# Standard II: Student Learning Programs and Support Services

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

## Standard II.A.1

## All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified Student Learning Outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

### Evidence of Meeting the Standard

The College ensures that all institutional offerings align with its stated mission in several ways. First, as described in Standard 1A.4, the mission is reviewed annually by a broad campus collective to ensure it continues to match District goals, College ideals, student needs, and community needs. Second, all course curriculum and degree and certificate patterns are reviewed every five years by the Curriculum Committee according to a published curriculum review cycle; Career Technical Education programs are reviewed every two years. Third, all courses have Student Learning Outcomes that are mapped to both Program Learning Outcomes and Institutional Learning Outcomes, which in turn, link to the mission.[[1]](#footnote-1) General Education courses also map to General Education Outcomes. These processes allow the College to continually assess courses, degrees, and certificates for their appropriateness and relevance to the mission.

Through the Curriculum Committee, a shared governance committee, faculty and administrators review every course, degree, and certificate. In fall 2010, the College instituted a five-year review cycle for non-CTE programs that maintains the currency of its curriculum[[2]](#footnote-2). The College is currently moving through the second round of this cycle. During this process, faculty identify how each course aligns with lower-division general education requirements at four-year institutions, including the California State University system and the University of California system. Course equivalency between the College and four-year institutions, both public and private, is tracked through ASSIST. For new courses, faculty explain how the course will enhance a current degree or program and fulfill student needs[[3]](#footnote-3). Such evidence can be provided in several ways: comparable classes at other community colleges or four-year institutions, inclusion as part of a transfer pattern, or need created by new legislation, local labor market data, or by input from an advisory committee.

Classes seeking Distance Education or Honors Program approval must complete the appropriate addendum in addition to filling out a Course Outline of Record[[4]](#footnote-4). The College does not offer correspondence courses.

For degree programs or certificates regardless of mode of delivery, faculty identify the program purpose and outcomes and demonstrate demand for the program or certificate. As part of creating a new program or certificate, the faculty must also provide a list of required courses and units, and course sequence. The Career Technical programs are developed based on local labor market needs, emerging fields of employment, and recommendations from advisory committees. An example of the use of data to affirm the appropriateness of a new program was the creation of a new certificate for the Radiologic Technology program when its advisory committee recommended a certificate in Nuclear Medicine. The program used labor market information to support the advisory committee’s recommendation. Discipline faculty developed the program and took it through the curriculum process. The certificate was approved by the state and is now in its second cycle (completed spring 2015) with a new cohort of students having begun fall 2015[[5]](#footnote-5).

In order to evaluate student attainment of Student Learning Outcomes, all courses are measured for continuous quality improvement in a regular evaluation process. While discipline faculty have been reviewing General Education Outcomes (GEOs) since spring 2011, in spring 2015 the College implemented a five-year review cycle for GEOs to ensure the institutionalization of this assessment process[[6]](#footnote-6). Course and Program Learning Outcomes are reviewed on a five-year cycle that ends the year before the discipline is scheduled for curriculum review[[7]](#footnote-7). This ensures that disciplines have assessed all of their courses, and the program as a whole, before curriculum revisions take place. The Student Learning Outcome Coordinator assists disciplines throughout the five years with the creation of assessment tools and interpretation of data[[8]](#footnote-8).

The *Institutional Effectiveness Report* provides evidence that students are progressing through and completing degrees and certifications, gainful employment, and transfer to four-year institutions[[9]](#footnote-9). As part of the College’s annual program review process, programs are asked to evaluate the data and describe how the data are being used to improve curriculum and student success[[10]](#footnote-10). For example, the learning outcome for Biology’s introductory course (M01) learning outcome indicated a significant variation in the level of exposure given to the topic of molecular biology. Discussion of this variation by Biology faculty led to ensuring that students receive more uniform exposure to this aspect of the course, as required by the Course Outline of Record[[11]](#footnote-11). As part of program review, programs are evaluated using eight criteria on the Program Plan Evaluation[[12]](#footnote-12), which ensures that the College reviews programs annually for items such as advancement of the College mission, student demand, and currency.

### Analysis and Evaluation

The Moorpark College culture was established almost 50 years ago, when the first administrators selected founding College faculty and staff for their willingness to experiment with innovative approaches to education. This spirit of quality innovation continues to be engrained in campus values that encourage faculty and staff to foster creativity and continuously develop new learning opportunities for the diverse students that make up the College community.

The College mission explicitly commits the College to providing instructional programs that lead to transfer, career-technical education, and basic skills development for the local community, regardless of location or means of delivery. The College meets this goal by offering courses that expose students to broad areas of human knowledge, and understanding including courses that are required for transfer and career preparation or advancement and courses that promote skills in critical thinking, writing, reading, speaking, listening, and computing. [[13]](#footnote-13)

In support of its mission, Moorpark College offers instructional programs and student support services appropriate to higher education, and culminate in student attainment of identified Student Learning Outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. In addition, the College provides enrichment outside of the classroom that expands students’ opportunities once they leave the College. These include:

* Exposure to the values of diversity locally, nationally, and internationally.
* Extracurricular activities that promote campus/community involvement and personal development.
* Preparation for the challenges and responsibilities of life and change in a free society and the global community.

## Standard II.A.2

## Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

### Evidence of Meeting the Standard

In order to continuously assess and improve course, degrees, and certificates, as well as student services, the College engages in several systematic processes including curriculum review, the annual program planning and review process, and the faculty evaluation process.

Curriculum review is a faculty driven-process that fits within the strategic plan of the College. It is overseen by the Executive Vice President of Student Learning and the Curriculum Committee (whose charge is to review and oversee “new courses, new programs, modifications to existing courses and programs, and graduation requirements, in support of the College mission”).[[14]](#footnote-14) The Curriculum Committee is comprised of elected faculty representatives from each department, deans, student support services, staff, and students[[15]](#footnote-15). Through CurricUNET, a full-time or part-time faculty member submits a course, degree, or certificate for review by peers, the curriculum representative, department chair, and dean. After a feedback and approval process, the submitted course or program is reviewed by the Technical Review workgroup of the Curriculum Committee. Finally, the full Curriculum Committee reviews and votes on every submission[[16]](#footnote-16). As part of the review, committee members ensure that the Course Outline of Record addresses the following:

* the course, degree, or certificate aligns with the mission of the College.[[17]](#footnote-17)
* the course, degree, or certificate is appropriate for a community college.[[18]](#footnote-18)
* the course, degree, or certificate meet generally accepted academic and professional standards.[[19]](#footnote-19)
* the course fulfills the requirements of the Distance Education Addendum as it relates to ensuring “regular and substantial faculty-initiated contact” and active learning (if a course is seeking Distance Education approval).[[20]](#footnote-20)
* the course fulfills the requirements of the Honors Program (if a course is seeking Honors approval).[[21]](#footnote-21)

Every course and program, regardless of the mode of delivery, goes through the curriculum process. Through this process, faculty have a central role in developing and approving all courses, including those offered as part of the Distance Education course offerings.

In addition to the curriculum process, the College ensures that content and methods of instruction continue to meet academic and professional expectations through the program review and planning process. As discussed in detail in Standard IB.5, the review and planning process incorporates qualitative and quantitative data, including the results of student learning assessments, student success and equity data, and retention data. In addition, every instructional program that offers courses through Distance Education is provided with success and equity data for online classes versus on ground classes. Each year both academic and student service programs are asked to reflect on the prior year and the data that have been collected, and to create action plans to improve the program. The program plans include qualitative data, such as narrative accounts of discipline meetings. These narratives often describe assessment and labor market data and advisory committee input that have led to changes in the program or curriculum, and address student success and equity data for all delivery modes. Instructional programs are asked to indicate their program’s last curriculum review date to ensure that programs remain on cycle.[[22]](#footnote-22)

Based upon program review, several programs were identified as needing to “strengthen their program,” an option provided on the program plan evaluation form. For instance, the new Engineering program needed to develop curriculum and build a lab; this feedback was given during the 2014 review process, and by fall 2015 additional Engineering courses were added and the College is allocating resources to purchase equipment, and is adding a lab to support the program.[[23]](#footnote-23) Accounting and Environmental Science were both identified as needing to “strengthen the program” by developing their curriculum. As a result, both programs were prioritized high to receive a new faculty member in order to accomplish their goals of expanding curriculum to meet student needs.[[24]](#footnote-24) Biotechnology made changes to its courses and the method of instruction due to advisory meetings and student feedback: Biotechnology began offering Distance Education courses as a result of program review and suggestions from advisory committee, and now has several hybrid/evening courses serving local biotechnology company employees who work full-time.[[25]](#footnote-25)

Finally, continuous quality improvement is assured through the faculty evaluation process. Faculty evaluation, which occurs every three years for both full-time and part-time faculty, permits other faculty, department chairs, and deans to review course syllabi and student evaluations and to observe classroom instruction. This allows the evaluation committee to reflect on the currency and relevancy of class content, to ensure alignment with the Student Learning Outcomes, identified by department faculty during the curriculum development process, and to have a discussion regarding teaching and learning strategies[[26]](#footnote-26). The faculty evaluation form contains specific questions regarding Distance Education classes, which must be completed in addition to the standard questions when evaluating a Distance Education course. This process ensures discussion of teaching methodologies and student performance related to Distance Education[[27]](#footnote-27).

### Analysis and Evaluation

The College continuously evaluates and reviews its programs through three strong processes: curriculum review, program review and outcomes assessment, and faculty evaluation. The review of courses, degrees, and certificates take place through a well-defined and well-established curriculum process that integrates input from a diverse range of personnel representing programs across the College. Program review includes the evaluation and analysis of student achievement and Student Learning Outcomes. These data are used to drive discussions within disciplines and, where appropriate, lead to changes via the curriculum and program planning processes. Finally, faculty and deans discuss teaching methodologies and student performance expectations as part of the faculty evaluation process.

## Standard II.A.3

## The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include Student Learning Outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

### Evidence of Meeting the Standard

The College has identified program-level and course-level learning outcomes for all programs and courses, regardless of the mode of delivery. The College has also identified Institutional and General Education Outcomes. The process of creating each level of outcome is collaborative, bringing together all the relevant constituent groups. Once created, the outcomes are distributed for feedback, either to the entire campus or to the discipline/program, depending on the level of the outcome. The outcomes are revised as needed and updated electronically on the College website, in TracDat, and CurricUNET.[[28]](#footnote-28) Additional evidence documenting College Learning Outcome participation is:

* 2012 Student Learning Outcome proficiency.[[29]](#footnote-29)
* 2013-2015 ACCJC Annual Report.[[30]](#footnote-30)
* Internal tracking report.[[31]](#footnote-31)

The College has created a process whereby Student Learning Outcomes (SLOs) for every course or student support service is linked to a Program, General Education, and Institutional Learning Outcome.[[32]](#footnote-32) Not only does this ensure course alignment with the College’s mission; it also ensures that every course has an approved set of SLOs that have gone through the curriculum process.

The course-level outcomes are included in the Course Outline of Record (COR) in CurricUNET and in TracDat, and are reviewed as part of the five-year curriculum cycle.[[33]](#footnote-33) Faculty assess course and program outcomes on a schedule that corresponds with their curriculum review, which ensures that learning outcomes are assessed on a regular basis[[34]](#footnote-34). The results of this assessment are discussed annually during the program review process and at the discipline and department levels. Standard I.B.2 and Standard I.B.5 include a detailed description of how learning outcomes are used in program review and the role of faculty in this process.

Course-level learning outcomes are attached to the COR, which is available to the public through CurricUNET. The inclusion of the outcomes on course syllabi is important for student success. Instructors are required to submit a syllabus for all courses (both online and on-ground courses) at the beginning of every semester, and the syllabi are reviewed by the respective deans to ensure that course objectives and SLOs appear on the syllabus. [[35]](#footnote-35) During the faculty evaluation process (discussed in more detail in Standard II.A.2), deans and department chairs discuss the importance and implementation of SLOs in both their online and on ground courses.[[36]](#footnote-36) This process involves all faculty in an invaluable conversation about student learning.

In order to assist faculty with the development of SLOs, the College has recently created two new entities. First, in 2014, the College further institutionalized Learning Outcomes in general through the creation of the Student Learning Outcomes Standing Committee. As a standing committee, it operates under shared governance and “promotes campus wide understanding and integration of Student Learning Outcomes, facilitating campus dialogue to enhance institutional effectiveness and the continuous improvement of student learning”[[37]](#footnote-37). Second, in fall 2013, the administration created the Faculty Student Learning Outcome Coordinator position, which is staffed by a full- or part-time faculty member. Previously, this work was performed by the Institutional Research Analyst. The SLO Coordinator assists all instructional, student service, and business service programs in the creation, assessment, and use of SLOs.[[38]](#footnote-38)

### Analysis and Evaluation

The work of the Student Learning Outcomes Standing Committee, a participatory governance committee with wide representation from across the campus, has led to more uniform institutional procedures for generating and assessing learning outcomes, and provides a broad platform for discussion of outcomes and assessments. The Student Learning Outcome Coordinator position provides faculty a resource to ensure that their outcomes and assessment procedures are consistent with those of the College as a whole. All SLOs are linked with the COR and are available to the general public via CurricUNET.

## Standard II.A.4

## If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from College level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in College level curriculum.

### Evidence of Meeting the Standard

In order to fulfill its mission and serve students, the College offers pre-collegiate-level courses in English, English as a Second Language, and Math. Students who take these pre-collegiate courses are tracked as to their success in the course and, eventually, in transfer-level courses.[[39]](#footnote-39) In addition, the College provides access to supplementary support in the form of basic skills tutoring, embedded supplemental instructors, and dedicated counseling.

In alignment with its Enrollment Management Plan,[[40]](#footnote-40) the College does not currently offer continuing and community education, study abroad, short-term training, or contract education.

### Analysis and Evaluation

All courses are clearly identified, in the College catalog, as transferable to CSU and or UC campuses. English, English as a Second Language and Math offer remediation for students via pre-collegiate coursework. Flow charts in the catalog clearly indicate the appropriate pathway of courses needed to reach college-level coursework in these disciplines.

## Standard II.A.5

## The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

### Evidence of Meeting the Standard

In compliance with Board Policy and Procedures,[[41]](#footnote-41) the College has an established, faculty-driven process for curriculum development and review of courses and degrees, including appropriate depth, breadth, rigor, course sequencing, time to completion, and synthesis of learning.[[42]](#footnote-42) Administrators, department chairs, and faculty work collaboratively to ensure that course scheduling supports appropriate time to completion (see II.A.6).[[43]](#footnote-43) In addition, the administrative oversight of curriculum quality and compliance with federal and state regulations is the responsibility of the Office of Student Learning and the Executive Vice President of Student Learning (the College’s chief instruction officer).

The Curriculum Committee brings together faculty and administrators to review courses and programs, ensuring that College-level and state-level standards are met. Members of the Curriculum Committee attend training at the beginning of every academic year to review their role in the curriculum process and the criteria that guide curriculum development as set forth in the *California Community College Program and Course Approval Handbook[[44]](#footnote-44)*. The Curriculum committee co-chairs, the Articulation Officer, deans, and other interested faculty and staff also attend the Academic Senate’s annual Curriculum Institute and/or regional curriculum meetings.

All curriculum is reviewed and updated on a five-year cycle, with Career Technical Education (CTE) programs on a two-year cycle. The Articulation Officer assists faculty in creating degrees and certificates that meet federal and state regulations regarding minimum units for associate-level degrees. The Curriculum Committee reviews and approves sequencing and prerequisites. It also reviews course objectives, outcomes, topics, and assignments for rigor, depth, breadth, and assignments that lead to the development of critical thinking skills[[45]](#footnote-45). The General Education (GE) Subcommittee reviews courses seeking GE articulation with CSU and UC to ensure they meet standards of rigor and breadth for those institutions.[[46]](#footnote-46)

The College offers significant breadth and depth in its curriculum offerings:

Total degrees offered: 59.

Total certificates offered: 23.

Proficiency awards: 14.

Active courses: 856.

Distance Education courses as of fall 2015: 258 sections

Of the 59 degrees offered, 26 are the new Associate Degree for Transfer (ADT). The breadth and depth of these degrees were designed by a statewide collaborative effort by discipline faculty. The College was a state leader in developing ADTs, which support appropriate time to completion and a minimum degree requirement of 60 semester units, in addition to providing a path for transfer.[[47]](#footnote-47)

All new and revised curriculum is reviewed and approved by a discipline peer, the department Curriculum representative, department chair, division dean, the Articulation Officer, faculty Curriculum co-chair, Executive Vice President, President, and the Board of Trustees.[[48]](#footnote-48) As part of the review process, to ensure quality and compliance, all new curriculum and significant changes are also reviewed by the District Technical Review Workgroup - Instruction prior review by the Board of Trustees. This lengthy process ensures both the quality of the courses and programs and compliance with State of California Educational Code and Title 5.

### Analysis and Evaluation

Moorpark College has a long-standing, well-established, robust curriculum process. There have been concerted efforts to review all courses to ensure that the units align with content and outcomes, aligning our courses with C-ID course descriptions. This alignment with C-IDs provides improved clarity for students, facilitating their transfer to four-year institutions. Additionally, where ADT patterns exist at the state level, programs at the College have been encouraged to create ADTs to increase opportunities for student transfer. To date, the College has created 26 ADTs that ensure that students planning for transfer are able to do so within the 60-unit/two-year period.

The College does not offer baccalaureate programs.

## Standard II.A.6 (NEW)

## The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

### Evidence of Meeting the Standard

The College reviews curriculum on a regular basis to maintain current programs that meet student and local employer needs. Faculty, department chairs, and deans work collaboratively to evaluate program demand. Data used in these evaluation discussions include annual data elements such as number of declared majors, course completions, and degree/certificate completions. Based on degree requirements and the data analysis, faculty have worked over the last several years to “core” their curriculum, focusing most course offerings on primary courses and providing fewer elective courses (or offering elective courses in a two-year rotation).[[49]](#footnote-49) In addition, disciplines have implemented two-year course scheduling plans for their degrees,[[50]](#footnote-50) and similar course scheduling plans for each certificate.[[51]](#footnote-51) These plans inform enrollment management and scheduling planning. Through the implementation of these two-year schedules, the College schedules courses in a way that allows students to complete certificate and degree programs within a timely manner.

To improve timely program completion, the College has strived to reduce barriers through improved course scheduling based on the analysis of enrollment data. For example, the College has increased the number of math, chemistry, English, and speech classes offered to support prerequisite courses and new student demand.[[52]](#footnote-52) The College has also adjusted the number of discipline “core” classes to meet the course requirements of the new ADTs.

