Moorpark College
Ventura County Community College District

Accreditation Reaffirmation 2010
A Comprehensive Self Study Report

Institutional Self Study In Support of
Reaffirmation of Accreditation

Submitted by:
Ventura County Community College District
Moorpark College
7075 College Road
Moorpark, California 93021

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

August 2010

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CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

Date: August 10, 2010
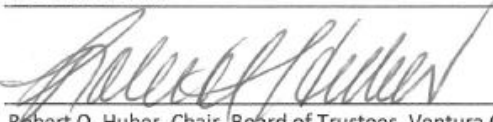
To: Accrediting Commission for Community and Junior Colleges
         Western Association of Schools and Colleges

FROM: Moorpark College
         7075 College Road, Moorpark, CA 93021
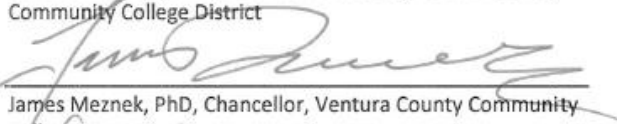
This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the College community, and that the Self-Study Report accurately reflects the nature and substance of this institution.
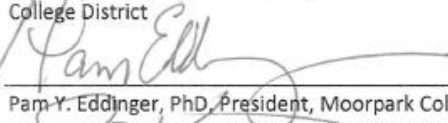
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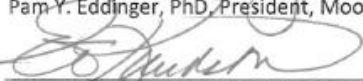
Robert O. Huber, Chair, Board of Trustees, Ventura County
Community College District

James Meznek, PhD, Chancellor, Ventura County Community
College District
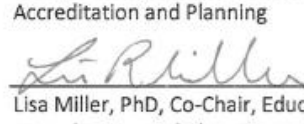
Pam Y. Eddinger, PhD, President, Moorpark College
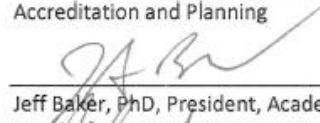
Edward Knudson, Executive Vice President, Moorpark College
and Accreditation Liaison Officer

Corey Wendt, Co-Chair, Education Committee for
Accreditation and Planning

Lisa Miller, PhD, Co-Chair, Education Committee for
Accreditation and Planning

Jeff Baker, PhD, President, Academic Senate (2009-10)

Riley Dwyer, President, Academic Senate (2010-11)

Kim Watters, President, Classified Senate

Ryan Krebs, President, Associated Students (2009-10)

Organization of the Self Study

Preparation for the self study process began in January 2008, immediately following the ACCJC's acceptance of the Focused Midterm Report for the prior visit, and the scheduling of the next comprehensive evaluation for Fall 2010.

The Education Committee for Accreditation and Planning (EdCAP), in conjunction with the Executive Vice President (EVP), who served as the Accreditation Liaison, provided planning and oversight for the accreditation timeline as well as the process to bring the self study to completion.

In addition to creating the timeline and shepherding the activities leading to the completion of the self study, EdCAP also built into the timeline a venue for a Gap Analysis (April 21 and April 22, 2008), which allowed the College to assess, and where it is needed, to shore up institutional effectiveness in the areas of program review, planning, and student learning outcomes.

The following is a detailed timeline and process the College followed for the writing, review and approval of the self study process:

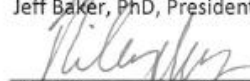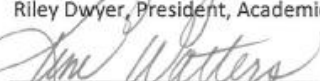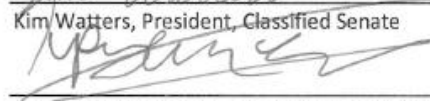|	
October 15, 2007	College sends the Focused Midterm Report and Making Decisions at Moorpark College 2007-2008 to ACCJC.
January 2008	ACCJC reviews and accepts the Focused Midterm Report, and schedules the next comprehensive evaluation for Fall 2010.
March 2008	EdCAP invites volunteers to facilitate the identification of co-chairs for each standard subsection (IA, IB, IIA, IIB, IIC, IIIA, IIIB, IIIC, IIID, IVA and IVB). The co-chairs make a two-year service commitment in order to provide oversight for the writing of their assigned sub-sections of the Standards, and to be responsive to the College's feedback regarding the materials in their purview.
March – May 2008	EDCAP invites college-wide participation in a study session on the ACCJC rubrics to assess institutional effectiveness in the areas of program review, planning and student learning outcomes. (April 21 and April 22) Based on the outcomes of this study session, EdCAP identifies specific areas for improvement on which the College will focus in 2008-2009. A task list/timeline is developed for each identified area of improvement.
August 2008	During FLEX week [faculty development week – the week prior to the start of classes], the co-chairs of EdCAP, President and EVP lead a session for the standard co-chairs to assign responsibility for the identified areas of improvement. These assignments are distributed to the responsible person/group by the first week of fall semester.
Sept 2008 – April 2009	Teams for each of the 11 standard sub-sections are formed and convened. Members review *Accreditation Standards* and the *Guide to Evaluating Institutions*. Members begin to collect data and supporting evidence in support of their sub-sections. Data and supporting evidence are archived in the College's shared drive (MCShare).

April 2009	Accreditation writer is engaged to serve through Summer 09 and into Fall 09 to open the first draft of the self study document. The writer is the College's Coordinator of Institutional Research and a member of the college faculty.
April – June 2009	Standard bullet points (facts and evidence) from each EdCAP sub-committee are due to EdCAP. These bullet points are compiled and forwarded to the Accreditation writer as base material for the self study narrative.
June – Sept 2009	The Accreditation writer writes Draft #1 of the self study.
September 2009	EdCAP calls for initial review of the draft material by its membership. EdCAP directs the Standards Team to provide additional data or source documents as needed, or as requested by the Writer. EdCAP co-chairs begin distributing monthly reminders about the accreditation process to the college community.
Oct 2009 – Mar 2010	Accreditation writer finishes Self Study Report. At each monthly EdCAP meeting, small groups were convened to review the various sections of the draft, and provided input for draft revision.
April – May 2010	College community reviews Final Draft on MyVCCCD (web portal).
June 2010	The *Moorpark College Comprehensive Self Study 2010* is submitted to the VCCCD Board of Trustees for first-reading.
August 2010	VCCCD Board of Trustees approves the *Moorpark College Comprehensive Self Study 2010*. The College sends the comprehensive Self Study Report to ACCJC and to team members in preparation for the scheduled mid-October site visit.

Co-Chairs:
Timothy Stewart, Faculty, Interior Design
Tim McGrath, Dean of Student Learning

Members:
Cynthia Barnett, Faculty, Sociology
Lori Bennett, Dean of Student Learning
Dan Brown, Dean of Student Learning
Martin Chetlen, Faculty, Computer Science
Kathy Colborn, Registrar
Howard Davis, Athletics Director
Patricia Ewins, Dean of Student Learning
Beth Gillis-Smith, Faculty, English
Faten Habib, Librarian
Clint Harper, PhD, Faculty, Engineering/Physical Science/Physics
Ranford Hopkins, Faculty, History
Svetlana Kasalovic, Faculty, Graphics/Multimedia
Norma Letinsky, Faculty, Learning Disabilities and Assistive Computer Technology Specialist
Letrisha Mai, Faculty, Counseling, Articulations
Sharon Manakas, College Nurse
Norman Marten, Faculty, Biology
Lisa Miller, PhD, Dean of Student Learning
Sharon Miller, Student Activities Specialist

Inajane Nicklas, Dean of Student Learning
Al Nordquist, Dean of Student Learning
Paul Pagson, Coordinator, EOPS
Del Parker, Faculty, Physical Education
Curtis Paul, Faculty, Mathematics
Rolland Petrello, Faculty, Communication Studies
Lisa Putnam, Coordinator of Institutional Research
Robert Salas, Faculty, Dance
Brenda Shubert, Executive Vice President of Student Learning
John Sinutko, Director of Facilities, Maintenance and Operations
Danielle Skornik, Associated Students, Director of Academic Affairs
Julius Sokenu, Ed.D., Dean of Student Learning
Omar Torres, Faculty, Chemistry
Richard Torres, Outreach Specialist
Ron Wallingford, Faculty, Astronomy/Physics
Timothy Weaver, Adjunct Faculty, Business
Helga Winkler, Faculty, World Languages
Brenda Woodhouse, Faculty, Exotic Animal Training and Management

Co-Chairs:
Corey Wendt, Faculty, Counseling
Lisa Miller, PhD, Dean of Student Learning

Members:
Jeff Baker, PhD, Faculty, English
John Baker, PhD, Faculty, Anthropology
Cynthia Barnett, Faculty, Sociology
Perry Bennett, Faculty, World Languages
Lori Bennett, Dean of Student Learning
Dan Brown, Dean of Student Learning
Steve Callis, Adjunct Faculty, Graphics/Media
Martin Chetlen, Faculty, Computer Science
Kathy Colborn, Registrar
Christine Cole, Faculty, Mathematics
Sherry D'Attile, Coordinator, ACCESS
Howard Davis, Athletics Director
Rex Edwards, PhD, Faculty, Economics
Patricia Ewins, Dean of Student Learning
Tracy Franks, Faculty, Counseling
Faten Habib, Librarian
Clint Harper, PhD, Faculty, Engineering/Physical
    Science/Physics
Carol Higashida, Coordinator, Health Sciences
Kim Hoffmans, Ed.D, Dean of Student Learning
Ranford Hopkins, Faculty, History
Ed Knudson, Executive Vice President of Student
    Learning
Norma Letinsky, Faculty, Learning Disabilities and
    Assistive Computer Technology Specialist
John Loprieno, Faculty, Theater

Sharon Manakas, College Nurse
Lisa Miller, PhD, Dean of Student Learning
Sharon Miller, Student Activities Specialist
Mary Mills, Faculty, Computer Information
    Systems
Inajane Nicklas, Dean of Student Learning
Paul Pagson, Coordinator, EOPS
Del Parker, Faculty, Physical Education
Rolland Petrello, Faculty, Communication Studies
Lisa Putnam, Coordinator of Institutional Research
Robert Salas, Faculty, Dance
Donna Santschi, Administrative Assistant IV
Uri Segal, Associated Students, Director of Public
    Relations
Cynthia Sheaks-McGowan, Faculty, Child
    Development
Sydney Sims, PhD, Faculty, English
John Sinutko, Director, Facilities, Maintenance
    and Operations
Julius Sokenu, Ed.D, Dean of Student Learning
Timothy Stewart, Faculty, Interior Design
Omar Torres, Faculty, Chemistry
Richard Torres, Outreach Specialist
Timothy Weaver, Faculty, Business
Brenda Woodhouse, Faculty, Exotic Animal
    Training and Management

Introduction
Julius Sokenu, EdD, Dean of Student Learning
Kim Hoffmans, EdD, Dean of Student Learning
Steve Callis, Faculty, Photography
Felicia Torres, Administrative Assistant II

Standard 1A Mission
Sherry D'Attile, Coordinator of ACCESS, co-chair
Kim Hoffmans, EdD, Dean of Student Learning, co-chair
Vicki Budre, Associated Students (2008-2009)
Cathy Kriss, Student Services Technician, ACCESS
Kathy Colborn, Registrar
Jill McCall, Faculty, Speech
Omar Torres, Faculty, Chemistry
David Weinstein, Faculty, Mathematics

Standard 1B Institutional Effectiveness
Lori Bennett, Dean of Student Learning, co-chair
Lisa Putnam, Coordinator of Institutional Research, co-chair
John Baker, PhD, Faculty, Anthropology
Cynthia Barnett, PhD, Faculty, Sociology
Kathy Colborn, Registrar
Tracy Corbett, Accounting Technician II
Robert Darwin, Faculty, Radiologic Technology
Gail Wirth Gurrola, Assistant Registrar
Carol Higashida, Coordinator of Health Sciences

Standard 2A Instructional Programs
Lisa Miller, PhD, Dean of Student Learning, co-chair
Rolland Petrello, Faculty, Communication Studies, co-chair
Lee Ballestero, Faculty, Political Science
Vail Keck, Faculty, Music
Lisa Putnam, Coordinator of Institutional Research
Maureen Rauchfuss, Matriculation Specialist II
Debbie Ritchie, Faculty, Mathematics
Robert Salas, Faculty, Dance
Donna Santschi, Administrative Assistant IV
Fred Schaak, Faculty, Mathematics
Danielle Skornik, Associated Students (2008-2009)

Standard 2B Student Support Services
Patricia Ewins, Dean of Student Learning, co-chair
Timothy Stewart, Faculty, Interior Design, co-chair
Norma Letinsky, Faculty, Learning Disabilities and Assistive Computer Technology Specialist
Letrisha Mai, Faculty, Counseling, Articulation
Sharon Manakas, College Nurse
Mark Moore, Adjunct Faculty, Political Science
Richard Torres, Outreach Specialist
Corey Wendt, Faculty, Counseling
Brenda Woodhouse, Faculty, Exotic Animal Training and Management

Standard 2C Library and Support Services
Inajane Nicklas, Dean of Student Learning, co-chair
Curtis Paul, Faculty, Mathematics, co-chair
Beth Gillis-Smith, Faculty, English
Lee Ballestero, Faculty, Political Science
Faten Habib, Librarian
Mary LaBarge, Associate Librarian
Kathryn Adams, Faculty, English, Writing Center

Standard 3A Human Resources

Patricia Ewins, Dean of Student Learning, chair
Patricia Parham, Vice Chancellor of Human Resources, District Administration Center

Standard 3B Physical Resources

Lisa Miller, PhD, Dean of Student Learning, co-chair
John Sinutko, Director of Facilities, Maintenance and Operations, co-chair
Tim McGrath, Dean of Student Learning
Del Parker, Faculty, Physical Education
Sunni Piquet, Faculty, AutoCAD/Drafting
Ron Wallingford, Faculty, Astronomy

Standard 3C Technology Resources

Lisa Miller, PhD, Dean of Student Learning, co-chair
Martin Chetlen, Faculty, Computer Science, co-chair
Christine Cole, Faculty, Mathematics
Marcos Enriquez, Faculty, Mathematics
Jeff Erskine, Supervisor, Network and Technical Services
Svetlana Kasalovic, Faculty, Graphics/Multimedia
Tim McGrath, Dean of Student Learning
Jeffery Felberg, student

Standard 3D Financial Resources

Darlene Melby, Business Manager, co-chair
Michele Perry, Bookstore Manager, co-chair
Sue Johnson, Vice Chancellor of Business and Administrative Services, District Administration Center
Tracy Corbett, Accounting Technician
Iris Ingram, Vice President of Business Services
Clint Ragan, Accounting Technician

Standard 4A Decision-Making Roles and Processes

Jeff Baker, PhD, Faculty, English, co-chair
Julius Sokenu, EdD, Dean of Student Learning, co-chair
Giselle Aguilar, Counseling Assistant
Lee Ballestero, Faculty, Political Science
Dennis Harvey, Project Placement Specialist
Ryan Krebs, Associated Students (2008-2009)
James Pilkington, Associated Students (2008-09)
Margaret Tennant, Faculty, Psychology, co-chair (2008-2009)

Standard 4B Board and Administrative Organization

Dan Brown, Dean of Student Learning, co-chair
Howard Davis, Athletics Director, co-chair
Nils Slattum, Faculty, English, co-chair (2008-2009)
Steve Burkhart, Faculty, Physical Education
Patty Colman, Faculty, History
Diane Costabile, Administrative Assistant II
Allam Elhussini, Accounting Clerk I
Susan Kinkella, Faculty, History
Lauren Lewow, Associated Students (2008-09)
Margaret Ramos, Scholarship Technician
Richard Torres, Outreach Specialist

Eligibility Requirements for Accreditation

Moorpark College meets all eligibility requirements established by the Accrediting Commission for Community and Junior Colleges.

1. Authority

Moorpark College is authorized to operate an educational institution and to award degrees by the California Community College Chancellor's Office, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC), and the U.S. Department of Education. The College has been recognized as a degree-granting institution by WASC since June 16, 1969.

2. Mission

The institution's mission clearly defines its role as a degree-granting institution dedicated to providing higher education opportunities for local residents in a student-centered framework. The mission statement is periodically reviewed by the college community and approved by the Board of Trustees, most recently in February 2004. The Mission Statement of Moorpark College defines the College's educational purposes, student population, and commitment to student learning, demonstrating that the College offers programs and services accessible to the community.

3. Governing Board

As an independent policy-making institution, the Ventura County Community College Board of Trustees is accountable to the residents of Ventura County. The Board is composed of six elected members, five elected to represent specific geographic areas of the community and one student representative elected annually by students at the three constituent colleges of the Ventura County Community College District. The Board is responsible for ensuring that fiscal resources are sufficient to maintain the quality and integrity of instructional programs, policies, and procedures. Board members annually complete a conflict of interest statement certifying that they do not hold any employment, family, or personal financial interest in the institution. Board members' terms of office are staggered to provide continuity of this body. Officers are elected among the board members at the annual organization meeting.

4. Chief Executive Officer

The Chief Executive Officer of the Ventura County Community College District is the Chancellor, who is appointed by and reports to the Board of Trustees. The Chancellor's full-time position is to provide effective leadership for this three-college District by implementing Board policies, managing resources, and ensuring compliance with statutes and regulations. The Chief Executive Officer of Moorpark College is the College President, who is appointed by the Board of Trustees and reports to the Chancellor. The College President's full-time position is to fulfill responsibilities parallel to those of the Chancellor at the college level.

5. Administrative Capacity

Moorpark College employs 11 managers, including one President, one Executive Vice President (Chief Instruction and Chief Student Services Officer), one Vice President of Business Services, six Deans of Student Learning, one Business Manager, and a Director of Facilities, Maintenance and Operations. The managers oversee staff who provide adequate support for the faculty and students of the College. The College maintains an administrative structure tailored to its student learning mission and conducive to an effective learning environment. All administrators possess appropriate qualifications, training, and experience.

6. Operational Status

Established in 1967, Moorpark College is the second oldest college in the Ventura County Community College District. The College received its most recent accreditation continuance from WASC/ACCJC in 2004. Between 15,000 and 16,000 students are enrolled at Moorpark College each fall and spring semester. Students' goals include completing transfer requirements, associate Degrees, career certificates, and skill attainment.

7. Degrees

Moorpark College offers a range of degree and certificate programs described in the *College Catalog* and online. A significant proportion of the students attending the College are pursuing degrees or certificates.

8. Educational Programs

Moorpark College offers a variety of educational and career-technical programs, including general education, transfer, and degree and certificate programs that are congruent with the missions established by the College, the Board of Trustees, and the California Community Colleges. All courses fulfill *California Code of Regulations, Title 5 Education* regulations, including those addressing collegiate-level quality and rigor. The degree programs are conducted with rigor and are of sufficient content and length, requiring the completion of 60 units.

9. Academic Credit

Institutional policies and transfer requirements as well as the awarding of credit are clearly and accurately described in the *Moorpark College Catalog*. Credit for coursework is awarded using the Carnegie Rule as stated in *California Code of Regulations, Title 5 Education* regulations and the Curriculum Handbook. For semester-length classes, one unit of credit is awarded for one hour of lecture per week, or three hours of laboratory activities per week.

10. Student Learning Achievement

Moorpark College conducts regular and systematic assessment of its programs. Improvement of student learning is the focus of program planning and review. Moorpark College is committed to improving student learning through the establishment of student learning outcomes in all courses and programs. Student learning outcomes, their measurement and the results of measurement are the subject of dialog in councils, committees, and department meetings. Program outcomes are published in the *Moorpark College Catalog* (identified as "Program Purposes"). Course level outcomes are published in each course outline of record. Graduation, transfer, and licensure examination pass rate history are published annually in the *Moorpark College Institutional Effectiveness Report*.

11. General Education

All associate degree programs require general education component. These general education courses are designed to ensure breadth of knowledge and promote intellectual inquiry. Students completing the Moorpark College general education program must demonstrate minimum competency in reading, written expression, and Mathematics. The quality and rigor of the general education courses are consistent with levels of quality and rigor appropriate to higher education.

12. Academic Freedom

Moorpark College and the VCCCD Board of Trustees support faculty members' rights to examine and test all knowledge appropriate to their disciplines. Intellectual freedom and independence are documented in the Board Policy and Administrative Procedure (BP 4030 and AP 4030). The Board Policy and accompanying procedure ensure that Moorpark College maintains an atmosphere in which intellectual freedom and academic independence thrive. This policy is based on the 1940 American Association of University Professor's definition of Academic Freedom.

13. Faculty

Moorpark College has an experienced and qualified core of full-time and part-time faculty to support its educational programs. The College employs 172 full-time faculty, and approximately 395 part-time faculty each semester. Each faculty member meets the qualification or its equivalent as articulated in the *Minimum Qualifications for Faculty and Administrators in California Community College, January 2006* published by the Office of the Chancellor for California Community Colleges. Through the recruitment and hiring process as established in Board Policy and Administrative Procedures, faculty candidates demonstrate competency and sufficient knowledge to teach their assigned classes. Credentials of full-time faculty are listed in the *Moorpark College Catalog*, and available in official personnel files.

14. Student Services

Under the direction of the Executive Vice President for Student Learning, the College provides services consistent with the Mission of the College to all students. Services provided assist students in moving through the stages in their college career. These services include registration, enrollment, matriculation, financial aid, scholarships, academic counseling, career and transfer advising, health services, library and learning resources, bookstore, computer access, tutoring, student government and clubs, accessibility services, extended opportunity program and services, international students, CalWORKs, and a child development center.

15. Admissions

Moorpark College is an open-access, public community college. The College's published admissions policies are consistent with the College's Mission. All high school graduates, California high school proficiency certificate holders, people 18 years or older and qualified concurrently enrolled high school students are invited to take courses. Open access extends to all college facilities, services, and courses, other than those with established prerequisites.

16. Information and Learning Resources

The Library and Learning Resources building is the primary repository of information and learning resources. The Library provides a wide-range of resources, including books, periodicals, instructional media for student use, and online databases. A Learning Center, Language Lab, Math Center, Writing Center, staff resource center, and an open-access computer lab for student use are housed in the Library and Learning Resources building. Assistive technology is available in these areas for students with disabilities. In addition, students have access to computers for studying and research in a variety of locations across campus, such as in the Career/Transfer Center, the Fountain Hall Atrium, and the Assistive Computer Technology Laboratory and in the Physical Sciences building. The campus also provides wireless Internet connection campus-wide for all students and faculty. Electronic resources, collection searching, library orientation, tutoring, and research assistance are available to all students, both on campus and online.

17. Financial Resources

As one of three colleges in the Ventura County Community College District, Moorpark College is funded by state general fund apportionment. The District maintains a minimum of 5% reserve fund. Moorpark College maintains a stable funding base, and maintains prudent financial management practices that ensure adequate financial resources to support its mission and educational programs. Resource allocation is an integral part of the program review and planning process. Resource allocations are developed with input from Program Plans. The process is monitored by participatory governance committees. Recommendations are made to the administration in this annual process.

18. Financial Accountability

The Ventura County Community College District and Moorpark College demonstrate financial accountability through the findings of an independent annual audit. There have been no material findings. In all fiscal matters, the College adheres to board-approved policies and procedures governing the responsible allocation of funds to support its educational programs and services.

19. Institutional Planning and Evaluation

The institutional planning and evaluation of Moorpark College draws direction from the College Mission, and is framed by the planning structure at the District level. The Board of Trustees and the District Chancellor authorizes the creation of the *District Educational Master Plan* and the accompanying *Strategic Plan*. The College anchors its mission, long-term *Educational Master Plan*, and the accompanying *Facilities Master Plan*, *Technology Strategic Plan*, mid-term *Strategic Plan*, and short-term Action Plans on the District framework. The components of Moorpark College's planning steps are documented in *Making Decisions at Moorpark College 2008-2010*.

The evaluation phase of college planning falls into two categories: institutional effectiveness and program improvement. Institutional effectiveness includes student achievement data and student demographic data. Program improvement includes annual program reviews and the five-column method for assessing student learning outcomes. Both of these categories come together in the annual Program Plans, which are used to renew the strategic plans on a three-year cycle. The annual Program

Plans are the basis for enrollment management and resource allocation (budget augmentation and the addition of faculty and staff).

The College's participatory governance committees and organizational councils contribute to institutional planning and evaluation through annual goal setting, year-end assessment of goal completion and committee process, and ongoing dialogue regarding learning and program improvement. Resource allocation recommendations come from the appropriate participatory governance committees based on the program plan requests and justifications. The institutional researcher and the District's research department regularly provide the College and programs with data necessary for planning and evaluation.

20. Public Information

Moorpark College publishes accurate and current information describing its purposes and objectives, admission requirements and procedures, rules and regulations, programs and courses, degree and certificate offerings, costs, refund policies, grievance procedures, academic credentials of faculty and administrators, and other relevant information in the *College Catalog*, *Schedules of Classes*, press releases, and other printed materials, and on the college website.

21. Relations with the Accrediting Commission

The VCCCD Board of Trustees and the Moorpark College community provide assurances that the College adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

Compliance Eligibility

Certification of Continued Compliance with Eligibility Requirements

The Education Committee for Accreditation (EdCAP) and Planning has had opportunity to review the eligibility requirements for accreditation. EdCAP agrees that Moorpark College continues to meet each of the 21 eligibility requirements for accreditation set by the Western Association of Schools and Colleges.
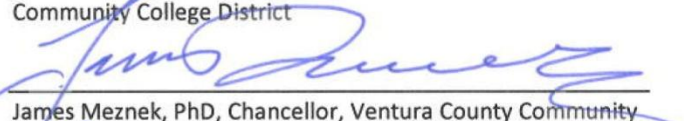
Statement of Assurance

We hereby certify that Moorpark College continues to comply with the eligibility requirements for accreditation established by the Western Association of Schools and Colleges.

Signatures and Dates

Robert O. Huber, Chair, Board of Trustees, Ventura County Community College District

James Meznek, PhD, Chancellor, Ventura County Community College District

Pam Y. Eddinger, PhD, President, Moorpark College

Edward Knudson, Executive Vice President, Moorpark College and Accreditation Liaison Officer

Descriptive Background and Demographics

The District

Ventura County Community College District (VCCCD) was created 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. The District Office is located in the City of Ventura, approximately 40 miles from the Moorpark College campus. A locally elected five-member Board of Trustees governs the District.

The College

The roots of the Moorpark College culture were planted 43 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 Moorpark College community. Moorpark College in 2010 reflects the vision of those who created this college to serve local students and the community.

Moorpark College was established in 1965 as a public community college by the Governing Board of the VCCCD. The first phase of construction began in August, 1965, financed by an $8 million bond. On September 11, 1967, the College opened its doors to 1,400 students and 50 faculty with seven buildings in place: Administration, Library, Science, Technology, Campus Center, Gymnasium, and Maintenance.

The campus is located on 150 acres of sloping hillside land in the eastern region of Ventura County. Undeveloped land circles the majority of the campus; two housing developments complete the perimeter. The College serves approximately 16,000 students by offering lower division university-parallel associate degree instruction, a variety of career technical education programs, and basic skills education.

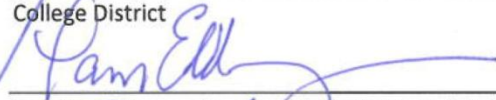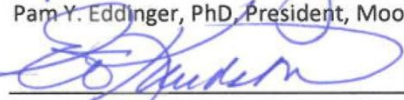The College facilities expanded over the subsequent decades and in 2002 a second bond was approved by the taxpayers, providing $104 million to the College for new construction and renovations. The growth of the academic programs and the need for accompanying facilities drove the physical expansion of the campus. Enrollment doubled in the first few years as the College added career-technical education to its existing transfer curriculum. By 1977, Moorpark College was known as an innovative institution because of its pioneering interdisciplinary studies, off-campus programs, and comprehensive student support services. The following timeline highlights developments over the past decades in a variety of areas, including academics, student services, administrative services, and facilities:

1970s

- ACCESS – Program for students with disabilities
- Laser Technology Program
- Exotic Animal Training and Management Program

1980s

- Enrollment reached 9,000
- Moorpark College Foundation established
- Nursing Program
- Child Development Center
- Applied Arts Building
- Humanities/Social Science Building
- Music Building
- Athletic stadium
- Amphitheater
- Observatory
- Enrollment reached 12,000 in 1987

1990s

- Radiologic Technology Program
- Computer-assisted Drafting Program
- Biotechnology Program
- First online courses in Business and Health Sciences
- Graphic Design Laboratory
- Performing Arts Center
- Membership in California Regional Consortium for Engineering Advances in Technology Education (CREATE)
- College website developed - www.moorparkCollege.edu.

2000s

- High School at Moorpark College (Middle College)
- Measure S Bond: $104 million in construction financing
- Library/Learning Resources Center
- Fountain Hall Renovation
- Tutoring/Learning Center
- Online Education Expansion
- Program for Accelerated College Education (PACE)
- New Child Development Center
- Academic Center under Construction
- Health Sciences Building under Construction
- Exotic Animal Training and Management Building under construction
- MyVCCCD Portal
- Enrollment reached 16,000 in Fall 2009
- Planning and Evaluation Milestones:
  - Fall Fling Annual College Planning Retreat established (2006)
  - *Making Decisions at Moorpark College*
  - *Educational Master Plan*
  - *Facilities Master Plan*
  - *Technology Strategic Plan*
  - *Strategic Plan*
  - Annual Program Plans and Evaluations
  - Annual Outcome Assessment Process

Moorpark College Demographic Information

City and County Populations
Official State Estimates: 2005 to 2009

Ventura County Cities/Unincorporated Areas	Estimated Population on January 1st					Change	
	2005	2006	2007	2008	2009	2005 to 2009	
Moorpark	35,597	35,668	35,929	36,620	37,086	1,489	4.2%
Simi Valley	120,686	122,248	123,766	125,002	125,814	5,128	4.2%
Thousand Oaks	126,344	127,170	126,936	127,984	128,564	2,220	1.8%
Camarillo	62,455	63,888	65,209	65,120	66,149	3,694	5.9%
Fillmore	15,132	15,125	15,155	15,538	15,639	507	3.4%
Oxnard	187,705	189,288	191,834	193,892	197,067	9,362	5.0%
Port Hueneme	22,568	22,326	22,216	22,090	22,171	-397	-1.8%
Ventura	105,460	106,317	106,847	107,705	108,787	3,327	3.2%
Santa Paula	29,101	29,023	29,049	29,389	29,725	624	2.1%
Ojai	8,104	8,125	8,084	8,114	8,157	53	0.6%
Sub-Total: Cities	713,152	719,178	725,025	731,454	739,159	26,007	3.6%
Unincorporated Areas	96,134	95,736	95,525	95,813	96,921	787	0.8%
Total: Ventura County	809,286	814,914	820,550	827,267	836,080	26,794	3.3%

Ethnicity of Residents in Ventura County

City	2009 Population	Ethnic Diversity 2000*				
		African American	Asian	Hispanic	Multi-Racial	White
Moorpark	37,086	1%	6%	28%	2%	62%
Simi Valley	125,814	1%	6%	17%	2%	73%
Thousand Oaks	128,564	1%	6%	13%	2%	78%
Camarillo	66,149	1%	7%	16%	2%	73%
Fillmore	15,639	0%	1%	67%	1%	31%
Oxnard	197,067	3%	7%	66%	2%	21%
Port Hueneme	22,171	6%	6%	41%	3%	43%
Ventura	108,787	1%	3%	24%	2%	68%
Santa Paula	29,725	0%	1%	71%	1%	26%
Ojai	8,157	1%	2%	16%	2%	80%

*Data more recent than 2000 not available by city. Ethnic groups not shown (American Indian, Pacific Islander and Other race) are less than 1% of county total.

Enrollment History: Fall 2005 to Fall 2009

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Total Enrollment	**13,704**	**14,360**	**14,926**	**15,839**	**16,237**
Percentage by Category					
Full Time Status	39.4%	41.9%	42.4%	41.3%	40.9%
Part Time Status	60.6%	58.1%	57.6%	58.7%	59.1%
Day Only	36.1%	37.3%	39.1%	39.6%	51.5%
Evening Only	26.2%	25.0%	22.0%	21.6%	14.3%
Day & Evening	37.6%	37.7%	38.9%	38.8%	34.2%

Employee and Student Demographics as of Fall 2009
Demographic Percentages of Ventura County Residents
(Estimate: 2006-2008)

Demographic Characteristics	MC Employees Fall 2009		MC Students Fall 2009		Ventura County 2006 – 2008
	Number	Percent	Number	Percent	Percent
Gender					
Female	416	55.5%	7,402	45.6%	49.9%
Male	333	44.4%	8,710	53.6%	50.1%
Unreported	1	0.1%	125	0.8%	---
Ethnicity					
African/American/Black	24	3.2%	387	2.4%	1.6%
Asian/Filipino/Pacific Islander	50	6.7%	1,562	9.6%	6.5%
Hispanic	85	11.3%	3,022	18.6%	37.4%
Native American	4	0.5%	185	1.1%	0.3%
White	505	67.3%	9,395	57.9%	51.9%
Other	0	0.0%	138	0.8%	2.3%
Unknown	82	10.9%	1,548	9.5%	0.0%
Age (in years)					
Under 30	32	4.3%	13,530	83.2%	42.7% *
30 – 39	130	17.3%	1,229	7.6%	13.4% *
40 – 49	176	23.5%	872	5.4%	14.5% *
50 – 64	350	46.7%	546	3.4%	18.2% *
Over 64	62	8.3%	60	0.4%	11.2%
Unknown	50		0		42.7% *

* Because the Census Bureau data are not presented in these *specific* age groups, the percentages for these groups were extrapolated from the data as they are reported by the Census Bureau.

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
City	N	%	N	%	N	%	N	%	N	%
Simi Valley	3,947	29	4,115	29	4,335	29	4,742	30%	4,855	30%
Thousand Oaks	2,073	15	2,146	15	2,139	14	2,278	14%	2,226	14%
Moorpark	1,632	12	1,647	11	1,654	11	1,779	11%	1,759	11%
Newbury Park	1,012	7	1,033	7	1,041	7	1,115	7%	1,115	7%
Westlake Village	386	3	397	3	397	3	519	3%	562	3%
Oak Park	292	2	309	2	339	2	385	2%	400	2%
Santa Rosa Valley							134	1%	129	1%
Somis	58	0	59	0	49	0	74	0%	72	0%
In Service Area	**9,400**	**69%**	**9,706**	**68%**	**9,954**	**67%**	**11,026**	**70%**	**11,118**	**68%**
Camarillo	1,136	8	1,210	8	1,227	8	1,191	8%	1,206	7%
Oxnard	215	2	208	1	264	2	277	2%	299	2%
Ventura	112	1	121	1	117	1	141	1%	199	1%
Fillmore	103	1	99	1	113	1	91	1%	119	1%
Santa Paula	30	0	23	0	39	0	44	0%	39	0%
Port Hueneme	27	0	21	0	34	0	37	0%	27	0%
In Ventura County	**1,623**	**12%**	**1,682**	**12%**	**1,794**	**12%**	**1,781**	**11%**	**1,889**	**12%**
Agoura Hills	524	4	549	4	594	4	596	4%	588	4%
Chatsworth	185	1	227	2	257	2	246	2%	252	2%
Northridge	300	2	280	2	324	2	219	1%	228	1%
Granada Hills	148	1	150	1	172	1	178	1%	153	1%
Canoga Park	289	2	292	2	327	2	172	1%	166	1%
Calabasas	144	1	183	1	196	1	160	1%	169	1%
Woodland Hills	141	1	151	1	141	1	142	1%	180	1%
Porter Ranch							102	1%	130	1%
West Hills	101	1	93	1	79	1	105	1%	126	1%
Reseda	91	1	84	1	96	1	81	1%	99	1%
North Hills	43	0	50	0	75	1	59	0%	59	0%
Malibu	32	0	36	0	44	0	40	0%	32	0%
Winnetka							62	0%	79	0%
Van Nuys							46	0%	54	0%
Tarzana	37	0	28	0	32	0	44	0%	50	0%
Encino	36	0	44	0	49	0	42	0%	48	0%
Other Cities	610	4	751	5	792	5	738	5%	817	5%
Other Areas	**2,681**	**20%**	**2,918**	**20%**	**3,178**	**21%**	**3,032**	**19%**	**3,230**	**20%**
Total College Enrollments	**13,704**	**100%**	**14,306**	**100%**	**14,926**	**100%**	**15,839**	**100%**	**16,237**	**100%**

Student Educational Goals: Fall 2005 to Fall 2009

General Categories	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Transfer to a Four-Year Institution	8,607	9,085	9,694	10,358	10,740
Obtain an AA/AS Only	734	760	786	873	909
Obtain a Two-Year Certificate Only	258	253	253	244	240
Continuing Education	774	913	798	782	844
Developmental Education	871	821	846	865	715
Undecided on Goal	2,371	2,417	2,377	2,508	2,561
Unknown/Uncollected	89	111	172	209	228

Degrees and Certificates Awarded: 2004-05 to 2008-09

	2004-05	2005-06	2006-07	2007-08	2008-09
Associate of Arts Degree	939	809	859	946	1,011
Associate of Science Degree	320	319	288	334	299
Total Associate Degrees	**1,259**	**1,128**	**1,147**	**1,280**	**1,310**
Certificate (6 to fewer than 18 units)	45	26	17	0	33
Certificate (18 to fewer than 30 units)	25	28	15	7	14
Certificate (30 to fewer than 60 units)	10	11	12	31	147
Certificate (60 or more semester units)	136	138	126	130	0
Total Certificate Awards	**216**	**203**	**170**	**168**	**194**

Student Transfers to UC or CSU: 2004-05 to 2008-09

	2004-05	2005-06	2006-07	2007-08	2008-09
UC System Transfers	223	250	304	317	296
CSU System Transfers	849	872	916	955	845
Total UC/CSU Transfers	1,072	1,122	1,220	1,272	1,141

Organization of the Institution

ORGANIZATION OF THE DISTRICT

Board of Trustees

VCCCD is governed by a five-member locally elected Board of Trustees (Board) and a student board member. The five Trustees are elected in even-numbered years to four-year terms by the voters of Ventura County. The Board is responsible for adopting policies that govern the business of the District and its colleges. The Chancellor, the District's Chief Executive Officer, is responsible for carrying out policies approved by the Board.

Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and regulations that affect academic matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on staff recommendations with input from various constituencies in the development and review process. The general public may comment at public board meetings on any policy consideration before the Board.

The role of the Board is to establish policies and procedures in keeping with the minimum standards established by the Board of Governors of the California Community Colleges, the California Education Code, and Title 5 Regulations. Existing policies and procedures appear in the Ventura County Community College District Board Policy Manual. Operating under Brown Act rules, the Board conducts policy development and administrative oversight of the District through (1) public board meetings, and (2) the delegation of authority to the Chancellor. Through the Board's delegation of administrative authority, the Board holds the Chancellor accountable for the administration of policies adopted by the Board and the conduct of District business (Board Policy 2430). The Board supports District personnel in the completion of their duties and ensures they have the requisite responsibility, adequate resources, and necessary authority to perform their assigned work tasks effectively.

Chancellor

The Chancellor is the Chief Executive Officer of the District and is responsible for the administration of the District in accordance with the policies established by the Board. The execution of all decisions made by the Board requiring administrative action is the responsibility of the Chancellor.

As a multi-college District, the Chancellor, serving as the Board's Chief Executive Officer is the District's Chief Administrator. With broad discretionary powers, the Chancellor reports directly to the Board and is responsible for overall operations of the District, including all programs and services involving educational development, student learning, human resources, facilities planning, business services, fiscal affairs, and legislative relations. The Chancellor is responsible for providing policy recommendations to the Board, strategic planning, establishing and maintaining an effective and efficient organization, educational leadership to the colleges, and for supporting District policies with state and local constituencies.

Vice Chancellor of Business and Administrative Services

The Vice Chancellor of Business and Administrative Services reports directly to the Chancellor and is the Chief Financial Officer for the District. The Vice Chancellor provides leadership and accountability for fiscal management, business services, annual audits, legal and risk management, information technology systems, health and safety concerns, the coordination of federal and state reporting for fiscal and facility operations, and overseeing construction projects funded by the recent general obligation bond issue. The Vice Chancellor of Business and Administrative Services chairs and works with district-wide participatory governance groups and committees and serves as a member of Chancellor's Cabinet executive team and District Chancellor's Consultation Council.

Vice Chancellor of Human Resources

The Vice Chancellor of Human Resources reports directly to the Chancellor and is the Chief Personnel Officer for the District. The Vice Chancellor of Human Resources provides leadership and accountability for human resources functions, including the development of human resources policies and procedures, labor relations, employee relations, contract administration, staff training and development, benefit administration, recruitment, hiring, classification, compensation, worker's compensation, records management and human resources information systems, and legal compliance. The Vice Chancellor of Human Resources works with and chairs district-wide participatory governance groups and committees, serves as a member of the Chancellor's Cabinet executive team and District Chancellor's Consultation Council, acts as liaison to the Personnel Commission and serves as Chief Negotiator for the District, representing the Board.
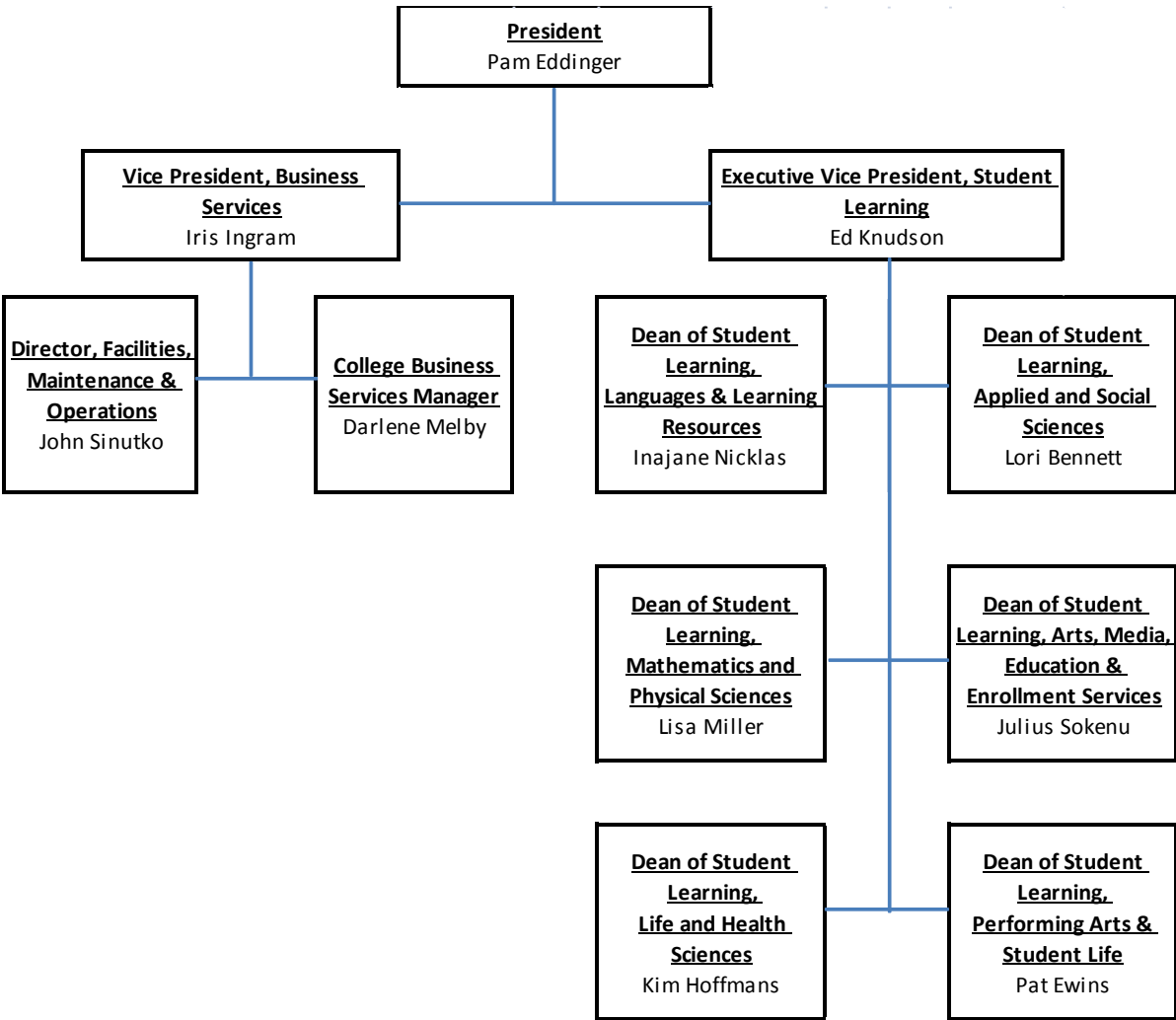
Presidents

The Presidents are the Chief Administrative Officers of the colleges and report directly to the Chancellor. The Presidents are responsible for day-to-day operations of the total College programs and provide leadership and coordination for the college community. The three Presidents serve as members of the Chancellor's Cabinet executive team and District Chancellor's Consultation Council.

The Chancellor has delegated certain powers and duties to the College Presidents. In turn, each President provides leadership and advocacy for his or her campus at both the local and District level and is responsible and accountable for the institution's programs, services, and operations. The Presidents are responsible to the Chancellor to ensure the appropriate implementation of District policies. Additionally, each college President represents his or her College in the communities served by the College and is responsible for maintaining effective communication among faculty, students, staff, and administration. The Presidents are responsible for working with constituent communities in the review of current District policies and administrative procedures.

Personnel Commission

The Personnel Commission prescribes, amends, and interprets rules and regulations to ensure the efficiency of the classified service, conducts recruitment and selection processes for classified employees, and maintains a classification plan, including conducting classification studies. The Personnel Commission also investigates and hears appeals of permanent classified employees who have been suspended, demoted, or dismissed.

President
Pam Eddinger

Vice President, Business Services
Iris Ingram

Executive Vice President, Student Learning
Ed Knudson

Director, Facilities, Maintenance & Operations
John Sinutko

College Business Services Manager
Darlene Melby

Dean of Student Learning, Languages & Learning Resources
Inajane Nicklas

Dean of Student Learning, Applied and Social Sciences
Lori Bennett

Dean of Student Learning, Mathematics and Physical Sciences
Lisa Miller

Dean of Student Learning, Arts, Media, Education & Enrollment Services
Julius Sokenu

Dean of Student Learning, Life and Health Sciences
Kim Hoffmans

Dean of Student Learning, Performing Arts & Student Life
Pat Ewins

Participatory Governance Groups

The following standing collegial groups provide a means for effective decision-making throughout VCCCD, clarifying how proposals move from concept to Board adoption. The relationship of various College groups to District groups is mapped, and the respective role and authority of each group is defined.

DISTRICT-LEVEL GROUPS

Chancellor's Cabinet

The Chancellor's Cabinet is the executive leadership body of the District. It consists of the Presidents, Vice Chancellors, and Director of Administrative Relations. Chaired by the Chancellor, the Chancellor's Cabinet meets weekly to discuss and make decisions on policy matters, fiscal operations and planning, legal affairs, and matters of the District.

District Chancellor's Consultation Council

District Chancellor's Consultation Council (DCCC) is the representative body designed to support governance processes at each college, assist in district-wide participatory governance, and serve as the district-wide strategic planning body of VCCCD. DCCC is chaired by the Chancellor and consists of leadership of various stakeholder groups within VCCCD, including, but not limited to, Vice Chancellors, Presidents, Academic Senate, Classified Senate, and student representatives. To date, the primary role has been to develop and complete the VCCCD Master Plan, ongoing Board agenda review prior to Board action, and review of Board Policy and Administrative Procedures. This role will be expanding to include systematic discussions of policies and procedures and monitoring district-wide compliance with Accreditation Standards.

District Council on Administrative Services

The District Council on Administrative Services (DCAS) advises the Chancellor and District Chancellor's Consultation Council on budget policy, development, and implementation, including, but not limited to, the District allocation model, business policies, and procedures.

The Chancellor's designee to convene this committee is the Vice Chancellor of Business and Administrative Services, and the suggested membership from each college is the Vice President of Business Services, Academic Senate President, and Classified Representative. In addition, there is one student representative for the District, and the faculty collective bargaining unit (AFT) appoints a representative. District budget office staff provides support to DCAS. District Council on Human Resources

District Council on **Human Resources**

The District Council on Human Resources (DCHR) is advisory to the Chancellor on human resources policies and procedures. This charge includes developing the first draft of Board policies on human resources; developing the first draft of District procedures to implement the related board policies on human resources; reviewing implementation processes that accompany innovations in technology to support human resources; and facilitating discussion on common interests among the three colleges with regard to human resources issues.

The Chancellor's designee to convene this advisory committee is the Vice Chancellor of Human Resources, and the suggested membership from each college and District Administrative Center is three Executive Vice Presidents, an Academic Senate President, a Classified Representative, and Human

Resources Department manager(s). In addition, the two collective bargaining units appoint a representative.

District Council on Student Learning

The District Council on Student Learning (DCSL) focuses on student learning issues related to district-wide: (1) educational planning and program development, (2) policies and procedures, (3) course and program review, and (4) federal and state compliance. The DCSL establishes subcommittees or task forces, as necessary. Responsibility for chairing the DCSL is shared on a rotating basis among the three colleges, with the Executive Vice President (EVP) and Curriculum Committee Chair serving as co-chairs of this council.

District Technical Review Workgroup

The District Technical Review Workgroup (DTRW) is a Chancellor's advisory group that reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW is responsible for reviewing new and substantively revised courses and programs prior to submission to the Chancellor and the Board of Trustees. The Chancellor holds the DTRW responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW may choose to review and provide advice regarding the interpretation of curricular regulations. The Chancellor appoints a staff member to serve as his representative on this workgroup. This representative co-chairs the workgroup with a faculty member. The home college for the faculty co-chair is rotated among the three colleges, and the maximum term for a faculty co-chair is one year. Administrative Technology Advisory Committee

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. 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.

Ad hoc committees are assigned specific components of projects as needed. The Chancellor's designee to convene this advisory committee is the District Associate Vice Chancellor of Information Technology. The suggested membership from the District is the Vice Chancellor of Business and Administrative Services, Vice Chancellor of Human Resources, Director of Administrative Relations, District Information Technology Project Support Staff, and the suggested membership from each college is the Executive Vice President of Student Learning and Vice President of Business Services.

Distance Learning Task Force

The Distance Learning Task Force (DLTF) advises the Chancellor, through the Administrative Technology Advisory Committee (ATAC), on issues, policies, and needs of the District and colleges in the area of technologies needed for teaching and learning including, but not limited to, coordination and implementation of District and College distance education plans, and policies and procedures to sustain the distance education activities within VCCCD.

Recommendations on topics within the 10 areas identified in Assembly Bill 1725 are referred to the College Curriculum Committees or the colleges' Academic Senates for approval and action in accordance with operating agreements of District governance.

The Chancellor's designee to convene this advisory committee is the District Associate Vice Chancellor of Information Technology, and the suggested membership from each college is the Executive Vice President of Student Learning, Academic Senate President, and Faculty Members appointed by each Academic Senate.

COMMUNITY INVOLVEMENT

College Foundations

The three college foundations are 501(c)(3) charitable organizations that support and advance the educational and student services provided by the colleges. At each college, the Foundation Board of Directors is the organizational authority for the Foundation and includes public members and institutional members. The Foundations raise and distribute funds for student scholarships and special projects.

Citizens Oversight Committee

The Citizens Oversight Committee (COC) was established in May 2002 as a result of the passage of Measure S, a $356.3 million bond issue for construction and rehabilitation of facilities on the three college campuses and the Camarillo site. The COC has statutory responsibility to inform the public concerning VCCCD's expenditure of revenues received from the sale of Measure S bonds. The COC also is responsible for the preparation and presentation of an annual report to the Board related to the Measure S Bond program expenditures and activities. Seven members serve on the COC, representing groups such as student government, the business community, senior citizens' organization, a taxpayers' organization, and a foundation member affiliated with the VCCCD.

COLLEGE-LEVEL GROUPS

Academic Senates

Full-time and part-time faculty members at each college are represented in participatory governance by an Academic Senate. The Academic Senate at each college assumes primary responsibility for making recommendations in the areas of curriculum, academic standards, and other areas of professional and academic matters identified in Assembly Bill 1725. The Board functions with the colleges' Academic Senates in academic and professional matters under the mutual agreement option (Board Policy 2510). Through the three Academic Senates and their college governance structure, recommendations are made to the each college administration and the District on specific academic and professional matters regarding curriculum.

Full-time and part-time faculty members within VCCCD are represented in collective bargaining by a chapter of the American Federation of Teachers, which operates under a contract negotiated and approved by its members. The two bodies that represent VCCCD faculty are compatible; the Academic Senates are responsible for professional and academic matters, while the chapter of the American Federation of Teachers responds to matters within the scope of salary, benefits, and working conditions.

Academic Senates appoint faculty members to district-wide participatory governance groups. In addition, provisions of the negotiated contract include appointment of faculty members to specific District and college participatory governance groups to represent the American Federation of Teachers.

Classified Senates

Classified staff members at each college and the District Administrative Center are represented in participatory governance by a Classified Senate. Classified staff members 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 or will have a significant effect on them.

Classified staff members at each college are represented in collective bargaining by the Service Employees International Union, Local 99, including all regular, permanent and probationary, full-time and part-time merit system classified employees in Units "A" and "B" as certified by the Los Angeles Regional Director of the Public Employment Relations Board. This collective bargaining unit conducts elections to appoint classified staff to District and College participatory governing groups in the areas that have or will have a significant effect on staff and that are outside the scope of collective bargaining.

Associated Students

Students at each college are represented by an Associated Student Government organization composed of an elected Board of Directors. Each college's student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on district-wide participatory governance groups. In their role representing all students, they offer opinions and make recommendations to College administration and to the Board with regard to policies and procedures that have or will have a significant effect on students. The Academic Senate at each college is required by law to consult with their counterpart Associated Student Government prior to making recommendations that impact students' interests.

Moorpark College Standing Committees

- Curriculum Committee
- Education Committee for Accreditation and Planning (EdCAP)
- Facilities Committee for Accreditation and Planning (FacilitiesCAP)
- Technology Committee for Accreditation and Planning (TechCAP)
- Fiscal Planning
- Faculty Development

Moorpark College Organizational Groups

- Administrative Council
- Deans' Council
- Student Services Council
- Vice Presidents' Council

Moorpark College Advisory Committees

- Campus Environment
- Learning Communities
- Program for Accelerated College Education - PACE
- Safety
- Wellness

Moorpark College Project Groups

- Multicultural Day
- One Campus, One Book
- Year of… (College theme)

Functional Mapping

The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions requiring administrative action. The Chancellor may delegate authority and responsibility for specific functions to each college President. In a decentralized college District, and with the guiding principle that supports and maintains the philosophy of college autonomy, this District is basically structured in such a way that the colleges have primary authority over educational programs and student services functions while the District Office has centralized certain functions related to human resources, fiscal and budgetary oversight, construction and capital outlay, and technological support. The relationships are symbiotic as opposed to duplicative. The goal is to provide communication and support collaboration between the colleges and the District. The colleges have broad oversight of instructional responsibilities while the District primarily ensures compliance with applicable statute and regulatory parameters.

BUDGET DEVELOPMENT AND REPORTING

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services

The Board delegates budget development to the District under the leadership of the Vice Chancellor of Business and Administrative Services. While the Board retains its fiduciary responsibility for fiscal oversight, the District is responsible for establishing and maintaining the budget, in consultation with the colleges.

The District develops the annual Budget Assumptions and establishes the revenue and district-wide fixed cost budgets. A formula for the distribution of funds to the colleges and other District operations has been established through a participatory process. This formula has been refined annually with input from the district-wide budget development committee comprised of faculty leaders, classified staff, and administrators throughout the District. Once funds are distributed, the colleges and administrative departments are responsible for the planning and budgeting of college priorities as well as the expenditure and monitoring of funds within the constraints of local, state, and federal laws.

The District budget office also maintains position control and provides state budget reporting, attendance accounting, Management Information Systems (MIS), and Integrated Postsecondary Education Data Systems (IPEDS) reporting.

Once funds are distributed, the colleges and administrative departments are responsible for the planning and budgeting of college priorities as well as the expenditure and monitoring of funds within the constraints of local, state, and federal laws. The Vice Presidents of Business Services allocate college discretionary funds to departments, disciplines, and programs and initiate any requirements for new accounts or changes in allocations to accounts that do not affect the overall College discretionary fund.

CAFETERIAS/BOOKSTORES

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services

The cafeterias and bookstores, under the leadership of the Vice President of Business Services, are managed and operated at each college. The District is responsible for the coordination and collaboration of the three sites to ensure consistent application of policies and procedures and standard business practices.

CLASSIFICATION AND COMPENSATION

District – Vice Chancellor of Human Resources
Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

Under direction of the Vice Chancellor of Human Resources and the Personnel Commission, the Director of Employment Services/Personnel Commissions oversees the functions of classification and compensation, including conducting position classification studies, establishing classifications, and recommending salaries. College administrators are responsible for assigning responsibilities to positions, which provides the basis for position classifications.

