**A. Introduction**

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

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

The Ventura County Community College District (VCCCD) was established July 1, 1962 to provide broad access to public community college education to the residents of Ventura County. VCCCD serves over 36,000 students through three colleges: Moorpark College, Oxnard College and Ventura College. All three colleges are comprehensive and provide a wide range of programs and services to students. The District Office is located in the City of Ventura, approximately 40 miles from Moorpark College. A locally elected five-member Board of Trustees governs the District.

**Moorpark College Demographic Information**

**Student Headcount (Fall 2009 to Fall 2015)**

Moorpark College’s enrollmenthit its all-time high in fall 2009, reaching 15,818 students. From there, the enrollment has been declining steadily, matching the decline seen in its service area high school graduates. In fall 2015, the college’s enrollment was 13,715.

**Access Rates**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **College Population # Fall 2014** | **College Population % Fall 2014** | **Service Area Adult Population**  **(2015 Census)** | **Gain/Loss**  **(% point difference)** |
| Hispanic | 4302 | 31% | 21% | +10 pts |
| Non-Hispanic | 9413 | 69% | 79% | - 10 pts |
| White | 7082 | 52% | 67% | -15 pts |
| Asian | 883 | 6% | 9% | - 3 pts |
| More than one race | 677 | 5% | 3% | -2 pts |
| Black or African American | 266 | 2% | 1% | +1 pt |
| Am Indian/Alaskan Native | 38 | <1% | <1% | -- |
| Hawaiian/Pacific Islander | 35 | <1% | <1% | -- |
| Some other race | 100 | <1% | NA | -- |
| Males | 6584 | 48% | 49% | -1 pt |
| Females | 7001 | 51% | 51% |  |
| Veterans | 160 | 1% | 13% | -12 pts |
| Individuals w/disabilities | 896 | 7% | 19% | -12 pts |
| Current or former foster youth | 75 | 0.5% |  |  |
|  |  |  |  |  |

**Racial/Ethnic Distribution**

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

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

**Age Distribution**

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

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

**Gender Distribution**

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

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

**Workforce and Labor Market Trends**

**Fastest Growing Jobs in our Region (Top 10)[[1]](#footnote-1)**

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

**Highest Paying Jobs in our Region (Top 10)[[2]](#footnote-2)**

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

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

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

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

Student Achievement trends are presented below, alongside the College’s Short Term Institutional-Set Standard and Long-Term Institutional-Set Standard goals. Through the governance processes, Moorpark College faculty, students, and staff defined these student achievement goals in Spring 2016 (although the goals for Successful Course Completion were actually set in Spring 2015).

**Student Achievement**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Data Element** | **2009-10** | **2010-11** | **2011-12** | **2012-13** | **2013-14** | **5-year**  **Average** | **Short-Term**  **Goal**  **1-year** | **Long-Term**  **Goal**  **6-years** |
| Overall  Program Completion | 61.6 | 64.2 | 63.5 | 61.1 | 60.8 | 62.4 | 62.4 | 64.3 |
| Program Completion: College Prepared | 72.5 | 74.1 | 73.6 | 72.1 | 71.1 | 72.7 | 72.7 | 75.9 |
| Program Completion:  Unprepared for College | 48.1 | 49.5 | 48.5 | 44.3 | 44.4 | 47.0 | 47.0 | 48.4 |
| CTE Completion Rate  (Completed 8 CTE units or more and completed a degree, certificate or transfer) | 69.4 | 67.4 | 70.5 | 67.5 | 67.6 | 68.5 | 68.5 | 70.5 |
| Number of degrees awarded | 1288 | 1151 | 1188 | 1185 | 1288 | 1220 | 1220 | 1257 |
| Number of certificates awarded | 303 | 167 | 207 | 151 | 198 | 205 | 205 | 211 |
| Number of Students Transferring to 4-Year Institutions | 1018 | 970 | 1055 | 1172 | 1187 | 1080 | 1080 | 1113 |
| Course Success Rate  (Fall/Credit) | 69.5 | 71.3 | 73.1 | 73.2 | 73.9 | 72.2 | 74.0 | 76.2 |
| Distance Education Course Success Rate  (Fall/Credit) |  |  |  |  |  |  |  |  |