When building the annual schedule, division deans and department chairs review a variety of scheduling variables to ensure that students can complete programs in a timely fashion. These include a review of the days courses are offered, such as Monday/Wednesday and Tuesday/Thursday scheduling; morning, afternoon, evening, and online classes; class sequencing, program course timing to ensure that required courses for a degree are not offered at competing timeslots (such as math, physics, engineering, and computer science), offering sufficient number of sections to meet IGETC and CSU requirements and Advisory Board input in the case of career-technical classes. Math and English programs have developed accelerated basic skills and entry-level math classes to support students who need these classes before moving to college-level courses.[[53]](#footnote-53) In addition, the Honors program has developed a two-year scheduling plan for honors courses[[54]](#footnote-54) and the College has recently developed a two-year schedule plan for Saturday class offerings designed to meet the needs of working students.[[55]](#footnote-55) Any required capstone courses within a program are offered at least once every two years to ensure that students can complete degrees and certificates in a timely fashion.

Throughout each semester’s student registration process, deans and department chairs monitor class fill rates, waitlists, and low-enrolled classes, and make adjustments to meet student demand for specific courses. For example, as the physics and engineering programs began to grow, the number of calculus classes typically offered no longer met student demand. The mathematics department therefore increased the number of calculus courses offered.[[56]](#footnote-56)

Through the program review process, which analyzes a variety of factors including College mission, achievement of program goals, completion rates, marketplace data analysis, and budget constraints, faculty have also inactivated degrees and certificates that no longer support student or employer need based upon Advisor Board input.[[57]](#footnote-57) When degrees and certificates are eliminated from the curriculum, the College works with students to arrange alternative completion plans.[[58]](#footnote-58)

### Analysis and Evaluation

Over the last six years, the College has held significant discussions and completed college wide work through the curriculum and scheduling processes to ensure that the College provides the courses that students need to complete programs, certificates, and/or degree patterns in a timely manner. All instructional disciplines have focused on “coring” their course offerings to ensure that the right combination of classes is scheduled each semester. These discussions consider the requirements of new ADTs and other degrees/certificates offered by the program, and also the need to balance lower-enrolled capstone courses with higher-enrolled entry-level or general education courses. Deans and departments chairs, along with discipline faculty, regularly review their two year schedule of course offerings and monitor enrollment data, making adjustments as needed to meet changing student demand.

The Moorpark College *Enrollment Management Plan 2013-2016* ties the goals of course scheduling to the enrollment goals that support the College’s strategic goals. The plan also outlines a variety of data assessment and scheduling strategies to help meet these goals.[[59]](#footnote-59)

### PLANNING AGENDA:

The College is working to develop 2-year schedule patterns for programs to be disseminated to counselors and students to use in educational planning. Will tie to data pulled from ed plans and degreeworks….

## Standard II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

### Evidence of Meeting the Standard

Using the mission as a guide, the College meets the needs of its students (transfer, career technical education, and basic skills) by ensuring equitable access to classes. Two Strategic Goals found in the Strategic Plan and Enrollment Management Plan focus on providing student access and on improving retention and success. Specific action steps are laid out to accomplish these goals.[[60]](#footnote-60) Courses are offered on a varied schedule to meet the needs of full-time, part-time, day, and evening students: mornings, afternoons, evenings, weekend, full-semester, short-term, on high school campuses, and via distance education including fully online and hybrid. This wide range of course offerings meets the needs of our diverse community.[[61]](#footnote-61)

Instructors use a variety of teaching techniques and technologies to support the different learning styles of students. Via the faculty evaluation process, feedback on teaching modalities is given to instructors during their evaluation meeting and in the evaluation form. The COR also requires faculty to show multiple methods of evaluation approved by the Curriculum Committee, and the Distance Education addendum requires explanation of how faculty will evaluate students and maintain regular, substantial contact hours.[[62]](#footnote-62)

The College provides professional development activities so that faculty can develop, improve, or review the most current information on teaching methodologies. Examples include:

* Professional Development opportunities for faculty teaching any mode of delivery
* On-campus guest speakers
* Mandatory pedagogy training for faculty prior to teaching Distance Education courses (online and hybrid).
* TechEd training workshops that include pedagogy and using online tools in classes, regardless of the mode of delivery
* Mandatory New Faculty Orientation throughout the first year for full-time instructors
* Division/department meeting training sessions

To support faculty in meeting the needs of students with a variety of learning styles, the College offers many opportunities for professional development. Professional development workshops both during Flex Week and throughout the semester focus on pedagogy.[[63]](#footnote-63) Full-time and part-time faculty can also take advantage of conference funding to attend workshops/events to improve their teaching. Distance Education faculty participate in mandatory training to learn effective pedagogy techniques in the virtual environment.[[64]](#footnote-64) The faculty evaluation asks evaluators to comment on diversity of delivery modes and sensitivity to different learning styles.[[65]](#footnote-65) During the evaluation process, the committee and faculty member discuss the teaching methodologies observed and ways to expand those methodologies. For those teaching Distance Education (DE) courses, the evaluation contains a section that is specific to DE courses as well as requiring a discussion of teaching methodologies used in the course.Finally, the Course Outline of Record includes specific methods of evaluation to assess student learning for each course objective/outcome. The College has expanded the number of “smart” classrooms to better integrate technology and multimedia into the classroom. The College has significantly improved its Internet access throughout the campus so faculty and students can access the Internet in their classrooms.[[66]](#footnote-66)

Learning support services are provided in a manner that reflects the diverse needs of students including:

* ACCESS support[[67]](#footnote-67)
* Counseling (one-unit) and College Strategies (three-unit) classes that help students discover their learning styles[[68]](#footnote-68)
* Career Transfer Center learning styles assessment[[69]](#footnote-69)
* On ground tutoring in a variety of subjects at The Learning Center (see II.B for description)
* 24/7 online tutoring in a variety of subjects through *SmarThinking* (see II.B for description)
* All Student Services are provided for students both on-ground and online, regardless of the course mode of delivery[[70]](#footnote-70)
* Math Center (see II.B for description)
* Writing Center (see II.B for description)

The College offers students a variety of learning support services. For example, the ACCESS department, which meets the needs of students with any type of disability (physical, learning, psychological, etc.) works with individual faculty and supports student learning within the student’s classes. The Learning Center provides academic support through the Math lab, Writing lab, and Tutoring Center. The Tutoring Center has expanded its on ground tutoring to include 12 disciplines in addition to English and Math. In spring 2015, the campus entered into a contract with SmarThinking that provides 1875 hours of online tutoring, making tutoring available to all students regardless of the mode of delivery of a class. The campus also offers a variety of support services to help students who might encounter problems during the semester. These are discussed in detail in Standard II.C.1.

The College’s student demographics show a diverse campus population in terms of age, ethnicity, sex, and levels of academic preparedness. Overall, the majority of students are part-time (60 percent), under the age of 25 (78 percent), and identify transfer to a four-year institution as their goal (76 percent)[[71]](#footnote-71). As a result, the campus offers the majority of its classes in a traditional 17-week format throughout the day.

The number of students enrolling in Distance Education classes has grown over the past 6 years. In order to address the needs of students and faculty, the College created a Distance Education advisory committee in fall 2014; this group became a standing committee in fall 2015. Committee meetings provide a venue to discuss issues related specifically to DE courses. The committee works with DE faculty to offer professional development opportunities and provide success and equity data. The committee approved a Best Practices document in fall 2015 that is available to faculty creating or updating courses in curriculum and to new and continuing DE faculty. The document contains several examples of teaching methodologies commonly used in DE/CE programs and discusses which methodologies promote regular and substantial student contact. [[72]](#footnote-72) To ensure continuous quality improvement of instruction and student success, the programs analyze success and retention data in on ground versus online classes.

Students who need alternative schedules may choose from evening, weekend, short-term (which range from 8-14 weeks), and Distance Education classes. To meet student needs, deans and department chairs analyze class enrollment data based upon day of week, time of day, length of term, and mode of delivery. Beginning spring 2016, the College has started offering dual enrollment courses at a few local area high schools, at the request of the academic counselors working at those high schools.[[73]](#footnote-73)

### Analysis and Evaluation

Several indicators show that the College uses effective methodologies to help students achieve their goals. According to the *Institutional Effectiveness Report*, students are successful in completing programs and earning certificates:[[74]](#footnote-74)

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2012-13 | 2013-14 | 2014-15 |
| Degree Completions | 1185 | 1288 | 1630 |
| CTE Certificate Completions | 111 | 198 | 192 |

Students, such as those in nursing, child development, criminal justice, radiologic technology, and exercise science have high passing rates on national exams.[[75]](#footnote-75) Huffington Post recently ranked the College fourth among the Top 10 Community Colleges in the nation[[76]](#footnote-76).

## Standard II.A.8

## The institution validates the effectiveness of department wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

### Evidence of Meeting the Standard

The College does not routinely use departmental course or program examinations. Exceptions to this occur in nursing and radiologic technology, both of which have external Board exams. In addition, computer network systems engineering and exercise science both prepare students to take external, proprietary certification exams; results are informally reported to the college by students taking the exams. These programs carefully analyze students’ preparedness for these exams as part of their SLOs process.[[77]](#footnote-77)

### Analysis and Evaluation

The College does not use departmental course or program examinations, with a few specific exceptions.

## Standard II.A.9

## The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

### Evidence of Meeting the Standard

The College follows District Board Policy and Administrative Procedures regarding the awarding of credit for courses and degrees including:

* AP 4020 Program, Curriculum, and Course Development.
* AP 4022 Course Approval.
* AP 4050 Articulation.
* BP 4020 Program and Curriculum Development.
* BP 4250 Prerequisites and Co-requisites.

SLOs are the basis for credit awarded for courses, and the units of credit awarded are consistent with institutional policies that reflect generally accepted norms in higher education. Academic credit is based on courses created by faculty. Courses are approved by the Curriculum Committee and the Board of Trustees prior to being submitted to the State Chancellor’s Office for approval. Curriculum developed by the College is in alignment with Title 5, State of California Education Code, California Community College Chancellor's Office Program and Course Approval Handbook, C-ID guidelines, VCCCD Board Policies, and local Curriculum Committee guidelines.[[78]](#footnote-78) Additional College Curriculum Committee guidelines apply to courses taught online and to honors courses.[[79]](#footnote-79)

When a course is submitted, to the Curriculum Committee, the faculty must describe the course objectives. These objectives are linked to SLOs, Program Learning Outcomes, General Education Learning Outcomes, and Institutional Learning Outcomes. Every course regardless of the mode of delivery must align with higher-level outcomes.[[80]](#footnote-80) Students are required to demonstrate they have met the standards of the Course Outline of Record as determined by the faculty. In this way, the College ensures that achievement of stated program learning outcomes is the basis for passing its courses and for the awarding of degrees. When a new degree or certificate is proposed, the faculty must list the required course sequence and identify outcomes for all degrees and certificates. The proposed course, degree, or certificate then goes through the College curriculum approval process whereby the Curriculum Committee reviews and validates the Learning Outcomes. A student must complete the requirements of the program in order to receive a degree or certificate. All course and program Learning Outcomes are assessed on a regular cycle that corresponds to the curriculum cycle.[[81]](#footnote-81) The five-year curriculum review cycle ensures that all courses, degrees, and certificates are routinely reviewed for currency and relevancy. All Career Technical courses are reviewed on a two-year cycle.

The College awards credit for courses based upon the number of Carnegie units earned.[[82]](#footnote-82) The number of units per course is stated in the COR. Credit is awarded based on the student’s fulfillment of the requirements and grades are assigned in accordance with provisions adopted by the VCCCD Board of Trustees (BP4020/AP 4020). The District Policy states:

One credit hour of community college work (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system.

* A course requiring 96 hours or more of lecture, study, or laboratory work at colleges operating on the semester system shall provide at least two units of credit.
* The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study, or laboratory work in half-unit increments.
* Colleges of the District may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study, or laboratory work in increments of less than one-half unit.
* Consistent with federal regulations applicable to federal financial aid and eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The grading system and practices are explained in the *College Catalog.[[83]](#footnote-83)* The College also offers the option of credit by exam and may award credit to students who pass a challenge exam administered by the discipline. The credit by exam procedure is explained in the *College Catalog.[[84]](#footnote-84)*

### Analysis and Evaluation

Awards of course credit, degrees, and certificates are linked to SLOs and Program Outcomes established through the curriculum review process. Course objectives as defined in the COR are directly linked to SLOs. Further, SLOs are linked to Program Outcomes, General Education Outcomes, and Institutional Outcomes.[[85]](#footnote-85)

The College awards units of credit that follow state and federal standards. The institutional policies reflect generally accepted norms or equivalencies in higher education. This information is communicated to students through the *College Catalog*. The College does not offer courses based on the clock hour.

## Standard II.A.10

## The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

### Evidence of Meeting the Standard

The College’s dedication to quality education is evident in its transfer-of-credit policies and practices that support the mobility of students without penalty. The College follows District policies and procedures (BP4022/AP 4022 and BP 4100/AP 4100) regarding the transfer and granting of credits; these are regularly reviewed, most recently in 2014.[[86]](#footnote-86) The District’s articulation agreements are developed, implemented, and evaluated according to the VCCCD AP/BP 4050.

The College Articulation Officer works in conjunction with the Curriculum Committee and discipline faculty to optimize the College’s transferable course offerings, and informs disciplines when new requirements affect a course’s transferability. In addition, the Articulation Officer serves on both the Curriculum Committee Technical Review workgroup and the General Education workgroup, and reviews every COR to help faculty ensure their courses will receive or maintain articulation with both public and private colleges and universities in California.

There are several ways in which transfer-of-credit policies are made available to students. Information on earning and transferring credits is given in the *College Catalog* and at the Articulation website.[[87]](#footnote-87) The *College Catalog* also provides information and links to transfer-of-credit information on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST), Associate Degrees for Transfer (ADT), and Course Identification Numbering System (C-ID) websites. The *College Catalog* provides specific guidelines for evaluation of credits from other institutions, international transcripts, military credits, credit by exam, and advance placement.[[88]](#footnote-88) Students begin the process by submitting their official transcripts to the College. Counselors review the transcripts to determine whether a course is equivalent by comparing the course description to the Moorpark College Course Outline of Record. Where necessary, counselors forward transcripts to discipline faculty for more detailed evaluation. The course is also reviewed to ensure it was from a regionally accredited institution.

The *College Catalog* explains less common ways in which students may petition for credit through the following procedures:

* International transcripts are evaluated by an evaluating service within the United States such as World Education Services and Global.[[89]](#footnote-89)
* Military credits are evaluated by the Veterans’ Counselor and then transferred to the student record.[[90]](#footnote-90) Information about military credits is also included on the Veterans’ Resource Center/Registration webpages.
* In compliance with District policy (BP/AP 4235, most recently reviewed in 2015),[[91]](#footnote-91) students may petition for credit by examination by one of the following methods: Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), High School to College Articulation, or College examination (administered by College faculty).

The Counseling Department works with students to facilitate the transfer process by ensuring students are taking classes consistent with a degree/certificate pattern. The College has recently begun using DegreeWorks in Counseling and provides this tool to students through the student portal. Once students complete their online orientation, they are prompted to open DegreeWorks and shown a tutorial on the use of the program. After the tutorial, they are prompted to create an abbreviated education plan that counselors review. The Career Transfer Center also offers students the chance to make appointments or drop in to learn more about the transfer process, deadlines and requirements.[[92]](#footnote-92) The Center is staffed by two full-time counselors and provides information to students in the following ways:

* Library of college catalogs from other universities.
* Online transfer and career resources, including computers to access ASSIST.org.
* Transfer sheets to the UCs, CSUs, and a variety of private colleges and universities.
* Appointments with visiting counselors and university admissions representatives from the College’s most popular transfer institutions.
* Workshops on how to complete transfer applications and personal statements, and other career-related and transfer-related topics.

### Analysis and Evaluation

The College has effective procedures for transfer-of-credit and articulation agreements from accredited institutions, and these agreements are regularly updated. As part of this process, the *College Catalog* includes C-ID numbers for all appropriate courses to facilitate transfer of coursework to other institutions. The College has articulation agreements with many four-year universities. The College also has a robust Career Transfer Center that maintains strong relationships with the universities to support transfer between the institutions.

## Standard II.A.11

## The institution includes in all of its programs, Student Learning Outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

### Evidence of Meeting the Standard

The College has in place and regularly assesses learning outcomes at all levels, including Institutional Outcomes, General Education Outcomes, Program Outcomes, and Course Outcomes.

Based upon its mission, the College has identified four Institutional Learning Outcomes:

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

Through the work of the SLO Committee, the College can verify that every course links to course, program, and institutional learning outcomes. This ensures that students taking courses develop competency in the program and Institutional Outcomes. It also allows the College to assess the extent to which courses support the college mission and Institutional Outcomes.

Through the Curriculum process, specifically the work of the General Education Workgroup (part of the Curriculum Committee), the College uses a set of criteria for determining if a course has the depth, breadth, and rigor necessary for alignment with the General Education Outcomes of the College. Each course that applies for general education approval is evaluated using a rubric specific to the area.[[93]](#footnote-93)

The College General Education Philosophy guides the General Education Outcomes and supports the requirements of Title 5, Section 55601. Courses approved for General Education fall under one of the following General Education areas and support at least one of the following six General Education Outcome for that area:[[94]](#footnote-94)

* Natural Sciences (Area A).
* Social and Behavioral Sciences (Area B).
* Arts and Humanities (Area C).
* Language and Rationality (Area D).
* Health and Physical Education/Kinesiology (Area E).
* Ethnic/Gender Studies (Area F).

Similar to the mapping done for course, program, and institutional learning outcomes, the Student Learning Outcomes Committee in conjunction with discipline faculty link general education courses to General Education Outcomes to ensure that general education goals are analyzed via outcome assessments. Program specific outcomes are defined in the Catalog, CurricUNET, and on specific Web pages that describe programs, program outcomes (PLOs), and student achievement of specific program metrics (gainful employment, graduation, and completion).[[95]](#footnote-95)

As part of the College’s graduation requirement for an associate’s degree, students must successfully complete coursework in the areas of language and rationality, ethics, civic engagement, and diversity. In order to determine that students have obtained these skills or capabilities, the institution has developed General Education Learning Outcomes. As part of the General Education pattern, students are required to complete courses in areas A-F as identified in the *College Catalog* under General Education requirements, which address the skills essential to be productive individuals and lifelong learners. Additionally, these students must complete courses in an area of emphasis such as natural science, social/behavioral science, or arts/humanities. This combination of courses promotes an understanding and appreciation of diverse perspectives.[[96]](#footnote-96)

In spring 2014, each discipline with General Education courses identified the specific General Education Outcome(s) that the course met. In fall 2014, through the shared governance structure, the institution approved a five-year cycle of review for all General Education course assessment.[[97]](#footnote-97) This cycle strengthens the General Education assessment process by requiring that all courses that meet a specific General Education Outcome be assessed and discussed with other disciplines in the same General Education area. This leads to solid discussions on whether, and how, the competencies are being met.[[98]](#footnote-98)

### Analysis and Evaluation

The College has identified core competencies that are documented in the *College Catalog*. Degree programs include program-specific learning outcomes, general education learning outcomes, and Institutional Outcomes, which cover communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

## Standard II.A.12

## The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon Student Learning Outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

### Evidence of Meeting the Standard

The *College Catalog* describes the General Education Philosophy thus:

An Associate Degree signifies more than an accumulation of units; it signifies the successful completion of a pattern of learning experiences designed to develop certain capabilities and insights that lead to the fulfillment of individual human potential. Therefore, in addition to the Basic Requirements for graduation relating to units, residency, and competency in reading, written expression, and mathematics, students must also satisfy General Education requirements as required by Title 5 of the California Code of Regulations and by Ventura County Community College District Governing Board Policy.