COMMUNICATIONS, MARKETING, AND PUBLIC RELATIONS

District – Director of Administrative Relations
Colleges – Presidents, Presidents' Designee(s)

The Director of Administrative Relations reports directly to the Chancellor and is responsible for promoting VCCCD internally and externally through a variety of communication initiatives, marketing District and College brands in print/electronic publications, and managing media relations district-wide. The Director of Administrative Relations has an informal reporting relationship with the College Presidents and collaborates with each President and/or his/her designee(s) to promote public relations related to the college and facilitate information electronically and in print regarding college programs, services, news, and events. The Presidents and/or Presidents' designee(s) are responsible for internal college communications and content of the colleges' websites, employee portals, and student portals, with the exception of the news, events, and marketing-related areas of each website and portal. Content of the news, events, and marketing-related areas of the colleges' websites and portals are the responsibility of the Director of Administrative Relations in collaboration with the College Presidents and/or his/her designee(s).

Content management responsibilities for the District website and employee portal are a collaborative effort of IT, Director of Administrative Relations, and designated content publishers in District departments. IT collaborates with the Director of Administrative Relations regarding functional or design changes to the District website and portals that impact content and branding.

CONTRACT ADMINISTRATION AND LABOR RELATIONS

District – Vice Chancellor of Human Resources
Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

The Vice Chancellor of Human Resources serves as Chief Negotiator for the District, representing the Board. The Vice Chancellor of Human Resources has primary responsibility for contract administration and ensuring compliance. College managers are responsible for adhering to contract provisions and researching and responding to alleged contract violations. Representative college managers also serve as members of the District's negotiation team and provide input regarding changes needed in contract language.

District – Dean of Economic Development
Colleges – Presidents, Executive Vice Presidents, Vice Presidents

Economic and Workforce Development is a district-wide operation under direction of the Chancellor. The District Dean of Economic Development has primary responsibility for developing and administering district-wide economic, not-for-credit career education, and workforce development programs that serve local workforce needs. Responsibilities include providing assessment, testing services, and customized, training; responding to mandated training requirements and new legislation; outreach to high schools, special populations, and the community; and creating and maintaining partnerships with various business and industry organizations to address local workforce education and training needs.

The District Dean and the colleges work collaboratively to implement strategies for achieving college goals and objectives related to career/occupational/workforce education. Input and request for Economic Development services are made through the President of each college within the Chancellor's Cabinet.

EMERGENCY PLANNING

District – Vice Chancellor of Business and Administrative Services
Colleges – Presidents, Incident Commander, Emergency Response Team

Under direction of the Vice Chancellor of Business and Administrative Services, the Chief of Police, with shared responsibility with the Director of General Services and Associate Vice Chancellor of Information Technology, implements and coordinates the District's emergency plan as mandated by the State of California, Office of Emergency Services. Responsibilities include updating the emergency plan, coordinating all training, maintaining emergency response teams, and maintaining inventory of emergency equipment and supplies.

The District maintains an Emergency Preparedness and Response Plan, with emergency response teams at each college and the District Administrative Center. The plan is designed to effectively coordinate the use of college and community resources to protect life and property immediately following a major natural, accidental disaster or emergency, and continuity of campus operations. The plan provides for multiple level emergency response organization and is intended to structure and facilitate the flow of emergency information and resources within and between organizational levels: field response, local government, and operational areas and regions.

Each college Incident Commander provides management of the College Emergency Response Team and provides support to the College President during an emergency. The colleges' Incident Commanders also work with the District Office to provide training and technical expertise to faculty, staff, and administration in areas of safety, environmental health, and emergency services.

EMPLOYEE BENEFIT ADMINISTRATION

District – Vice Chancellor of Human Resources

The Vice Chancellor of Human Resources is responsible for benefit administration, including carrier negotiations and directing broker activities. Under direction of the Vice Chancellor of Human Resources, the Director of Employment Services/Personnel Commission is responsible for administration of the various plans.

District – Vice Chancellor of Human Resources
Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

Under direction of the Vice Chancellor of Human Resources, the District Director of Human Resources Operations administers the employee performance and evaluation function and provides counsel and direction to college managers and other District departments. College administrators are primarily responsible for employee performance management and evaluation.

ENVIRONMENTAL AWARENESS

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services

Under direction of the Vice Chancellor of Business and Administrative Services, the Director of General Services is responsible for environmental awareness for the District Administrative Center and coordinates with the colleges for centralized services and processes. The District is committed to a sustainable future by educating staff and students of practices and processes available and implements programs to increase efficiency, conserve resources, and reduce the District's carbon footprint.

Each college has a committee that is responsible for environmental awareness at the college and makes recommendations to College administration and/or the District for improvements.

FACILITIES AND PLANNING

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services

The District has the responsibility for procurement, construction, maintenance, and operations of all VCCCD facilities and construction projects. The Director of Facilities, under the leadership of the Vice President of Business Services, coordinates contracts, leases, facilities planning, construction, and maintenance and operations at each college. The colleges develop facilities master plans and scheduled maintenance priorities that reflect the educational and student support needs of the institutions. These plans form the basis for master planning and facilities development at VCCCD.

The District is also responsible for major construction Board projects (Measure S), including the procurement and construction of several major facilities throughout VCCCD. The District, through the services of a consultant, works very closely with college leadership in the design, planning, and build-out of each project. The District is also responsible for reporting and responding to the Measure S Citizens' Oversight Committee on all matters pertaining to bond projects.

FISCAL OVERSIGHT

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services

The District has primary responsibility for administering policy and procedures related to the expenditure of funds and has full audit compliance responsibility. Once a budget is developed and approved by the Board, the colleges have autonomy in determining campus expenditures so they can fulfill the College Missions. The District is responsible for the annual audit and works with the colleges to ensure that revenue and expenditure management conforms to appropriate accounting practices and statutes. The District provides for central coordination of purchasing, accounting, grants, and contract management, accounts payable, and payroll activities. The District is fiscally independent.

GRANTS

District – Vice Chancellor of Business and Administrative Services
Colleges – Presidents, Executive Vice Presidents, Vice Presidents

Grant development is a shared responsibility between the colleges and the District. The colleges identify grant funding/renewal opportunities and intent to participate. The District reviews grant funding/renewal requests for viability, fiscal compliance, and College Mission alignment and advances requests for consideration and approval to the Chancellor's Cabinet. If approved, the District submits grant proposals to the funding agencies. The colleges implement and manage their projects, including monitoring budgets and completing required reporting. The District provides ongoing technical assistance through project closeout.

INFORMATION TECHNOLOGY

District – Vice Chancellor of Business and Administrative Services
College – Vice Presidents of Business Services

Information technology and computing services support are provided by the District's IT Department, with personnel located at the District Administrative Center and at each college. The District Information Technology organization provides support for the District's administrative computing, networking infrastructure, telecommunications, data center operations, web services, central Help Desk, and support and development for district-wide applications. Support for local campus applications and instructional labs and classrooms at the colleges are provided by IT personnel located at the college. The Associate Vice Chancellor of Information Technology reports to the Vice Chancellor of Business and Administrative Services. At the colleges, the college Technology Services Supervisor reports to the Director of Technology Support Services located at the District, with liaison responsibility to the college Vice President of Business Services. Operational responsibility for the Finance Systems and the Human Resources System resides with the respective Vice Chancellor for each functional area. Operational support for the Student Information System resides at the colleges under the respective Executive Vice President. Technology security is the responsibility of the District.

INSTITUTIONAL RESEARCH

District – Chancellor
Colleges – College Researchers

Institutional Research is a district-wide operation under direction of the Chancellor. It consists of a central component responsible for district-wide studies, data definition, and report coordination, as well as college-based researchers at each college. The District is responsible for annual accountability reporting and developing a culture of evidence for VCCCD. The college-based researchers report to the colleges for work direction and research priorities, along with an informal reporting relationship with the District for training, research protocols, data system management, and additional support for projects.

District – District Technical Review Workgroup
Colleges – Executive Vice Presidents

Curriculum development, as well as provision of academic programs, is the responsibility of the colleges' Executive Vice Presidents of Student Learning. The District Technical Review Workgroup (DTRW) is a district-wide advisory group that reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW is responsible for reviewing new and substantively revised courses and programs prior to submission to the Chancellor and Board of Trustees. The Chancellor holds the DTRW responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW may choose to review and provide advice regarding the interpretation of curricular regulations.

LEGAL SERVICES

District – Vice Chancellor of Business and Administrative Services and Vice Chancellor of Human Resources

The Vice Chancellor of Business and Administrative Services and the Vice Chancellor, Human Resources are responsible for legal compliance and mandates, managing current and potential litigation, investigations, and resolutions, and overseeing reporting, monitoring, and training.

POLICE AND COLLEGE SAFETY

District – Chief of Police
Colleges – Vice Presidents of Business Services and Police Lieutenants

Campus safety, traffic, and parking operations are the responsibility of the District. The College Police Department is a centralized operation reporting to the Chief of Police, who in turn reports to the Vice Chancellor, Business and Administrative Services. The Police Department includes P.O.S.T.-certified police officers and three campus Lieutenants, along with a contracted central dispatch for emergency operations. Resources are managed and deployed centrally, and the Lieutenants work with the Chief of Police to provide each college with continuous coverage seven days a week. College Police Lieutenants are the daily liaison with college administration through the Vice Presidents of Business Services to ensure safety of students, faculty, staff, and college physical assets.

PURCHASING AND CONTRACTS

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services, Deans, and Other Administrators

Under direction of the Vice Chancellor of Business and Administrative Services, the Director of General Services handles all procurement and contract administration activities for the District. The Purchasing Department competitively purchases a wide variety of materials, supplies, equipment, and contracts for services through a centralized purchasing system.

All agreements, memorandums of understanding, and contracts are reviewed and processed through the Purchasing Department. The Vice Chancellor of Business and Administrative Services has approval authority for all District contracts and agreements.

College administrative offices prepare purchase requisitions, identify specific products or services required, and forward the requisitions to District Purchasing for processing. The colleges notify District Accounting that a product or service has been satisfactorily received and payment can be made.

District – Vice Chancellor of Human Resources
Colleges – Presidents and Other College Administrators

Under direction of the Vice Chancellor of Human Resources and the Personnel Commission, the Director of Employment Services/Personnel Commission directs the activities and operations associated with the selection and hiring of Ventura County Community College District employees. The Director of Employment Services/Personnel Commission serves as the Director to the Commission, overseeing the personnel selection processes for the classified service.

College and District administrators submit requisitions through an online system to initiate the hiring process. Screening committees are established in accordance with hiring procedures, ensuring subject matter expertise, staff participation, and diversity. Classified employees, faculty, and managers participate in the screening process as prescribed by associated policy and procedures. The direct supervisor conducts reference checks for selected candidates.

For the selection of managers, college/District staff participates in developing screening materials, screening applicants, and conducting initial interviews. For academic management positions, screening committees recommend candidates to the College President and Chancellor for final consideration. For classified management positions, the Human Resources Department places candidates on eligibility lists based on their performance in the screening process. The College President/Vice Chancellor and the Chancellor conduct interviews for all management positions.

For the selection of non-managerial classified employees, College/District staff participates in developing screening materials, screening applicants, and conducting initial interviews. The Human Resources Department places candidates on eligibility lists based on performance in the screening process. College management recommends candidates to the Chancellor or designee for final approval.

For the selection of faculty, college staff participates in developing screening materials, screening applicants, and conducting initial interviews. College management recommends candidates to the Chancellor or designee for final approval.

RECORDS MANAGEMENT AND HUMAN RESOURCES INFORMATION SYSTEMS

District – Vice Chancellor of Human Resources

Under direction of the Vice Chancellor of Human Resources, the Director of Human Resources Operations oversees the manual and electronic records storage systems for all human resources files and data.

RISK MANAGEMENT

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services

Under direction of the Vice Chancellor of Business and Administrative Services, the Director of General Services implements and administers the loss prevention and risk management program of the District. The Risk Management Department, responsible for property and liability, protects students, the general public, employees, and District assets against adverse effects of accidental loss. The mission of risk management is to minimize or eliminate losses, cost effectively.

The Vice Presidents of Business Services are responsible for the review and implementation of the Student Insurance Plan, arranging for employee ergonomic evaluations to be conducted on an as-needed basis, and serving as the liaison between vendors and the District for the continuation of removal of hazardous materials from the colleges.

STAFF TRAINING AND DEVELOPMENT

District – Vice Chancellor of Human Resources
Colleges – Presidents

Under direction of the Vice Chancellor of Human Resources, the District Director of Human Resources Operations is responsible for ensuring knowledge, skills, and abilities of District managers and staff are developed and enhanced to meet District performance goals. College Presidents are responsible for identifying training and development needs for their staff. College Presidents work within their College committee structure to develop local college-based professional development programs for faculty, staff, and managers.

STUDENT SERVICES

District – Associate Vice Chancellor, Information Technology
Colleges – Executive Vice Presidents

Student Services program development and operations are the responsibility of the colleges' Executive Vice Presidents. Policy review and development are coordinated with the colleges' academic leadership. Administrative computing related to students and services, including self-service systems (web-based) and access to student information is also the responsibility of the Associate Vice Chancellor, Information Technology, in coordination with the colleges' Executive Vice Presidents. Compliance with state and federal laws, including legal services related to students and records, are also the responsibility of the District.

TRANSPORTATION

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services

Under direction of the Vice Chancellor of Business and Administrative Services, the Director of General Services is responsible for inventory of all VCCCD vehicles, contracted services for transportation needs of students and staff, insurance requirements for VCCCD vehicles, and registration services through the Department of Motor Vehicles.

Under direction of the colleges Vice Presidents of Business Services, the Maintenance and Operations Departments are responsible for vehicle maintenance and logging use of vehicles.

WORKER'S COMPENSATION

District – Vice Chancellor of Human Resources
Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

Under direction of the Vice Chancellor of Human Resources, the Director of Human Resources Operations is responsible for managing worker's compensation claims via a third party worker's compensation claims administrator. College administrators are responsible for communicating and relaying information to human resources regarding potential and current employee claims. Human resources staff and college administrators collaborate to develop solutions for returning an injured employee to work.

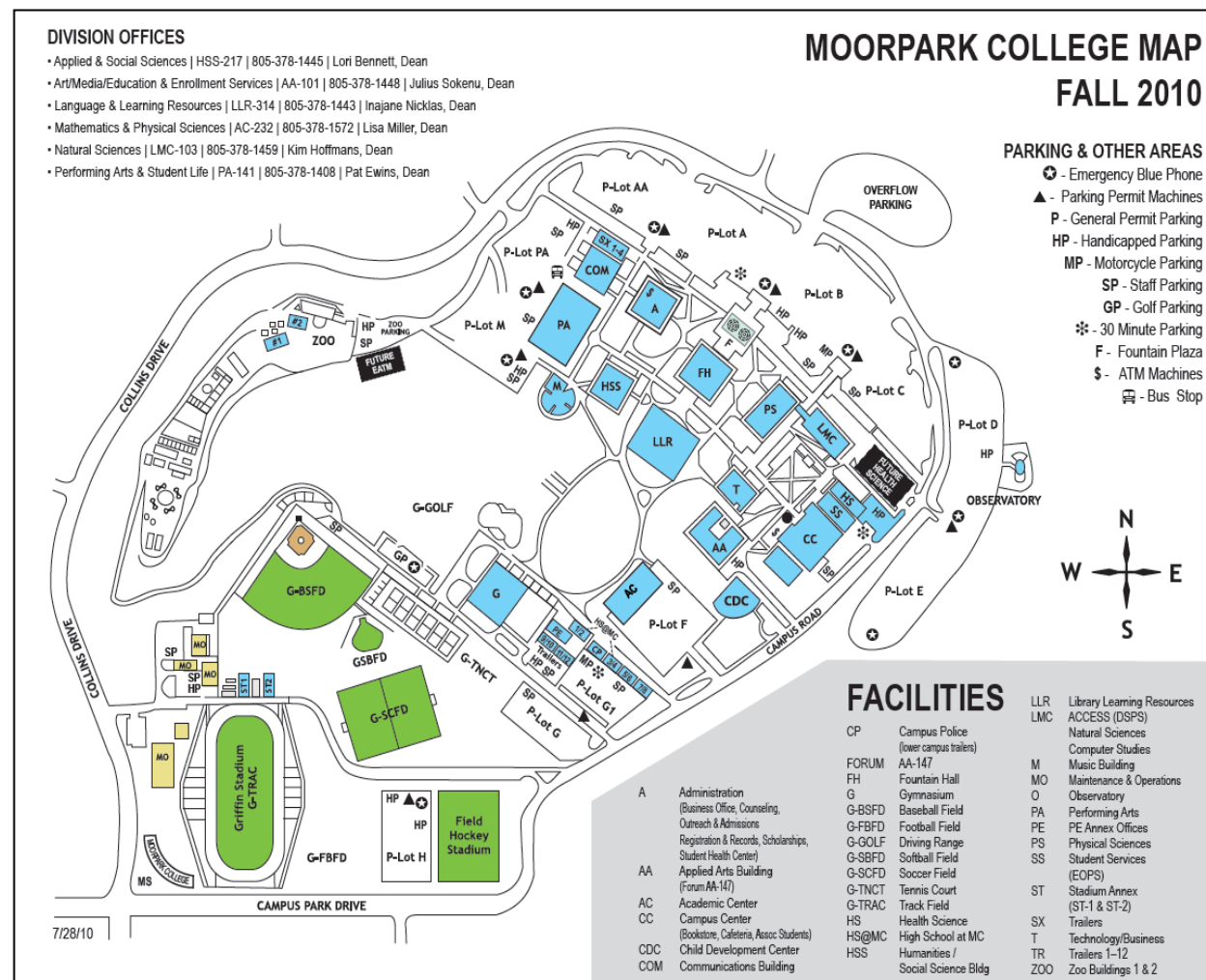## Institutional Information Evidence:

General Documents:

Making Decisions at Moorpark College 2008-2010

Moorpark College Catalog 2010-2011

Moorpark College Institutional Effectiveness Reports (2003, 2004, 2007, 2008)

VCCCD Board Policy

Response to Team Recommendations and Commission Action Letter: Focused Recommendations

District Recommendation 4. The Chancellor establish and implement a process for open communication with the Colleges by providing information and ensuring staff understanding of board direction and expectations. Further, the District should develop a more effective process for ensuring accountability in achieving standards of educational excellence, fiscal integrity, and operational efficiency within a culture of evidence. (Standard IV.B.3.a-f)

The Chancellor and District act as a liaison between the colleges and the Board of Trustees. The Chancellor, acting on behalf of the Board, through the District's Consultation Council, confers with College, Senate, and Classified Presidents, Vice Chancellors, student leaders, and labor representatives to review the monthly Board agenda. Depending on circumstances, items are occasionally modified, withdrawn or postponed due to the council's feedback.

Minutes from Consultation Council meetings and Board meetings are posted on the VCCCD website and publicly available for viewing.

At the time of the District's October 19-21, 2004 team site visits, many of the Board's Policies and Procedures had not been reviewed for approximately a decade. To ensure accountability in achieving standards of educational, fiscal and operational excellence, the District subscribed to the Community College League of California's Policy Service in 2005. A revision of policies began at that time and continues. Currently, policies communicate Board direction in the areas of academic affairs, fiscal activities and planning. Policy work is ongoing.

The *Participatory Governance Handbook*, completed in October 2007 and revised in 2010, outlines the formal communication channels among the colleges and District Administrative Center. It further delineates the authority of constituent groups within the District's consultation process. A Director of Administrative Relations, who has the responsibility for district-wide communication, was hired on December 11, 2006. Subsequently, the Director developed a formal district-wide communications plan. This plan was reviewed by the board on October 9, 2007.

Various channels of open communication with the colleges and the District are provided through newly-implemented technology. All faculty, administrators, and staff have access to MyVCCCD, the District's online web portal. This secure site provides Internet and Intranet services that connect all VCCCD employees to email, announcements, news items, an events calendar, employee information, and documents shared electronically. The portal also allows groups of employees to establish their own communication groups to hold threaded discussions of issues. Employees have access to other employees via email and can create their own electronic distribution lists if they need to communicate on a regular basis with larger groups of employees. The ability to send "alluser" emails is limited on a district-wide basis to the administrative leadership of each college. The leadership of the faculty senates, classified senates, and respective collective bargaining units also has been provided with all user access to their constituent groups.

District Recommendation 6. The District, in cooperation with the Colleges, formulate a district-wide resource allocation model, which will be flexible enough to guide increases or reductions in budget allocations, which will follow the goals for district-wide student learning outcomes, and which will ensure accountability to operate within agreed-upon allocations. (Standards III.D.1.a and III.D.1.c)

The District Council on Administrative Services (DCAS) drafted a district-wide resource allocation model during the spring 2007 semester. DCAS is composed of the three college Academic Senate Presidents, three colleges' classified representatives, three college's Vice Presidents of Business, and District budget staff. It is chaired by the District's Chief Business Officer, the Vice Chancellor of Business and Administrative Services. The Board of Trustees had a first reading of the model on April 10, 2007 and adopted the model on May 15, 2007.

The adopted model includes features that reflect the unique characteristics of each college and meets the needs of a multi-college District, while recognizing how the institutions are funded by the state. The model is simple enough to be readily understood, easily maintained, and transparent, and is driven by factors that command accountability, predictability, and equity.

Overall, the model addresses the basic principles for a budget allocation model previously adopted by the Board. It utilizes formulas and variables that have been meaningfully studied, readily defined, easily measured, and consistently reported. As with the budget itself, no model will ever be perfect and it is doubtful that the District will ever achieve complete consensus as to how its resources should be distributed; however the model as proposed and adopted comes as close to that consensus as can be reasonably expected. DCAS and the Chancellor's Cabinet independently reviewed this proposed model and concurred that it met the budget principles established by the Board and was "fair and equitable" for all colleges and the District operational units. Annually, the model is reviewed by DCAS and Chancellor's Cabinet and revised consistent with the requirements identified and agreed upon at that time. Any proposed revisions to the model are presented to the Board for approval with the budget assumptions document.

District Recommendation 7. The District develop a funding plan for the unfunded retiree medical liability following the recommendations contained in the actuarial study completed in October 2004. (Standard III.D.1.c)

In November 2004, the Board approved a specific plan to be implemented over a three-year period to begin the funding of the retiree health benefits liability. An actuarial study was performed in October 2004 and again in December 2006. The estimated liability is $174 million. Effective July 1, 2007, the District began recording full expenditures as required by GASB 43/45 and setting aside the appropriate amount in a special fund. Prior to the end of the fiscal year, the District will determine whether to utilize and select an irrevocable trust fund in which to account for the funds.

College Recommendation 3. The College develop a written institution wide process, with timelines and responsible parties, for the establishment of specific student learning outcomes and criteria for measurement and review. The process should include the identification of student learning outcomes for learning support services, student service areas, courses, programs, general education and certificates and degrees using assessment results systematically to make improvements for student learning. (Standard II)

The College has completely satisfied this team recommendation.

Upon receiving the visiting team's recommendation regarding the establishment of student learning outcomes, the College has developed, documented, and implemented a process for the systematic development and evaluation of student learning outcomes for all components of the College. Essential planning infrastructure, processes and support resources include:

- An integrated cycle of planning based on a long-term Educational Master Plan (10-year), which provides guidance for medium term strategic planning (3-year), and short term annual program planning and review (1-year).

- A consultative committee structure that monitors and evaluates the integrated planning process. The key committees for planning are: EdCAP (Education Committee for Accreditation and Planning), FacilitiesCAP (Facilities Committee for Accreditation and Planning), and TechCAP (Technology Committee for Accreditation and Planning).

  EdCAP provides oversight on process development and process evaluation for integrated planning, and monitors progress on accreditation recommendations and the self-study process. One of the primary functions of EdCAP is the monitoring of annual program planning and outcome assessment. It establishes benchmarks, tasks, due dates, and receives report on the evaluation of the annual process.

- The inclusion of Student Learning Outcomes development, assessment, and program improvement as an integral part of annual program planning.

- Identification and documentation of Student Learning Outcomes at course, program, general education and institutional level for instruction, student services, and administrative services.

- Establishment of a Coordinator of Institutional Research position. The Coordinator of Institutional Research supports outcomes assessment on three fronts.

  - The Coordinator provides professional development to the campus on Student Learning Outcomes. The *Moorpark College Program Improvement Toolkit 2007* was developed to provide step-by-step guidance to the College in the development and assessment of Student Learning Outcomes. It provides a common understanding of the theoretical and practical links among mission, outcomes, assessment, and use of results for program improvement. Numerous workshops have been conducted over the past four years to educate the College on outcomes and assessment.

- Summative Data: the Coordinator authors the annual *Moorpark College Institutional Effectiveness Report*, which provides summative and aggregated data and analysis on student achievement.

- Formative Data: the Coordinator provides one-on-one support to instruction, student services, and administrative services programs on their annual program review and planning process. This includes the development and assessment of program-specific Learning Outcomes at the course and program level, and gleaning achievement data for program improvement.

Summary of the College's Integrated Planning Process for Program Review and Improvement

Each year, each college program completes a program plan which includes five components:

- Program Productivity: A report of 3-year trends in productivity data for instructional programs. Student services programs are required to provide individualized measures.

- Environmental Scans: Summary of relevant data from external scan sources, including feedback from an industry advisory committee for career technical programs

- Program Review: Analysis of the prior two sections with the goal of identifying program strengths and weaknesses

- Resource Requests: List of the human, material, and facilities resources needed based on Program Plans to correct weaknesses identified in the Program Review section

- Assessment of Program Effectiveness: Use of the Nichols' Five Column Model to identify, assess, and apply research on student learning outcomes to improve programs.

  - Column 1. Establish a program purpose derived from the College Mission and the appropriate core purpose or competency.

  - Column 2. Identify the appropriate measurable learning outcome, such as the knowledge, skills, or attitudes that students must evidence to document that the outcome has been achieved.

  - Column 3. Identify the means of assessing the student learning outcome, including the audience, behavior, assessment tool, and desired degree of success.

  - Column 4. Summarize the data.

  - Column 5. Apply the results from the assessment to improve student learning in the next cycle of planning and assessment.

The assessment of program effectiveness is an ongoing evaluation process, with the results of one assessment serving as a starting point for another series of assessments, all with the goal of providing quantifiable bases for guiding program improvement. This assessment requires each college program, including instructional, student support, and functional units, to develop, assess, and analyze student learning outcomes for program improvement. The program planning model and timeline are detailed in *Making Decisions at Moorpark College 2008-2010*.

The College's integrated planning model results in broad-based dialogue about and participation in planning and assessment given that

- Each college program is required to complete a program plan each year,
- Program plans incorporate program review with the development/assessment of student learning outcomes, and
- Program plans are used to make key college decisions including resource allocations (see *Making Decisions at Moorpark College 2008-2010*).

At this juncture, the College has responded fully to College Recommendation 3. There is a "*written institution-wide process, with timelines and responsible parties, for the establishment of specific student learning outcomes and criteria for measurement and review."*

The process includes *"…the identification of student learning outcomes for learning support services, student services, courses, programs, general education, certificates and degrees."*

The results of assessments of student learning outcomes are:

- looped into subsequent Program Plans for program improvement,
- used in overall program effectiveness evaluation,
- used to inform resource prioritization, and
- reviewed as part of the institutional planning process.

Response to Team Recommendations and Commission Action Letter: Remaining Recommendations

District Recommendation 1. The Board of Trustees implement a process to regularly evaluate and revise District policies, and implement and participate in an on-going process for professional development and orientation for new board members, which includes a review of board roles and responsibilities. (Standards IV.B.1.e and IV.B.1.f)

At its December 7, 2004, meeting, the Board authorized the Chancellor to utilize the *Community College League of California / Liebert Cassidy Whitmore Policy and Procedures Template* as the basis for all board policy fitting the following criteria:

- Legally Required – Policies legal counsel has identified as being required for Board action under federal law or regulation, or state law or regulation.
- Required for Accreditation – Policies required by the Accreditation Standards established by the Accreditation Commission of Community and Junior Colleges of the Western Association of Schools and Colleges.
- Legally Advised – Policies legal counsel has identified as not being required by law, but which, if adopted by the board, help protect the District should litigation occur.
- Suggested by the League as Good Practice – Policies recommended that are not legally required or advised, but should help with the effective operation of the District.

District policy has been revised and adopted, using the Community College League of California templates as a guide. Each of the Board policy chapters was reviewed by the Consultation Council, the Board's Rules, Operations & Procedures Subcommittee, and the campus constituencies.

On October 8, 2005, the Board adopted *Board Policy 2740: Board Education.* This policy outlines the District's commitment to ongoing trustee education, leadership development, and new trustee orientation and training. Trustees also are encouraged to participate in conferences and workshops conducted by the National Association of Community College Trustees, the Association of Governing Boards of Universities and Colleges of the California Community College Trustees Organization. In addition, the Chancellor provides Trustees with reading materials designed to strengthen board understanding and knowledge. In 2010, Trustees were provided with numerous publications, including such titles as *The Board's Role in Strategic Planning*, *Strategic Responses to Financial Challenges*, *Institutional Ethics and Values*, *The Rogue Trustee, Open & Public IV: A Guide to the Ralph M. Brown Act*, and *Trusteeship in Community Colleges*.

A comprehensive new trustee orientation program is provided by the Chancellor as outlined in *Administrative Procedure 2740: Board Education*. Three of the five Trustees currently serving the District were provided with training in accordance with this procedure.

The non-voting student member is elected by students of the District's three campuses. The Student Trustee serves a one-year term of office and is authorized to express opinions on matters before the Board. The Student Trustee is excluded from participating in closed session meetings of the Board (Board Policy 2015 Student Member). Student Trustees are given in-service training regarding their roles and responsibilities following their election. *Administrative Procedure 2015: Student Member* outlines the Student Trustee's responsibilities and authority, and provides direction for travel, conference attendance, and expenditures. Each Student Trustee is provided with a District mentor during his/her term in office.

District Recommendation 2. The District honor its policy on shared governance by implementing operational and evaluative procedures that delineate the roles and responsibilities of the various College/District constituencies that participate in collegial governance. (Standards IV.A.2.a and IV.A.3)

On October 8, 2005, *Board Policy 2510: Participation in Local Decision Making* was adopted by Trustees. This policy was brought forward to the Board through the District's consultation process. The policy defines the roles of District constituents in governance.

As previously referenced, the Ventura County Community College District worked throughout the 2006-2007 year on governance issues. Two outcomes were produced as a result of this dialogue. The Chancellor approved the creation of a District Technical Review Workgroup (DTRW) to ensure that all curricular matters coming before the Board met appropriate state and federal statutes and regulations, prior to being recommended to the Trustees for action. The Chancellor holds the DTRW responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, the members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum. The first meeting of this newly-constituted body took place on August 30, 2007.

The Chancellor, in consultation with the three College Presidents and Academic Senate Presidents, also prepared a *Participatory Governance Handbook* that outlines and clarifies the consultative and governance processes throughout the Ventura County Community College District. Work on the *Participatory Governance Handbook* began on December 15, 2005. The Chancellor, Academic Senate Presidents, and College Presidents reviewed the language of this handbook following meetings with the Consultation Council. Throughout the handbook development process, the Board was provided draft copies of the document. The draft *Participatory Governance Handbook* was presented to the Board on September 11, 2007, and the completed *Participatory Governance Handbook* was distributed to the Board on October 9, 2007. Following review by participatory governance groups, Chancellor's Cabinet, and Chancellor's Consultation Council, an updated and revised *Participatory Governance Handbook* will be presented to the Board on July 13, 2010.

The roles of the District Administrative Center (DAC) and its colleges are clearly defined. The DAC provides for the effective and efficient operation of system colleges in the areas of planning and finance, human resources, educational services, information technology, economic development, and administration. The DAC also serves as the coordinating body among system colleges and a liaison between the Board of Trustees and the colleges. The roles and responsibilities of the District, colleges, and governance structures are detailed in Board Policy 2205 and in the revised *Participatory Governance Handbook.*

District Recommendation 3. The District assumes leadership for a Districtwide, collaboratively developed strategic plan that is informed by District research and coordinated with College planning. (Standard IV.B.3)

On February 7, 2006, the KH Consulting Group completed its market assessment and organizational performance review of the Ventura County Community College District. Based on this information, the District conducted a planning workshop with constituent groups during the summer of 2006. As an outcome of this meeting, a set of themes were agreed upon by the Board, and the Chancellor was asked to develop the themes into new vision, mission, and value statements for the District. A strategic planning group was established including the Chancellor, College Presidents, Vice Chancellors, Associate Vice Chancellor, Academic Senate Presidents, Classified Senate Presidents, Student Government Representatives, and Union Representatives, who worked on this charge throughout the

year. New vision, mission, and value statements developed by the planning group were adopted by the Trustees on March 14, 2007.

During the 2007-2008 academic year, the Chancellor's Consultation Council worked on the development of a comprehensive district-wide master plan. The plan reviewed projected challenges and opportunities in the District's environment through the year 2015. As an outcome of this planning, the Board adopted twelve objectives which were to guide College and District Administrative Center Strategic Plans. Goals were developed by the three colleges and the District Office to meet Board objectives within the new fiscal year.

On August 11, 2008, the District hired a Vice Chancellor of Planning and Organizational Development and a Director of Institutional Research to provide support to the District's planning activities. Subsequently, the Vice Chancellor position was vacated on June 30, 2009 and not filled due to cost savings measures; the Director of Institutional Research position was eliminated by the Board of Trustees on July 1, 2010.

In absence of a District Researcher, Information Technology has been charged with establishing data elements that can be readily employed and understood by District and campus employees for planning and accountability purposes. The Chancellor has reassumed responsibility for district-wide planning.

A report to the Board regarding College and District progress in meeting Board objectives was presented to Trustees on July 9, 2009. In addition, the Board reprioritized its twelve objectives to six broader and more encompassing areas of focus. The objectives are:

- Access and student success
- Partnerships with high schools, e.g., workforce training, partnerships
- Economic development, e.g., workforce training, partnerships
- Instructional productivity while maintaining quality
- Prudent fiscal stewardship
- Professional development for faculty and staff

The Board of Trustees will review College and District accomplishments in meeting its objectives at its strategic planning meeting scheduled June 16, 2010. The process will be facilitated by a consultant.

The Board has assessed College and District accomplishments against its goals on an ongoing basis since 2008. This Board review will continue annually. *Board Policy 2425: Board/District Planning* states that "the Chancellor will ensure that the Board is engaged in district-wide strategic planning. The Chancellor will prepare appropriate administrative procedures to ensure the Board participates effectively in district-wide strategic planning."

District Recommendation 5. The District develop written personnel procedures that are equitable and consistently administered to ensure fairness in all employment practices. This should include a clearly defined and well-articulated policy for the selection and evaluation of the Presidents of the Colleges. (Standards III.A.3.a and IV.B.1.j)

The administration developed and implemented District governance mechanisms in 2006-07. This was necessary in order to have a vehicle to address subsequent recommendations by WASC pertaining to District/College services, practices, and activities. A policy pertaining to personnel selection was adopted by the board on May 15, 2007. Procedures pertaining to the evaluation of faculty and classified staff are contained in the District labor agreements with the American Federation of Teachers, Local 1828 (Article 12: Evaluation) and Service Employee International Union, Local 99 (Article VI: Evaluation). All personnel procedures have been documented in *Human Resources Tools for*

VCCCD Managers and Supervisors, a publication available to administrators both online and in print format.

A procedure for the selection of College Presidents was reviewed by the Board on September 11, 2007, and incorporated as standard Board operating practice. A revised Presidential/executive administrative assessment form was also developed during the 2006-07 academic year by the Human Resources Department, in consultation with the Chancellor's Cabinet. The new assessment practice was implemented in 2007-08.

Primary authority is delegated by the Chancellor to the Presidents to provide leadership in planning, budgeting, selecting and developing employees, and assessing the effectiveness of their campuses. The Chancellor sets goals and evaluates District Presidents on an annual basis.

College Recommendation 1. The College develop, implement, and evaluate a systematic process for formally defining its goals for institutional effectiveness. The process should include an annual review of the College's progress toward those goals and dissemination of such progress to constituencies of the College. This recommendation is a partial repetition of 1997 recommendation #2, which was also a focus of the College's 1999 interim report. (Standards I.B.2, I.B.3, I.B.5, I.B.7)

The College has completely fulfilled this team recommendation.

<u>Formulation, Implementation and Assessment of Institutional Effectiveness Goals</u>

In the mid-term report to the Commission, the College noted that it has completely met this recommendation. Since that time, the College has reviewed and refined its planning process to strengthen the connection between the long-term Educational Master Planning process and the identification of institutional effectiveness goals in the College's medium-term 3-year Strategic Plan.

In the past, the institutional effectiveness goals of the College are termed "Strategic Directions." At each annual retreat, the College evaluates progress in these Strategic Directions, and either validate them for the coming year, or identify new ones as the need arise.

In 2009, the College reviewed and enhanced this process to achieve a more holistic and systematic perspective in planning. This strengthened process encompasses the following key features:

- A 10-year *Educational Master Plan (2009-2019)* that flows from the mission and strategic plan of the District, and the mission of the College. The plan identifies, through internal and external environmental scans, the opportunities and challenges facing the College in the next 10-years. Recommendations formulated with input by the college community are identified. These recommendations guide the College's strategic planning process that occurs on a 3-year cycle.

- A 3-year *Strategic Plan (2009-2012)* that receives the overarching recommendations from the *Educational Master Plan*. The challenges and recommendations outlined in the *Master Plan* shape the Strategic Objectives of the College. Action plans are articulated for each Strategic Objective, with timelines, responsible parties, and assessment criteria.

- A number annual action plans that flow from the Strategic Objectives. These annual action plans may include Program Plans, enrollment management plans, student services integration plan, marketing plan, or other unit-based work plans, that implement the goals of the 3-year *Strategic Plan*.

- An annual evaluation cycle of all action plans through the program planning and review process, or via unit evaluations.

- An annual all-College retreat (the Fall Fling) that has as part of its standing agenda a review of progress, an assessment of the process, and a validation of the goals of the *Strategic Plan*.

The Strategic Objectives are the College's institutional effectiveness goals. By systematically identifying, implementing, providing resources for, and assessing these Strategic Objectives through the annual action plans, the College moves holistically towards program and institutional improvement.

All planning and assessment activities are reported to the Board of Trustees and the college community through periodic progress updates. The progress on institutional effectiveness is annually chronicled and shared through the *Moorpark College Institutional Effectiveness Report*. Proceedings of the annual retreat are also disseminated to the college community. The District's annual report also articulates the strategic progress of the College.

Assessment and Improvement of College Processes as Measures of Institutional Effectiveness

The periodic assessment and improvement of processes is an integral part of Institutional Effectiveness at the College is. The College evaluates its processes for making decisions, planning, program review, and other standards of excellence.

Immediately following the last accreditation self-study and visit, the College devoted considerable energy and resources to the development, implementation, review, and revision of key College processes. The results of the work during these years are numerous:

- College departments and divisions were reorganized to align instructional disciplines and student service areas with institutional core competencies
- Representation on the Academic Senate was restructured to provide balanced and equitable representation
- Classified Senate was revived, including a revision of Senate Bylaws
- Clarity in the types of, and appropriate membership for, College committees
- Development and implementation of a College planning process that integrates program review, planning, and program improvement, articulating products and processes for long-term, medium-term, and annual planning
- Allocation of resources based on Strategic Objectives
- Development of a cycle of goal-setting and evaluation for College committees

Using the ACCJC Rubric for Evaluating Institutional Effectiveness, the College rates itself at these levels of implementation for the following College processes:

- Part I: Program Review – Fully satisfies *sustainable continuous quality improvement* criteria
- Part II: Planning – Fully satisfies *sustainable continuous quality improvement* criteria
- Part III: Student Learning Outcomes – Fully satisfies *development* criteria. Further, the College exhibits 5 out of 8 characteristics/behaviors noted in the *proficiency* step of the rubric, and fully anticipate meeting *sustainable continuous quality improvement* criteria in 2012

College Recommendation 2. The College implement its institutional planning model as adopted and use an ongoing, systematic process to evaluate it. This recommendation is a partial repetition of 1997 recommendation #2, which was also a focus of the College's 1999 interim report. (Standard I.B)

The College has completely satisfied this team recommendation.

With the process for developing and assessing institutional effectiveness goals (see response to College Recommendation 1.), the last element of the College' comprehensive planning process is in place. For a comprehensive view of this planning model, refer to *Making Decisions at Moorpark College 2008-2010.* For further evidence, refer to *Moorpark College Educational Master Plan 2009-2019*, the *Moorpark College Strategic Plan 2009-2012*, and documentation of annual Program Plans*.*

College Recommendation 4. Although, in practice, the College has an inclusive institutional governance process, the team recommends that the College develop a written policy that clearly specifies appropriate roles for faculty, staff, students, and administrators in institutional governance. (Standards IV.A.2, IV.A.3)

The College has completely satisfied this team recommendation.

The College published the first *Making Decisions at Moorpark College* in Fall 2004. The College continuously reviews the institutional governance process, and publishes the governance manual on an annual or bi-annual basis. *Making Decisions at Moorpark College 2008-2010* is the latest edition of the document. It is widely circulated to College constituent groups for input during the editing phase, and widely circulated upon completion. It is archived in the College's shared drive (MCShare) and portal.

Making Decisions at Moorpark College 2000-2010 includes four sections:

- Section 1: The College culture
- Section 2: Type and structure of groups that develop recommendations
- Section 3: Timelines and sequence for key College decisions
- Section 4: College planning and assessment

Roles for faculty, staff, students, and administrators in college governance are included in Section 1. The appendices to this document include relevant sections of California Regulations, Title 5, and the constitution and bylaws for the College's three senates.

Moorpark College is especially proud of the Associated Students' interest in college governance. The Associated Students Executive Board actively encourages student participation and assigns student representatives to major planning, operational, and hiring committees. The Associated Students also practices effective self-advocacy at the District, regional and state level, with Moorpark College Associate Students members serving as officers and organizers for community college student organizations.

College Recommendation 5. The College produce a written comprehensive technology plan and that this plan be integrated with the written institutional plan. (Standard IIIC)

The College has completely satisfied this team recommendation.

Planning Committee

The College established a Technology Advisory Committee in 2004, and in the following fall as part of the effort to institutionalize accreditation and planning, this advisory committee was reconfigured as a standing college committee: Technology Committee on Accreditation and Planning (TechCAP). Refer to the *Making Decisions at Moorpark College 2008-2010* for the charter and membership of this committee.

Technology Strategic Plan

During Fall 2006 a subcommittee of the Technology Committee on Accreditation and Planning reviewed other colleges' technology plans and conduct a number of study sessions to identify the key components for the plan. In late fall, the subcommittee presented a preliminary draft of the Technology Master Plan to the committee. After reviewing and confirming that the essential issues were identified, the group agreed to hire an information technology consultant, Prism Technology. The consultant worked with the committee during Spring 2007, and finalized a draft in Fall 2007. In Fall 2008, the *Technology Master Plan* was finalized, published, and disseminated.

The comprehensive *Technology Master Plan* addresses the following:

- Strategic Objectives that are aligned with the College's *Educational Master Plan* and *Strategic Plan*;
- Optimal governance and operational structure for campus information technology;
- The need for an implementation plan with timelines and outcomes, to address priorities, such as technology infrastructure upgrade and cycles of computer replacement; and
- The framework and guidance for appropriate resource allocation for Information Technology needs campus wide, including technology refresh.

Technology Master Plan – Implementation Plan

The implementation plan to the *Technology Master Plan* was completed in Fall 2009. The implementation and periodic assessment has begun.

With the centralization of Information Technology Services district-wide in Spring 2010, the attendance of TechCAP expanded to include the Associate Vice Chancellor of Information Technology, as well as the District Director of IT Operations.

The establishment of the *Technology Master Plan* and the vibrant dialogue of the TechCAP Committee contributed to both structure and direction for a smooth transition of operations management. The technology goals of the College are being met and evaluated in a methodical manner, and the planning process itself is annually evaluated to ensure continuity and improvement.

College Recommendation 6. Because of reductions in staffing due to budget cuts, the team recommends that the College determine appropriate staffing levels for faculty, classified staff, and management, and work with the District in funding required positions. (Standards III.A.2, IV.B.2)

The College has completely satisfied this team recommendation.

In the mid-term report to the Commission, the College noted that it made substantial progress in restoring an appropriate level of full-time faculty, administrators, and classified support staff following the budget reductions in 2003-2005. The information is now further updated to reflect current status:

Moorpark College Counts of Employees and Students 1999-2009*

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Student Headcount	13,026	13,677	14,789	15,267	14,453	14,204	13,704	14,360	14,926	15,839	16,237
Academic Employees											
Full-time faculty	159	168	173	174	157	180	175	164	176	182	172
Part-time faculty	n/a	389	442	447	437	401	415	398	401	403	395
Academic managers	10	12	11	12	11	10	10	9	12	12	10
Classified Employees											
Full-time classified	151	162	159	161	142	132	125	127	132	147	144
Part-time classified	13	14	15	22	14	19	16	15	13	17	17
Classified supervisors	10	10	12	12	12	11	9	7	9	10	9
Classified managers	2	2	2	2	2	2	2	2	2	2	3

*Fall semester data derived from September 30th payroll records

Level of Staffing

Comparing two points in recent history -- 1999 and 2007 -- the number of full-time faculty at Moorpark College has remained fairly stable in proportion to student enrollment, with approximately 82 students per full-time faculty in 1999 compared to approximately 85 students per full-time faculty in 2007. The current ratio (2009) is approximately 94 students per full-time faculty.

In the budget reductions of FY2002 to FY2005, positions in administration and classified staff were most drastically reduced. The shortage of administrators affected not only the workload of individual administrators but was a barrier to smooth operation within the student learning divisions and across the College. This shortage was remediated in the faculty ranks as well as those of classified staff and administration during subsequent years from 2005 to 2007 with the improvement in the general fund budgets of the state. Fall 2007 began with eight Deans and Student Learning Divisions for the first time in four years; faculty positions were increased, and classified position filled.

During FY2007, the College's Business Services were also reorganized to streamline operations. Two director positions, one for Facilities, Maintenance and Operations and the second as a College Business Manager, were created to ensure appropriate supervision of the services area. This reorganization provides more effective support for auxiliary services in the college learning environment.

Also during FY 2007, the District and its three constituent colleges completed the revision of the District funding formula, the effect of which is an equitable distribution of revenue among the four sites. The formula provides stable funding for a number of key elements: basic District operations and district-wide services and utilities, basic College operations, schedule delivery on the three campuses stabilized with a productivity factor, and a distribution of remaining funding in percentage of FTES. The District Council for Administrative Services (DCAS), a participatory governance committee with membership from the constituent colleges and the District, continues to monitor and improve upon this funding model as it matures in implementation.

Strategies for Planning and Stability

As with all California Community Colleges, the operating budget of Moorpark College relies on two primary sources: the general apportionment from the state, and "earmarked" categorical funding for student services. Because of persistent and worsening structural deficits in the state budget, the budget of the College is vulnerable to the ups and downs of revenue shortfalls and the volatility of the economy. At this writing, the State and College budget once again has been in decline for three consecutive years, aggravated by a global recession and a jobless recovery. The District has prepared well for this expected downturn with adequate reserves; the College has also put in place a number of strategies to ensure that we can cope with the waxes and wanes of the California economy, and more importantly, that we can continue to plan rationally for resources and program improvement.

Identifying Program Core

To expand agilely or contract to match available resources, the long-term *Educational Master Plan* and the medium-term *Strategic Plan* call for a heighten awareness of the economic climate as the College considers operations, program creation, review, and improvement. In additional, the College has called for the identification of core components for all programs in instruction, student services, and administrative services. The identification of core courses, services, and facilities allows the College to protect its core business in times of growth as well as contraction. The identification of core is one of the key dialogues during the current phase of budget reduction. The core instruction and services of the College dictates all resource allocations, including human resources.

Annual Program Plans and Personnel Prioritization in Economic Down Cycles

The College has recognized over the past 5 years of integrated planning that it is important to identify and prioritize personnel needs not only in years when funds are abundant, but also during the lean years. The process provides a venue to discuss program status and discuss the viability of growth projections through the lens of resource availability.

Faculty and classified staff positions are initiated in Program Plans. A list of requested positions with supporting data and programmatic rationale are routed to the appropriate decision-making groups for ranking. The prioritized lists are forward to the College President, and final decisions are contingent on the President's review and budget considerations. (Refer to *Making Decisions at Moorpark College 2008-2010* for a flow chart/timeline of the steps in these prioritization processes.)

In the face of budget constraints, these conversations about personnel get at the heart of what is core to student learning in instruction, student services, and administrative services. Despite the intrinsic structural instability of the State budget, the College is optimistic that these planning and implementation strategies allow the College to be completely cognizant of its personnel needs, and act on them as budget allows.

Standard I: Institutional Mission

Planning Agenda and Status
1.1 Ensure that each program develops student learning outcomes and assessment measurements as a way to provide feedback for program improvement for instructional programs, library and other learning support services, and student development support services. In 2004-05, all of the academic and service programs will develop student learning outcomes; 75 percent of both academic service programs will move on to the next step in the College planning process of assessing those student learning outcomes. STATUS Process developed, implemented, reviewed, and revised. Cycle repeated. (See response to College Recommendation #3)
1.2 Set institutional effectiveness goals and incorporate annual college-wide review of those goals into the planning schedule. By Fall 2005, the College will have set institutional effectiveness goals and incorporated a college-wide review of those goals into the planning cycle. STATUS Process developed and implemented in Fall 2007 and Fall 2008. Educational Master Plan driven Strategic Planning completed Fall 2009, and Strategic Plan 2009-2012 published Spring 2010. Implementation has begun. (See response to College Recommendation #1)
1.3 Expand annual Program Plans to include the number of program completers in each program as a way to assess the institution's success in meeting students' needs. STATUS Process implementation in-progress. Program completers' information and success/retention information are now available for use as part of the program planning process through the Office of Institutional Research. In the fine-tuning of this process in 2010, the data should appear as part of the program plan template so it can be automatically populated. Requires programming of Excel template that is used for the program plan.
1.4 Disseminate institutional effectiveness measures to a broader external community. STATUS Process developed and implemented Fall 2007, 2008, refined 2009. (See response to College Recommendation #1)

Planning Agenda and Status

2.1 Incorporate student learning outcomes into the curriculum approval/update process and link that process to annual Program Plans.
 	
    STATUS
    Process developed and implemented.
    (See response to College Recommendation #3)

2.2 Develop and implement a link between course outlines and student learning outcomes. By Spring 2007, all course outlines will have a link between the outline and the student learning outcomes.
 	
    STATUS
    Process developed and implemented.
    (See response to College Recommendation #3)

2.3 Implement training for faculty who teach technology-mediated classes, with the goal of ensuring consistency in standards for these courses and updating faculty and staff on relevant distance education pedagogical strategies, regulations, and guidelines.
 	
    STATUS
    Training developed and in implementation.
 	
In response to curricular regulations and statewide Academic Senate best practices, the Curriculum Committee formed a Distance Education Subcommittee to review all courses that request distance education as a delivery mode. The Distance Education Guide (2004) from the State Chancellor's Office is used for guidance in the review process.
 	
The same subcommittee drafted the *Moorpark College Distance Education Guidelines and Procedures* as a faculty resource in distance education course creation, delivery, and instructor training. A series of WebCT training workshops have been developed to form a training sequence for competency certification in teaching online and are offered 4-6 times per year since initiation. The workshops address computer literacy, the workings of WebCT, and online pedagogy. While In July 2007, the District upgraded to the enterprise edition VISTA and training on this version of WebCT has been well-attended.
 	
All faculty who complete a series of distance education workshops are deemed eligible to teach such courses; faculty who have not completed these workshops are not eligible for assignment to distance education courses.
 	
In Fall 2009, WebCT was replaced by Desire2Learn as the course system. Training has been ongoing with the transition.

2.4 Review courses on the current college general education list to ensure that they match the recently approved general education criteria.

AND

2.5 Include the general education philosophy and expected student learning outcomes for programs in the *College Catalog*.

STATUS
Process implemented.

To ensure that the College's general education list is aligned with the recently approved general education criteria, the curriculum committee formed a subcommittee for general education to perform a number of evaluative tasks:

- Review and revise the College's general education philosophy,
- Conduct a comprehensive review of general education courses currently in the College's inventory, and
- Review and recommend new and substantively revised general education curriculum submitted to the Curriculum Committee as fulfilling general education criteria.

The membership of the subcommittee includes faculty from academic disciplines and student services, an academic Dean, and the Articulation Officer. Standard operating procedures of this subcommittee and its meeting dates are coordinated with the curriculum committee to ensure that all courses seeking general education status are adequately reviewed. Reports from the general education subcommittee are a standard item on the curriculum committee agendas.

The general education philosophy as revised by the general education subcommittee was adopted by the College in Spring 2007 and appears in the *2007-2008* and the *2009-2010 Catalogs*.

In Fall 2009, the Executive Vice President, Deans and Department Chairs are beginning a review of general education unit, subject requirements, and course selections as the next step in the review and assessment of general education at the College.

In Spring 2010, the Department Chairs, under the leadership of the Executive Vice President, established measurable outcomes for the General Education program.

2.6 Track the distribution of syllabi in each class section and encouraging the inclusion of learning outcomes in these syllabi.

> STATUS
> Process in place.
>
> The Deans request a file copy of syllabi for all courses in their division, which are then retained for one semester. The Deans encourage the inclusion of learning objectives in syllabi; this topic is also covered in new faculty orientation.
>
> In Spring 2007, the College purchased course management software (CurricUNET) that has the capability to draw learning objectives from the course outline to create syllabi for individual instructors. This new capability provides an additional resource to faculty, and through its ease of use, will encourage the inclusion of learning outcomes in syllabi.
>
> Further, faculty are asked to follow the "Sample Syllabus" in the *Faculty Handbook* (Appendix I) which specifies the inclusion of student learning outcomes for the course.

2.7 Develop and implement a process to routinely update College online resources.

AND

2.9 Expand online services to include financial aid.

> STATUS
> Process in place.
>
> The Financial Aid link on the college website provides students online access to all federal, state and campus application forms either through downloadable files or through web links.
>
> In Spring 2007, a College Web Reinvention Advisory Committee met to brainstorm specific ideas to refresh the college website and develop more effective links to services. This work was conducted with a consultant and in collaboration with the other sites in the District and led by District Information Technology services. The wire frame for the new websites has been approved, and the revised website is now operational. The College is streamlining local processes to converge with these district-wide efforts, including the preparation of a web-based college calendar, the review of online student orientation, and the creation and upkeep of web pages for departments and learning options through OmniUpdate software.
>
> As part of this District/College partnership, a number of projects have been completed to ensure support for the regular updating of college online resources, such as:
>
> - Standardization of an online course management system (was WebCT, now Desire2Learn), helpdesk, and training across the District,
> - Development of unified District and college websites,
> - Implementation of a content management system to ensure easy access to load website updates, and
> - Implementation of district-wide web portals.

2.8 Expand opportunities for faculty and students to address academic honesty.

STATUS
Process in place.

While the College has a clear policy and procedure for dealing with academic dishonesty, more elaborate measures have been suggested:

- Strategies to educate students about academic dishonesty in the classroom (ongoing),
- Tools to assist faculty in identifying plagiarism (implemented – web-based),
- Positive remediation that include such creative solutions as "plagiarism traffic court and traffic school" administered by the Writing Center (not yet implemented), and
- Professional development for faculty, staff, and academic administrators regarding academic dishonesty (ongoing).

These faculty conversations occur at different venues, including Flex Week workshops, Teaching and Learning workshops, and dialogues at the department level.

Standard III: Resources

Planning Agenda and Status

3.1 Address the current level of understaffing for managers and classified staff as resources become available.

STATUS
Process developed and implemented.
(See response to College Recommendation #6)

3.2 Participate in the development of a new budget allocation model that incorporates principles of equity and accountability.

STATUS
Process developed and implemented.
(See response to District Recommendation #6)

3.3 Use the master planning and strategic process to allocate resources based on the educational master plan.

STATUS
Process developed and implemented.
(See Section 4 of the *Making Decisions at Moorpark College 2008-2010*)

3.4 Support further growth of the Moorpark College Foundation.

> STATUS
> Process in implementation.
>
> Since 2002 the Moorpark College Foundation has steadily grown, reaching an all-time high in Spring 2007, distributing 171 scholarships for a total of $139,300 at the annual scholarship reception.
>
> The Foundation conducted a strategic planning session in Fall 2006 to evaluate its current status and plan for membership expansion.
>
> In Fall 2008, under the leadership of a new chair, the Foundation again conducted a strategic planning session that led to a re-structured the board and establishment of active sub-committees to anchor fundraising and friend-raising activities.

