellence and integrity through goal-setting and the review of each College's student success measures, such as the College and the District Institutional Effectiveness Report, the Student Scorecard, the Moorpark College Student Success Plan, and the Moorpark College Student Equity Plan.

Support of Effective Operation of the Colleges

The District supports the effective operation of the Colleges by providing certain essential services and support jointly for the three Colleges. The District provides services that can be centralized rather than being provided individually at each College. The District Human Resources Department (HR) provides hiring and human resources support for the Colleges. The District Informational Technology Department (IT) provides IT support and submission of MIS data for the Colleges. The District Fiscal Department provides fiscal support, including support for the Colleges' budget development. The Board approved the development of a new Educational Services Department (ES), which will support the Colleges' instruction and student services and coordinate grant and workforce development that needs to be centralized at the District level.

Clearly Defined Roles, Authority, and Responsibilities

Through a participatory governance structure, the chancellor establishes clearly defined roles, authority, and responsibility between the Colleges and the District. The District's *Decision-Making Handbook* and the *District Functional Map* define the roles and responsibilities of the District's chancellor and the Colleges' presidents.¹²⁹

The District's *Educational Master Plan*,¹³⁰ developed and approved by the Board of Trustees in October 2013, provides guidance and operational procedures for the District and the Colleges. Each College has developed its own *Educational Master Plan*¹³¹ aligned with the District's mission. The *Moorpark College Educational Master Plan* reflects the Moorpark College mission and goals for the education of its students.

The *District Integrated Planning Manual* provides guidance for integrated institutional planning. It provides the overarching framework for District planning and how the three Colleges integrate the

¹²⁹ Evidence- Decision Making Handbook, Functional Map

¹³⁰ Evidence- District Ed Master Plan

¹³¹ Evidence-College Ed Master Plan

planning model. The mission of the District prescribes the general parameter of the missions established at the three Colleges. The Board Goals and *Educational Master Plan* provide guidance for all the planning at the Colleges and the District. The *Functional Map* delineates the roles and responsibilities for the District and the Colleges. The annual *Institutional Effectiveness Report* provides the data that guide subsequent-year planning and reflects the academic excellence of the three Colleges.

The *District Integrated Planning Manual* states that the District has an annual strategic plan. The District does not currently have a strategic plan but sees the value of such a plan. A District Committee, the District Committee on Accreditation and Planning (DCAP), has established a broad-based workgroup to develop a District strategic plan.¹³²

Analysis and Evaluation

The District sets and communicates its expectations of educational excellence and integrity throughout the District and Colleges through goal-setting and review of key College reports on student outcomes and student success and equity. The District supports the effective operation of the Colleges by providing centralized supporting functions. Clearly defined roles, authority, and responsibilities have been established between the Colleges and the District as defined in the *District Functional Maps*, *Decision-Making Handbook*, and *District Integrated Planning Manual*.

Action Plan(s)

None

IV.D.2.

The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

In October 2012, the District developed a Districtwide Functional Map, with significant input from the three Colleges, as reported in the mid-term accreditation report submitted in October 2013. Two additional *Functional Maps* were developed to reflect the organizational changes that have taken place since then and more clearly define roles and responsibilities and link these responsibilities to the mission and accreditation standards.¹³³ The updated *District Decision-Making Handbook*¹³⁴ reflects the Board's policies and procedures related to the roles and responsibilities of the District and the Colleges to ensure that responsibilities are delineated.

The District serves as the coordinating agency, working collaboratively with the leadership of the three Colleges, to provide specific centralized services. These support services provide assistance to the Colleges in achieving their missions. Functions specifically conducted by District staff include Human Resources (HR), Information Technology (IT) and fiscal support with payroll. Communication regarding operational responsibilities and function occurs through District wide committees such as the

¹³² District Strategic Planning Workgroup Minutes

¹³³ Evidence – 2 Functional maps and the figure from Decision-Making Document

¹³⁴ Evidence – Decision-Making Document and approval minutes

Chancellor’s Cabinet, the District Committee for Human Resources (DCHR), the District Committee for Administrative Services (DCAS), and the Information Technology Administrative Committee (ITAC). These committees work to ensure that the District provides needed services to support the Colleges’ mission. District committees are assessed via a yearly survey; this self-assessment is used to redefine goals for the upcoming year. The District services have been evaluated regarding their support of the District’s mission in the program review process.¹³⁵

Analysis and Evaluation

Functional Maps, the *District Decision-Making Handbook*, and the *District Integrated Planning Manual* have been developed and refined by District committees with broad representation. The District has expanded its level of service with the addition of several new positions. This expansion is intended to support the efforts of Moorpark College in meeting its mission and institutional effectiveness goals.