Sources: Student Success Scorecard and CCCCO Data Mart

**Course Success Rate Equity Gap Analysis (Fall 2014 Cohort)**

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

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

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

To reach these goals, the College is developing large-scale and smaller-scale activities. The largest activity is a “first-year experience” for incoming, first-time college students, with a pilot program to run in Fall 2016. This program is being developed using the resources provided by Student Equity, Basic Skills and Student Success and Support Program funds.[[4]](#footnote-4)

**Successful Course Completion**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Proportion of Overall Population** | **Enrollments**  **Fall 2014** | **Successful**  **Completion** | **Completion Rate** | **80 Percent Index** |
| **Total Student Population** |  | **41,295** | **30,731** | **.74** | **1.00** |
| Am Indian/Alaskan Native | <1% | 119 | 94 | .79 | 1.06 |
| Asian | 9% | 3593 | 2756 | .77 | 1.03 |
| Black/African American | 2% | 833 | 509 | .61 | .82 |
| Hispanic or Latino | 31% | 12,676 | 8807 | .69 | .93 |
| Hawaiian/Pacific Islander | <1% | 94 | 61 | .65 | .87 |
| White | 52% | 21,540 | 16,692 | .77 | 1.04 |
| Some other race | 1% | 266 | 201 | .76 | 1.02 |
| More than one race | 5% | 2174 | 1611 | .74 | 1.00 |
| Males | 48% | 20,020 | 14,267 | .71 | .92 |
| Females | 51% | 20,860 | 16,174 | .78 | 1.00 |
| Unreported Gender | 1% | 415 | 290 | .70 | .90 |
| Current or former foster youth | 1% | 218 | 125 | .57 | .77 |
| Individuals with disabilities | 7% | 2738 | 2032 | .74 | .94 |
| Low-income students (EOPS) | 3% | 1078 | 782 | .73 | .97 |
| Veterans | 1% | 462 | 336 | .73 | .98 |

**Goals for Successful Course Completion Rates**

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

**Activities Include:**

* Increase Tutoring Services and Supplemental Instructors
* Provide “Bridge” courses in Math and English
* Install college-wide license of Read&Write Literacy Software (improves Accessibility for electronic files and materials)
* Provide professional development sessions for faculty and staff on equity-minded, inclusive instruction and mentoring

**Degree and Certificate Completion**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Proportion of Overall Population** | **Cohort Count** | **Program**  **Completion** | **Completion Rate** | **80 Percent Index** |
| **Total Student Population** |  | **2859** | **1583** | **.55** | **1.00** |
| Am Indian/Alaskan Native | 1% | 23 | 10 | .43 | .78 |
| Asian | 8% | 235 | 170 | .72 | 1.31 |
| Black/African American | 2% | 61 | 31 | .51 | .93 |
| Hispanic or Latino | 18% | 519 | 218 | .42 | .76 |
| Hawaiian/Pacific Islander | 1% | 19 | 15 | .79 | 1.44 |
| White | 58% | 1653 | 924 | .56 | 1.02 |
| Some other race | 12% | 343 | 211 | .62 | 1.13 |
| More than one race | <1% | 6 | 4 | .67 | 1.22 |
| Males | 49% | 1414 | 731 | .52 | .95 |
| Females | 50% | 1429 | 841 | .59 | 1.07 |
| Unreported Gender | <1% | 16 | 11 | .69 | 1.25 |
| Current or former foster youth | Unavailable |  |  |  |  |
| Individuals with disabilities | 7% | 203 | 96 | .47 | .85 |
| Low-income students (EOPS) | 3% | 977 | 492 | .50 | .91 |
| Veterans | Unavailable |  |  |  |  |