The philosophy underlying “general education” is that no discipline is an isolated endeavor; instead, each relies upon and contributes to a common body of knowledge, ideas, intellectual processes, cultural traditions, and modes of perception. One’s understanding of a specific subject area is greatly enhanced and enriched by knowledge in and experience with other disciplines. Thus, the General Education requirements are designed to introduce students to the variety of means through which people comprehend the modern world and fulfill their potential and, in so doing, serve family, community, and society.

The General Education requirements reflect the conviction that those who receive a degree must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College-educated persons must be able to use their knowledge to evaluate and appreciate the physical environment, the culture, and the society in which they live. In addition, they must have a good self-understanding and the capacity to adapt to an ever-changing and global environment through an ongoing intellectual curiosity and commitment to life-long learning.

Upon successful completion of all of the General Education requirements, students will be able to:

* + Understand the modes of inquiry and critique used in the natural, social, and behavioral sciences and the humanities
  + Understand and appreciate the role of culture and the arts in society and in one’s personal life
  + Think logically and communicate effectively
  + Understand and adopt the concepts of personal health and fitness to enhance the quality of life
  + Recognize the multitude of diversities in the physical and human environments and how these diversities impact individual and society
  + Understand the connections among the various disciplines
  + Use a variety of means to find information, examine it critically, and apply it appropriately
  + Work ethically and effectively with others
  + Apply the skills necessary for successful living in an ever-changing and global environment
  + Become productive workers and life-long learners

This philosophy was reviewed by the General Education workgroup, the Curriculum Committee and the Academic Senate in fall 2015 and spring 2016.[[99]](#footnote-99) This philosophy includes all General Education courses, regardless of the mode of delivery of the course. All General Education courses are assessed on a regular cycle, including those offered in Distance Education mode (see 2A.11 for further discussion).

As a requirement for an associate’s degree, all students must take a pattern of General Education courses. This includes a student’s preparation for and acceptance of responsible participation in society, skills for lifelong learning, and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, sciences, social sciences, and mathematics. In fall 2015, the campus implemented an assessment cycle for General Education courses, [[100]](#footnote-100) and in spring 2016, the SLO Committee identified a set of questions to be used in the evaluation process for General Education Outcomes. In this process every General Education course is reviewed by discipline faculty, who are asked to analyze and discuss General Education Learning Outcomes (GLO) assessment data from all courses within the General Education Areas (Areas A-F) and then confirm that the courses still support the General Education curriculum outcomes (Areas A-F).[[101]](#footnote-101) These reviews are forwarded to the General Education Workgroup to decide whether to allow the course to continue to fulfill a General Education requirement.

The General Education workgroup uses a rubric to evaluate courses (courses that have gone through the above GLO assessment process, as well as courses that are requesting to be added to the General Education program) to assure that the course meets the criteria of a General Education course regardless of the mode of delivery.[[102]](#footnote-102) The General Education workgroup submits its recommendation to the Curriculum Committee for approval.

In addition to the General Education (GE) pattern of courses required for every degree, the College offers many opportunities that prepare students for participation in civil society, help them develop skills for lifelong learning, and provide learning opportunities about current events. These include:

* Multi-Cultural Day: This alternative day of instruction offers a multitude of workshops, lectures, and activities to enhance appreciation of diversity.[[103]](#footnote-103)
* One Campus One Book: a different book is chosen every year to focus a speaker series, discussions, and other events.[[104]](#footnote-104)
* “Year of…”: a theme is chosen each year by faculty that helps to organize speaker series and other events.[[105]](#footnote-105)
* Fall Fling: This annual planning retreat is open faculty, staff, and students.[[106]](#footnote-106)
* Student Clubs: under Associated Students, student can join or start clubs and develop leadership skills through their club or participation in student government[[107]](#footnote-107)
* Associated Students sponsored events: the student government hosts numerous events throughout the year to bring speakers onto campus and provide students an opportunity to learn more about current events[[108]](#footnote-108)

### Analysis and Evaluation

All courses identified in the *College Catalog* as GE are reviewed by the GE subcommittee of Curriculum and then approved by the Curriculum Committee as a whole. All degree patterns are reviewed for GE content consistent with standards identified for IGETC and CSU GE breadth as identified in the College Catalog.[[109]](#footnote-109)

## Standard II.A.13

## All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon Student Learning Outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

### Evidence of Meeting the Standard

Students graduating with an Associate in Arts (AA), Associate in Science (AS) degree, or an Associate in Art or Science for transfer (AA-T/AS-T) must successfully complete a minimum of 60 semester units of degree-applicable college coursework, including the General Education requirements listed in the *College Catalog***.**[[110]](#footnote-110) Each major or area of emphasis requires a minimum of 18 units, successfully completed with a grade of C or better. Each major is described in detail in the Catalog. Every program has identified Program Learning Outcomes, which are made available to the public in the *College Catalog* as well as Course Learning Outcomes that are included in the Course Outline of Record and available to the public through CurricUNET. The five-year curriculum review cycle is linked to the SLO cycle providing a regular assessment schedule for programs.

### Analysis and Evaluation

The College takes great pride in the rigor and appropriateness of its programs. The College led the state in the development of Associate Degrees for Transfer (ADTs). Student are held accountable for mastery of competencies as measured by SLOs, exams, and other assessment methods described in the COR.

## Standard II.A.14

## Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

### Evidence of Meeting the Standard

The College offers a wide range of career/technical certificates, a total of 21 certificates. All career/technical certificates use specific competencies developed by the U.S. Department of Labor and Education Secretary’s Commission on Achieving Necessary Skills (SCANS).[[111]](#footnote-111) All certificates are reviewed by program faculty and the Curriculum Committee for fit with the College mission.

Career Technical Education (CTE) programs participate in a two-year curriculum review cycle that includes intensive review of the curriculum, student learning outcomes, and labor market data analysis to ensure that new and continuing programs meet employment standards. The Moorpark College CTEA/Perkins Work group includes representation from Behavioral and Social Sciences, Business, Science, Child Development and Distance Education, Career Transfer Center, Health & Life Sciences, Enrollment Services, Mathematics and Physical Sciences, Performing Arts and Student Life, Athletics, Arts and Institutional Effectiveness, Institutional Research, Associated Students, Career Education Specialists and Student Services Council.  CTE faculty have developed one-year and/or two-year academic plans for all degrees and certificates offered in each CTE program.  The CTEA/Perkins Workgroup holds CTEA “Y’All Come” events to discuss with the faculty CTEA best practices, establishment of high-school-to-industry pathways, advisory board meetings, and past and future grant and professional development opportunities. As the CTEA opportunities in the community and the state continue to grow, the College has expanded the breadth of its CTEA offerings to address local and statewide industry needs.

CTE programs with external licensure and certification requirements are primarily in the Nursing and Radiologic Technology fields, where students must demonstrate technical and professional skills by passing State Board Licensure Examinations. Nursing students may also take an Educational Resources Institute examination to help prepare for the State Board exams. These programs participate in the statewide Employment Outcomes Survey for Certificate Completers, which addresses “student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career”.[[112]](#footnote-112) The results allow the program to evaluate how well it is meeting the needs of students and employers.

Programs that do not have an external licensing board are still monitored by the College to ensure they are meeting employment standards for the field. Advisory committees comprised of College faculty, local and statewide industry partners, and representatives from CSU and UC systems provide feedback regarding the academic and workplace preparedness of graduates. They make recommendations to keep programs current with evolving professional standards, expected competencies, and new trends to guide discipline faculty in updating curriculum to better address the needs of employees in that profession. At these annual meetings, CTEA faculty present a student success report, facility and equipment updates, labor market data, and curriculum changes for discussion with community, industry and program graduates.[[113]](#footnote-113) These discussions form the basis for future program planning, including the creation of new courses specifically aimed at market trends, facility, equipment and software needs, and internship opportunities.[[114]](#footnote-114)

### Analysis and Evaluation

The College has placed a significant emphasis on building and supporting Career Technical Education programs. Graduates from programs such as Exercise Science, Nursing, and Radiologic Technology have high pass rates on outside licensure exams and certifications. Employers value the professional competencies of our students as evidenced by successful employment rates of our graduates. All CTE programs hold annual advisory committee meetings and use input from these members to continuously improve and align curriculum with local employer needs. All CTE programs participate in a two-year curriculum review process that ensures that program outcomes and labor market data are current and relevant to changing industry needs. The College has an active CTE workgroup that meets to discuss emerging trends and to provide input to college wide planning and new program development.

## Standard II.A.15

## When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

### Evidence of Meeting the Standard

The College follows the District Board Policy and Administrative Procedure on program discontinuance (BP/AP 4021).[[115]](#footnote-115) The Board Policy was adopted in March 2011 and the Administrative Procedure was adopted in February 2012. This procedure ensures a uniform process throughout the District when a program is being considered for discontinuance. At the College level, the annual program planning process is the venue through which programs are evaluated for vitality. This process is participatory and data-driven, as described in I.B.5. As defined by AP 4021, criteria used to consider discontinuance include the relevance of the program to the District/College mission and goals, student and/or employer demand/need, and the currency of the program; additional criteria may also be relevant depending upon the program. At the end of the process, each program is assigned a status by the Executive Vice President (EVP), who has the option of the following: no action needed, strengthen the program, reduce the program, or review for discontinuance.

This process was used at the College in fall 2011 based upon a draft of the Administrative Procedure, as charged by the College president.[[116]](#footnote-116) The College convened a Program Discontinuance Recommendation Group, which met to consider several programs for discontinuance.[[117]](#footnote-117) This group was asked to consider each program in light of the criteria listed above. The group voted and sent its report to the EVP’s designee. The EVP met with each group in person and made a final recommendation to the president.[[118]](#footnote-118) The Program Discontinuance process was also carried out in again fall 2012.[[119]](#footnote-119)

If a program is discontinued, the dean and discipline faculty develop “teach-out” plans for students so that they can meet their educational goals in a timely manner. Students are advised by Counseling of their options so that they can complete their program of study. For example, the College made the decision to discontinue the Interior Design program (fall 2011) and the Drafting Technology program (fall 2012). Individual “teach-out” plans were developed for each student to help them complete their educational goal.[[120]](#footnote-120) In some cases, when a class was no longer offered, students worked with Counseling faculty to request to substitute a similar course. In other cases, students were directed to other community colleges in the local area to take a specific course.

With the implementation of ADTs, the College has discontinued several regular AA or AS degrees. In these instances, students are advised about the new degrees and meet with counselors to review their courses and/or update their educational plans in DegreeWorks.

### Analysis and Evaluation

The College follows the District Policy and Administrative Procedure for program discontinuance. The College process is sound and transparent, and has worked well to help the College manage these difficult discussions. Once the decision is made, students are notified as quickly as possible and the program dean and faculty work to develop a plan to “teach out” the program so that students currently enrolled in the program can complete the degree/certificate. Students receive an individualized plan to help them complete their work at Moorpark College or at an institution within their local area.

## Standard II.A.16

## The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

### Evidence of Meeting the Standard

The program planning process is the mechanism by which the College ensures the annual review of instructional programs in order to encourage improvement and currency. During the program planning process, programs use data such as student success and retention, student equity, and SLO assessments to make informed decisions about the direction of the program in the future. This data may lead to the addition of classes or degrees, revision of course content to better meet the needs of the course in a sequence, or even the deletion of a course. Every academic program is part of the program planning process (discussed in more detail in I.B.5) and is uniformly, consistently, and regularly evaluated for currency and appropriateness to the mission and achievement of learning outcomes. Information discussed during the program plan review process is used to inform decisions regarding faculty and staff hiring and resource allocation for facilities and technology.[[121]](#footnote-121)

All academic programs follow a five-year cycle of curriculum review which is synchronized with a five-year Student Learning Outcome cycle and a five-year General Education outcome cycle. This review cycle includes all courses, regardless of mode of delivery, and all degrees and certificates in the program. The review cycle is posted on the Curriculum website. In the year prior to curriculum review, disciplines meet with the SLO Coordinator to analyze their assessment data and consider curricular changes. As the time for review approaches, the curriculum representatives from each department work with discipline faculty and the department chair (see I.B.9 and II.A.2 for examples of changes or improvements in programs as a result of program evaluations).

During the curriculum review process, faculty evaluate each course, degree and certificate for continued relevancy, ensure that the level of rigor continues to meet articulation agreements, and use SLO and labor market data to make changes when appropriate. Faculty review courses for appropriateness to the College’s mission and for continued currency in meeting employer needs and transfer requirements. Course objectives indicate the skills that students will acquire in the course, along with how those skills will be assessed. Faculty use a variety of methods in program review to measure how well students are applying their knowledge to subsequent coursework or employment. These measures include (see 1B.5 for a more exhaustive list):

* Student Learning Outcomes assessment.[[122]](#footnote-122)
* Graduate/Employer Satisfaction survey.
* Licensure exams results such as in Nursing or Radiologic Technology.[[123]](#footnote-123)
* Job placement data.
* Student success and equity.

Courses that have Distance Education and General Education components require an additional addendum; these addenda are evaluated by the Curriculum Committee as a whole and voted on separately. In the case of Honors courses and courses seeking/maintaining General Education approval, a separate workgroup or committee also evaluates components of the course, using a rubric to ensure the course meets the standards.[[124]](#footnote-124) The College does not offer continuing and community education courses.

### Analysis and Evaluation

All programs are reviewed annually during the program plan review process. Each discipline receives copies of the Institutional Effectiveness Report to allow for continuous modification and improvement related to student learning. To provide broader feedback to programs, the five-year curriculum cycle for academic programs and the two-year curriculum cycle for CTE programs are consistently followed. The Curriculum Committee, which is composed of diverse discipline representation, takes its role very seriously, as evidenced by the comments documented on the COR.

# Standard IIB. Library and Learning Support Services

## 

## Standard II.B.1

## The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

### Evidence of Meeting the Standard

The College recognizes and supports the critical role the library personnel and learning support services play in supporting student learning and achievement. The Library and Learning Resources (LLR) building, which opened in 2005, is located at the center of the campus and houses a variety of programs that support student success. These include:

* Library.
* Language Lab.
* Learning Center/Tutoring.
* Math Center.
* Writing Center.

The library has an extensive collection of print and electronic books, audiovisual materials, periodicals and electronic databases to meet the needs of faculty and students. The library collection includes:

|  |  |
| --- | --- |
| Type | Number |
| Print Volumes | 73,778 |
| eBooks | 22,559 |
| Online Resources | 48 |
| CDs and Videos | 4,277 |
| Periodical Subscriptions | 252 |
| Microfilm Reels | 7,800+ |

The LLR has a 127-seat general study area, study carrels with audiovisual workstations, study rooms, a microfilm reader/printer, wireless Internet access, and printers/copiers. The LLR houses an open-access computer lab on the first floor and a computer classroom on the second floor that is open to students when classes are not scheduled there. The second floor of the LLR contains the library’s public service desks and part of the main collection. The third floor contains the Math Center, Writing Center, Learning Center/Tutoring, and the Language Lab, and the rest of the library’s main collection. The library is open 52 hours per week, Monday through Friday during the fall and spring semesters, with extended hours during finals week[[125]](#footnote-125). During the summer session, the library hours are adjusted to support the summer program. Student learning and achievement are supported by a dedicated group of faculty and staff: three full-time faculty librarians, three adjunct faculty librarians, two full-time academic support positions (one each for Math and English), and six full-time classified employees, including library assistants, a technician, a tutorial support specialist, and a learning resources supervisor.[[126]](#footnote-126)

The College supports the library with an annual budget to continually update its collection. In addition, as special or “one-time” state funding becomes available, the College allocates additional funds to the library. For example, in fall 2016, the College received approximately $100,000 of one-time funding (get exact title), which was allocated to the library to expand the collection. The librarians analyzed current needs and ordered additional library resources to support their program planning goals and college wide student success and equity goals. (See II.B.2 for details on the resource selection process.)

To improve access and provide additional learning support services, LLR faculty conduct a variety of outreach efforts through formal, individualized, and online instruction to students:

* The librarians reach out to all students through in-person reference instruction, email reference, and phone reference.
* As more and more instruction sessions are scheduled during prime periods during the day, the librarians offer multiple sessions across the campus.
* In order to service large classes, the librarians sometimes go to the classrooms to offer instruction.
* The librarians have developed online research guides (LibGuides), both general and subject-specific, which provides 24/7 access to library instruction through the library homepage serving the needs of on-ground and online students

Throughout the semester, LLR faculty provide a variety of workshops and instruction sessions on topics identified by students and faculty as necessary for student success[[127]](#footnote-127). Examples include ‘Writing a Transfer Essay,’ Study Skills, how to use electronic databases to conduct research, and APA/MLA citation style. In addition to in-library instruction sessions, classroom faculty may also request the librarians to come to their classes to deliver instruction and research tailored to the specific needs of their class.

Over the past three years the librarians conducted an annual average of 191 instruction sessions, reaching over 15,000 students. The library has helped on average 5,000 students per year with reference questions.[[128]](#footnote-128)

The librarians conduct ongoing/annual Student Learning Outcome (SLO) assessment of the instruction sessions to ensure students are learning the required skills. (See II.B.2 for details.)

Comparable library resource services are provided for students taking online classes and students who are dual-enrolled in a local high school. These services include 24/7 access to the library’s online catalog and databases.[[129]](#footnote-129) Over the last two years, the library has increased the e-Book collection to over 22,000 e-Books. The library collection is continually being evaluated, reviewed, and expanded for appropriate depth, currency, and variety of materials to support student learning and the college curriculum. (See II.B.2 for details)

The Teaching and Learning Center (TLC) provides learning support services to students, in the form of tutoring, Supplemental Instruction, and workshops, and faculty development through a partnership with Basic Skills. The College has supported robust Math and Writing Centers for several years, and recently hired a Tutoring Supervisor to oversee the expanding tutoring program, funded through the integrated planning of General, Student Equity, and Basic Skills Funds. The Math and Writing Centers provide appointment-based, walk-in, individual, and group tutoring by qualified, trained tutors.[[130]](#footnote-130)

In addition, the College supports full-time English and Mathematics faculty positions with assignments in the Tutoring Center. The services, staff, and partnership with other programs supports the integration of instruction and student services in a unique and effective program. Through the efforts of these instructors working with the Tutoring Supervisor, the Math and English departments have trained tutors to support specific disciplines and related class assignments. Each tutor must be recommended by a faculty member and participate in an interview process. Once hired, every tutor must complete the Tutoring Methods course[[131]](#footnote-131), a one-unit course that provides tutor training on:

* Learning Experiences – sharing and learning.
* Six factors of college success.
* Core beliefs about learning and tutoring.
* Growth Mindset.
* Learning Styles.
* Math/Writing breakout sessions with faculty, including Supplemental Instruction training.
* Achieving the learning outcome for the class (“describe the policies that shape a learning center (such as expressed in California Education Code Title 5), and define the role of a tutor.”) This is evaluated by a written description and analysis of the roles of a tutor and the guidelines for the Learning Center that are relevant to their role.

