# Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college Districts or systems, the roles within the District/system are clearly delineated. The multi-college District or system has policies for allocation of resources to adequately support and sustain the colleges.

# IVA. Decision-Making Roles and Processes

## IV.A.1.

## Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective planning and implementation.

### Evidence of Meeting the Standard

Moorpark College has a long- standing culture of inclusiveness and collaboration. The College has institutionalized a process of decision-making that encourages innovation and participation with the goal of promoting student success. The institutional mission and goals are clearly defined throughout *Making Decisions* at Moorpark College document[[1]](#footnote-1). The College’s mission and Strategic Plan reflect the District mission: “Ventura County Community College District provides students, in its diverse community, with access to comprehensive quality educational opportunities that support student learning and student success”[[2]](#footnote-2). One of the components of the College’s vision statement as articulated in *Making Decisions* is the following statement: “All students attending Moorpark College will receive the support they need to meet their individual educational goals.”[[3]](#footnote-3) From the mission, which identifies our “students first” philosophy, and value statements to the annual program planning process, the College has an integrated planning model that allows administrators, faculty, staff, and students to participate in shaping the future of the College. The cyclical review of the mission (see IA for description) at the yearly strategic planning retreat (Fall Fling) encourages discussion about the mission and helps all campus constituents understand the mission[[4]](#footnote-4). It also allows for input regarding the need to change items to reflect current issues such as student safety[[5]](#footnote-5).

Institutional performance measures are widely disseminated through a variety of forums including yearly program planning meetings, monthly standing committee meetings, campus wide events as noted above, and electronically via the portal and the College’s website.[[6]](#footnote-6)For those who might not be able to attend meetings, all agendas and minutes are archived on the College’s website, representatives from each committee report out at department meetings, and there are opportunities for input via email when planning documents are posted to the portal and emailed to the campus[[7]](#footnote-7).

To assist with the program planning conversations, the Office of Institutional Research is increasing the variety of information made available online for faculty, managers, and staff, and are developing a variety of data dashboards (using the newly acquired Tableau software). In addition to adding access to more data, the research staff is also improving website navigation and organization so that information is easier to find.[[8]](#footnote-8) Although many reports have been posted online for several years (for example, the research staff has published an annual Institutional Effectiveness Report since fall 2005), this improved one-stop website will provide links to reports such as the Institutional Effectiveness Report, the Student Success Scorecard, the Institutional Effectiveness Goals and Institution-Set Standards, Student Profiles, Student Achievement and Outcomes, and CCCCO Datamart. In addition to these publically available reports, the Office of Institutional Research Office now has a password-protected Sharepoint site where faculty, managers, and staff will be able to access more sensitive data reports, such as course-level student success rates and productivity reports. The College annually evaluates the program planning process in the Education Committee on Accreditation and Planning;[[9]](#footnote-9) feedback and suggestions on improving access to data will continue to be sought through this evaluation process.

The College has processes in place for the evaluation and review of institutional performance through the standing committee structure. This structure institutionalizes the discussion of the Institutional Effectiveness Report and the Student Scorecard through the Student Learning Outcomes committee, the Student Success and Equity committee and the Academic Senate[[10]](#footnote-10). The information provided in the reports form the basis for discussion of gaps and the development of plans for improvement. The reports, along with the agenda and minutes from the committee meetings, are posted on the College website.

At the program level, the annual program review process provides the opportunity for programs to evaluate their performance and create action plans for improvement. This process (described in more detail in 1B.5) ensures broad participation of all campus groups. The software system used for the program planning process (TracDat) allows for the storage of past program plans so that programs can review them in preparing current plans. The results of the program review process are reported to the Education Committee on Accreditation and Planning (EdCAP) and to the Academic Senate each year and posted to the committees’ websites[[11]](#footnote-11).