**Goals for Degree/Certificate Completion Rates**

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

**Activities Include:**

* Identify and eliminate completion barriers by analyzing course scheduling patterns
* Increase degrees and certificates marketing campaigns to students
* Provide professional development sessions for faculty and staff on equity-minded, inclusive instruction and mentoring
* Provide increased student support through additional staff, including Student Success Navigators and Counselors

**Transfer Rates**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Proportion of Overall Population** | **Cohort Count** | **Successful**  **Completion** | **Completion Rate** | **80 Percent Index** |
| **Total Student Population** |  | **2453** | **1197** | **.49** | **1.00** |
| Am Indian/Alaskan Native | 1% | 22 | 8 | .36 | .73 |
| Asian | 8% | 203 | 130 | .64 | 1.31 |
| Black/African American | 2% | 44 | 21 | .48 | .98 |
| Hispanic or Latino | 18% | 416 | 159 | .38 | .78 |
| Hawaiian/Pacific Islander | 1% | 17 | 8 | .47 | .96 |
| White | 58% | 1442 | 701 | .49 | 1.00 |
| Some other race | 12% | 303 | 167 | .55 | 1.12 |
| More than one race | <1% | 6 | 3 | .50 | 1.02 |
| Males | 49% | 1202 | 582 | .48 | .98 |
| Females | 50% | 1235 | 609 | .49 | 1.00 |
| Unreported Gender | <1% | 16 | 6 | .38 | .78 |
| Current or former foster youth | Unavailable |  |  |  |  |
| Individuals with disabilities | 7% | 173 | 60 | .35 | .71 |
| Low-income students (EOPS) | 3% | 103 | 44 | .43 | .88 |
| Veterans | Unavailable |  |  |  |  |

**Goals for Transfer Rates**

* Hispanic/Latino: Improve 38% completion rate to 50%
* Identify completion rates for Foster Youth and Student Veterans and improve data tracking

**Activities Include:**

* Introduce students to local four-year universities through attendance of transfer events
* Provide professional development sessions for faculty and staff on equity-minded, inclusive instruction and mentoring
* Implement first-year experience program
* Provide increased student support through additional staff, including Student Success Navigators and Counselors

**Matriculation Process Completions**

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

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

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

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

**C. Organization of the Self-Evaluation Process**

Moorpark College’s last comprehensive evaluation and site visit for the Accrediting Commission of Community and Junior Colleges (ACCJC) occurred fall 2010. Moorpark College’s accreditation status was reaffirmed in the January 2011 Commission Letter). Following this reaffirmation, however, the Commission required a follow-up visit in fall 2011, addressing deficiencies pertaining to the VCCCD Board that were identified as part of our sister-colleges’ fall 2010 site visit reports. At this time, ACCJC moved all three of the VCCCD colleges to “probation” status. (COMPARE TO STANDARD NARRATIVE ST.1.C.12??) The following took place in response:[[5]](#footnote-5)

January 2011 Moorpark College receives reaffirmation of accreditation by ACCJC.

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

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

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

January 2013 Moorpark College moves off of Probation status.

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

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

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

**Fall 2013** The College begins preparation for the Self-Study. In EdCap, members review Accreditation Standards, practice (role-play) accreditation visitor for one standard. EdCap takes the lead in assembling Self-Study Teams composed of EdCap members as well as members from the College as a whole.

**Spring 2014** Workgroups focus on evidence gathering and create a Gap Analysis of the College’s progress for each Standard. Workgroups report on each Standard and identify strategies to close gaps.

**Fall 2014** EdCap communicates timeline, Gap Analysis, and general information to campus community (Professional Development Week presentation, Fall Fling Presentation, and Ya’ll Come). It forwards identified accreditation gaps to the Executive Vice President as Accreditation Liaison Officer (ALO) and Academic Senate. EdCap confirms and recruits additional workgroup members. Workgroups continue to meet routinely over the Fall semester responding to focused Standard questions and gathering evidence.