In spring 2015, based on input from instructional faculty regarding student needs and program-level student success data, the Tutoring Center significantly expanded its on-ground tutoring offerings to include 12 additional disciplines, such as computer science, biology, and philosophy[[132]](#footnote-132). In spring 2015, the College also began offering *SmarThinking* online tutoring services to students, primarily reaching out to online and underrepresented student populations. This online service provides 24/7 tutoring support for both online and on-ground students in nine different disciplines. Students may use up to ten hours of online tutoring services free of charge, and may purchase additional minutes if needed. Through the first two semesters, 298 hours of tutoring were used by 417 students. Ninety-two percent of the students who used the service found it useful and would recommend it to a friend.[[133]](#footnote-133)

### Analysis and Evaluation

The College provides significant support for the library and learning support services. A new Library and Learning Resource Center opened in 2005. The College provides a healthy annual budget to support the new library and to ensure sufficient and current resources. In addition, over the last few years, the College has provided additional funding to expand the on-ground and electronic database library collection, has hired a Tutoring Program Supervisor, has increased library staff position assignments and library hours to meet student demand, (Lori B added this --- is this accurate? Or a better way to say it?) and has expanded the tutoring program to support additional disciplines and to provide online assistance.

The librarians, library staff members, and Teaching and Learning Center staff are dedicated to supporting student learning and achievement by providing an excellent and diverse combination of support services for both on-ground and online students. The Library and Teaching and Learning Center embracing the Moorpark College Student Learning Model, have developed strong programs that support faculty and students through the seamless integration of instruction and student services.

The library works in collaboration with faculty to provide current and relevant materials related to classroom assignments and to ensure that the collection is sufficient in quality and quantity to support the curricular offerings. The librarians continue to enrich the collection with eBooks, full-text databases, and online journals to serve both on ground and online students. The library continues to expand the reserve textbook collection to provide books for students unable to purchase their own texts, and the library has expanded the collection by offering an interlibrary loan service to students, faculty, and staff.

In terms of services, the library’s outreach efforts have successfully reached students. This has resulted in multiple methods of service delivery, including informal, individualized, group, phone, email, online reference services, and multiple sections of in-person reference instruction, both in the Library and in discipline classrooms. In addition, online research guides (LibGuides), both general and subject-specific, have been developed, offering 24/7 access to library instruction through the library homepage serving the needs of on-ground and online students.

The Teaching and Learning Center (TLC) continues to assess, evaluate, and identify ways to provide academic support through improved delivery of services and partnerships with other College programs and services. The TLC provides tutorial services in multiple delivery modes, including on-ground drop-in and appointment-based tutoring workshops, and *SmarThinking*. These services are delivered across the curriculum in partnership with other programs and services. For example, the TLC partners with the Basic Skills and Equity Initiative to provide additional support for Math, English, ESL, and study skills and for underrepresented populations. Collaborations with the Health and Career Transfer Centers and Professional Development have resulted in a range of workshops for students and faculty members. Students can attend workshops on mindfulness, improving study skills, writing transfer essays, and the Seven Habits of Highly Successful Students, and curricular-aligned math and grammar concepts and skills. Faculty participate in open-houses and trainings on how to use the TLC services, including supplemental instruction. Most recently, the TLC offered a series of workshops for faculty on embedding study skills within their disciplines using engaging discipline-specific pedagogy.

The Learning Resource Center and Teaching and Learning Center provide high-quality learning support services. Both the library and tutoring services are in high demand, as evidenced the number of students and faculty who utilize the on-ground and online services. The College has provided significant support for these services, as evidenced by the increased staffing, expanded tutoring, and extensive online and on-ground library resources.

## Standard II.B.2

## Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

### Evidence of Meeting the Standard

The Moorpark College library collection includes an extensive combination of print volumes, electronic resources, current periodicals, and online books, including:

|  |  |
| --- | --- |
| Type | Number |
| Print Volumes | 73,778 |
| eBooks | 22,559 |
| Online Resources | 48 |
| CDs and Videos | 4,277 |
| Periodical Subscriptions | 252 |
| Microfilm Reels | 7,800+ |

The library works extensively with the campus to ensure that the institution is providing needed support to faculty and staff. There are ample opportunities for those with expertise to give input as to the resources needed to support student learning and success. The process for ensuring input has been institutionalized through the curriculum process. A librarian sits on the Curriculum Committee as well as Technical Review[[134]](#footnote-134). Every course that is proposed or revised during the five-year curriculum cycle must answer whether library holdings are sufficient to support the class[[135]](#footnote-135). If library resources are not adequate, the teaching faculty and the librarian work together to determine what is needed to support student learning and fulfill the needs of the class. The needed resources are purchased if library funds are currently available; if not, a request is made through the program planning process described in I.B.5. The resource request in the library’s program plan indicates which Institutional Learning Outcome the request will support, thereby ensuring the request supports the Mission. In addition, the Faculty Guide to the library, available through the Moorpark College Library website, informs professors that they can request materials for instructional support.[[136]](#footnote-136) Full-time and part-time faculty members may email their requests to the librarians.[[137]](#footnote-137)New faculty members are informed of this process when they visit the library during the New Faculty Orientation session and also at the beginning of the school year either during Flex Week or via a division email.[[138]](#footnote-138)

The LLR faculty work in collaboration with the instructional faculty to provide current and relevant materials related to classroom assignments and to ensure that the collection is sufficient in quality and quantity to support the curricular offerings. The librarians continue to enrich the collection with e-Books, full-text databases, and online journals to serve both on-ground and online students. Examples of building the strength of the library collection to support student learning, student equity, and student success goals include:

* Collaborating with the classroom faculty in collection development.
* Adding the Communication and Mass Media Database for the Communication Studies Department.
* Adding specific academic journals requested by the EATM program, Anthropology, and Archaeology Departments.
* Adding an online and print Spanish periodical requested by the World Languages Department.
* Adding several databases recommended by the Psychology and Sociology Departments.
* Adding library materials identified by faculty through the Course Revision/Development process of the Curriculum Committee.
* Adding online subscriptions to numerous nursing journals in order to enhance the coverage of databases such as CINAHL and Medline
* Adding subscriptions to Ethnic NewsWatch and GenderWatch to complement our existing online periodical databases
* Continuing to increase the online collection of e-Books and databases to support English courses. The library has purchased an online subscription to the Oxford English Dictionary and has significantly increased the number of e-Books to support the literary criticism assignments

The Teaching and Learning Center (TLC) also relies on data and faculty expertise in decisions regarding which disciplines most need tutoring assistance. The TLC uses student success rates from Data Mart as a way to inform subject tutoring offerings.[[139]](#footnote-139) Subjects and classes with higher ‘D’/’F’/’W’ rates have been targeted for subject tutoring. In addition, during committee meetings and in discussions with divisions and departments, faculty can suggest which subjects are most in need of tutoring support. Faculty can recommend students from their classes to be subject tutors.[[140]](#footnote-140) The Math Center workgroup, which includes Math and Chemistry faculty, staff, and administrators, meets monthly to discuss math-related topics.[[141]](#footnote-141) The Writing Center and Learning Center (with subject tutoring) use session reports for tutoring sessions; a copy of the report is sent back to the student’s instructor, who can then provide feedback to the Writing or Tutoring Center.[[142]](#footnote-142) Further input is gathered from the Basic Skills workgroup, which meets monthly to discuss basic skills programs, including the TLC.[[143]](#footnote-143) Finally, faculty can request that Math, Writing, or Learning Center offer specialized workshops covering topics that will support student learning in their classes, both on-ground and online.

The College has created several ways to evaluate the effectiveness of its resources and/or services to ensure they are supporting student learning and enhancing the achievement of the mission.

* Student Survey: A library survey is distributed to students to determine library collection relevance/effectiveness.[[144]](#footnote-144)
* Individualized instruction sessions for classes: When setting up instruction sessions, librarians look at course syllabi to ensure the library collection supports the classroom assignments. Many classes require up-to-date periodical articles and additional material for research assignments. The librarians work with these departments/professors to construct an instruction session to guide students to the appropriate materials.[[145]](#footnote-145)
* ‘Review of Library Resources’ and ‘Typical Assignments’ sections in the Course Outline of Record: The involvement of the librarian in the curriculum process, as described above, ensures that the library is continually evaluating the effectiveness of its resources for quantity, quality, depth, and variety.[[146]](#footnote-146)
* Reference Desk: Librarians use feedback from Reference Desk interviews with students to determine whether the library has the necessary materials to meet student needs.[[147]](#footnote-147)
* Community College Library Consortium-CCL EAR Committee provides extensive reviews of electronic resources, thereby assisting the librarians in their selection decision to meet the needs of the college curriculum.
* Solicitation of Faculty Input: Materials are evaluated based on the date of publication, number of circulation transactions, and academic relevance. If the material is no longer relevant, it will be identified for removal. Faculty will be invited to review the identified materials via an email sent to the appropriate department chair. Materials under consideration for removal will be placed in the Technical Services area of the library for a designated period to enable interested faculty to review the recommendations.[[148]](#footnote-148)
* Evaluations of Tutoring Sessions: The Learning Center distributes tutoring session evaluations for those who receive tutoring in writing and in subject-specific topics. Those evaluations cover the content learned, relationship with the tutor, and the student’s feeling toward the Learning Center’s resources.[[149]](#footnote-149)
* Session Reports: The Writing Center and Learning Center distribute session reports that capture what occurs during the tutoring session. Copies of those reports are returned to classroom faculty so they understand what is occurring in the learning centers.[[150]](#footnote-150)
* Analysis of Demand for Tutoring: Analysis is done in the Math Center regarding how many people visit the Center and how many tutors are on the schedule. Through CI Track, the Center identifies the busy times and staffs accordingly.[[151]](#footnote-151) SmarThinking tracks student usage and solicits feedback from students as to the usefulness of the service.[[152]](#footnote-152)
* Faculty Input: Emails and other interactions with faculty across the campus help the Teaching and Learning Center determine whether it is meeting the needs of the College.[[153]](#footnote-153)

Before making purchases, the librarians consult a number of resource reviews from professional library journals and specialized academic journals. The librarians also evaluate the quality of resources by examining the author’s background and credentials, publishing company information, academic content, and relevance to the curriculum. In addition to reviews in print sources, the librarians rely on evaluation of databases from the Council of Chief Librarians – California Community Colleges (CCL).[[154]](#footnote-154)

The Math, Writing, and Learning Centers determine the quality of services provided by assessing their SLOs. These outcomes are posted on the College’s website for each Center.[[155]](#footnote-155) Quality of tutorial services is ensured by requiring all tutors to complete tutoring courses.[[156]](#footnote-156) Continuing tutors must maintain currency of tutoring skills by attending meetings, workshops, and trainings.[[157]](#footnote-157)

The library has developed several instruments to ensure that it has sufficient depth and variety of materials to meet the learning needs of its students. First, the library surveys students to assess how well the current collection is supporting their needs.[[158]](#footnote-158) Second, the library offers reference desk assistance whenever the library is open. Reference librarians can refer students to additional libraries and resources.[[159]](#footnote-159)When adequate resource materials cannot be found in the library, several services provide access to necessary materials:

* Universal Borrowing is a service that allows Moorpark College students, faculty, and staff to request books from the Ventura College and Oxnard College collections and have them delivered to the Moorpark College Library.[[160]](#footnote-160)
* OCLC Interlibrary Loan can obtain materials from other institutions.[[161]](#footnote-161)

The Learning Center uses input from Data Mart, faculty, and students to ensure it is meeting student needs and offering subjects and schedules that help the most students.[[162]](#footnote-162)

Regardless of the mode of delivery, all Moorpark College students can access the resources of the library and Learning Center. The majority of the library resources are available via the library homepage and the online portal. For instance:

* eResource materials available include eBooks, online full-text reference materials, and online databases.
* Requests for Reference Desk Help and information on how to access the Library’s resources off-site.[[163]](#footnote-163)
* “Ask-A-Librarian” service, whereby students can email or telephone librarians for research assistance.
* An online Library tutorial (Searchpath Basic). This seven-module tutorial includes self-assessment quizzes at the end of each module to help students gauge their retention of the material. An online assessment is also available to online instructors for assessing students’ mastery.
* Online course guides on research techniques,tailored to specific course needs.
* Links that provide students with up-to-date information: the Library News blog, frequently asked questions (FAQs) about library services, a "Research Assistance" page, a list of new book titles, and a “Student Guide to the Library.”
* Online tutoring offered via SmarThinking available in nine disciplines to all students, regardless of mode of delivery. Prior to the implementation of SmarThinking in fall 2015, the TLC offered online writing tutoring three nights per week, as well as email tutoring; online math tutoring was offered twice a week.[[164]](#footnote-164)
* Instructional handouts are available online.[[165]](#footnote-165)

### Analysis and Evaluation

The library relies on the expertise of librarians, other discipline faculty, and learning support services professionals to select and maintain an extensive collection of print and electronic resources. A librarian serves on the Curriculum Committee and its Technical Review workgroup. College faculty have a variety of options for providing input regarding resources needed to support student learning and success. This process is institutionalized through the curriculum process, and new faculty are informed about the process during the New Faculty Orientation program.

The library works in collaboration with the faculty to provide current and relevant materials related to classroom assignments and to ensure that the collection is sufficient in quality and quantity to support curricular offerings. The librarians continue to enrich the collection with e-Books, full-text databases, and online journals to serve both on ground and online students. The librarians are currently involved in a collection evaluation project which includes culling outdated materials, identifying of gaps in the collection, and purchasing recent materials. The library continues to expand the reserve textbook collection to provide books for students unable to purchase their own texts and has expanded the collection by offering interlibrary loan services to students, faculty, and staff.

The Teaching and Learning Center programs support student learning and student achievement goals. The Math and Writing Centers are led by full-time faculty members with partial assignments in the Centers. The new Tutoring Supervisor and library supervisor work in conjunction with the faculty directors. These programs each rely on data and discipline faculty input for decisions regarding student math, writing, and other tutoring needs. The College has expanded the Math and Writing Centers, and the tutoring programs through the integrated planning and resource allocation of general, equity, and basic skills funds. Student usage data shows significant demand for these services.

**Standard II.B.3**

*The institution evaluates library and other learning support services to ensure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

**Evidence of Meeting the Standard**

The College evaluates the library program and other learning support services through the annual program plan review process. The process, discussed in detail in I.B.5, is a participatory, data-driven process by which programs evaluate the prior year’s goals, assess current needs, and plan for the future.

During this process a variety of data is used to analyze the extent to which the program is meeting the identified needs of students.[[166]](#footnote-166) The type of data used includes:

* Usage rates of library resources.
* Satisfaction surveys.
* SLO assessments: The Librarians have created assignments and assessments that are often distributed at the end of library instruction sessions to determine whether or not the students have retained skills for finding information through the library resources.[[167]](#footnote-167)
* Library surveys.[[168]](#footnote-168)
* LibGuides View and Statistics.[[169]](#footnote-169)
* Database Usage Statistics.*[[170]](#footnote-170)*

These methods measure use, access, and relationship of services to intended student learning. The evaluation includes input from students. Use of these data helps the library identify areas of need and create action plans and resource requests to resolve the needs.

In addition, based on their data analysis, the librarians have implemented numerous improvements to the library collection to support and contribute to the attainment of student learning outcomes. Examples include:

The Math, Writing, and Tutoring Learning Centers that support student learning use other types of data to evaluate their services.

* Math Center: Students receiving online tutoring for Math are asked to complete a short online survey about their experience with the platform (CCC Confer) and the tutor.[[171]](#footnote-171)
* Writing Center: Session reports are collected after each individual appointment detailing what was covered during the session. Students who receive online tutoring for writing assignments complete an online session report at the conclusion of each session.[[172]](#footnote-172)
* CI Track: Usage reports collect data on what courses are in highest demand for tutoring (access) and the length of the tutoring/study sessions (use).[[173]](#footnote-173)
* Results of input from faculty and students: Faculty offer feedback and comments through the Math Center Advisory Council, and the Writing Center distributes a survey for students to collect feedback on the Center.[[174]](#footnote-174)
* Student Learning Outcomes: Each Center has created and assesses its own Learning Outcomes.[[175]](#footnote-175)
* *SmarThinking* usage reports.[[176]](#footnote-176)

**Analysis and Evaluation**

The library continuously assesses, evaluates, and identifies ways to strengthen the collection, services, and instruction to better support access, student success, and equity for all students. The library participates in the annual College program plan and review process. As part of the annual review, the program analyzes a variety of data, including program-level Student Learning Outcomes, on-ground and online student feedback, resource usage rates, and other statistics to determine if the program is meeting the identified needs of students.

Based on this assessment, the library and Teaching and Learning Center have made numerous changes and improvements, such as expanding the reserve textbook collection, selecting new books and online resources that support Student Equity, and providing multiple methods of service delivery. In order to continue assessing and identifying ways to strengthen the collection, services, and instruction, the librarians plan to conduct an online survey to be distributed to students and faculty across the campus to generate feedback from the campus community concerning the library collection, services, and instruction. In addition, the librarians will continue annual Student Learning Outcomes assessment of instruction sessions. They will use the results of these assessments in order to revise their teaching methods to ensure continued high standards.

Similarly, the Teaching and Learning Center continues to assess, evaluate and identify ways to provide academic support through improved delivery of services and partnerships with other college programs and services. Based on previous assessment results, the TLC expanded tutorial services in multiple delivery modes, including on-ground drop-in, appointment based, and workshops, as well as email peer tutoring and the use of *SmarThinking*. Based on Basis Skills assessment, the TLC began delivering its services across the curriculum in partnership with other programs and services. For example, the TLC partnered with the Basic Skills and Equity Initiative to provide additional support for Math, English, ESL, and study skills and for underrepresented populations. TLC collaborated with the Student Health Center, Career Transfer Center, and Professional Development to provide a range of workshops for students and faculty members. Students attend workshops on mindfulness, on improving study skills, writing transfer essays, the Seven Habits of Highly Successful Students, and curricular-aligned math and grammar concepts and skills. Faculty members participate in open-houses and trainings on how to use the TLC services, including supplemental instruction and on how to embed study skills within their disciplines using engaging discipline-specific pedagogy.