3.5 Develop schematic plans for bond-funded projects and collaborate with the college community to make long-term facilities decisions as construction estimates are received.

> STATUS
> Process developed and implemented.
>
> In designing and implementing bond-funded projects, the College processes have relied on a partnership with the District capital construction administrators to plan for long-term facilities needs in the face of escalating construction costs.
>
> The current status of the College capital construction plans are detailed in *Moorpark College Facilities Master Plan 2006-2015* approved by the Board of Trustees in Fall 2006.

3.6 Create training opportunities for the college community on the total cost of ownership concept.

> STATUS
> Process in implementation.
>
> The District and the College have made progress in raising awareness of the "total cost of ownership" concept in the college community. The District Council for Administrative Services, which includes the Vice Chancellor of Business Services, the College Vice Presidents of Business Services, the Academic Senate Presidents, Classified Senate Representatives, and students, uses the "total cost of ownership" concept in its working philosophy.
>
> A number of presentations have been made to the Board of Trustees on "total cost of ownership" in areas such as technology.
>
> To apprise employees of the total cost of compensation, annual letters documenting wages and benefits are sent from the District Office of Human Resources.
>
> At the College, the program planning process requires program managers to estimate the whole cycle of human and material cost necessary for successful program launch and implementation. The Technology Committee on Accreditation and Planning and the Facilities Committee on Accreditation and Planning adopt the "total cost of ownership" concept in evaluating large-scale technology and capital requests initiated though Program Plans.

3.7 Develop a formal technology plan, including a schedule for computer replacement and infrastructure upgrades

> STATUS
> Process in implementation.
> (See response to College Recommendation #5)

Standard IV: Leadership and Governance

Planning Agenda and Status

4.1 Support participatory governance adjustments, such as a Classified Senate if one emerges.

> STATUS
> Process developed and implemented.
>
> A Classified Senate was re-established in 2003. A description of this group and its role in college governance is included in *Making Decisions at Moorpark College 2008-2010*.

4.2 Promote open communication with the new Chancellor, new Board Members, and shifting District leadership.

STATUS
Process developed and implemented.

The College has made a clear commitment to promote open communication, and to fully engage District leadership in issues that affect student success and College operations. College administrators, faculty, and staff are standing members on District councils and participatory governance groups, contributing to these recent successes:

- Participatory review and revision of board policy;
- The recently revised and approved resource allocation model;
- Purchase and collaborative implementation of an online course delivery system, WebCT and in 2008-2009, Desire2Learn;
- purchase and collaborative implementation of a curriculum development system, CurricUNET;
- implementation of a new human resources system (ORAP)

College faculty, staff, and administrators also provide service to the District in hiring committees, research committees, and ad hoc committee as needed. Trustees and District leadership and staff are an integral part of the College's celebratory occasions, such as graduation; nursing pinning ceremonies; music and theater performances; retirement celebrations; and holiday events.

Abstract of the Self Study

Standard IA and IB: Mission and Institutional Effectiveness

The Moorpark College Mission identifies the institution as part of the public higher education system of California. It points to the communities of eastern Ventura County as the service area, and delineates three primary areas of student preparation: university transfer, career education, and basics skills. Further, it states the philosophy of student-centered education to include instruction and student development. It strongly commits to a broad-based and global approach to general education, and articulates general outcomes for the areas of diversity and continuous learning.

The College has established an integrated planning process. Integrated planning occurs at multiple levels. It begins with the establishment of a District mission and educational strategic planning at the District level, conducted by the Board of Trustees. The District Mission and Strategic Objectives provide a framework for local college planning.

At the college level, long-term educational master planning (10-year) and medium-term strategic planning (3-year) is led by the President, with participation from organizational groups (senates and councils) and the general campus community. Results of this activity are chronicled in two major planning documents that provide the overarching framework for short-term planning; these documents are the *Moorpark College Educational Master Plan 2009-2019* and the *Moorpark College Strategic Plan 2009-2012*.

The annual or short-term planning process, framed by the long view of the *Educational Master Plan* and informed more urgently by the medium-term goals of the *Strategic Plan*, is initiated, monitored, and evaluated by the six standing committees of the College. Annual or short-term planning produces task-oriented action plans. These action plans are carried out by respective operational areas such as academic departments, student services, and administrative services. These may include Unit Program Plans, the Enrollment Management Plan, the Information Technology Operational Plan, the Marketing Plan, and other annual documents that track operational tasks for completion.

Standard IIA: Instructional Programs

In compliance with the mission, the College offers quality instructional programs in recognized and emerging fields of study leading to associate degrees, certificates, or transfer to higher education institutions. The criteria for approval of programs and courses meet both Accreditation Commission standards and those of the California Community Colleges System.

The quality of instruction is maintained for both traditional and distance education classes through the curriculum approval process, instructor evaluation, and systematic evaluation of student learning outcomes. In accordance with the Accrediting Commission's Policy on Distance Learning, all curricula, regardless of where or how delivered, meet College standards and are reviewed by the College Curriculum Committee and the District Technical Review Work Group and recommended for VCCCD Board of Trustees approval. Through the evaluation of student learning outcomes and the annual program review and planning process, faculty in the instructional programs validate curriculum currency and improve their teaching and learning strategies.

The effectiveness of programs is assessed through the program review process, which includes quantitative and qualitative measures, and student learning outcome assessment. Annual program planning, in which all programs participate, requires an examination of student retention/success rates, enrollment trends, external and internal environmental scans, and future projections with resource allocation requests. Student learning outcome assessments from the prior year are reviewed and resulting data are used for program improvement and to inform resource allocation.

Extensive and ongoing dialogues concerning student learning outcome identification and measurements have occurred campus-wide since 2004. Course and program level outcomes, including those for the general education program, have been identified, and assessment is being conducted. Course outcomes are listed in official Course Outlines of Record (COR) and on syllabi. Program outcomes are listed in annual Program Plans and in the *College Catalog*.

College-wide core competencies (college-wide learning outcomes) identify areas of literacy that an educated person graduating from Moorpark College is expected to possess. There are clear links between these broad areas of knowledge and the philosophy established for general education. The core competencies for the College are Language and Information Literacy; Quantitative Literacy; Literacy of the Sciences; Multicultural Literacy and Civic Engagement; and Literacy in the Arts. Identification of outcomes and assessment measures for core competencies will be completed in 2011-2012.

The College employs a variety of media to provide clear, accurate, and timely information to the public, including the *Moorpark College Catalog* (annually updated); the *Schedule of Classes* (semester publication), the college website (continuously updated), the college portal for both staff and students (MyVCCCD), and an electronic marquee (updated daily) prominently posted at the entrance to the campus.

Student achievement information is made available to the public by the Office of Institutional Research. The "Students' Right to Know" information is published annually in the *College Catalog*. The college website provides a link to the current *College Catalog*, as well as the *Educational Master Plan: 2009-2010* and the annual *Institutional Effectiveness Report*, which contains student profiles and student achievement information, including graduation and transfer rates.

To assure academic integrity of the teaching and learning process, academic freedom is ensured in Board Policy (*BP 4030 Academic Freedom Policy*, updated 2006). In 2008, the Academic Senate also adopted a statement of Academic Freedom, which is based on standards articulated by the American Association of University Professors (AAUP). The statement of academic freedom is printed in the *Faculty Handbook*, and posted on the Faculty Resource page within the employee web portal.

Standard IIB: Student Support Services

Moorpark College provides student-centered, accessible services to support student learning, offering the full span of services from pre-enrollment support to graduation and career planning. The range of services is organized into three clusters: 1) Enrollment Services: from pre-enrollment services to registration; 2) Student Life: from registration and counseling, to career/transfer planning and graduation; and 3) Instructional Support: learning centers and tutoring services.

The three clusters are embedded into three academic divisions and supervised by academic Deans. This Student Learning model, in which instruction and student services share the same divisional structure, has been an organizational innovation at Moorpark College, and was created to foster a tighter bond between instruction and student development. In addition, the College established a Student Services Council to ensure that there are coherent goals and focus to student services as a whole. The Council includes all functional leads of student services as well as the four Deans who oversee the three main student services areas. The Student Services Council is the companion council to the Deans' Council. Both councils are chaired by the Executive Vice President of Student Learning to ensure philosophical and operational coherence.

Student Services programs conduct annual review and planning. The structure of review is similar to that of instructional programs, with modifications to target student services elements. The review includes both quantitative elements, such as type of projects, rates of usage, and faculty ratios, and qualitative elements, such as program review and planning narratives, environmental scans and

projections, and resource requests in response to stated needs. The final portion of the program plan addresses the student learning outcomes, results of assessment, and strategies and resources to improve service delivery based on the results. This annual program review process ensures that the services are in a state of continuous improvement and provides evidence that they support learning and contribute to student retention and success.

The College provides equitable access to students by maintaining appropriate, comprehensive, and reliable services to all students, whether they attend college during the day, evening, weekend, or through distance education. All learning support services areas are accessible by telephone at a minimum. Many programs have websites with descriptions of services and typically an email address. In addition, many web services are available to students, allowing them to conduct business online 24 hours a day, year round.

Information on student life, and major policies and procedures affecting student learning, student conduct, and student rights and responsibilities are included in the *College Catalog*. Information on services, programs, and courses is updated annually in the *College Catalog* by the Office of Student Learning to ensure currency. The *College Catalog* is available to students in printed form and online. Each semester, course offerings are presented in the *Schedule of Classes*. The *Schedule of Classes* is available online.

Standard IIC: Library and Learning Support Services

The College Library is housed in the Library Learning Resources building (opened Fall 2005). Students have access to a rich collection that has sufficient breadth, depth, and variety to support learning. The collection is comprised of print volumes, online books, current periodical subscriptions, media, and electronic resources for on-campus and off-campus use (close to 100,000 volumes and sources). The Library's website provides access to Library resources 24 hours a day, seven days a week to on-ground and distance learning students. The Library also offers ongoing library instruction addressing research skills to college classes. Information literacy outcome assessment is also conducted through library instruction and is an integral part of student learning outcome dialogues across campus. A concern expressed by the Librarians regarding the need for more full-time Librarians is noted, and a search is being conducted to bring a third tenure-track Librarian into the faculty.

The Teaching and Learning Center, a Writing Center, and a Mathematics Center are essential components to the College's learning support services. The Center is supported by two full-time faculty, a full-time staff member, and trained student tutors. This operation, under the direction of an academic Dean, provides additional learning support services to Moorpark College students and offers additional information literacy learning opportunities. An open-access computer lab is also available to students on the first floor of the Library.

Standard IIIA: Human Resources

To ensure the employment of qualified personnel in support of learning programs, and to conduct a uniform and equitable search process, the District established Administrative Procedures for the hiring of faculty, managers and college Presidents. Classified staff are hired according to a standardized procedure in compliance with the Merit System mandated at the District. The Human Resources Department enforces state-mandated or internally established minimum qualification requirements for academic and classified positions.

The policies and procedures require staff with expertise in the subject matter and services to be performed to serve on screening committees. Screening committees typically consist of tenured faculty, adjunct (part-time) faculty, managers, and classified employees, as appropriate to the position. The committees develop screening criteria, evaluate whether candidates meet minimum qualifications, and conduct interviews.

Screening committees and the college administration take several steps to validate subject matter expertise of faculty candidates. The application process requires the submission of academic transcripts, teaching demonstrations during the committee screening process, and reference checks upon the completion of the Presidential-level interview.

Evaluation procedures for faculty and classified staff are stipulated in the faculty and classified collective bargaining agreements. Tenured full-time faculty are evaluated at least once every three years. Probationary tenure-track full-time faculty are evaluated at least once per year until tenure is awarded. Hourly faculty are evaluated at least once during the first semester of employment, and at least once every six semesters thereafter. Managers and classified staff members are evaluated annually.

The Human Resources Department advertises jobs on the District website and in a variety of electronic and printed media 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, Monster.com, and Craigslist.com. Additional sources are utilized as appropriate.

As part of their self-evaluation, faculty are required to provide their evaluation committees with materials demonstrating course preparation and adherence to course outlines. Through the faculty handbook, faculty have been advised of the requirement to list student learning outcomes on their course syllabi. The faculty evaluation process also requires the peer evaluators to assess the degree to which the person being evaluated uses effective teaching techniques, engages students in the lesson observed, and measures student performance in fair and valid ways. In addition, the evaluation form asks the peers to assess whether the content of the lesson observed was current and whether the content was consistent with the course outline.

District personnel files and records are kept in a locked room and can be reviewed only by Human Resources Office staff for limited reasons. Collective bargaining agreements determine the personnel file review process. Employees may review their payroll and benefit records through their employee portal log-in.

All employees and students are expected to adhere to the District's policy regarding unlawful discrimination. Should an employee or a student allege a violation of policy, he or she can bring that concern to the attention of the Director of Human Resources Operations, where the concern will be examined, and if necessary and possible, brought to informal resolution. If the concern cannot be resolved, the District will process the concern in accordance with established, formal procedures.

Professional development activities for managers, faculty, and staff are made available through the District and the College. These include mandatory and self-assigned faculty FLEX activities, faculty mini-grant programs coordinated by the Faculty Development Committee, District communications and workplace skills training sessions for staff, District management training, and a college-based President's Leadership Roundtable program for all constituencies.

Standard IIIB: Physical Resources

Through appropriate master planning, the College has ensured that there are sufficient physical resources to meet the changing needs of the student population and the College's programs and services. The most expansive of such facilities planning was documented in the *Facilities Master Plan 2002.* This planning resulted in the community's approval of a bond measure (Measure "S") in March 2002, which accommodates the College's projected growth and its need to replace temporary facilities with permanent buildings. Moorpark College's portion of the District Bond Measure funds totaled $104,239,503. The last three buildings targeted by the bond measure, the Academic Center, the Health Sciences Building, and the EATM building, are under construction. An additional parking structure, the

funding for which is gleaned from interest savings from the bond, was approved by the Board of Trustees in May 2010.

The *Facilities Master Plan 2002* and its subsequent update, *Facilities Master Plan 2005-2015*, established the needs and priorities for all facilities on the current 150-acre campus site. The master plan was based on projections of enrollment growth to 18,500 in 2015, space utilization reports provided by the State Chancellor's Office to determine the effective use of space, and specific Program Plans submitted by programs and services of the College. The *Facilities Master Plan 2005-2015* takes into consideration the dialogues and the new information in the *Educational Master Plan 2009-2019*. The facilities master planning ensures that college programs and services are supported with sufficient physical resources to maintain integrity and quality.

Short-term physical resource needs are evaluated annually through the program planning and review process. Programs on campus review space and physical resource needs and submit requests through their unit Program Plans. These requests for facilities improvement fall into three categories: capital, substantial, or routine. Capital and Substantial projects are presented to FacilitiesCAP (Facilities Committee for Accreditation and Planning – a College Standing Committee) for discussion. This committee makes recommendations for allocation of resources to the Vice President of Business. Routine items such as minor repairs are collected and forwarded to M&O for completion.

The College ensures the safety of its facilities through the hiring of qualified personnel to oversee its facilities program. In new capital construction and renovation projects, qualified architectural and/or construction management firms are engaged to ensure safety and efficiency in the design of the buildings. The College must meet health and safety standards as established by the Division of State Architects, thus ensuring safe environments for all teaching and learning.

In the maintenance of existing facilities, the College employs a Director of Facilities, Maintenance, and Operations, whose responsibility includes the monitoring and assurance of health and safety standards in respect to state and local codes and regulations. When area-specific health and safety interventions are necessary, the Director may engage field experts and consultants to assist with issue resolution. The Director also secures training for college staff to ensure safety in equipment handling and maintenance of spaces such as science laboratories or areas with hazardous materials.

To provide a healthy and safe working environment, all employees and students are also encouraged to report health and safety matters to the colleges' administration. To provide a venue for suggestions and reporting, the College has both a Campus Environment Advisory Committee and a Safety Advisory Committee.

Standard IIIC: Technology Resources

Technology infrastructure and support at Moorpark College are designed to meet the needs of teaching and learning, college-wide communications, research, and information management systems for operations. Operational management of Information Technology at the VCCCD is centralized, with an Associate Vice Chancellor of Information Technology serving as the chief technology officer for the District and its colleges. IT personnel are managed and supervised through the District, and services are provided to the campuses through an IT manager shared by the three colleges, a classified supervisor for each campus, and a sufficient number of technicians to support daily operations on the campus. The Vice President of Business Services monitors IT operations on campus, while District IT provides staff work direction, supervision, and project management.

District IT develops, implements, and maintains Moorpark College's technology infrastructure, provides coordination and leadership to advance technology across the campus, and guides policy creation and implementation. District planning is accomplished through a number of advisory and work groups; long-term strategies are delineated in the District *Strategic Technology Plan.*

Mirroring the District's efforts, the College carries out long-term and short-term planning to identify needs and to ensure the currency and adequacy of IT resources to support its learning programs. Long-term planning is conducted by TechCAP (Technology Committee for Accreditation and Planning – a College Standing Committee). The product of TechCAP's planning is the College's *Technology Master Plan*, which sets out Strategic Objectives, technology standards, and refresh programs. The *Technology Master Plan* is used as a guide for its annual implementation plan.

Short-term planning for IT is accomplished via the annual program planning process. The role of TechCAP is to ensure that technology review and planning is tightly connected to resource allocation, and is aligned with campus Strategic Objectives. Programs assess the current status of technology as part of their program review. Technology requests are compiled and sent to TechCAP for review and prioritization. To focus on the prioritization and resource allocation process, TechCAP formed a subcommittee (Technology Resource Allocation Committee or TRAC) to perform this task. TRAC's recommended prioritization and accompanying rationale are sent back through TechCAP to the Vice President of Business Services, who validates these needs in the context of all technology program needs across the campus, and prepares the final prioritization recommendation for the College President.

Distance Education is fully supported in the District through the course management system Desire2Learn. Training and support for faculty, and readiness assessment and support for students, are in place to promote student success. The Office of Instructional Technology, established two years ago (2008) under the supervision of an academic Dean, anchors the distance education initiative at the College. The College applied for and received a Substantive Change approval for multiple degrees and certificates offered 50 percent or more via distance education from the Accrediting Commission in Fall 2009, validating that adequate resources are in place to support teaching and learning in the distance education modality.

Infrastructure setup and support for administrative computing is provided by District IT. Training on major systems such as Banner Student and Banner Financial is made available regularly or by request. Training on office-based programs such as Microsoft Office software is available online through the District.

Standard IIID: Financial Resources

The District's total 2009-10 Adoption Budget, excluding General Obligation Bond Funds and Reserves, was $263,218,700. Of the total, the General Fund Unrestricted was $156,579,318, or 59.5% of all resources. Faced with the financial constraints of the 2009-10 State budgets, the District's operating budget is also constrained. However, through the accumulation and maintenance of a prudent level of reserves, the College's allocation allows for modest educational improvements while at the same time, eliminating and/or reducing expenses that are a lower priority. General Fund Unrestricted budget allocations are distributed to the colleges through the District's Allocation Model, adopted by the Board of Trustees in May 2007 and modified in May 2009.

Moorpark College's Unrestricted General Fund allocation for 2009-2010 was $49,537,686. Financial planning, including institutional-level commitments and unit-level allocations, is integrated into institutional planning and is in alignment with the Strategic Objectives provided by the *Educational Master Plan* and the *Strategic Plan*.

The College ensures proper allocation of these funds through a transparent, campus-based annual program review and planning process that ensures alignment with mission and Strategic Objectives to support instruction, student services, and administrative operations.

The flow of budget planning begins with the District's budget assumptions for the planning year, and projection of state funding expectations. This information is normally embedded in the Board of Trustees' budget adoption process in August/September.

The first step in the college resource allocation process begins with the College's Fall Fling planning retreat, where the mission, the Strategic Objectives, and the planning year budget are reviewed. The data presented are disseminated widely to the campus to provide a context for unit planning.

The next step requires that academic and service managers, in conjunction with their Department Chairs or service areas supervisors, conduct a review of prior year budgets. Beginning in 2010, the Vice President of Business Services provides a three-year budget comparison for the managers, so they may note spending trends, realign funding to match emerging needs, return funds to the general budget, or request additional resources. This budget review gives historical context to the resource allocation discussion during program planning.

The primary vehicle for the allocation of discretionary funds outside of the unit operation budgets is the annual program review and planning process. Program plans call for both quantitative and qualitative analysis of program status and a three-year future projection. Based upon a review analysis, and the goals set for the coming year, each program identifies its resource requests for program improvement.

In the final phase of the planning process, the Vice President of Business Services and the Executive Vice President meet with each manager and respective faculty and staff in their program to evaluate the status of the program, to review both the division operating budget and the additional requests for resources. The Vice President of Business Services sets the manager's operating budget based on prior year rollovers and appropriate adjustments after review and discussion. Discretionary allocation outside the manager's operating budget are consolidated according to categories (human resources, physical resource, technology resources), and dispatched to respective planning committees for validation and prioritization.

Several times during the year, the President shares with the campus emerging information on the state budget, and how it impacts college planning and operations. Budget updates are delivered through Town Hall meetings, as well as participatory governance committee meetings, senate meetings, and council meetings. Explanatory financial data and presentations are also provided through the college website, portal, and Business Services Office.

In the past three years, the state budget crisis has negatively impacted the operations of the College. The reduction in general and cuts to categorical fund support have prompted the campus to re-evaluate its planning assumptions. In addition, as the budget shrinks, it is no longer prudent to develop training programs without considering the context of a slow economic recovery and an even slower job recovery. Noting these challenges, the campus has agreed to insert into the *Educational Master Plan* a Strategic Objective that requires the College to provide a realistic assessment, both academic and financial, of its institutional planning and program planning agenda *vis á vis* the economic environment.

The District has established budgetary processes to address all long-term obligations. A reserve has been fully funded to cover the long-term liability related to faculty workload balancing. A separate fund to cover retiree health liability has been established and fully implemented (GASB45) in 2007-08. Insurance costs are covered on a "pay-as-you-go" basis and are budgeted annually within the General Fund Unrestricted.

Building maintenance costs are budgeted in the College's operating costs and capital projects budgets for scheduled maintenance. The College also has access to local capital funds that have been set aside over time and has access to Foreign Student Surcharge and Redevelopment Agency funds to assist with the maintenance of facilities. Other long-term obligations for the College are facility lease and equipment lease purchase agreements, which are accommodated in the annual operating budget.

The budget allocation process for the three colleges and the District Administrative Center was approved in 2007 and is reviewed annually to ensure it continues to meet its objectives. Audits are conducted annually, in a timely manner, and have very few management findings, which are addressed appropriately and immediately. The District audit reports indicate that financial management is sound with appropriate internal controls.

The Banner financial management system is easily accessible to all unit budget managers. The system is updated in real-time and managers have full access to monitor their unit's financial activity on a current and timely basis. In order to maintain compliance with District policies and procedures regarding purchasing, the College has an internal process which allows for multiple levels of review and approval of requisitions, travel requests, and other expenditures.

The District and College manages financial affairs with integrity in respect to all external agencies and contracts. The District has also secured adequate cash flow and reserves to ensure financial stability despite a difficult fiscal forecast for the California Community Colleges. There are appropriate risk management strategies in place and realistic plans to manage unforeseen financial emergencies.

Standard IVA: Leadership and Governance

Moorpark College is proud of its innovative spirit and institutional excellence. Students, faculty, staff, and administrators are engaged in dialogues about substantive campus-wide issues, and participate in the planning and decision-making process.

The college community is self-reflective about the mission and learning, is data-driven in annual program review and planning, is deliberate in implementation and resource allocation, is measuring the results for effectiveness, and is improving programs based on those results.

The governance structure of the College and the clearly defined decision-making tree have provided both venue and guidelines for dialogue about institution practices and planning. The decision-making process ensures that those in the best position to know have input into the actual implementation of the work, and that the work is supported by appropriate resources. College governance (both administrative and participatory aspects) is clearly documented in *Making Decisions at Moorpark College, 2008-2010,* and is reviewed annually and re-published as necessary to provide operational guidance for the campus.

Moorpark College demonstrates honesty and integrity in its relationships with external agencies. The College complies with the Accrediting Commission's Standards, policies, and guidelines. The College also complies with regulations of other external agency review and accreditation. These include the programs of the State Chancellor's Office, accreditation for nursing and allied health programs, the UCLA honors program, and the NAEYC Accreditation for the Child Development Center. The College also complies with all federal and state statutory requirements and observes local ordinances and regulations as they apply to state public institutions.

A review of the College's advertisements, press releases, and documents posted on the college website has shown that the information presented to the public has consistently been straightforward and accurate.

Each Standing Committee reviews accomplishments and conducts a process audit of its respective committee operations at year's end. EdCAP (Education Committee for Accreditation and Planning) is responsible for the review and assessment of the college-wide program planning process. Results of these evaluations have been used for process improvements such as changes in the planning template, planning timelines, and the addition of a planning step in the annual cycle for program status evaluation.

The Ventura County Community College District is a three-college system of independently accredited institutions and an administrative center governed by a five-member Board of Trustees. The Board sets District policies to ensure the quality of its programs and services and the fiscal stability of the District. The Board hires a Chief Executive Officer (Chancellor), who is responsible for implementing District operations consistent with Board policy.

The roles of the District Administrative Center (DAC) and its colleges are clearly defined. The DAC provides for the operation of the colleges in the areas of planning and finance, human resources, educational services, information technology, economic development, and administration. The DAC also serves as the coordinating body among the colleges and a liaison between the Board of Trustees and the colleges. A *Delineation of Functions* document maps the essential functions for the District and the colleges. The roles of the District, colleges, and governance structures are also defined in the District's *Participatory Governance* handbook.

Members of the Board are elected by eligible local voters representing five subdivisions of the District. They are not employed by the District, nor do they hold incompatible public offices. Board members serve without term limits. A student trustee is elected at-large by the colleges' student bodies to serve a one-year term as an advisor to the Board. The Board is a policy-making body, and its decision-making takes place in public, in accordance with the Brown Act. Board actions are informed through testimony from both the general public and employees. A majority vote taken by the Trustees on items agendized for its adoption becomes the position of the Board.

The Board enforces a conflict of interest policy as well as a Trustee code of ethics. A policy and procedure have been established for the Board's self-evaluation. As implemented, the surveys conducted for the self-evaluation rely on the Board members assessing their own performance, and external feedback from employees of the District or from external constituencies is not included in the assessment.

Trustees are responsible for the hiring of the District's Chancellor. Full authority is delegated to the Chancellor for the operation and accountability of the District. In addition to statutory responsibilities, responsibilities of the Chancellor district-wide include education and administrative policy, planning and budget, organizational structure and governance, capital projects, the supervision of Cabinet executives, and representation and advocacy for the VCCCD as the District CEO. The Chancellor is annually evaluated by the Board, and goals are set for the Chancellor as part of the assessment process.

Primary authority is delegated by the Chancellor to Presidents to provide leadership at the college campuses and ensure the quality of each institution. The President provides direction to the College in the areas of organizational structure and college governance, planning and assessment of institutional effectiveness, data-driven research, integration of planning and resources, and the implementation of policy and regulatory compliance. The Chancellor sets goals and evaluates College Presidents on an annual basis consistent with Board Policy.

The President guides the integrated institutional planning process to ensure that students benefit from a continuously improving teaching and learning environment that reflects the mission and the values of the College. Major documents delineating results of the institutional planning process are the *Educational Master Plan*, the *Strategic Plan*, the *Facilities Master Plan*, and the *Technology Master Plan*. The Master Plans provide upper-level guidance for annual program review and planning.

Through the Office of Institutional Research, the President implements an institutional effectiveness assessment process. These include the compilation and publication of the annual *Institutional Effectiveness Report* and annual surveys on the effectiveness of the organization and committee structure as related to the institutional planning process.

The President represents the College in external venues. She is the official spokesperson, and an advocate for the College in the media and in the community. She regularly engages in activities within the College's service area and maintains mutually beneficial relationships with K-12 Districts, institutions of higher education in the private and public sectors, civic organizations, mayoral offices and city councils, and community foundations. Through the Moorpark College Foundation, the President garners additional support for the College by enlisting the Foundation Board of Directors in community outreach and resource development activities.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates a strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

IA. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

IA.1
The institution establishes student learning programs and services aligned with its purposes, its character, and its student population

Descriptive Summary

Moorpark College has established student learning programs and services aligned with its purpose, character, and student population as outlined in the College's Mission:

> *As a public community college, Moorpark College offers programs and services accessible to the community. Drawing from a student-centered philosophy, Moorpark College creates learning environments that blend curriculum and services in providing to students:*

> - *Introductions to the broad areas of human knowledge and understanding;*
> - *Courses required for university transfer and career preparation or advancement;*
> - *Skills in critical thinking, writing, reading, speaking, listening, and computing;*
> - *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.*

The Moorpark College Mission identifies the institution as part of the public higher education system of California; it aligns with the stated mission of the California Community College System (IA-1) and is guided by the mission and values defined for the Ventura County Community College District by its Board of Trustees. (Refer to the VCCCD Master Plan 2007-2010) The Moorpark College Mission identifies the surrounding communities of eastern Ventura County as the service area, and appropriate to an institution of higher education, delineates three primary areas of student preparation in university transfer, career education, and basic skills. Further, it states the philosophy of student-centered education to include instruction and student development. It strongly commits to a broad-based and global approach to general education, and articulates general outcomes for the areas of diversity and continuous learning.

In meeting its mission, the College is open access, and offers programs that lead to Associate Degrees and Certificates in a range of academic majors, concentrations, and career-technical fields. A general education program that addresses a broad range of human knowledge is established as an integral part of the academic programs. Further, the College ensures that the general education program is in

concordance with the transfer requirements to 4-year universities, including the universities in the California higher education system, specifically in CSU Breadth and Intersegmental General Education Transfer Curriculum (IGETC).

In support of the mission, a full range of student services and learning support services are established to support student-centered learning and student development within and outside the classroom. These services anticipate the needs of the general population as students progress through the College, as well as the requirements of students with special needs. These services and resources ensure that "open access" translates to "student success". Student services and learning support services and resources are detailed in the *College Catalog*.

To assess the College's success in serving its community, the College regularly examines the demographics and enrollment profiles of its service area, analyzes economic forecast reports, and conducts both external and internal scans regarding current and emergent academic and career-technical training needs. These sets of data are documented in the *Institutional Effectiveness Report* (IA-2). Here are two examples of how the College uses this information to check for the alignment of programs with the College Mission and students' needs.

- Do the demographics of the student body mirror the demographics of the adults in the College's service area? The answer to this question has been consistently yes; demographics of the College's student population have consistently mirrored those of the adult population in its service area.

- Does the College Mission, and its student learning programs, meet students' needs? Analysis of students' educational goals indicates that the proportion of students declaring 4-year transfer as their educational goal has steadily increased since Fall 2004, averaging 64 percent each fall semester over the five-year span. The success of career-technical education and basic skills programs in meeting students' needs are assessed annually through the integrated program review and planning processes as well as through the analysis of fill rates when class schedules are developed. This process has given rise to improvements in support of adult learners (PACE) (IA-3) and renewed support in basic skills education (IA-4).

Self Evaluation

The College's planning processes include an annual review of institutional effectiveness data as well as annual Program Plans and improvement strategies to ensure that programs are linked with the College Mission and fulfill students' needs. These processes, described further in response to Standard IIA., create the venue for routine and systematic dialogue among members of the college community about the alignment of programs/services with the College Mission.

Planning Agenda

None

IA.2
The mission statement is approved by the Governing Board and published.

Descriptive Summary

The Board of Trustees approved the current Moorpark College Mission Statement on February 10, 2004 (IA-5). The College reviewed and validated the mission at the Annual Planning Retreat in Fall 2008 (IA-6). The Board of Trustees reaffirmed the College Mission on July 14, 2009 (IA-7). The current mission statement is published in the *College Catalog*, the *Schedule of Classes*, the *Institutional Effectiveness Report*, and the college website.

Self Evaluation

The College's mission statement is approved by the Board of Trustees, both in its prior revision and the more recent reaffirmation. This mission statement is widely disseminated in both print and online publications.

Planning Agenda

None

IA.3
Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

Since 2008, mission statement review has been a standing item on the top of the agenda at the College's Fall Retreat, familiarly referred to as the "Fall Fling" by the college community (IA-6). The Annual Fall Retreat is a key planning activity led by the President, in partnership with executive staff and the academic leadership team. These retreats foster college-wide learning dialogues among faculty, students, staff, and management. Topics have ranged from student learning outcomes, program review and planning, as well as budgetary impact on core curriculum, and validation of Strategic Objectives. Review of the mission at the top of the first hour sets the tone for each of these retreats.

During the Fall 2008 Retreat the College Mission statement was reaffirmed, with the recommendation that a workgroup be formed to review the mission as well as the vision/value statement in greater detail. Under the leadership of an Academic Dean, a Mission Review Taskforce brought together faculty and staff volunteers throughout Spring 2009 to benchmark the Moorpark mission to those of other community colleges, and to gather additional feedback from the campus (IA-7). The Taskforce findings suggested that the mission remains current (IA-8). The mission was re-affirmed by the Board of Trustees on July 14, 2009 (IA-8). Minor additions to the value statement were presented and accepted at the 2009 Fall Fling session (IA-9). The next review of the mission will be conducted as part of the standing agenda at the 2010 Fall Fling.

Self Evaluation

A collegiate review and revision of the mission occurs annually within the College's cycle of integrated planning.

Planning Agenda

None

IA.4
The institution's mission is central to institutional planning and decision making.

Descriptive Summary

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.

The embedding of mission review into the planning cycle and dialogue of the College allows the community to simultaneously reach upward to examine the overarching philosophy of the College, and to probe within programs and services to ensure that there is alignment in the implementation of that philosophy. This routine review of the College Mission statement is essential to institutional integrity because, as described in subsequent sections of this self-study, in practice, the mission is *use*d in the development of long-term and short-term institutional plans; the assessment of institutional effectiveness; program review, planning, and assessment; curriculum development; and in College committee deliberation and recommendations.

Self Evaluation

The Moorpark College Mission is the philosophy upon which the College builds its learning paradigm, defines its scope and reaches of service delivery, and articulates the benchmarks of student achievement. The governance structure, the integrated planning dialogue, and the decision-making process provide the means by which the mission is translated in plans and actions. The governance structure, integrated planning process, and decision-making path are detailed in the publication *Making Decisions at Moorpark College 2008-2010.*

Planning Agenda

None

Standard IA: Mission Evidence:

General Documents:

Making Decisions at Moorpark College 2008-2010

Moorpark College Catalog 2010-2011

VCCCD Master Plan 2007-2010

VCCCD Participatory Governance Handbook

IA-1   California Community College Mission

IA-2   *Institutional Effectiveness Report* (2003, 2004, 2007, 2008)

IA-3   Program for Accelerated College Education (PACE) Meeting Minutes

IA-4   Basic Skills Committee Meeting Minutes

IA-5   VCCCD Board of Trustees: February 2004 Meeting Minutes

IA-6   Annual Fall Retreat 2008

IA-7   Mission Review Taskforce, Annotated Agendas

IA-8   VCCCD Board of Trustees: July 2009 Meeting Minutes

IA-9   Annual Fall Retreat 2009

Standard IB: Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

IB1
The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Moorpark College has a history of ongoing, collegial, inclusive dialogue related to improving student learning. The learning dialogues at the College take place in the context of institutional planning. The purpose of the dialogue, in all cases, is to ensure that the College is aware of its mission, is data-driven and self-reflective in goal-setting, is deliberate in implementation and resource allocation, is measuring the results for effectiveness, and is improving programs based on those results.

In providing a formal structure, venues and the logistics for campus-wide conversation, the College fosters vibrant dialogues on student learning. To accomplish a cyclical process of goal-setting, implementation, measurement and improvement, the College has established three key features to support this planning process (refer to *Making Decisions at Moorpark College 2008-2010*):

- **Structure:** Clearly defined College governance is established to ensure participation and to provide structure for dialogue.

  Members of the college community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles. The scope for each constituent group is outlined in *Making Decisions at Moorpark College, 2008-2010.* Each is derived from the *California Code of Regulations*, the *Ventura County Community College District Board Policy*, Senate Constitutions, College/District practices, procedures, and job descriptions.

  The College has four councils: Vice Presidents Councils, Administrative Council, Deans Council, and Student Services Council. The first three are management councils and the last draws membership from student services area leads (a mixture of faculty and staff), their respective Deans, and the Executive Vice President. The College has three senates: Associated Students, Academic Senate, and Classified Senate. There are six standing committees that operate in the participatory governance model. As noted in the previous section of this Standard, they are:

    1) EdCAP (Education Committee for Accreditation and Planning)
    2) FacilitiesCAP (Facilities Committee for Accreditation and Planning)
    3) TechCAP (Technology Committee for Accreditation and Planning)
    4) Fiscal Planning
    5) Curriculum Committee
    6) Faculty Development

- **Venue:** College planning, on the institutional level as well as the unit plan level, occurs annually. Planning provides the venues for an ongoing set of dialogues about goals and how to implement them; and at the end of implementation, prompts self-reflections on the quality of the work done and how to improve upon it.

  Institutional planning is led by the President. Her office coordinates the planning activities and dialogues that lead to the creation of the *Educational Master Plan* and the *Strategic Plan*. The Office of Institutional Research and Planning, reporting to the President, monitors the indicators of institutional effectiveness, and reports on the summary data regarding student success annually in *The Institutional Effectiveness Report*. The report is distributed to the college community and the community-at-large to foster dialogue on achievement and improvements.

  The unit planning process is initiated, monitored, and evaluated by the standing committees, in particular, the three CAP committees and Fiscal Planning. The contents of the unit plans are the responsibility of the respective work areas. For example, EdCAP oversees annual program review and planning in instruction, student services, and administrative services. It does so by crafting program plan templates and identifying key elements for reporting, monitoring timelines and plan completion, and reviewing the efficacy of the process at the end of each cycle. All documents for planning and evaluation are forwarded to EdCAP for review, approval, and dissemination. It is through this process that the College ensures it is maintaining an ongoing, collegial, dialogue with a focus on planning and evaluation of institutional effectiveness. Beginning with the 2010-11 planning cycle, EdCAP will serve as the vehicle in which peer review of all program and course outcome assessment efforts is conducted (IB-1).

  While EdCAP anchors the process, area experts such as Department Chairs, Deans, and Directors are responsible for the content of the Program Plans. The content comprises four parts: 1) quantitative data such as productivity, retention, and student success, 2) qualitative analysis on future projections based on internal data and external scans, 3) request for resources based on data presented, and 4) a reporting of student learning outcomes and assessment.

  The Technology and FacilitiesCAP committees and the Fiscal Planning Committee function in a similar role, providing planning and monitoring oversight while the area work units implement the goals and assess results in operation.

  The clarity in roles and responsibilities, process, and content, as documented in *Making Decisions at Moorpark College*, allows the College to focus on conversations about learning during planning activities. This clarity minimizes the distraction of governance politics or inappropriate special interest advocacy from any one constituent group.

  The dialogues about learning at the College have been student-centered, integrated, and vibrant. The ability of groups to come together with ease and the willingness of these groups to focus on the student experience regardless of their area of service are the hallmarks of collegial dialogue at Moorpark. Planning conversations are ubiquitous on campus.

- **Mechanism for Decision-Making and Implementation:** The College decision-making process, embedded in the governance structure and the roles of its groups, shepherds the learning dialogues from discussion and recommendations, to decision-making and data-driven resources allocation. The decision-making process ensures that those in the best position to know about learning, support, and operations have input into the actual implementation of the work, and is supported by appropriate resources.

On the institutional level, dialogues about student learning and success occur college-wide and within the governance groups during planning activities. College-wide planning venues include Educational Master Planning and Strategic Planning. Institutional goal-setting relating to student learning and success is conducted during these two activities. The results are documented in the *Educational Master Plan, 2009-2019* and the *Strategic Plan, 2009-2012*. The *Educational Master Plan* provides a 10-year view of challenges and opportunities; the *Strategic Plan* sets 3-year Strategic Objectives to meet those opportunities.

On the unit planning level, the 3-year goals of the *Strategic Plan* frame the dialogues in the annual program planning process, which occurs in instructional programs, student support services, and administrative services. This program planning process with timeline is described in the document *Making Decisions at Moorpark College*.

Moorpark College has created three forums unique to its culture of open dialogue. Each of these forums, now well known on campus by their familiar names, serves a different purpose.

Fall Fling: The Annual Fall Retreat, commonly known as the "Fall Fling Forward," or simply the "Fall Fling," was so named to press home the point that the College should move forward rather than retreat. The Fall Fling is conducted each October under the auspices of the President, and serves as a formal institutional planning session. From 1992-2002, College plans were developed biannually and off-campus retreats were held every other year. Since 2006, annual retreats, the Fall Flings, have been held and all employees are invited to attend. The College embraces this method of dialogue as evidenced by strong attendance, averaging 75 participants in recent years. Fall Fling 2009 attendance included our largest group yet, with 143 faculty, staff, and administrators participating. The standing agenda includes mission/vision/value review and an evaluation and validation of Strategic Objectives (IB-2).

Town Halls: college-wide dialogue also occurs in Town Hall meetings, led by the President and Vice Presidents, and joined by the Academic Senate President. Town Halls are scheduled at least once a semester. They serve as a venue for general discussion on areas of current interest. Topics have included facility updates (particularly in regards to building projects funded by the Measure "S" bond), reorganization of the College, and most recently, the state budget crisis. The Town Halls are informational, usually without a set agenda. A Questions and Answers period is expected, and always offered, encouraging interactions and meaningful conversations rather than a structured presentation or "meeting" (IB-3).

Y'all Comes: Another form of open dialogue is the *Y'all Come* meetings. *Y'all Comes* are called by the College President, and open to all. They are brainstorm sessions or working sessions, where the energy and expertise of the College is brought to bear on special topics. Sessions have included: educational master planning, strategic planning, basic skills, learning communities, student learning outcomes, and others issues pertaining to teaching and learning. Recommendations emerging from these sessions are then taken back to the appropriate decision-making groups for consideration (IB-4).

Self-Evaluation

The College has established formal structures and venues to ensure ongoing, collegial, self-reflective, and robust dialogues about the continuous improvement of student learning. The planning process, institutionally and programmatically, is data-driven with wide participation. Program plans and learning outcome analyses are examined in cyclical process, leading to a better and collective understanding of data gathered in service of student learning evaluation.

Planning Agenda

None

IB2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

Institutional goals, or Strategic Objectives, are developed in the planning process. Integrated planning begins with the Board of Trustees reviewing/revising/reaffirming the District mission and developing an educational strategic plan (*VCCCD Master Plan 2007-2010*). The District mission and the resulting Strategic Objectives provide a framework for college planning.

A representation of the College Mission and planning hierarchy is below, and is contained in *Making Decisions at Moorpark College 2008-2010*:
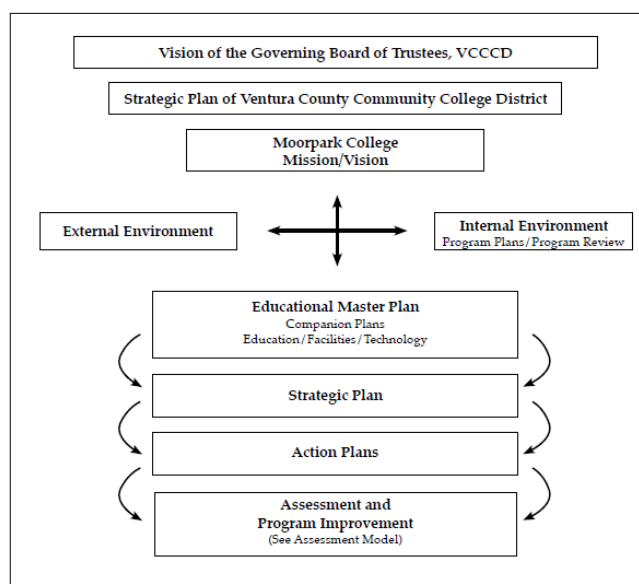
At the college level, long-term educational master planning (10-year) and medium-term strategic planning (3-year) is led by the President, with participation from organizational groups (senates and councils) and the general college community. Results of this activity are chronicled in two major planning documents that provide the overarching framework for short-term planning. The documents are: *Moorpark College Educational Master Plan 2009-2019*; and *Moorpark College Strategic Plan 2009-2012*.

The Educational Mater Plan: The current 10-year *Educational Master Plan* was completed in mid-Fall 2009. In early September, the College reviewed the planning assumptions, the data sets, and the analysis of challenges that lay ahead in the next decade. In a *Y'all Come* session in late September 2009, participants examined the challenges and made recommendations to meet those challenges. This work completed the substance of the *Educational Master Plan* (IB-5). The work then commenced to create a 3-year *Strategic Plan* based on the recommendations of the *Educational Master Plan*.

The Strategic Plan: In October, at the Fall Fling, the President presented a draft *Strategic Plan* with goals for validation. The 150 participants were asked to brainstorm action plans for each goal, and assign responsible parties. The action steps are intended to flow down and be incorporated into to specific Program Plans as part of the annual planning activity.

The final compiled *Strategic Plan 2009-2012*, adopted by EdCAP in late Fall, has measurable Strategic Objectives with action steps, a timeline for implementation, responsible parties, and outcome measures. The Strategic Objectives are also cross-walked back to VCCCD Strategic Objectives to ensure alignment upward to District mission priorities (IB-6).

As the College improved the strategic planning process over the past three years, the terminology has been modified. From 2006 to 2009, Strategic Objectives were identified as strategic "focuses." These were identified and validated at the Fall Flings of those respective years, and used as areas of special focus in local unit program planning. In Fall 2009, with the launching of the Educational Master Planning process, and the subsequent creation of a formal *Strategic Plan*, the "Strategic Focuses" were renamed "Strategic Objectives."

The 2006-2009 Moorpark College strategic focuses were: (1) increase course offerings through alternative delivery methods; (2) improve basic skills student success, retention, and persistence; and (3) respond to the needs of our community through outreach/marketing.

College resources were allocated based on Program Plans and college-wide need to address each of these areas of focus. For example, to meet our basic skills initiative and improve student success, Moorpark College created a writing center and a math center, and hired full-time faculty members for each area.

In order to meet the needs of a more diverse student population, the college community also embraced the strategic focus of alternative delivery methods and focused on expanding our distance education program. A Distance Education Sub-committee was developed, programs across campus developed new distance education curriculum, the College invested in technology to support on-line learning, hired a full-time instructional technologist to support faculty and students, and started a PACE program.

The third strategic focus, community outreach, stemmed from a need to reach more high school students, and expand our focus on community needs. The College allocated resources to develop a significant community outreach program and hired a full-time outreach specialist to develop and lead this program. The College also allocated resources to new program development, based on local community need. New Exercise Science/Personal Training and Health Information Management curriculum was developed, full-time faculty members were hired, and equipment and facilities were allocated to support the new programs.

In 2009, these strategic focuses were then replaced by the Strategic Objectives from the *Strategic Plan, 2009-2012*, which are: (1) Student Access; (2) Student Success; (3)Responsiveness to the Marketplace; and (4) Economic Climate [*This objective was proposed as an important filter by which to examine any plans emerging out of the first three Strategic Objectives. The California State Budget crisis is such that the College must plan for a long economic down-cycle. This goal is intended to provide a realistic context for planning and resource commitments.*]

Self Evaluation

Through the participatory educational master planning and strategic planning process the College achieved a broad-based understanding of its goals, and is committed to the continuing implementation of this process with a periodic, and structured planning cycle. The College ensures that the overarching goals are integrated into local programmatic plans, and are carried out in the core business of the College, with annual evaluations of its success through the annual program review and planning process. The structure of the *Strategic Plan*, which includes specific timelines and measurable outcomes, enables the College to annually review progress and gauge level of goal achievement.

Planning Agenda

None

IB3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analysis of both quantitative and qualitative data.

Descriptive Summary

The *Moorpark College Educational Master Plan* is the long-term vision that informs all institutional planning and decision-making. The recommendations of the *Educational Master Plan* are translated into mid-term Strategic Objectives in the *Strategic Plan.* Implementation of these goals is folded into the work of the College through annual program planning. Assessment occurs at two levels:

➢ At the institutional level, Strategic Objectives are reviewed for completion, and re-validation annually. Since each Strategic Objective has action plans, timelines, and responsible parties attached, the College will be able to assess outcomes against planned action. At the expiration of the 3-year *Strategic Plan* in 2012, a new round of medium-term planning will be in place for the 3-year cycle, generating a new set of Strategic Objectives, or re-validating ones that should be continued.

➢ At the local program plan level, program goals are linked to Strategic Objectives, and embedded in the annual work plan for each program, whether they are quantitative or qualitative. The assessment of work plan completion as well as student learning outcomes is reviewed in preparation for the next round of program planning. The assessment and program improvement information arising out of the unit Program Plans are rolled up to the *Strategic Plan* level, and become part of the annual *Strategic Plan* review.

The annual or short-term planning process is initiated, monitored, and evaluated by the standing committees of the College. The six committees form the central structure of participatory governance at the College, and ensure a broad-based understanding of the College constituents regarding the formation and implementation of the College goals. They are:

- EdCAP (Education Committee for Accreditation and Planning)
- FacilitiesCAP (Facilities Committee for Accreditation and Planning)
- TechCAP (Technology Committee for Accreditation and Planning)
- Fiscal Planning
- Curriculum Committee
- Faculty Development

The *Facilities Master Plan* and the *Technology Master Plan*, two major College planning documents, in addition to the *Educational Master Plan* and the *Strategic Plan*, originate from two of the above standing committees.

Annual or short-term planning produces task-oriented action plans. These action plans are carried out by respective operational areas in academic, student services, and administrative services. Unit Program Plans are required of all areas. Topical action plans, in addition to the unit plans, may include the *Enrollment Management Plan*, the *Information Technology Operational Plan*, the *Marketing Plan*, and other annual documents that track operational tasks for completion.

The annual program planning process mandates participation from all instructional programs, student service programs, and administrative service programs. The four key elements are:

- A narrative study of the overall status of the program in current year and in a three-year projection, informed by economic forecast reports, community reports, and College advisory committees, and other relevant data;
- Productivity and related indicators of program effectiveness, as detailed in the Moorpark College Assessment Model;
- Request for resources (human and material) based on projected program needs for goal implementation; and
- Student Learning Outcome (SLO) Identification, Assessment, and Program Improvement: 5-Column Model.

Each of these areas of the program plan requires the plan writer to identify the segment of the mission or a specific Strategic Objective from the *Strategic Plan* that validates the proposed direction, resource request, or SLO being addressed. This is the most direct expression of mission compliance and mission relevance the College demonstrates each academic year.

To begin the planning process, division and department meetings are held to review annual program goals for the budget year (or planning year, which is one fiscal year out from the current one). These conversations take place across campus, in both formal and informal settings. With oversight from EdCAP, and support from the Office of Institutional Research and Planning, initial plans are submitted in October of the current year, and final revision due the following September. Please see the planning calendar in the document *Making Decisions at Moorpark College*.

After final plan submission, the Executive Vice President, Vice President of Business Services, Division Dean, Department Chair, and interested faculty and staff members meet to validate program plan resource requests and formally evaluate each program's status (stable, stable but impacted, growth, pay attention). These individual program meetings are time-intensive, and takes up most of April and the early part of May. However, the College has found over the past three years that these evaluation sessions are critical for the executive team to glean a holistic view of the College; they are also important for the individual units as a venue to explain their quantitative and qualitative data. Unit budgets and resources, both existing and requested, are discussed in the context of demonstrated need and how they impact Strategic Objectives. This discussion integrates planning with resources allocation, and provides adequate information for recommendations to management for assignment of resources for the budget year (or planning year).

At the conclusion of the program evaluation activities, the Executive Vice President prepares a summary of the College program evaluation process for EdCAP, with final presentation to the College President. The report, as accepted by the President, is forwarded to the Chancellor and the Board of Trustees (IB-7).

Self-evaluation

The College has a broad-based understanding of the planning process and there is wide participation in ongoing planning at the institutional as well as the unit level. The planning process has been implemented through a number of years, and is well-established in the annual work cycle of the College. Quantitative and qualitative data are consistently applied, and multi-year trends are available for program analysis. Institutional goals are linked to unit goal, and requests for resources are made in light of goals implementation and program improvement.

Planning Agenda

Revise the Program Plan Template, making explicit the connection between Strategic Objectives and resources requests, including personnel, operations, facilities and technology areas.

IB4

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The governance of the College, with both administrative and participatory features, provides the structure upon which integrated planning is conducted. The governance structure shepherds planning discussions and recommendations through appropriate bodies to culminate in final decision making and resource allocation. The governance structure and the inclusive decision-making path it embodies, ensures that the planning process and ensuing conversations are broad-based, with ample opportunities for input by appropriate constituencies. Specifics of councils and governance groups are documented in *Making Decisions at Moorpark College*.

The planning with the established structures is further enhanced by college-wide venues that educate and inform the constituents about issues and goals of the College. The Fall Flings, the Town Halls, and the *Y'all Comes*, are integral parts of the President's planning tools. These venues invite opinions, solutions, and discussion from a wide spectrum across the College. Post-session, the President prepares and distributes follow-up emails to all employees that summarize the discussions and recommendations made at these meetings (IB-8, IB-9).

The College is particularly mindful that data-driven planning and Strategic Objectives should drive resource allocation to ensure adequate support for implementation. On the institutional level, the President ensures that research has primacy in planning. The establishment of an Office of Institutional Research and Planning (2006) is a key aspect in supporting and strengthening the culture of evidence that must permeate planning. On the level of unit planning, EdCAP is specifically charged with overseeing the annual process, and validates that the template used in program review and planning includes long-term and short-term data for a range of indicators, from productivity and success rates, to environmental scans and student learning outcomes.

Resource allocation on the meta-level of the institution is tied to the Strategic Objectives. Resource decisions at all levels are framed by the Strategic Objectives which guide committee recommendations, and the President's final approval on items requested. Resource allocation discussion and recommendations are the responsibility of many groups, including TechCAP, and FacilitiesCAP in their respective specialties; the Deans' Council and the Academic Senate for faculty prioritization; and Fiscal Planning for classified staff prioritization. Programmatic resources are discussed in program evaluation sessions and allocation determined by the Executive Vice President and the Vice President of Business Services upon review for mission and goal alignment. (Refer to *Making Decisions 2008-2010* for

Planning Process) Final recommendations on budget and resources are presented to the President and executive staff for validation or further discussion.

The primary mechanism for College planning is the program planning cycle. Every academic and service program participates in the annual program planning cycle. Division Deans ensure that faculty and staff understand the link between plans and the College Mission and the Strategic Objectives, review the timeline, and are given every opportunity to participate. Full- and part-time faculty and staff members are invited to attend program planning meetings, or submit input via email. Conversations between faculty members also play a critical role in planning. Deans, Department Chairs, and interested faculty members work together to prioritize each program's needs (IB-10). Advisory groups of the career-technical programs meet annually. Advisory group feedback is included in Program Plans, ensuring that the community voice is also included in the College planning process (IB-11).

Over the last decade, the College has worked diligently to improve its planning process, and to more tightly connect stated goals to resource allocation. The College has successfully moved in this direction in the last four years, with college-wide understanding that all resource requests must be data-driven, and must be included on the annual Program Plans to be considered for the following year allocation (IB-12).

Program review meetings with the Executive Vice President of Student Learning and the Vice President of Business Services occur each spring semester (IB-13). This meeting involves a detailed review of each program plan with the Dean and Department Chair (and any interested faculty members), to ensure understanding of the specific needs and priorities for each program in view of strategic and program goals (IB-14). The process has become more transparent and beneficial each year. It allows department leaders to voice their goals and priorities directly to administrators, leading to better-informed resource allocation decisions.

As the budget fluctuates, the program review process has the added value of being a collaborative activity that focuses limited resources on the most important needs. These collaborative discussions, even in the absence of resources, help individuals understand why all requests cannot be met. When specific requests cannot be met, programs explore ways to share resources (such as shared clerical support), recycle resources (such as reallocating computers that were replaced by new computers as part of the refresh program), or secure alternative funding, such as grants, where possible.

The Program Plans are also used by key decision-making groups, such as the Academic Senate and the Deans' Council (in prioritizing full-time faculty hiring requests), Fiscal Planning (in prioritizing classified staff hiring requests), TechCAP (in coordinating and allocating technology resources), and Maintenance & Operations (in facility maintenance planning). Each group reviews and prioritizes the requests (based on program goals, college-wide needs, and the College Mission) and forwards their recommendations to the appropriate manager for review. Final recommendations are made to the President for approval and implementation.

Self-Evaluation

The College has an established governance and decision-making structure that provides for wide-participation in planning, both at the institutional and at the unit level. The annual program planning process ensures a cyclical and structured venue for broad-based dialogue, and effective planning for all academic, services, and operational areas. The request for, and allocation of, resources are tied to Strategic Objectives as expressed in program plan goals. Appropriate standing committees are assigned the responsibility for review and recommendations for resource allocation. An area of known weakness in this planning cycle is the feedback loop after resources are assigned and implementation begins. Resource requests that were not met should, as part of the process, be sent back to the requesting programs for consideration in the next planning cycle. This information loop had not been closed in the past, and has caused confusion.