**Spring 2015** Workgroups report progress and findings to EdCAP. The Committee forwards the final tables created for Standards I-V including DE to the ALO and the self-evaluation writer.

**Summer 2015** Draft #1 of self-evaluation prepared

**Fall 2015** EdCAP reviews and revises draft #1. Changes made to the self-evaluation based upon feedback from EdCAP and other groups.

**Spring 2016** The Academic Senate and the College review draft #2. The college community reviews self-evaluation and provides feedback. Revisions are made based upon campus feedback. Final review of self-evaluation takes place.

**Summer 2016** The College forwards final version of self-evaluation to VCCCD Board and to ACCJC.

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

***Education Committee on Accreditation (EdCAP)***

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

**Standards Work Groups and Resource Membership**

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

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

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

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

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| **Standard IIIA:**  **Human Resources** | |
| *Patricia Ewins* | *Dean, Co-Chair* |
| *Christine Cole* | *Faculty, Math, Co-Chair* |
| Joanna Miller | Faculty, Journalism, Distance Education |
| Ron Wallingford | Faculty, Astronomy/Physics |
| Sherry D’Attille | Faculty, ACCESS |
| Holly Ramsey | Classified, ACCESS |
| Michael Shanahan | District Administration Center |
|  | Student |

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

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

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| **Standard IIID:**  **Financial Resources** | |
| *Darlene Melby* | *Director, Business Services, Co-Chair* |
| *Norm Martin* | *Faculty, Biology , Co-Chair* |
| Eric Rees | Faculty, Biology |
| Carrie Geisbauer | Faculty, Biology |
| Leanne Colvin | Classified, Administrative Assistant |
| Lindy Chau | Classified, Fiscal Services |
| Allam Elhussini | Classified, Fiscal Services |
| Michele Perry | Classified, Bookstore |
| Maria Urenda | Classified, ???? |
| Brian Fahnestock | District Administration Center |
| Dave Keebler | District Administration Center |
|  | Student |

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

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

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| **Standard IVC:**  **Governing Board** | |
| *Mary Rees* | *Co-Chair* |
| *Clare Geisen* | *Co-Chair* |
| Sally Chen | District Consultant |
| Nenagh Brown |  |
| Luis Sanchez |  |
| Lori Bennett |  |
| Andrea Rambo | Executive Assistant |
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| **Standard IVD:**  **Multi-College Districts or Systems** | |
| *Mary Rees* | *Co-Chair* |
| *Clare Geisen* | *Co-Chair* |
| Sally Chen | District Consultant |
| Nenagh Brown |  |
| Luis Sanchez |  |
| Lori Bennett |  |
| Andrea Rambo | Executive Assistant |
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**D. Organizational Information**

(org charts and district functional map go here)

Functional Maps Approved (January 2016) – posted on Senate web site (2 different ones)

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

**1. Authority[[7]](#footnote-7)**

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

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

**2. Operational Status[[8]](#footnote-8)**

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

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

**3. Degrees[[9]](#footnote-9)**

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

Moorpark College offers a wide variety of associate and transfer degrees, and certificates of achievement in its Academic and Career Technical disciplines. Academic and Career Technical Programs with associate degrees and certificates of achievement are clearly identified in the College catalog.

**4. Chief Executive Office[[10]](#footnote-10)**

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

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

**5. Financial Accountability[[11]](#footnote-11)**

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

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

**6. Mission[[12]](#footnote-12)**

*The institution’s educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of high education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)*

The Moorpark College Mission is clearly defined, and identifies college priorities and commitments to student learning and achievement. The mission is available on the moorparkcollege.edu website and in the College Catalog. The updated Moorpark College Mission Statement was approved by the VCCCD Board of Trustees on December, 8, 2015. It states:

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.