Action Plan(s)

None

IV.D.3.

The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District has a policy for allocation and reallocation of resources that are adequate to support the effective operations of the Colleges. The chancellor and the vice chancellor of business services work with the leadership at the Colleges in budget preparation and allocation to ensure effective operations and sustainability of the Colleges and the District. The District uses an infrastructure funding model (Budget Allocation Model) that addresses the distribution of resources and is not prescriptive of how funds are to be spent at the Colleges and District Administrative Center. The District acknowledges differences between the Colleges and recognizes the Colleges’ needs to direct their resources based on their own plans and objectives in meeting the needs of their diverse populations and constituencies. The Colleges have separate and specific budget development processes, reflecting their organizational cultures and priorities, supporting the integrated planning at the Colleges, integrating with each College’s strategic plan and program planning process.¹³⁶ Moorpark College effectively controls expenditures through its integrated planning process, its audit process, and the District’s annual budget review process. The annual independent audit reports and audited financial statements for Moorpark College showed no findings.¹³⁷

Analysis and Evaluation

The District has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the Colleges and the District. The District uses approved allocation models to allocate resources. The District ensures effective control of expenditures through the budget review process. The District is working to fill the vice chancellor of business finance position which coordinates these responsibilities. The position is currently filled with an interim vice chancellor.

¹³⁵ Evidence- committee minutes, Evidence- District committee assessment survey, Evidence- minutes reflecting goals for next year; Evidence – DAC program review

¹³⁶ Evidence- map of integrated planning from Decision Making Document

¹³⁷ Evidence- annual audit

Action Plan(s)

None

IV.D.4.

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

Evidence of Meeting the Standard

The *Functional Map* delineates roles and responsibilities of the District chancellor and the college presidents. It identifies the respective functions to be administered by the Colleges and District and links them to the District mission and accreditation standards. The *Decision-Making Handbook* provides the roles and responsibilities of the various constituency groups and their role in the overall operational schemes at both the College and District (DAC). The *Functional Map* delineates the District’s and College’s roles and responsibilities in the implementation and administration of District policies. The chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated District policies without interference and holds the presidents accountable for the operations of the Colleges. Through goal-setting and evaluations, the chancellor holds the college presidents accountable for their performances and the operations of the Colleges.

Analysis and Evaluation

The chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated Board policies without interference. This includes the selection and oversight of the management team, accountability for budget development and fiscal status, and short and long term planning. The president ensures that the colleges meets and maintain accreditation standards, provides quality programs and support services, and that resources are managed to provide for long term operation of the college. The chancellor holds the college president accountable for his performance and operation of the College. The chancellor’s position is currently held by an interim chancellor.

Action Plan(s)

None

I.V.D.5.

District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

District planning and evaluation are integrated with College planning and evaluation. Planning utilizes data made available by the College, the District, and the State. All planning at the College level is done in line with the mission, vision, and values established by the Board for the District.¹³⁸ The District committees responsible for planning and evaluation of student learning and achievement and institutional effectiveness are the District Committee for Accreditation and Planning (DCAP), the District Technical Review Workgroups – Instructional and Student Services (DTRW-I, DTRW-SS), and the Institutional Research Advisory Committee (IRAC). All District-level committees include constituency groups from the College input and feedback are solicited and reviewed.

¹³⁸ Evidence- District mission, values and vision

Moorpark College’s Master Plan and Strategic Plans are all submitted to the Board.¹³⁹ This ensures that the planning at the College level is in line with the District and Board mission. Moorpark College’s annual program review process serves as another venue for planning and evaluation of program and service effectiveness.¹⁴⁰ The effectiveness of this planning process is evaluated and discussed in campus wide review of the Institutional Effectiveness Report and in the review of the data provided for the program planning process and campus-wide strategic planning session (Fall Fling).¹⁴¹ (See Standard 1)

The District Integrated Planning Manual provides guidance for integrated District planning. It provides the overarching framework for District planning and how the three Colleges integrate the planning model. The missions of the three Colleges are aligned with and support the mission of the District. The Board Goals and *Educational Master Plan* also provide guidance for District and College planning. The annual *District Institutional Effectiveness Report* provides the data that serve as the compass for subsequent-year planning.¹⁴²

The District has expanded to include a vice chancellor of educational services.¹⁴³ This position should support and facilitate the College’s instructional efforts. The position is currently filled by the interim vice chancellor.