Planning Agenda

Beginning 2010-2011, the Office of Business Services will report back to units on allocations made and deferred in preparation for planning in the subsequent year.

IB5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

Moorpark College collects and analyzes assessment results from a variety of sources.

On the institutional level, summative data is collected in the following:

Data Type	College or District Generated	Benchmarked
Geographic and Demographic Access	*Institutional Effectiveness Report* *Educational Master Plan*	
Student Achievement Trends	*Institutional Effectiveness Report* *Educational Master Plan*	ARRC (Accountability Reporting for Communities Colleges - California Chancellor's Office system and legislative reporting) peer group benchmarks
Student Engagement		CCSSE (Community College Survey of Student Engagement) National CC benchmarks
Student Satisfaction	district-wide Survey (year 2) of student satisfaction with services	
Employee Satisfaction	district-wide Survey	
Committee Effectiveness	College-based Survey (Corresponding surveys were also administered at District level committees)	

The *Educational Master Plan* and the *Institutional Effectiveness Report* are available on the College website, as well as in print (IB-15). These reports are provided as resource materials for programs to use in their decision making, but also as reports of quality assurance to our constituents.

The Accountability Report for Community Colleges (ARCC) is submitted annually as requested by the California Community Colleges Chancellor's Office for reporting quality assurance to the state legislators (IB-16). The College's response to the ARCC data, as required by the State Chancellor's

Office, are reviewed by VCCCD Governing Board at a public board meeting. The ARCC data is also provided to College programs to use in their program planning and decision-making processes (IB-17).

A pair of student surveys, one addressing engagement and the other satisfaction, provides feedback and planning ideas to the College campus. The results of CCSSE, which are nationally benchmarked, were presented to the college community at a *Y'all Come* meeting as well as at the Student Services Council. The satisfaction survey is presented to Student Services for planning.

The VCCCD Employee Survey provides a temperature reading of how employees regard various areas of their work life, including the working environment, work satisfaction, professional development, budget, leadership, and their participation in planning. The survey results are posted on the District website, and provide points for improvement in operations and planning (IB-18, IB-19, IB-20).

The Survey of Committee Effectiveness, a survey instrument developed in 2007-2008, and now being administered for a second year, gives the Office of the President feedback on the college community's perception of how well governance functions through the standing committees, councils, senates, and workgroups (refer to the College's Survey of Committee Effectiveness). It is an integral part of evaluating the institutional level processes for planning and assessment. Based on the results, committee structure, membership, operations, and meeting frequencies may be changed.

On the unit and program level, formative data are collected through the Program Plans:

Data	Source
Quantitative Data: Productivity, Faculty/Student Ratio, Full-time/Part-time Faculty Ratio, Contact Hours, and Workload	Office of Institutional Research and Planning draws data from Banner Student Information System
Qualitative Data: narrative analysis on future trajectory of program	Internal and external scans of workplace and 4-year educational institutions; career-technical and academic advisory committee; state and local budget projections.
Student Learning Outcome Assessment Data for Program Improvement	Research conducted for student learning outcomes identified in prior year plan; commonly gathered by Office of Institutional Research and Planning or by Department Chair and discipline faculty

The information gathered through these program specific venues provides programs with valuable information used in their program planning and improvement, including curriculum development. For example, the Student Health Services program recently participated in the National College Health Assessment survey (in 2008 and in 2010), focusing on student health behavior. The results of this survey allows for the College's Student Health Services program to better understand, and provide services for, specific health-needs of our students (IB-21). Data for all programs, as part of the program plan archives, are available on MCShare (the College's document archive/networked database), and in hardcopy in the Office of Institutional Research and Planning, and in the department offices.

In general, the College communicates the results of these surveys and reports internally through committees and councils, at *Y'all Come*s and Town Halls, at Division, Department, and EdCAP meetings, and via email, MCShare, and MyVCCCD (District/College portal). It communicates externally by posting reports on the website, reporting findings at board meetings, and reviewing data with advisory members, and as required by other schools and agencies. The President and executive staff, in their interaction with the public, share appropriate achievement data in advocacy for the College. The District also produces an *Annual Report to the Community*, which updates Ventura County public and private agencies and major industries on the state of the District and the colleges (IB-22).

Self Evaluation

Through state as well as locally established mechanisms such as the *Educational Master Plan*, the *Strategic Plan*, the *Institutional Effectiveness Report*, the state-generated ARCC, the nationally recognized CCSSE, as well as a number of internal surveys, the College communicates the assessment of its quality and effectiveness to two main audiences: internally, as a means for further planning and program improvement, and externally to the public-at-large, to ensure citizens and taxpayers that the College delivers quality programs and services in compliance with its mission.

Planning Agenda

None

IB6

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

Ensuring the effectiveness of planning processes on the institutional level is the responsibility of the President, just as planning on the institutional level is assigned to the chief executive of the College. The President's Office ensures that the structure of governance is facile and responsive for planning and college-wide dialogue. This is done through an annual review of the *Making Decisions at Moorpark College* document with the senates and councils, and final review by the entire college community. In the last cycle of review, a number of elements were refined and revised to clarify the process, and the roles of participating constituencies. A graphic representation of the Planning Model was added with a full glossary. The college community was requested to review the draft of the *Making Decisions* document on the portal. Final printing and dissemination via MCShare was accomplished during late Spring 2009.

In addition, as reference in the previous section of this Standard, a Committee Effectiveness survey is conducted annually by the Office of the President to gauge the quantity and quality of participation. Results will contribute to the refinement of the governance and planning structure, and if needed, trigger changes in the decision-making document to reflect current practice.

Assuring the effectiveness of unit or program planning is the responsibility of EdCAP. The EdCAP membership is representative and participatory, and includes the Executive Vice President, Vice President of Academic Senate, all Department Chairs and coordinators, all Deans, the Institutional Research Coordinator, two representatives of the Student Services Council, representative from Administrative Services, and one student appointed by Associated Students. It is co-chaired by a Dean appointed by the Executive Vice President and a faculty member appointed by the Academic Senate Executive Council.

The committee charge regarding unit or program planning is two-fold: to initiate and monitor the process of annual planning, and to assess the planning process and make recommendations for improvement at the end of each cycle. The elements considered by EdCAP to accomplish the process assessment portion of their work include: data categories, time span and scope of data inclusion, official plan templates for programs to follow, and annual timeline.

Each fall semester, EdCAP reviews the template from the previous program planning "season" and determines the effectiveness of the template, considering input gathered from the decision-making bodies, such as the Fiscal Planning Committee, Academic Senate, as well as input from the Department Chairs and Division Deans. The template is revised to better serve each of the users. In Fall 2009, for

example, the Technology-CAP requested that the Resource Request page be modified to include a specific area to be used for Technology requests (where the previous template had technology requests listed within the equipment requests). This modification allowed for programs to be more specific in their technology requests, and allowing for Technology-CAP to better conduct their prioritization process (IB-23). Other changes made as the College lived through a number of planning cycles include the following additions: documented links to Strategic Objectives, new data categories for student services and administrative services reporting as different from instruction, the inclusion of student learning outcomes documentation and assessment, and the adding of a data-dependent program evaluation step that fixes the status of the program in terms of "stability, stable but impacted, growth, or pay attention."

Many times, as the programs work with the program plan template, questions or concerns regarding the actual template arise. As each program works with the institutional researcher during the program planning process, the researcher gathers all of their questions, concerns, and suggestions for improvement and then forwards these to EdCAP for consideration in the next year's template. During the Spring 2010 program plan meetings, it was suggested that the template for the next cycle include an area for programs to identify the year in which they are scheduled to conduct their curriculum review, and a confirmation "check-box" for them to select once the curriculum review is complete. This recommendation was made as a response to the curriculum review schedule approved in March 2010.

Self Evaluation

Each standing committee of the College has embedded in its operation an annual goal-setting requirement at the beginning of the cycle, and an audit for goal and process evaluation at the end. EdCAP, which monitors the program planning, reviews the process and planning materials, and recommends changes as needed. The changes in the template over the past five years reflect the ongoing dialogue about what is valuable in planning. The maturation of the planning process at the College is matched by the growing sophistication of the template itself. Each year, the College brings refinement, nuance, and additional means of tracking and fostering improvements to the academic and operational areas.

Planning Agenda

None

IB7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

In the process of formalizing the decision making processes at Moorpark College, the following schema was designed to illustrate the College's assessment model (refer to *Making Decisions 2008-2010*):
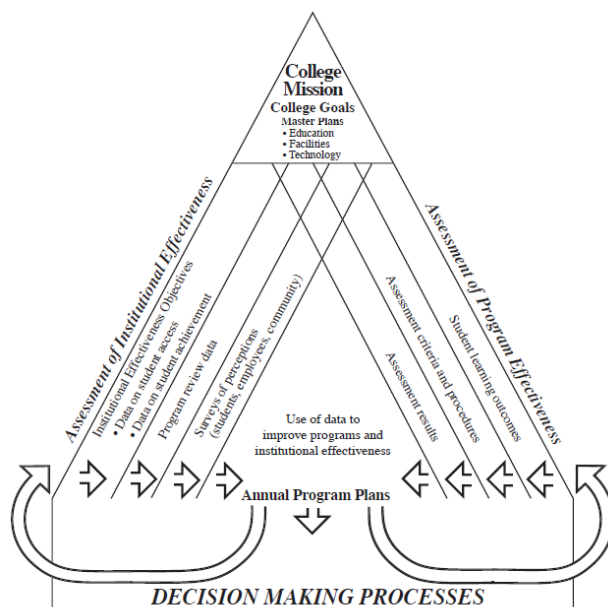
The three primary components of the Assessment Model are the College Mission, the assessment of institutional effectiveness at the institutional level, and the assessment of program effectiveness at the unit or program level.

The Assessment of Institutional Effectiveness includes quantitative and qualitative summative measures that create snapshots of the College at specific points in time. These are useful benchmarks for comparisons across time within the institution as well as the national and state trends.

> Data on Student Access: Quantitative evidence that the College is serving all students in the service area.

> Data on Student Achievement: Quantitative evidence that students move through and complete college programs, e.g., rates of course completion, retention, persistence, transfer, jobs, degrees, and certificates.

> Program Review Data: Quantitative evidence on program productivity and student enrollment.

> Data on Strategic Objectives: Quantitative evidence at the college level and program levels of progress on addressing the current Strategic Objectives.

> Surveys of Perceptions: Qualitative evidence from primary stakeholders on the College's effectiveness.

> Evaluation of Process Effectiveness: Qualitative and quantitative evidence that college processes are effective in directing and maintaining the College's efforts to produce and support student learning.

The Assessment of Program Effectiveness includes the formative measures of student learning outcomes. These assessments are analyzed to determine if students are learning specifically what departments intend to teach and to guide program improvement.

The five columns in this process of assessment are summarized below and are fully described in the *Moorpark College Program Improvement Toolkit 2007*:

Column 1: Establish a program purpose derived from the College Mission and the appropriate core purpose or competency. College Mission: *Why does the College exist?* Core purpose or competency: *Why does this service cluster exist at Moorpark College?* OR *What type of literacy skills will students gain by completing your program at Moorpark College?* Program Purpose: *Why does this program exist?*

Column 2: Identify measurable outcomes in terms of the knowledge, skills, or attitudes students must evidence to document that the outcome has been achieved. *How do students demonstrate that they are achieving the purpose of the program?*

Column 3: State the exact means of assessment, including the audience, behavior, the assessment tool, and desired degree of success. *How do we know that students are moving toward or achieving the program's purpose?*

Column 4: Summarize the data. *What were the results of the assessment?*

Column 5: Apply the results from the assessment to improve student learning in the next cycle of planning and assessment. *How will this information be used to improve the courses/ programs/services?*

The assessment of program effectiveness is on-going, with the results of one assessment serving as a starting point for another series of assessments, all with the goal of providing quantifiable bases for guiding program improvement.

The College's model of assessment relies on the integration of the institutional and programmatic categories of assessment:

- Summative data generated to measure components of institutional effectiveness and
- Formative data generated to guide program improvement.

Program plans incorporate program review and the program improvement process. Instituted in 1999 to link planning with resource allocations, the College made two key assumptions:

"Program" refers to all college support services and instructional disciplines and programs. Support services include services to students (e.g., registration and records, student business office), services to faculty (e.g., copy center), and facilities (e.g., maintenance and grounds).

Each college program reviews its services, strengths, and needs annually in order to accurately assess the College and create plans that link resources to areas that need support to maintain or improve excellence or that have potential to grow.

The five components of the program plan are:

Program Productivity: Provides a summary report of 3-year trends in productivity data for instructional programs and requires various measures for student services

Environmental Scans: Calls for a summary of relevant data from external scan sources, including feedback from industry advisory committee for career technical programs

Program Review: Requires an analysis of the prior two sections with the goal of identifying program strengths and weaknesses

Resource Requests: Lists the human, material, and facilities resources needed based on Program Plans to correct weaknesses identified in the Program Review section

Assessment of Program Effectiveness: Uses the Nickols' Five Column Model to identify, assess, and use research on student learning outcomes to improve programs

Program Plans integrate program review and planning, and therefore serve as the foundational documents for allocating college resources. See Section 3 of *Making Decisions at Moorpark College 2008-2010* for the timelines and sequences for planning steps and for establishing hiring priorities for faculty and classified staff.

In addition, Program Plans are used for program status evaluation. The Executive Vice President, Vice President of Business Services, the Dean, the Department Chair, and interested faculty/staff meet to validate the budget requests in the program plan and determine each program's status. The program status is determined to be as *stable*, *stable but impacted, growth*, or *pay attention* based an analysis of three-year trends in program review data elements.

The Executive Vice President prepares a summary of the College's program evaluations which is reported to EdCAP, and then presented to the President (IB-24, IB-25, IB-26, IB-27).

Self Evaluation

The College collects institutional (summative) as well as program (formative) assessment data annually to use as evidence of effectiveness, and to guide program improvement. The College monitors institutional data for trends in student success and uses the data to guide educational master planning and strategic planning. Program and service units monitor assessment data in student learning and operational outcomes, and make changes in content or delivery to improve deficiencies. The assessment process is effective in support of planning, and in promoting change and improvements in programs and operations.

In benchmarking the College's integrated and cyclical planning and assessment process to the Accrediting Commission's Rubric on Planning, the College has reached the level of Sustainable Continuous Quality Improvement.

General Documents:

Making Decisions at Moorpark College 2008-2010

Moorpark College Catalog 2010-2011

Moorpark College Committee Effectiveness Survey 2008, 2010

Moorpark College Educational Master Plan 2009-2019

Moorpark College Facilities Master Plan

Moorpark College Institutional Effectiveness Reports (2003, 2004, 2007, 2008)

Moorpark College Program Improvement Toolkit 2007

Moorpark College Strategic Plan 2009-2012

Moorpark College Technology Master Plan

VCCCD Master Plan 2007-2010

VCCCD Participatory Governance Handbook

IB-1   EdCAP Meeting Minutes, April 2009

IB-2   Fall Fling Attendance Records and Agendas

IB-3   Town Hall Announcements

IB-4   Y'All Come Campus Announcements (Samples from 2006, 2007, 2008)

IB-5   Educational Master Plan Call to Action Emails and Reports

IB-6   EdCAP Meeting Minutes: October 27, 2009

IB-7   Program Status Report Template

IB-8   Fall Fling Attendance (2006, 2007, 2008, 2009)

IB-9   Y'All Come Campus Announcements (Samples from 2006, 2007, 2008)

IB-10   Divisions Meeting Announcements

IB-11   Advisory Committee Meeting Minutes

IB-12   EdCAP Meeting Minutes: November 2009

IB-13   Program Plan Meeting Schedule for Executive Vice President and Vice President

IB-14   Program Plan Evaluation Template (2009-10 and 2010-11)

IB-15   *Educational Master Plan* and the *Institutional Effectiveness Report*

IB-16   ARCC reports for 2009, 2008, 2007

IB-17   VCCCD Board Agendas (ARCC 2009 Report was reviewed March 2009)

IB-18   Community College Survey of Student Engagement (CCSSE)

IB-19   VCCCD Student Perceptions Survey

IB-20   VCCCD Employee Survey

IB-21   National Health Survey

IB-22   VCCCD Annual Report

IB-23   Program Plan Template Variations (2006-07, 2007-08, 2008-09, 2009-10, 2010-11)

IB-24   Program Plan Status Evaluation Template (2010-11)

IB-25   Program Plan Status Report

IB-26   EdCAP Meeting Minutes: August 2009

IB-27   Program Plan Status Report to Moorpark College President

Standard II: Student Learning Programs

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1
The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

The roots of the Moorpark College culture were planted 43 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 continues to permeate the campus, and encourages faculty and staff to create innovative learning opportunities for the diverse groups of students that make up the college community.

The multi-faceted college mission explicitly commits the College to transfer, career-technical, and basic skills education for the local community. Services and programs are provided to ensure student access to the College's programs and services. This College value is articulated in the first sentence of the College Mission: "As a public community college, Moorpark College offers programs and services accessible to the community."

The first three specific components of the College Mission shape the decisions about which courses the College offers:

- Introductions to the broad areas of human knowledge and understanding;
- Courses required for university transfer and career preparation or advancement;
- Skills in critical thinking, writing, reading, speaking, listening, and computing.

In addition to life lessons available to students in classrooms and student service offices, additional programs have been designed to fulfill the following components of the mission:

- 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.

In compliance with the mission, the College offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, or transfer to other higher education institutions. The quality of instruction is maintained for both traditional and distance education classes through the curriculum approval process, instructor evaluation, and systematic evaluation of student learning outcomes. Through the evaluation of student learning outcomes and the program review and planning process, faculty in the instructional programs validate their currency and improve their teaching and learning strategies (IIA-1).

The College offers high-quality programs to prepare students for transfer, career-technical certificates, and basic skills. The criteria for approval of programs and courses meet Accreditation Commission Standards and those of the California Community Colleges System.

The College's transfer offerings align with the lower division major requirements for the California State Universities, including California State University at Northridge and California State University at Channel Islands, the requirements of the University of California and many private universities. These requirements include lower division general education requirements of CSU Breadth and University of California IGETC. Further, course equivalency at the public four-year institutions are matched and tracked in ASSIST.org. The career-technical programs are developed based on local labor market needs, emerging fields of employment, and the recommendations of advisory committees from business and industry. An assessment of these requirements and needs is conducted as part of the annual program review and planning process. Identified needs for updates or changes are recorded as part of the environmental scans in the Program Plans which are provided by faculty within each department.

Faculty review programs and curricula through the assessment of student learning outcomes as part of their annual program plan. If assessment results indicate a need for improvement, faculty discuss and agree upon improvement strategies; these strategies can include changes in instructional delivery, an improved textbook, increased time spent on a particular topic of the course, a need for an entirely new course or prerequisite, or other strategies that faculty deem appropriate. When the identified strategy includes a change to curriculum, faculty develop a proposal and forward it through the curriculum process.

Curriculum is a faculty-driven process through the participatory governance structure of the College and District. The Curriculum Committee at the College is a standing committee of the Academic Senate. The membership of this committee can be found in the *Making Decisions at Moorpark College* document. The process includes technical review, mission alignment, general education and distance education applicability and prerequisite validation.

To ensure that the College's programs and courses are congruent with the College Mission, the Curriculum Committee requires proposals to include a statement of need related to the College Mission and a rationale based on input from external constituencies such as advisory committees, regional consortia, community/industry/business leaders, transfer institutions, local feeder high schools, and accrediting bodies, or by internal constituencies such as other instructional and service programs.

For new courses, faculty answer how the course will enhance the current degree or certificate program, or if the course is not part of a program, explain its role in the College's curriculum and in what way the existing courses in the department fail to meet student needs.

For new degree programs or certificates, faculty are asked to explain the need for the program or certificate and identify the program purposes and outcomes. They provide a catalog description of the new program or certificate, including a list of the required courses, units, and course sequence.

Evidence of the need for the course and/or program is provided to the Curriculum Committee in the following forms: catalog pages from comparable community colleges; transfer applicability for existing university majors; student surveys; matriculation data; labor market information; job advertising

information; copies of new legislation, statutes, or laws; and/or minutes documenting advisory committee recommendations.

Student success rates are tracked by a number of instruments. Student success indicators for both transfer and career-technical courses and programs, including retention, success, and persistence rates, are documented in the College's annual *Institutional Effectiveness Report*, as well as the unit plans for each program as part of annual program review and planning.

The annual Accountability Reporting for Community College (ARCC) required by the California Community Colleges State Chancellor's Office provides a three-year comparison of these indicators as well, and benchmarks them to peer institutions of similar size and characteristics within the California Community College System. With career-technical programs, in addition to the reports above, information concerning professional licensure success rates is also gathered and made public. Moorpark College consistently places above state norms in the rate of retention and transfer readiness. In career-technical and basic skills areas, the College is on or above level with our peers within the State. The Board of Trustees approve all curriculum and program actions before courses are offered (see ARCC Reports for 2007, 2008, and 2009).

Self Evaluation

The College establishes programs of study based on the stated mission of the College for transfer, career preparation, and basic skills. The curricular creation and review process ensures that programs are current and appropriate. In 2009 the Curriculum Committee added a review process such that all college curriculum and programs are revised in a systematic five-year cycle. Evidence of this review is included in the program plan. Student progress and achievement are tracked via college generated data as well as external state reports to ensure trends of success are satisfactory, and to identify areas of improvement. The annual program planning process provides the venue for qualitative and quantitative analysis of program status and learning outcomes.

Planning Agenda

None

II.A.1 (a) The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

The College identifies educational needs of students from data collected through student records, individual program data, and student learning outcome assessments. From a wider perspective, the College also examines the data above in the context of economic projections, environmental scans of business and industry, and curricular benchmarks with post-secondary institutions. This information is reported to the college community so faculty and staff can develop programs to address the identified needs.

As part of the program review and planning process, departments rely on several sources of program data. Faculty and managers analyze, discuss, and utilize the following:

- 3 years of program productivity data from the *Program Planning Data Report;*

- Current input from external constituencies such as advisory committees, regional consortia, community/industry/business leaders, transfer institutions, local feeder high schools and accrediting bodies;
- Student demographic, enrollment trends, and achievement data from the *Institutional Effectiveness Report*;
- Student success and program completion data;
- Student opinions/perceptions through various surveys;
- Student Learning Outcome Assessment results.

These sources reveal trends and ongoing needs of the community and student population. The population Moorpark College serves has historically been the traditional college-aged student between the ages of 17 and 24 (73% of the student population). In addition, 65% of students report that their educational goal is to transfer to a four-year institution, either with or without having earned an associate's degree (refer to *Moorpark College Institutional Effectiveness Report*s). This reported educational goal is confirmed through enrollment patterns: courses that fulfill general education/transfer requirements are in greatest demand (IIA-2, IIA-3). Responding to these trends, Moorpark College's curriculum includes a comprehensive range of general education/transfer courses as documented in the *College Catalog* and the *Schedule of Classes* (IIA-4).

Analyzing county demographic data reported in the *Educational Master Plan 2009-2019*, the College has started to prepare for a shift in its student population. The number of residents in the Moorpark College service area of traditional college-going age (15 to 24) is expected to decline and both the young adult (25 to 34) and over-50 population will increase. In preparation for this shift, the College has increased its distance education program and has implemented and reviewed scheduling a Program for Accelerated College Education (PACE) with a major in Business.

The most pressing agenda regarding student needs at this writing is closely tied to the State economic crisis. With unemployment in the double digits, Moorpark College, like other community colleges across the country, is experiencing unprecedented enrollment growth. Paradoxically, the College is becoming less able to accommodate student needs due to diminishing funding. The College's response to this pressing student need is equally unprecedented. In a two-year long campus dialogue that is still unfolding, the faculty of the College have identified core curriculum, core sequences, and core courses essential to their programs. The College has scheduled more of these essential courses in order to move students to completion and transfer, creating capacity for more incoming students. This dialogue about student needs and core began in 2007, as the College began to review economic projections with growing concern and make predictions about how the structural deficit of the California budget will affect the College's ability to meet student demand. The use of economic projections and environmental scan data in this case allowed the College to plan ahead and meet the challenge of access with rational planning. Evidence of dialogue regarding the identification of core instruction and services may be found in Town Hall agendas and Deans' Council meeting minutes (IIA-5, IIA-6).

In addition to collecting, reporting and analyzing campus-wide data, program faculty work with data gathered within their programs and courses. Historically, faculty would evaluate the progress of their students within the classroom, and possibly within the context of program completion; these evaluations were internal, and discussions were informal. Evaluations of student progress have become formalized with the implementation and assessment of student learning outcomes. Student learning outcomes are now discussed as part of the curriculum process; outcomes must be established as an integral part of the official course or program outline of record. Discussions continue as part of the annual Program Plans where assessment methods are identified and results are documented (IIA-7, IIA-8).

Self Evaluation

The College gathers a full range of summative and formative data for the purposes of assessing student achievement and student learning outcomes. The data and research findings are incorporated into the curricular review process, annual program review and planning, as well as the formulation of Strategic Objectives. The process of data-driven analysis and planning matured over the past five years, with a regular annual production of the *Institutional Effectiveness Report* and program planning data report to sustain the planning effort. With the assurance of data availability and accuracy, the quality of the learning dialogue has improved. It has shifted from the mechanics of implementation to more sophisticated inquiries about the authenticity of assessments.

Planning Agenda

None

II.A.1 (b) The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

One of three identified strategic directions for Moorpark College in the academic years of 2006-07, 2007-08, and 2009-10 was to provide programs and services through "alternative delivery "approaches. This decision was based on discussions held at the 2006 Fall Fling (IIA-9). The discussion began as a brainstorming session on how the campus could better meet the needs of its students, particularly its adult student population. In monitoring the surrounding community demographics, it was recognized that the campus needed to address the needs of the adult learners. The population of K-12-aged children in Ventura County is declining. Also, fewer high school students will be graduating each year between now and 2015. County projections predict an increase in mid-life career changes, as industries within the county change, move, or reduce their workforce. The College saw an opportunity to reach out to these potential adult learners, and one way to reach this goal was to increase the distance education program, offering the currently working adult a way to return to college and improve job skills and training.

The College has substantially increased the number of course sections offered through alternative delivery systems. Since 2006, the College has increased its distance education program nearly 200 percent, currently offering over 100 sections via distance education courses each semester. In Fall 2008, nearly 3500 students enrolled in distance education courses (21 percent of the College's student population), of which nearly 1000 students (6 percent of the College's student population) were enrolled exclusively in distance education courses (IIA-10). In Fall 2009, the College applied for, and was subsequently granted a substantive change status in distance education from the Accrediting Commission (IIA-11).

All curricula, regardless of where or how delivered, shall meet college standards and be approved by the College Curriculum Committee and the VCCCD Board. Courses offered through distance education meet further specific requirements. To ensure consistency in course delivery and instructor accessibility, as required by California regulation, the Curriculum Committee established a Distance Education Subcommittee in 2006 to review the appropriateness of courses proposed for distance education. The subcommittee reviews proposals for distance education modalities for existing and new courses throughout the annual curriculum cycle. The proposal form for distance education, required for each course to be taught in that mode, includes standard elements for ensuring quality delivery and instructor accessibility. The completion and presentation of this form provides a venue for discussion of

"fit" and "effective contact" at the course level in respect to learning outcomes. This form is in addition to the official Course Outline of Record form required for all courses. In 2008, the Distance Education Subcommittee was merged into the Technical Review subcommittee to streamline the review process.

A pervasive understanding about distance education had developed in the intervening years between 2006 and 2008 within the Curriculum Committee membership, as well as the faculty in general. Increased and consistent training, a system for validating faculty competency in distance education delivery, ongoing dialogue, as well as the hiring of a full-time Instructional Technologist, have helped the campus become more sophisticated in its understanding of distance education. As the distance education dialogue matures and becomes fully integrated, the separate review process was not as effective as a holistic discussion of delivery mode by the main Technical Review subcommittee.

Until Fall 2009, the College had been licensing its online learning environment through WebCT/Blackboard. The District colleges are now using Desire2Learn. In Spring 2009, a district-wide Distance Learning Task Force was formed, made up of faculty and management representatives from the three constituent colleges. The group, headed by the associate Vice Chancellor for Information Technology, deliberated whether to renew the Blackboard contract. After review of multiple enterprises and open source software products, the Task Force recommended Desire2Learn as a superior product to Blackboard that provides an improved, ADA-compliant, and less costly learning environment (IIA-12).

To sustain a college-wide, focused dialogue on delivery mode, and to provide a venue for research and planning, the College's Education Committee on Accreditation and Planning (EdCAP) approved the creation of an Alternative Delivery Subcommittee. This subcommittee is charged with making recommendations to EdCAP regarding the planning, monitoring, and assessment of college-wide goals for alternative delivery of instruction and services, incorporating assessment results for college-wide alternative delivery program improvement. The Alternative Delivery Subcommittee also serves as the advisory group to the District information technology program (see *Making Decisions at Moorpark College 2008-2010*, and *Moorpark College Technology Master Plan*).

The Alternative Delivery Subcommittee reviews national, state, and college data on distance education courses and student enrollment trends provided by the College's institutional researcher. The American Association of Community Colleges reports that there is an average of an 8% lower retention rate in online courses than in traditional courses; similarly, in the California Community Colleges, the average retention in distance education courses is 77.25% as compared to the traditional course retention rate of 83.06% (a difference of 5.81%). The retention and success rates in Moorpark College's distance education courses are in line with the state average (IIA-13). The Alternative Delivery Subcommittee has identified five goals to work towards over the next two years in order to raise retention and success rates in distance education courses to the same level as non-distance education courses (IIA-14).

The Dean overseeing distance education is an active participant on each of the above committees. The Dean coordinates with the Alternative Delivery and Distance Education Subcommittees when writing the program plan for distance education. Based on the data and resource requests in this program plan, the instructional technologist was hired in Spring 2008 to assist in training and supporting faculty in the use of technology in both distance education and on-campus instruction.

The councils and standing committees of the College have integrated the alternative delivery strategic direction into their planning cycle. Both the Deans' Council and Student Services Council have set goals to increase student access to programs and services through distance education modalities. The Distance Education Subcommittee of the Curriculum Committee and the Technology Committee on Accreditation and Planning (TechCAP) have been instrumental in developing plans and support for distance education delivered programs.

Self Evaluation

The College utilizes appropriate modes of instruction to ensure student success. When delivering instruction through alternative or distance education mode, the College establishes appropriate oversight structures, conducts dialogue, and performs review and assessment to ensure that student learning outcomes are successfully met. The Alternative Delivery Subcommittee and the Office of Student Learning monitor student progress in distance education; the current practices produce satisfactory results in comparison with state and national benchmarks.

Planning Agenda

None

II.A.1(c) The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

In 2003, the College adopted the five-column model (created by Dr. James and Karen Nichols) to measure program effectiveness. Following the five-column model (IIA-15), each program (instructional or student service) aligns itself with the College Mission, establishing a program-specific purpose statement (program-level outcome) with related course-level outcomes; identifies measurable outcomes in terms of knowledge, skills, or attitudes necessary to achieve the learning outcomes; states the exact means of assessment, including the criteria for success; summarizes and analyzes the data collected to determine whether the objectives were met; and applies the results from the assessment to improve student learning in the next cycle of planning and assessment.

Course Level: Program faculty chose to begin implementing the student learning outcome and assessment process at the course level. Faculty define student outcomes as clear statements of what students will learn in each course; these outcomes are forwarded through the curriculum process as part of the official Course Outlines of Record.

In 2003-04 and 2004-05, faculty began documenting the assessment of student learning outcomes as part of their program improvement reporting in the annual Program Plans (IIA-16). Program faculty chose appropriate assessment measures for one or two student learning outcomes, and documented the desired criteria for success on the program plan. Once the assessment data were collected, results were added to the program plan, along with a statement of how those results were used to improve student learning.

These first efforts of assessing student learning outcomes were difficult and slow. The campus moved forward with few programs understanding how these assessment efforts could assist faculty in improving instruction. As faculty began discussing the shortcomings of the assessment process, however, they began to identify more authentic assessment methods that gave useful feedback on student achievement. This process moved many programs forward to choose meaningful outcomes and assessments, rather than outcomes that would be easy to measure.

In 2007-08 and 2008-09, the programs began to document assessment results and summaries of how the results were used for program improvement. Conversations in department meetings focused on improvement based on results collected through the outcome/assessment process. For example, the English faculty discovered that students enrolled in Freshman Composition (ENGL M01A) were having difficulty with parenthetical citations and in producing accurate Work Cited pages in their research papers. The department held two flex activities in Fall 2008 (faculty development) for English faculty on research documentation. The Writing Center also updated student workshops to better align with the

departmental English rubric. In Fall 2009, the English faculty worked with the Library Department Chair in implementing tutorials on information literacy (IIA-17).

The dialogue of student learning outcomes was shepherded along the way by workshops and work sessions, one-on-one consultation sessions with the Coordinator of Institutional Research, and in 2008, the development of a "how to" toolkit (IIA-18).

As of the 2009 ACCJC Annual Report, nearly 100% of all courses offered to students have developed student learning outcomes (IIA-19). Student learning outcomes are published on the official course outline of record and individual course syllabi distributed to students (IIA-20). Courses that have not been offered in recent years, which are subsequently going through a course discontinuance process, have not gone through the curriculum update process and therefore do not have student learning outcomes defined.

Program Level: In 2008-09, program faculty began defining the College's core competencies and developed program-level outcomes (documented as program purpose statements) (IIA-21). The attempt is to develop a philosophical framework for the mapping of student learning outcomes/assessment for courses, programs (including GE), and institution-wide core competencies. The status of work is illustrated below:

	Courses	Programs/Majors/ Areas of Emphasis	GE	Institutional Core Competencies
Philosophy/Purpose Statements	100%	100%	100%	100%
SLOs	100%	75%	100%	
Assessment	100%	In process 2010-11		

The review and identification of general education as a program with program level outcomes began in Spring 2010. Core competencies and program purpose statements were published for the first time in the 2009-2010 *College Catalog*, and documented in the 2009-10 Program Plans.

Self Evaluation

The College has identified student learning outcomes at the course level, for general education, and for a majority of discipline programs/majors/areas of emphasis. The process of outcomes identification is conducted by faculty, as is the process of outcome assessment. Dialogue occurs with departments and discipline areas throughout the academic year, with additional emphasis and venues made available through the annual program planning process. The learning outcomes and their assessment are documented at the course and program level, with additional work to be done in the College's Core Competencies to be completed by 2012.

Planning Agenda

Complete the following tasks by 2012 to reach Sustainable Continuous Quality Improvement in the implementation of student learning outcomes:

- Complete the second assessment cycle of the degree and certificate program outcomes.
- Complete the first assessment cycle of the general education outcomes.
- Identify student learning outcomes for core competencies, and complete the first cycle of assessment. (Also in Standard IIA.2(b) and Standard IIA.2(i))

II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

To best serve its students, Moorpark College's curriculum includes a wide range of general education/transfer credit courses, and career-technical courses and programs. The College also offers a focused set of pre-collegiate credit courses in Math, English and English as a Second Language. The College offers contract education and community education through a centralized District model. The College does not have a formal study abroad program.

Self Evaluation

The College complies with *Title 5 of the California Code of Regulations* and the *California State Education Code*, as well as District and College policies, which outlines requirements and processes for course and programs development and approval to ensure quality. The quality of instruction is maintained for both traditional and distance education classes through the curriculum approval process, instructor evaluation, and systematic evaluation of student learning outcomes. Through the evaluation of student learning outcomes, and the program review and planning process, instructional programs validate their currency and improve their teaching and learning strategies.

Planning Agenda

None

II.A.2 (a) The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Moorpark College's curriculum process is guided by State regulations and VCCCD Board Policy and Administrative Procedure. *Title 5 of the California Code of Regulations* provides specific guidance on the level of rigor and intensity a collegiate-level course must demonstrate. VCCCD Board Policy (BP 4020) ensures procedures are established for appropriate content review by faculty (IIA-22). VCCCD Administrative Procedure (AP 4020) specifies the level of review for legal compliance as well as content quality in program, curriculum, and course development (IIA-23):

> *The curricula development is initiated by faculty, and reviewed in the Curriculum Committees of the District colleges. The resulting curricula are reviewed for technical elements at the District level to ensure legal compliance. Final curricula from Curriculum Committees are recommended to the Board of Trustees for approval.*

Courses, programs, and their associated student learning outcomes are developed by faculty, and reviewed and recommended to the Chancellor and Board of Trustees for approval by the Curriculum Committee. The Curriculum Committee is one of the six standing committees of the College, and is conducted under the principles of participatory governance. Its membership is comprised of the Executive Vice President (co-chair), a faculty member appointed by the Academic Senate Executive

Council (co-chair), two members from each student learning division, one faculty member from Library/Learning Resources, the Articulation Officer, three Deans, an Accessibility Coordination Center and Educational Support Services (ACCESS) representative, an American Federation of Teachers union representative, and an Associated Students representative (refer to *Making Decisions at Moorpark College 2008-2010* for full description).

The Curriculum Committee has three subcommittees: Technical Review, General Education, and Honors. The Technical Review Subcommittee is comprised of individuals who are trained in the technical elements of curriculum, including requirements in respect to unit values, prerequisites, repeatability, articulation, distance education, and other elements that ensure curricular integrity, as set forth in the *California Community College Program and Course Approval Handbook*. The General Education and Honors subcommittees review courses proposed for general education or honors designation, and make recommendation to the full Curriculum Committee.

Faculty proposing new curriculum or updates begin by completing the Course Outline of Record (COR) form, documenting the technical components such as unit value, descriptions, prerequisites, student learning outcomes, mode of delivery, typical assignments, and necessary library recourses (IIA-24).

The COR is reviewed at multiple levels. Department faculty, Chairs and Deans are initial reviewers, follow by the Technical Review Subcommittee and the College Curriculum Committee. CORs approved at the College level are submitted to the District Technical Review Workgroup (DTRW) for legal compliance review. DTRW membership is comprised of the Curriculum co-chairs, Senate Presidents, and Articulation Officers from each of the three District colleges (IIA-25). Curriculum that passes review of DTRW is forwarded for Board of Trustees approval.

The College has a regular curriculum review schedule for all programs to maintain currency. Beginning in 2010, instructional departments are scheduled to review and update all courses within a program every five years (to replace a previous 6-year cycle). The implementation of CurricUNET in 2008-2009 also promoted the ease of tracking revisions.

Program improvement needs are also identified through annual program review and planning. Faculty systematically review instructional programs, identifying strengths and weaknesses, and determining steps to take to maintain the strengths and correct the weaknesses. Productivity data are reviewed, as are environmental scans findings. As part of the environmental scan, transfer programs compare their program offerings to those of corresponding CSU and UC programs. Career-technical programs seek the advice of advisory groups and conduct labor-market analysis. In addition to these environmental scans, faculty often survey students, CSU and UC program leaders, and local industry employers to ensure the curriculum and learning outcomes are valid and current.

Faculty also identify needs to improve student success by assessing the level of achievement in student learning outcomes. When the review of the program indicates a need for improvement, program faculty discuss and agree upon appropriate improvement strategies. These strategies can include changes in instructional delivery, an improved textbook, need for increased time spent on a particular topic of the course, a need for an entirely new course or prerequisite, or other strategies that faculty deem suitable (IIA-26). When the identified strategy includes a change to curriculum, faculty develop their proposal and forward it through the curriculum process.

Self Evaluation

The District and the College have established policies and procedures, committee structures, and resource materials to guide curriculum development and review, including the establishment of student learning outcomes for courses and programs. Curriculum is reviewed on 6-year (and beginning in 2010, 5-year) cycle; the annual program planning process may also trigger an out-of-cycle curriculum review for program improvement. The College requires Curriculum Committee members to receive

training on curricular standards and practices each year, and has embedded these standards into the official Course Outlines of Record. Through the review process, the College ensures compliance with regulations, and demonstrates to the public that all credit-bearing courses at the College meet the standards of collegiate work.

Planning Agenda

Implement and sustain the 5-year staggered cycle of curriculum review beginning 2010, and document the curriculum review status on Program Plans. [Same as Standard IIA.2(e)]

II.A.2(b) The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Student learning outcomes in general education and in transfer courses and programs, and the associated methods of assessment, are established by discipline faculty. Student learning outcomes are embedded in assigned coursework and activities. Faculty measure the level of student achievement through the assessment of learning activities of students. Regardless of pedagogy or method of delivery, all sections of a course are bound to one official set of learning outcomes as recorded in the Course Outline of Record (COR).
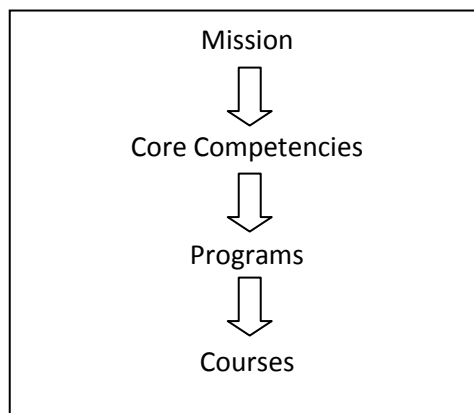
Career-technical program and course outcomes are established by faculty and informed by expertise on the advisory committees. Advisory committees are primarily composed of practitioners in business and industry who are knowledgeable about the skills and competencies required in the field. All career-technical programs are required to have advisory committees and regular meetings. For example, the business program recently added a learning outcome on communication skills because the advisory committee expressed a need for improved communication skills in the workplace (IIA-27, IIA-28).

College Core Competencies are established by groups of faculty to answer the question, "*what key areas of knowledge and habits of mind should a Moorpark College graduate possess?*" Just as the framework of a program gives individual courses within it coherence, each core competency provides coherence to groups of programs that share a similar literacy. The five core competencies, illustrate the set of literacies that an educated Moorpark College student will have mastered upon graduation:

- Language and Information Literacy
- Quantitative Literacy
- Literacy of the Sciences
- Multicultural Literacy and Civic Engagement
- Literacy in the Arts

Student learning outcomes in courses are mapped to learning outcomes for programs, as program outcomes will be mapped to institution-wide core competencies. Student achievement of course outcomes and program outcomes is typically assessed within the context of a given course; therefore, faculty map program outcomes to specific courses, indicating where a student would demonstrate achievement of the desired program outcome.

In the same way that faculty have identified course, program and general education learning outcomes and assessments, they will come together once again in 2010-2011 to establish assessments for the College's general education program, and establish both outcomes and assessment for the College Core Competencies. The course and program outcomes should map up to core competencies. The breadth of the core competencies supports the learning paradigm delineated in the Mission.

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│          Mission            │
│             ⇩               │
│      Core Competencies      │
│             ⇩               │
│          Programs           │
│             ⇩               │
│          Courses            │
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Self Evaluation

The College relies upon faculty and career-technical program advisory committees to identify appropriate course and program level competency levels. Further, the faculty, in designing courses of instruction, articulate the required competencies as course level student learning outcomes, and measure the level of program effectiveness by their assessment.

As of 2009-2010, student learning outcomes for all courses have been identified, and assessment cycles are in implementation.

In 2009-2010 program learning outcomes and the appropriate assessment methods were identified. The courses in which assessments would take place have been mapped. This work continues in the 2010-11 Program Plans as faculty report the assessment results, affirming that the selected methods of assessment are appropriately measuring the identified program outcomes (IIA-29).

In 2009-2010, general education learning outcomes have been identified. Assessment methodology needs to be established and implemented.

As of 2009-2010, core competency areas have been identified. The College needs to establish learning outcomes. Assessment methodology needs to be established and implemented.

This process should be accomplished by 2012, when the Accrediting Commission requires the College to reach the level of Sustainable Continuous Improvement in student learning outcomes. The College is currently at the level of Proficiency.

Planning Agenda

Complete the following tasks by 2012 to reach Sustainable Continuous Quality Improvement in the implementation of student learning outcomes:

- Complete the second assessment cycle of the degree and certificate program outcomes.
- Complete the first assessment cycle of the general education outcomes.
- Identify student learning outcomes for core competencies, and complete the first cycle of assessment. (Also in Standard IIA.1(c) and Standard IIA.2(i))

II.A.2(c) High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

The College relies primarily on discipline faculty for the quality of instruction, including appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The administrative oversight of curriculum quality and compliance is the responsibility of the Office of Student Learning and the Executive Vice President of Student Learning (the College's chief instruction officer).

The creation and review of curriculum is conducted by the Curriculum Committee, following criteria set forth by the *California Community College Program and Course Approval Handbook*. The key members of the Curriculum Committee, including the co-chairs, the Articulation Officer and the CurricUNET specialist attend the Academic Senate's Curriculum Institute for annual training at the state level. Annual training of the Curriculum Committee members is required, and is conducted by the co-chairs during the August professional development period (Flex Week) (IIA-30).

The Curriculum Committee assists faculty in understanding the rigor required of college-level instruction, and reviews new and revised courses, certificates, and degrees for compliance. It recommends approval of sequencing and prerequisites. The Articulation Officer works with faculty to ensure that all courses seeking articulation with California State University (CSU) and University of California (UC) meet and maintain standards of rigor and breadth necessary for those institutions. Discipline faculty also keep abreast of standards at neighboring community colleges and four-year universities to ensure courses are developed and/or updated to mirror these standards. This relationship is recorded in ASSIST.org. The Curriculum Committee also formed three subcommittees to provide more specific venues for dialogue regarding technical compliance, distance education (in 2010, superseded by the Alternative Delivery Subcommittee of EdCAP), honors courses, and general education.

Self Evaluation

The College has a curriculum committee, and an established, faculty-driven process to ensure the depth, breadth, rigor and sequencing of its collegiate courses and programs are appropriate. This is a systematic five-year review. In 2009-2010, the College began a program review of its general education offerings to identify basic core sequences for each general education area. This effort was undertaken to streamline the general education program, and to identify courses most needed by students seeking program completion and transfer. Growing budget constraints has limited the College's ability to offer a wide range of sections. A streamlining of general education offerings and making available courses in most demand would assist students in moving efficiently through the College to completion, and refine the general education program to provide consistent and comprehensive outcome and assessment.

Planning Agenda

Complete review of general education program in 2010-2011 and identify core sequences for disciplines within each general education category. [Same as Standard IIA.3]

II.A.2 (d) The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Moorpark College meets the varying needs and learning styles of its students through a variety of ways:

- Courses are offered in many different scheduling patterns and alternative forms of delivery;
- Courses require multiple modes of assessment as stated in the Course Outline of Record;
- Faculty development opportunities are available on topics such as teaching and learning styles;
- Faculty use a variety of teaching techniques within the classroom;
- Training for faculty in the area of distance learning is offered regularly; individual training is available with the instructional technologist;
- A professional development program for new faculty is required for newly hired full-time faculty; and
- Specific courses are offered to students to promote the understanding of their own learning styles.

Moorpark College student demographics show diversity in age, sex, ethnicity and levels of academic preparation. As reported in Standard II.A.1 (a) above, nearly 75% of the students are under the age of 25, and nearly 65% have declared an educational goal to transfer to a four-year university (refer to *Educational Master Plan* and *Institutional Effectiveness Reports*). To serve this student population, the College offers a high number of traditional, full-term, on-site courses. In addition, the College is responsive to students who may be fielding multiple demands of jobs and family obligations. A number of courses are offered in alternative scheduling patterns, such as late-start 13-15 week courses, condensed 8-week courses, and one-day seminars. Online and hybrid courses are readily available. To keep abreast of students' learning needs, Deans and Department Chairs monitor popularity of scheduling patterns and modes of delivery, and build semester schedules accordingly.

Most faculty use a variety of teaching techniques and technologies to meet the learning styles of their students. Faculty utilize collaborative learning strategies, research projects, group projects, activities, lab work, guest lecturers, field trips, the use of digital resources and smart classroom technologies, participation in special events (such as Multicultural Day or theatre productions) as well as the traditional discussion/lecture teaching style. In addition, all faculty are aware of students with learning and physical disabilities which affect learning. Students with disabilities are mainstreamed and present in all classes. Faculty work closely with ACCESS (Accessibility Coordination Center and Educational Support Services) to accommodate and support students with disabilities. Accommodations include interpreters, assistive equipment, electronic text, note taking assistance, readers and scribes, real-time captioning, specialized tutoring, and testing accommodations. In addition, ACCESS ensures that materials and instructional approaches meet ADA standards (IIA-31).

The College Learning Center, which houses the math lab, writing lab, and tutoring center, provides individual assistance to students to supplement classroom instruction. The Learning Center acquired two full-time faculty (in Math and English) two years ago as a commitment to student retention and success.

To assess student learning, faculty employ a variety of ways to evaluate student work and progress. As courses are developed, typical assessments and assignments are listed on the Course Outline of Record (COR). Assessments might include objective exams, but will also employ written work, possibly in the form of an essay, short answers, critique and discussion of a reading assignment, or classroom

presentations. The assessment of student learning outcomes has encouraged discussion of student learning during departmental meetings (IIA-32).

In addition to participating in academic conferences, faculty have access to onsite faculty development opportunities in the form of workshops (primarily offered as part of flex week each semester). Several pedagogical and technological workshops are available, including workshops on teaching and learning. For example, the English department provides monthly best-practices workshops (IIA-33, IIA-34, IIA-35).

Newly hired full-time faculty are required to participate in New Faculty Orientation during their first year. New Faculty Orientation introduces the new faculty member to campus programs and services, and provides a venue for new faculty to discuss pedagogy, standards of good practice, and teaching methodologies (IIA-36).

Finally, the effectiveness of these various teaching strategies and delivery modalities is assessed through student learning outcome assessment as well as through data analysis of student retention, success, and persistence rates. Trend data for retention and success rates are made available to departments, allowing for the analysis of the trends within each discipline, as well as comparing online classes to on-site classes. From these evaluations of effectiveness, dialogue emerges.

Self Evaluation

The College continuously assesses student needs in scheduling and methods delivery, and provides a number of options for students. Suitability of a particular delivery mode is examined as part of the course development process (multiple measures in assessment of student learning are required). All faculty, and new faculty in particular, have opportunities to dialogue on issues of pedagogy, and participate in professional development. Students are encouraged to self-advocate by learning about their own leaning style though workshops and credit instruction. With the increased demand for online instruction, the training protocol for instructors wishing to teach online, has been effective in ensuring instruction online achieves the same level of success in student learning outcomes.

Planning Agenda

None

II.A.2(e) The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

The College conducts a regular cycle of course currency review. Prior to 2010, all instructional disciplines review all Course Outlines of Record (CORs) every six years. Although the majority of courses in inventory have been reviewed under the 6-year schedule and currency maintained, there is not full compliance. The Curriculum Committee and Deans' Council recognized this deficiency during the curriculum inventory review conducted as part of the implementation of CurricUNET, the College's new curriculum approval and tracking software. To rectify this deficiency, the Department Chairs, Division Deans, and Curriculum Committee are now implementing a new five-year curriculum review cycle, in which a staggered schedule is planned to accommodate all courses in 5-years, rather than all courses every year (IIA-37). Despite the decision to change the review cycle, the majority of all courses at Moorpark College are current. The faculty have maintained the integrity of their courses by reviewing and updating them on a regular basis (IIA-38).

Courses and their student learning outcomes are developed, reviewed, and revised at the department level, reviewed by Technical Review, and approved by the Curriculum Committee. As part of this review process, courses are evaluated for continuing relevance to student and program needs,

appropriateness to the mission of the College, currency of content, and responsiveness to changes in the field or discipline.

The College conducts annual program review and planning in addition to the curriculum review noted above. The program review includes a quantitative and a qualitative component. Quantitative review includes productivity data, faculty-to-student ratio, retention and success rates, and pattern of course offerings within the program. Qualitative review includes environmental scans, advisory committee recommendations for career-technical programs, analysis of internal program strengths and opportunities for improvement, validation of program currency, a three-year projection on program planning, assessment results for student learning outcomes, and resource needs. The programs develop short-term and long-term plans addressing the findings of their review (IIA-39).

Program plans are initially submitted in March, with final plans due the following September. A critical review and evaluation of the program is conducted in April and May by the Executive Vice President, Vice President of Business Services, Dean, Department Chair, and discipline faculty. At that juncture, the program status is determined (*stable*, *stable but impacted, growth*, or *pay attention*), and the need for resources is validated and assigned. It is the responsibility of the Executive Vice President and the Vice President of Business Services to bring institutional perspective to the process, assign program status, and allocate budget and resources in the context of all college programs.

Self Evaluation

The College conducted curricular review on a 6-year cycle prior to 2010, and will conduct curricular review on a 5-year staggered cycle beginning 2010. The courses in inventory are current with few exceptions. Program review is conducted regularly in the annual program planning process. The review process determines program currency and relevance; it also prompts plans for remediation or growth, and associated resource allocation. The combination of curricular review and program review have been effective in identifying needed program changes.

Planning Agenda

Implement and sustain the 5-year staggered cycle of curriculum review beginning 2010, and document the curriculum review status on Program Plans. [Same as Standard IIA.2(b)]

II.A.2(f) The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

The dialogue surrounding student learning outcomes has been a persistent one at Moorpark College over the last six years. After a number of years of professional development and dialogue as to the value of outcomes, the College now regards it as ever-present, and a component of the annual program planning process. The annual program planning process is the primary mechanism by which the College engages in systematic review, evaluation, and integrated planning for improvement. It is also the process that prompts the use of outcome assessment results to improve programs. All college programs (instructional, student services and administrative services) complete an annual program plan to review the outcomes of the previous year, take a critical look at the status of the program, and identify priorities and accompany resource requests for the next year.

Planning is integrated in that it links the annual evaluation and planning of programs and services to the identification of resources for program improvement. Resource requests for staff, equipment and supplies, technology and facilities are collected through this annual process, and initially consolidated and validated by the Executive Vice President and the Vice President of Business Services. The consolidated lists of requests are then distributed to the appropriate decision-recommending bodies for deliberation. The deliberating bodies include the Academic Senate and the Deans' Council for full-time faculty hiring prioritization, Fiscal Planning for classified hiring prioritization, FacilitiesCAP for facilities requests, and TRAC (Technology Resource Advisory Committee – a subcommittee of TechCAP) for technology resource prioritization. Recommendations from these committees are forwarded to the appropriate college executive for final budget allocation.

Program planning data reports are generated for all programs by the Office of Institutional Research for the purposes of annual planning. Quantitative data such as productivity rates, retention rates, faculty workloads, and student hourly contact information, are provided as part of the program plan template. Student persistence and success rates for courses and programs are sent to programs each spring semester, or as requested during the fall semester. In addition to these specific data, the *Educational Master Plan* provides an overall review of our student population in addition to a ten-year projection on the state of the College based on analyses of the external and internal environments. These data are then updated annually in the *Institutional Effectiveness Report*. Programs utilize these sources of information as part of their program review and planning, as well as during their course scheduling process. Questions regarding data availability and usage are fielded by the Office of Institutional Research and the office of the Executive Vice President. The Coordinator of Institutional Research, in her capacity as the data coordinator and the SLO coordinator, reviews data sets and analyses with Deans and program leads during the program planning process to ensure understanding.

Self Evaluation

The College requires annual program planning for all academic, services, and operations areas. There is a pervasive understanding of planning, and a growing degree of familiarity and expertise with data interpretation and student learning outcome assessment. Data are readily available on a consistent cycle to support annual planning. The Office of Institutional Research also fields data requests for in-depth analysis, and assists planners in formulating research agendas.

Planning Agenda

None

II.A.2 (g) If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test bias.

Descriptive Summary

Moorpark College does not widely use departmental course or program examinations. Some career-technical programs (e.g., Health Sciences) culminate in external Board exams. Other programs have elected to utilize common final exams, or common exam questions, as part of their student learning outcome assessment process.

The Nursing and Radiological Technology programs prepare students for external licensure and are regulated by external accrediting agencies; students completing these degree programs demonstrate technical and professional competencies by passing State Board Licensure Examinations. The Computer Networking Systems Engineering program also prepares students for various external certification examinations, such as the Cisco CCNA examination, again regulated by external agencies. These

programs carefully analyze test results as part of their student learning outcome process, and make improvements to specific areas of the curriculum in response to the data (IIA-40).

Self Evaluation

The College does not utilize departmental examinations. Common questions on final examines in multiple sections of the same course are used as an assessment of course level Student Learning Outcomes in some disciplines, but this is not pervasive. A number of programs have external licensure examination requirements. The validity and non-biased nature of these examinations are monitored by the external agencies.

Planning Agenda

None

II.A.2 (h) The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

The Curriculum Committee and its Technical Review Subcommittee ensure the compliance of Moorpark College Course Outlines of Record (CORs) with state guidelines and with generally accepted norms or equivalencies in higher education. Each COR identifies the number of Carnegie units earned and what students must accomplish in order to fulfill the stated learning outcomes (IIA-41).