There are two primary venues for administrators, faculty, staff, and students to participate in campus planning and the formulation of the College’s mission and value statements. First, the College holds campus wide events such as Fall Fling, Y’All Come meetings, Town Hall meetings, and conducts campus wide surveys to collect input from campus constituents[[12]](#footnote-12). The second process that ensures participation is the committee structure which ensures widespread participation in College planning (the full committee structure is discussed in detail in IVA.3)[[13]](#footnote-13). The committee structure provides broad participation that includes administrators, faculty, classified staff, and students as described in *Making Decisions* *at Moorpark College*[[14]](#footnote-14). Committee membership reflects discussion of who has expertise in the area of the committee’s charge. For example, the Student Success and Equity Committee which reviews 3SP and Equity Plans, includes deans, faculty representing every division, student services and counseling staff, and student representative in order to ensure communication among programs necessary for student success.

The process for decision-making and governance at Moorpark College is described in *Making Decisions at Moorpark College*[[15]](#footnote-15). This document outlines the responsibilities of each committee both to educate committee members who want to propose new ideas and to train committee members in their responsibilities. Roles and the decision-making process at the District level of administrators, faculty, staff and students are described it the *VCCCD Participatory Governance Handbook[[16]](#footnote-16).*

By following the process outlined in *Making Decisions at Moorpark College*, the College enhances student learning. Most recently, the Academic Senate addressed the Student Success and Equity Plans: the plans were extensively discussed and eventually approved in the Academic Senate[[17]](#footnote-17). Every year the program planning process (as described in standard IB.5) asks the campus to link planning and resource requests to Student Learning Outcomes and to describe how requests will further improve retention and success.

Individuals can contribute ideas for institutional improvement in the following ways:

* at department meetings or in personal communication to the appropriate committee representative for committee discussion
* as an invited guest at the relevant committee. For example, a professor proposed a College Hour at her October 2013 division meeting. She was then invited to the Faculty Development Committee meeting in November 2013, who voted approval and sent a recommendation to the Academic Senate for consideration (it was subsequently voted down)[[18]](#footnote-18).In another instance, an adjunct faculty member brought a request for part-time faculty travel funds to the Faculty Development committee (now Professional Development committee), which approved a recommendation and sent it to the Academic Senate, who approved it and sent it to the college president. In response, the college president allocated $3000 annually for part-time professional development travel[[19]](#footnote-19).
* directly to the Academic Senate, either via email to the academic senate president or as a guest
* directly to a dean, the executive vice-president, or the president,[[20]](#footnote-20) who takes forward to the appropriate committee, process
* through campus wide events (such as Y’All Come and Fall Fling) in which individual opinions are solicited and recorded for future consideration[[21]](#footnote-21). For instance, at a Y’All Come in fall 2014[[22]](#footnote-22) the campus was invited to discuss the proposed Facilities Master Plan.
* by responding to all-campus emails requesting input and/or leadership[[23]](#footnote-23)

### Analysis and Evaluation

The College has a long-standing culture of inclusiveness and collaboration. The College has institutionalized a process of decision-making that encourages innovation and participation with the goal of promoting student success. *Making Decisions* *at Moorpark College* defines the process for inclusive decision-making. Moorpark College is committed to shared governance, open communication, and collaboration as seen in the broad involvement in Standing Committees and the wide participation at the Y’All Comes and the Annual Strategic Planning Meeting (Fall Fling). All employees and students are encouraged to propose new ideas and be involved in the improvement of College programs and services.

## IV.A.2.

## The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

### Evidence of Meeting the Standard

At the District level, Board Policy and Administrative Procedures describe roles of groups in governance, planning, and budgets (BP/AP 3250) and the organizational structure of all employees in the District (BP/AP 3100). *Making Decisions* *at Moorpark College* outlines the composition of all committees and states the mission. As stated in the document, “Each constituent group of the College, i.e., Academic Senate, Classified Senate, Student Senate (Associated Students), management, and individuals in the best position to understand the issues, is represented in membership on the College standing committees. This ensures the participatory nature of the college governance structure”.[[24]](#footnote-24) In addition, this document outlines the four types of governance groups (see IV.A.3 for description). Finally, the document’s “Route of a Proposal in Model Consultation” describes the process that a member of the College campus would take in order to put forward ideas.[[25]](#footnote-25)