As with the library, the Teaching and Learning Center will continue current efforts to collect usage data, assess outcomes data, and seek feedback from the larger campus community through surveys and focus groups to continue to maintain its high-quality academic support.

## Standard II.B.4

## When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

### Evidence of Meeting Standard

The College has several formal agreements that are routinely reviewed to ensure that the services provided are adequate for the intended purposes. The College contracts with the following services to help provide library and learning support:

* Community College Library Consortium is used to purchase most of its electronic resources as curriculum needs are identified and funds are available. The Community College Library Consortium negotiates special rates and contracts with database vendors for a variety of electronic resources and provides discounted yearly subscriptions to online databases for community college libraries.[[177]](#footnote-177)
* The Library Catalog (Voyager) and the discovery tool (Primo) allow patron- initiated borrowing requests (Universal Borrowing) from libraries within the District.[[178]](#footnote-178)
* The library contracts with Ex Libris for the integrated library system (Voyager), the discovery tool (Primo), and the OpenURL Link Resolver (SFX), the website software (Springshare: LibGuides) for developing research guides, and Quia annual subscription to the website for assessment.The District maintains the necessary licensing agreements with Ex Libris for the three college libraries.[[179]](#footnote-179)
* The library has a cooperative agreement with the Online Computer Library Center (OCLC), a not-for-profit worldwide bibliographic library network that provides machine-readable cataloging records for library materials.[[180]](#footnote-180)
* The library has a cooperative agreement with the Online Computer Library Center (OCLC) for interlibrary loan service. The District maintains the necessary licensing agreements with OCLC Worldshare for the three college libraries.[[181]](#footnote-181)
* In an effort to share resources and training opportunities, the Library belongs to the American Library Association, Library of California Region VII Gold Coast Library Network of public, special, and academic libraries in Santa Barbara, Ventura, and San Luis Obispo counties, Ex Libris Users of North America (ELUNA), Council of Chief Librarians-California Community Colleges, and All the World’s Primates.[[182]](#footnote-182)
* Formal agreements are in place for commercial vendors, such as Midwest for books, EBSCO for paper periodicals, and NA Publishing for microfilm. Midwest’s online ordering system safeguards against duplicate ordering.[[183]](#footnote-183)

Security for the Library and Learning Resources is provided by the District Police. Library materials are secured through the 3M security gate system. All library print and non-print materials have security strips embedded. The microfilm reader/printer and copiers are maintained by Ventura Business Systems, Inc.The contracts and agreements with vendors and professional associations are reviewed regularly for relevance and effectiveness.

The College evaluates the quality of the contracted services annually through the program planning process. Each year the Librarians use evidence such as usage statistics and faculty requests to determine if continuing financial support will be requested for contracted services. In addition, the Librarians use evidence gathered during instructional sessions to evaluate if databases are useful to students and support faculty’s instructional needs for their classes.

### Analysis and Evaluation

The College has several formal agreements with a variety of services to provide library and learning support. The agreements are routinely reviewed to ensure that the services being provided are adequate for the intended purposes. Library users may request materials from District libraries through the online catalog or may request materials from other libraries through the reference librarian. The College takes responsibility for the security of the library, library resources, staff, and students. Library materials have security strips embedded and the District Police monitor the building. The College has installed cameras throughout the campus, an emergency sound system, and an emergency alert system. The College has also conducted emergency preparedness professional development sessions, including a specific focus on staff and student security within the library; many staff members participated in this training.

# IIC. Student Support Services

## II.C.1.

## The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

### Evidence of Meeting the Standard

Moorpark College is committed to providing high-quality student support services to promote student success and the mission of the College, regardless of location or means of delivery. The integration of classroom instruction and student support services is a core value, with an understanding that providing students ample resources outside the classroom will help them to be successful within the classroom. The College promotes and sustains the integration of student services and academic programs through its organizational and committee structure. With academic oversight by the Executive Vice President, who serves as the chief instruction and student services officer, each dean supervises a combination of academic disciplines and student services. This structure builds the communication link between these groups and provides regular opportunities for faculty and staff to discuss a holistic approach to student learning and develop integrated plans to support the needs of students and to discuss challenges that students are facing and possible solutions, whether inside or outside of the classroom.

The College has developed a broad range of student services designed to assist students throughout their educational pathway. These include:

* + - Accessibility Coordination Center and Education Support Services (ACCESS)
    - Admissions & Records
    - Bookstore
    - CALWorks
    - Counseling Services
    - Career and Transfer Services
    - Extended Opportunity Program and Services (EOPS)
    - Financial Aid
    - Foster Youth Resource Center
    - International Students Services
    - Library and Learning Resources
    - Matriculation
    - Outreach
    - Scholarship
    - Student Activities
    - Student Business Office
    - Student Health Services
    - The Learning Center (TLC)
    - The Math Center
    - The Writing Center
    - Veterans Resource Center

The College regularly assesses student needs and evaluates student support services to ensure the quality of the programs and their effectiveness in enhancing student success, regardless of the mode of delivery. Each student service program has Program Learning Outcomes that are directly linked to institutional outcomes and the college mission.[[184]](#footnote-184)

All student support services engage in the College’s annual program plan review process (see 1B.5 for a detailed description). This process is a participatory and data-driven. The structure of review is similar to that of instructional programs, with modifications to target student services elements. Data analysis is discussed at department and division meetings, and at the annual program review meetings facilitated by the Executive Vice President. This formal program review process provides a regular and systematic evaluation process for student support services to self-assess, ensure their planning and goals support the College’s strategic goals and mission, and promote continuous quality improvement.[[185]](#footnote-185) Student support services use a variety of qualitative and quantitative data and dialogues to identify students’ need for support services, and to monitor and analyze the quality of services provided, including:

* Program Learning Outcome data[[186]](#footnote-186)
* Institutional Effectiveness Report[[187]](#footnote-187)
* Business Services Balanced Scorecard Results[[188]](#footnote-188)
* Survey of Student Perceptions (bi-annually)[[189]](#footnote-189)
* Community College Survey of Student Engagement[[190]](#footnote-190)
* Student Services Satisfaction Surveys (spring 2015)[[191]](#footnote-191)
* Individual program-level surveys[[192]](#footnote-192) (CTC, A/R, Library, Writing Center)
* District-level student perceptions survey (spring 2015)[[193]](#footnote-193)
* Program student demand data
* Basic Skills Committee surveys[[194]](#footnote-194)
* Student Success and Equity data [[195]](#footnote-195)

The results of these assessment tools provide timely feedback and inform program-level discussions on the quality and effectiveness of student support services. Based on this data-driven analysis, student services programs continuously monitor and adjust their structures to meet the changing needs of students, reduce barriers, and create seamless pathways to support student achievement and success. This process assists the student support services in their valuable contribution to the overall student success and retention.[[196]](#footnote-196)

In addition to the annual program plan process, student services address short-term needs on a more frequent basis in order to be responsive to immediate student concerns. The Student Services Council (SSC), led by the Executive Vice President, and including student services leads, business services leads, a student representative, and all the deans, meets twice a month. These meetings provide another venue to analyze student services data, allow student services to communicate across programs, identify improvement needs, and provide timely support for ongoing campus wide student support activities[[197]](#footnote-197). The SSC holds retreats once or twice a year to discuss student services needs and planning goals[[198]](#footnote-198). Members of student support services also participate on campus standing committees, which review a variety of qualitative and quantitative student services data, contribute at the annual fall campus wide strategic planning retreat (Fall Fling), and attend campus wide Town Hall and Y’All Come meetings[[199]](#footnote-199). Student Services representatives also participate in college discussions updating the College mission statement.

As an example of student services enhancing the mission of the College regardless of mode of delivery based on an assessment of online and evening student needs, student services provide a variety of online options to support this diverse student population[[200]](#footnote-200). In addition, ACCESS assisted in the development of the distance education Best Practices document for instructors, providing input on how to ensure that online classes meet accessibility requirements. The ACCESS Alternative Media Technician has also assisted with training on this topic for Distance Education instructors.

### Assessment and Evaluation

To meet Moorpark College’s strategic goals and accomplish its mission, student service programs regularly evaluate the quality of the student support services. The College has a strong history of integrating student services and instruction. Student service programs are robust, and provide support for both on-ground and online students.

All Student services assess and evaluate Program Learning Outcomes and participate in the annual program planning process. Each Student Service program analyzes its PLO assessment data, along with a variety of other qualitative and quantitative data, to support changes to improve the College’s student support services. Student service representatives meet regularly as part Student Services Council and participate on college wide committees to ensure that student support service needs are considered during college planning, resources allocation, and other decision-making processes. For example, student services representatives played a major role in analyzing student success data and developing the Student Success and Support Plan and Student Equity Plan. Student services goals to help accomplish the College mission are also included in the Educational Master Plan, the Strategic Plan, and the Facilities Master Plan.

### Planning Agenda:

The Distance Education Committee recognizes the need to survey DE students, asking them to evaluate student support services being provided remotely. A distance education student perceptions survey will be administered in April 2016, analyzed and reported back in May. Any recommendations for improvements will be discussed, with the goal to implement any necessary changes in fall 2016. The Distance Education Committee will follow up with a second survey at the end of fall 2016 to ensure that unmet needs have been addressed.

## II.C.2.

## The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

### Evidence of Meeting the Standard

As discussed in IIC.1, since 2005, every student support service has identified, assessed, and evaluated Program Learning Outcomes (PLOs). These PLOs are printed in the *College Catalog[[201]](#footnote-201)*. The annual program planning process, implemented and ongoing since 1999, ensures the use of learning outcomes is institutionalized for all student support services. Student service and business service PLOs are assessed every year; the results of the assessment are discussed during the program planning process and more frequently during the academic year in weekly or monthly meetings, depending upon the program.[[202]](#footnote-202)

Student service programs have made several important and innovative changes based on program outcome assessment data, student perception data, and other survey data. The assessment of learning outcomes most often takes the form of surveys administered to users in order to gain a better understanding of the usefulness of the resources provided. Regular meetings are held by business services staff to discuss the day-to-day operation of these services, the standardization of best practices, and the assessment and analysis of Program Learning Outcomes. The results of the Business Services Balanced Scorecard and subsequent discussion are reflected in the minutes of the business services meetings.[[203]](#footnote-203).

For example, the Counseling program increased the length of time for each counseling session in response to the results of the Student Satisfaction Survey (spring 2015), which showed that students felt rushed during the 30-minute counseling appointments[[204]](#footnote-204). Financial Aid has been working on improvements to the Internal Customer Service Survey as well as using the Business Services Balanced Scorecard for program assessment. Feedback from students revealed confusion in the process of applying and qualifying for Financial Aid. In response to this assessment, Financial Aid, in cooperation with the national organization *Financial Aid TV*, created online instructional videos to explain the process, which are now on the Moorpark College Financial Aid webpage[[205]](#footnote-205). Financial Aid also created a module for an online orientation. Through this orientation process Financial Aid can track the view rate on the instructional videos and analyze the usage data to determine the issues that are most pressing for students. Financial Aid also has the ability to customize the video content to address specific student needs and send out e-mails to interested students.[[206]](#footnote-206)

### Assessment and Evaluation

Many successes have originated from the College’s assessment and analysis of student outcomes. The use of qualitative and quantitative data collected and analyzed by student services through Program Learning Outcomes has contributed greatly to the efficacy of these programs campus wide as evidenced through the Business Services Balanced Scorecard and the completion rates in both CTE and academic transfer programs. Both the program planning process and PLOs have driven and supported the maintenance and development of student service program budgets, best practices, and student satisfaction and success.

In spring 2016 student services continued the college wide practice of conducting a planning retreat to discuss impact of the student success activities including the introduction of the new orientation for DE coursework and the creation of education plans in many programs. The data gained in this forum will in turn be used to further optimize student access to services on campus[[207]](#footnote-207).

While the successes in our student services have been numerous, there are areas of concern. The loss of the research analyst in December 2013 hindered student services’ ability to create, track, and analyze gathered data; it has also impacted the analysis of service efficacy and student completion rates. The College had immediately started the hiring process to replace this research position, but had four failed hiring searches. In an attempt to continue supporting the data needs of the college, the College was able to hire two Technical Data Specialists (one in April 2015 and the second one in July 2015); in March 2015 the College was able to hire its current Research Analyst. With the assistance of this new Institutional Research team, the Student Health Center and Tutoring Center will, for the first time, be provided with disaggregated student success data to analyze.

### Planning Agendas:

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

To help specific student populations (such as Former Foster Youth, Student Veterans, and students with economic challenges) connect with student service programs, the College will broaden communication and outreach efforts, marketing and promoting student service programs to students.

## II.C.3.

## The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

### Evidence of Meeting the Standard

The College strives to provide quality student services, regardless of service location or delivery mode, by continuously assessing student services through program learning outcomes, as well as data from a variety of state, District, and college-level surveys. Based on their analysis, student service programs make adjustments to services and processes in response to the changing needs of the student population. Surveys routinely analyzed include the following:

* Community College Survey of Student Engagement (CCSSE)[[208]](#footnote-208)
* National College Health Assessment (NCHA)[[209]](#footnote-209)
* Satisfaction Surveys from individual programs[[210]](#footnote-210)
* District Student Perception survey[[211]](#footnote-211)

A continuing college wide dialogue about Student Services occurs on many levels. Student Services representatives participate in district and college councils and committees, strategic planning sessions, program review, and department and division meetings. These groups discuss a variety of student needs to ensure the College is providing equitable access to appropriate, comprehensive, and reliable services, regardless of service location or delivery method, and to discuss ways to improve effectiveness of services. These meetings include:

* Student Service Council bi-monthly meetings[[212]](#footnote-212)
* Student Services Retreat[[213]](#footnote-213)
* Student Success and Equity Committee[[214]](#footnote-214)
* Basic Skills Committee[[215]](#footnote-215)
* District Taskforce for Student Services (DTRW-SS)[[216]](#footnote-216)
* District Banner Group[[217]](#footnote-217)

For example, to meet the needs of dual-enrolled, evening, and distance education students, the College has worked to expand both on-ground and online student services. Based upon feedback from evening students, student services evening hours were expanded to two nights per week, Campus Center hours were extended until 7:00 p.m. Monday-Thursday, The Learning Center began providing evening tutoring hours, and the Evening Facilitator workstation was moved to Fountain Hall to better serve students until 10:00 p.m.

The Evening Facilitator provides evening assistance to students, including the proctoring of exams. In addition, a printer is available in Fountain Hall, providing evening students a way to print their documents even after the Open Access Lab closes for the night.

In fall 2014, in response to students’ request for additional on-campus food choices, the College began working to develop cost-effective options to replace a fully staffed student cafeteria (which was closed several years ago due to financial difficulties). As of fall 2015, the College has brought in food truck vendors to provide on-campus warm food options for students and staff.

Based on the analysis of retention and success data in the *Student Equity Plan[[218]](#footnote-218)*, the College expanded its tutoring and supplemental instruction support. By utilizing a variety of funding sources, the College expanded the number of on-ground tutoring hours available, disciplines supported, and courses with supplemental instruction (embedded tutors). Beginning in spring 2015, the College also began offering 24/7 online tutoring for multiple disciplines through a subscription to *SmarThinking*. Student survey data show that this service is beneficial to students and that 96 percent of students would recommend the service to their friends.[[219]](#footnote-219)

Supplemental instruction is the use of peer tutors who have recently passed the course to support students in challenging courses; these peer tutors help students master content while developing effective learning, critical thinking, and study strategies. Data analysis shows that students who attend supplemental instruction sessions – even under-prepared students – earn higher final course grades than those students who do not attend.

The college opened a Veterans’ Resource Center in fall 2015, which provides access to academic counseling, tutoring, group counseling sessions, and support from an admission technician to address day-to-day paperwork.

To support foster youth/former foster youth students, staff members in key service programs (such as in Financial Aid and Counseling) are designated as foster youth liaisons. These liaisons work with the foster youth students to connect them with other services such as tutoring, the student health center, and the open access computer lab. In addition, one of the counseling assistants serves as a club advisor for the Foster Youth Club, providing a safe place for these students to gather, and coordinating events and activities.

The Outreach Office oversees a robust outreach program with strong connections to local high schools.  The office conducts Senior Assemblies on the high school campuses, and schedules on-campus “preview days,” providing high school students an introduction to the College’s educational opportunities and student support services. In addition, outreach staff offer hands-on application workshops for prospective students, coordinates Counseling M03 classes for incoming students, and hosts a variety of K-12 groups and outside agencies.  The Student Ambassadors, under the direction of the Outreach Coordinator, provide small group tours of the campus, supporting the College’s goals outlined in the Student Success Services and Programs plan[[220]](#footnote-220).

Since 2012, to promote access for all students, the College has made a significant effort to increase the number of course articulations with local high schools. As of fall 2015, the College has increased the number of students served by articulation agreements from 30 to 323. This is due to the numerous efforts to build pathways from all local high schools to college[[221]](#footnote-221).

The College is also working to build access for students through a dual-enrollment program, and in fall 2015 began offering dual-enrollment courses at two local high schools. These options allow high school students to begin their college studies and earn college credit without needing regular transportation to the college. Students in these courses can use the online student services or come to campus to meet with faculty and staff.

The ACCESS program continually monitors its online services and support. In addition to student surveys, the program also requests advisement from its Advisory Committee, parent representatives, and staff. Based on this input, the program continually expands and edits its online content.

In 2012, the College completed a facility renovation of Fountain Hall. One of the main goals of the building re-design was to bring several of the student services together into a one-stop Welcome Center. The building now houses almost all of the student service including Registration, Financial Aid, Scholarship, Student Business Office, Counseling, Career and Transfer, Outreach, and International Students Office. This represents the College’s focus on helping students succeed by making it easier to complete tasks and gain critical information.

**Student Services to Support Distance Education**

Over the last several years, through its assessment and evaluation efforts, the College identified a 10-point gap in success in distance education vs. on-ground classes, as well as gaps in online services for students. The College has begun a systematic process to increase campus and faculty awareness of the gap, to increase student services and support for online faculty and students, and to improve student success.

As discussed in II.C.1, the College supports the integration of instruction and student services. As it began to emphasize the distance education program and the goal of raising student success rates, the College continued to focus efforts on the integration of instruction and student services. For example, to support students who take online courses, the Distance Education Committee worked with student services to ensure that faculty who teach online courses provide their students with the most current student services information and resources available. In fall 2015, the College created an online “student services widget” for the Desire2Learn course environment to help ensure that students enrolled in distance education courses receive student services information. This widget was distributed to instructors teaching online courses, allowing them to embed the widget into their course environment. In spring 2016 the committee further refined this widget and gathered input from the Student Services Council to ensure that information remained up to date[[222]](#footnote-222).