Analysis and Evaluation

The District’s mission drives Moorpark College’s mission, values, and vision. Moorpark College’s Strategic Plan is an action plan to help the College meet the Board goals. The District’s and the College’s Educational Master Plans and Strategic Plans parallel and are mutually supportive.

Action Plan(s)

The College and District will work together to complete the District Strategic Plan as defined in the Integrated planning Manual.

The College and District will work together to determine a process for the development of the District Facilities Master Plan to align with the College Master Plans as defined in the Integrated Planning Manual.

IV.D.6.

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

There is regular communication between the District and the Colleges. The chancellor, vice chancellors, and college presidents meet weekly at Chancellor’s Cabinet to dialogue on College needs and District support. The District website connects with the College’s websites to provide pertinent information for employees, students, and the public. The chancellor communicates with the college presidents via regular meetings, phone calls and emails to ensure timely responses to issues and concerns. The chancellor has an

¹³⁹ Evidence – BOT agenda

¹⁴⁰ Evidence- MP Program plans

¹⁴¹ Evidence- EDCAP and Senate agenda re IER

¹⁴² Evidence- District Institutional Effectiveness Report

¹⁴³ Evidence BOT minutes

open-door policy that enables students, faculty, and staff to voice their concerns and opinions on issues that affect the operations of the Colleges and the District.¹⁴⁴

The stakeholder groups at the Colleges meet with the District to provide input and feedback regarding College needs through a variety of District committees.¹⁴⁵ The District governance committees provide the primary venue for communication and ensure that communication is timely, accurate, and complete. For example, both DTRW-I and DTRW-SS worked extensively to implement priority registration and Student Success requirements. All governance committee representatives communicate back to the College. The committee representatives are responsible for relaying information to their respective constituents and soliciting feedback and input.

Analysis and Evaluation

Communication between Colleges and the District ensures effective operations of the Colleges and is timely, accurate, and complete. There are weekly Chancellor's Cabinet meetings with the chancellor's leadership team and the college presidents. There are regular, productive, collegial District governance committees meetings. The District website connects the College to provide pertinent information for employees, students, and the public. Communication is always a goal that requires continual refinement and improvement. The heavy turn-over of administrators at the three Colleges and the District make this an area that needs ongoing attention.

Action Plan(s)

None

I.V.D.7.

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

The District conducts surveys of students, faculty, and staff to assess the effectiveness of District and College governance and operations. The results of these surveys help evaluate the effectiveness of the District in assisting the Colleges to meet educational goals for student achievement and learning. A Climate Survey for employees, a Student Perceptions Survey, and a Formal Communication Survey¹⁴⁶ were conducted to solicit feedback regarding District and College performance in meeting student needs. Survey results are reviewed by the District Committee on Accreditation and Planning (DCAP).¹⁴⁷

The District committees and workgroups complete yearly surveys to ensure their integrity and effectiveness. The analysis of these surveys leads to improvement plans. Examples of include the following:

- District Council Administrative Services (DCAS) provide an opportunity for input regarding budget, allocation model, and other financial concerns
 - The results from the DCAS Self-appraisal were distributed. ...it is also used to measure the effectiveness of communication and whether or not the committee can identify areas

¹⁴⁴ Evidence- email coordinating lunch with AS presidents

¹⁴⁵ Evidence- District Decision Making Document

¹⁴⁶ Evidence- survey and DCAP review of data

¹⁴⁷ Evidence- DCAP agenda

for improvement. Each survey question and corresponding responses were discussed in detail. Prompted by a comment on the survey, there was general discussion regarding how at the districtwide level planning is tied to budget¹⁴⁸

- Administrative Technology Advisory Committee (ATAC) provides administrative support for the Colleges and District. Self-appraisal and assessment led to change in meeting schedule¹⁴⁹
- District Council Human Resources (DCHR) facilitates hiring and works with the Academic Senate on minimum qualifications of faculty; During discussion during the meeting recommended a modification to the equivalency process¹⁵⁰
- District Council on Accreditation and Planning (DCAP) is the accreditation and planning body for the District; DCAP established a workgroup in 2014 to specifically look into the implementation of SB1456 and the required data collection¹⁵¹
- District Technical Review Workgroup-Instruction (DTRW-I) provides technical support for curriculum additions and updates, degrees and certificates, and advises on instructional policies and procedures
- District Technical Review Workgroup-Student Services (DTRW-SS) provides an opportunity for broad input into student services needs common at all three college and advises on student service policies and procedures
- District Consultation Council advises the chancellor on matters related to student achievement and learning and reviews the Board agenda

Analysis and Evaluation

The District surveys students, faculty, and staff to assure integrity and effectiveness which assists the College in meeting its educational goals for student learning and achievement. The District communicates these results through District governance committee discussions and uses these results as the basis for improvement. The District governance committees complete an annual self-assessment and use the results to make recommendations for improvement.