**7. Governing Board[[13]](#footnote-13)**

*The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution’s mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C4, and IV.C.11)*

The five-member Board of Trustees of the Ventura County Community College District establishes policies, assures fiscal stability, and monitors institutional performance and educational quality consistent with the Mission and goals of the district, in accordance with Board Policy (2010). The Board of Trustees is responsible for adopting policies that direct all activities relating to conducting the business of the district and its colleges. Each of the members is elected from a specific geographical district within the County of Ventura, although all trustees serve the district as a whole. The trustees are elected for four-year staggered terms. Board members may not be current employees or hold other incompatible offices. The Board also seats an elected student trustee as a non-voting member. The student trustee is elected by all students on all three college campuses.

**8. Administrative Capacity[[14]](#footnote-14)**

*The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)*

Moorpark College has a sufficient number of administrators to effectively manage the College’s programs and services. All administrators are selected following District Administrative Procedure 7120-C[[15]](#footnote-15) and have the education and experience to perform their assigned duties. The college senior management team includes a president, executive vice president of student learning, and vice president of business services. The mid-level management team includes eight division deans, director of maintenance and operations, director of business services and director of information technology services.

**9. Educational Programs[[16]](#footnote-16)**

*The institution’s principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)*

The degree and certificate programs offered at Moorpark College are aligned with its Mission of transfer or degree education, Career Technical Education, and basic skills development, and meet the requirements of the California Education Code of Regulations, Title 5, Division 6, Chapter 6, Curriculum and Instruction. The college offers associate degrees (including AS, AA, AS-T, AA-T degrees) and Certificates of Achievement. In 2014-15, Moorpark College conferred 1,499 associates’ degrees and 225 Career/Technical certificates.

**10. Academic Credit[[17]](#footnote-17)**

*The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)*

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

**11. Student Learning and Achievement[[18]](#footnote-18)**

*The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program’s expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, II.A.1)*

Moorpark College has defined and identified student learning and achievement outcomes at the course, program, and institutional levels. These outcomes are the same for onsite and online instruction. The Student Learning Outcomes, General Education Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes are part of the ongoing Program Review and assessment process and are publicly available on the college website. Student Learning Outcomes Assessment is an ongoing, evidence-based approach that indicates the extent to which programs, courses, services, and all college units, achieve their intentions. Assessment is part of a feedback loop that includes identifying desired results, collecting and analyzing relevant data, and using the findings to stimulate discussions, direct activities, and create action steps that lead to improved student learning, instructional delivery, curricula, programs, and/or services. Program achievement data, including course success rates are considered during annual Program Review and schedule preparation.

**12. General Education[[19]](#footnote-19)**

*The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)*

The College Catalog lists approved General Education (GE) requirements for the associate degree. As part of curriculum approval, all General Education courses are subject to an additional General Education Curriculum Review process to ensure that they meet appropriate academic standards and are consistent with statewide practices. The College has identified GE outcomes and assesses them on a regular basis.

**13. Academic Freedom[[20]](#footnote-20)**

*The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)*

The College’s academic freedom standards are defined in Board Policy 4030. The policy ensures that all students and faculty members are entitled to freedom of expression. Like all policies enacted by the Board of Trustees, this policy applies to onsite courses and instructors.

**14. Faculty[[21]](#footnote-21)**

*The institution has a substantial core of qualified faculty which includes full-time faculty and may include part-time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution’s educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)*

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

**15. Student Support Services[[22]](#footnote-22)**

*The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)*

Moorpark College offers a wide variety of student services both onsite and online. The college has purposefully created a full range of online services to support our diverse student population, including day, evening and online students.

**16. Admissions[[23]](#footnote-23)**

*The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)*

The College’s admission policies and procedures are consistent with its Mission Statement and conform to California State law and district policies. The qualifications for admission are stated in the Moorpark College Catalog and are available on the College website.