During this time, each of the student services programs began to develop or expand online service options to ensure that equivalent student support services are available on-ground and online[[223]](#footnote-223). The table below includes changes and improvements made by the student services programs.

|  |  |
| --- | --- |
| **Student Service** | **Changes/Improvements** |
| College Information and  Student Portal | Improved, student-oriented Website  MyVCCCD “app”   * Access to online registration * Real-time, interactive campus map   Student Services Syllabus   * Available to students on the MyVCCCD portal * Emailed to instructors to use as part of their course syllabus |
| Admissions and Records | Online application, transcript requests, password reset requests, forms, and appeals |
| Orientation | Online orientation videos |
| Placement Testing | Online English and Math placement processes |
| Counseling | Counseling support via email and phone  Skype Counseling Sessions (“real time”)  Online Pre-requisite-clearance requests  Online educational planning system (DegreeWorks)  Online Appointment Campaigns (pilot program in GradesFirst) |
| Early Alert | Online “Early Alert” system (via GradesFirst) for faculty  Online “referral” system for specialized services such as tutoring or counseling[[224]](#footnote-224) |
| Financial Aid | Online tutorials (FAFSA, financial aid processes, and net price calculator to calculate the cost of attendance for college)  Online loan entrance and exit, master promissory note, and financial awareness counseling workshops (provided by Department of Education[[225]](#footnote-225)  Online Financial Literacy workshop (provided by Cash Course)  Over 300 videos online (financial aid topics and processes for state, federal, and institutional aid) and 10 online counseling workshops |
| Tutoring | Access to *SmarThinking*, 24/7 online tutoring service |
| ACCESS | Online Web site providing students   * Step-by-step instructions on how to become a Moorpark College student * Online forms required for application to program * Information on student rights, responsibilities, and the laws which govern their post-secondary information * Suggested strategies for students’ academic success on our on-line site |
| Student Health Center | Online self-assessment for mental health and drug/alcohol problems  Online suicide prevention information  List of resources provided in the community |
| Scholarship Office | Online, comprehensive list of available scholarships  Online application |
| Library | Expanded access to electronic resources (such as eBooks, online databases, the eJournal Portal, Google Scholar, Primo discovery service, SFX link open URL resolver tool, Online Library Tutorial (Searchpath), and online research guides (LibGuides)  Remote reference assistance for students by phone and by email |
| Bookstore | Online ordering of books and supplies  Online textbook information for each course |
| The Student Business Office | Online tuition/fee payments  Online ordering of parking passes |

To ensure equitable access, the majority of information regarding student services is available at all times to all students via the College website or the MyVCCCD portal. This includes access to all registration functions, including:

* Applications to the College
* Activities required for enrollment priority
* Published registration dates
* Schedule of classes
* “How-To” register online
* Online Registration (add/drop)
* Registration Calendar with important deadlines
* Online fee payment
* Degree Audit
* Student Schedule of Classes and billing record
* Calendar of dates for workshops in the Career Transfer Center and Counseling offices, such as “How to Choose a Major”

The College has also created a variety of online orientation sessions designed to provide just-in-time information to potential students, new students, and continuing students. A special segment was designed for certain populations such as international students and foster youth. The international student online orientation is currently being developed. In addition to the online orientation, international students’ needs are met through the Office of International Students and in-person orientation on campus when they arrive at Moorpark College. Meetings with a counselor and workshop sessions are scheduled throughout the semester to assist international students in their transition to Moorpark College; online services such as a website will be completed during spring 2016[[226]](#footnote-226).

To support the Distance Education program, in fall 2015 the College hired an instructional technologist/designer to replace an instructional technologist. The new position includes increased responsibilities to provide greater support for faculty, and by extension for students, in Distance Education classes. At the same time, the College created a part-time (20%) Distance Education Coordinator position, and appointed a faculty member to the position to help with professional development, training, and support, and to monitor success and completion rates. The college also added direct support for online students, with the hire of a part-time student worker who provides drop-in Help Desk support for Desire2Learn, in person and online through email.[[227]](#footnote-227)

As a result of the College’s commitment to providing equitable support for online students, including quality instruction and comprehensive student services, online student success rates have increased almost 10%. Between fall 2010 and fall 2014, course success rates improved from 58% to 68% in distance education courses, compared to a 3.5 % increase in success rates for non-distance education courses during the same period[[228]](#footnote-228).

Several student services programs currently assess both on-ground and online services for student satisfaction and usage data. For example, the Library collects usage statistics for online course guides views, which can be seen as a good indicator of services meeting the needs of students on-ground and online. Financial Aid data shows that the number of online counseling sessions successfully completed via FATV is increasing and[[229]](#footnote-229).

### Assessment and Evaluation

The College provides equitable, appropriate, comprehensive, and reliable students services regardless of service location or delivery method. Based on campus wide input and assessment, the College built the Fountain Hall one-stop to bring several student services together into one location. The College developed a full array of online student support services to meet the needs of online students, evening students, and high students who may have difficulties with transportation. The College has extended and expanded evening services to support evening students, and has expanded its outreach and dual-enrollment efforts to provide greater access to high school students.

Through its integrated planning process, the College has increased its student support for a variety of student populations, including ACCESS, veterans, foster youth, EOPS, and student athletes. With a combination of General, Student Success, and Equity funds, the College has hired several new counselors. The Counseling Department has expanded its support for both on-ground and online students.

Every student service program assesses program-level outcomes and makes changes to continuously improve the support provided to students. A wide variety of examples documents these improvements.

The College has committed significant resources and support to the distance education program, with a focus on both instruction and student services. The student services have developed a wide variety of online student support services and has worked to ensure that faculty and students are knowledgeable about these services. The student service programs monitor student usage and conduct a variety of student satisfaction surveys. Course-level data analysis shows a significant (10%) increase in online student success over the past five years. The quality of student services and improvements in online options have supported this increase in student achievement.

## II.C.4.

## Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

### Evidence of Meeting the Standard

The College community has embraced the importance of providing a broad range of co-curricular programs and a strong athletic program to support student learning and retention. The College supports several co-curricular programs, developed over the life of the College, that integrate classroom instruction with extra-curricular campus events. The co-curricular programs follow the College committee structure for planning, as well as College accounting policies to ensure accountability and compliance with all regulations. Ideas for new co-curricular programs or projects are developed by faculty and staff, and are presented at College’s Consultation Council. Projects are approved by the president, and a project group is established, which typically includes interested students, staff, and faculty.

Where needed, the College allocates a program budget at the beginning of each fiscal year, and a division dean oversees the expenditures. Several long-standing annual signature programs include Multicultural Day, ‘One Campus One Book’ and ‘Year of…’[[230]](#footnote-230). In spring 2014, the College supported a very successful new co-curricular TEDx Moorpark College project, “Creative Thought Coming from Moorpark College”[[231]](#footnote-231) This program was approved because it supported the social and cultural as well as academic dimensions of students’ educational experience by encompassing different disciplines, and through a combination of live presenters and TED Talks videos.

**Associated Students and Student Activities**

The Associated Student Government sponsors a variety of campus events throughout the year. These events support the College mission by offering extracurricular activities that promote community involvement (on campus and in the local communities) and personal development for students. Associated Students also provide strong support to student organizations and their activities. Between faculty and student effort, the number of student clubs on campus has increased from 35 in spring 2013 to over 45 in fall 2015. The effort to increase student participation in campus activities such as clubs and athletic teams supports the College strategic goal of Student Retention and Success. Student Success research from the RP Group strongly supports the need to engage students. Student clubs provide a way to engage common interests.

Examples of new clubs and activities include:

* The Deaf and Hard of Hearing (DDL) club was formed in fall 2015 and students were instrumental in providing interpreters for College theatrical productions
* Fitness Learning eXperience Club (FLeX) members gain real-world experience by organizing networking opportunities with employers through health and fitness events, coordinating fitness industry guest speakers, partnering with non-profit organizations, and gaining leadership skills.
* The Engineering Club members learn valuable engineering skills by participating in VEX Robotics competitions both locally and nationally, to learn from experts in the industry, to learn leadership skills and how to manage a budget, and obtain information regarding internships and scholarships. Students also gain a sense of community by interacting with professors and with each other in a nurturing and nonjudgmental environment outside the classroom
* A2MEND Mentor Program - African American male students in the mentor program meet with a faculty or staff mentor and attend workshops and meetings throughout the year in order to become eligible for scholarships and conference attendance.

The Student Government’s Programming Committee evaluates requests for funding to support different extracurricular activities. This student committee reviews applications and allocates funding according to the College’s financial policies and procedures, and writes an annual report listing the student organizations that were allocated funding[[232]](#footnote-232).

**Intercollegiate Athletics**

The College offers an intercollegiate athletic program consisting of seven women’s teams and seven men’s teams. Intercollegiate athletics are conducted with sound educational policy and an academic emphasis. These programs contribute greatly to the social and cultural dimensions of the educational experience of its students. A majority of student athletes support each other through attendance at contests of their fellow teams, and through a large student athlete social media network (named by students as #MCfam). Further, a Captains’Council has operated since 2008. Representatives from each team meet once a month to discuss athletic department operations and ways to improve the student athlete experience. Students are supported academically by the assignment of a full-time counselor to support student success in the Athletics program[[233]](#footnote-233).

Moorpark College student success data shows that student athletes earn higher GPAs, have higher course completion and persistence rates, and earn degrees and transfer at higher rates than their peers. Academic success is emphasized from the first orientation throughout the students’ athletic career at the College[[234]](#footnote-234). The College hosts an annual Scholar Athlete Celebration to honor all student athletes who earn a 3.0 GPA while enrolled in a minimum of 12 units and successfully complete their season. In 2014-15, 110 student athletes earned this distinction; 14 of those earned 4.0 GPAs[[235]](#footnote-235). Promoting standards of integrity are also central to the intercollegiate athletic program; since 2006, the athletic program has annually selected and honored a male and female student athlete that has exhibited high character traits such as responsibility, fairness, integrity, sportsmanship, caring, citizenship and respect throughout the year. These student athletes are honored at the annual award dinner[[236]](#footnote-236).

**Performing Arts**

The Performing Arts program at the College offers students practical, experiential learning opportunities every semester.  With an emphasis on collaboration, team-building, and nurturing leadership skills, performance opportunities in Theatre Arts, Music, Dance, Communications Studies, and Film, Television and Media can range from culminating projects in a wide variety of classes to full scale multi-program collaborations. Through these opportunities, student performers and technicians routinely demonstrate leadership and managerial skills as choreographers, section leaders, writers, producers, directors, camera operators, crew members, designers, assistant directors, and stage managers.  In support of the Career Technical Education efforts in Theatre Arts, students are hired as student and/or provisional workers and may fulfill internships in the service of the entire campus as stage managers, general crew members, and/or lighting and audio operators for any events and presentations produced in the main stage, studio theater, and television studio.  Additionally, free daytime performances are offered regularly to the general student population and local high school communities, and programming may also be streamed live on the Web[[237]](#footnote-237).

The College has responsibility for the control of these programs, including their finances. The intercollegiate-athletic program employs a faculty athletic director and is overseen by a dean. The Performing Arts program is coordinated by a faculty department chair and is overseen by a dean. All revenues from events and fundraising activities are deposited in the College trust and agency accounts. All expenditures are requested by the department faculty and approved by the dean. The annual budget is determined as part of the annual program plan and review process.

### Assessment and Evaluation

Moorpark College provides a wide variety of co-curricular programs and athletics programs to support the College mission and contributes to the social and cultural dimensions of students’ educational experience. The College offers faculty and staff an opportunity to offer educational and creative venues in the form of Multi-Cultural Day and the ‘Year of..’ series. These events encourage faculty and students to enrich the learning environment by bringing speakers and events to campus to help complement the classroom experience.

Associated Students offers a wide variety of clubs in which students can become involved and provide support for workshops, events and conferences that develop student leaders. The athletics program supports student athletes with the resources and support needed to succeed in both academics and competitive sports, as evidenced by the number of scholar athletes and high student success rates. The performing arts program supports students by providing on-the-job experience (particularly for those working back-stage) and opportunities to perform in front of audiences of community members, peers and faculty. Since the College began focusing on student engagement as an important part of student retention and success, the number of active clubs and student activities increased, with more than 40 student clubs and hundreds of students participating in student government, clubs, and intercollegiate athletics.

## II.C.5.

## The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

### Evidence of Meeting the Standard

Moorpark College relies upon tenured, faculty counselors to assist students in transfer, career preparation and life and academic planning activities. Counselor assistants support counselors in areas such as prerequisite clearance, events, information dissemination, and coordination of workshops. Counseling is integrated into services provided in several departments. Students can receive counseling through the traditional appointment-based and “Express Counseling” (drop-in) services. In addition, counseling is provided through classroom presentations at the request of faculty, through online credit-courses, and in workshops (e.g. on academic probation, transfer, choosing a major, and careers for majors). Academic counseling services are also integrated throughout campus through other student support service locations such as the Career Transfer Center, EOPS, CalWORKs, Veterans/Foster Youth Center and ACCESS, as well as being assigned to special populations such as Basic Skills, Veterans, STEM, ACCESS, CalWORKs, EOPS, Foster Youth, Student Athletes, Career Technical, and Returning Adults[[238]](#footnote-238). Whileeach academic counselor has assigned majors, special populations, or areas of emphasis, all are able to counsel any student in career and transfer planning. Finally, counseling services are available to students taking online classes by Skype counseling appointments, virtual university appointments through the Career Transfer Center and forms and handouts in print and on its Web site. Counseling has been directly involved in the College’s planning and implementation of the Student Success Act (SB 1456), specifically in the core services of orientation, assessment, education planning, and follow-up for at-risk students[[239]](#footnote-239). In order to ensure students understand the requirements related to their programs of study, Counseling has developed courses for orientation, student success, career assessment, and career development.

The College prepares and trains those responsible for the advising function through the following mechanisms:

* Counselor Peer Evaluation Process (every 3 years)
* Tenure process for full-time counselors[[240]](#footnote-240)
* Pairing of new counselors with experienced faculty and staff throughout the tenure process
* Student evaluations (30 each semester)
* GradesFirst reporting on the number of students seen
* New Faculty Orientation, which integrates new full-time counseling faculty with instructional faculty and into the College
* District counselor meetings to share best practices and campus highlights
* Monthly Academic Information Meetings (11B20) for case studies addressing articulation and curriculum
* In-service, professional development activities held two to three times a semester
* Three hours a week allotted for individual professional development
* District Trainings for Career Pathways and on new software such as DegreeWorks
* Access to state-sponsored professional listservs for information update and professional development
* Counseling Intern program
* On-campus trainings for programs such as OnCourse and Myers Briggs Type Indicator[[241]](#footnote-241)
* Attending instructional department meetings to provide Counseling’s perspective on instructional programs

Professional development opportunities occur at weekly meetings of counselors at whichspeakers present on topics that provide counselors with additional information to help students. For example, discipline faculty might speak to counselors regarding their program and how students might benefit from majoring in the discipline. [[242]](#footnote-242)In addition, counselors regularly attend conferences hosted by transfer institutions such as the University of California and the California State University system.

The Counseling program regularly evaluates its effectiveness and how it enhances student development and successthrough the annual program planning process. The program uses several types of data to ensure that it is continuing to meet the needs of students, including the Community College Survey of Student Engagement (CCCSE), Student Satisfaction Survey, student evaluations, and Student Learning Outcome data.

The Counseling Department ensures that students understand requirements related to their programs and receive timely, useful and accurate information about these requirements. All students are encouraged to complete online Math and English assessments, online orientation and First Semester Education Plans in DegreeWorks. New students who complete all three components receive priority registration. All components can be completed online, so all students, regardless of mode of delivery, have access. Students who do not complete all three segments are sent a personal follow-up email to remind them which segment(s) they have not yet completed. In addition, there are on-campus New Student Workshops led by a counselor and counselor assistant[[243]](#footnote-243). All students are asked to choose a major at the time of registration and must confirm that major by the time they have completed 15 units in order to receive priority registration. When students hit a unit benchmark (at 15 units and 30 units completed) logging in to the portal triggers an informational video related to their benchmark achievement. For instance, when all new students log in to the portal, they are prompted to watch a New Student Orientation video; at the completion of 15 units, students will be prompted to watch a video on choosing a major.

The Career Transfer Center (CTC) offers career counseling services and transfer assistance. The CTC organizes a variety of events to provide information about career options and transfer requirements. For example, each fall the Career Transfer Center organizes “Transfer Day,” which allows students to meet with representatives from more than 60 universities. The CTC hosts a variety of student workshops and university representative meetings. Its webpage provides a wealth of information, such as transfer requirements, transfer timelines, TAG/TAP descriptions, and transfer statistics[[244]](#footnote-244).

### Assessment and Evaluation

The College provides counseling and counseling services to ensure that students understand the requirements related to their program of study and relevant academic requirements, including graduation and transfer policies. New students are required to complete an online orientation as part of the Student Success Act. Students have several options to receive counseling information, including individual appointments, “Express Counseling”, group orientation sessions, online orientation, and Career Transfer Center events. The College provides specialized counseling and academic advising to at-risk students and students on probation, and to targeted student populations, including EOPS, veterans, ACCESS, CalWORKS, and student athletes. Counseling is also integrated into services provided in several academic departments.

The Counseling and Career Transfer Center webpages provide students with current, accurate information regarding transfer requirements. The College prepares and trains counselors and counselor assistants by providing a wide variety of professional development opportunities. The Counseling program regularly evaluates its effectiveness and implements changes to enhance student development and success. The College has recently hired several new counselors and counselor assistants to support students as part of the Student Success Initiative.

## II.C.6.

## The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

### Evidence of Meeting the Standard

The College has adopted District admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. VCCCD Board Policy 5010 and Administrative Procedure 5010 designate authority and responsibility for the admissions and concurrent enrollment process.[[245]](#footnote-245)

The *College Catalog* clearly states eligibility requirements and admissions procedures. These requirements adhere to the College mission to empower “its diverse community of learners to complete their goals for academic transfer, basic skills, and career technical education,” aligning District’s policy with the mission of the California Community College system. Specific criteria for admission to the Nursing program, which uses a multi-criterion selection process as allowed through legislation[[246]](#footnote-246), are consistent with District Board Policy[[247]](#footnote-247). The *College Catalog* also identifies the new Student Success and Support Plan (SSSP) requirements, which include completion of an orientation (available onground and online), assessment for math and English placement, and a Student Educational Plan (SEP)[[248]](#footnote-248). The Exotic Animal Training and Management program, the Radiologic Technology program, the High School@Moorpark College, and the Honors Program also have specific acceptance criteria outlined in the Catalog or posted online[[249]](#footnote-249).

College annually updates its catalog to include current, comprehensive, accurate information regarding admission policies, college requirements, transfer and career pathways, and other College policies and procedures. The *College Catalog* is available both in print and online. Additions and changes to the *College Catalog* are included in an Addendum on the Website.