Action Plan(s)

None

¹⁴⁸ Evidence- DCAS minutes May 2013

¹⁴⁹ Evidence- ATAC May 2012 minutes

¹⁵⁰ Evidence- DCHR minute

¹⁵¹



MOORPARK COLLEGE SELF EVALUATION

Quality Focused Essay

Planning for Continuous Improvement

During the accreditation self-evaluation process, Moorpark College engaged in reflective and deliberate discussions to identify action plans that support its efforts to improve student learning and student achievement. These discussions netted in many great ideas about how to build partnerships with the surrounding community, how to increase outreach efforts, and how to address small issues such as improvements to the program plan templates. Although these suggestions are worthy of action, and will be addressed over the coming year or so, they did not directly tie to the Action Plans identified in the self-evaluation process. After much deliberation, the College finally decided to focus on a structured way to assess and address the growing data needs of the College. The College realizes that data are important for both data-driven decision making and communication. The first Action Project will focus on developing the College's research capacity to improve access by providing just-in-time data to faculty, staff, and administrators and to provide user-friendly technology. Through the increase in research and data availability, the College will be more effective in its evaluation of student learning and student achievement, allowing it to be more responsive to student needs.

The second Action Project will ask the College to engage in self-reflection regarding its program planning process. Given the College's 20 year history of program planning and review, the College has a strong, integrated planning process. Throughout this time the program planning process has been regularly reviewed and updated; however, all of the new state initiatives and the feedback gathered through the self-study require a fresh update for its processes. The goal of this second Action Project is to review the program planning process in light of new state and regional initiatives and the availability of new technology to improve the integration and efficiency of its processes. The second Action Project will contribute to the College's focus on continuous, quality improvement in order to support student success and achievement.

Action Project#1: *Expanding institutional effectiveness resources to enhance the College's culture of communication and evidence*

While the College has been successful in institutionalizing a process of continuous quality improvement supported by data, the need for data by the campus has grown. This is due in part to new state accountability requirements but is also an outcome of a culture of evidence that the College has developed over the last several years. The College now has the resources, both in a fully staffed Office of Institutional Research and new technology, to expand the data collected and assist the College community with developing innovative ways to evaluate and use data. In order to achieve this goal it is important that the data be easily requested by members of the College community, that it is easily available, and that results are widely communicated. While it is important to provide data, it is equally important that any individual wishing to use data has the necessary support to learn how to use the data effectively.

Step 1: Identify and define data needs for the college

The Office of Institutional Research will begin by conducting a needs assessment to determine the variety of data demands that exist across the College. Different types of programs will require access to different data elements; for example, Instructional programs need access to productivity data and student success and achievement data for their specific subject areas, while student service programs need access to student success and achievement data.

A variety of data are needed for effective College-level planning in addition to program-level planning. The Office of Institutional Research will collaborate with College wide planning groups, councils, and committees to determine the kinds of data needed to support planning, program development, and evaluation. The needs assessment project will include Instructional, Student Services, and Business Services programs.

In an effort to support career technical education (CTE) program review and to provide information to CTE program faculty, staff, and administrators to facilitate conversation and planning, the Office of Institutional Research will collaborate with the CTE/Perkins Workgroup, the Academic Senate, and faculty to determine data elements and research components for effective program review and curriculum development. In addition, the Office of Institutional Research will collaborate with individual CTE programs to develop benchmarks and data resources for measuring successful course completion, student equity, program persistence, program completion, and job placement rates. Finally, the Office of Institutional Research will collaborate with individual CTE programs to define program effectiveness standards and goals (similar to institutional effectiveness standards and goals that have been defined as part of the Institutional Effectiveness Planning Initiative).

In an effort to support program review for transfer programs, the Office of Institutional Research will collaborate with the Academic Senate to determine data elements and research components (including the tracking of students who transfer to four-year institutions) for effective program review and curriculum development. In addition, the Office of Institutional Research will collaborate with program faculty, staff, and administrators to develop benchmarks and data resources for measuring successful course completion, student equity, program persistence, program completion, and transfer success rates. The Office of Institutional Research will collaborate with individual programs to define program effectiveness standards and goals (similar to institutional effectiveness standards and goals that have been defined as part of the Institutional Effectiveness Planning Initiative).