**17. Information and Learning Support Services[[24]](#footnote-24)**

*The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)*

Moorpark College provides access to information and learning resources and services electronically and onsite through its physical library to all students, whether they are accessing the services online or onsite. The College Library and Learning Resources offer personalized onsite, online and telephone help by librarians during regular hours. In addition to help from reference librarians, the library also offers a proprietary electronic database for access to research materials. Librarians have online search and citation guides, and are available to help via phone during regular business hours. The library also offers students access to an extensive catalog of online books and periodicals through its reference services. The college’s technology infrastructure provides stable and reliable access to wireless and on-campus computer needs.

**18. Financial Resources[[25]](#footnote-25)**

*The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)*

Ensuring adequate and ongoing fiscal resources is part of the annual budget allocation and approval process. The Fiscal Planning Committee makes recommendations on college-wide fiscal processes. The specific tasks of this committee are to annually review the District Budget Allocation Model and make recommendations for changes as necessary, receive reports on the development of the college General Fund budget in alignment with District processes, review emergent budget needs and constraints, and implement the annual Classified Hiring Prioritization process.

Program and college needs are assessed during program review and incorporated into college budget planning. The majority of the College’s funding comes from property taxes and state apportionment generated by FTES. Additional funding is obtained from federal, state, and private sources. All funds coming to the College are carefully tracked and documented. The College maintains 1% reserve levels for contingencies and for expansion, and the District maintains a reserve of 18%, of which 4.6% is undesignated. The College maintains conservative financial management policies and practices that ensure continued fiscal stability. Moorpark College is committed to following its Resource Allocation Model and Integrated Planning Model to improve institutional effectiveness. The gradual growth of Moorpark College’s Distance Education program is not expected to substantially impact college resources.

**19. Institutional Planning and Evaluation[[26]](#footnote-26)**

*The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)*

Moorpark College has an ongoing integrated planning, evaluation, and resource allocation decision-making cycle. The Making Decisions at Moorpark College, 2015-2017 describes an inclusive process in which faculty, staff and students all play a role. The Integrated Planning Model (IPM) joins together long, mid-, and short-range planning and evaluation. The Resource Allocation Model (RAM) allows for planning to influence the distribution of resources. A three-year Strategic Plan is developed as a result of a comprehensive evaluation that includes internal and external scans, review of long-and short-range planning, and discussion of student learning outcomes and achievement. The Strategic Plan includes institutional goals and objectives that identify plans for improving structures and processes, student achievement of educational goals, and student learning. Through the Resource Allocation Model, Strategic Planning Priority Funds (SPPF) are allocated to implement the goals and objectives of the Strategic Plan. Strategic Plan Goals and action plans are reviewed annually, and the plan is updated every three years. Additionally, every program develops annual program plans that tie to the College Strategic goals. These plans drive resource allocation.

**20. Integrity in Communication with the Public[[27]](#footnote-27)**

*The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:*

*Official Name, Address(es), Telephone Number(s), and Website Address of the Institution*

*Educational Mission*

*Representation of accredited status with ACCJC and with programmatic accreditors, if any*

*Course, Program, and Degree Offerings*

*Student Learning Outcomes for Programs and Degrees*

*Academic Calendar and Program Length*

*Academic Freedom Statement*

*Available Student Financial Aid*

*Available Learning Resources*

*Names and Degrees of Administrators and Faculty*

*Names of Governing Board Members Requirements*

*Admissions*

*Student Fees and Other Financial Obligations*

*Degree, Certificates, Graduation and Transfer Major Policies Affecting Students*

*Academic Regulations, including Academic Honesty*

*Nondiscrimination*

*Acceptance and Transfer of Credits*

*Transcripts*

*Grievance and Complaint Procedures*

*Sexual Harassment Refund of Fees Locations or Publications where Other Policies may be Found (Standard I.C.2)*

The College mission is articulated in the College Catalog and in the Educational Master Plan. It is also listed on the Moorpark College website. The College Catalog and the College website provide current information on degrees and curricular offerings, student fees, financial aid, refund policies, admissions policies, transfer requirements, hours of operation and appropriate contact information. The College issues press releases and purchases radio advertisements to make the public aware of important dates and special events.