The College grading system follows established norms for awarding credit, and is published annually in the *College Catalog*. Full units of credit for a course are awarded if the student completes the stated learning outcomes listed in the COR with a passing grade. The exceptions to this policy include credit by examination, which may be awarded to a student who passes a challenge examination, administered by the department.

Self Evaluation

The College complies with state regulations and generally accepted norms for awarding of credit. Credits and student learning outcomes for each course are clearly articulated in CORs.

Planning Agenda

None

II.A.2 (i) The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

Student learning outcomes are defined in all courses. In the creation of a degree or certificate, the faculty ensures that the outcomes of course sequences in the program pattern support and map to the stated program outcomes. The completion of the course sequences assures that students completing a degree or certificate have acquired the requisite body of knowledge and skills.

Some degrees and certificates include capstone courses, projects, or exams that measure cumulative knowledge, assuring that broader learning goals have been accomplished. The degree or certificate is awarded to students who have successfully completed all course requirements. Learning outcomes for

courses and programs are discussed and validated by the discipline faculty, the department, and the Curriculum Committee in the development process, and again during the curriculum review cycle.

Self Evaluation

Institutional dialogue on student learning outcomes has been persistent and productive over the past five years. The College has spent much of its collective time deciphering the meaning of "student learning outcomes" for classroom teaching and learning. In the course of that work, the faculty and Deans have had to reflect broadly about the effectiveness of programs and courses in terms of outcomes, and in the process, acclimated the College to a new and uniform language to talk about student learning and student success. The conversation has been most vibrant in Curriculum Committee since the College concentrated its initial work on course outcomes a decade ago. Over the past few years, the dialogue has progressed to program outcomes and their implications (IIA-42).

More recently, the College has intensified the dialogue systematically to complete the goal of documenting and assessing student learning outcomes at the course, program, general education, and core competency levels by 2012. In Fall 2008, the Coordinator of Institutional Research met with all the programs to craft program purpose statements for the *College Catalog*, and began the first cycle of program outcome assessment. In Spring 2009, she met with program faculty in each academic division to craft core competencies shared by programs across the disciplines. In Spring 2010, the Executive Vice President's advisory group of Department Chairs and Coordinators gathered and identified outcomes for general education as a program (IIA-43).

The College awards degrees and certificates based on student achievement, as evidenced by the dialogue, development, and implementation of course and program learning outcomes in student assessment. There have been sustained conversations regarding the appropriate learning outcomes for students at the course level, and more recently, on program outcomes and institution-wide core competencies.

Planning Agenda

Complete the following tasks by 2012 to reach Sustainable Continuous Quality Improvement in the implementation of student learning outcomes:

- Complete the second assessment cycle of the degree and certificate program outcomes.
- Complete the first assessment cycle of the general education outcomes.
- Identify student learning outcomes for core competencies, and complete the first cycle of assessment. [Also in Standard IIA.1(c) and Standard IIA.2(b)]

II.A.3
The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

The *2009-2010 Moorpark College Catalog* contains the following faculty-developed general education philosophy statement, which outlines the rationale that serves as the basis for inclusion of courses in general education.

> *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 individuals 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*

All Moorpark College Associate Degree programs include general education requirements. The content and methodology of the traditional areas of knowledge (humanities and fine arts, the natural sciences, and the social sciences) in general education are determined by the discipline faculty within each area. Courses are reviewed by the General Education Subcommittee, a subcommittee of the Curriculum Committee, to ensure that the courses are appropriately included into the general education program.

The faculty serving on the Curriculum Committee and on the General Education Subcommittee developed a general education rubric based on the general education philosophy statement, to be used when reviewing new and revised courses. This rubric ensures that the course content and methodology support the general education philosophy and criteria (IIA-44).

In 2009-2010, as part of the activities of the Executive Vice President's advisory group, faculty identified student learning outcomes for general education for each of the following areas (IIA-45):

- English and Communication
- Mathematical Concepts and Quantitative Reasoning
- Arts and Humanities
- Social and Behavioral Sciences
- Physical and Biological Sciences
- Lifelong Learning and Self-Development.

The student learning outcomes will be used in conjunction with the existing general education rubric in determining which courses will be included in the general education program. Assessments will be developed and conducted in Fall 2010 as the next phase of this project.

Self Evaluation

The College requires a general education component in all its associate degree programs. The rationale and general outcomes for general education is outlined in a general education philosophy statement, and made available to students and faculty in the *College Catalog*. A rubric and discipline-based outcomes have been created as guidance to place courses into general education categories. The College is engaged in a review process to streamline general education as a program, and identify core course sequences for disciplines within each category.

Planning Agenda

Complete review of general education program in 2010-2011 and identify core sequences for disciplines within each general education category. [Same as Standard IIA.2(c)]

II.A.3 (a) General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

The College's graduation requirement for an associate degree requires coursework in the areas of Humanities and Fine Arts, Natural Sciences, and the Social Sciences.

Self Evaluation

The College has comprehensive student learning outcomes defined for courses within these categories of General Education. A general education rubric and discipline-based outcomes have also been developed for these categories.

Planning Agenda

None

II.A.3 (b) General education has comprehensive learning outcomes for the students who complete it, including the following: (b) General education has comprehensive learning outcomes for the students who complete it, including: A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

The College's graduation requirement for an associate degree requires coursework in the areas of language and rationality, including courses that develop competency in oral and written communication, information literacy, computer literacy, quantitative reasoning, and critical thinking.

Self Evaluation

The College has comprehensive student learning outcomes defined for courses within the category of language and rationality in general education. A general education rubric and discipline-based outcomes have also been developed for this category.

Planning Agenda

None

II.A.3 (c) General education has comprehensive learning outcomes for the students who complete it, including the following: (c) General education has comprehensive learning outcomes for the students who complete it, including: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

The College's graduation requirement for an associate degree requires coursework in the areas of ethics, civic engagement, and diversity.

Self Evaluation

The College has comprehensive student learning outcomes defined for courses within the category of ethnic and women's studies in general education. A general education rubric and discipline-based outcomes have also been developed for this category.

Planning Agenda

None

II.A.4
All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

Students graduating with an associate in arts (AA) or associate in science (AS) degrees must successfully complete a minimum of 60 semester units of degree-applicable college coursework, including the general education (GE) 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 *College Catalog*.

Self Evaluation

Associate Degree programs of the College include a major area of study or an established interdisciplinary core that comprises an area of emphasis.

Planning Agenda

None

II.A.5
Students completing vocational and career-technical certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Moorpark College offers career-technical certificates in 45 areas. Career-technical courses incorporate the specific competencies developed by the U.S. Department of Labor and Education Secretary's Commission on Achieving Necessary Skills (SCANS). The career-technical course outlines are reviewed for these practical, job-related competencies in the curriculum approval process (IIA-46).

The programs leading to external permits or licensure are primarily in the Nursing and Allied Health areas. Nursing and Radiologic Technology students demonstrate technical and professional competencies by passing State Board Licensure Examinations. Nursing students may also take an Educational Resources Institute examination, standardized throughout the United States, to measure learning and prepare students for national licensing examinations. The Emergency Medical Technician program students are subject to examinations administered by the California State Department of Emergency Services to gain certification in order to practice in the field. Rate of passage are documented in program self-studies (IIA-47, IIA-48, IIA-49).

The Nursing program is accredited by the State Board of Registered Nursing (BRN) and the National League of Nursing (NLN). The Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic technology (JCERT).

Career-technical areas without external licensure measure course and program completion rates as a means of assessing skill competency. The programs also rely on advisory committees to ensure that the curriculum remains congruent with industry standards and community needs. These annual (and in some cases, bi-annual) committee meetings are attended by faculty, staff, and industry representatives, and resulting recommendations are incorporated into Program Plans and curriculum design (IIA-50).

Self Evaluation

The College documents effectiveness in career-technical programs by analyzing its graduates' rate of success in external licensure examinations. In areas without external licensure requirements, current industry standards are incorporated into curriculum, and successful completion of course and program requirements signals the successful acquisition of skills and competencies. External program accreditations validate that industry standards are fully incorporated into each program curriculum.

Planning Agenda

None

II.A.6
The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Descriptive Summary

The primary mechanism for delivery of information about college programs and services is the *College Catalog*. The printed version is available at the college library and bookstore; an electronic version is available via the college website and student portal. The *College Catalog* states requirements for becoming a student, course descriptions, and requirements to complete degrees and certificates. The Executive Vice President oversees the annual update of the *College Catalog*, with input from appropriate staff and faculty of the individual programs and services. The *College Catalog* lists the members of the VCCCD Board of Trustees and the names and degrees of academic administrators and full-time faculty.

Faculty members generate syllabi to set out general expectations of behavior, learning outcomes, assessment requirements, timeline of course progression, texts, and assignments. Course syllabi follow the official course outline of record, and reflect outcome expectations.

Self Evaluation

The *College Catalog* communicates clear and accurate information on courses and programs. The *College Catalog* is updated annually and is readily available to the College and the community. Faculty is expected to communicate expectations in learning outcomes, methods of assessment, and general expectations of student behavior though a course syllabus. Syllabus creation is one of the topics of discussion in the year-long New Faculty Orientation program. It is standard practice for syllabi to be collected and filed with the division office. A sample syllabus is in the *Faculty Handbook* for faculty reference. The adherence of a particular course section to course learning outcomes is validated through faculty evaluations. The evaluation team conducts a classroom observation, and reviews the syllabus and other class preparation material to ensure learning outcomes are met in the course delivery.

Planning Agenda

None

II.A.6 (a) 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 transfer 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.

Descriptive Summary

Moorpark College follows the District's policies and procedures in all academic matters, including transfer and granting of credits. Information relating to transfer and credit is in the *College Catalog*. The Articulation Officer, a full-time Counselor assigned articulation responsibilities, reviews and updates this section annually, with each catalog publication.

All Counselors at Moorpark College assist students in planning and attaining their educational goals, and are knowledgeable in transfer requirements and policies. Students may also seek help in the Career/Transfer Center. Staffed by a full-time Counselor, the center maintains a collection of catalogs from colleges and universities, and summary sheets of transfer requirements for both CSU and UC schools. Students may access the "Assist" website (www.ASSIST.org), which provides specific information on transfer of courses and programs. The Career/Transfer Center webpage also provides information on transfer policies, links to relevant sites, and a calendar of upcoming events for students seeking to transfer (IIA-51).

The Articulation Officer maintains articulation of courses for transfer to the California Community College System and the CSU and UC Systems, and to a number of private and independent colleges and universities. The Articulation Officer serves on the technical review subcommittee, the curriculum committee, the general education subcommittee and the District technical review workgroup.

Self Evaluation

The College provides information regarding transfer and articulation through the *College Catalog* as well as through the Counseling Department and the Career/Transfer Center. Articulation agreements with 4-year institutions are maintained by the Articulation Officer, and transferability of courses and programs is monitored through the curriculum development and review process. The Articulation Officer's established role in the curricular review process ensures that new and revised curriculum continues to meet all criteria for transfer credit, including comparability of course content and outcomes.

Planning Agenda

None

II.A.6 (b) 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.

Descriptive Summary

A recommendation for the significant change or elimination of a program may arise from the annual program review and planning. The program planning process calls for an evaluation of program status. Programs determined to need "Attention" may trigger additional analysis as to viability and necessary program restructuring (IIA-52). If substantive changes or discontinuation occurs, the Dean and the faculty members within the instructional department provide alternatives for students to complete

their educational objectives. Counseling faculty advise students about these alternative means of satisfying academic goals when programs are eliminated.

Students with continuous enrollment maintain catalog rights with regards to graduation requirements for modified or eliminated programs. Should courses required to complete a program be eliminated, students may petition for a variance to substitute another course. Students are advised of these procedures by counseling; the process is also documented in the *College Catalog*.

Self Evaluation

The College identifies at-risk programs through the annual program planning process. The College also has a process to ensure a student's ability to complete a program is not compromised. In cases of substantive program requirement change or program discontinuance, students have catalog rights, and the College has a viable process to assist students in completing their studies appropriately and in a timely manner.

A draft of the District policy on program discontinuance is currently being reviewed in the District Council for Student Learning (DCSL) to ensure uniformed standards and processes for program discontinuance district-wide. Its recommendation to the Chancellor and the Board of Trustees is anticipated in 2010-2011.

Planning Agenda

Complete the District policy and administrative procedure on program discontinuance. Align college local practice on program status review to comply with anticipated District policy and administrative procedure.

II.A.6(c) The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.

Descriptive Summary

Moorpark College uses a variety of methods to communicate with the public, including the *College Catalog*, the *Schedule of Classes*, MyVCCCD District portal for staff and students, the College website, printed and electronic promotional materials and capability brochures, an electronic marquee prominently posted at the entrance to the campus, and LCD monitors prominently posted in key locations throughout the campus.

The *College Catalog* is systematically reviewed and updated. All instructional programs, student service areas, and business service areas are responsible for the accuracy of their program's information; final review is conducted by the Office of Student Learning under the direction of the EVP. Curriculum updates are added to the *College Catalog* after going through the appropriate processes and being approved by the VCCCD Board of Trustees, and, where required, the California Community College State Chancellor's Office. Policies and procedures are updated annually, based on any policy change approved by the VCCCD Board of Trustees, or procedural changes recommended by DCSL and approved by the Chancellor.

The *Schedule of Classes* is created each semester, with oversight from the Office of Student Learning. It draws data directly from Banner to ensure the most up-to-date listing for students. Instructional programs are responsible for the accuracy of schedule information within their disciplines. Student

service areas and business service areas are responsible for the accuracy of information within their purview. Each program reviews the information prior to publication.

The college website is created and updated using district-wide website software, ensuring consistency of design style (OmniUpdate). Each college program that has information posted on the web has an identified user with the responsibility of maintaining accurate and updated information. The Deans and administrators have an overall perspective of the accuracy of information and are responsible for the approval of postings and updates to the website.

Announcements made on MyVCCCD are designed to allow faculty and staff a central location to find information about programs or events. To post an announcement to the portal, users send an email to mcannounce@vcccd.edu; messages are posted and monitored by District staff as well as college personnel.

The electronic marquee provides information such as emergency information, school closure dates, parking lot availability, and current events available to students and the public, such as theatre productions or guest speakers. Programs that wish to have events or information displayed on the marquee, MyVCCCD, or the campus LCD screens submit their request to the Outreach Office online at moorparkcollege.edu/pr (IIA-53).

Student achievement information is made available to the public by the Office of Institutional Research at the district level and college level. The *Students' Right to Know* information is published annually in the *College Catalog*. The college website (www.moorparkcollege.edu) provides a link to the current *College Catalog*, as well as the *Educational Master Plan 2009-2019* and the *Institutional Effectiveness Report*, which contain student profiles and student achievement information, including graduation and transfer rates.

Self Evaluation

The College provides electronic and print communication that accurately reflects its mission, programs, services, and policies. All forms of college communications are regularly monitored. Official publications are annually updated to ensure accuracy and currency.

Planning Agenda

None

II.A.7
In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public Governing Board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

The VCCCD Trustees have adopted a Board Policy on Academic Freedom, BP 4030 (IIA-54) and a Board Policy on Student Standard of Conduct, BP 5500 (IIA-55). These policies are available on the District's website.

The exercise of academic freedom is further assured in the American Federation of Teachers Collective Bargaining Agreement. The Academic Senate of the College also expressed its commitment to academic freedom in an Academic Freedom Statement adopted in 2008 (IIA-56). The statement is printed in the *Faculty Handbook*. The *Faculty Handbook* is available in print and posted electronically on the Faculty Resource page on MyVCCCD.

Self Evaluation

The College makes clear its beliefs in Academic Freedom and Academic Integrity through the adoption of board policies. The College faculty further expressed their commitment to principles of academic freedom through a statement adopted by the Academic Senate. The College's commitment to Academic Integrity is articulated in Board Policy and supported by operational processes. Faculty receive professional development on topics such as cheating and plagiarism to help reduce occurrences. The College established the BIT (Behavior Intervention Team) process, which allows faculty to address academic dishonesty through administrative intervention.

Planning Agenda

None

II.A.7 (a) Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

The College sets clear expectations in policy and in the *Faculty Handbook* that faculty distinguishes between personal conviction and professionally accepted views in a discipline.

The VCCCD Board Policy on Academic Freedom (BP4030) states:

> *The College or university teacher is a citizen, a member of a learned profession, and an officer of an education institution. When a teacher speaks or writes as a citizen, he or she should be free from institutional censorship or discipline, but this special position in the community imposes special obligations.*

Instructors are expected to distinguish between professionally accepted views and personal convictions. The *Faculty Handbook* advices that:

> *[A] teacher is entitled to freedom in the classroom in discussing his or her subject, but should be careful not to introduce into the teaching controversial matter which has no relation to the subject.*

The *Moorpark College Academic Senate Statement of Professional Ethics* (also located in the *Faculty Handbook*) refers to the importance of this distinction:

> *In communicating our knowledge to students, we accept an obligation to do so with self-discipline, good judgment, and intellectual honesty.*

Self Evaluation

The College has evidence that dialogue within the faculty supports the understanding that personal conviction should be distinguished from accepted professional views within a discipline. A recent email from the Life Science Department Chair to a member of his faculty illustrates this point. The faculty member raised the possibility of addressing the topic of "creationist" and "intelligent design" within Life Science curriculum. The Chair, in response to a number of similar inquiries, provided guidance that distinguished the consensus of the scientific community from religious beliefs. He also provided a court decision supporting this separation. The Life Science faculty as a whole have reached clarity on this topic in regards to the parameters and requirements of academic freedom (IIA-57).

Planning Agenda

Through venues of faculty professional development, the College will more widely disseminate the concept of distinguishing personal conviction from accepted professional views within a discipline.

II.A.7 (b) The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

College faculty and staff uniformly convey the expectation that students will exercise academic integrity. Students are made aware of their responsibility to academic integrity through the *Student Conduct Code BP 5500*, which is printed in the *College Catalog.* The code delineates disciplinary actions and due process for the student charged with violation.

Faculty are encouraged to include a statement of academic integrity in course syllabi, with definitions and consequences for cheating and plagiarism. The *Faculty Handbook* includes informal courses of action that faculty may take to prevent cheating or plagiarism. The College has also established the BIT (Behavior Intervention Team) processes, which allows faculty to refer student for counseling and intervention as appropriate.

Self Evaluation

The College communicates clear expectations of academic integrity to its student through multiple means of official policy, and course syllabi and in-class discussions. Faculty are supported in the commitment to academic integrity through professional development and administrative intervention processes for students charged with violation.

Planning Agenda

None

II.A.7(c)
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 or student handbooks.

Descriptive Summary

Moorpark College is a public institution, and does not seek to instill specific beliefs or world views in its staff, faculty, administrators, or students.

The *Student Conduct Code (BP 5500)* provides guidance for student behavior, and is included in the *College Catalog*.

A Policy on *Employee Code of Ethics (BP 7205)* was adopted by the Board of Trustees at the June 16, 2010 Board Meeting.

Self Evaluation

The College does not seek to instill specific beliefs or world views. It adheres to Board Policies established for student conduct and employee ethics.

Planning Agenda

None

II.A.8

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

Moorpark College does not offer curricula in foreign locations to students other than U.S. nationals.

Self Evaluation

This standard does not apply to the College.

Planning Agenda

None

Standard IIA: Instructional Programs Evidence

General Documents:

ARCC Report and College Responses 2007, 2008, 2009

Making Decisions at Moorpark College: 2008-2010

Moorpark College Catalog

Moorpark College Educational Master Plan 2009-2019

Moorpark College Faculty Handbook

Moorpark College Institutional Effectiveness Reports (2003, 2004, 2007, 2008)

Moorpark College Technology Master Plan

IIA-1   Program review and student learning outcomes review as documented in Program Plans. Contained in College Program Plan Archives.

IIA-2   3-Year Term Comparison Reports

IIA-3   Program Planning Data Reports

IIA-4   *Moorpark College Schedule of Classes*

IIA-5   Town Hall Agendas, Fall 2009 and Spring 2010

IIA-6   Deans' Council Meeting Minutes

IIA-7   Program Plans illustrating student learning outcome assessment. Contained in Program Plan Archives.

IIA-8   Course Outline of Record Template

IIA-9   *The Future of the Region's Work force; Factors Affecting Student Enrollment* by Mark Schniepp. September 2006 Presentation.

IIA-10   Program Plan, Distance Education, 2009-2010.

IIA-11   Commission Letter Granting Substantive Change Status in Distance Education, 2009.

IIA-12   Distance Learning Task Force Meeting Minutes

IIA-13   Report to the VCCCD Board of Trustees on Distance Education 2009

IIA-14   Alternative Delivery Meeting Minutes

IIA-15   *Toolkit for Program Improvement*

IIA-16   Program Plan Template

IIA-17   English Program Plans 2008-09 and 2009-10

IIA-18   *Toolkit for Program Improvement*

IIA-19   ACCJC Annual Report: 2008-2009

IIA-20   Sample Syllabi

IIA-21   Core Competencies and Program Purposes documentation

IIA-22   VCCCD Board Policy: BP 4020

IIA-23   VCCCD Board Procedure: AP 4020

IIA-24   Course Outline of Record Template

IIA-25   VCCCD Administrative Procedure: *AP 4020 Program, Curriculum, and Course Development*

IIA-26   Student Learning Outcome Assessment as documented in program plan. Contained in Program Plan Archives.

IIA-27   Business Advisory Committee Minutes

IIA-28   Soft Skills Survey (2010)

IIA-29   Program Plans: 2009-10 and 2010-11

IIA-30   Curriculum Training Materials (Flex Week)

IIA-31   ACCESS Website Screenshot

IIA-32   Department Meeting Minutes (English, Chemistry, World Languages)

IIA-33   Flex Week Schedules

IIA-34   Instructional Technology Training Schedule

IIA-35   English Department's Best Practices Workshops

IIA-36   New Faculty Orientation Syllabus and Resource Material

IIA-37   Curriculum Committee Meeting Minutes: February 2009

IIA-38   Curriculum Committee Minutes 2007 to 2010

IIA-39   Program Plan Template

IIA-40   Licensure Passage Rates. Contained in Program Plans for Nursing, Radiologic Technology and Computer Network Systems Engineering. Program Plan Archives.

IIA-41   Course Outline of Record Template

IIA-42   Department Meeting Minutes (English, Chemistry, World Languages)

IIA-43   General Education Outcomes

IIA-44   General Education Rubric

IIA-45   General Education Student Learning Outcomes

IIA-46   COR Template for Career-technical Course approval

IIA-47   Licensure rate, as documented in the Moorpark College Nursing Program Self-Study for the Board of Registered Nursing

IIA-48   Licensure rate, as documented in the Moorpark College Nursing Program Self-Study for the National League of Nursing

IIA-49   Licensure rate, as documented in the Moorpark College Radiology Technology Self-Study for the Joint Committee on Education in Radiologic Technology

IIA-50   Sample Advisory Committee Minutes

IIA-51   Career/Transfer Center Website Screenshot

IIA-52   Program Status Evaluation Template

IIA-53   Link to Event Posting Request www.moorparkcollege.edu/pr

IIA-54   VCCCD Board Policy: Academic Freedom BP 4030

IIA-55   VCCCD Board Policy: Student Standard of Conduct BP 5500

IIA-56   Academic Senate Minutes 2008

IIA-57   Email Documentation from Life Sciences Department Chair, John Baker, on the topic of Intelligent Design.

Standard IIB: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

IIB.1
The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution

Descriptive Summary

The College uses a range of data and dialogues to identify students' need for support services, and to monitor the quality of services provided.

The organization of the College's Student Support Services provides the primary structure to foster dialogue about student needs. Student Services are organized into three clusters:

- Enrollment Services: from pre-enrollment services to registration
- Student Life: from registration to career/transfer planning and graduation
- Instructional Support: learning centers and tutoring services.

The three clusters are embedded into three academic divisions and supervised by academic Deans, with oversight led by the Executive Vice President, who serves as the chief instruction and student services officer. The integration of service clusters into academic division promotes awareness of services and the dialogue about student needs in the academic context.

A Student Services Council, comprised of service area leads and supervising Deans, conducts conversations and planning across the spectrum of services in bi-weekly meetings, and in annual retreats (IIB-1, IIB-2).   Awareness of student needs regularly emerges from the bi-weekly dialogue of the Council. The student-development-based "myNAV" project, and the "Student Services Syllabus" initiatives are examples of needs-driven services that have been implemented (IIB-3, IIB-4).

As part of the College planning process, Student Service programs use data from the *Institutional Effectiveness Report* to understand the student population, and create initiatives to meet needs. Data elements include student access, student achievement, program review findings, and peer group benchmarked Accountability Reporting for Community College (ARCC) data from the State.

Faculty input and student requests add to the information of emerging needs. For example, the need for basic skills instructional and counseling support emerged from a college-wide self-assessment on the topic, with participation from Student Services as well as instructional areas (IIB-5). The dialogue resulted in the formation of the Basic Skills Committee and a number of related service initiatives that improved the performance of Math and English students (IIB-6).

More formal feedback instruments, such as the Community College Survey of Student Engagement (CCSSE) and District student perception surveys, are used to monitor the level of student participation and quality of services, and to identify emerging needs (IIB-7, IIB-8).

Student Service programs conduct annual review through the college-wide program planning process. The structure of review is similar to that of instructional programs, with modifications to target student services elements. The review includes quantitative data such as type of projects, rates of usage, and faculty ratios. Qualitative elements include a program review and planning narrative, environmental scan and projections, and resource requests in response to stated need.

The concluding portion of the program plan addresses student learning outcomes, results of assessment, and strategies and resources to improve service delivery based on the results. This annual program review process ensures that the services are in a state of continuous improvement, and has evidence that they support learning and contribute to student retention and success (IIB-9).

In Student Services, Core Purposes (learning outcomes) are defined for each of the three clusters. Service programs under each cluster also define their Program Purposes (program outcomes).

The Cluster Core Purposes and the programs under each cluster are as follows. Core Purposes and Program Purposes are documented in the *College Catalog*:

Enrollment Services Service Cluster Core Purpose:
Students will successfully transition from pre-enrollment through post Moorpark College.

- Outreach & Admissions
- Registration & Records
- Matriculation
- Financial Aid
- Scholarships
- Extended Opportunity Program and Services (EOPS)

Instructional Support Services Cluster Core Purpose:
Students will use integrated instructional, research, and academic support services to become self-reliant learners.

- The Teaching and Learning Center (TLC)
- Library and Learning Resources

Student Life Services Cluster Core Purpose:
Students will develop holistically in social, emotional, physical, and intellectual domains.

- Student Activities
- Counseling Services
- Career and Transfer Services
- Student Health Services
- Accessibility Coordination Center and Education Support Services (ACCESS)

Self Evaluation

The organization of student services and the formation of the Student Services Council provided venues and opportunities for dialogue on student needs. A variety of data, gathered from formal reports, surveys, and dialogue with faculty and students, contributes to the understanding of student needs. Data and emerging needs are analyzed and addressed through the annual program plan process.

An innovative use of student learning outcomes was introduced from the Student Services Council. Initially discussed during the 2006 annual council retreat, "myNav" is based on a student development model that encourages student self-advocacy as well as outcome-based service delivery. The model defines stages of student engagement in a student's movement through the College, and identifies the key outcome that a student needs to meet to be successful. Students have access to this model through

the "myNav" website. Student Services areas also use this model to determine the right resources to offer at the various phases of a student's development and progress. The development of "myNav," now some three years in the making, exemplifies the ongoing, college-wide dialogues on student access, progress, learning, and success (IIB-10, IIB-11, IIB-12).

All student services programs have identified cluster and program learning outcomes. Programs have been consistent in assessing at the program level. Development of cluster outcome assessment methodology and implementation will begin in the 2011-2012 cycle.

Planning Agenda

Develop cluster outcome assessment methodology and implement in 2011-2012. [Same as Standard IIB.4]

IIB.2
The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

Official Name, Address(es), Telephone Number(s), and Website Address of the Institution.
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **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**

b. Requirements
- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

c. Major Policies Affecting Students
- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

d. Locations or publications where other policies may be found

Descriptive Summary

Moorpark College publishes an annual *College Catalog* that delineates the characteristics of the institution to the general public.

General information includes contact information, mission, programs of study, academic calendar, commitment to academic freedom, financial resources for students, resources for learning, academic personnel, and Governing Board information.

Requirements of admission, financial obligations, and information concerning graduation and transfer are identified. Policies regarding academic and financial regulations, student conduct and due process, as well as policies concerning non-discrimination and sexual harassment are included. Information on where additional policies may be found is included.

Grievance records are available, and are the responsibility of the academic Dean assigned to student conduct and student grievance.

Self Evaluation

The *College Catalog* is the official publication of record of the institution. The Office of Student Learning oversees its annual review, and systematically involves the college community in updating information. The *College Catalog* is distributed annually to all academic and student service departments, and several copies are provided to each college within the District. Additionally, the *College Catalog* is electronically published on the college website and is easily accessible to all students and community members or institutions. Beginning with the 2009-2010 academic year, electronic copies of the catalog were burned to DVD and mailed to high schools, community colleges, and universities as requested, replacing the printed copies mailed in previous years.

Planning Agenda

None

IIB.3
The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

IIB.3 (a) 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.

Descriptive Summary

The College offers a range of learning support services to maintain a positive educational environment that promotes equal opportunity and access. The services are delineated in IIB.1 under the three service clusters. In addition, each service is accessible to all students during peak instructional daytime hours, evening hours and online where appropriate and possible.

In Fall 2009, Moorpark College adopted a Strategic Objective to increase alternative delivery methods of courses and services (IIB-13). The majority of the college population is considered traditional: 73% of the students are under the age of 25 and 80% are taking daytime courses. However, an increasing number of students are choosing to enroll in distance education courses: nearly 1000 students enrolled strictly in distance education courses in Fall 2008, as compared to only 340 in Fall 2006 (refer to *Institutional Effectiveness Report*). In response, Student Service programs have strategized on how to better meet the needs of distance learning students, providing equitable access to all of our students by providing appropriate, comprehensive, and reliable services to all students, whether they attend college during the day, evening, weekend, or through distance education.

To assist evening and weekend students with frequently asked questions, or to connect them to a specific service area when they have a more specific question or need, an evening/weekend attendant is available in the atrium of Fountain Hall (hours available: 6:00 p.m. - 9:30 p.m. Monday through Thursday, 12:00 p.m. - 7:00 p.m. on Friday, and 9:00 a.m. - 1:00 p.m. on Saturday).

All learning support services areas are accessible by telephone at minimum. Many programs have web pages with descriptions of their services and email addresses for students to use. In addition, many web services are available to students, allowing them to conduct business online. Web services are available in the following areas and accessible via the link www.moorparkcollege.edu :

Enrollment Services

- Online application to the College available (contracted with CCCApply)
- Online Orientation
- Self-placement assessment for English and Math courses
- Registration, including adding, dropping, and paying for courses via WebSTAR through My VCCCD
- Veterans' information and commonly used forms
- International Student application and information
- Financial Aid FAFSA application
- Scholarship opportunities, posted online and via e-newsletters
- CalWORKS information and application
- Extended Opportunity Program and Services (EOPS) information

Instructional Support Services

- Online tutoring services through the Teaching and Learning Center
- Online materials and databases through the Library website and MyVCCCD.

Student Life Services

- Student Activities
- Counseling Services provided online via email. Phone appointments are also available.
- Online career assessments and career counseling through Career and Transfer Services
- "Ask a Nurse," a service that allows students to email questions through the Student Health Services website.
- Accessibility Coordination Center and Education Support Services (ACCESS) information and commonly used forms

In Fall 2009, the College applied for Substantive Change in Distance Education from the Accrediting Commission (IIB-14). This application was granted by the Commission in Spring 2010. Within the application, the College assures the public and the Commission that equitable services are available to students regardless of location, and appropriate assessment has been put in place to ensure quality and access.

Self Evaluation

The College offers a range of services to maintain access and to support a positive learning environment for all students. The College closely monitors demand for services in alternative modalities, and provides necessary accommodations to meet student needs.

Results of the District generated Student Perception Survey (administered 2000, 2003, and 2009) and the nationally benchmarked Community College Survey on Student Engagement (administered 2008, 2010) found general student satisfaction with services, and a level of student engagement comparable to peer institutions (IIB-15, IIB-16).

Planning Agenda

None

IIB.3 (b) The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

The philosophy of the student learning model as adopted by the College is grounded in the belief that the most effective learning environment treats students holistically by creating teaching and learning experiences both inside and outside the classroom. The College encourages personal and civic responsibility as well as intellectual and personal development through "extracurricular activities that promote campus community involvement and personal development," and opportunities to prepare "for life and change in the global community" (IIB-17). The student's educational and social experiences at Moorpark College are enhanced by a wide range of activities in personal development and civic engagement.

Self Evaluation

The College encourages student leadership development by supporting an active Associated Students government. The Associated Students Officers are elected by the general student body each spring. The Associated Students are formally involved in the participatory governance system and maintain a statewide leadership presence, representing Moorpark College at the State capital and serving on statewide professional and legislative committees and associations (IIB-18). A district-wide student trustee represents student interests on the Board of Trustees. The student trustee's term of service is one year, and elections are conducted at the three colleges.

The College also encourages the creation of student clubs. Varieties range from pre-professional societies, honor societies, volunteer organizations, popular interest groups. The two most recently formed organization under the Associated Student charter are the Phi Theta Kappa honor society and the Muggle Quidditch Club. All student official organizations have a faculty advisor, and are provided a budget through a process administered by the Associated Students.

The College offers a lecture series, a one-campus-one-book reading project, art exhibitions, poetry readings, concerts, theatrical performances, dance recitals, and other events. Instructors frequently use these events as venues to enrich class assignments. The annual Multicultural Day, now in its 20th year, is designated as an alternative teaching day that provides for different learning experiences for instructors and students. The Theme Year project, created to promote social civic discourse and critical inquiry, is now in its 5th year. There is wide participation from students each year in these extra-curricular learning activities, with instructors providing an academic framework for participation (IIB-19).

While the venues for extra-curricular engagement are popular with students and well attended, there is no formal assessment for this group of activities.

Planning Agenda

Formally assess extra-curricular programs and their effectiveness in encouraging personal and civic responsibility, as well as intellectual, aesthetic, and personal development.

IIB.3(c) The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The College employs Masters-prepared Counselors to guide students in transfer, career-preparation, and other academic planning activities. Academic counseling is provided at a number of locations on campus: in counseling faculty offices by appointment, in drop-in "Express Counseling," in classroom presentations, online, and in other support service locations such as the Career/Transfer Center, EOPS, and ACCESS. The Counseling Department also offers student orientations, probation workshops, and group counseling for cohort programs such as PACE, Nursing, and Radiologic Technology.

The College provides Counselors with opportunities for continuing professional development. In weekly departmental meetings, speakers present materials and information on topics and programs such as financial aid, probation and early alert procedures, software updates, and changes in transfer requirements. Monthly academic information meetings are held (IIB-20). The Counseling Department pairs new Counselors with experienced counseling faculty on staff. All Counselors regularly attend Counselor conferences conducted by the University of California, California State University, and private independent universities. Counselors also have access to state-sponsored professional listservs for information update and professional development.

Technology tools are provided to enhance the counseling process. They include access to student records through Banner, schedules, and enrollment statistics via the college website, and access to ASSIST.org for articulation advisement.

Effectiveness of individual counseling faculty are evaluated through the faculty evaluation process as established through the Collective Bargaining Agreement with the American Federation of Teachers. The Counseling program is evaluated annually through the program planning process using quantitative data on service delivery, and student learning outcome assessment identified for the program (IIB-21).

Self Evaluation

The College maintains a Counseling program with qualified counseling faculty, provides continuing professional development and technology support to enhance the counseling process, and evaluates the counseling faculty and the program for effectiveness.

With multiple years of budget cuts affecting the general fund and in categorical funding for student services, the College is making a concerted effort to streamline the counseling process to more effectively and efficiently serve the general student body and special populations. Group orientations, and drop-in counseling have been successful strategies. In anticipation of additional budget cuts in the coming year, the College is moving towards the sharing of support staff and the integration of general fund and categorical programs in order to streamline and preserve services for students.

Planning Agenda

Develop and implement a survey to assess student engagement and satisfaction with the Counseling Department.

IIB.3 (d) The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

As called for by the institutional Mission, the College engages students in programs, practices and services that enhance the understanding of "diversity locally, nationally, and internationally." Formal programs and courses of study are available for students, as are extra-curricular activities that promote campus dialogue on diversity.

A range of courses in ethnic and women studies are in the General Education inventory. The College also encourages the embedding learning outcomes into courses across the curriculum that address diversity. The general education requirement for the Associate Degree calls for the completion of three-units of coursework in ethnic or women's studies (refer to *College Catalog*, general education requirements for Associate Degree).

Various Student Services address the needs of our diverse student population, as defined in each of their program purpose statements. EOPS, CalWORKs, Veteran's Outreach, International Student Office, Counseling, and ACCESS are specifically designed to address the diversity of our students. The effectiveness of these services is measured through the assessment of their program outcomes (IIB-22).

Student organizations reflect diversity and promote understanding. Moorpark College offers students opportunities to participate in Bahai Club, Campus Crusade for Christ, Catholic Student Organization, Jewish Student Association, Latter-Day Saints Student Association, M.E.C.H.A., Multicultural Club, and Gay and Lesbian Club (IIB-23).

In the areas of extracurricular offering, the College supports Multicultural Day, an alternative learning day held each spring for the past 20 years. Multicultural Day is coordinated by volunteer faculty and staff to celebrate cultural diversity, and to educate the campus and local community on the history and resources of diverse cultures in the region and around the world (IIB-24, IIB-25). Lectures and demonstrations are offered throughout the day, and instructors send students to attend various venues and require them to complete related assignments.

Other college practices that enhance the appreciation of diversity include the "One Campus, One Book" project. Through the selection of the campus book, targeted activities, presentations, and classroom assignments, faculty provide opportunities for diversity discussions. In 2002-2003, several faculty chose *Tortilla Curtain*, by T.C. Boyle, a novel that addresses the diversity in our own community of Canoga Park in Ventura County. In 2008-2009, faculty selected *Persepolis*, by Marjane Satrapi, a graphic novel that delineates the cultural shifts and personal experiences of a young Iranian girl who experiences the fall of the Shah of Iran, and her immigration to the United States (IIB-26).

The past four years also saw the establishment of the Themed Year, more familiarly known as the "Year of…" project. Since 2006, themes have included the Year of Science and Religion, the Environment, Democracy, Service, and the Economy. Faculty initiated, and the college community supported, the "Year of ..." project to encourage the understanding and tolerance of diverse perspectives and civic discourse. Faculty incorporate the theme into assignments, and the One Campus, One Book group coordinates college-wide reading around this theme. The President surveys the college community at the end of each year as to the effectiveness of the program, the desire to continue the project, and to solicit proposals for the coming year (IIB-27).

Self Evaluation

The College has a range of sustained programs, services, and extra-curricular activities that promote deep learning about diversity in all its forms. The College's commitment to diversity is deep-rooted, and anchored in instruction. Formal studies and extra-curricular activities are often cross-promoted and interwoven to allow for full exploration and dialogue on the topics. All activities are faculty and volunteer driven. Formal instruction is assessed in the classroom. Extra-curricular activities are assessed informally, via survey.

Planning Agenda

Assess Multicultural Day and One-Campus, One-Book activities for currency and effectiveness at promoting the understanding of diversity in all forms.

Add the element of diversity into the Moorpark College Student Perception Survey in the next cycle.

IIB.3 (e) The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Moorpark College conducts assessment in English and Mathematics, and uses informed self-placement. Students are required to complete a self-placement instrument before they are permitted to enroll in transfer-level courses. Students answer questions in English and Mathematics and are given information about course expectations to assist them in self-placing into an appropriate course level.

Self Evaluation

The Informed Self-Placement option in Fall 2000 was selected based on comparison research that indicated little difference in student achievement between self-placement and advisory placement based on mandatory testing placement options. The data showed no significant difference in successful course completion for English M01A. The results are not as comparable for Math, with a 49% success rate as compared to a 58% success rate with mandatory placement. 32% of students enrolled in Math withdrew, indicating that students may have realized they had self-placed in the wrong math class and withdrew prior to course completion (IIB-28).

The topic of assessment and placement has once again come to the fore, prompted by an ongoing dialogue on Basic Skills that began in 2006. The research and data collection surrounding the initiative as well as the formation of a Basic Skills Committee provided the sources and the venue to talk about student success and mandatory assessment and placement on campus. The College anticipates an escalation of this dialogue over the next year in English and Mathematics.

Planning Agenda

Conduct a focused dialogue regarding assessment and placement in English and Mathematics.

IIB.3 (f) 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.

Descriptive Summary

Moorpark College maintains student records in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA) as well as the guidelines in Title 5 of the California Code of Regulation. Disposable records are destroyed semi-annually in a sequence and timeline determined by regulation and after approval by the Board of Trustees. Computerized student records maintained in Banner include security systems as well as recovery and disaster back-up systems. Permanent records that pre-date Banner (1967-1981) are securely stored, either in hard copy or on microfiche, in a fireproof vault. The original archived records are housed in secure storage containers on campus, and a duplicate microfilm copy of these records is housed off-campus.

Students' privacy rights are published in the *College Catalog* as well as on the college website. Policies and procedures are in place to ensure proper protection, storage, security, confidentiality, and access to student records. Employees' job descriptions determine the data and records they can access. As part of enhanced security processes, the District Information Technology Department requires that network passwords be changed on a regular basis.

At the time of admission, VCCCD students are assigned a unique student identification number rather than requiring the use of a Social Security number. Student are directed to establish a Personal Identification Number (PIN) and set up security questions/answers (for use in resetting a forgotten PIN) to ensure additional security and confidentiality when using the District portal (MyVCCCD). This procedure is explained in the *Schedule of Classes* and the *College Catalog*.

In addition to securing student application data and academic history records, Moorpark College has taken steps to secure other sources of student records, such as student health, student conduct (BIT), learning disabilities, counseling, financial aid, international student immigration reporting/tracking, and information collected during counseling appointment scheduling (SARS). Sensitive data are kept secure in password-protected databases/computers, and physical (paper) information is kept secure in locked filing cabinets. Each campus program has defined its data collection procedures based on the needs of the students using the program services, and any sensitive data collected are only kept as necessary (or as required by state/national guidelines) for assisting students in each of the areas. For example, in the Student Health Center, student medical records are kept for historical purposes so that health practitioners have access to the health history of the student they are treating. In addition, any medical records released are done so according to HIPPA regulations.

Self Evaluation

The Admissions and Records Office maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The College publishes established procedures for the release of student records, and follows federal and state mandates for the maintenance of student records and the right to privacy.

Planning Agenda

None

IIB.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement

Descriptive Summary

As described in Standard IIB.3, Student Service programs participate in the College's annual program planning process, reviewing quantitative and qualitative data on service delivery, providing analysis of emerging need, monitoring the assessment of student learning outcomes for service improvement, and identifying action steps to be completed for the following academic year.

Self Evaluation

Service programs have established program-level learning outcomes, identified appropriate assessment methods, and collected and analyzed assessment results. The analysis of the results has led to the improvement of services provided to students. For example, the Student Health Services program determined that many students did not necessarily know how to find health resources in the community that could be of benefit to them. In response, Student Health Services now provides a comprehensive list of community resources that complement the services provided by the College (IIB-29). This list is available at the Health Center or online on its webpage.

The program planning process has also led to improvements in the organization of the College. Before 2006, Student Services programs were assigned randomly into instructional divisions. While this student learning model promoted the integration of Student Service and Instruction, the program planning process identified an urgent need for coherence and venues for dialogue among the Student Services groups. To answer this call for improvement, the College regrouped the scattered Student Services into three clusters, and formed a Student Services Council to facilitate services planning (IIB-30).

Planning Agenda
Develop cluster outcome assessment methodology and implement in 2011-2012. [Same as Standard IIB.1]

Standard IIB: Student Support Services Evidence

General Documents:

    College Catalog

    Institutional Effectiveness Report (2003, 2004, 2007, 2008)

IIB-1   Sample Student Services Council Agenda

IIB- 2   Annual Retreat Agenda 2007, 2008, 2009

IIB- 3   Link to "MyNav" webpage from College Website

IIB- 4   Student Services Syllabus

IIB- 5   Basic Skills Self Assessment: Invitation to Participate and Self-Assessment Document

IIB- 6   Basic Skills Committee Charge and Meeting Minutes

IIB- 7   Community College Survey of Student Engagement Report 2000, 2003, 2009

IIB- 8   District Student Perception Survey

IIB- 9   Student Services Program Plan Template and Completed Samples

IIB- 10   Fall Fling 2008 Agenda

IIB- 11   "Stages of Engagement" Presentation, President's Lunch, Flex Week, 2009

IIB- 12   Student Services Retreat Agenda 2007 and 2009

IIB- 13   *Moorpark College Strategic Plan 2009-2012*

IIB-14   Distance Education Substantive Change Self-Study Report

IIB-15   The District Student Perception Survey 2000, 2003, 2009

IIB- 16   Community College Survey of Student Engagement Report 2008, 2010

IIB- 17   Quotations from the Moorpark College Mission

IIB- 18   Sample Associated Students Reports on Statewide Activities

IIB- 19   Link to Campus Calendar: www.moorparkcollege.edu/community/events_calendar.shtml

IIB- 20   Academic Information Meeting Minutes

IIB- 21   Program Plans for Counseling 2007, 2008, 2009. Contained in the Program Plan Archives.

IIB- 22   Student Learning Outcomes Report, EOPS, CalWORKs, Counseling, ACCESS

IIB- 23   MC Student Organization List

IIB- 24   Multicultural Day Program Offerings 2006, 2007, 2008, 2009

IIB- 25   President's Memorandum to Campus on Multicultural Day

IIB- 26   One Campus, One Book Materials

IIB- 27   Themed Year Materials

IIB- 28   Student Services Program Review, 2009

IIB- 29   Student Health Resources

IIB- 30   Office of Student Learning White Paper: The Next Iteration of the Student Learning Model

Standard IIC: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services are used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

IIC.1

The institution supports the quality of its institutional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

IIC.1(a) 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 of the institution.

Descriptive Summary

The College Library is housed in the Library/Learning Resource building (LLR), and opened Fall 2005. Students have access to a library collection with sufficient breadth, depth, and variety to support learning. The collection is comprised of print volumes, online books, current periodical subscriptions, and electronic resources for on-campus and off-campus use.

Print Volumes 78,370

Online Books...…9,028

Online Resources 33

Audiovisual Materials 3,495

Books on CD..191

Periodical Subscriptions 309

Microfilm Reels..7,800+

The Library has expanded its reserve collection to include many of the current textbooks used in such varied disciplines as Anatomy, Physiology, Psychology, Mathematics, Economics and others.

The LLR houses a 127-seat general study area, study carrels equipped with audiovisual stations, portable CD players, headphones, a microfilm reader/printer, wireless Internet access, a networked printer, and six group study rooms. The Library houses a library instruction classroom, which also functions as an open access lab when not being used for instruction, with 31 networked computer stations (IIC-1, IIC-2). The LLR also provides a venue for many of the College's aesthetic and cultural activities. Activities included informational displays for special events and programs, poetry readings, and literary receptions.

In addition to its on-ground services, the Library homepage provides links to the online catalog, general library information, periodical and eBook databases, an online tutorial, research guides, and citation guides. Additionally, there are links to services for faculty and students, Library news, the open access lab, Library staff, government info, research assistance, the Honor with Books program, the One Campus, One Book program, a new titles list, and movie tutorials.

The Library staff includes two full-time faculty Librarians, four adjunct faculty Librarians, and four full-time classified employees, two with public service and two in technical service.

The Teaching and Learning Center houses the tutoring program, Math Center, and the Writing Center, and provides supplemental instruction in a variety of forms across the curriculum. Instructional formats include individual and group tutoring onground and online, workshops, supervised and tutor- facilitated Supplemental Instruction groups, learning software, Directed Learning Modules, and instructional videos/DVDs (IIC-3, IIC-4). The Teaching and Learning Center is under the supervision of an Academic Dean, and is served by two full-time faculty (English and Mathematics), one full-time classified staff member, and student tutors.

Workshops are developed by the Teaching and Learning Center based on the assessed needs of academic departments, as determined through faculty input, Program Plans, and student surveys and focus groups. These workshops are offered at a variety of times in order to meet the needs of traditional and non-traditional students (IIC-5, IIC-6, IIC-7). Workshops on special topics are also offered in discipline classrooms at the instructor's request.

The Teaching and Learning Center requires all tutors to complete at least one 1-unit training course on tutoring. Additional courses available to tutors include topics on individual tutoring, group tutoring, and leadership. The courses provide instruction in learning theories and the pedagogy of tutoring and mentorship (IIC-8, IIC-9, IIC-10).

Self Evaluation

Current full-time Librarian staffing is inadequate to support the Library's instructional program; libraries at community colleges with comparable FTES employ from 4 to 7 full-time Librarians (IIC-11). After the last accreditation visit, when inadequate full-time faculty staffing was noted, the College hired one additional full-time Librarian, but the position has since become vacant. The College anticipates the re-filling of the third Librarian position by Fall 2010.

The Library has a documented process to guide the selection, acquisition, and cataloging of its collections. The acquisition process responds directly to curricula and departmental needs (IIC-12). The Library through the program planning process determines its funding needs for books, electronic resources, media materials, and equipment (IIC-13).

The Librarians, through the Curriculum Committee approval process, ensure that the Library has current resources to support new courses and programs. A Librarian sits on the Curriculum Committee's Technical Review Subcommittee. Before courses are brought before the Curriculum Committee, the Librarian evaluates Library holdings to ensure they are adequate to support the new course's assignments. For updated courses, the Librarian verifies the availability of current editions of representative texts. If adequate resources are not held in the Library, the Librarian, in collaboration with the faculty sponsoring the new course, develops a list of necessary materials for purchase (IIC-14, IIC-15).

The Librarians are responsible for the final determination regarding the scope of the Library collection. Collection development centers around curriculum offerings, and supports classroom assignments. Materials are acquired after consulting standard bibliographic resources and reviews, including resources listed in *Library Journal*, *American Libraries*, *College and Research Libraries*, *Los Angeles*

Times, *New York Times Review of Books*, *Choice*, publishers' catalogs, Amazon.com reviews, and others, as well as reviews of electronic databases available on the California Community College Consortium's Electronic Access and Resources Committee (IIC-16).

The majority of Library purchases are research-oriented and generally non-fiction. Faculty members are encouraged to recommend titles for library purchase (IIC-17). Students also submit acquisition requests which are placed in a queue with other materials under consideration. The Library offers interlibrary loan service to students, faculty, and staff; this service is utilized only sporadically, as the Library's collection generally satisfies research needs (IIC-18, IIC-19). The three District colleges are developing a system of reciprocal library privileges to provide additional resources for students in the District.

Planning Agenda

Complete the hiring of a third full-time Librarian by Fall 2010.

Complete the reciprocal privileges arrangement with Ventura College and Oxnard College, and increase the availability of library material for students across the District.

IIC.1(b) The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

As stated in its Program Purpose Statement, the Library supports student learning, with a primary focus on information literacy. Students who complete library instruction sessions will:

- understand the way information is organized;
- understand the overall research process;
- use the appropriate tools to locate the needed information effectively and efficiently;
- evaluate information and its sources according to relevancy, credibility, and appropriateness to their research assignment requirements; and
- use researched information ethically and legally (IIC-20).

The Library offers one-on-one instruction at the Reference Desk, and provides formal instruction sessions. Faculty can arrange for their class to attend an instruction session given by a Librarian. All instruction sessions include the following topics (IIC-21):

- General Library Overview,
- How to Search the Library Catalog,
- Magazines and Journals Overview,
- Use of Electronic Resources,
- Internet Research including Evaluating Websites,
- How to Cite Sources from the Library's Electronic Databases.

The Librarians have developed several library assignments that are designed to reinforce and assess the information literacy skills students gain in the instructional sessions. The assignments require a student to do research on a topic chosen by the Library using a variety of sources, which may include books, magazine articles, scholarly journal articles, newspaper articles, reference books, and the Internet. Most of the assignments conclude by asking students to contrast a Google search with a search of The Internet Public Library (ipl2) website. The students are expected to demonstrate their competence in

citing a print source using a style guide. Instructors are encouraged to use this assignment as part of their own course requirements for students, giving students credit for completion of this work (IIC-22).

To measure information literacy skills, the Librarians administer a brief assessment to the students at the end of the instruction session as part of the student learning outcome assessment process. Assessment results show that students are adequately meeting the outcomes of these sessions (IIC-23). The Librarians are currently (2009-2010) assessing students' research skills in locating a magazine or journal article using one of the Library's electronic databases.

In 2007-08, over 200 Library instruction sessions were held, reaching over 4,000 students. Academic programs that have used the Library's instruction program include anthropology, biology, chemistry, computer information systems, dance, English, English as a Second Language, geography, history, journalism, learning skills, music, nursing, nutrition, political science, psychology, sociology, speech, and the High School @ Moorpark College (IIC-24).

Librarians also provide one-on-one instruction at the Reference Desk. These individualized sessions are considered optimal "teaching moments" and allow the Librarian to work with students to refine thesis questions, learn how to narrow or broaden topics, select specific print or electronic sources of information, and evaluate search results. Supporting the growing number of distance education students, Librarians also provide similar research help to students by telephone (IIC-25, IIC-26). The Librarians are presently researching and analyzing how to best offer reference service online.

An online, self-instructional tutorial called Searchpath was created and instituted in Spring 2008. Searchpath allows students to develop or strengthen their information literacy skills, specifically in the area of library research. The tutorial covers the research process from initial topic selection to citing of sources, including a definition of and ways to avoid plagiarism (IIC-27). The tutorial is organized into six modules:

- Starting Smart
- Choosing a Topic
- Finding Books
- Finding Articles
- Using the Web
- Citing Sources

The tutorial includes quizzes for students to use in assessing their own progress (IIC-28).

The Librarians are collaborating with various instructional faculty to integrate the Searchpath into their curriculum and research assignments (IIC-29, IIC-30). An assessment instrument to measure student mastery of the research elements taught in Searchpath is being piloted by several English instructors. The Librarians are collaborating with these English faculty to determine whether students who have completed the tutorial can apply the concepts to their writing assignments, particularly the research paper.

The Teaching and Learning Center is also providing workshops and orientations to teach students how to access learning resources, such as online tutoring and media-based tutorials. The Writing Center offers workshops in critically assessing text-based resources for research, which reinforces Library resource instruction while placing research instruction within the context of using all forms of Library materials (IIC-31, IIC-32, IIC-33).

Self Evaluation

The Library has identified the components of Student Learning Outcomes for information literacy, developed and delivered instruction in group and individual settings, and has assessed the student achievement in learning outcomes. The assessment process and data is tracked through the Annual program planning process. The Library works collaboratively with faculty to develop information literacy in the context of academic disciplines, and is actively seeking out innovative assessment instruments such as Searchpath to improve student achievement.

Planning Agenda

Continue to assess information competency of students, both within Library instruction and in the context of instruction in English and other disciplines requiring information research.

IIC.1(c) the institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

The Library develops its collection and services guided by the mission and strategic directions of Moorpark College. To support the College's strategic direction to provide access and alternative delivery options, the Library continues to increase its offerings of electronic books and online periodical databases. Moorpark College students currently have access to two online eBook collections, NetLibrary and Gale Virtual Reference Library, and more than 30 online databases. Students also have access to the online library tutorial Searchpath, which not only assists distance learning students, but also meets the needs of basic skills students, a second strategic direction of the College (IIC-34).

Self Evaluation

Students have access to the Library during typical instructional hours. The Library is open Monday through Thursday from 8:00 a.m. to 8:00 p.m., and Friday from 8:00 a.m. to 3:00 p.m. (Hours are expanded during finals week.) As the College has eliminated much of its Weekend College, the Library has eliminated its Saturday hours. However, Internet access to the Library's catalog and online resources is available 24 hours a day, seven days a week (IIC-35). The online resources saw an 18% increase in use between Fall 2007 and Fall 2008 (IIC-36).

Planning Agenda

None

IIC.1(d) The institution provides effective maintenance and security for its library

Descriptive Summary

Security for all Library and learning support services is provided by District Police on a daily basis. Building maintenance is provided by the Maintenance and Operations Department. Library computers and printers are maintained by the College Information Technology Department. Library materials are secured through the 3M security gate system, and all Library print and non-print materials have security strips embedded (IIC-37). The Library's automation system, Voyager, is maintained via contract with Ex Libris (IIC-38). The microfilm reader/printer and copiers are maintained by Ventura Business Systems, Inc. (IIC-39)

Self Evaluation

Effective maintenance and security is provided for the Library and Learning Resource center.

Planning Agenda

None

IIC.1(e) 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The Library has cooperative agreements with Online Computer Library Center, a not-for-profit world-wide bibliographic library network that provides machine-readable cataloging records for library materials (IIC-40). The Library uses the Community College Library Consortium to purchase most of its electronic resources as curriculum needs are identified and funds are available (IIC-41).