In an effort to support student service program review, the Office of Institutional Research will collaborate with the Student Services and Business Services staff, faculty, and administrators to determine data elements and research measures for effective program review, and to develop benchmarks and data resources.

Relevant Standard(s)	Outcome	Measures of Progress	Responsible Parties	Timeline
1.B 2.A	Collaborate with programs on specific research needs for program review and other program-specific needs	Number of appointments Number of data requests	Office of Institutional Research	fall 2016 - spring 2017
1.B 2.A	Collaborate with programs for specific state-wide initiatives	Number of appointments Number of data requests	Office of Institutional Research	fall 2016 - spring 2017
1B 2.A	Collaborate with programs to determine specific CTE needs	Number of appointments Number of data requests	Office of Institutional Research	fall 2016 - spring 2017
2.C	Collaborate with Student Services programs to determine data needs	Data Request Focus Groups Usage Reports	Office of Institutional Research	fall 2016 - spring 2017
2.C 3.C 3.D	Collaborate with Business Services programs in order to develop data	Data Request Focus Groups Usage Reports	Office of Institutional Research	fall 2016 - spring 2017
1.B 2.A 2.C 3.C 3.D	Re-evaluate program data needs	Input from various program groups Communication Survey	Office of Institutional Research Office of Student Learning	spring 2019 and spring 2021

Step 2: Develop dashboards to allow easy access to data

The College has invested in several software programs that provide a user-friendly interface while still meeting the extensive data demands. The Office of Institutional Research will take the lead on the use of these programs by training its staff and then developing user-friendly dashboards for use by faculty, staff and administrators.

Relevant Standard(s)	Outcome	Measures of Progress	Responsible Parties	Timeline
1.B	Implement <i>Tableau</i>	Satisfaction Surveys Usage Reports	Office of Institutional Research	fall 2016
3.A	Advanced <i>Tableau</i> Training Sessions for Technical Data Specialists and Research Analyst	Attendance at Training Sessions Staff Feedback	Office of Institutional Research	spring 2017
3.A	Advance <i>Argos</i> Training Sessions for Technical Data Specialists and Research Analyst	Attendance at Training Sessions Staff Feedback	Office of Institutional Research	spring 2017
4.A	Program Planning Dashboard	Usage rates Satisfaction surveys	Office of Institutional Research	fall 2017
4.A	Schedule Development Dashboard	Usage rates Satisfaction surveys	Office of Institutional Research	spring 2018
4.A	Student Success & Equity Dashboard	Usage rates Satisfaction surveys	Office of Institutional Research	fall 2018
4.A	Determine Additional Dashboard Needs	Satisfaction surveys Focus groups	Office of Institutional Research	spring 2019
1.B 4.A	Evaluate Dashboards	Satisfaction surveys	Office of Institutional Research	spring 2020 and spring 2022

Step 3: Develop ongoing professional development opportunities regarding research and data use

In order to ensure easier and more user-friendly access to data, the College will promote the use of these new tools by effectively communicating the existence of the dashboards, providing training to all College groups, and gathering feedback on how to improve the tools.

Relevant Standard(s)	Outcome	Measures of Progress	Responsible Parties	Timeline
1.B 3.A	“Get to Know Your Research Team” – Topical/Themed Workshops	Feedback from workshops	Professional Development Office of Institutional Research	spring 2017 and ongoing
1.B 3.A	Professional Development Week Sessions	Feedback from workshops	Professional Development Committee Office of Institutional Research	fall 2017 and ongoing
1.B 3.A	Professional Development on New Data Resources Provided by State Chancellor’s Office	Feedback from workshops	Professional Development Office of Institutional Research	spring 2017 and ongoing
1.B 3.A	Determine Additional Professional Development Needs	Satisfaction surveys Feedback from workshops	Professional Development Office of Institutional Research	spring 2017 and ongoing

Action Project #2: A holistic look at the program planning process

While the College is proud of its program planning process and has mechanisms in place for groups to give annual feedback on the process, it would like to take a more holistic review of the planning process to ensure it will meet the future needs of the College. The need for this project originates partially from external factors such as the expansion of state initiatives (i.e. Student Success, CTE, etc.), so that the requirements of these initiatives are seamlessly integrated into the planning process.

