MOORPARK COLLEGE

Mission Statement

With a "students first" philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career technical education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.

EdCAP Committee Charter

The Education Committee on Accreditation and Planning makes recommendations on college-wide planning and accreditation issues related to educational programs and services.

The planning component under the purview of EdCAP includes:
- *Program Plans: Evaluate the program planning process and recommend modifications as needed*
- *Educational Master Plan: Define the format of the Educational Master Plan, establishing and monitoring the timeline, and recommend approval of the final document*

The accreditation component under the purview of EdCAP includes:
- *Monitoring and reviewing the preparation of the Self-Evaluation reports required by ACCJC*
- *Monitoring/evaluating/documenting progress on self-evaluation plans developed by the college as well as recommendations from the ACCJC*

(Tentative) Goals for 2017-18:

(1) Continue to review the institutional effectiveness goals; (2) Establish and record a process for setting the annual institutional effectiveness goals; (3) Continue to review the program planning process and get feedback on the changes to TracDat

Membership / Attendance

Position	Name	Present	Position	Name	Present	Position	Name	Present
Co-Chairs	Jennifer Kalfsbeek-Goetz	X	Associated Students Rep	Jennifer Pezzuto		Media Arts & Comm Studies	Rolland Petrello	X
	Nathan Bowen	X	ACCESS	Silva Arzunyan	X	Physics/Ast/Engn	Erik Reese	X
VP Academic Affairs*	Julius Sokenu	X	Animal Sci/EATM	Cynthia Stringfield		Social Sciences	Lee Ballestero/Susan Kinkella	LB
VP Business Services*	Silvia Barajas		Athletics	Remy McCarthy	X	World Languages/Library	Jerry Mansfield	
VP of Student Support*	Amanuel Gebru	X	Behavioral Sci	Dani Vieira	X	Health Center	Sharon Manakas	
Academic Senate Pres.	Nenagh Brown	X	Business	Reet Sumal		Student Activities	Kristen Robinson	
Dean	Howard Davis		Chemistry/Earth Sci	Rob Keil	X	Student Success	Jesus Vega	
Institutional Effectiveness	Carol Higashida	X	Child Dev	Cindy Sheaks-Mcgown				
Dean	Norm Marten		Counseling	Trulie Thompson	X			
Dean	Jane Morgan	X	English/ESL	Sydney Sims	X	**Guests**		
Dean	Mary Rees	X	Fine/Perf Arts	John Loprieno	X			
Dean	Lisa Putnam	X	Health Sciences	Christina Lee	X		James Shuelke	
Dean	Karen Rothstein		Life Science	Andrew Kinkella				
M&O Representative	John Sinutko		Mathematics	Phil Abramoff	X			

* Ex-offcio, non-voting member

Today's Handouts
Goals

AGENDA ITEM	DISCUSSION NOTES	ACTION
CALL TO ORDER AND READING OF MINUTES		
Call to order; Public comments Approval of minutes: February 27th, 2018	Minutes approved: Rolland moved, Rob seconded. Sydney abstained.	
NEW BUSINESS		
A. Grants in Program Plan template B. ACCJC set standards	A. James: Streamlining efforts by which we identify grants. The college sometimes struggles identifying grants, or feel 'late' in the process for grants once identified. One idea is to add a component in TracDat for the Program Plan (PP) review process that allows faculty to tie specific requests to a grant. This would be optional. Carol: there is a current dropdown for specifying funding sources for resource requests. This would be a way to create an optional field to allow faculty to notify grants office of grants within the discipline. Mary: it sounds like a great idea. CTE group is also looking to link plans and grants with an application for Strong Workforce and Perkins linked with PPs. The application still needs to be fleshed out, but this can likewise streamline efforts. Rolland: If someone clicks on the grant field, is there a dropdown menu to identify the kinds of grants? Answer: no – a blank box is there for faculty to send info about discipline-specific. Is there a way to specify 'existing grant' or 'possible grant'? Julius: we should have a larger	A.

conversation about grants within our funding structures.

Silva: is there a way for faculty to be informed of grants? Answer: James will continue to visit and learn of needs of disciplines. Long-term, as the grants office becomes more developed, we can establish this kind of information exchange.

