**Standard 1: Institutional Mission and Effectiveness**

**The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analysis 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.**

**1A. 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.**

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| **Item** | **Identified Gaps** | **Solutions** | **Responsible Parties** | **Timeline** |
| 1 | No review or validation from external constituents of the relevance of our mission.  |  |  |  |
| 2 | No cycle for review of Mission and such cycle should be added to Moorpark’s Making Decisions document.  |  |  |  |
| 3 | Limited tracking system of student success into the workforce; need more targeted surveys of general student populations to assess student learning |  |  |  |
| 4 | Short-term career education programs need better integration. The laborious curriculum development adversely affects that ability of programs to address in a timely manner changing labor demands. |  |  |  |

**Standard 1: Institutional Mission and Effectiveness (con’t)**

**1B. Improving 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 improved student learning.**

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| **Item** | **Identified Gaps** | **Solutions** | **Responsible Parties** | **Timeline** |
| 5 | How do we demonstrate the effects of our campus-wide discussions (i.e. Fling, Y’all Come) and link the discussions to the Master Plan. What happens from those discussions—do things change, if not, why was it decided to not change? |  |  |  |
| 6 (DE) | How does the college define and measure specific goals (institution-set standards) and outcomes for the effectiveness of its DE/CE activities? How are these goals and objectives defined and communicated? |  |  |  |
| 7 (DE) | Is there a college-wide understanding of these DE/CE goals and the processes to implement them? How does the college ensure that there is an institutional commitment to achieve identified goals? |  |  |  |
| 8 (DE) | Is the college knowledgeable about current federal regulations related to DE/CE? |  |  |  |

**STANDARD II: Student Learning Programs and Services**

**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.**

**2A. 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.**

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| **Item** | **Identified Gaps** | **Solutions** | **Responsible Parties** | **Timeline** |
| 9 | Examine the consistency and utilization regarding Institutional Level, GE Level, and Program Level Outcomes |  |  |  |
| 10 | Examine how the college determine electronic integrity of stored and online information |  |  |  |
| 11 | Examine general MC student learning styles to support diverse pedagogical teaching techniques. Include an examination of if there is a difference between learning style of students who take DE vs. onground classes. |  |  |  |
| 12 (DE) | What are the student achievement outcomes of the institution’s DE/CE programs; i.e., to what extent do the student’s progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions through DE/CE programs only or through a mix of DE/CE and face-to-face delivery? |  |  |  |

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| **Item** | **Identified Gaps** | **Solutions** | **Responsible Parties** | **Timeline** |
| 13(DE) | What means does the institution use to assess students’ educational preparation for DE/CE programs? How is this information incorporated into program planning? |  |  |  |
| 14 (DE) | Lack of documentation from departmental level to justify why some courses are being DE offered as DE (such as developmental, pre-collegiate, continuing and community education, short-term training, international student, or contract education programs)? |  |  |  |
| 15 (DE) | What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its DE/CE programs, including policies such as “regular and substantive interaction”, students outside of state/service area and effectiveness in meeting student needs? Who within the institution is involved in this dialog? How does staff with expertise and experience in teaching courses in DE/CE mode participate in this dialog? |  |  |  |
| 16 (DE) | Do we have a sufficient authentication method to ensure that the students who are registered in the course are doing the work? (federal guidelines) |  |  |  |

**STANDARD II: Student Learning Programs and Services (con’t)**

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| **Item** | **Identified Gaps** | **Solutions** | **Responsible Party** | **Timeline** |
| 17 | Examine and document GE Learning Outcomes progress and student attainment |  |  |  |
| 18 | Examine how well do students apply GE Learned Outcomes to subsequent coursework, employment and other endeavors |  |  |  |
| 19 | Revise faculty handbook to help inform and guide faculty and ensure consistency (I.e. inclusion of SLO in syllabus, codes of conduct, and academic dishonesty) |  |  |  |

**STANDARD II: Student Learning Programs and Services (con’t)**

**2B. 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.**

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| **Item** | **Identified Gaps** | **Solutions** | **Responsible Parties** | **Timeline** |
| 20 | Need to focus on student success and providing evidence of how programs that are created or changes that are made affect student success(SB 1456) |  |  |  |
| 21 (DE) | No master record of which services are available online. No survey done of just DE students to better understand their needs and support their success. |  |  |  |
| 22 | Improvements to access, ease of use and effectiveness of online resources, for example, catalog and schedule of classes  |  |  |  |
| 23 | We are not assessing the need for level of student support services for evening/weekend students and therefore, cannot know if we are providing adequate coverage for student groups |  |  |  |
| 24 | No comprehensive system of recording student complaints and grievances |  |  |  |
| 25 | There is not enough IT support. |  |  |  |

**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**

**3A. Human Resources: The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improved institutional effectiveness. Personnel are treated equitable, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrate its commitment to the significant educational role played by person of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**

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| **Item** | **Identified Gaps** | **Solutions** | **Responsible Parties** | **Timeline** |
| 26 | What is the connection between personnel evaluations and institutional effectiveness and improvement? |  |  |  |
| 27 | As an institution there is no way that “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.” |  |  |  |
| 28 | Demonstrating with data the use of SLOs in all aspects and levels of decision-making |  |  |  |
| 29 | What impact do professional development activities have on development of and assessment of SLOs? How does the institution evaluate that improvement? |  |  |  |

**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. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.**

**B. 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.**

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| **Item** | **Identified Gaps** | **Solutions** | **Responsible Parties** | **Timeline** |
| 30 | The campus does not have a central committee that assesses the needs of the DE program such as equipment and facilities. |  |  |  |

**Standard III: Resources (con’t)**

**3C. 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.**

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| **Item** | **Identified Gaps** | **Solutions** | **Responsible Parties** | **Timeline** |
| 31 | Some campus groups do not fall in to a program so cannot communicate their needs. |  |  |  |
| 32 | No campus-wide survey of Technology and the effectiveness of the resources provided. |  |  |  |
| 33 (DE) | No college plan to support DE. |  |  |  |
| 34 | No training of students in technology which is especially important with technology heavy courses. |  |  |  |
| 35 | Minimal tech support for students |  |  |  |

**Standard III: Resources (con’t)**

**3D. 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 is integrated with institutional planning at both college and district/system levels in multi- college systems.**

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| **Item** | **Identified Gaps** | **Solutions** | **Responsible Parties** | **Timeline** |
| 36 | Need to close loop (better communication) between program requests for support with achievement / increased success within the program plan and SLO reporting. Faculty survey indicates a lack of information regarding budget allocations. |  |  |  |
| 37 | Need integrated planning model |  |  |  |

**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.**

**4A. Decision-Making Process: 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.**

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| **Item** | **Identified Gaps** | **Solutions** | **Responsible Parties** | **Timeline** |
| 38 | Remind college constituents regarding the specifics of the institutional goals and mission |  |  |  |
| 39 | Determine if there is sufficient documentation from Organizational Groups, Town Hall Meetings, Ya’ll Come Meeting, Fall Fling and Project Groups |  |  |  |
| 40 | Examine how we evaluate our Governance Structure (Decision-Making Document) |  |  |  |