In an effort to share resources and training opportunities, the Moorpark College Library belongs to The American Library Association, California Library Association, Council of Chief Librarians, and Library of California Region VII Gold Coast Library Network of public, special, and academic libraries in Santa Barbara, Ventura, and San Luis Obispo counties (IIC-42).

Self Evaluation

Cooperative agreements with library networks and memberships in library associations are formal and reviewed regularly for relevance.

The College does not rely on external contract services to support instructional programs.

Planning Agenda

None

IIC.2

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

As part of the annual program planning process, the Library evaluates the effectiveness of its services and develops plans for improvements.

Productivity measures are reviewed in three-year comparisons in areas such as the number of resources (print and online) available in the collection, the number of "searches" performed on the three major online databases, the number of reference questions, the number of circulation transactions, the number of instruction sessions (orientations), and the number of students attending those instruction sessions (orientations).

In addition to these productivity measures, the Library conducts internal scans of student use and satisfaction. With these data, the Librarians and Library staff collaborate with their Dean to identify key strengths and areas in need of improvement, formulate immediate actions to take (including requesting any necessary resources), and establish short-term and long-term plans.

The Library conducts student learning outcome assessment on information literacy as part of the annual program planning process.

Self Evaluation

The Library's student learning outcome assessment (2008-09 cycle) indicate that over 75% of students are successfully able to locate books in the Library's online catalog after participating in a Library instruction session (orientation). The Librarians are currently (2009-2010 cycle) assessing students' research skills in locating a magazine or journal article using one of the Library's electronic databases.

A satisfaction survey designed and administered in Fall 2007 measured the general users' satisfaction with Library services on a 5-point scale (IIC-43, IIC-44); 94% rated the overall quality of the Library as 4 out of a possible 5 and 89% of survey participants rated the courtesy of Library staff as 4 or higher.

In Fall 2008 another satisfaction survey was conducted focusing on the Library collection, staff, facilities, hours, and instruction. The results strongly affirmed the adequacy of the Library's collection, with a sample size of 480 students and one college staff member:

- Nearly 100% agreed that both print and online collections are adequate for their research assignments.
- 98% were treated courteously by staff.
- 98% agreed that the Library was inviting and comfortable.
- 95% stated that the Library hours are adequate and convenient.
- Of those who had participated in a Library instruction session, 95% agreed that the session helped them better use the Library's resources.

Planning Agenda

None

Standard IIC: Library and Learning Support Services Evidence

IIC-1   Program Plan, 2008-2009

IIC-2   Academic Library Survey, 2007-2008

IIC-3   Learning Center Homepage

IIC-4   Brochures for Writing and Math Center

IIC-5   Math and Writing Centers' Workshops

IIC-6   Math and Writing Centers' Advisory Meeting Minutes

IIC-7   Teaching and Learning Center Program Evaluations

IIC-8   Teaching and Learning Center Homepage Screenshot

IIC-9   Math tutor Schedule

IIC-10   Writing Tutor Schedule

IIC-11   Library Program Plan, Environmental Scan

IIC-12   *Library Policy Handbook*

IIC-13   Program Plan

IIC-14   Course Outline of Record Template

IIC-15   Curriculum Committee Meeting Minutes

IIC-16   Recommendations and Reviews by CCL EAR Committee

IIC-17   Copies of Faculty Request Order Cards and Email messages

IIC-18   *Library Student Guide*

IIC-19   *Library Faculty Guide*

IIC-20   Library Program Purpose Statement, *Educational Master Plan 2009-2019*

IIC-21   Learning Objectives and Core Content, Library Instruction Handouts

IIC-22   Library Assignments

IIC-23   Program Plan 2009-2010

IIC-24   Program Plan 2008-2009

IIC-25   Reference Desk Schedule

IIC-26   Program Plan, Productivity Data

IIC-27   Library Tutorial (Searchpath)

IIC-28   Library Tutorial (Searchpath) Self-Assessment Exercises and Online Quiz

IIC-29   English Department Meeting Minutes

IIC-30   Nursing Department Meeting Minutes

IIC-31   Writing Center Workshop List in Writing Center Webpage

IIC-32   Math and Writing Center Advisory Minutes

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

IIIA: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

IIIA.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

Minimum qualifications for administrators, faculty and staff are enforced by the VCCCD to ensure personnel are qualified to provide and support programs and services. The Board of Governors of the California Community Colleges adopts minimum qualifications for faculty and administrators in the community college system of California (IIIA-1). The Personnel Commission of the VCCCD approves classifications and minimum qualifications for classified employees (IIIA-2).

Self Evaluation

Based upon the identified needs of the organization, the District establishes classifications for all regular positions in both the academic and classified services to allow for the appropriate assignment of responsibilities to personnel. The classification specifications describe the representative duties; the knowledge, skills, and abilities required to perform the duties; the education, training, and experience minimally necessary for employment consideration; and reporting relationships. 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 to incumbents within the respective classifications.

Analysis and discussion of programmatic needs occur weekly at the Chancellor's cabinet meeting, attended by the Chancellor, Vice Chancellors, College Presidents, and the Director of Administrative Relations. In the Chancellor's cabinet meetings, the College Presidents present proposals to establish new positions.

As outlined in the *Procedure for the Establishment of New Positions* (IIIA-3)*,* the procedure requires the hiring manager to submit a Request to Establish a New Position form (IIIA-4) to the Director of Employment Services/Personnel Commission. The form requests information pertaining to the purpose of the position(s), duties to be assigned, reporting relationships, and funding sources. The Director of Employment Services/Personnel Commission reviews the proposals to ensure the proposed positions are classified appropriately based on the needs of the organization. The Director of Employment Services/Personnel Commission recommends appropriate classifications and drafts job descriptions.

Following review by the Director of Employment Services/Personnel Commission, the proposed positions are discussed in the Chancellor's weekly cabinet meetings.

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.

Planning Agenda

None

IIIA.1 (a) Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The Ventura County Community College District has established hiring procedures for the recruitment of academic personnel (refer to VCCCD Board Policy Archive. AP 7120-B Recruitment and Hiring: Faculty, AP 7120-C Recruitment and Hiring: College President, AP 7120-D Recruitment and Hiring: Part-Time Faculty). Applicants for both academic and classified positions participate in structured selection processes and are evaluated in accordance with criteria developed by subject matter experts familiar with the needs and mission of the College. The District judges a candidate's potential to contribute to the college's mission throughout the hiring process, including the application screening, interviews with the committee, and final interview with the College President.

Self Evaluation

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 (refer to VCCCD Board Policy Archive. AP 7120-B Recruitment and Hiring: Faculty). The policies and procedures require District staff, expert in the subject matter and services to be performed, to participate in the process by serving on screening committees. Screening committees typically consist of tenured faculty, temporary (part-time) faculty, managers, and classified employees, as appropriate. For all selection processes, a Human Resources Department representative serves as a facilitator to ensure the process is followed in accordance with established policy, procedures, and rules.

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 for Higher Education, InsideHigherEd.com, HigherEdJobs.com, Registry-California Community College State Chancellor's Office, Monster.com, and Craigslist.com. Additional sources are utilized as appropriate.

To ensure the employment of qualified personnel, the Human Resources Department enforces minimum qualification requirements for all regular academic and classified positions. In addition to qualifications established by the Board of Governors of the California Community Colleges, local

minimum qualifications may also be established for academic positions as appropriate. Classified personnel are hired in accordance with Personnel Commission rules (IIIA-5). The Human Resources Department establishes minimum qualifications for classified positions in consultation with experts familiar with the subject matter and services to be performed.

In addition to minimum qualifications, other hiring criteria are utilized for the selection of personnel, including screening criteria used to evaluate the extent to which applicants possess education, training, and experience beyond the stated minimum qualifications, interview questions, teaching demonstrations, skills testing, writing samples, and written examination materials, as appropriate. For academic positions, the screening committee members develop hiring criteria in accordance with policies and procedures established in collaboration with the academic senates and other employee groups (refer to VCCCD Board Policy Archive. AP7120-B Recruitment and Hiring: Faculty, AP7120-C Recruitment and Hiring: College President, AP7120-D Recruitment and Hiring: Managers). For classified positions, the Human Resources Department staff develop such criteria in collaboration with subject matter experts.

Faculty are involved in the selection of new faculty through their participation on screening (hiring) committees. Members of the screening committee (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, and review application materials and interview applicants.

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 (IIIA-6).

Candidates possessing degrees from non-U.S. 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 evaluations.

The District defines scholarship as possessing degrees, publishing scholarly articles in the candidate's field of expertise and having notoriety in the field for which the candidate is seeking employment. Screening committees evaluate a candidate's scholarship during the application and interview screening process in which the candidate's education, training, and experience in the field are assessed in accordance with criteria developed by the committee.

District hiring committees assess academic candidates in part on their ability to teach. Once a new instructor is hired, students, peers, and managers evaluate newly hired temporary (part-time) and tenure track, full-time instructors on their ability to teach in the classroom. These evaluations validate the effectiveness of the hiring process to place qualified, competent teachers in the classroom. Since

July 2007, the District has hired 61 full-time, tenure track instructors. With few exceptions, candidates selected in the hiring process continued on to become tenured faculty.

The probationary period for classified employees serves the same purpose. Out of 126 employees hired in the classified service since July 2007, only five employees have been released during the probationary period.

This data indicates that the District's hiring processes are yielding qualified and competent individuals to perform the work that is asked of them.

Planning Agenda

None

IIIA.1 (b) 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.

Descriptive Summary

The District has defined and documented processes for the evaluation of all personnel, including management, faculty, and classified staff. The employee evaluation process varies slightly among the different District employee groups, but the purpose of the evaluation process is the same for all employees: to provide feedback regarding their performance against set criteria that is, when possible, measureable. Managers, supervisors, or evaluation committees provide positive feedback to employees who are performing well. Should an employee show a deficiency in any factor upon which they are being evaluated, the employee and his/her supervisor or evaluation committee must develop a performance plan for that factor. For example, the AFT contract states that should an employee receive a "Needs Improvement" or "Unsatisfactory" evaluation from two or more evaluators, the Evaluation Committee is required to provide the employee with a written improvement plan that specifies what he/she needs to do in order to receive a "Satisfactory" on the next evaluation. The SEIU contract contains similar language (IIIA-7, IIIA-8).

Self Evaluation

The general process of performance evaluation and management allows the District to work effectively towards achieving its aims. When the Board of Trustees establishes broad goals for the District, District management develops performance targets based on these broad goals. Management employees are evaluated in part on their progress towards and achievement of these performance targets (IIIA-9). Because administrators are expected to achieve their performance targets by managing the work of subordinate employees, successful work performed by staff that is managed by administrators directly contributes to the effectiveness of the District.

The specific performance evaluation process for each bargaining unit in the District is negotiated and therefore the process varies slightly between units. As a result, different criteria are used for different employee groups. For example, academic employees are rated on eleven different criteria to measure their effectiveness in meeting student learning outcomes and performing other instructional and academic functions, while classified employees are evaluated on seven different factors. In all cases, employees are rated according to their job performance for each factor (that is, whether they are

exceeding performance expectations, meeting expectations, need improvement, or are unsatisfactory in their performance).

Like staff, administrators are evaluated on criteria that measure their effectiveness, including their achievement of or progress towards performance targets. In addition, administrators receive 360 degree feedback regarding their work habits and relationships with other employees in the organization (IIIA-10, IIIA-11, IIIA-12).

Institutional responsibilities for faculty and staff for personnel participation is negotiated through collective bargaining contracts.   The District In accordance with the collective bargaining agreement between the Ventura County Federation of College Teachers, AFT Local 1828, AFL-CIO and the District (the AFT contract), contract faculty members must participate in college-wide and instruction-related/student support activities as part of their workload. Faculty must document the details of the work performed pursuant to these activities for his/her dean and the results are examined during their evaluation processes.

Release time is offered to classified employees to serve on college committees per the collective bargaining agreement between the District and the Service Employees International Union, Local 99 (the SEIU contract) (IIIA-13, IIIA-14).

Planning Agenda

None

IIIA.1(c) Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

The creation and assessment of student learning outcomes is an integral part of the curricular process, as well as a part of a faculty member's professional duties in service to the discipline. Faculty contribute to the development of student learning outcomes through the creation of the official Course Outline of Record (COR), on which course-level student learning outcomes are required. Further, in the teaching of individual sections, course-level outcomes form the basis of syllabi and assessment plans. These elements – the syllabus, teaching to the student learning outcomes and the official COR – are a part of the faculty's peer evaluation as well as self-evaluation.

Self Evaluation

Faculty are required to provide their evaluation committees with materials demonstrating course preparation and adherence to course outlines. The evaluation form asks the peers to assess whether the content of the lesson observed was current and consistent with the course outline. The evaluation committees consider these materials as one of the evaluation components, along with student evaluations and direct observation both in and out of the classroom.

Through the *Faculty Handbook,* faculty are advised of the requirement to list student learning outcomes on their course syllabi (IIIA-15). The faculty evaluation process also requires the peer evaluators to assess the degree to which the person being evaluated uses effective teaching techniques, engages students in the lesson observed, and measures student performance *vis á vis* learning outcomes in fair and valid ways.

In addition, full-time faculty are evaluated for their participation in discipline and department professional duties, including dialogue about learning and outcomes, and annual program review and planning. The creation of Program Purposes (program outcomes) is one example of such dialogue. The

discussion on outcomes assessment as linked to the program review and planning process also illustrates the participation of faculty in student learning outcomes discussions. These activities are reported in the self-evaluation section of the faculty evaluation form.

Planning Agenda

None

IIIA.1. (d) The institution upholds a written code of professional ethics for all of its personnel.

Description Summary

The District maintains a Code of Ethics for its employees (refer to VCCCD Board Policy Archive. BP 7205 Employee Code of Ethics). The code spells out what is expected of District employees regarding their responsibilities in the public service, provides examples of conflict of interest and ethical problems, and provides information regarding how and to whom unethical conduct should be reported. In addition, District supervisory and management staff have received ethics training, are expected to model ethical behavior, and must convey ethics information and expectations to their peers and subordinates.

Self Evaluation

The requirement of this Standard is met.

Planning Agenda

None

IIIA.2
The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

The College maintains sufficient numbers of qualified full-time faculty, administrators, and staff to support the institution's mission and purposes. As of the Fall 2009 semester, Moorpark College employed 172 full-time faculty (representing a 145.2 full-time equivalent load), 395 part-time faculty (representing a 178.5 full-time equivalent load), 144 full-time classified employees, 17 part-time classified employees, 10 academic managers, 9 classified supervisors, and 3 classified managers (IIIA-16).

Self Evaluation

The numbers above represent an increase in staffing since the last accreditation visit, as a response to the team recommendation that called for an evaluation of staffing patterns at the College to ensure sufficient employees in support of the college operations. Understanding that the state budget of California has a severe structural deficit that does not always provide stable funding from year to year, the College has undertaken a two-part strategy over the past five years to ensure that, (1)the College is always cognizant of its human resources needs through review and planning, and (2) that the academic and administrative service areas identify and protect core services so as to mitigate severe impact on operations during economic down-cycles which necessitate staff reductions.

As part of the annual program review and planning process, human resources requests are linked to needs. Faculty hiring prioritization is conducted by a joint workgroup of the Deans' Council and Academic Senate; classified staff hiring prioritization is conducted by the Fiscal Planning Committee. During generous budget times, the President considers the needs and prioritizations expressed by these committees, recommends hires to the Chancellor and the Board of Trustees. This process directly connects program review and planning to resource allocation, and works well in up-cycles of the budget.

During times of budget constraint, however, there was initial reluctance to go through human resources review and planning because it is labor-intensive work, with no promise of new hires if funds were not available. After discussion among the Councils, Senates, and standing committees, however, the College made a commitment to conduct the prioritization processes regardless of funding availability. Recognizing and documenting emerging needs and conducting college-wide dialogue regarding growth and resource allocation were of overriding importance to the institution. This commitment of the College to know the priority of needs has been a firm one, and the College continues to hire with this planning information in mind as employee attrition occurs.

The second part of the strategy to mitigate the negative effects of severe budget reductions on institutional effectiveness and mission is the identification of core services. Beginning in 2006-07, when the State budget picture began to darken, the College initiated a dialogue on core competencies and services. Instructional disciplines, Student Services, and administrative services are asked to identify the core within their service area. The question was posed, "If you were to rebuild the College from the ground up, with only 2/3 of the funds currently available, what would you support?" While this remains a daunting dialogue for the College, it proved to be prophetic as the State budget deteriorated over the next three fiscal years.

Fiscal year 2009 and fiscal year 2010 saw the elimination of administrative and classified positions. The reduction in instructional schedule also eliminated a portion of adjunct faculty work. While these were difficult situations, the conversation on "core" helped to guide decisions on all these fronts. The academic divisions were recently re-organized, driven by the loss of two deans over the past two years. The eight academic divisions that existed in 2007 were consolidated into six. The College attempts to balance the workload for the administrators in the division contraction; it is committed to preserving the mission and the core competencies identified in the last round of organization change in 2006. As with the first prong of the strategy, which insists on review and planning even absent funding, this prong of the strategy identifies what is core to the institution and protects those core elements with resources. While it is impossible to control State funding, the College is committed to being mindful of its mission priorities and its human resource needs in order to respond to the growth cycles, as well as budget decline (IIIA-17).

Planning Agenda

Ccomplete the re-organization of the College driven by the loss of two Academic Deans, and review the medium-term impact of the re-organization at the end of 2011-12.

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

District Response:

The District's human resource function is driven by Education Code and Title V requirements, Personnel Commission rules, collective bargaining agreement provisions, and court decisions. When changes to any of these requirements or mandates are made, subsequent adjustments to District policies and procedures must follow. The District regularly convenes its District Council on Human Resources (DCHR) to review District human resources policies and procedures and to make recommendations to the Board of Trustees for development of and modification to those policies and procedures as necessary. The DCHR is made up of members of college management, employee group representatives, union representatives, and District Human Resources management.

The District ensures that Human Resources information is readily accessible to all employees. All of the District's current information regarding human resources policies and procedures is available online. Board policy and procedures, Personnel Commission rules, and collective bargaining agreements are available on the VCCCD website. Employees are able to access payroll and benefit information through an employee portal on the website (IIIA-18, IIIA-19).

In addition, the District maintains a Human Resources Tool Box that is available through the online employee portal. The HR Tool Box is tailored to the needs of different employee groups: line staff can gain access to various forms and procedures to process HR requests for themselves, like taking a leave of absence or resigning; managers who must document their human resource requirements (like creating a new position, for example) can do so through the use of their version of the HR Tool Box. In addition, managers and supervisors receive a hard copy of the Tool Box when they are hired (IIIA-20).

Finally, if managers have questions regarding the applicability of human resource policies and procedures, they may contact the District's Human Resources Department for advice and counsel.

Self Evaluation

District administrators are expected to apply District policies in a fair and consistent manner and are evaluated in part on their equitable treatment of employees. Managers are also trained on various human resources topics. For example, all managers recently received sexual harassment training pursuant to AB 1825, were provided with information regarding child abuse reporting procedures and requirements, and received training regarding ethical conduct.

If an employee believes they have been the subject of unlawful discrimination, they may file a complaint pursuant to District policy (refer to VCCCD Board Policy Archive. BP 3430 and AP 3430 Prohibition of Harassment and Discrimination). The procedure associated with the policy allows for the orderly and timely processing of such complaints. In addition, if an employee disputes management's application of a personnel process that is defined by a collective bargaining agreement or by a Personnel Commission rule, the employee may file a grievance with the District. Grievance processes are spelled out in the collective bargaining agreements and in the Personnel Commission rules (IIIA-21, IIIA-22, IIIIA-23).

Planning Agenda

None

IIIA.3(a) The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

As discussed previously, the District establishes written policies and takes steps to ensure that policies and procedures are administered equitably.

Self Evaluation

The District establishes and adheres to written policies and ensures fairness in employment procedures. Processes are in place for complaints and appeals to ensure a fair hearing in all cases.

Planning Agenda

None

IIIA.3(b) 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.

Descriptive Summary

District personnel files and records are kept secure and confidential. Files are kept in a locked room and can be reviewed only by Human Resources staff for limited reasons. Any documents relating to the health of the employee (for example, TB test records) are kept in a separate file. Access to District human resource computer records is restricted: only those Human Resources employees who work with the system to perform their job tasks are given system clearances and those clearances are dependent upon the Human Resources employees' job functions.

Collective bargaining agreements determine the personnel file review process (IIIA-24, IIIA-25). Generally, employees and their direct supervisors may review records, but by appointment only. When records are reviewed, a Human Resources staff member must be present. In addition, employees may review their payroll and benefit records through their employee portal log-in.

Self Evaluation

Personnel records are kept confidential and secure. Procedures exist for the granting of access and review. The Human Resources Department ensures procedural compliance.

Planning Agenda

None

IIIA.4
The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

IIIA.4(a) The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

The College determines the kinds of support needed by its personnel through the integrated planning and program review process described in Standard I and through the surveys conducted as part of the professional development program described below. The District also conducts a survey on employee satisfaction, in which employees are asked if they feel supported by the programs, practices, and services in their work environment in regards to diversity (IIIA-26).

Self Evaluation

The College is compliant with this Standard.

Planning Agenda

None

IIIA.4(b) The institution regularly assesses that its record in employment and equity and diversity is consistent with its mission.

Descriptive Summary

The District tracks gender and race/ethnicity data of current employees for the purpose of MIS reporting. The Director of Employment Services/Personnel Commission reviews this data annually to assess trends in employment equity. Additionally, the District collects applicants' gender and race/ethnicity data which is considered by the Director of Employment Services/Personnel Commission and academic screening committees during selection processes to ensure consideration of a diverse pool of applicants.

Self Evaluation

Gender and ethnicity data are tracked for the District as a whole and for each individual college. For the period of Fall 2005 through Fall 2009 (IIIA-27), the data show that the ethnic makeup of the District has remained stable, with non-white and non-disclosed employees making up approximately 37 percent of the employee population. With regard to gender data, the composition of the District has remained stable at approximately 54 percent female and 46 percent male.

For the same period (IIIA-28), the data for Moorpark College show that the ethnic makeup of the College has remained stable, with non-white and non-disclosed employees making up approximately 33 percent of the employee population. With regard to gender data, the composition of the College has remained stable at approximately 55 percent female and 45 percent male.

Planning Agenda

The Human Resources Department will develop an equal employment opportunity plan based on the Model Equal Employment Opportunity Plan provided by the California Community Colleges Chancellor's Office (IIIA-29). The plan will contain specific plans and procedures for ensuring equal employment opportunity.

IIIA.4(c) The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The District expects all employees to be treated with respect. Pursuant to Title 5 of the California Code of Regulations, the District has a policy against unlawful discrimination and an associated procedure for employees, students, and administrators to adhere to should a complaint or concern about discrimination arise (IIIA-30).

Self Evaluation

All employees and students are expected to adhere to the District's policy regarding unlawful discrimination. Employees who treat others in a rude, disrespectful, or discriminatory fashion can be subject to correction and/or disciplinary action. Should an employee or a student allege a violation of policy, they can bring that concern to the attention of the appropriate individual in the District responsible for the reporting of the complaint. The concern will be examined and if a remedy can be found, either formally or informally, the District will implement it. If the concern cannot be resolved, the District will process the concern pursuant to established, formal procedures. In addition, pursuant to policy, employees cannot be retaliated against for filing a complaint.

Planning Agenda

None

IIIA.5
The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

IIIA.5(a) The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Moorpark College provides professional development for faculty, staff, and management through a variety of programs that have remained flexible and responsive to teaching and learning needs. Activities include:

- Faculty Sabbaticals
- Flex Week
- New Faculty Orientation Program
- Professional Development Coursework (PDEV)
- Technology Training for Distance Education
- Teaching and Learning Lunches
- Teaching Effectively At Moorpark (TEAM) Sessions (IIIA-31)
- Cross-Discipline Training/Mentoring (IIIA-32)
- Discipline-Specific "Best Practices" Training
- Faculty Inquiry Groups (IIIA-33)
- Faculty Professional Development Committee Summer Grants for Innovation
- Management attendance at State-wide Conferences for Instruction and Student Services
- Academic and Classified Senate Attendance at State-wide Conferences
- Institutional Research State-wide Workshops
- District Training for Classified Staff on Effective Service Delivery
- District Management Training Series
- President's Leadership Roundtable

Moorpark College has also provided opportunities for professional development through a number of grants, including VTEA (Perkins 1C) conferences, the Basic Skills Initiative workshops, travel reimbursement for professional presentations, and purchase of software, DVDs, and licenses to professional development sites. The District maintains an archive of professional development content such as SkillPort (IIIA-34) and Lynda.com (IIIA-35) on the employee portal (see Standard IIIC: Technology Resources).

Self Evaluation
The College and the District provide adequate opportunities to administrators, faculty and staff for professional development.

Planning Agenda
None

IIIA.5(b) With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Faculty Development Committee, a standing committee of the College, recommends direction and evaluation of professional development activities for full- and part-time faculty (IIIA-36). The Faculty Development Committee conducts a needs assessment to recommend activities that specifically meet the current development needs of the faculty (IIIA-37). The most recent survey was conducted in Spring 2008, and the next survey is scheduled for Fall 2010. A staff development needs assessment, addressing the training needs of classified staff with respect to technology, was also administered in Spring 2008 (IIIA-38).

Program based professional development activities are formed based on need identified through trends within specific disciplines. These trends surface during dialogues that take place during the program review and planning process (see Standard IB for details regarding the program review and planning process). Advisory committees in Career and Technical Education (CTE) programs also make recommendations to program faculty on the areas of expertise that are needed in industry. Program faculty will pursue training that addresses that skill set.

Faculty often pursue professional development activities based on their self-assessment as part of the formal faculty evaluation process. The process requires faculty to identify areas for improvement and further knowledge. Faculty report their progress on these identified areas for improvement in subsequent evaluations.

The Faculty Development Committee coordinates the evaluation of campus-sponsored workshops and activities. Flex programs and campus workshops are typically evaluated by attendees at the conclusion of the activity. Workshop facilitators distribute an evaluation form to all attendees requesting feedback on the event (IIIA-39). These facilitators welcome the feedback and use the information in improving future activities. The Faculty Development Committee has also worked with the Office of Institutional Research to administer a web-based survey (through SurveyMonkey) targeting attendees of larger flex events, such as the Mini-Tech Ed events in 2007 and 2008 (IIIA-40).

Self Evaluation

Professional development activities have had a direct impact on the improvement of teaching and learning in the classroom. A example of improvement is in the delivery and pedagogy of distance education. Faculty must remain current in the technological tools used in delivering distance education. During the recent shift from the *Blackboard/WebCT* platform to *Desire2Learn*, the campus provided multiple workshops to bridge the change (IIIA-41). Faculty who are new to teaching online altogether follow up their "technological tool" training with a "pedagogical" training (IIIA-42). These professional development activities have been essential in the improvement of the College's distance education program as evidenced by workshop evaluation responses (IIIA-43).

The College is particularly aware of professional development needs of new faculty. New Faculty Orientation, a program established a decade ago at the College, has served the College well, but is now in need of updating.

Planning Agenda

The Office of Student Learning, in collaboration with the Faculty Development Committee, will review the curriculum and the implementation strategy of New Faculty Orientation to ensure currency and effectiveness.

IIIA.6

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

As described in Standard IB, Moorpark College has a documented integrated planning, program review and budgeting process. Through the program review process, human resources needs are identified in the annual Program Plans. These requests are aggregated and sent to two groups responsible for coordinating the needs review and developing a recommended prioritization list for the President. A joint group of the Deans' Council and the Academic Senate Executive Council oversee the academic faculty request prioritization, and the Fiscal Planning Committee oversees the classified staff request prioritization. The two groups validate that the requests are made within the context of the mission, and dovetails with the *Strategic Plan* of the College and individual program priorities, as noted in the Program Plans. The groups also ensure that the requests are examined from a college-wide perspective, within the context of all programs.

The President receives the recommended priority lists from the two groups, and validates the process as well as the context in which the recommendations are made. The President makes adjustments to priorities as necessary and informs the respective groups in writing regarding the rationale for the change.

Self Evaluation

Over the past six years, the integrated process of review, planning, and human resource allocation has matured, rendering the process collegial and efficient. The maturation of the process has allowed dialogue to move from logistics of implementation to what is truly important: a discussion of the strategic directions of the College, and the matching of personnel to the core programs and services.

Planning Agenda

None

Standard IIIA: Human Resources Evidence

General Documents

> VCCCD Board Policy Archive. Link to: www.vcccd.edu

IIIA-1   *Minimum Qualifications for Faculty and Administrators, California Community Colleges, 2010*

IIIA-2   *Classified Employee Handbook: Rules and Regulations* as Adopted by the Personnel Commission

IIIA-3   Establishment of New Positions Procedure

IIIA-4   Request to Establish a New Position

IIIA-5   Classified Employee Handbook: Rules and Regulations as Adopted by the Personnel Commission (Effective April 15, 2010)

IIIA-6   New Hire Processing Procedure for Full-Time and Part-Time Faculty

IIIA-7   Portions of Article 12 from AFT Collective Bargaining Agreement

IIIA-8   Portions of Article 6 from AFT Collective Bargaining Agreement

IIIA-9   Supervisor Evaluation Form

IIIA-10 Supervisor Evaluation Form

IIIA-11 Contract Tenured Faculty Evaluation Form

IIIA-12 Classified Employee Evaluation

IIIA-13 Articles 5 and 12 from AFT Collective Bargaining Agreement

IIIA-14 Portion of Article 10 from SEIU Collective Bargaining Agreement

IIIA-15 Faculty Handbook

IIIA-16 Fall 2009 Employee Profile

IIIA-17 Town Hall Meetings, College Correspondence

IIIA-18 Employee Services Information Found in Employee Portal on District Website

IIIA-19 Employee Information Found in Employee Portal on District Website

IIIA-20 HR Toolbox on District Website

IIIA-21 Article 16 - Grievance Procedure - Agreement Between the Ventura County Community College District and the Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO (November 13, 2007 through June 30, 2010)

IIIA-22 Article XV – Grievance Procedure – Agreement Between Ventura County Community College District and Service Employees International Union Local 99, AFL-CIO (July 1, 2007 – June 30, 2010)

IIIA-23 Section 270 - Classified Employee Handbook: Rules and Regulations as Adopted by the Personnel Commission (Effective April 15, 2010)

Standard IIIB: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1.

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

Physical resources are planned, maintained, and evaluated based upon the campus *Facilities Master Plan 2005-2015*, which is driven by the vision and direction of the College's *Educational Master Plan 2009-2019*. The priorities identified through the *Facilities Mater Plan 2005-2015* are reviewed annually through the campus governance committee, Facilities Committee for Accreditation and Planning (FacilitiesCAP), along with the Safety and the Campus Environment sub-committees. Physical resource planning is integrated with institutional planning (Institutional Planning is fully described in Standard IB).

Self Evaluation

Moorpark College ensures the safety of its facilities through the hiring of qualified personnel to oversee its facilities program. In new capital construction and renovation projects, qualified architectural and/or construction management firms are engaged to ensure the safety and efficiency in the design of the buildings. The College must meet design, construction, health and safety standards established by the Division of State Architects, thus ensuring safe environments for all teaching and learning. All capital renovation and construction projects are assigned to a local project manager within the district who works closely with campus personnel. Projects are also inspected and monitored by staff of the Division of State Architects.

In the maintenance of existing facilities, the College hires a Director of Facilities, Maintenance, and Operations, whose responsibility includes the monitoring and assurance of health and safety standards with respect to State and local codes and regulations. When area-specific health and safety interventions are necessary, the Director may engage field experts and consultants to assist with issue resolution. The Director also secures training for college staff to ensure safety in equipment handling and environmental maintenance in spaces such as science laboratories or areas with hazardous materials. Additionally, all potentially hazardous materials in laboratories are cataloged and documented through the Ventura County Environmental Health Division. The campus Safety Advisory Committee, which is an adjunct to the FacilitiesCAP governance committee, also monitors and makes recommendations to campus management with respect to health and safety issues.

Through appropriate master planning, the College has ensured that there are sufficient physical resources to meet the changing needs of the student population and the College's programs and services. The most expansive of such facilities planning resulted in the community approval of a bond measure (Measure S) in March 2002, which accommodates the College's projected growth, and its need to replace temporary facilities with permanent buildings. The last three buildings funded by the bond measure, the Academic Center, the Health Sciences Building, and the EATM building, are under construction at this writing. An additional parking structure, the funding of which has been gleaned from interest savings from the bond, was approved by the Board of Trustees in May 2010.

Moorpark College's portion of the Ventura County Community College District Bond Measure funds, which totaled $104,239,503, was allocated for new construction and building renovations. A Citizens' Oversight Committee was established at the District level to ensure that bond revenues are expended only for the construction, reconstruction, rehabilitation, or replacement of college facilities, including the furnishing and equipping of those facilities. All meeting minutes, annual independent performance and financial audits, and annual reports can be reviewed on the District webpage (IIIB-1).

The Office of Capital Planning, Design, and Construction, located at the VCCCD District, is responsible to the Chancellor and the Board of Trustees for district-wide facility planning, design and construction, including scheduled maintenance. This office is the liaison between the District and the California Community Colleges Chancellor's Office. The Office of Capital Planning, Design, and Construction works with the Director of Facilities, Maintenance, and Operations in providing and preparing all appropriate documentation and information required for the State-funded construction projects. A list of RFQ's/RFP's managed by the Office of Capital Planning can be found on the Bond Measure website (IIIB-2).

To focus dialogue on campus projects funded by the bond measure, the College established in Fall 2002, a Facilities Planning Steering Committee composed of students, staff, faculty, and administrators. This group led the dialogue and provided input from constituent groups in the decision-making process (IIIB-3, IIIB-4). This group was guided and assisted by the facilities planning consultants (IIIB-5). Between 2002 and 2005, the Facilities Planning Steering Committee refined the *Facilities Master Plan 2002* that established the initial needs for the bond measure (IIIB-6), visited other colleges, developed guiding principles, attended workshops presented by the design professionals, selected architects, and represented the College's interest in the completion of several projects.

The *Facilities Master Plan 2002* and its subsequent update, *Facilities Master Plan 2005-2015*, established the needs and priorities for all campus facilities. The master plan was based on projections of enrollment growth to 18,500 in 2015, space utilization reports provided by the State Chancellor's Office to determine the effective use of space, and specific Program Plans provided by college programs and services (IIIB-7).

The *Facilities Master Plan 2005-2015* takes into consideration much of the dialogue and the new information that contributed to the *Educational Master Plan 2009-2019*. The *Educational Master Plan 2009-2019*, along with the *Facilities Master Plan* and the *Technology Master Plan*, provides the college-wide framework for mid- and short-term planning in the next decade. The facilities master planning ensures that college programs and services are supported with sufficient physical resources to maintain integrity and quality. Through its campus governance committee, FacilitiesCAP reviews campus priorities on a continual basis and makes recommendations to campus administration for revisions, changes, and modifications. It, along with the TechCAP, also evaluates the sufficiency of campus facilities and supporting equipment in light of identified needs and resources.

There are no facilities at off-campus sites and none are contemplated in light of anticipated need.

Planning Agenda

None

III.B.1 (a) The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Moorpark College has designed and established a process by which it determines the priority for building, maintaining, upgrading and or replacing its physical resources in accordance with District governance policies.

Self Evaluation

The *Facilities Master Plan* provides a long-term perspective regarding the capital needs of the campus. The maintenance and upgrade of the campus resources are monitored through shorter-term planning. The three key elements of short-term planning are:

1) The annual program review and planning process, which provides the mechanism by which the efficiency and programmatic needs of campus facilities emerge and are discussed;

2) The monthly proceedings of the Facilities Committee for Accreditation and Planning (FacilitiesCAP), a Standing Committees that monitors and evaluates the process of facilities planning, including review of the *Facilities Master Plan*; and

3) The College's Space Inventory (report of facilities utilization data) submitted in FUSION to the State Chancellor's Office in support of the Capital Outlay Planning. The Space Inventory details the use of the existing physical facilities during the preceding year. The College uses these data to determine the adequacy of the physical plant to meet college needs (IIIB-8, IIIB-9). The reports also form the basis for the Initial Projects Proposals (IPP) for capital projects and Final Project Proposals (FPP) should funding become available.

Self Evaluation

The College has structured its planning communication in such a way that, except for routine and minor maintenance requests, which are submitted directly to the Facilities, Maintenance, and Operations Department, all requests for facilities and equipment improvements are funneled to FacilitiesCAP for review and recommendation.

FacilitiesCAP was formed as a Standing Committee after the Facilities Planning Steering Committee connected to the bond measure was dissolved upon the conclusion of its work in 2005. It is co-chaired by the Vice President of Business Services and an Academic Senate appointee. Its membership is participatory with appropriate support from management and technical experts. FacilitiesCAP make recommendations to the Vice President of Business Services, who validates and presents the recommendations to the President (refer to *Making Decisions at Moorpark College 2008-2010* for details on membership).

Through the program planning process, each program annually reviews its facilities requirements and program needs and states its facility and equipment needs (IIIB-10). Faculty review the condition and sufficiency of the classrooms and laboratory space that they use and report any necessary improvements.

These requests for facilities improvement fall into three categories: capital, substantial, or routine. The items from Program Plans are sorted into these categories and three lists are developed for validation; capital and substantial projects are compiled by the Director of Facilities, Maintenance, and Operations and presented to FacilitiesCAP for discussion, while routine items such as minor repairs are collected and forwarded to the Maintenance and Operations Department for workflow prioritization and completion.

Equipment requests, when related to local campus Information Technology (IT) needs, are collected and presented to the Technology Committee for Accreditation and Planning (TechCAP) for discussion and recommendations. Details of the campus technology resources are described further in Standard IIIC.

Non-IT equipment requests are considered with other resources requested at the final step of the program planning process, the Program Evaluation. The programs review their requests with the Executive Vice President and the Vice President of Business Services. After review, requests are prioritized in the context of campus-wide needs, reviewed for compatibility with existing infrastructure by the Director of Facilities, Maintenance and Operations, and assigned resources. Prior-year allocations are also discussed in the Program Evaluation meeting to gauge effectiveness of the resources assigned in the last cycle.

To provide a healthy and safe working environment, all employees and students are also encouraged to report health and safety matters to the College's administration. To provide a venue for suggestions and reporting, the College has both a Campus Environment Advisory Committee and a Safety Advisory Committee. The Campus Environment Advisory Committee meets monthly to discuss campus aesthetics, operations and maintenance of facilities, best use of the Campus Improvement Fund, and responsible environmental practices. The Safety Advisory Committee receives input from the campus and on safety issues; focuses on campus education and emergency preparedness materials and training (IIIB-11, IIIB-12).

Planning Agenda

None

III.B.1(b) The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

The Moorpark College *Facilities Master Plan 2005-2015* and its supporting policies and processes provides the basis for assuring that the campus environment is inclusive in its access to students and the community while providing for a safe and secure learning and working environment.

Self Evaluation

The facilities planning guiding principles, as outlined in detail in the *Facilities Master Plan: 2005-2015*, affirm the College's commitment to constructing and maintaining facilities that assure access, safety, security, and a healthful learning and working environment. The guidelines include principles such as:

- Safety and universal accessibility will be high priorities throughout the campus;
- The College's park-like environment and open spaces will be preserved and protected whenever possible;
- Interdisciplinary and cross-functional spaces will be created where feasible, to enhance both the learning environment and opportunities for positive interaction among all segments of the college community;
- Projects will be designed to consider and accommodate students' paths through the College.

Accessible Environment: Moorpark College is situated on a site with a steep incline between upper and lower campus. To avoid extensive use of ramps and elevators yet retain accessibility to the campus, a loop road was embedded in the original campus design. It provides access to perimeter parking and

connections between parking areas and the campus core. This loop road continues to maintain accessibility to most areas and buildings throughout the campus.

One example of a building designed with maximum accessibility is the Academic Center. Although it is being built at a lower elevation than the upper campus, the building connects to the Technology building on the upper campus. Students may move between the Academic Center and upper campus easily via an elevator or a pedestrian walkway, which extends to the lower level of the campus below the Gymnasium via walkways and an optional elevator. In addition, older facilities have been retrofitted over time to comply with all applicable access standards (refer to *Facilities Master Plan 2005-2015*).

Safe Environment: Bi-annually, the District's Risk Management Department, with assistance from inspectors provided by the District's insurance broker, conducts a Safety Loss Prevention Inspection of all facilities owned or under the control of the District and its colleges. Health, safety, and access issues cited in the report are presented to the respective college for remedy. During the subsequent year's audit, the items cited from the prior year are reviewed to ensure they have been properly addressed (IIIB-13).

Emergency preparedness for the College is addressed though the establishment of an Emergency Operations Center, and sufficient personnel to staff the center should it be activated. The Vice President of Business Services is identified as the Incident Commander, with senior staff leading each of the operational sectors. All personnel serving on the EOC are certified. Annual tabletop disaster simulations are conducted with the expert assistance of an emergency preparedness consultant firm, followed by debriefing sessions identifying items for improvement. The District provides support in areas of finance and law enforcement in the EOC operation, and takes a central coordination role for policies, training, and major equipment purchase for the three district colleges and the District Office. At this writing, a mass text and email notification system, as well as an ADA-compliant outdoor campus announcement speaker system, have been implemented as part of the district-wide emergency preparedness plan.

Because of its location, Moorpark College is particularly susceptible to brushfires. The College is therefore extremely vigilant in emergency preparedness training. The need to have in-place complex monitoring and evacuation procedures for the College's Teaching Zoo (evacuating animals such as baboons and large cats), and a Child Development Center with Childcare Facilities has also prompted greater awareness and commitment to disaster preparedness training. The readiness with which the College met the 2003 and 2009 wildfires is a clear assessment of the College's preparedness in an emergency.

Secure Environment: To provide a secure environment for students and staff, the District operates a police department. A police lieutenant and officers, as well as cadets, are assigned to the campus. Moorpark College has 7-day-a-week coverage of buildings, grounds, and parking lots provided by a minimum of one officer on duty per shift. Campus buildings are cleared of occupants at 11:00 p.m. During the week, student police cadets supplement sworn officers. The City of Moorpark Police Department, through the Sheriff's Office, provides service to the areas immediately adjacent to the campus and is available by radio to assist on campus if needed. Blue-light emergency phones have been installed throughout all parking lots on campus and are equipped with video cameras.

The Exotic Animal Training and Management (EATM) program presents unique security issues, both in terms of keeping the public out of the Teaching Zoo area during off hours and keeping the animals secure. A security system with cameras and alarms has been installed and is regularly monitored both on and off campus during hours (primarily overnight) when no staff or students are on site.

Healthful Learning and Working Environment: The Wellness Committee is another advisory committee on campus that monitors college-wide health issues. The group focuses on the identification of emergent health issues and campus education of faculty, staff, and students (IIIB-14).

Planning Agenda

The Emergency Operations Committee will review the Emergency Incident Task List generated after the debriefing of the 2009 Guiberson Fire. An operating plan will be developed based on this review. The operating plan, once implemented, will be updated evaluated regularly for updates. The plan and its subsequent updates will be reported to District Emergency Management for overall coordination.

III.B.2
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.

Descriptive Summary

Moorpark College annually evaluates its facilities and equipment needs as part of the program review and planning process.

Each instructional program and Student Services program evaluates its facilities requirements in the annual program plan, and makes requests as dictated by its program needs. The Director of Facilities, Maintenance, and Operations, in consultation with the Vice President of Business Services, coordinates college-wide needs as guided by the *Educational Master* Plan, *Facilities Master Plan*, the *Capital Outlay Program* data, the annual Program Plans, and District policy and regulatory compliance requirements. College-wide needs may include facilities maintenance, custodial, warehouse operation, and grounds.

The requests and attending rationale are, in the final phase of annual program planning, funneled to FacilitiesCAP, where individual requests are reviewed in the context of campus priorities and ranked. Recommendations from FacilitiesCAP are made to the Vice President of Business, who validates and presents them to the President.

Self Evaluation

The described process is labor-intensive, yet it is embraced by the College for its cyclical predictability, its orderliness, its inclusiveness, and most importantly, its effectiveness in prioritizing limited resources. It has also proven a reliable barometer of what the campus community views as its unique needs and priorities as well as captures feedback from all sectors of the community: faculty, staff and students.

Planning Agenda

None

III.B.2 (a) Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Moorpark College's *Facilities Master Plan 2005-2015* is the anchoring document for long-range capital planning. Its primary planning assumptions are based on the projected increase of the student population in 2015 to 19,000, and the need for facilities to accommodate that expansion.

Self Evaluation

The planning assumptions and institutional goals of the master plan are reviewed periodically to either re-affirm its relevancy or to change directions. To date, it has served as appropriate vehicle for elevating and documenting institutional priorities. The *Facilities Master Plan* will be reviewed in light of the *Educational Master Plan 2009-2019* to ensure that the planning assumptions and institutional goals of the two documents continue to align.

In the development of new capital projects, the College plans for the total cost of ownership for facilities and equipment, which includes the initial cost for design and construction or procurement, maintenance costs including manpower necessary for maintenance and operation, utility expenses, life-cycle costs for equipment and operational systems, weather protection systems, service systems, and site maintenance (IIIB-15). Facilities renovations and new capital projects are reviewed as part of this process and prioritized through FacilitiesCAP where cost estimates and historical cost data is provided and analyzed to project total cost of ownership.

Planning Agenda

None

III.B.2 (b) Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Physical resource planning is integrated into long-term institutional planning through the processes of the *Facilities Master Plan*. It is integrated into mid- and short-term planning through the annual program review and planning process, in which programs evaluate facilities requirements in terms of program needs and resources are assigned based on campus priorities. The program plan template has a designated area for facilities requests and rationale. Details of the process *vis à vis* Physical Resources is fully described in III.B.1(a).

Self Evaluation

To ensure that physical resources planning received focused attention in integrated planning, the College established FacilitiesCAP to monitor, evaluate, and validate the facilities planning process. At the institutional level, the committee is charged with the three-year review and update of the *Facilities Master Plan* to ensure alignment of facilities plan elements with College Strategic Objectives (refer to *Making Decisions at Moorpark College 2008-2010* for committee charge; see evidence IIIB-16 for meeting proceedings).

At the annual program review and planning level, FacilitiesCAP makes recommendations to the Vice President of Business Services on project prioritization and resource allocation in alignment with the *Facilities Master Plan*, and with the College's Strategic Objectives. FacilitiesCAP, as like all standing committees, sets goals at the first meeting of the academic year and reviews the effectiveness of the

planning process and accomplishments at year end. The self-evaluation is documented in the minutes of the meeting (IIIB-17).

After the Vice President of Business Services establishes the preliminary budget for the planning year, she reviews the recommended project list from FacilitiesCAP, validates the prioritization in the context of Strategic Objectives, and weighs available resources and work schedules to produce a recommended final projects list. The recommended final projects list is presented to the College President for discussion and approval (IIIB-18).

The progress of facilities projects is reported through the following year's program planning cycle. Upon project completion, the effectiveness of the physical resource is also assessed and reported in the Program Plans by the recipients.

Moorpark College facilities meet the needs of the current college population, and the facilities currently under construction will allow the College to meet the needs of its future population. Moorpark College plans, builds, maintains, and upgrades facilities based on the input of college programs and services found in the *Educational Master Plan 2009-2019*, the *Facilities Master Plan*, and the annual Program Plans. The College integrates physical resource planning into institutional planning and resource allocation. It assesses the effectiveness of the physical resource allocated through the annual program review and planning process, and evaluates the planning process itself through FacilitiesCAP.

Planning agenda

As the Measure "S" Bond projects reach their final phases, in keeping with a three-year review cycle, and to ensure its alignment with the updated *Educational Master Plan 2009-2019*, the College will re-examine the *Facilities Master Plan 2005-2015* in academic year 2011-2012.

General Documents:

> *Making Decisions at Moorpark College 2008-2010*
>
> *Moorpark College Educational Master Plan 2009-2019*
>
> *Moorpark College Facilities Master Plan 2005-2015*

IIIB-1   Citizens Oversight Committee District Webpage

IIIB-2   Measure "S" Bond Webpage. Link to:
www.moorparkcollege.edu/college_information/about/master_plan_bond_measure_s/index.shtml

IIIB-3   Appendix of Facility Master Plan 2005-2012

IIIB-4   FacilitiesCAP Meeting Minutes

IIIB-5   Spencer/Hoskins Associates, the JCM Group, TMAD Engineering, Hasan Engineering, and OASIS Landscape Architecture and Planning

IIIB-6   *Facilities Master Plan, 2005-2015*

IIIB-7   State Chancellor's Space Utilization Reports

IIIB-8   State chancellor's Space Utilization Reports

IIIB-9   FacilitiesCAP Meeting Minutes

IIIB-10 Program Plan Template and Sample Program Plan with Facilities Request

IIIB-11 Safety Advisory Committee Meeting Minutes

IIIB-12 SEMS Manual

IIIB-13 Safety and Loss Prevention Inspections

IIIB-14 Wellness Committee Minutes

IIIB-15 Five-Year Capital Outlay Plan

IIIB-16 FacilitiesCAP Meeting Minutes

IIIB-17 FacilitiesCAP Meeting Minutes Reflecting Evaluation at Year End

IIIB-18 Maintenance and Operations Work Plans

IIIC. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1.

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

Technology infrastructure and support at Moorpark College is designed to meet the needs of teaching and learning, college-wide communications, research, and information management systems for operations. Operational management of VCCCD Information Technology (IT) is centralized, with an Associate Vice Chancellor of Information Technology serving as the chief technology officer for the District and its colleges. IT Personnel are managed and supervised through the District, and services are provided to the colleges through an IT manager shared by the three colleges, a classified supervisor for each college, and a sufficient number of technicians to support daily operations at the College. The Vice President of College Services monitors IT operations on campus, while District IT provides staff work direction, supervision, and project management. The coordination of technology services is displayed below and detailed in the *VCCCD Strategic Technology Plan* (IIIC-1).

District & Campus Technology Responsibilities & Overlap
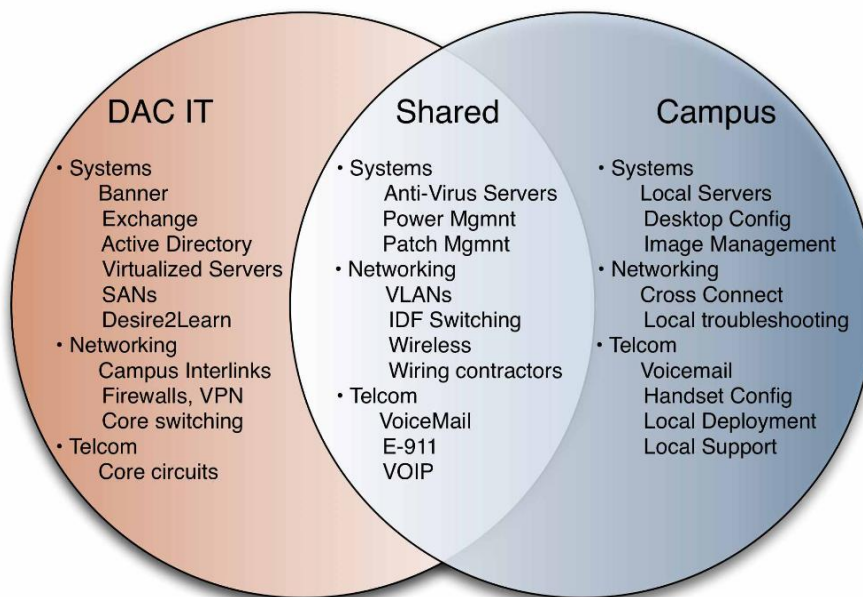
The technology needs of the College are continually identified and addressed District-wide and at the college level. The College shares a number of system-wide resources with District colleges to leverage savings and efficiency. It also identifies and meets unique local needs through local planning and resource allocation.

District-wide identification of needs is conducted through the VCCCD Information Technology structure, which includes a managerial committee, and participatory advisory groups that are dedicated to specific technology components. The District level managerial group has executive level representation from the District colleges, and participatory groups hold wide representation from the District IT Office and colleges.   Each group meets regularly to evaluate and prioritize specific requests made by the colleges and recommend implementation strategies accordingly. These groups are:

- Banner Student Project Group: monitors the technology needs specific to the student-related modules within Banner, including course catalog, course scheduling, registration, fees, and financial aid (IIIC-2).
- Distance Learning Task Force: monitors and coordinates the distance education technology needs of the three colleges. The current course management system used throughout the District is Desire2Learn (IIIC-3).
- MyVCCCD (Portal) Project Team: plans and monitors the design and implementation of the MyVCCCD portal, newly implemented in Fall 2009 (IIIC-4).
- Administrative Technology Advisory Committee (ATAC): a multi-college management committee that advises on district-wide technology planning, priorities, resource allocation, and evaluation of effectiveness (IIIC-5).

College identification of technology needs is conducted through the annual program plan process. The Technology Committee on Accreditation and Planning (TechCAP), a standing committee of the College with participatory membership that initiates, monitors, and evaluates college technology planning (refer to *Making Decision at Moorpark College 2008-2010*). The planning components under the purview of TechCAP include:

- Long-term planning: development and periodically review of the *Technology Master Plan*; validate the annual *Moorpark College Technology Operational Plan* for tasks completion.

- Short-term planning: identification and prioritization of technology-related requests identified in the annual Program Plans.

The TechCAP drafted the College's *Technology Master Plan*, in which the committee delineated a series of Strategic Objectives and guiding principles that principles and operating parameters for Technology currency standards, acquisition, distribution, and utilization. It is also aligned with the *VCCCD IT Strategic Plan* in principles and in goals.

From the *Technology Master Plan* flowed the annual *Moorpark College Technology Operational Plan*, which specifies tasks and timelines to actualize the *Technology Master Plan* goals. The *Moorpark College Technology Operational Plan* is created by IT Operations and presented to TechCAP for information and for progress monitoring.

The College evaluates the effectiveness of its technology in the annual program plan process, in which academic, services, and operation units analyze the efficiency of technology in the unit, and subsequently justify further requests or signals adequacy (IIIC-6).   In technology areas that falls into the collaboration schema of the District, evaluation of effectiveness and needs are conducted in ATAC, with input from the participatory advisory groups noted above (IIIC-7).

Self Evaluation

District and college governance and operational structure are in place and effective in identifying technology needs. Needs for overarching infra-structure are deliberated and prioritized at the District level; needs for local academic, services, and operational units are analyzed, requested, and met at the local level through the annual program plan process. The structure and processes are clear for analysis and decision making regarding resource allocation, and the evaluation of effectiveness after resources are applied. Technology needs for the College are being met efficiently to enhance programs and services.

Planning Agenda

None

III.C.1 (a) Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Decision making about technology services, facilities, hardware and software are framed by the *Educational Master Plan* and the *Strategic Plan*. The *Technology Master Plan*, which interprets the *Strategic Plan* in the areas of technology, provides in-depth guidance on technology standards and priorities on unit planning.

District-wide decisions about technology infra-structure are made through ATAC. The District IT Department has created a District *Strategic Technology Plan* in consultation with the colleges to guide prioritization and decision-making.

Local decision making follows the established annual program plan and decision making process outline in the document *Making Decisions at Moorpark College*. Once identified in the Program Plans, individual requests are consolidated and sent to TechCAP for review and prioritization (IIIC-8). To focus on the prioritization and resource allocation process, TechCAP formed a subcommittee (Technology Resource Allocation Committee or TRAC) to perform this task. TRAC's recommended prioritization and accompanying rationale are sent back through TechCAP for final review and acceptance.

The recommended prioritization from TechCAP is sent to the Vice President of Business Services, who validates these needs in the context of all technology program needs across the College, and prepares the final prioritization recommendation for the College President. Upon approval, the Vice President of Business Services informs the programs of their resource allocation, and begins the requisition and purchasing process.

With the rise in importance and popularity of distance education at the College and across higher education, the topic of distance learning is addressed specifically in the College's *Strategic Plan*. Strategic Objective #3 calls for the support and development of alternative modes of education to provide students greater access. In the execution of this objective, the effective use of technology becomes paramount. This includes appropriate infrastructure building, selection and maintenance of the course management system, providing for online communication, and provision of training resources districtwide and on campus.

Through the Distance Learning Task Force, the District Office coordinates the distance education technology needs of the three District colleges. This district-wide Task Force meets regularly (IIIC-9). In the past four years, as the District's three colleges advance their distance education initiatives, they have been able to leverage collaborative technical support and training, purchasing power, as well as

streamlined central planning particular to a multi-college district. This is particularly important because the three colleges share the same student information system (Banner), which drives much of the administrative functions related to Distance Learning Delivery.

Desire2Learn, the course management system used in the District for distance education, is a nationally recognized product. The hosting of the system is managed by IT and is transparent to the individual colleges. Hosting decisions are made in concert with the Distance Learning Task Force. Provisions for reliability, disaster recovery, privacy, and security of the learning management system are provided through IT in accordance with applicable State and federal laws and current best practice (IIIC-10).