**21. Integrity in Relations with the Accrediting Commission[[28]](#footnote-28)**

*The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, 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 achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and 1.C.13)*

The College is in good standing with the Commission. The College consistently and promptly submits all required ACCJC reports.

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

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

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

(1) The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

(2) The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

(3) The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

Moorpark College provides to the public information on the College’s current accreditation status through its Accreditation Web page. Included on this accreditation web page is information on how the public can contact the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges to provide comment or file complaint against the College.[[29]](#footnote-29) Although the College has not been notified of any comments or complaints the College and District is committed to respond appropriately. As per VCCCD Board Policy (BP 3200), “The Chancellor shall ensure that the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs requiring special accreditation. The Chancellor shall keep the Board informed of approved accrediting organizations and the status of accreditations. The Chancellor shall ensure that the Board is involved in any accreditation process in which Board participation is required. The Chancellor shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.[[30]](#footnote-30)

**Policy on Institutional Degrees and Credits**

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

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

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

As authorized by the California Code of Regulations, Title 5 (Education) section 55063, the Ventura County Community college District (VCCCD) Governing Board confers the Associate in Arts degree (AA), the Associate in Science degree (AS), Associate in Arts for Transfer (AA-T), and the Associate in Science for Transfer (AS-T) for students who file an application for degree and meet the respective requirements.[[31]](#footnote-31) Moorpark College offers associate degrees that generally do not require more than 60 units.

Associate Degrees for Transfer (ADT) are designed specifically for transfer to the California State University System. These degrees can be completed in 60 CSU transferable semester units and include coursework in general education, major preparation and electives (if needed). An Associate Degree (AA or AS) is an undergraduate academic degree consisting of a minimum of 60 degree-applicable semester units including general education requirements (a18 units minimum), major or emphasis requirements, and/or electives.

The College conducted a thorough review of its Associate Degree requirements with the intent to ensure that all degree requirements were at 60 units maximum (further discussed in Standard 2A). In addition, unit values were reviewed for all general education courses, particularly those that were more than 3-units, confirming that the course content remained consistent with the statewide C-IDs and served to prepare the students achieve the desired course outcomes. As a result of this curriculum review, most of existing degree patterns meet the goal of being no more than 60 semester units. High-unit degrees, (such as the Associate in Science Degree with a major in Engineering and the Associate in Science Degree with a major in Exotic Animal Training and Management) may require a student to complete more than 60 units due to the number of course requirements for the major. The Engineering major requirements optimize preparation for upper division course work for advance degrees in Engineering offered by four-year institutions; the Exotic Animal Training and Management major requirements thoroughly prepare students to enter into the expanded animal care industry.[[32]](#footnote-32)

The College does not offer baccalaureate programs.

Academic credit for courses is based on The California Code of Regulations, Title 5, Division 6, Chapter 6, Subchapter 3, Section 55002.5. The Curriculum Committee and Faculty Senate are responsible for ensuring the College follows generally accepted practices for determining academic credit requirements. Credit for all coursework is awarded based on the Carnegie unit, a standard generally accepted in degree-granting institutions of higher education. All Moorpark College credit courses are in compliance with Title 5 regulations. The official Course Outline of Record for each approved credit course identifies the academic credit to be awarded and is the same for each course, regardless of the method of delivery. (ER10)[[33]](#footnote-33)