The *College Catalog* also defines possible pathways towards degrees, certificates, proficiency awards, and transfer options. The *College Catalog* explains the different types of degrees (including AD-Ts), available majors, and specific course requirements by discipline for degrees and certificates[[250]](#footnote-250). The College developed student brochures to describe each new Associate Degree for Transfer and to simplify the message for students. These are distributed during high school outreach events and counseling appointments, by classroom instructors, in Division offices, the Student Activities Office (Campus Center) and in the Career Transfer Center. Every fall and spring semesters the Career Transfer Center hosts Major Awareness Month and invites disciplines and faculty to hold informational events for students about specific majors[[251]](#footnote-251). ACCESS hosts an orientation for graduating high school students with disabilities who are interested in attending the College; students, their families, high school staff, and representatives from local agencies are invited for the evening presentation.

The College led the state in developing and implementing new Associate Degrees for Transfer, with a current total of 26 degrees approved by the state, and additional degrees in process or waiting for Transfer Model Curriculum approval. The College follows a five-year curriculum update cycle to ensure that curriculum is current and continues to meet the needs of students and the College mission. Over the last five years, the College has done a tremendous amount of curriculum work to simplify choices for students by deleting outdated courses, degrees, and certificates[[252]](#footnote-252). The College also implemented DegreeWorks, an online Student Educational Plan (SEP) program that helps students easily see which courses they need to complete various degrees. DegreeWorks is updated each fall to ensure it matches program information listed in the current *College Catalog*.

As part of the College Student Success and Support Plan, the College also began offering Counseling courses to help students better prepare for college and to assist students in choosing a field of study[[253]](#footnote-253). The College website also provides information about career pathways for high school students and Moorpark College students; the pathways include 15 industry sectors with multiple career pathways that lead to certificates, associate degrees, or transfer degrees. The purpose of this work is to provide students with clear information about career opportunities to help them select a field of study[[254]](#footnote-254). Admissions policies are assessed and evaluated annually as part of the District’s state-mandated audit process.[[255]](#footnote-255)

### Assessment and Evaluation

The College has adopted District admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. Moorpark College is an open-access institution and accepts all students able to benefit from its instruction and programs. The College clearly defines the possible pathways towards degrees, certificates, proficiency awards, and transfer options in the *College Catalog*, which is updated annually to ensure current and accurate information.

## II.C.7.

## The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

### Evidence of Meeting the Standard

The College requires all students to complete an online assessment prior to enrollment in a math or English class whether on-ground or online. Based on their assessment, students are provided information to help them select the appropriate course (and, for math, a recommended course); they then select the English or math course of their choice. The English and math discipline faculty developed these informed self-placement instruments, have used them for several years, and update and modify them based on assessment data analysis, student feedback, and ongoing faculty dialogue regarding results.

**English:**

Since 2007 the English Department has engaged in continual dialogue to evaluate the effectiveness of placement practices and instruments. Members of the English Department have worked with groups on campus such as Counseling and Information Technology to refine the assessment instrument. They have also met with local high schools and transfer institutions to help smooth transition among all three institutions[[256]](#footnote-256). The department has consistently analyzed the data from the self-placement instrument to determine that it was providing enough information to allow students to make informed choices so that they chose the entry-level class in which they were most likely to be successful. The most recent major revision of the placement instrument based on feedback from groups was in 2014-15. These revisions focused on refining the tool to allow the collection of finer-grained data with which to analyze student completion and success. Beta testing of the tool included feedback from students as to their usage experience as well as the validity of placement, and the department continues to solicit student feedback upon completion of the test[[257]](#footnote-257). The revised version of the assessment instrument was implemented for the fall 2015 semester and the department continues to monitor effects of the revisions. In spring 2016 English compared students’ declared choices with the actual classes they enrolled in, along with completion and success data from this cohort.

**Mathematics:**

Since 2011 the Math Department has tested several different versions of self-placement assessments that are available on the market. Each tool that was used failed to demonstrate effectiveness in predicting student success. After trying several different tools, the department decided to revise one of the assessment tools to better fit the College’s needs[[258]](#footnote-258). In fall 2013 the department began using an online math assessment tool that would place students in one of three developmental math courses or a transfer-level course. The department continues to use this tool while awaiting the uniform math assessment tool that the state is preparing. In addition to this assessment instrument, students may choose to have their high school and/or college transcript of previous work reviewed by a counselor for additional assistance in placement. In order to help students prepare for both the self-placement tests and math courses in general, the department offers free pre-semester sessions which allow students to review content that will be needed in the coming semester[[259]](#footnote-259).

### Assessment and Evaluation

The College requires all students to complete online assessment prior to enrolling in a math or English course. Students then place themselves into the course level of their choice. Both the English and Math Departments have consistently analyzed the informed self-placement assessment data and maintained ongoing dialogue to validate the process’s effectiveness.

## II.C.8.

## The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

### Evidence of Meeting the Standard

The College maintains student records permanently, securely, and confidentially. The College maintains student records in compliance with the Family Education Rights and Privacy Act of 1974 (FERPA), Title 5 guidelines of the California Code of Regulation, and the Health Insurance Portability and Accountability Act (HIPAA). The College follows Board Policy (BP 3310) and Administrative Procedure (AP 3310) regarding the storage and destruction of student records. Destruction of records requests are presented for Board of Trustee approval prior to disposal[[260]](#footnote-260). In addition, some programs comply with an outside governing body’s regulations regarding the student records. Financial Aid moved to an Onbase electronic document processing system in March 2014 and now scans documents in electronically [[261]](#footnote-261).

Non-electronic student records are kept locked and secure onsite or in a secure offsite location. Computerized student records maintained in Banner include security systems as well as recovery and disaster back-up systems. In addition to application data and academic history, other programs on campus that collect student information for reporting and tracking, including student health, student conduct, ACCESS, financial aid, counseling and international student immigration, comply with all regulations listed in the preceding paragraph and may maintain student records to meet norms of the field. For instance, the Student Health Center uses PyraMed, a cloud-based, electronic medical record system on an offsite server. Hard-copy paper records are destroyed as students are seen, converting paper records to electronic.

Students are informed of their privacy rights in the *College Catalog*, on the College’s website, and in specific documents (such as Student Health Consent Forms and HIPAA rights)[[262]](#footnote-262). Both students and faculty are assigned a unique identification number at the time of admission/employment rather than using a Social Security number. Online access is granted through a unique password created by the user and changed every 180 days[[263]](#footnote-263). Employees’ job descriptions determine the data and records that they can access.

### Assessment and Evaluation

The College maintains student records appropriately and ensures their confidentiality and security. The College publishes and follows established policies for release of student records. The College follows state and federal guidelines for record destruction as applicable (e.g. Financial Aid, ACCESS, CalWORKS, etc).

1. Need Mapping Documents from Spring 2015 and 2016 (did we keep 2015?) [↑](#footnote-ref-1)
2. 2A-01\_curriculum\_review\_schedule\_2010\_to\_2015\_2015\_to\_2020; 2A-01\_curriculum\_review\_schedule\_CTE [↑](#footnote-ref-2)
3. Need screenshot [↑](#footnote-ref-3)
4. 2A-03\_\_DEaddendum; waiting Honors from Cynthia [↑](#footnote-ref-4)
5. 2A-04\_Pre-Allied Health Certificate Survey; 2A-04\_NURSING AS CTE LABOR MARKET DATA 9.3.142; 2A-4\_ Nuclear Medicine COR; A-04\_Final nuclear medicine New Occupational Program \_rev.5-13-10 [↑](#footnote-ref-5)
6. 2A-05\_GLO\_assessment\_calendar\_12.8.14 [↑](#footnote-ref-6)
7. 2A-06\_Moorpark\_College\_SLO\_Assessment\_Cycle ; 2A-06\_ASC\_Minutes\_2012\_10\_16 ; Screenshot of SLO committee website; 2A-06\_BioSLO timeline [↑](#footnote-ref-7)
8. 2A-07\_SLO Coordinator Notebook Spring 2015 [↑](#footnote-ref-8)
9. IER pages screenshots [↑](#footnote-ref-9)
10. Screenshot of program plan where they are talking about their data [↑](#footnote-ref-10)
11. Need Bios example [↑](#footnote-ref-11)
12. Eval sheet [↑](#footnote-ref-12)
13. \*Evidence: College Catalog pg 9-10, mission, institutional outcomes, core competencies [↑](#footnote-ref-13)
14. Making Decisions Document (page XXX) [↑](#footnote-ref-14)
15. Making Decisions Document (page ####) [↑](#footnote-ref-15)
16. Need Screenshot of approval page in Curricunet [↑](#footnote-ref-16)
17. Need screenshot of page in Curricunet [↑](#footnote-ref-17)
18. Need Screenshot of page in CUrrincut [↑](#footnote-ref-18)
19. Screenshot [↑](#footnote-ref-19)
20. 2A-17\_\_DEaddendum [↑](#footnote-ref-20)
21. 2A-18\_Honors COR Evaluation Form [↑](#footnote-ref-21)
22. Evidence need sample program plan with these sections highlighted…blank is ok. [↑](#footnote-ref-22)
23. Engineering PP [↑](#footnote-ref-23)
24. Need PP [↑](#footnote-ref-24)
25. Need PP [↑](#footnote-ref-25)
26. 2A-20\_Self-Appraisal form; 2A-10\_Peer evaluation form [↑](#footnote-ref-26)
27. Need screenshot of the DE questions from the Eval form [↑](#footnote-ref-27)
28. Need screenshot of a programs SLOs/PLOs in CUrricunet and TRacDat [↑](#footnote-ref-28)
29. 2A-26\_ACCJC\_Final\_SLO\_Report [↑](#footnote-ref-29)
30. Annual report-email Lori [↑](#footnote-ref-30)
31. Lisa [↑](#footnote-ref-31)
32. 2A-29\_Mapping Core Communications outcomes to mission [↑](#footnote-ref-32)
33. Screenshot of SLOs in Curricunet [↑](#footnote-ref-33)
34. 2A-31\_Moorpark\_College\_SLO\_Assessment\_Cycle [↑](#footnote-ref-34)
35. 2A-34\_Welcome Back Letters; 2A-34\_Division Meeting; Biology and Performing Arts programs are include current Student Learning Outcomes. [↑](#footnote-ref-35)
36. Evaluation forms from faculty evals [↑](#footnote-ref-36)
37. PDF of MDD page [↑](#footnote-ref-37)
38. Need evidence regarding the creation of position [↑](#footnote-ref-38)
39. Basic Skills Tracking data; Data analysis document [↑](#footnote-ref-39)
40. Enrollment Management Plan [↑](#footnote-ref-40)
41. (list them\*add to evidence) [↑](#footnote-ref-41)
42. Need PDFs of BP/Aps (4020/4050) [↑](#footnote-ref-42)
43. 2A-40\_Honors Course Semester Rotation [↑](#footnote-ref-43)
44. Screenshot [↑](#footnote-ref-44)
45. 2A-42\_Course Outline moorpark - JOUR M01; 2A-42\_Course Outline moorpark - CS M10A [↑](#footnote-ref-45)
46. 2A-43\_GE Rubic\_9\_09; 2A-43\_GE Instructions; 2A-43\_ 2011\_10\_12\_\_GE\_Minutes [↑](#footnote-ref-46)
47. 2A-44\_Courses\_Degrees\_ Certificate\_Awards Chart [↑](#footnote-ref-47)
48. 2A-45\_2014-2015\_curriculum\_submission\_and\_meeting\_dates [↑](#footnote-ref-48)
49. Need examples of these schedules [↑](#footnote-ref-49)
50. Two-year plans for CTE programs, include Journalism, Exercise Science, Criminal Justice, etc? [↑](#footnote-ref-50)
51. Need examples; NOTE: these plans need to be posted to our WebSite – have they been? [↑](#footnote-ref-51)
52. Need examples [↑](#footnote-ref-52)
53. Need plan [↑](#footnote-ref-53)
54. 2A-49\_Course Semester Rotation2A-49\_Honors Course Semester Rotation [↑](#footnote-ref-54)
55. Need plan [↑](#footnote-ref-55)
56. NEED Evidence: Communication Studies, Performing Arts, Biotechnology. math [↑](#footnote-ref-56)
57. Need example of program that did this [↑](#footnote-ref-57)
58. Lori has ACCJC letters for evidence; also See Catalog and Addendum for statements.— [↑](#footnote-ref-58)
59. \* Evidence: EMP [↑](#footnote-ref-59)
60. Lori-table for At A Glance SP summary [↑](#footnote-ref-60)
61. Screenshot of schedule [↑](#footnote-ref-61)
62. Screenshots of examples [↑](#footnote-ref-62)
63. 2A-57\_Professional Development Offerings [↑](#footnote-ref-63)
64. 2A-58\_Professional Development Web page and calendar; 2A-58\_DE Certification Documentation of Faculty online training; 2A-58\_ DE Certification Documentation of Faculty online training [↑](#footnote-ref-64)
65. 2A-59\_AFT Contract-Article 12-Evaluation [↑](#footnote-ref-65)
66. Need evidence from Dan [↑](#footnote-ref-66)
67. Need evidence [↑](#footnote-ref-67)
68. 2A-62\_COUN M01 Syllabus SP14; 2A-62\_COUNM03SyllabusSummer2014; 2A-62\_COUN M02 - \_70590, Fall 2015 [↑](#footnote-ref-68)
69. (MBTI flyer-need to rename and insert) [↑](#footnote-ref-69)
70. 2A-63\_Online Services for Students [↑](#footnote-ref-70)
71. VCCCD 4th Fall 2015 Week Snapshot Report: Students by Educational Goal [↑](#footnote-ref-71)
72. Need screenshots of sections [↑](#footnote-ref-72)
73. NEED list of Dual Enrollment Courses offered in Spring 2016. [↑](#footnote-ref-73)
74. Data Source: Chancellor’s DataMart [↑](#footnote-ref-74)
75. NEED EVIDENCE? PROGRAM PLANS???? WHAT TEST IS CJ? [↑](#footnote-ref-75)
76. *The Top 10 Community College in* America. March 13, 2015. *Huffington Post*. <http://www.huffingtonpost.com/smartassetcom/the-top-10-community-colleges-in-america_b_6867100.html> [↑](#footnote-ref-76)
77. 2A-67\_EG\_2014-15 Outcomes Matrix CNSE; 2A-67\_\_2015\_03\_16 FcltyMtngMnts; 2A-67\_\_SLo\_CNSE\_M19\_Spring\_2014; 2A-67\_2014\_09\_29 FctlyMtngMnts; 2A-67\_SLo\_CNSE\_M18\_Spring\_2014; 2A-67\_\_2014\_11\_24 FcltyMtngMnt; 2A-76\_\_SLO\_Analysis; 2A-67\_End of Year Retreat Minutes 5-20-15 [↑](#footnote-ref-77)
78. Screenshot of the Curriculum home page [↑](#footnote-ref-78)
79. Addendum [↑](#footnote-ref-79)
80. 2A-70\_Fall Fling 2008 Agenda; 2A-70\_Mapping Core Communications outcomes to mission; 2A-70\_Science Coring discussion and outcomes from 2009 [↑](#footnote-ref-80)
81. 2A-71\_Moorpark\_College\_SLO\_Assessment\_Cycle [↑](#footnote-ref-81)
82. Evidence from Letrisha explaining Carnegie Unit and giving an example [↑](#footnote-ref-82)
83. Screenshot [↑](#footnote-ref-83)
84. Screenshot; examples of syllabi to show grading scale? [↑](#footnote-ref-84)
85. \*Evidence: Colleges Outcome Linkage Document [↑](#footnote-ref-85)
86. Need PDFs [↑](#footnote-ref-86)
87. Screenshot [↑](#footnote-ref-87)
88. Screenshots [↑](#footnote-ref-88)
89. Screenshot [↑](#footnote-ref-89)
90. Screenshot [↑](#footnote-ref-90)
91. PDFs [↑](#footnote-ref-91)
92. Screenshots [↑](#footnote-ref-92)
93. 2A-82\_GE Rubic\_9\_09; 2A-82\_GE Instructions; 2A-82\_ 2011\_10\_12\_\_GE\_Minutes; [↑](#footnote-ref-93)
94. 2A-83\_GE Philosophy & Outcomes; 2A-83\_Course Outline moorpark - CS M10A; 2A-83\_ Course Outline moorpark - JOUR M01 [↑](#footnote-ref-94)
95. Program Web sites (PDFs) [↑](#footnote-ref-95)
96. Screenshot [↑](#footnote-ref-96)
97. 2A-85\_GLO\_assessment\_calendar\_12.8.14 [↑](#footnote-ref-97)
98. EX: ( kinesiology vs dance GEO conversation Spring 2016 [↑](#footnote-ref-98)
99. Need minutes when they happen [↑](#footnote-ref-99)
100. 2A-88\_GLO\_assessment\_calendar\_12.8.14 [↑](#footnote-ref-100)
101. 2A-87\_2014\_11\_18\_slo\_meeting [↑](#footnote-ref-101)
102. 2A-89\_GE Rubic\_9\_09 [↑](#footnote-ref-102)
103. Screenshot [↑](#footnote-ref-103)
104. Screenshot [↑](#footnote-ref-104)
105. Screenshot [↑](#footnote-ref-105)
106. 2A-93\_Fall Fling Announcement; 2A-93\_FF\_2012; 2A-93\_FF\_2011; 2A-93\_FF\_2008 [↑](#footnote-ref-106)
107. **AS\_Program:** Associated Students Programming Committee Year End Reports/ even flyers in notebook [↑](#footnote-ref-107)
108. **AS\_Conf:** Associated Students conference brochures in notebook [↑](#footnote-ref-108)
109. GE requirements for IGETC (pgs 83-85) and CSU (pgs 75,76) [↑](#footnote-ref-109)
110. ADD LIST OF ADTS/DEGREES 2C-36 FILE [↑](#footnote-ref-110)
111. 2A-96\_EDD 2010-2020 Labor Market Scan-THA&FMTV [↑](#footnote-ref-111)
112. 2A-97\_Employment Outcomes Survey for Certificate Completers 2012 [↑](#footnote-ref-112)
113. 2A-98\_THA&FMTV Advisory Committee Agenda; 2A-98\_THA & FMTV Committee Minutes 01-20-15 [↑](#footnote-ref-113)
114. 2A-99\_Tracdat PLO-Performing Arts [↑](#footnote-ref-114)
115. 2a-100\_AP 4021 [↑](#footnote-ref-115)
116. 2A-101\_Program.charge2011; 2A-101\_Criteria.Moorpark4021 [↑](#footnote-ref-116)
117. 2A-102\_Program.agenda2011; 2A-102\_CJ Program Discontinuance Report fall 2011; 2A-102\_RG Course Report fall 2011; 2A-102\_RG Program Report fall 2011; 2A-102\_Program.Report2011 [↑](#footnote-ref-117)
118. 2A-103\_program.justifications [↑](#footnote-ref-118)
119. 2A-104\_Program Discontinuance report 2012; 2A-104\_MC Initiation of PD Process 2012; 2A-104\_Agenda; 2A-104\_SurveyMonkey.12; 2A-104\_Program Discontinuance charge 2012 [↑](#footnote-ref-119)
120. Evidence (see catalog/letter to ACCJC) [↑](#footnote-ref-120)
121. Need example [↑](#footnote-ref-121)
122. 2A-107\_Course Outline Moorpark - HIST M15 [↑](#footnote-ref-122)
123. 2A-108\_ARRT Exam Content Specifications [↑](#footnote-ref-123)
124. 2A-109\_ge\_rubic\_9\_09; 2A-109\_\_DEaddendum; 2A-109\_Honors COR Evaluation Form [↑](#footnote-ref-124)
125. 2B-01\_Student Services Syllabus Spring\_2015, 2B-01\_Extended Library Hours During Final, 2B-01\_Library Hours Spring 2015 [↑](#footnote-ref-125)
126. (Evidence: Current Org Chart) [↑](#footnote-ref-126)
127. 2B-01\_Emails between TLC faculty and staff [↑](#footnote-ref-127)
128. (Evidence of the 191 and 5,000??) [↑](#footnote-ref-128)
129. (Evidence: screenshot of the library resources/online page??) [↑](#footnote-ref-129)
130. 2B-03\_Math Center schedule [↑](#footnote-ref-130)
131. 2B-04\_COL M02 syllabus and schedule, 2B-04\_COL M02 sample assignments, 2B-04\_Tutoring code of ethics, 2B-04\_TitiV guidelines 58170 Apportionment for Tutoring - California Code of Regulations [↑](#footnote-ref-131)
132. 2B-05\_Subject Tutoring Weekly Schedule, 2B-05\_Subject tutoring fliers; 2B-05\_SmarThinking presentation [↑](#footnote-ref-132)
133. (Evidence: SmarThinking Summary) [↑](#footnote-ref-133)
134. Waiting for PDF of pages 15 and 31 [↑](#footnote-ref-134)
135. 2B-07\_Course Outline Moorpark - ENGR M04, 2B-07\_Course Outline Moorpark - English M01A, 2B-07\_Course Outline Moorpark - PHIL M05 [↑](#footnote-ref-135)
136. 2B-08\_Faculty Guide to the Library PDF, 2B-08\_Faculty Guide to the Library screenshot [↑](#footnote-ref-136)
137. 2B-09\_Adjunct Faculty Orientation Professional Development Week, [↑](#footnote-ref-137)
138. 2B-10\_New Faculty Orientation, 2B-10\_Fast Facts About the Moorpark College Library , 2B-10\_Email RE\_ Possible Periodical Purchases; 2B-10\_Email Request for DVDs from AHoffman for the library; 2B-10\_Email Request for Books for Tai Chi Chuan Course; 2B-10\_Email Digital Theatre Plus Database Added to eResources; 2B-10\_Copies of Order Cards for Student Suggestions; 2B-10\_Welcome Email from the Dept. Chair [↑](#footnote-ref-138)
139. 2B-11\_DataMart data , 2B-11\_Subject Tutoring Weekly Schedule [↑](#footnote-ref-139)
140. 2B-12\_Emails between TLC faculty and staff, 2B-12\_Interview questions and notes [↑](#footnote-ref-140)
141. 2B-13\_Math Center Advisory Committee Agenda , 2B-13\_Math Center Advisory Committee Minutes [↑](#footnote-ref-141)
142. 2B-14\_Writing Center session reports, 2B-14\_Learning Center session reports, 2B-14\_The half-sheet memo from Learning Center, 2B-14\_The half-sheet memo from Writing Center [↑](#footnote-ref-142)
143. 2B-15\_Basic Skills Committee agenda, 2B-15\_Basic Skills Committee minutes [↑](#footnote-ref-143)
144. 2B-16\_Fall 2014 Library Survey to Students, 2B-16\_Fall 2014 Library Survey Results, 2B-16\_Fall 2012 Library Survey Results [↑](#footnote-ref-144)
145. 2B-17\_BUSM31 COLMAN Research+Analysis; 2B-17\_ENGM01C SLATTUM Research Paper Fall 2013, 2B-17\_Summary of Library Assignments; [↑](#footnote-ref-145)
146. 2B-18\_Email RE\_ Possible Periodical Purchases for EATM; 2B-18\_Email Request for Books for Tai Chi Chuan Course; 2B-18\_Email Request and Response to Faculty for The Help DVD; 2B-18\_Philosophy MORGAN Requested Book Titles [↑](#footnote-ref-146)
147. 2B-19\_Copies of Order Cards for Student Suggestions; 2B-19\_Student Request Order Cards\_2014 [↑](#footnote-ref-147)
148. 2B-20\_Email Sent to Dept. Chairs for Business Books Recommended for Withdrawal from the Library, 2B-20\_Email Sent to Health Sciences Coordinator for Withdrawal of Health Books from the Library [↑](#footnote-ref-148)
149. 2B-21\_Subject tutoring evaluations; 2B-21\_Analysis of subject tutoring evaluations [↑](#footnote-ref-149)
150. 2B-22\_Writing Center session reports; 2B-22\_Learning Center session reports [↑](#footnote-ref-150)
151. 2B-23\_Math Center schedule; 2B-23\_CI track analysis of Math Center usage [↑](#footnote-ref-151)
152. 2B-24\_SmarThinkingUsage\_11-1-2015 [↑](#footnote-ref-152)
153. 2B-25\_Emails between TLC faculty and staff, 2B-25\_-Emails from faculty, 2B-25\_Subject tutoring fliers [↑](#footnote-ref-153)
154. 2B-26\_ Links for Evaluating Electronic and Print Library Resources, 2B-26\_Community College Library Consortium [↑](#footnote-ref-154)
155. **Waiting for PDFs of screenshots of SLOs** [↑](#footnote-ref-155)
156. 2B-28\_COL M02 syllabus and schedule, 2B-28\_COL M02 sample assignments [↑](#footnote-ref-156)
157. 2B-29\_AgendasMinutes from Math Center meetings; 2B-29\_Workshop information from Math Center training [↑](#footnote-ref-157)
158. 2B-30\_Fall 2014 Library Survey to Students; 2B-30\_Fall 2014 Library Survey Results, 2B-30\_Fall 2012 Library Survey Results [↑](#footnote-ref-158)
159. 2B-31\_Fall 2014 Reference Desk Schedule; 2B-31\_Spring 2015 Reference Desk Schedule; 2B-31\_Summer 2014 Reference Desk Schedule; 2B-31\_Summer 2013 Reference Desk Schedule [↑](#footnote-ref-159)
160. B-32\_ Interlibrary Loan Request Form Screenshot; **waiting for PDF** [↑](#footnote-ref-160)
161. 2B-33\_ Interlibrary Loan Universal Borrowing Screenshot and URL; 2B-33\_ Email Response to ILL Request from a Faculty Member [↑](#footnote-ref-161)
162. 2B-34\_Excel spreadsheets show the number of tutoring session for each subject; 2B-34\_CI track analysis of Math Center usage; 2B-34\_DataMart data. [↑](#footnote-ref-162)
163. 2B-35\_Library Homepage; 2B-35\_Library Resources Page; 2B-35\_Fall 2014 Remote Access Instructions; 2B-35\_Research Assistance Page-Screenshot & URL [↑](#footnote-ref-163)
164. 2B-36\_Sample session report from online tutoring; 2B-36\_Hours worked by online tutors; 2B-36\_Outreach emails to faculty about online tutoring [↑](#footnote-ref-164)
165. **Waiting for screenshot** [↑](#footnote-ref-165)
166. 2B-38\_Library Program Plan Data Comparison 2012-2014 [↑](#footnote-ref-166)
167. 2B-39\_2013\_Spring SLO Results; 2B-39\_2015\_Spring SLO Results ; 2B-39\_2014 SLO Results Screenshots from the Library Program Plan in TracDat; 2B-39\_2012\_Fall SLO Assessment for Evaluating Authorship [↑](#footnote-ref-167)
168. 2B-40\_Fall 2012 Library Survey Results; 2B-40\_Fall 2014 Library Survey Results [↑](#footnote-ref-168)
169. 2B-41\_LibGuides Statistics 8-14-2013 to 2-4-2014; 2B-41\_ LibGuides Views 8-1-2013 to 3-19-2015; 2B-41\_LibGuides Page [↑](#footnote-ref-169)
170. 2B-42\_Library Program Plan Data Comparison 2012-2014 [↑](#footnote-ref-170)
171. **Waiting for PDF** ; 2B-44\_Sample session report from online tutoring [↑](#footnote-ref-171)
172. 2B-43\_Writing Center session reports [↑](#footnote-ref-172)
173. 2B-45\_CI track analysis of Math Center usage [↑](#footnote-ref-173)
174. 2B-46\_Math Center Advisory Committee Minutes; 2B-46\_Math Center Advisory Committee Agenda; B-46\_Sample Writing Center Surveys [↑](#footnote-ref-174)
175. Waiting for PDFs [↑](#footnote-ref-175)
176. 2B-48\_SmarThinkingUsageReport [↑](#footnote-ref-176)
177. [↑](#footnote-ref-177)
178. [↑](#footnote-ref-178)
179. [↑](#footnote-ref-179)
180. [↑](#footnote-ref-180)
181. [↑](#footnote-ref-181)
182. [↑](#footnote-ref-182)
183. [↑](#footnote-ref-183)
184. \*Evidence: sample program plans [↑](#footnote-ref-184)
185. program review summary from Lori (sent to EdCAP in February 2016 meeting; need 2015 and 2014 reports) [↑](#footnote-ref-185)
186. Need examples [↑](#footnote-ref-186)
187. 2C-02\_2015\_institutional\_effectiveness [↑](#footnote-ref-187)
188. Business Services Balanced Scorecard Results [↑](#footnote-ref-188)
189. VCCCD Survey: Survey of Student Perceptions (Bi-annually): Provides insight to how students used our services (#26-30) and the campus culture (entire) which is instrumental to a student’s success on campus. Institutional Research can provide direct link to information) [↑](#footnote-ref-189)
190. 2C-05\_CCSSE\_2012 [↑](#footnote-ref-190)
191. Student Services Satisfaction Surveys from IR [↑](#footnote-ref-191)
192. NEED copies from programs [↑](#footnote-ref-192)
193. Student Perceptions survey from IR [↑](#footnote-ref-193)
194. NEED these from Inajane [↑](#footnote-ref-194)
195. Flex Week data and March 1 data from IR [↑](#footnote-ref-195)
196. (See Appendix for examples……need to create this list) [↑](#footnote-ref-196)
197. **SS\_PROG:** Student Services Programs meet twice a month to discuss how our programs are meeting the needs of our students as they pertain to access and success of our students. [↑](#footnote-ref-197)
198. agendas [↑](#footnote-ref-198)
199. **FF\_2008**: Fall Fling 2008 Agenda Word Document Addressed the obstacles faced by our students from their perspective. ; **FF\_2008PPT**: Fall Fling 2008 Summary PowerPoint On slide 14: Discussion was centered around how to deliver services to our students, increase the awareness of the services we provide, and how to provide services to our students in DE.; **FF\_2011**: Fall Fling 2011 Strategic Plan Report: Activities planned for Year 2 and Year 3 to address Student Access, Retention and Success, Responsiveness to Marketplace Training.; **FF\_2011PPT**: -Fall Fling 2011 General Education Outcomes and Institutional Outcomes PowerPoint: Describes the Learning Outcomes students achieve under each area of the IGETC.; FF\_2012: Fall Fling 2012: Moorpark Completers Leavers Report-This report was based on surveys administered by the RP Group to students that completed their educational goal at Moorpark and those that left prior to completing. ; TOWN\_HALL2010: TownHall 2010 Budget and Enrollment PowerPoint (also in evidence folder)