Training and support for faculty and staff was provided district-wide at the launch of the course management system. Ongoing training, certification and support for faculty are provided by the College through the Office of Instructional Technology, with a full time instructional technologist under the supervision of an academic dean.

In Fall of 2009, the College applied for, and was subsequently granted, a Substantive Change Application for distance education from the Accrediting Commission. In the application, the College demonstrated that distance education is adequately supported with technology and resources to maintain effectiveness in support of learning (IIIC-11).

The District, in collaboration with the colleges, launched an employee portal in Fall 2008. In Fall 2009, an equivalent student portal was launched. The portal (MyVCCCD) provides self service access to a number of resources specific to the user. The employee may use the links in MyVCCCD to conduct district and college business, to read announcements of general interest, and to access secured personnel information including payroll, vacation, and sick leave records (IIIC-12). Students have access to all their registration and fee payment options through MyVCCCD, and are provided with a District email account. The student version of MyVCCCD also includes a directory that lists all of the services for students available at the College. Access to Desire2Learn is also available through the MyVCCCD.

Self Evaluation

The District and the College have established governance structures and processes for decision making regarding technology services, facilities, hardware and software. The structures and processes are participatory, and analysis and recommendations of decisions are generated by those who are expert in understanding program and service needs. Deliberations on recommendations by District and college executives take into consideration programmatic needs, the overall technology planning of the college(s), and the financial implication of resource allocation.

The College's technology resource allocation model mirrors other resource allocation processes that are embedded in the Annual program plan process, such as those for physical resources and human resources. As the integrated planning model matures, and the program review and resource allocation activities within it become widely understood and routine, the dialogue of technology planning has progressed beyond logistics to an authentic conversation about the enhancement of learning.

Distance Education, growing quickly at the College, has been identified as a Strategic Objective to focus planning and resources (refer to *Moorpark College Strategic Plan 2009-2012*). Curricular commitments to distance learning are met adequately with technology support. There is a functional course management system, targeted and ongoing faculty training and certification, and ongoing dialog at the appropriate District advisory groups, the College's TechCAP venue, and a dean and Instruction Technologist to support faculty.

Planning Agenda

None

III.C.1 (b) The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

To ensure that deployed technology is being use effectively to enhance teaching and learning, and to bolster greater operational efficiency, the College has identified commitment to training as one of the goals of the *Technology Master Plan* (IIIC-13). In addition to required training prompted by the acquisition of new software or periodic update, the College also assesses the need for technology training through surveys. They are disseminated by the Alternative Delivery Subcommittee (a subcommittee of EdCAP) and the Faculty Development Committee to determine the type of training desired by the College. The surveys are also used to evaluate the effectiveness of the training provided (IIIC-14, IIIC-15).

A number of technology training venues are available for staff and faculty to encourage the effective use of technology and systems deployed on the campus.

Ongoing training is available for administrative computing. Training is provided on Banner, the District's management information system for student information, academic scheduling, finance, human resources, and to be launched in the next academic year, financial aid. New employees are provided opportunities for training prior to assignment of system access. Incumbents may access training as the need arise, or during the deployment of new technology or upgrades to existing module. Training requests may be initiated by the Human Resources department, or locally by the campus.

Banner training also occurs at the academic division level. For example, the work of data entry for course schedules into Banner is completed by the division Administrative Assistants. As part of the orientation to the Administrative Assistant position, personalized training is available from the Instructional Data Specialist. The Instructional Data Specialist, in turn, receives training from district level programmers or software consultants on updates and procedural changes. The Instructional Data Specialist maintains current procedure manuals to document operational elements and for training purposes (IIIC-16, IIIC-17, IIIC-18, IIIC-19).

In addition, staff are regularly offered technology training workshops in areas such as Microsoft Office, CurricUNet, Banner, MyVCCCD, and other technology tools. Staff have access to the online training resource (SkillPort) which is available through the MyVCCCD portal.

A recognized need on campus is to provide wider training to faculty and staff on accessibility technology. While the College is in compliance with ADA and Section 508 regulations, enhancing staff and faculty training will ensure continuing support for students with accessibility needs.

In the area of academic computing, Instructional Technology training for faculty is primarily conducted by the Office of Instructional Technology, with a full-time Instructional Technologist supervised by an academic dean. In cases of district-wide software launches, such as the adoption of the Desire2Learn System, District IT provides the initial large scale training, with college-based follow-ups.

The *Distance Learning Guidelines and Procedures* manual developed through the curriculum process mandates levels of training and certification for faculty prior to assignment of online sections (IIIC-20, IIIC-21). Training for faculty can include basic skills in computing, emailing, and using the Internet. In order to be assigned an online class, instructors must complete training in the mechanics of the course management system and an online pedagogy workshop. The Instructional Technologist provides a robust schedule for group training, as well as individual consultation by request (IIIC-22).

In addition to the course management system, technology training is available for the following:

- Wimba, online synchronous meeting system (IIIC-23);
- CurricUNet training (provided as part of the implementation process in 2009-2010) (IIIC-24);
- Flex week one-session technology workshops (IIIC-25, IIIC-26);
- Webinars provided by @ONE (IIIC-27);
- Development Committee sponsored Lynda.com training (IIIC-28); and
- SkillPort (IIIC-29).

The College does not provide standardized technology training for students except through credit course work. To ensure that students are ready for the online environment, a self-assessment for online readiness is available on the college website. Distance Education Help web pages can be accessed from the Student Quick Links on the MyVCCCD (IIIC-30, IIIC-31). A Banner-generated "Getting Started" email is sent to all students enrolled or waitlisted in an online or hybrid course two-weeks before the start of class (and within 24-hours if the student enrolls within that two-week time frame) (IIIC-32). This letter includes: instructions for getting started; instructions on accessing courses; how to get help; and how to find and complete the online Desire2Learn tutorial.

Once enrolled in a distance learning course, students may access the following resources for problem-resolution:

- Students having difficulty registering for classes online are able to seek assistance by calling the Registration and Records Office or the ACCESS program. Students can also locate registration help on the college website (IIIC-33);
- Students have access to the Help Desk in the College's Open Access Lab. In addition, students have access to an online Help Desk (IIIC-34);
- Students completing distance education courses have access to online course management system tutorials through the college website (IIIC-35).

Self Evaluation

The College has identified training as part of its Technology Master Plan and has provided ongoing opportunities for training at the District and at the College. It is available by request, as part of systems and skills upgrade, and as part of ongoing faculty development. Sufficient Resources in the form of an instructional technologist and operational budget are allocated. Training has been ongoing and sufficient to ensure skills competency to support and programs and services.

Planning Agenda

Provide training to faculty and staff on accessibility technology.

III.C.1(c) The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Technology Planning is an integral part of master planning process at the District and at the College. The District is guided by the *VCCCD District Technology Master*. In concordance with the District plan, the College is guided by the College *Technology Master Plan*. The College Technology Master Plan interprets the mandates of the *Educational Master Plan* and *Strategic Plan* in the areas of technology, and makes provisions for plans and implementation. The Moorpark College Technology Operational Plan provides a master task list for implementation. The *Technology Master Plan* and *Operational Plan* are reviewed annually and updated. Standards for technology acquisition, maintenance, replacement

and upgrades for infrastructure and equipment are delineated in the District and College technology master plans, which provide guidance for implementation and ensures consistency.

The District has adopted a multi-year refresh cycle for desktop and server technology. The District and each of the colleges annually fund a technology refresh multi-year budget to provide for current and future needs.

Following the procedures defined in the *Technology Master Plan*, the College budgets operational funds to maintain all local technology equipment and software (refer to *Moorpark College Technology Operational Plan*). Technology needs are identified through the annual program planning process, and requests are forwarded to TRAC for prioritization (IIIC-36). The process of program review, planning, and assigning resources to needs is detailed in the Descriptive Summary of IIIC.1.a.

To ensure continuing operations in an emergency, the District hosts mission critical business applications at the District Administrative Center, with a disaster recovery center on the Moorpark campus. Instructional applications are hosted at each college on clustered servers. All systems are backed up nightly for restoration in the event of a failure. All systems are covered under maintenance contracts with the manufacturers (refer to *Moorpark College Operational Technology Plan*).

Self Evaluation

The District and the College have a plan process to systematically define operational standards, and provide for acquisition, maintenance, and technology refresh to meet institutional needs. The District has provisions for disaster recovery; the system provides for redundancy and is adequate to ensure business continuity in cases of emergency.

Planning Agenda

None

III.C.1 (d) The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The distribution and use of technology resources is driven by program and services needs, and plans for program improvement. The College *Strategic Plan* provides the broad institutional perspective and expectations regarding the need for technology in support of student access. Framed by the *Strategic Plan*, the College's *Technology Master Plan* sets out the general principles and operating agreements on the distribution and utilization of technology in support of programs and services. In each of the information technology areas, technology resource allocation is tied to unit review and documented needs.

In academic computing, the distribution and use of technology resources is determined though the annual program review and planning (described in detail in IIB, and IIIC.1.a), and the process is overseen by TechCAP and its resource subcommittee, TRAC. The Vice President of Business Services and the Executive Vice President of Student Learning provide an executive level review of TechCAP recommendations, to ensure that distribution and utilization of technology resources is consistent with college priorities, in alignment with Strategic Objectives and *Technology Master Plan* principles.

In administrative computing, District IT provides leadership in identifying and prioritizing infrastructure needs and developing capacity plans for growth. The Associate Vice Chancellor of Information Technology, in consultation with the Executive Vice Presidents of Student Learning and the Vice Presidents of Business Services at the colleges, prioritizes the acquisition and distribution of technology resources for the District. Final recommendations are made to the Chancellor and the Board of Trustees

after discussions in ATAC and in participatory governance councils to ensure alignment with the *VCCCD Strategic Technology Plan*.

The *Moorpark College Operational Plan* provides guidance and tracking for the timely implementation of projects and cyclical tasks mandated by the *Technology Master Plan*. This includes the timely expenditure of IT operational funds to maintain all technology equipment and software. A schedule of major technology projects for the year is also included. The District and the College have funds for technology refresh set aside for improvements to the infrastructure at each site. Bond funds have also been used to augment the infrastructure.

Self Evaluation

The allocation of technology resources is driven by the needs of college programs and services, and is guided by standards and timelines documented in District and college technology master plans. Central college planning (Educational Master Planning and Strategic Planning), frame the Technology Plans, and ensures all distribution and utilization of technology maintains and enhances the learning process.

Planning Agenda

Strengthen the feedback process from the Vice President of Business to TechCAP regarding the details of budget/item allocations at the end of each annual program planning cycle. As one cycle ends and the next begins, the Vice President of Business Services will communicate back to the programs and the College the final list of resources allocated, and items that have been tabled. In cases of non-allocation, needs must be re-examined and incorporated into the next year's plan. The mechanism for this feedback loop exists, and will be used in the next planning cycle.

III.C.2
Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

The College's *Technology Master Plan 2008* is aligned, in guiding principles and in its goals, with the *Educational Master Plan 2009-2010* and the *Strategic Plan 2009-2012*. As the *Technology Master Plan* is reviewed on its 3-year cycle in 2012, its alignment with the *Educational Master Plan* and the *Strategic Plan* will again be validated or changed to reflect ongoing institutional planning.

The integration of IT planning into annual planning is apparent in the program review process developed by the College in intervening years since the last accreditation visit. Effectiveness of technology in learning support and requests for IT resources are clearly linked to program development goals. The evolution of the program review template itself, in which IT was added as a separate resource request element requiring supporting rationale, illustrates the College's commitment to linking IT to program success (IIIC-37). This integration is also apparent in the decision-making structure of the College, in which TechCAP (through the TRAC Subcommittee), provides the key link in the planning process from program review to resource allocation. The process of program review, planning, and assigning resources to needs is detailed in IIIC1a.

With the centralization of IT management at the District, similar links between expressed need and resource allocation have also been put in place at that level. The *District IT Strategic Plan* outlines the broad perspective and guiding principles of IT planning and implementation. The review of District needs and the assignment of resources are embedded in the decision-making process at the district level, where proposed projects and initiatives are vetted through participatory governance councils,

and resources are assigned for implementation by the Vice Chancellor of Finance and Administration with Chancellor and Board approval.

The College systematically assesses whether technology resources are used effectively. The most immediate and widely conducted assessment is done annually in the program review process. Operational deficiencies are qualitatively identified and remedies sought, commonly by requesting additional IT resources or a new routine for support. Successes are sometimes noted after having received resources in a prior year. The College will encourage positive feedback, as this is frequently overtaken by the tendency to identify negative elements for improvement.

Institutional assessment of IT effectiveness occurs annually in the review of the *Strategic Plan*, since alternative delivery education is a key part of the College's Strategic Objective to provide students access to higher education. The rubric for the assessment is cast in the action plans attached to the Strategic Objectives (refer to *Moorpark College Strategic Plan 2009-2012*, At-a-Glance section).

The District assesses its effectiveness in the distribution of resources and in IT management through the implementation and assessment of its annual *Operational Plan* for the College.

In addition to assessing the content of IT planning, the College and the District also assess the effectiveness of the planning process. TechCAP sets goals at the beginning of the academic year and reviews progress and accomplishments at year's end. Revisions to planning templates, committee memberships, and other procedural improvements are made to ensure continuous improvement for the coming year. The College, as well as the District, administers a participatory governance committee effectiveness survey to all governance group members gauge the effectiveness of the committee planning process, and to make adjustment as necessary for the coming year (IIIC-38).

Self Evaluation

The College integrates technology planning into institutional planning at all levels, from its *Educational Master Plan*, the *Strategic Plan*, the *Technology Plan*, to the annual program plan. Assessment of technology effectiveness is incorporated into the annual program plan, and which provides a regular and cyclical feedback mechanism for improvement. The College has efficiently prioritized its technology needs through TRAC, the subcommittee of TechCAP. It further scrutinizes and validates the prioritization process through the Office of the Vice President of Business, which provides an institutional and financial perspective to the process.

Planning Agenda

None

Standard IIIC: Technology Resources Evidence

General Documents:

> *Making Decision at Moorpark College 2008-2010*
>
> *Moorpark College Distance Learning Guidelines and Procedures*
>
> *Moorpark College Technology Master Plan*
>
> *Moorpark College Technology Operational Plan*
>
> *VCCCD Technology Master Plan*

IIIC-1   *VCCCD Strategic Technology Plan*

IIIC-2   Banner Student Project Group Meeting Minutes

IIIC-3   Distance Learning Task Force Meeting Minutes

IIIC-4   MyVCCCD (Portal) Project Team Meeting Minutes

IIIC-5   *VCCCD Participatory Governance Handbook*

IIIC-6   Program Plan Template and sample Program Plans with Rationale for Technology Request

IIIC-7   ATAC Agendas and Meeting Minutes

IIIC-8   Sample Program Plan with Technology Request

IIIC-9   Sample Minutes, Distance Learning Task Force

IIIC-10 *VCCCD Strategic Technology Plan*, DLTF Meeting Minutes and Corresponding Documents

IIIC-11 Moorpark College Distance Education Substantive Change Report and Letter from the Commission Granting Changed Status

IIIC-12 MyVCCCD Employee and Student Portal

IIIC-13 *Moorpark College Strategic Technology Plan*

IIIC-14 Faculty Development Survey Results

IIIC-15 Flex Day Technology Survey Results

IIIC-16 Human Resources and IT Training Schedules

IIIC-17 IT Training Schedules

IIIC-18 Finance Training

IIIC-19 Banner Scheduling Procedure Manuals

IIIC-20 *Moorpark College Distance Learning Guidelines and Procedures*

IIIC-21 Instructional Technologist List of Resources

IIIC-22 Distance Education Training Schedule

IIIC-23 Wimba Training Schedule

IIIC-24 CurricUNet Training Schedule

IIIC-25 Mini-Tech Ed in 2007 and 2008

IIID. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning are integrated with institutional planning.

Descriptive Summary

The District's total 2009-10 Adoption Budget, excluding General Obligation Bond Funds and Reserves, was $263,218,700. Of this total, the General Fund Unrestricted was $156,579,318, or 59.5% of all resources (IIID-1). General Fund Unrestricted budget allocations are distributed to the colleges through the District's Allocation Model, adopted by the Board of Trustees in May 2007 and modified in May 2009 (IIID-2). Moorpark College's Unrestricted General Fund allocation for 2009-10 was $49,537,686. Faced with the financial constraints of the 2009-10 State budgets, the District's operating budget is also constrained. However, through the accumulation and maintenance of a prudent level of reserves, the College's allocation allows for modest educational improvements while eliminating or reducing lower-priority expenses.

Self Evaluation

Along with other community college districts in the state, the Ventura County Community College District has been hit hard by the state's inability to fund enrollment growth, by workload reduction measures that permanently decreased apportionment levels, and by severe, short-notice cuts to categorical program budgets. The net effect of all of these changes has been a district-wide general fund reduction of $3,946,335 and a categorical fund reduction of $4,420,795, for a total reduction of $8,367,130. This has come at a time when, if the district had been fully funded for its enrollment growth, there would have been nearly $16,000,000 in additional revenues (instead of over $8,000,000 in cuts). For Moorpark College, these state actions represented a combined reduction of $2,714,868 ($1,448,878 from the general fund and $1,265,990 from categorical funds) to the 2009-10 College budget compared to the prior year budget.

The College responded to the reductions in general fund and categorical revenues by focusing its remaining resources on core college instructional, student services, and administrative services operations.

During the 2009-2010 academic year, the College responded to the reductions in funding by reducing class sections (IIID-3), eliminating management and classified positions, and consolidating functions across the District to yield efficiencies and cost savings (IIID-4).

While the College remains in a financial mode of retrenchment, plans to improve through efficiencies and to eventually expand college programs and services continue through the integrated annual program planning and resource allocation process that ensures alignment with mission and Strategic Objectives to support instruction, student services, and administrative operations.

The *Educational Master Plan* was updated, and the *Strategic Plan* created in 2009-2010 to inform the future direction of the College in this time of budget uncertainty, and to provide a framework for unit goal-setting and to inform decisions about resources allocation.

Planning Agenda

None

IIID.1

The institution relies upon its mission and goals as the foundation for financial planning.

IIID.1(a) Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

Financial planning, including institutional-level commitments and unit-level allocations, is integrated into institutional planning and aligned with the strategic directions provided by the *Educational Master Plan* and the *Strategic Plan*.

The flow of budget planning begins with the District's budget assumptions for the planning year and projection on State funding expectations.

The first step in the College resource allocation process is the College's Fall Fling planning retreat, where the Mission Statement is revisited and strategic planning takes place. A brief budget overview is usually presented, particularly during years when the State budget is volatile. The results of 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 next step requires that academic and service managers, in conjunction with their department chairs or service areas supervisors, conduct a review of prior year budgets. Beginning in 2010, the Vice President of Business Services provides a three-year budget comparison to the managers, so they may note spending trends, realign funding to match emerging needs, return funds to the general budget, or request additional resources. This budget review gives historical context to the resource allocation discussion during program planning.

The framework of institutional planning and State budget status, along with area reviews of prior year budget trends, provides the foundation upon which annual unit planning and resource allocation takes place. The primary vehicle for the allocation of discretionary funds outside of unit operation budgets is the annual program review and planning process.

Program plans call for both quantitative and qualitative analysis of program status and a three-year future projection. Based upon a review and analysis and goals set for the coming year, each program requests resources for program improvement (IIID-5).

In the final phase of the planning process, the Vice President of Business Services and the Executive Vice President meet with each manager and respective faculty and staff in their program to evaluate the status of the program and to review both the division operating budget and the additional requests for resources. The Vice President of Business Services sets the manager's operating budget based on prior year rollovers and appropriate adjustments after review and discussion. Requests for discretionary allocations outside the manager's operating budget are grouped by category (human resources, physical resource, technology resources), and dispatched to the appropriate planning committees for validation and prioritization.

The committees that review Program Plans for resource prioritization include:

- A joint committee of the Executive Council of the Academic Senate and the Deans' Council, responsible for faculty hiring prioritization.

- Fiscal Planning Committee, responsible for hiring prioritization of classified staff positions. Its primary function is the planning, monitoring, and evaluation of the College process for general fund budget development.

- TechCAP, responsible for the prioritization of technology resource requests (as assigned to its subcommittee, the Technology Resource Allocation Committee [TRAC]). Its primary function is the initiation, monitoring, and evaluation of the technology planning process.

- FacilitiesCAP, responsible for the prioritization of facilities projects. Its primary function is the initiation, monitoring, and evaluation of the facilities planning process. (Refer to *Making Decisions at Moorpark College 2008-2010* for details on committee charge and membership.)

These committees return their recommendations on hiring and spending prioritization to the Vice President of Business Services, who conducts an executive-level review in the context of the college-wide budget and alignment with Strategic Objectives. (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.

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 (IIID-6, IIID-7).

Self Evaluation

The College integrates program review, planning and resource allocation in the annual program plan process (refer to *Making Decisions at Moorpark College 2008-2010* for a timeline of the annual 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 budgets are increased or decreased without warning during the budget planning period or the fiscal year. The connection among institutional Strategic Objectives, program goal and resource allocation is validated at program, participatory committee, and executive management level reviews. The program review process reports on current status and future needs with rationale, but could be improved by asking specific on the impact of prior year budget increases on goal implementation.

Planning Agenda

Improve the Program Plan Template to specifically address the impact of prior year budget allocation/increases on goal implementation.

IIID.1(b) Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

At the District, regular updates regarding assessment and projections of financial resources, including State economy projections, are presented to and discussed at DCAS. The Board-adopted budget is distributed widely throughout the District and is also accessible on the District's website. Copies are placed in all college Libraries and numerous copies are provided to college and District constituent groups (IIID-8, IIID-9, IIID-10).

At the College, constituents are kept inform 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 Town Hall meetings, and information reinforced at participatory governance committee meetings, senate meetings, and council meetings. Fiscal Planning Committee is the primary participatory governance venue for fiscal discussions (IIID-11). Explanatory financial data and presentations are also provided on the college website, MyVCCCD, and can be obtained from the Business Services office. Materials presented at Town Hall meetings are archived in the College's share drive, MCShare (IIID-12).

Self Evaluation

In the past three years, the State budget crisis has negatively impacted the operations of the College. The reduction in general and categorical fund support has prompted the campus to evaluate its planning assumptions. Until recently, planning at the College has been conducted in conditions of economic prosperity and demographic growth, in which assumptions of expansion and growth were unquestioned. The research data for the current *Educational Master Plan 2009-2015*, however, do not support the notion of unlimited growth and expansion. The data analysis reveals that while the student population may experience a temporary upswing in the next three to five years, continuing growth is not indicated thereafter. In addition, as the budget shrinks, it is no longer prudent to develop new academic and career programs without considering the context of a slower economic recovery and an even slow job recovery.

In recognition of these trends, and in anticipation of the need for organizational change in times of austerity, the College has, since 2007, conducted extensive dialogue concerning the identification of core functions in the academic, student services, and administrative services operations (IIID-13). The dialogues were carried into local divisions and departments by deans, directors and department chairs, and results of these dialogues about core services have formed the assumptions for needed reductions (IIID-14).

Noting the long-term nature of these 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 a vis* the economic environment.

Planning Agenda

None

IIID.1(c) When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

The District has established budgetary processes to address all long-term obligations. A reserve has been fully funded to cover the long-term liability related to faculty workload balancing. A separate fund to cover retiree health liability was established by GASB45 and fully implemented in 2007-08. Insurance costs are covered on a "pay-as-you-go" basis and are budgeted annually within the General Fund Unrestricted.

Building maintenance costs are budgeted in the College's operating costs and capital projects budgets for scheduled maintenance. The College also has access to capital funds that have been set aside over time, and to the Foreign Student Surcharge and Redevelopment Agency funds to assist with the maintenance of their facilities.

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 (IIID-15, IIID-16).

The College has developed major documents through the participatory governance process that consider and identify long-range financial priorities. The documents framing long-term resource planning are the *Educational Master Plan*, the *Strategic Plan*, the *Facilities Master Plan*, and the *Technology Master Plan*. Specific categories under each of these plans with high impact on long-term planning include the Measure "S" Bond, capital planning, scheduled maintenance, and TRAC refresh for administrative and academic technology. Each plan is reviewed on a regular schedule in order to validate established goals, or, when data reveal changes in the environment, to realign planning goals to meet short- and long-term fiscal priorities.

Self Evaluation

The District has made provision for long-term obligations in its financial planning. The College has identified its long-term obligations, and has accommodated them in the annual budget. It has also created master plans to identify long-range financial priorities in order to frame annual program planning and budget building.

Planning Agenda

None

IIID.1(d) 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.

Descriptive Summary

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. 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 (IIID-17).

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 March 15th of each year, contains the requests for resources to meet program goals (IIID-18).   As these requests are consolidated, validated, and prioritized through the committee planning process, the budget building process also moves through the tentative, and the adoption stages.   As the District develops final allocations, the Vice President of Business 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.   Once the budget is finalized, the District prepares and presents the annual budget document to the Board for adoption (IIID-19).   The adopted budget is made available to the college community. All information is available to campus constituents through the Office of Business Services, MCShare and the District portal.

Self Evaluation

The budget building process is integrated with the annual program planning cycle, and documented in *Making Decisions at Moorpark College 2008-2010*. Because all operational units at the College are require to conduct program review and planning, with resource request a required component, the budget building process is tightly woven into the planning cycle. In a Fall 2009 Employee Survey conducted by the District Office of Institutional Research, of those surveyed, about half (48.7%) agreed that there is openness and transparency in the college development process (*and slightly higher, 52.3%, at the Departmental/Program development process*). A quarter of those surveyed were neutral (26.4%), with the remaining quarter (24.9) feeling dissatisfaction (IIID-20).

Planning Agenda

Promote greater understanding and transparency in the budget development process by hosting Town Halls and similar forums. The College will continue to monitor the level of engagement and satisfaction of employee with subsequent surveys for comparison.

Revise the document *Making Decisions at Moorpark College 2008-2010* by adding a companion timeline to the program planning process that more clearly articulates the budget building component of planning.

IIID.2
To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

IIID.2(a) Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The modified budget allocation process was approved in 2007 and is reviewed annually to ensure it continues to meet its objectives. Annual audits have very few management findings, which are addressed appropriately.

The District audit reports indicate that financial management that is sound with appropriate internal controls. Any findings and/or recommendations cited in the audit reports are addressed immediately. The District responds to those which are institution-wide. The colleges are provided copies of the audit exceptions that are directly related to their operations, and with assistance from the District staff, respond to the issues immediately. To ensure the exceptions have been adequately addressed, the auditor will re-examine those areas in the subsequent year's audit and include their current findings in the current audit report (refer to *VCCCD Audit Reports 2007/2008, 2008/2009, 2009/2010*).

The Banner financial management system is easily accessible to all unit budget managers. The system is updated in real time and managers have full access to monitor their unit's financial activity. Budget managers are able to seek the assistance or additional data from Fiscal Service staff whenever necessary in monitoring their budgets.

In order to maintain compliance with District policies and procedures regarding purchasing, the College has an internal process in place which allows for multiple levels of review and approval of requisitions, travel requests and other expenditures.

Self Evaluation

Financial audit reports indicate that financial management is sound within the District and at Moorpark College. The Banner financial management system is adequate and accessible for budget management. Financial policies and procedures ensure effective internal controls with multiple levels of review. The requirements of this Standard are met.

Planning Agenda

None

IIID.2(b) Appropriate financial information is provided throughout the institution.

Descriptive Summary

The College is kept apprised of the District and college budget development cycle and the results of final budget adoption through Town Hall meetings; Fiscal Planning Committee, Senate and Council meetings; department meetings; and campus alerts of presentation postings on the college share drive, MCShare (IIID-21, IIID-22).   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 College and public access (IIID-23).   The Office of Business Services is available to answer questions regarding all financial aspect of operations. Due to the uncertainty of the state budget, the College has made a conscious effort to have open and frequent communications with campus constituents regarding fiscal planning and budgeting.

In regards to audit results, the College participates in the district-wide external audit process annually. Audit findings are available to the Vice Chancellor of Finance and Administration and the College President, who ensures prompt notification of the affected unit and appropriate corrective actions. The Board of Trustees subcommittee for Audit and Finance reviews annual audits and recommend approval to the full board at official board meetings (IIID-24).

Self Evaluation

The District and the College provide appropriate financial information throughout the institution to promote a common understanding of the budget development process, basic budget assumptions, and the final approved adoption budget. Managers responsible for local budget management are given appropriate tools via Banner's financial information system to monitor and control the budget. Annual external audit results are publicly examined and approved by the Board of Trustees.

Planning Agenda

None

IIID.2(c) The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The total reserves of the District are adequate to meet both short- and long-term financial emergencies. The reserves are divided into four District categories (IIID-25):

- 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 ($6,790,970);

- 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 ($4,955,715);

- General Fund Unrestricted Reserve: Unallocated
  This reserve is made up of the remaining ending balance after the reserve requirements above have been met. At June 30, 2009, this amount was $8,808,816;

- General Fund Unrestricted-Designated Reserve: Budget Rollover
  Although not an actual reserve, the Adoption Budget at June 30, 2009 had an ending balance of $1,258,761 from the four budget units, which will be designated for one-time expenditures in 2009-10 at the specific sites that generated the balance.

The colleges receive the bulk of their State funding through the traditional apportionment process. This had resulted in approximately 1/12th of the annual State allocation being received monthly throughout the fiscal year. The colleges receive their local property tax funding primarily in December (40%) and in April (60%), with small deposits occurring throughout the year. The colleges receive their enrollment fee funding primarily in the months of April through August and November through January.

Self Evaluation

Despite two consecutive years of budget reduction, to date, the District has not faced cash flow difficulties requiring it to borrow cash through the issuance of TRANS or COPS. This is primarily because of the reserve balances the District has accumulated over time. Even with the State funds now being deferred for several months, the District does not expect to borrow cash in the near term due to its level of reserves.

The insurance coverage the District carries is consistent with advice provided by the insurance brokers for an organization of our size; these are adequate.

The District is a member of a JPA and therefore has reserves to handle unexpected losses. Participation in a JPA also spreads the impact of losses over time. In addition, the District carries small reserves specifically designated to handle self-insured exposures such as self-retained deductibles (IIID-26).

Planning Agenda

None

IIID.2(d) 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.

Descriptive Summary

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.

Annually, the District contracts for an independent external audit of all funds and financial records. The audit, as required by state law, includes both financial and compliance issues related to state and federal funds. The Moorpark College Foundation, a 501C3 auxiliary organization of the College, also conducts an independent external audit, the results of which are reported through the Foundation Board to the District and the Board of Trustees.

Self Evaluation

The absence of a qualified opinion of the financial statements, as well as the absence of reportable conditions and noncompliance or questioned costs related to federal or state projects, and activities of the Foundation provides evidence of the adequacy of fiscal management related to these programs (refer to *VCCCD Audit Reports 2007/2008, 2008/2009, 2009/2010*).

Planning Agenda

None

IIID.2(e) All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

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 assist in ensuring that all funds are used appropriately and within the mission and goals of the district and its colleges.

Self Evaluation

All funds of the district, including auxiliary operations, trust and agency accounts, grants, contracts, and bond funds are audited annually by independent contracted audit firms. Any findings and recommendations related to the audit are included in the formal financial reports prepared by the auditors. These reports are presented to the Board of Trustees for acceptance on an annual basis.

The district has historically received exceptionally "clean" audit reports. Any findings and recommendations cited have been minor and are addressed in a timely manner (refer to *VCCCD Audit Reports 2007/2008, 2008/2009, 2009/2010*).

Planning Agenda

None

IIID.2(f) 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.

Descriptive Summary

All grants are reviewed for their tie to the mission by Chancellor's Cabinet as part of the initial request for application (IIID-27). All contracts are reviewed at appropriate departments prior to presentation to the Board of Trustees for approval. All grants and contracts must be Board approved (IIID-28). Board approvals of grants and contracts above the threshold of $10,000 are approved at Board of Trustees' meetings, and appear on the official Board Agenda (IIID-29).

Self Evaluation

District-wide procedures are in place to ensure multiple levels of review for mission relevance for contractual agreements with external entities. The district approves all contracts, and has provisions in place to terminate agreements should the integrity of the institution be at risk.

Planning Agenda

None

IIID.2(G) The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

The District undergoes 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 2007/2008, 2008/2009, 2009/2010*). The Vice President of Business Services, as the College Business Officer, monitors and evaluates of all fiscal services activity and programs. The College follows consistent and prudent fiscal management.

The decision-making process regarding allocation of resources is embedded in the governance structure of the College, and is integrated with the planning process. Standing Committees and Councils responsible for drafting guidelines for resource allocations and for crafting annual recommendations to the President include Fiscal Planning, TechCAP, FacilitiesCAP, the joint committee of Academic Senate and Deans' Council for Faculty Hiring Prioritization, and the Vice Presidents' Council. Each of these groups reviews current processes at the end of each planning cycle for possible future improvements.

As part of its planning culture, the College reviews its actual versus adoption budget throughout the fiscal year and annually. This process helps in identifying variances or the possible need to realign 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 to be utilized in 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.

Self Evaluation

The District has in place policies and procedures for the financial management and oversight of operations. In addition, the District orders independent financial audits and engages in internal and external program reviews. Through these means, the District and the College engage in continuous evaluation of its financial management processes and its planning processes, and perform needed improvement should they are required.

Planning Agenda

None

IIID.3
The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

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.

Division Deans and Directors are provided with a 3-year historical snapshot of spending patterns against "plan". Those patterns are reviewed with each Dean and Director to determine where adjustments need to be made in light of institutional priorities and changes in the fiscal environment. This process occurs parallel to the annual program review and planning process that aligns resource allocation with institutional goals.

In the annual program planning process, the College, within the appropriate operational units, reviews enrollment data, matriculation rates, student learning outcomes, and utilizations rates of various student services to measure the effectiveness of deployed resources. The review of Program Plans includes prior year budget variances, movement in facilities prioritization, technology refresh, IELM, scheduled maintenance completion, Measure S Bond, capital planning, and classified staff and faculty prioritization lists. Resources are allocated in response to the college-wide, short-term strategic plans and unit-level Program Plans.

Program plans analyzes program effectiveness, how well specific purposes are being fulfilled within the College, and whereby fund allocation is appropriate. Each year college executive management meets with representative from all academic and services departments to evaluate the effectiveness of current allocated resources (IIID-30, IIID-31).

Self Evaluation

Through the annual program planning process, the College reviews effectiveness of resources allocated to unit operations. Results of this and cyclical and formative review reflect the level of impact made by prior resource allocations. The College also evaluates the effectiveness of the institutional in a summative format in the annual *Institutional Effectiveness Report* (refer to *Institutional Effectiveness Reports*, *2007, 2008, 2009, 2010*).

The Instruction and Student Services Program Plans are in advance of the Business Services division in measuring performance outcomes, and have implemented multiples cycles of assessment within their Program Plans. To bring all units to uniform assessment, in Spring 2009, the Business Services Division began the development of a "Balanced Scorecard" as a performance planning and resource management tool (IIID-32). Staff is developing specific benchmarks and will develop a set of college-wide evaluation tools to measure both financial and non-financial indicators. It is anticipated that this process will be completed and evaluated by the close of fiscal year 2011-2012 with the Business Services Division.

Planning Agenda

The Business Services Division will complete the development of a "Balanced Scorecard" as a performance planning and resource management tool, and complete the first cycle of evaluation based on the new tool by the close of fiscal year 2011-2012.

General Documents

Making Decisions at Moorpark College 2008-2010

Moorpark College Educational Master Plan 2009-2019

Moorpark College Facilities Master Plan

Moorpark College Institutional Effectiveness Reports, *2007, 2008, 2009, 2010*

Moorpark College Strategic Plan 2009-2012

Moorpark College Technology Master Plan

VCCCD Audit Reports 2007/2008, 2008/2009, 2009/2010

IIID-1   VCCCD 2009-10 Adoption Budget

IIID-2   District: Allocation Model Document

IIID-3   Moorpark College 3-Term Comparison Report Fall 2007/2008/2009

IIID-4   VCCCD Board of Trustees Meeting Minutes. June 23, 2009, October 13, 2009, March 9, 2010

IIID-5   Program Plan Template

IIID-6   Sample Reports to the VCCCD Governing Board

IIID-7   Sample Reports to Cabinet and DCAS

IIID-8   Distribution List for Budget

IIID-9   District Website: Budgets and Executive Summaries

IIID-10 DCAS Notes

IIID-11 Fiscal Planning Meeting Minutes

IIID-12 MCShare Town Hall Archives.

IIID-13 MCShare Town Hall Archives. Town Hall Agenda and Presentations on Budget and Core

IIID-14 Core Discussions: Sample Department Meeting Minutes

IIID-15 district-wide Services Budget

IIID-16 Budgets for funds 691, 693, 411, 419, 412, 514, 417, and 44X

IIID-17 Approval of Fiscal Year 2010-11 Budget Assumptions and Guidelines

IIID-18 Program Plan Archive. Sample Program Plans with Resource Requests.

IIID-19 Executive Summary, 2009-2010 Adoption Budget

IIID-21 Fall 2008 Employee Satisfaction Survey

IIID-22 MCShare Town Hall Documents

IIID-23 Budget Presentation to Academic Senate in Fall 2009

IIID-24 Link to District Budget Documents:
         http://www.vcccd.edu/departments/budget/budget_documents.shtml

IIID-25 Example of Audit Approval. Board of Trustees Meeting Minutes, November 30, 2009

IIID-26 Adoption Budgets for 2007-08, 2008-09 and 2009-10

IIID-27 Insurance Policies/Coverage

IIID-28 Grant Proposal Form

IIID-29 Sample VCCCD Board Reports for Grants and Contracts for Support Services

IIID-30 Sample VCCCD Board Agendas

IIID-31 Program Plan Archive

IIID-32 Program Evaluation Template and Documentation of Program Status 2007, 2008, 2009.

IIID-32 Moorpark College Balanced Scorecard

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

Standard IVA: Decision- Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IVA.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion planning, and implementation

Descriptive Summary

Moorpark College is proud of its culture, which promotes and supports innovation and a commitment on institutional excellence. This commitment to excellence is evidenced in the College's planning and program review processes as well as in the College's strategies for making decisions. The first section of *Making Decisions at Moorpark College 2008-2010* identifies the philosophy and practices that are the institutional operating agreements for decision-making:

- Respect others' roles

- Create and value dialogue

- Put into practice a *no-secrets* approach to decision-making, operations, and communication

- Rely on evidence to make decisions

- Support innovation

- Integrate instruction and student services

Students, faculty, staff, and administrators are encouraged to participate in campus-wide dialogue, planning, and decision-making through a variety of campus-wide venues, such as the Fall Fling, Y'all Come meeting, Town Hall meetings, Multicultural Day, and the Year of... activities.

Information on the College's performance is distributed and discussed in standing committee meetings and in campus-wide meetings such as the Fall Fling (IVA-1). Data used for program planning are distributed to the appropriate Department Chairs and Deans. Formal reports, such as, the Accountability Reporting for the Community Colleges, and the *Institutional Effectiveness Report*, are distributed online.

The governance structure and the decision-making paths defined by the College have created both venue and guidelines for dialogue about institution practices and planning. The decision-making process ensures that those in the best position to know about learning, support, and operations have input into the actual implementation of the work, and is supported by appropriate resources.

Individual members of the college community participate in decision-making and forward innovations formally through committees or the annual planning process and informally via one-on-one contact with the appropriate campus leaders.

As a result, the college community is self-reflective about the mission and learning, relies on data-driven goal-setting, is deliberate in implementing plans and allocating resources, measures the results of plans for effectiveness, and uses those results to improve programs. A full discussion about the planning structure and process appears in Standard 1B.

College governance (both administrative and participatory aspects) is documented in *Making Decisions at Moorpark College: 2008-2010,* which is reviewed bi-annually, or more frequently as required, and widely distributed to provide operational guidance for the campus. Governance procedures at the District level, including the roles and responsibilities of students, faculty, and staff in District participatory governance committees, are described in the *VCCCD Participatory Governance Handbook*. The participation of Moorpark College representatives on these groups is actively encouraged.

Self Evaluation

The College's participatory governance structure is based on the goal of providing members of the college community with opportunities to make recommendations in matters appropriate to their roles and responsibilities. While College and District governance provides the structure for planning, and the decision-making path guides the movement of an issue from discussion to recommendation, it is the willingness of the college community to participate that defines the character of deep engagement at Moorpark College (IVA-1, IVA-2). College leadership encourages participation by developing an annual meeting calendar (IVA-3). In addition, administrators lead by example: the President, Vice Presidents, Deans, and Directors support campus meetings through their participation and logistical support. (Refer to committee membership in *Making Decisions at Moorpark College 2008-2010.*)

Planning Agenda

None

IVA.2: The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IVA.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

IVA.2.b. The institution relies on faculty, its Academic Senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The document, *Making Decisions at Moorpark College: 2008-2010,* defines the College governance structure including the role and responsibilities for faculty, staff, students, and administrators and the charge for each of the College's standing committees. This widely distributed document encourages participation and provides structure for college dialogue. Members of the college community have the

authority and responsibility to make recommendations in matters appropriate to their roles. The roles and responsibilities of the constituent groups are derived from the California Code of Regulations, the Ventura County Community College District Board Policies, the academic constitutions and bylaws, College/District practices, procedures, and job descriptions.

The College has four organizational groups: Vice Presidents' Councils, Administrative Council, Deans' Council, and Student Services Council. The first three are management councils and the last draws membership from student service area leads (a mixture of faculty and staff), their respective Deans, and the Executive Vice President. The College has three senates: Associated Students, Academic Senate, and Classified Senate. There are six Standing Committees that operate in the participatory governance model: EdCAP (Education Committee for Accreditation and Planning), FacilitiesCAP (Facilities Committee for Accreditation and Planning), TechCAP (Technology Committee for Accreditation and Planning), Fiscal Planning, Curriculum Committee, and Faculty Development.

The College governance structure ensures that those who are in the best position to know and contribute to subject discussions are present in standing committees. The governance structure is evaluated annually through a review of the *Making Decisions at Moorpark College document*, in which the governance structure is delineated. The review validates the philosophy of inclusion and leveraging expertise for excellence review annually.

The College and the District rely primarily on faculty and its representative senate for recommendations in 10 areas of academic and professional matters, as specified in California Code of Regulations Title 5, which regulates the operations of the community colleges in the state. These ten areas are reproduced in *Making Decisions at Moorpark College* for easy reference. In cases where faculty recommendations differ from the final decision of the President or her designee, written rationale for the decision is presented to the recommending group.

Self Evaluation

The College has established and reinforces through its ongoing processes clearly-defined governance roles and responsibilities for faculty, staff, students and administrators. Members of the college community are invited to participate in the planning and resource allocation decisions related to student learning programs and services through the College's integrated planning process.

Planning Agenda

None

IVA.3

Through established governance structures, processes, and practices, the Governing Board, administrators, faculty, staff, and students work together for the good of the institutions. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

The primary function of governance and its attending processes and practices is to provide a clear structure for dialogue about teaching and learning. The decision-making process, as embedded in the structure of governance itself, provides guidance by which constituent voices are considered and recommendations are formed. Planning, whether it is at the level of institutional planning under the guidance of the President, or at the level of unit planning anchored by managers and experts in respective areas, provides the venues in which sustained meaningful dialogue about the work of the College occurs. It is in the context of governance and planning, conducted at the various levels within

the institution, which facilitates the discussion of ideas and paves the path by which the College reaches its Strategic Objectives.

The College and District governance structures and reporting hierarchies are outlined in two documents: the *VCCCD Participatory Governance Handbook* and *Making Decisions at Moorpark College, 2008-2010*. Both include the roles and responsibilities of the Chancellor, the Board of Trustees, students, faculty, staff, and administrators. These roles and responsibilities are further defined by their membership in participatory governance committees.

Self Evaluation

Participation in College and District participatory governance standing and ad hoc groups is actively encouraged. Those appointed to committees are informed of their respective roles and responsibilities during the first committee meeting. Typical first-meeting agenda items for each committee include a review of the charge of the committee, a review of the previous year's accomplishments of the committee, and a discussion regarding the goals of the committee for the current academic year (IVA-4). Students participating in student government receive additional support and guidance, including training in the Brown Act (IVA-5). Committee activities are reported through agendas and minutes that are available to the college community through the portal and in MCShare, the college-wide shared database for document archive (IVA-6). Highlights of the Fall Fling, Town Hall and Y'all Come meetings are distributed campus wide (IVA-7).

The VCCCD Office of Institutional Research conducted an employee survey in Fall 2009. The report found that employee groups were satisfied with their ability to work collaboratively, felt their work environment to be collegial and supportive, have opportunity to provide meaningful input, and felt adequately informed about current issues at the College (IVA-8).

Planning Agenda

None

IVA.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of Substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive summary

Moorpark College demonstrates honesty and integrity in its relationships with external agencies. The College complies with Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges standards, policies, and guidelines, and follows all Commission requirements for public disclosure. The College submits required reports as scheduled, including midterm reports (IVA-9), annual reports (IVA-10), and the Substantive Change Report (IVA-11), and addresses recommendations made by the Commission fully and promptly.

The Substantive Change Report for distance education was submitted on June 22, 2009 for a first reading by Commission staff. The College made revisions and resubmitted the report in July 2009. On September 25, 2009, the College received initial notification of the September 17 Substantive Change Committee Meeting. The College submitted its responses to the initial notification on October 27. Final approval was received by the College in January 2010.

The last comprehensive accreditation self-study and team visit was conducted in 2004. The College received six recommendations and the District received seven. The required Focused Midterm Report was submitted in October 2007 (IVA-8) and was accepted by ACCJC in January 2008. Recommendations from the 2004 visit have been addressed, and responses to prior recommendations are included in this self study.

In addition to the requirements of the ACCJC, the College complies with regulations of other external agencies for compliance review and accreditation. These include the State Chancellor's Office Student Services Program Review (IVA-12), the UCLA Honors Accreditation (IVA-13), the National League of Nursing Program Accreditation (IVA-14), the JCERT Radiologic Technology Accreditation (IVA-15), and the National Association for the Education of the Young Child Accreditation for the Child Development Center (IVA-16).

The College also complies with all federal and State statutorial requirements, and observes local ordinances and regulations as they apply to State public institutions.

A review of the College's advertisements, press releases, and documents posted on the College website in fall 2009 verified the accuracy of the information presented to the public (IVA-17).

Self Evaluation

The College demonstrates honesty and integrity in its relationship with external agencies including ACCJC as well as with the public.

Planning Agenda

None

IVA.5

The role of leadership and the institution's governance and decision-making structures 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.

Descriptive Summary

As described in Standard IB, Moorpark College has an integrated program review, planning, and resource allocation process. Ensuring the effectiveness of planning processes on the institutional level is the responsibility of the President. The President's Office ensures that the structure of governance is agile and responsive for planning and college-wide dialogue. This is done through an annual review of the *Making Decisions at Moorpark College* document by the senates and councils with a final review by the entire campus Community (IVA-18). In the last cycle of review, several elements were refined and revised to clarify the process and the roles of participating constituencies. A graphic representation of the Planning Model and a full glossary were added. The college community was requested to review the draft of the document on MyVCCCD. Final printing and dissemination via MCShare were accomplished in late Spring 2009.

A Committee Effectiveness survey is conducted by the Office of the President annually to gauge the quantity and quality of participation (IVA-19). This is in addition to the District's Employee Survey, which gathers feedback in regards to communication throughout the District (IVA-20). Results contribute to the refinement of the governance and planning structure, and if needed, trigger changes in the decision-making document to reflect current practice.

Assuring the effectiveness of unit or program planning is the responsibility of EdCAP. EdCAP membership is participatory, and includes the Executive Vice President, Vice President of Academic

Senate, all Department Chairs and Coordinators, all Deans, the Institutional Research Coordinator, two representatives of the Student Services Council, representative from Administrative Services, and one student appointed by Associated Students. It is co-chaired by a Dean appointed by the Executive Vice President and a faculty member appointed by the Academic Senate Executive Council.

The committee charge regarding unit or program planning is two-fold: to initiate and monitor the process of annual planning, and to assess the planning process and make recommendations for improvement at the end of each cycle. The elements considered by EdCAP in assessing the process include data categories, time span and scope of data inclusion, official plan templates for programs to follow, and annual timeline. (Refer to *Making Decisions at Moorpark College 2008 -2010*.)

Each fall semester, EdCAP reviews the template from the previous program planning cycle and determines the effectiveness of the template, considering input gathered from the decision making bodies, such as the Fiscal Planning Committee, and Academic Senate, as well as input from the Department Chairs and Division Deans. The template is revised to better serve the users. In Fall 2009, for example, TechCAP requested that the Resource Request page be modified to include a specific area to be used for technology requests. This modification allowed programs to offer details and rationale for their technology requests, and allowed TechCAP to better conduct the prioritization process (IVA-21) Other changes made over the course of several planning cycles include documented linkage to Strategic Objectives, new data categories for student services and administrative services reporting as different from instruction, the inclusion of student learning outcomes documentation and assessment, and the addition of a data-dependent program evaluation step that locates the status of the program as "stability, stable but impacted, growth, or pay attention."

Many times, as the programs work with the details of the program plan, questions regarding the template itself arise. These concerns are gathered by the Coordinator of Institutional Research and forwarded to EdCAP for consideration in updating the next iteration of the template. For example, during the Spring 2010 program plan meetings, it was suggested that the template for the next cycle include an area for programs to identify the year in which they are scheduled to conduct their curriculum review, and a confirmation check-box for them to select once the curriculum review is complete. This recommendation was made as a response to the curriculum review schedule approved in March 2010.

Self Evaluation

The periodic, systematic review and revision of the document *Making Decisions at Moorpark College* and the program plan template are evidence of the College's ongoing assessment about what is valuable in planning. The maturation of the planning process is reflected in the growing sophistication of these College documents. A review of the changes over the last five years reveals a narrative of institutional self-reflection and a growing sophistication about both governance and planning. In the early years of these new processes for planning and governance, there were many changes during the annual reviews…and certainly some frustration. However, the college community persisted and has brought refinement, nuance, and meaning to what could have been purely mechanical processes. This continuous assessment and improvement of the process signifies a commitment to planning, and the maturation of a culture of evidence at the College.

During the coming year, the College will extend the same type of formal evaluation cycle to major planning venues such as the Fall Fling.

Planning Agenda

Develop a process to evaluate the effectiveness of the Fall Fling agendas and activities in advancing the College's planning efforts.

General documents:

Academic Senate Constitution and Bylaws

Associated Student Government Constitution and Bylaws

Classified Senate Constitution and Bylaws

Making Decisions at Moorpark College 2008-2010

VCCCD Participatory Governance Handbook

IVA-1	Agenda and Participants for Fall Fling 2009
IVA-2	Town Hall Meeting Participant List
IVA-3	Moorpark College Meeting Calendar 2010-2011
IVA-4	First Meeting Agendas for Various Committees
IVA-5	Associated Student Government Brown Act Training Materials
IVA-6	MCShare Home Page
IVA-7	Highlights of Fall Fling, Town Hall and Y'all Come Meetings
IVA-8	Report of VCCCD Fall 2009 Employee Survey
IVA-9	Focused Midterm Report, October 2007
IVA-10	Annual Reports Submitted to ACCJC: 2008-2009, 2007-2008, 2006-2007
IVA-11	Substantive Change Report, September 2009
IVA-12	State Chancellor's Office Student Services Program Review
IVA-13	UCLA Honors Accreditation
IVA-14	National League of Nursing Accreditation
IVA-15	Joint Review Committee on Education in Radiologic Technology (JCERT) Accreditation
IVA-16	National Association for the Education of the Young Child Accreditation
IVA-17	Public Information Review, 2009
IVA-18	Email Request and Portal Postings: Request for Review of *Making Decisions at Moorpark College 2008-2010*
IVA-19	Committee Effectiveness Survey 2008, 2010
IVA-20	District Survey on Employee Perceptions
IVA-21	Program Plan Templates 2006- 2011

Standard IVB: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the Governing Board for setting policies and of the chief administrator for the effective operation of the institution. Multi-College Districts/systems clearly define the organizational roles of the District/system and the Colleges.

IVB.1

The institution has a Governing Board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Governing Board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the District/system.

Descriptive Summary

Moorpark College is part of the Ventura County Community College District, a three-College system of independently accredited institutions and an administrative center governed by a five-member Board of Trustees. The Board sets District policies to ensure the quality of its programs and services and the fiscal stability of the District. The Board hires a chief executive office (Chancellor) who is responsible for implementing District operations consistent with Board policy.

The Board has a well-developed Board Policy Manual that is available online; this manual includes a policy delineating the Board's role as a policy-making body (Board Policy 2200). The District vision, mission and values statements articulate the Board's commitment to the quality of the instructional and student services programs and to organizational integrity (IVB-1). There is an established administrative procedure for the recruitment and hiring the Chancellor (IVB-2).

Self Evaluation

Board Policy 2200 enumerates the responsibilities of the Board of Trustees, among them to establish policies for and approve courses of instruction and educational programs and to establish academic standards and graduation requirements. The District vision statement articulates the organizational desire to "become the leader in the development of high quality, innovative educational programs and services," modeling "best practice in instructional and service delivery, student access, community involvement, and accountability." The District values statement articulates the intent of the Board, District, and colleges to maintain high standards and to demonstrate integrity and honesty.

Trustees develop policy consistent with the District's mission statement to "produce student learning in lower division level academic transfer and career-technical degree and certificate programs" The Board has established curricular and academic policies to ensure the quality of its student programs and services. These policies address issues such as academic calendar (Board Policy 4010), program and curricular development (Board Policy 4020), course approvals (Board Policy 4022), criteria for the Associate degree and general education (Board Policy 4025), and related subjects. The Board approves all newly developed courses and programs. The Board is regularly advised regarding additional academic matters such as accreditation, student honors and awards, scholarships, faculty achievement, and sabbatical leave accomplishments through written reports from College and Academic Senate Presidents during regularly scheduled Board meetings.

Administrative Procedure 2431 describes in detail the process used to recruit and hire the Chancellor. The administrative procedure defines the screening committee composition, the vacancy announcement process, and the interview process at both the screening committee and Board of Trustee levels. The administrative procedure provides the Board with the option of using an external

consultant firm to assure a robust applicant pool. The Board of Trustees has delegated full authority to the District Chancellor to operate the District and assesses his performance on an annual basis. The process employed for the Chancellor's annual evaluation is a component of the Chief Executive Officer's contract.

Planning Agenda
None

IVB.1 (a)
The Governing Board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The Ventura County Community College District Governing Board establishes policies and oversees the District's three campuses in compliance with California Education Code § 70902 (IVB-3). Board Policy 2200 states that "the Board of Trustees governs on behalf of the citizens of the District." Board Policy 2715 specifies that the Board will "act only in the best interest of the entire community," use "appropriate, formal channels of District communication," and "exercise authority only as a Board and fully support Board actions once taken." In setting policy, the Board relies on the Chancellor and the experience of District staff. The Board consults collegially with its faculty regarding academic and professional matters by relying primarily on their advice expressed through the Academic Senates. For other policies, the Board employs the advice of individual staff, District councils, and District committees.

Trustees understand that each Board member is only one member of a policy team. Their decision-making takes place in public, in accordance with the Brown Act (IVB-4) and Board Policy 2720. Board actions are informed through testimony from both the general public and employees. A majority vote taken by the Trustees on items agendized for its adoption becomes the position of the Board.

Self Evaluation

In accordance with Board Policy 2100 on Board Elections, each member of the Board of Trustees is elected to represent the residents from a designated geographical section of the county. Terms of office are staggered so that, as nearly as practical, one-half of the Trustees are elected at each Trustee election.

Eighty percent of the District's Trustees have served for more than one term of office. This pattern of reelection provides secondary evidence in support of the general public's trust in Trustee's stewardship of the District. A survey conducted with District employees during the fall 2009 semester found that a majority (63%) believed that the Board provided adequate policies and procedures to effectively carry out the operations of their areas (refer to *Report of VCCCD Fall 2009 Employee Survey*).

The Board has adopted a conflict of interest policy that ensures they do not vote on or in any way influence decisions for which they may have a personal or financial interest (Board Policy 2710).

The diversity of students and communities being served by the District's three colleges and the sub-Districting of the electoral areas for Trustees, however, makes full consensus decision-making a challenge. This has created a perception that Trustees occasionally lose sight of broader interests of the District in their decision-making.

Planning Agenda

The Chancellor will provide more staff information to Trustees regarding the broader District needs and implications of staff recommendations in order to diminish fractional or narrowly focused decision-making.

IVB.1(b) The Governing Board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The Board adheres to its policies when conducting meetings and acts as a single unit in support of its actions. Trustees delegate District operational matters to the Chancellor and generally confine their activities to policy determination, system planning, fiscal oversight and accountability, and assessing staff recommendations and taking appropriate action. The Board conducts monthly public meetings to review, discuss, and take action on agenda items, as well as receive reports. Members of the general public are provided a public speaker card to address the Board during the public comment section of its meetings.