1. EMSI Analyst, 2015 data [↑](#footnote-ref-1)
2. EMSI Analyst, 2015 data [↑](#footnote-ref-2)
3. 2015 Institutional Effectiveness Report [↑](#footnote-ref-3)
4. 2015 Student Equity Plan [↑](#footnote-ref-4)
5. Copy of Commission Letters and reports (online <http://www.moorparkcollege.edu/departments/administrative/presidents-office/accreditation> ) [↑](#footnote-ref-5)
6. Timelines from Fall 2013 and Fall 2014 [↑](#footnote-ref-6)
7. Degree-granting approval statement, authorization to operate, or certificates from appropriate bodies needed as evidence??? Do we have a certificate from ACCJC? [↑](#footnote-ref-7)
8. 3-years of enrollment history; enrollments in institutional degree programs by year or cohort, including degrees awarded; current schedule of classes [↑](#footnote-ref-8)
9. College Catalog; data describing student enrollment in each degree program [↑](#footnote-ref-9)
10. Name, address and biographical information about CEO; Certification of CEO’s full-time responsibility to the institution, signed by CEO and governing board???? [↑](#footnote-ref-10)
11. Past, current and proposed budgets; certified independent audits, including management letters; financial aid program review/audits; student loan default rates and relevant USDE reports [↑](#footnote-ref-11)
12. Copy of mission statement from catalog; minutes of December 2015 board meeting approving mission [↑](#footnote-ref-12)
13. Biographical information on board members; VCCCD Board By-Laws; Conflict of Interest policy; [↑](#footnote-ref-13)
14. Table of organization, including names of those in the positions; names and biographical info about administrative staff [↑](#footnote-ref-14)
15. Need copy of AP 7120-C [↑](#footnote-ref-15)
16. College catalog; 2016 Substantive Change Proposal for list of DE courses and degrees [↑](#footnote-ref-16)
17. Policy on Transfer and Award of credit (college catalog?); college catalog; formula used to calculate values of units for credit, especially for lab; [↑](#footnote-ref-17)
18. Catalog PLOs; SLO responses on program plans; ACCJC reports for grad data and NS RADT passage rates [↑](#footnote-ref-18)
19. Catalog list of general education classes with descriptions; GE Approval process form; CORs for language and quantitative reasoning courses; evidence that general education course rigor and quality [↑](#footnote-ref-19)
20. Board-approved policy on academic freedom -- Board Policy 4030 [↑](#footnote-ref-20)
21. FT/PT faculty roster from Catalog; job description for a faculty position; class schedule [↑](#footnote-ref-21)
22. IER demographics of students; list of student services (onground and online); [↑](#footnote-ref-22)
23. Admissions policy from Catalog; copy of enrollment application; statement of student qualifications for admission; statement of roles and expectations of admissions personnel [↑](#footnote-ref-23)
24. Profile of holdings are resources, including electronic resources; copies of agreements for access to external resources – probably collected for Standard IIB already [↑](#footnote-ref-24)
25. Past, current, and proposed budgets and financial statement; documentation of any external foundation or other funding support (President’s Office might have); documentation of funding base – all might have been collected already for Standard III.D already) [↑](#footnote-ref-25)
26. Making Decisions document; Sample program plans; EdPlan, Strategic Plan, other major plans; all the evidence for Standard IB???) [↑](#footnote-ref-26)
27. Catalog; policy on public disclosure (?) [↑](#footnote-ref-27)
28. Board policy assuring compliance with accreditation?; list of NS and RADT accreditation standings; screen shot of our Accreditation web site [↑](#footnote-ref-28)
29. Screenshot of <http://www.moorparkcollege.edu/departments/administrative/presidents-office/accreditation> [↑](#footnote-ref-29)
30. BP 3200 [↑](#footnote-ref-30)
31. BP4100; AP4100 [↑](#footnote-ref-31)
32. Engineering Degree Requirements and EATM Degree Requirements [↑](#footnote-ref-32)
33. College Catalog, page 25; Philosophy and Criteria for Associate Degree and General Education BP 4025/AP 4025; BP 4100/AP4100: Graduation Requirements for Degrees and Certificates [↑](#footnote-ref-33)