     Town Hall Meeting: In February 2009, a Town Hall meeting was held at Moorpark College to discuss the current state of the budget. In that presentation, a discussion was held regarding the enrollment priorities for the college. (See slides 13-14)

     http://mcshare.moorparkcollege.edu/Docs/Documents/Forms/AllItems.aspx?RootFolder=%2fDocs%2fDocuments%2fAdministrative%20Offices%2fOffice%20of%20the%20President%2fTown%20Hall%20Meetings%20and%20Updates%2fPast%20Townhalls\_cited%20in%202010%20SelfStudy%2f2010-02-17%20Budget%20and%20Enrollment%20Update&FolderCTID=0x01200002B01D5D4315B74BB8EA52041EB04A1E&View=%7bB2D8660E-1017-4F4C-977E-59D5167D8150%7d [↑](#footnote-ref-199)
200. NEED the DE Committee’s LIST OF ONLINE SERVICES [↑](#footnote-ref-200)
201. \*(sample pdf/link to catalog) [↑](#footnote-ref-201)
202. NEED Evidence: meeting minutes, program plan, program review summary [↑](#footnote-ref-202)
203. Need evidence of discussion [↑](#footnote-ref-203)
204. Survey question as well as minutes showing discussion of survey results [↑](#footnote-ref-204)
205. Screenshot of Financial Aid Website [↑](#footnote-ref-205)
206. (Evidence – e-mails, videos and webpage) [↑](#footnote-ref-206)
207. (Evidence: flyer/attendance sheet/outcomes) [↑](#footnote-ref-207)
208. 2C-15\_CCSSE\_2014 [↑](#footnote-ref-208)
209. Need Summary Report from Student Health Center (2016, 2014, and 2012???) [↑](#footnote-ref-209)
210. Need examples from programs that do these! [↑](#footnote-ref-210)
211. IR has the results for Spring 2015 (or will have it soon) [↑](#footnote-ref-211)
212. Need SSC agendas [↑](#footnote-ref-212)
213. NEED info from Lori [↑](#footnote-ref-213)
214. Need agendas/minutes [↑](#footnote-ref-214)
215. Need agendas/minutes [↑](#footnote-ref-215)
216. Need agendas/minutes [↑](#footnote-ref-216)
217. Need agendas/minutes [↑](#footnote-ref-217)
218. Student Equity Plan data and activity plan for Course Success [↑](#footnote-ref-218)
219. **\*Evidence: Monthly summary…see email from Lori/Deb)** [↑](#footnote-ref-219)
220. SSSP Plan [↑](#footnote-ref-220)
221. **\*evidence: list of all articulated courses.** [↑](#footnote-ref-221)
222. **(Evidence: see DE Substantive Change doc – ask Joanna)** [↑](#footnote-ref-222)
223. **(Evidence: list of online services)** [↑](#footnote-ref-223)
224. **GRDFRST:** <https://vcccd.gradesfirst.com/home/> [↑](#footnote-ref-224)
225. [www.studentloans.gov](http://www.studentloans.gov)**.** [↑](#footnote-ref-225)
226. **(Evidence – samples of the orientations, calendar of events??)** [↑](#footnote-ref-226)
227. (Evidence = ask Jennifer/Joanna/see DE Subs Change doc??) [↑](#footnote-ref-227)
228. (Evidence: IER 2015, PG 18/see DE subs chg doc) [↑](#footnote-ref-228)
229. **(Evidence: sample libguide/fin aid video?)** [↑](#footnote-ref-229)
230. Waiting Screenshots [↑](#footnote-ref-230)
231. TEDx Archived Talks (ask Svetlana for Web address) [↑](#footnote-ref-231)
232. 2B-29\_Programming Committee allocated funds by org. and dept, 2B-29\_Programming Committee Allocations 2010-2011, 2B-29\_Programming Committee Year End Report 2015, 2B-29\_Programming Fund Allocations 2010-11, 2B-29\_2013-2014 Year - End Programming Report [↑](#footnote-ref-232)
233. **(Evidence: list of teams, captain’s council agenda?)** [↑](#footnote-ref-233)
234. **(Evidence: need the data)** [↑](#footnote-ref-234)
235. List of CCCAA State Scholar Team honors that Moorpark students have received [↑](#footnote-ref-235)
236. **(Evidence: flyer or event agenda)** [↑](#footnote-ref-236)
237. **(Evidence: all performance programs, archival video footage, Year of.. And Multicultural Day programs)** [↑](#footnote-ref-237)
238. **MCCounseling**: Moorpark College Counseling website/List of counselors by major [↑](#footnote-ref-238)
239. **SS Program Plan:** Reference Student Success and Support Program Plan FA 14 (3SP) [↑](#footnote-ref-239)
240. 2C-32\_2013-2016\_AFT\_Agreement [↑](#footnote-ref-240)
241. fliers [↑](#footnote-ref-241)
242. Evidence of departments (Phil) presenting at a counseling meeting/guest speaker [↑](#footnote-ref-242)
243. [↑](#footnote-ref-243)
244. (Evidence: screen shot or webpage) [↑](#footnote-ref-244)
245. Board Policy 5010 and Administrative Procedure 5010; Application data via CCCApply, Special Admissions (Concurrent Enrollment) documentation via OnBase in A&R, ] [↑](#footnote-ref-245)
246. Education Code Section 78261.5 [↑](#footnote-ref-246)
247. PDF of BP 4106 and AP 4106 [↑](#footnote-ref-247)
248. **Waiting PDF** [↑](#footnote-ref-248)
249. Need pages [↑](#footnote-ref-249)
250. 2C-36\_Courses, Degrees, Certificate, Awards Chart 2015-10-22 51 [↑](#footnote-ref-250)
251. Example of fliers [↑](#footnote-ref-251)
252. \*Evidence: list of curriculum changes [↑](#footnote-ref-252)
253. List of Counseling courses/titles offered in summer [↑](#footnote-ref-253)
254. Waiting PDF/screenshot [↑](#footnote-ref-254)
255. Evidence: Annual Audit Report- Emily Day at the district, Chris Chitlik, Audit Supervisor-Vavrinek, Trine, Day & Co., LLP [↑](#footnote-ref-255)
256. Data should be attached to the Mid-term Report [↑](#footnote-ref-256)
257. 2C-39\_Comments on English Self-Placement [↑](#footnote-ref-257)
258. 2C-40\_Data Analysis using the Basic Skills Cohort, 2C-40\_Math Assessment Data-9.10.15 [↑](#footnote-ref-258)
259. 2C-41\_Math M25B-Bridge problems-F15; 2C-41\_Winter Bridge Spring 2015 [↑](#footnote-ref-259)
260. (Evidence: BP/AP 3310 [↑](#footnote-ref-260)
261. 2C-42\_FINAID\_8a, 2C-42\_FINAID\_8b [↑](#footnote-ref-261)
262. Waiting screenshots/pdfs [↑](#footnote-ref-262)
263. Evidence: IT Practice documentation from Dave Furhman??? [↑](#footnote-ref-263)