The primary mission of the Ventura County Community College District is "to produce student learning in lower division level academic transfer and career-technical degree and certificate programs. Effective, efficient students support services are offered to assist in the accomplishment of the District's primary mission based on need and available resource." The College Mission statements reflect the general components of the District mission, but also represent unique campus circumstances, organizational cultures, students, and community needs.

The Board develops policy consistent with its District mission and provides Board oversight for the District. The Board periodically reviews, revises, and adopts District and College Mission statements (Board Policy 1200). The last review and adoption of both the District and College Mission statements took place July 14, 2009 (IVB-5). This revision in the mission statements reflected the Board's desire to more tightly focus District activities in light of mid- to long-term economic challenges.

Board Policy 1200: District Mission states, "All District programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing student learning outcome assessment and systematic program review are used to ensure district-wide excellence through sustainable, continuous quality improvement in compliance with its mission." The Board is committed to the quality and improvement of its student learning programs and services. Trustees provide colleges with necessary resources to support these activities. The Board, through its budgeting process, maintains financial support for students, counseling, and other services, as well as hiring academic staff, classified staff, and administrators. The Board has adopted an eight-year District strategic plan and monitors its objectives and progress in meeting its goals on an annual basis.

Board agendas have the District mission statement printed on the first page, to inform members during their policy- and decision-making activities. The District mission statement also establishes the importance of organizational fiscal stability. All non-primary functions of the District colleges are based on both need and available resources.

Self Evaluation

The Board of Trustees generally comports itself in a manner consistent with applicable policies, laws, and regulations. Its size, composition, and conduct are clearly defined in policy and available to employees and the general public. Official records of action are accessible through the Board of Trustees web page at http://www.vcccd.edu/board_of_Trustees/.

According to the Fall 2009 Employee Survey conducted by the District's Office of Institutional Research, the largest percentage (42.7%) of staff had a neutral opinion as to whether or not Board policy reflected the Ventura County Community College District mission statement. Approximately 30% of surveyed District employees believed Board policy did reflect the District's mission statement while approximately 28% did not believe Board policy reflected the District's mission statement.

The greatest percentage of surveyed employees had a neutral opinion as to whether or not Trustees adhered to their policy role in governance. Approximately 30% of those surveyed believed Trustees did not strictly adhere to their policy role while 25% believed Trustees did adhere to their policy role. In response to the perception that individual Trustees become involved in operational matters beyond their policy role, the Board adopted Board Policy 2434. This policy states, "The Chancellor shall take direction from the Trustees only when sitting in a duly held meeting of the Board, and no individual Trustee shall give any direction or instructions to the Chancellor; provided, however, the provisions of this policy shall not be construed to prevent any Trustee from discussing matters of the District with the Chancellor."

Despite these findings, the majority of surveyed employees (63%) believed there are adequate policies and procedures to effectively carry out the operations of their respective areas. Approximately 24% of surveyed District employees responded that policies and procedures did not allow for the effective operation of their departments or divisions.

Planning Agenda

The employees will be surveyed again to assess the degree to which the implementation of Board Policy 2434 has diminished the perception that the Board can occasionally stray from its policy role into operational matters.

IVB.1(c) The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board has adopted academic and curricular policies to assure the quality, integrity, and effectiveness of District student learning programs and services. These policies meet Education Code and Title 5 requirements, as well as accreditation standards and institutional best practices. The Board approves new programs and courses taught at its colleges, extension sites, and via distance education. The Board is informed about academic and curricular matters such as accreditation recommendations, articulation agreements, distance education activities, student transfer, honors and awards, and community education through formal written and verbal reports and presentations by both College and senate Presidents during regular public meetings.

The Board is the final authority for District legal matters. Litigation, contract, and settlement proposals are developed by staff and recommended for Board approval. Legal services are provided by firms on contract to the District and through its membership within the Statewide Association of Community Colleges (SWACC). The Chancellor has delegated authority to act as the Board's administrative agent in District legal matters (Board Policy 2430).

The Board provides fiscal oversight and direction to the District through the development and implementation of finance and business services policy. Board policy directs District operations in the areas of planning (Board Policy 2425), budgeting preparation (Board Policy 6200), and management (Board Policy 6250), as well as fiscal and property management (Board Policy 6300 and Board Policy 6500). The District and its colleges are annually audited. All audits are reviewed by the Board and filed with the California Community College Chancellor's office. The District maintains reserve funds in excess of those required by the California Community Colleges Board of Governors.

Self Evaluation

The District meets this accreditation standard. The Board retains ultimate responsibility for educational quality, legal matters, and financial integrity. The Board functions independently, and its actions are final, and not subject to the actions of any other entity.

Planning Agenda

None

IVB.1(d) The institution or the Governing Board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

The VCCCD Board of Trustees has adopted and follows policies specifying its size and membership (Board Policy 2010), responsibilities (Board Policy 2200), structure (Board Policy 2210 and Board Policy 2200), and operating procedures (Board Policies 2305-2365). Board Policy 2411 authorizes the Chancellor to issue administrative procedures as statements of method to be used in implementing policy as necessary. Board policies and administrative procedures are posted on the Ventura County Community College District website. Individuals can produce printed copies through the website at http://www.vcccd.edu/board_of_Trustees.

Members of the Board are elected by eligible local voters representing five subdivisions of the District (Board Policy 2100). Trustees each serve four-year terms of office and must reside within the area from which they have been elected. They are not employed by the District, nor do they hold incompatible public offices. Board members serve without term limits. A majority of Board members have held office for more than one term. A student trustee is elected at-large by the colleges' student bodies to serve a one-year term as an advisor to the Board (Board Policy 2015).

Self Evaluation

The Board has sufficient policies to guide District decision-making and operations. The Board generally conducts itself in a manner consistent with its policies. The membership size and conduct of the Board are clearly defined and available to employees and the public. A public record of all Board meetings is approved by Trustees and maintained at the District.

Planning Agenda

None

IVB.1 (e) The Governing Board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

In 2004, the District began subscribing to the Community College League of California's policy service. The policy service provides up-to-date, legally reviewed recommendations that allow staff to remain current in the development of policy and recommendations to the Board. During the 2008-09 and 2009-10 academic years, the District Council on Administrative Services, District Council on Human Resources, and District Council on Student Learning worked with the Community College League templates to prepare initial updates to Board policies and first drafts of accompanying administrative procedures. These drafts were reviewed by the three Academic Senates, the Chancellor's Cabinet, and the Consultation Council before review by the Board of Trustees.

Self Evaluation

The Board policies have been comprehensively reviewed and updated within the last two years. The Board and District have not yet established a calendared cycle for ensuring that policies and procedures will be evaluated again within a designated period of time.

Planning Agenda

The Board will designate a review cycle to ensure that all policies and procedures continued to be revised in a timely manner.

IVB.1 (f) The Governing Board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Board Policy 2740 (Board Education) outlines the District's commitment to ongoing Trustee education, leadership development, and new trustee orientation and training. Trustees also are encouraged to participate in conferences and workshops conducted by the National Association of Community College Trustees, the Association of Governing Boards of Universities and Colleges of the California Community College Trustees Organization.

In addition, the Chancellor provides Trustees with reading materials designed to strengthen board understanding and knowledge. In 2010, Trustees were provided with numerous publications, including such titles as *The Board's Role in Strategic Planning*, *Strategic Responses to Financial Challenges*, *Institutional Ethics and Values*, *The Rogue Trustee, Open & Public IV: A Guide to the Ralph M. Brown Act*, and *Trusteeship in Community Colleges*.

The Ventura County Community College District has an established policy to maintain continuity in Board membership due to vacancies. Regular elections for Board members are held every two years in even-numbered years. Trustee's terms of service are staggered so that two Board members are elected in one election and three during the subsequent election. In the advent of a mid-term vacancy, and in concert with Board Policy 2110 Vacancies on the Board, the Chancellor has established an administrative procedure that outlines the replacement for Board members through Board appointment or special election.

The non-voting student member is elected by students of the District's three colleges. The student trustee serves a one-year term of office and is authorized to express opinions on matters before the Board. The student trustee is excluded from participating in closed session meetings of the Board.

Training and orientation for the student trustee is provided by the Chancellor and mentoring is provided by the District Director of Administrative Relations.

Self Evaluation

Three of the five Trustees currently serving the District were provided with training in accordance with Board Policy 2740. Additional ongoing training is provided for all Board members.

Three members of the current Board have terms that will expire in November 2010 and one member of the Board has filed as a candidate for another elected office. Consequently, the membership of the Board may be subject to change at the end of the 2010 calendar year.

Planning Agenda

Board education will continue in the form of orientations, training sessions, and conference attendance.

IVB.1 (g) The Governing Board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

Board Policy 2745 Board Self-Evaluation calls for self-assessment of Board effectiveness in July of even-numbered years. In accordance with Administrative Procedure 2745 Board Self-Evaluation, each Trustee completes an evaluation and submits the results to the Chancellor's office for processing prior to the August Board meeting. Results are compiled and a summary report is provided to the Board for inclusion at its regularly scheduled September Board meeting. Thirty areas of assessment include public stewardship, team behavior, student trustee involvement, ethics and conduct, decorum, decision-making, Brown Act compliance, development and education, policy/procedure development and implementation, mission statement compliance, planning, accountability, relationship with the Chancellor, accreditation activities, employee dispute involvement, budgeting, collective bargaining, fiscal management, College and community involvement, participatory governance, program oversight, and standing committee effectiveness.

In its 2008 self-evaluation of the Board's performance, four of five Trustees elected to complete the assessment process. Participating Trustees were in full agreement with one of the assessment criteria and indicated less than full agreement in 20 of the remaining 29 items (IVB-6). The assessment process concluded with the observations that:

- Progress in Board effectiveness had taken place since the previous assessment.

- The Board takes great pride in their service to students.

- A review of existing policy regarding student trustee orientation was necessary.

- Trustees should consider what constitutes appropriate demands on the Board Chair and Chancellor's time.

- Trustees should consider the level of individual Trustee involvement in employee/employer relations.

- Trustees should review their practice of directing and becoming involved with or advocating for staff or select groups of employees.

Self Evaluation

A policy and procedure have been established for the Board's self evaluation. As implemented, the surveys conducted for the self evaluation rely on the Board members assessing their own performance, and external feedback from employees of the District or from other constituencies is not included in the assessment.

The Board's 2010 self evaluation will take place in July 2010, in accordance with the established policy and procedure.

Planning Agenda

The survey of the Board will be distributed in July 2010, in accordance with established procedure. The data will be compiled in August 2010, and an agendized discussion of the findings will take place in September 2010.

IVB.1 (h) The Governing Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

As described earlier, Board Policy 2715 is the Board of Trustees adopted code of ethics. The ethical standards require Trustees to:

- Support the mission of the District.
- Act only in the best interests of the entire community.
- Ensure public input into Board deliberations.
- Adhere to both open and closed meeting state laws and regulations.
- Prevent conflicts of interest and the perception of conflicts of interest.
- Exercise authority only as a Board and fully support Board actions once taken.
- Use appropriate, formal channels of District communication.
- Respect others and divergent opinions.
- Be informed about the District, educational issues, and the responsibilities of Trusteeship.
- Devote adequate time to the work of the Board.
- Observe the Open Meeting Act and maintain the confidentiality of closed sessions and other confidential matters.

The policy states that "…the Board will be prepared to investigate the factual basis behind any charge or complaint of trustee misconduct." It further states that "Failure to comply with the Trustee Code of Ethics may result in censure."

The Board Chair is responsible for correcting Trustees who are disruptive or not contributing to the Board as a unit. Further, the Chair has the responsibility to inform members of legal, ethical, and appropriate Board behavior as necessary in accordance with Board Policy 2215 Role of the Board Chair.

The Board has adopted and complies with Board Policy 2710 Conflict of Interest that prohibits Trustees from involvement in decisions or otherwise using their elected positions for personal financial gain. The Chancellor collects economic interest statements from Trustees and files the statements with the County of Ventura. These documents disclose Trustee sources of income, real property investments, and business interests, among other things.

Self Evaluation

A Trustee code of ethics has been adopted and is in force. This code calls for censure for failure to comply with the code of ethics. No violations of this code have been brought forward and no member of the Board has been censured.

An administrative procedure to support the Board Code of Ethics policy has not yet been developed.

Planning Agenda

An administrative procedure will be developed to support the implementation of Board Policy 2715 Board of Trustees Code of Ethics.

IVB.1 (i) The Governing Board is informed about and involved in the accreditation process.

Descriptive Summary

The Board of Trustees' involvement in the current District accreditation cycle began during October 2007. Trustees met with Dr. Barbara Beno, President, American Association of Community and Junior Colleges/WASC, who outlined the Board's responsibility for accreditation and reviewed WASC Standards. In attendance were the Chancellor and Presidents, College District administrators, Academic Senate Presidents, and classified staff (IVB-7).

On April 14, 2009, the Board of Trustees' Academic Affairs Committee was broadened to include District accreditation as a focus of activity. The expanded committee has met on a periodic basis with the Chancellor and Presidents and has received accreditation progress reports in preparation for the District's October 2010 site visit. The chairperson for the committee reports on district-wide accreditation activities to the full Board during their regularly scheduled public meetings.

Self Evaluation

The Board has been informed about and involved in the accreditation process. Board members have learned about the importance of accreditation and have been given periodic updates about the progress of the three College Self Studies.

The draft self studies for the three colleges will be brought to the full Board at its June 2010 meeting. Materials in the Self Studies will be reviewed and discussed in preparation for subsequent Board adoption of the Self Studies in August 2010.

Planning Agenda

None

IVB.1(j) The Governing Board has the responsibility for selecting and evaluating the District/system chief administrator (most often known as the Chancellor) in a multi-College District/system or the College chief administrator (most often known as the President) in the case of a single-College. The Governing Board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/system or College, respectively. In multi-College Districts/systems, the Governing Board establishes a clearly defined policy for selecting and evaluating the Presidents of the Colleges.

Trustees are responsible for the hiring of the District's Chancellor. Board Policy 2431 establishes the parameters for a fair, open and lawful recruitment process. Board procedures for the policy outline the Chancellor's recruitment screening of Chancellor applicants. The full Board of Trustees interview finalists and select the successful candidate.

Board Policy 2430 delegates full authority to the Chancellor for the operation and accountability of the District as established in California Education Code (California § 71090). In addition to statutory responsibilities, the Chancellor's duties are outlined in his job description (IVB-8). Among other responsibilities, the Chancellor is accountable for the following:

- Overseeing District's programs and services involving student learning, human resources, business services, and fiscal affairs;
- Directing the overall operation and general administration of the District;
- Establishing District and College goals, and monitoring progress toward these goals by ensuring that educational, fiscal and facilities plans are developed and implemented;
- Recommending and implementing District rules and regulations related to fiscal management, educational programs, student services, organizational structure and staffing, including the appointment, evaluation, assignment, compensation, transfer and termination of all District personnel, and physical plant and facilities;
- Directing, supervising and evaluating Presidents, Vice Chancellors, and Associate Vice Chancellors;
- Planning and reviewing the educational programming of the District on an ongoing basis, in consultation with the College Presidents; recommending to the Board of Trustees modifications which will improve the scope and quality of District offerings and related services, and provide for equitable distribution and balance of District curricular offerings among the colleges;
- Submitting to the Board of Trustees for study and recommending the annual budget and long-range financial projections for the District; administering the budget as approved;
- Ensuring compliance with all laws and regulations pertaining to local and state-funded capital construction projects;
- Recommending the organizational structure for the District, including the staffing and the classification and compensation of positions;
- Representing the District in the local, statewide, and national communities; representing the District in relationships with other governmental agencies, businesses and the media; advocating on behalf of the District; and
- Serving as the official spokesperson on matters relating to board policy.

The Chancellor is evaluated by the Board on an annual basis. The Board Chair is responsible for the coordination of the process. Notice of the evaluations is posted as required by California Education Code IV B 1-12. Goals are set for the Chancellor as part of the assessment process.

The Board of Trustees assists the Chancellor in the final selection of District College Presidents (Administrative Procedure 7120-C). Primary authority is delegated by the Chancellor to Presidents to

provide leadership in planning, budgeting, selecting and developing employees, and assessing the effectiveness of their campuses (Board Policy 2430). The Chancellor sets goals and evaluates District Presidents on an annual basis consistent with Board Policy.

The Chancellor is responsible for clearly defining the various roles of the DAC and colleges as outlined in the Participatory Governance Handbook and Administrative Procedure 2205.

Self Evaluation

Through policy and procedure, the Board has the responsibility for selecting and evaluating the Chancellor. The Board has delegated full responsibility and authority to the Chancellor to implement and administer board policies, and holds the Chancellor accountable for the operation of the District.

Planning Agenda

None

IVB.2
The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Through board policy, the Chancellor is authorized to establish procedures for the recruitment and selection of employees, including College Presidents (Board Policy 7120 Recruitment and Hiring). The College President, reporting to the Chancellor of the District, is the chief executive office of the College, and has primary responsibility for the quality of the institution. She provides leadership in the areas of organizational structure and development, improvement of the teaching and learning environment, planning and assessment of institutional effectiveness, data-driven research, integration of planning and resources, and the implementation of policy and regulatory compliance (IVB-9).

The President is evaluated in accordance with procedures established for the evaluation of administrators, described in Standard IIIA, Human Resources.

Self Evaluation

There is a defined procedure for the selection and evaluation of the College President.

Planning Agenda

None

IVB.2 (a) The President plans, oversees and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities.

Descriptive Summary

The President ensures a viable and appropriately staffed administrative structure to support the operations of the College. The administrative structure of the College is defined by a number of Councils. The executive staff of the College is named the Vice Presidents' Council (VPC), and consists of the President, the Executive Vice President of Student Learning (EVP – Chief Instruction and Chief Student Services Officer), and the Vice President of Business (VPB - College Business Officer). VPC meets weekly to discuss issues of policy and planning, and to provide clarification and guidance on operational

matters presented by managers or other constituency groups. It is joined, when appropriate, by other members of the College leadership in an effort to promote open communication.

The Administration Council (AC), comprising operational managers of the College, meet monthly to address operational issues and to discuss the implementation of policy as set forth by the Board of Trustees. The AC consists of six Academic Deans, one Business Manager, and one Director of Facilities, Maintenance, and Operations. The Vice Chancellor of Human Resources and her staff, and the Associate Vice Chancellor of Information Technology join the AC twice each semester (or more frequently if the need arises) to discuss operational and policy issues in support of College operations.

Two remaining Councils are the Deans' Council (DC) and the Student Services Council (SSC). The former is chaired by the Executive Vice President and meets weekly for academic planning and operational reporting. SSC is comprised of the Deans overseeing Student Services and the lead from each area of student services. SSC membership is a mixture of administrators, classified supervisors, staff, and a student representative. It is an operational planning group that monitors the flow of Student Services at the College.

The oversight of the Academic Divisions and the Administrative Services areas of the College are delegated to the Executive Vice President and the Vice President of Business Services. The academic divisions, each anchored by an academic Dean, are comprised of departments with faculty Department Chairs who provide programmatic and curricular leadership. The Divisions are configured in consultation with the faculty to reflect the core learning competencies of the College.

The oversight of administrative and business services is delegated to the VPB. She provides leadership and planning direction in the areas of budget, facilities, and information technology. The two managers reporting to the Vice President of Business Services, the Business Manager and the Director of Facilities, Maintenance and Operations, have delegated authority to manage operations in these areas.

An equally important responsibility of the President is the establishment and monitoring of the participatory governance structure at the College in consultation with participatory groups representing the College's constituencies. The participatory governance process provides clear venues for dialogue on planning and monitoring of plan progress; it also clarifies the path of recommendation and decision-making at the College.

At the core of the Participatory Governance structure are six College standing committees:

- Education Committee for Accreditation and Planning (EdCAP)
- Facilities Committee for Accreditation and Planning (FacilitiesCAP)
- Technology Committee for Accreditation and Planning (TechCAP)
- Fiscal Planning Committee
- Curriculum Committee
- Faculty Development Committee

These committees are formed under the auspices of California Assembly Bill 1725, which mandates a participatory governance process at California Community Colleges. The membership of these committees reflects key constituents for planning, assessment of goal-completion, deliberation of issues, and for the crafting of recommendations.

In addition to these formal committees, a number of workgroups and advisories are formed as needed to address particular interests at the College. They are open committees that welcome all members of the College as participants. These are updated regularly in *Making Decisions at Moorpark College*.

Self Evaluation

The President ensures that the management personnel of the College meet minimum qualifications as established by the State of California, and are periodically evaluated according to the Management Evaluation procedures established by the District. Professional development is encouraged among the group, with opportunities within the College and the District, at State professional development venues, and at national conferences. The management structure and staffing level is sufficient to oversee the planning and operations of the College.

The President encourages open dialogue by ensuring that the governance structure is participatory, and that there is an establishment of a clear path for deliberation, recommendations, and final decision-making. The President annually reviews, assesses, and encourages improvement to ensure the effectiveness of governance structure and process. The review, conducted via a review of the participatory governance document, *Making Decisions at Moorpark College*, may examine the makeup of committee membership and charge, path of decision-making, and level and effectiveness of participation. The resulting program improvement is documented annual in a new edition of *Making Decisions at Moorpark College*.

Planning Agenda

None

IVB.2(b) The President guides institutional improvement of the teaching and learning environment by the following: (1) establishing a collegial process that sets values, goals, and priorities; (2) ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; (3) ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and (4) establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary

The President guides the integrated institutional planning process to ensure that students benefit from a continuously improving teaching and learning environment that reflects the mission and the values of the College.

The integrated planning process identifies and prioritizes long- and short- term goals through three key steps: 1) identification of trends affecting the College through external and internal environment scans, 2) identification of long-term institutional goals and challenges, and 3) formulation of medium-term strategies and short-term action steps for goal fulfillment. The Office of Institutional Research provides the research support and validates the data. The results of this data-driven planning are documented in a number of official documents:

- The Educational Master Plan (10-year),
- The Strategic Plan (3-year with annual review),
- The Facilities Master Plan (3-year with annual review),
- The Technology Master Plan (3-year with annual review).

These major documents provide upper-level guidance for annual unit plans (Academic and Administrative Program Plans) and area plans (Enrollment Plans, Marketing Plans, etc.).

The President, with leadership support from key Councils and in collaboration with the Academic Senate President, mandates annual activities that underpin the institutional and unit program planning process. The primary venues include the following:

Fall Fling: Annual retreat in October. Recurring activities include mission validation, review of progress towards Strategic Objectives, refining or redefining Strategic Objectives for the next cycle, focus on a key issue affecting the coming year (for October 2009, the focus was on the diminishing state budget).

Y'All Come: College-wide call for participation on key planning activities. In 2009, this included sessions on Educational Master Plan review and goal-setting. Past sessions of Y'All Comes have addressed a variety of topics, including College reorganizations, program planning processes, and student learning outcome assessment.

Town Halls: College-wide information dissemination sessions on budget, planning, and related topics.

Electronic Calls for Actions: Using the MyVCCCD portal, constituencies are asked to review planning documents. These documents were reviewed via the electronic venue in 2009-10: *Making Decisions at Moorpark College: 2008-2010*, *Educational Master Plan 2009-2019*, and *Strategic Plan: 2009-2012.*

Annual Program Review: The monitoring of this function is delegated to EdCAP. Writing the plans is the responsibility of programs and work areas. A key portion of this annual activity is the program evaluation and budget review process that occurs in late Spring. It is the final step of the annual planning process that integrates goal-setting and resource allocation. The Executive Vice President, Vice President of Business Services, the program Dean and faculty review their program request for resources for the coming year and set priorities for funding. The final result of the budget and resource allocation is reviewed by the Vice Presidents' Council with the participation the Academic Senate President, and presented to the President for review and approval. The process and timeline is outlined in the document, *Making Decisions at Moorpark College 2008-2010*.

Annually, the Office of the President surveys the campus on the effectiveness of the organizational and committee structure as related to the institutional planning process. In 2009, a local College survey (second in a series that began in 2008) and a District survey addressing similar measures for District committees were administered (IVB-10, IVB-11).

Self Evaluation

The President provides leadership in college-wide planning, and communicates institutional values, goals and direction through the participatory planning process. Multiple venues, both physical and virtual, are made available for planning dialogue for College constituent groups. Reports of planning activities are consistently made to the College, and archived in the College's shared drive, MCShare.

In leading the planning process and its evaluation, the President directs the Office of Institutional Research in formulating research agendas, key indicators of institutional effectiveness, and various data reports that contribute to the understanding of student success. Data reports for the program plan process, which drives resource allocation, are generated exclusively by the Office of Institutional Research to ensure uniformity and consistency of data and analysis. Developing a culture of evidence in planning and assessment at all levels was primary impetus for the creation of the Office of Institutional Research in 2006, and the continuing reason for its prominent place in the planning and assessment activities of the College.

Individual planning venues are evaluated at the end of each planning cycle by the monitoring committee. Surveys on committee effectiveness are administered by both the College and the District.

Planning Agenda

None

IVB.2(c) The President assures the implementation of statutes, regulations, and Governing Board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The President directs administrative staff to Board Policies and Administrative Procedures adopted by the Board of Trustees to ensure compliance with statutes, regulations, and governing policies. The President may also consult legal counsel or other specialists as needed to ensure compliance. Compliance issues are regularly reviewed at Chancellor's Cabinet.

Board Policies and Administrative Procedures are regularly reviewed and updated by the Board of Trustees through the Office of the Chancellor to ensure that they are consistent with the requirements of statutes as well as the District and College Missions and goals.

Self Evaluation

A number of new and revised Board Policies and Administrative Procedures have been adopted in the past year. The College managers must keep abreast of recent changes by familiarizing themselves with new developments.

Planning Agenda

Periodically at Administrative Council conduct a general review of new and revised Board Policies and Administrative Procedures with College managers to ensure understanding and compliance.

IVB.2 (d) The President effectively controls budget and expenditures.

Descriptive Summary

The establishment and oversight of the College budget is delegated by the President to the Vice President of Business Services, and accomplished under the guidance of the District Chief Finance Office. At the beginning of the budget cycle, as Districtwide budget assumptions are crafted, the President directs the Vice President of Business to establish and align budget assumptions for the College. Discussion of budget priorities is collaborative, as embedded in the integrated planning process, and evidenced in the work of the six standing College committees. Emerging recommendations are discussed at the Vice Presidents' Council and made to the President. Budget information for the College is disseminated regularly through the Fiscal Planning Committee, and more broadly, through Town Hall meetings. The process is more fully described in Standard IIID, Financial Resources.

Self Evaluation

The management of budget and expenditures occurs on all levels during the fiscal year. Area budgets are delegated to the College managers (Deans and directors) with oversight from the EVP and the VPB. Analyses of revenue and expenditures for the College are regularly reviewed by the President with the VPB and Vice Presidents' Council. The President effectively controls budget and expenditure by conducting an integrated budget building process that links resources to planning goals, requiring monitoring and oversight at each levels of budget management, and regular review of budget status with the Vice President of Business.

Planning Agenda

None

IVB.2 (e) The President works and communicates effectively with the communities served by the institution.

Descriptive Summary

The President identifies key communication venues in the community served by the College, and regularly engages in activities in those areas. They include K-12 Districts, institutions of higher education in the private and public sectors, civic organizations, mayoral offices and city councils, and community foundations. The President serves on the Moorpark College Foundation Board as the College CEO, and as such, assists the Foundation in fundraising and other forms of institutional advancement.

Self Evaluation

An annual visit and presentation by the President is scheduled with each targeted groups, with more frequent contacts as required by collaborative projects (IVB-12). The President also serves on the corporate and advisory boards of various non-profit institutions to maintain connections to the community (IVB-13).

In the past two years, the President has assisted the Directors of the Moorpark College Foundation in restructuring the Board for more effective advocacy and fundraising work. The board membership, now streamlined and agile, will initiate a round of board membership development in 2010-2011 year. The President will assist in this effort through more aggressive outreach to the community leaders in order to identify potential candidates.

Executive outreach is also a responsibility of the two Vice Presidents of the College, who represents the President and the College in community venues. In addition, the President also leverages internal venues that draw the community to the College. She regularly attends presentations and performances on campus that are open to the public, and presents the College as a resource to the community.

Planning Agenda

None

IVB.3
In multi-College Districts or systems, the District/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the Colleges and the District/system and acts as the liaison between the Colleges and the Governing Board.

IVB.3 (a) The District/system clearly delineates and communicates the operational responsibilities and functions of the District/system from those of the Colleges and consistently adheres to this delineation in practice.

Descriptive Summary

The Chancellor provides District leadership in setting and communicating the Board's expectation for excellence and integrity in programs and services. Board Policy 2433 CEO Comportment directs the

Chancellor to demonstrate strong and comprehensive leadership for the District "…ensuring the highest standards of performance, efficiency, services, and accountability."

District-wide values are as set in the District *Participatory Governance Handbook*:

- We base our actions on what will best serve students and the community.
- We maintain high standards in our constant pursuit of excellence.
- We recognize and celebrate creativity, innovation, and entrepreneurship.
- We demonstrate integrity and honesty in action and word.
- We communicate openly and respectfully to students, colleagues, and members of the public.
- We hire and retain personnel who reflect the diversity of the communities we serve.
- We promote inclusiveness and openness to differing viewpoints.
- We use data, research, and open discussion to drive our plans and decisions.
- We demonstrate responsible stewardship for our human, financial, physical, and environmental resources.
- We seek and maintain long-term partnerships with the communities we serve.

The Ventura Community College District is committed to providing the support services necessary to ensure effective operations at its three colleges. Specifically the DAC provides communications, police and emergency services, human resources, staff development, labor relations, fiscal and budgeting, planning, research, legislative relations, legal services, economic development, and information technology services for the colleges.

The District provides support for the effective operation of its colleges through a variety of activities and services. The Chancellor is responsible for the Board's annual District planning and sets priorities and controls budget expenditures by establishing objectives for the District. The Chancellor's District leadership is informed by a variety of participatory governance committees and other advisory groups. The Chancellor maintains a Consultation Council that reviews all proposals recommended for Board action. In addition, the District maintains the following advisory bodies:

- Chancellor's Cabinet
- District Accreditation Coordination Workgroup (DACW)
- District Council on Administrative Services (DCAS)
- District Council on Human Resources (DCHR)
- District Council on Student Learning (DCSL)
- District Technical Review Workgroup (DTRW)
- Administrative Technology Advisory Committee (ATAC)
- Distance Learning Task Force (DLTF)

The roles of the DAC and its colleges are clearly defined. The DAC provides for the effective and efficient operation of system colleges in the areas of planning and finance, human resources, educational services, information technology, economic development, and administration. The DAC also serves as the coordinating body among system colleges and as a liaison between the Board of Trustees and the colleges. The roles and responsibilities of the District, colleges, and governance structures are detailed in the District's *Participatory Governance Handbook*.

Self Evaluation

The Fall 2009 district-wide employee survey found that the greatest percentage of employees (40%) did not believe that the DAC provided effective services to support College Missions and functions. Thirty-one percent of the staff believed that the DAC did provide effective services and 29% had a neutral opinion. The survey also found that 38% of responding employees believe that communication

between the District and colleges is inadequate; 30% believe communication is adequate and 31% have a neutral view pertaining to communication.

District leadership is guided by a history of strong and decentralized campus decision-making, participatory governance and independent campus planning. District-wide planning requires greater emphasis in order to more strongly communicate the Board's and Chancellor's expectations for excellence and integrity in programs and services.

Campus-based participatory leadership has enriched each of the District's colleges through the local determination of programs and services. However, it has also resulted in a decentralized system that lacks responsiveness to changes in state funding and student demands. The Board and colleges have found themselves adopting programs for which there are no District standards, policies or procedures, providing degrees that require more credit than is required to transfer to California public colleges and four year universities, and continuing to place courses and programs in its catalogs which are repeatedly not offered to students.

Although the faculty tenure process is contained in the District's union contract with the American Federation of Teachers, resolution of tenure disagreements between tenure committees and College administrators falls to the Board of Trustees. The Board has not communicated a standard of excellence for determining tenure when it falls under its purview.

In addition, there appears to be insufficient employee understanding regarding human resource policies despite the promulgation of new administrative procedures and staff in-service training. Independent personnel action on the part of campus managers in violation of Board policy occurs on an intermittent, but ongoing basis.

The *VCCCD Participatory Governance Handbook* is available on the District website. The district-wide committees use this handbook to guide their composition and to establish parameters for their work. The handbook is assessed and updated, as necessary.

Planning Agenda

The Board will communicate its expectations of educational excellence and integrity by adopting more and strengthened policies in the following areas: associate degree and certificate credit requirements; credit hour limits for associate degrees and career certificates; discontinuance of programs and courses for which have not been regularly offered.

The Board will develop a policy and procedural mechanism to review tenure recommendations where disagreements exist between College administration and tenure committees.

In order to enhance the effective operation of the colleges, the District Human Resources Division will review its HR Toolbox for strengthened and consistent user-friendly guidelines in approaching standard employment activities, such as hiring, employee classification, and evaluation.

Human Resources will establish and keep reasonable timelines for basic, ongoing, and repetitive functions, such as recruitment and testing, evaluation, and termination.

IVB.3 (b) The District/system provides effective services that support the Colleges in their missions and functions.

Descriptive Summary

District services that support the colleges in their missions and functions include business services, human resources, marketing and public relations, contract administration, economic development, information technology, risk management, facilities construction, police and emergency services, labor relations, research and planning, legislative relations, and legal services.

A model for program review at the District level was drafted during the 2008-09 academic year but was not fully implemented. Thus the primary vehicle for evaluating the effectiveness of District services resides in the management evaluation procedure that is used to assess the performance of the individual administrators responsible for each of the district-wide services.

Academic programs and services are reviewed at the District level through the District Technical Review Workgroup (DTRW) and the District Council on Student Learning (DCSL).

Self Evaluation

The District Administrative Center (DAC) staff consists of the Chancellor, Vice Chancellor of Business and Administrative Services, Vice Chancellor of Human Resources, Associate Vice Chancellor of Information Technology, Director of Administrative Relations, Chief of Police, two Directors of Business and Administrative Services, two Directors of Human Resources, and one Director of Information Technology. These managers are supported by approximately forty-five classified staff. In response to declines in state funding and in an attempt to reorganize District work more effectively, administrative positions have been eliminated, including a Vice Chancellor of Planning and Organizational Development, a Director of Institutional Research and a Human Resources Training Specialist. Functions such as bond measure capital construction are guided through the use of a consultant. District-wide curriculum educational programming and services coordination is obtained through the District Technical Review Workgroup, which focuses on educational planning and program development, policies and procedures, course review, and compliance with federal and state laws.

The management evaluation process provides for feedback from peers, subordinates, and the leaders of constituent groups. Nonetheless, by definition the evaluation process focuses primarily on the individual administrator rather than on the operation of the District office or function, and the amount of survey data collected varies in accordance with the administrator being evaluated. A more systematic and broader-based method of evaluation of services would be provided through a fully-implemented program review system for District services. A formal evaluation of the effectiveness of the District Technical Review Workgroup (DTRW) and the District Council on Student Learning (DCSL) should also be undertaken.

Planning Agenda

By Spring 2011, a data driven program review system for assessing all District services, DTRW, and DCSL will be implemented. [Also in Standard IVB.3(g)]

IVB.3(c) The District/system provides fair distribution of resources that are adequate to support the effective operations of the Colleges.

Descriptive Summary

The District provides fair distribution of resources adequate to support the effective operations of its colleges. The District's 2009-10 adopted budget, excluding bond funds and reserves, was $263,218,700. Of this sum, 59% or $156,579,318 was unrestricted general fund revenue.

As described in Standard IIID.2, the District, in cooperation with the colleges, formulated a district-wide resource allocation model that was implemented for fiscal year 2007-08. The adopted model includes features that reflect the unique characteristics of each college and meet the needs of a multi-College District, while recognizing how the institutions are funded by the state. Since the funding model's adoption by the Board of Trustees on May 15, 2007, it has been reviewed annually by the DCAS and the Chancellor's Cabinet for its effectiveness under changing circumstances. Proposed modifications to the funding model are presented to the Board of Trustees for approval with the District's annual budget building assumption recommendations, as necessary.

The model is simple enough to be readily understood, is easily maintained and transparent, and is driven by factors that command accountability, predictability, and equity. It utilizes formulas and variables that have been meaningfully studied, readily defined, easily measured, and consistently reported.

Self Evaluation

Ventura County Community College District's state general fund apportionment and categorical program funding have been eroded due to California's severe and continuing economic downturn. The Board of Trustees has responded to this challenge by providing general direction to the District Chancellor to ensure adequate support for the continued effective operations of its colleges by increasing faculty classroom productivity; coring instructional programs to implement the most direct educational pathway to degree, certificate or transfer completion; seeking efficiencies through program, service integration; increasing administrative efficiency; and aligning student enrollment to available financial resources. This approach has been implemented to ensure the continuance of essential and effective academic programs and services provided by full-time faculty.

Despite the state's economic downturn, the Ventura County Community College District has adequate resources and fairly distributes revenue to its colleges to support effective operations. During the 2009-10 academic year, the District and its colleges responded to reductions in state funding by eliminating classified and management positions, reducing non-core College classes, increasing classroom productivity, and consolidating redundant services to increase efficiency, providing students with the opportunity to complete associate degrees and certificates in keeping with the District's mission.

Planning Agenda

None

IVB.3 (d) The District/system effectively controls its expenditures.

Descriptive Summary

The Ventura County Community College District Board of Trustees controls financial expenditures through the development of policies and procedures. Board policy directs District operations in the areas of planning, budgeting preparation, and management, as well as fiscal and property management.

The Board also delegates to the Chancellor authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons. The Chancellor has delegated powers and duties entrusted to him to the Vice Chancellor of Business and Administrative Services, but he is specifically responsible to the Board for the execution of such delegated powers and duties.

The Vice Chancellor of Business and Administrative Services provides leadership and oversight for the implementation of the general business and administrative practices of the District to ensure the proper control of property and contracts; the budgeting, auditing and accounting of revenue; the acquisition of equipment, supplies and property; and the protection of assets. The Vice Chancellor carries out all duties in accordance with California Community College budget and accounting practices and the principles contained in California's Title V § 58111.

Trustee's oversight of District finances is further strengthened by reports from the Vice Chancellor and the Board's Audit, Budget, and Foundation committee. These presentations are provided to the Board

during their regular public meetings. The annual budget process begins with a Board study session of the status of the current year's budget, including expenditures and anticipated projections for the new budget cycle. The Board reviews and adopts budget assumptions at its public meeting. Tentative budgets are presented to the Board in June and final budgets approved at a later date, depending on adoption of a state budget.

The District is audited annually. Audit reports are reviewed by the Board's Audit, Budget, and Foundation Committee and recommendations are reported to the full Board for adoption. The corrections for audit exceptions are implemented following the Board's adoption of annual audit reports. A mid-year meeting of the Audit, Budget, and Foundation Committee is held to review staff progress in correcting of audit exceptions.

The Bond Measure S Citizens Oversight Committee ensures ongoing accountability for the expenditure of tax dollars for campus facility construction. The membership of this committee consists of seven representatives from Ventura County and meets quarterly. The Citizens Oversight Committee has the statutory responsibility to inform the Board and public concerning the District's expenditure of revenues received from the sale of the Measure S bonds. Quarterly reports on expenditures and construction are prepared by the District's facilities consultant and presented to the Citizens Oversight Committee and Board of Trustees. The committee produces an annual report presented to the Board of Trustees and circulated to the general community online at: http://www.vcccd.edu/bond/citizens_oversight_committee/annual_report.shtml.

Self Evaluation

The Board must approve all expenditures from the general fund budget. The Board adopted a policy to maintain a minimum five percent reserve. The District does not anticipate the need for borrowing in the near future. To date, the District has not faced cash flow difficulties requiring it to borrow cash. This is primarily the result of the reserve balances the District has accumulated over time. Even during such occasions when the state funds are deferred for several months, the District does not expect to borrow cash in the near term due to its level of reserves.

The total reserves of the District are evaluated as adequate to meet financial emergencies both short and long-term. The reserves are divided into four District categories. Those categories are:

- General Fund Unrestricted-Designated Reserve – State Required Minimum (5 percent) – In accordance with the System Chancellor's Office Accounting Advisory FS05-05: Monitoring and Assessment of Fiscal Condition, issued in October of 2005, the System Chancellor's Office requires a minimum prudent unrestricted general fund balance of 5 percent - $6,945,834;
- 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;
- General Fund Unrestricted Reserve – Unallocated - This reserve is made up of remaining ending balance after the reserve requirements above have been met. At June 30, 2009, this amount was $8,653,952;
- General Fund Unrestricted-Designated Reserve – Budget Rollover – Although not an actual reserve, the Adoption Budget at June 30, 2009 had ending balances of $1,258,761 from the four budget units which were designated for one-time expenditures in 2009-10 at the specific sites that generated the balance.

Planning Agenda

None

IVB.3 (e) The Chancellor gives full responsibility and authority to the Presidents of the Colleges to implement and administer delegated District/system policies without his/her interference and holds them accountable for the operation of the Colleges.

Descriptive Summary

The Chancellor delegates to each of the District's three College Presidents the responsibility and accountability for the successful operations of their campuses within parameters established in Board policy. The Chancellor is supportive of effective Presidential decisions that comply with the District mission and regulation. The Chancellor recognizes and encourages participatory governance and broader consultation with District employees. The Chancellor advocates and serves as a buffer for each of the District colleges with the Trustees.

In accordance with her job description, the President is responsible for planning and developing the overall academic direction for the College and for planning and recommending the instructional and student services programs, College budget, and organizational structure of the College. The President has been delegated final approval authority for the selection of new contract faculty members and for the allocation of resources within the established College budget. The Chancellor holds the President accountable for her performance, both on an ongoing basis through regular meetings and telephone contacts, and through his assessment of her through the management evaluation process.

Self Evaluation

The Chancellor has been available to provide advice and support to the President, without engaging in the operation of the campus. The President has been delegated authority to implement and administer District policy without interference. The Chancellor sets goals and evaluates the President on an annual basis. The President is held accountable for the operation of the College consistent with the Board's ultimate responsibility for the effective functioning of all programs and services throughout the District.

The Board has adopted programs for which there are no District standards, policies or procedures, is providing degrees that require more credit than required to transfer to California public colleges and four–year universities, and continues to place courses and programs in its catalogs which are repeatedly not offered to students. Presidential operational oversight at each of the three colleges would be strengthened through greater local administrative assessment and proactive intervention into standards and practices affecting student programs and services. Although the three College Academic Senates clearly have the primary voice in academic and professional matters, it is not the only voice that should be heard in advising the Chancellor and Board on policy matters affecting students.

Planning Agenda

The Board will adopt strengthened academic and program standards through collegial consultation with the Academic Senates informed by local administrative perspectives.

Recommendations from the three independent colleges pertaining to faculty academic and professional matters will contain comment from appropriate campus administrators and Presidents regarding the adequacy of proposals.

Administrative oversight of faculty proposals within DCSL and DTRW will be strengthened by assessing them for overall effectiveness in meeting student needs. Academic matters taken to the Board for action will contain the primary recommendation of the Academic Senate and the College President or her designee, such as the Executive Vice President of Student Learning.

IVB.3 (f) The District/system acts as the liaison between the Colleges and the Governing Board. The District/system and the Colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The Chancellor and District act as a liaison between the colleges and the Board of Trustees. The Chancellor, acting on behalf of the Board, through the District's Consultation Council, confers with College, senate, and classified Presidents, Vice Chancellors, student leaders, and labor representatives to review the monthly Board agenda. Depending on circumstances, items are occasionally modified, withdrawn or postponed due to the Council's feedback. In addition, several district-wide councils exist to communicate policy and operational issues and receive feedback, such as:

- Chancellor's Cabinet
- Consultation Council
- District Council on Administrative Services (DCAS)
- District Council on Human Resources (DCHR)
- District Council on Student Learning (DCSL)
- District Technical Review Workgroup (DTRW)
- Administrative Technology Advisory Committee (ATAC)
- Distance Learning Task Force (DLTF)

The Board of Trustees, as a component of its Code of Ethics/Standards of Practice, must use appropriate formal channels of District communication. The intent of this practice is to ensure that district-wide deliberative bodies are fully engaged by employees in resolving operational matters inappropriate for Board intervention. This practice is also intended to preclude premature advocacy prior to complete development of recommendations within District deliberative bodies.

The District maintains the Office of Administrative Relations. The Director of Administrative Relations has responsibility for the flow of communications between the Board, Chancellor, colleges, staff, and the community. The position maintains a communication plan and process designed to foster understanding between the Board, the DAC, its colleges and constituents (IVB-14). The Office of Administrative Relations also provides marketing services and expertise for the colleges.

The Chancellor provides the Board of Trustees with a weekly District update that includes information provided from each campus President. In addition, campus-based events are provided to Trustees through weekly communication and on the District website.

Self Evaluation

Board Policy 7205 Employee Code of Ethics was reviewed by the Board's Policy Committee on May 13, 2010 and adopted by the Board on its June 16, 2010 Meeting. This policy requires all District employees to "use established channels of communication within the District." The policy should strengthen existing communication / governance processes within the District.

The role of administrative relations has taken on greater significance in light of the elimination of three campus-based public information officers in December 2009. Through the use of newly-implemented technology (*i.e.,* intranet portal for employees/students; College/District announcements/news posting; increased website capabilities through OmniUpdate, and College/District events calendar/news enhancements), communications have been streamlined for greater efficiency and consistency. However, there continues to be a lack of resources and support needed to maintain current and accurate information in the portals and on the websites and the technology assistance required for same.

Communications need to be strengthened by having the District's Academic Senates post meeting agendas and minutes, consistent with the Brown Act.

Board minutes are developed and posted in a timely manner. When fully implemented, the BoardDocs system promises to further enhance the ability of the public and employees to access information.

Planning Agenda

The BoardDocs system will be fully implemented by the end of the fall 2010 semester.

The Office of Administrative Relations will conduct a publications audit, develop an annual report to the community or other signature publication, and create a district-wide newsletter.

An online style guide will be developed for employee access and use.

The Office of Administrative Relations will assess approaches to providing technical support necessary to maintain technological communications.

District governance bodies covered by the Brown Act will post meeting agendas and minutes on the District website for public access.

IVB.3 (g) The District/system regularly evaluates District/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

As described earlier, the roles of the DAC and its colleges are clearly defined. The DAC provides for the effective and efficient operation of system colleges in the areas of planning and finance, human resources, educational services, information technology, economic development, and administration. The DAC also serves as the coordinating body among system colleges and a liaison between the Board of Trustees and the colleges.

A model for program review at the District level was drafted during the 2008-09 academic year but was not fully implemented. Thus the primary vehicle for evaluating the effectiveness of District services resides in the management evaluation procedure that is used to assess the performance of the administrators responsible for each of the district-wide services.

Self Evaluation

The management evaluation process provides for feedback from peers, subordinates, and the leaders of constituent groups. Nonetheless, by definition the evaluation process focuses primarily on the individual administrator rather than on the operation of the District office or function, and the amount of survey data collected varies in accordance with the individual being evaluated. A more systematic and broader-based method of evaluation of services would be provided through a fully-implemented program review system.

Planning Agenda

By Spring 2011, a data driven program review system for assessing all District services, DTRW, and DCSL will be implemented. [Also in Standard IVB.3(b)]

Standard IVB: Board and Administrative Organization Evidence

General Documents:

Report of VCCCD Fall 2009 Employee Survey

VCCCD Board Policy Manual

VCCCD Master Plan 2007-2009

VCCCD Participatory Governance Handbook

IVB-1   VCCCD Vision, Mission, and Values

IVB-2   AP 2431: Recruiting and Hiring: Chancellor

IVB-3   California Education Code § 70902

IVB-4   California Government Code § 54950 [The Brown Act]

IVB-5   VCCCD Board of Trustees, July 14, 2009 Meeting Minutes

IVB-6   Board Self Evaluation Fall 2008

IVB-7   Board of Trustees Meeting Minutes, Tuesday, October 9, 2007, page 3.

IVB-8   Job Description: District Chancellor

IVB-9   Job Description: College President

IVB-10 Moorpark College Committee Review Survey

IVB-11 District Committee Review Survey

IVB-12 President's Schedule of Annual Community Visits, 2009, 2010

IVB-13 President's Membership on Non-Profit Boards and Advisory Boards

IVB-14 Communications Plan, Office of Administrative Relations

Summary of Planning Agendas

Standard IB: Institutional Effectiveness

1. Revise the Program Plan Template, making explicit the connection between Strategic Objectives and resources requests, including personnel, operations, facilities and technology areas. [Standard IB.3]

2. Beginning 2010-2011, the Office of Business Services will report back to units on allocations made and deferred in preparation for planning in the subsequent year. [Standard IB.4]

Standard IIA: Instructional Programs

3. Complete the following tasks by 2012 to reach Sustainable Continuous Quality Improvement in the implementation of student learning outcomes:

   - Complete the second assessment cycle of the degree and certificate program outcomes.
   - Complete the first assessment cycle of the general education outcomes.
   - Identify student learning outcomes for core competencies, and complete the first cycle of assessment.   [Standard IIA.1(c)], [Standard II.A.2(b)] and [Standard II.A.2(i)]

4. Implement and sustain the 5-year staggered cycle of curriculum review beginning 2010, and document the curriculum review status on Program Plans. [Standard II.A.2(a)] and [Standard II.A.2(e)]

5. Complete review of general education program in 2010-2011 and identify core sequences for disciplines within each general education category. [Standard II.A.2(c)] and [Standard II.A.3]

6. Complete the District policy and administrative procedure on program discontinuance. Align college local practice on program status review to comply with anticipated District policy and administrative procedure. [Standard II.A.6(b)]

7. Through venues of faculty professional development, the College will more widely disseminate the concept of distinguishing personal conviction from accepted professional views within a discipline. [Standard II.A.7(a)]

8. Develop cluster outcome assessment methodology and implement in 2011-2012. [Standard IIB.1] and [Standard IIB.4]

9. Formally assess extra-curricular programs and their effectiveness in encouraging personal and civic responsibility, as well as intellectual, aesthetic, and personal development. [Standard IIB.3(b)]

10. Develop and implement a survey to assess student engagement and satisfaction with the Counseling Department. [Standard IIB.3(c)]

11. Assess Multicultural Day and One-Campus, One-Book activities for currency and effectiveness at promoting the understanding of diversity in all forms. [Standard IIB.3(d)]

12. Add the element of diversity into the Moorpark College Student Perception Survey in the next cycle. [Standard IIB.3(d)]

13. Conduct a focused dialogue regarding assessment and placement in English and Mathematics. [Standard IIB.3(e)]

Standard IIC: Library and Learning Support Services

14. Complete the hiring of a third full-time Librarian by Fall 2010. [Standard IIC.1(a)]

15. Complete the reciprocal privileges arrangement with Ventura College and Oxnard College, and increase the availability of library material for students across the District. [Standard IIC.1(a)]

16. Continue to assess information competency of students, both within Library instruction and in the context of instruction in English and other disciplines requiring information research. [Standard IIC.1(b)]

Standard IIIA: Human Resources

17. Complete the re-organization of the College driven by the loss of two Academic Deans, and review the medium-term impact of the re-organization at the end of 2011-12. [Standard IIIA.2]

18. The Human Resources Department will develop an equal employment opportunity plan based on the Model Equal Employment Opportunity Plan provided by the California Community Colleges Chancellor's Office. The plan will contain specific plans and procedures for ensuring equal employment opportunity. [Standard IIIA.4(b)]

19. The Office of Student Learning, in collaboration with the Faculty Development Committee, will review the curriculum and the implementation strategy of New Faculty Orientation to ensure currency and effectiveness. [Standard IIIA.5(b)]

Standard IIIB: Physical Resources

20. The Emergency Operations Committee will review the Emergency Incident Task List generated after the debriefing of the 2009 Guiberson Fire. An operating plan will be developed based on this review. The operating plan, once implemented, will be updated evaluated regularly for updates. The plan and its subsequent updats will be reported to District Emergency Management for overall coordination. [Standard IIIB.1(b)]

Standard IIIC: Technology Resources

21. Provide training to faculty and staff on accessibility technology. [Standard IIIC.1(b)]

22. Strengthen the feedback process from the Vice President of Business to TechCAP regarding the details of budget/item allocations at the end of each annual program planning cycle. As one cycle ends and the next begins, the Vice President of Business Services will communicate back to the programs and the College the final list of resources allocated, and items that have been tabled. In cases of non-allocation, needs must be re-examined and incorporated into the next year's plan. The mechanism for this feedback loop exists, and will be used in the next planning cycle. [Standard IIIC.1(d)]

Standard IIID: Financial Resources

23. Improve the Program Plan Template to specifically address the impact of prior year budget allocation/increases on goal implementation. [Standard IIID.1(a)]

24. Promote greater understanding and transparency in the budget development process by continuing to host Town Halls and similar forums. Continue to monitor the level of engagement and satisfaction of employees with subsequent surveys for comparison. [Standard IIID.1(d)]

25. Revise the document *Making Decisions at Moorpark College 2008-2010* by adding a companion timeline to the program planning process that more clearly articulates the budget building component of planning. [Standard IIID.1(d)]

26. The Business Services Division will complete the development of a "Balanced Scorecard" as a performance planning and resource management tool, and complete the first cycle of evaluation based on the new tool by the close of fiscal year 2011-2012. [Standard IIID.3]

Standard IVA: Decision-Making Roles and Processes

27. Develop a process to evaluate the effectiveness of the Fall Fling agendas and activities in advancing the College's planning efforts. [Standard IVA.5]

28. The Chancellor will provide more staff information to Trustees regarding the broader District needs and implications of staff recommendations in order to diminish fractional or narrowly focused decision-making. [Standard IVB.1(a)]

29. The employees will be surveyed again to assess the degree to which the implementation of Board Policy 2434 has diminished the perception that the Board can occasionally stray from its policy role into operational matters. [Standard IVB.1(b)]

30. The Board will designate a review cycle to ensure that all policies and procedures continued to be revised in a timely manner. [Standard IVB.1(e)]

31. Board education will continue in the form of orientations, training sessions, and conference attendance. [Standard IVB.1(f)]

32. The survey of the Board will be distributed in July 2010, in accordance with established procedure. The data will be compiled in August 2010, and an agendized discussion of the findings will take place in September 2010. [Standard IVB.1(g)]

33. An administrative procedure will be developed to support the implementation of Board Policy 2715 Board of Trustees Code of Ethics. [Standard IVB.1(h)]

34. Conduct regular reviews of new and revised Board Policies and Administrative Procedures with College managers to ensure understanding and compliance. [Standard IVB.2(c)]

35. The Board will communicate its expectations of educational excellence and integrity by adopting more and strengthened policies in the following areas: associate degree and certificate credit requirements; credit hour limits for associate degrees and career certificates; discontinuance of programs and courses for which have not been regularly offered. [Standard IVB.3(a)]

36. The Board will develop a policy and procedural mechanism to review tenure recommendations where disagreements exist between College administration and tenure committees. [Standard IVB.3(a)]

37. In order to enhance the effective operation of the colleges, the District Human Resources Division will review its HR Toolbox for strengthened and consistent user-friendly guidelines in approaching standard employment activities, such as hiring, employee classification, and evaluation. [Standard IVB.3(a)]

38. The Human Resources Division will establish and keep reasonable timelines for basic, ongoing, and repetitive functions, such as recruitment and testing, evaluation, and termination. [Standard IVB.3(a)]

39. By Spring 2011, a data driven program review system for assessing all District services, DTRW, and DCSL will be implemented. [Standard IVB.3(b)] and [Standard IVB.3(g)]

40. The Board will adopt strengthened academic and program standards through collegial consultation with the Academic Senates informed by local administrative perspectives. [Standard IVB.3(e)]

41. Recommendations from the three independent colleges pertaining to faculty academic and professional matters will contain comment from appropriate campus administrators and Presidents regarding the adequacy of proposals. [Standard IVB.3(e)]

42. Administrative oversight of faculty proposals within DCSL and DTRW will be strengthened by assessing them for overall effectiveness in meeting student needs. Academic matters taken to the Board for action will contain the primary recommendation of the Academic Senate and the College President or her designee, such as the Executive Vice President of Student Learning. [Standard IVB.3(e)]

43. The BoardDocs system will be fully implemented by the end of the fall 2010 semester. [Standard IVB.3(f)]

44. The Office of Administrative Relations will conduct a publications audit, develop an annual report to the community or other signature publication, and create a district-wide newsletter. [Standard IVB.3(f)]

45. An online style guide will be developed for employee access and use. [Standard IVB.3(f)]

46. The Office of Administrative Relations will assess approaches to providing technical support necessary to maintain technological communications. [Standard IVB.3(f)]

47. District governance bodies covered by the Brown Act will post meeting agendas and minutes on the District website for public access. [Standard IVB.3(f)]