B. Julius: ACCJC Standards Annual Report includes our Institution Set Standards. This is just one part of the report. We have achievement report, SLO assessment, various info about our programs, headcount. As we set standards, this is an attempt for us to determine goals and benchmarks to work toward.

Carol: all the data was obtained through CCCCO Datamart. The percentages were identified for 2016-17 year was looking at the annual successful completion data. A through C grades, as well as pass. We are above our goal.

We are exceeding our goal for both Annual Completion of degrees and also Annual Completion of Certificates. The Annual Numbers of students who transfer to 4-year institutions is tricky to obtain, since Datamart did not provide info on UCs. We obtained that through a different source. We looked at in-state, private, UC and CSU. This is not a cohort model. The cohort is the intent of a realistic picture. The method of calculating is different from each year. We actually have less

B. By September we'll have new metrics, but in the Fall we'll be looking to set the next three-year round of Institution Set Standards.

transfers than in the past few years.

Rolland: why do numbers balloon for degrees in 2015-16 and 16-17, far exceeding the number of transfer students? This looks like a different trend from years past, where transfers outweigh degrees. Answer: could be counseling and departments are encouraging students to complete multiple certs and degrees.

Mary: this is an indication that we need additional information, since these numbers don't tell us the whole story.

Jennifer: Our number of degrees or transfers may decline but if our population decreases, then it could be a case that our percentage relative to the population actually increased.
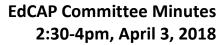
Nenagh: If you look at the two right-hand columns (short-term goal for 2015-16 and Long-term goal 6-years), we are not looking at these this year because the IEPI changes from the CCCCO. ACCJC wants to know bottom line, IEPI through CCCCO is asking where are the aspirational numbers? We've had a policy of not jumping around every year. It is remarkable that our numbers are so much higher in the 2015-18 Institution Set Standard (this raised questions from ACCJC).

Three years ago we were uncertain with ADTs rolling out. We can pat ourselves on the back that we really did increase numbers. The ADTs have

	really increased the numbers. These are the results of curriculum decisions. Jennifer: As we see the completers being tied to funding, this sets us up well to work within that framework. Remy: Is there a place in the catalogue that allows students to see (easily) the list of ADTs available. Answer: p. 77. Mary: the state has a list, but it probably doesn't link with our website.	
PREVIOUS BUSINESS		
A. TracDat/PP workgroup status update B. QFE C. Strategic Planning, report back and 2018 retreat input	A. *We're proposing that not every group get a face-to-face review every year.* Disciplines can opt in, or VP/ASP can assign annual meetings as needed. This allows disciplines to be able to voice things if deans aren't hearing them. Three-year cycle. *What programs should do during off years (besides keeping up on requests)?* One idea: make it department or division level review on those years. Another idea: an executive summary that goes every year. Lee: Advertise as a positive: PP every year, but just no VP/ASP review meeting on the off years. Action plan was intended to be a three-year plan	A. Motion carries to accept the recommendations of the workgroup, with cosmetic changes to typos. Mary R. abstains.

	(define, implement, complete goals). Action plans shouldn't be updated every year, but resource requests are currently on this tab. Deans and executive team can communicate this to disciplines. All but four are 'Strengthen the Program'… This status can mean two different things: a program on the rise vs. one that is in trouble. Maybe we can add 'strengthen program, move to three-year cycle' and 'strengthen program, and we'd like to meet next year'. This solution doesn't compromise the BP while also indicating to the program a more nuanced. Consensus that this solves the problem. *Not three years?* Lisa: We can do a 12-year master plan if we want. That time frame is up to us to choose. Program review is technically curriculum, resources, and other sources, and that is on a five-year cycle. Would it make sense to align all of these? Rolland: it seems like a lot can happen in four years. Mary: three-year cycle is consistent to other colleges. PRT visit also validated this interval of time. Rolland: Could CTE programs do two years, and everyone else to three years? Every six years, it would be more work than other years, but less work than it is now. Consensus is to stick with three-year cycle for now. TRACDAT recommendations approved.	
D. Program Plan review report back	D. PP Status Report disseminated and acknowledged.	
ANNOUNCEMENTS		

NEXT MEETINGS		
April 24th		
Adjournment		