Step 1: Identify and define appropriate college programs

For the purposes of developing annual program plans, the College has typically defined a “program” based on subject area (discipline); for example, English is defined as a program. Some subject areas have selected to group themselves into larger programs; for example, Biology, Anatomy, Physiology, Microbiology and Zoology have defined themselves as the Biological Sciences program. This freedom has allowed faculty, staff, and administrators to define the programs based on function and commonality.

This definition of “program,” however, has excluded larger programmatic groupings (learning options programs), such as a Distance Education Program, Professional Development Program, a Basic Skills Program, a Student Success and Equity Program, Student Life (clubs and College activities), and the Freshman Experience Program. Although the College indeed evaluates these programmatic groupings through a variety of institutional effectiveness reports, it has recently become clear that the College’s planning and evaluation processes would be improved by elevating these programmatic groupings to a “program,” allowing the faculty and staff who provide services and instruction in these areas to formally submit program plans including resource requests. This will also prompt the development and delivery of research and data reports to the appropriate faculty, staff and administrators who are tasked with providing these services and instruction to students.

Relevant Standard(s)	Outcome	Measures of Progress	Responsible Parties	Timeline
1.A 2.A	Identify and define programs: <ul style="list-style-type: none"> • Subject area programs • Learning options programs • Service area programs • Other programs 	Faculty, staff, administrator feedback	Office of Student Learning Academic Senate Committee and Workgroup Representatives	fall 2017 through spring 2018
1B	Provide addendum to <i>Making Decisions at Moorpark College</i> identifying programs that will be expected to submit program plans or action plans (i.e., Student Equity Plan)	Updated <i>Making Decisions at Moorpark College</i>	Office of Student Learning Academic Senate	fall 2018

Step 2: Utilize technology to enhance the program planning process

The College has been using TracDat as its organization tool for program plans as well as student learning outcomes. This software has recently gone through a major upgrade and the College now is faced with the need to modify its program plan templates. The College will evaluate the capabilities of the new version of TracDat and will determine whether to continue using this software tool or replace this tool with another. Once this decision is made, and the program plan template is in place, the College will develop standardized program plan reports that will be readily available for program faculty, staff and administrators to run whenever they need the information. Finally, the College will ensure all faculty, staff and administrators have access to professional development opportunities that will assist them in using the software.

Relevant Standard(s)	Outcome	Measures of Progress	Responsible Parties	Timeline
1.B	Analyze current software used for program planning and modify template as needed	Meetings with vendor	Office of Institutional Research	fall 2016 through spring 2017
3.A	Offer professional development training sessions on using program planning software	Training schedule Attendance records Satisfaction surveys	Office of Institutional Research	spring 2017 and ongoing
3.A	Offer professional development on best practices for developing data-driven program improvement plans	Training schedule Attendance records Satisfaction surveys	Faculty, staff, administrators, Office of Institutional Research	Starting in spring 2017 and ongoing
1/B	Evaluate enhancements of program planning template	Satisfaction surveys	Office of Institutional Research	spring 2018 and spring 2020
1.B	Develop a planning website where faculty, staff and administrators can easily find all planning resources	Usage reports Satisfaction surveys Focus groups	Office of Institutional Research	spring 2017 through fall 2017
3.A	Develop “How-To” videos for the planning website	Usage reports Satisfaction surveys	Office of Institutional Research	spring 2018
1.B	Evaluate enhancement of website resources	Satisfaction surveys	Office of Institutional Research	spring 2019 and spring 2021

Step 3: Strengthen the communication loop in the program planning process

The program planning process is an important part of the College’s integrated planning. Through this process the programs plan, request resources, and assess results. The College would like to improve the resource allocation process to make it more easily accessible to programs. This will help programs quickly access information for their resource requests without having to go to multiple sites. In order to support this step, it is vital that the College provide a way in which those requesting resources, those prioritizing resources, and those delivering resources can easily retrieve the information needed.

Relevant Standard(s)	Outcome	Measures of Progress	Responsible Parties	Timeline
1.B	Develop a centralized location for resource allocation information	Usage rates Satisfaction surveys	Office of Institutional Research	fall 2016 and ongoing
1.A 1.B	Enhance the crosswalk between the program planning process and the college strategic plan	Committee minutes User surveys Focus groups	Office of Institutional Research	fall 2017- fall 2019
1.B	Evaluate enhancements	Faculty/staff surveys	Office of Institutional Research	fall 2020 and fall 2022