Each standing committee develops annual goals and then reports on the extent to which it has accomplished its goals; this process leads to the development of the following year’s goals. Committee goals and accomplishments are reported to the Academic Senate and the president each year.[[26]](#footnote-26) The program planning process used for resource allocation and future planning is evaluated every year in the Committee on Accreditation and Planning – Education (EdCAP); this provides a venue for the campus to comment on whether the procedures used are functioning effectively. Changes to *Making Decisions* *at Moorpark College* can be proposed at any time by a committee as a result of these self-reflective procedures.[[27]](#footnote-27)

The official responsibility and authority of the faculty and of academic administrators in curricular and other education matters are described in District Board Policies and Administrative Procedures. The District has policies and procedures that cover the following areas: Program and Curricular Development (BP/AP 4020), Program Discontinuance (BP/AP 4021), Course Approval (BP/AP 4022), and Academic Freedom, and includes faculty and students (BP/AP 4030).[[28]](#footnote-28)

As noted above, student representatives sit on standing and advisory committees and form part of the decision making structure. Student representatives on standing committees have a full vote. In addition, two student representatives sit on the Grievance committee, administered through the dean of student learning’s office. Student committee members are appointed by Associated Students based upon interest and availability. The chair of Career Technical Education Committee selects a student member from the general student body. Students participate in the accreditation process through their membership on workgroups for each standard.

### Analysis and Evaluation

The College values the participative process, as can be seen in Board Policies and Administrative Procedures and as defined in *Making Decisions at* *Moorpark College.* This is an important area and is strongly reflected in the College culture. The College has policies and procedures to ensure student participation and considers students’ views in matters in which students have a direct and reasonable interest. The College has an active Associated Student Government that supports student learning through their participation on standing and advisory committees and their ongoing dialogue about key topics.

## IV.A.3.

## Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

### Evidence of Meeting the Standard

Administrators’ and faculty’s roles are clearly defined through policies and procedures at the College and the District. The District functional map clearly defines these roles as they pertain to governance, policies, planning, and budgeting.[[29]](#footnote-29) At the College, *Making Decisions at Moorpark College* delineates decision-making procedures.

Four kinds of groups are identified as contributing bodies to the decision-making processes; these four groups are categorized based on their responsibilities and source of authority. They are:

1. Organizational Groups assist the president in decision-making and policy implementation. In 2011 the ACCJC Visiting Team’s recommendation was to create an additional advisory body to the president. That recommendation is met: the College has created a President’s Council that advises the president regarding recommendations stemming from College’s standing committees, which are part of the Governance Group. Before there were four Organizational Groups (Administrative, Vice Presidents, Deans, and Student Service Councils); now there are five with the addition of President’s Council.
2. Governance Groups are formed to actualize the mandate of AB 1725 for participatory governance. Governance groups include the three Senates and eight standing committees:
   1. Committee on Accreditation and Planning – Education (EdCAP) - makes recommendations on College wide planning and accreditation issues related to educational programs and student services
   2. Committee on Accreditation and Planning – Facilities and Technology (Facilities/TechnologyCAP) - makes recommendations on College wide planning and accreditation issues related to facilities and technology for educational programs and student services. This committee recommends funding for technology based on a general allocation guideline that assumes budget stability or growth.
   3. Curriculum Committee - reviews and recommends new courses, new programs, modifications to existing courses and programs, and graduation requirements
   4. Professional Development Committee - makes recommendations on the direction of professional development activities for full-time and part-time faculty and staff
   5. Fiscal Planning Committee - makes recommendations on College wide fiscal processes
   6. Student Learning Outcomes Committee - promotes College wide understanding and integration of Student Learning Outcomes
   7. Student Success and Equity Committee - makes recommendations on College wide planning related to student success activities
   8. Distance Education Committee – make recommendations on College wide planning related to Distance Education
3. Advisory Committee Groups are charged by the college president to perform specific functions that benefit the College and will dissolve at the completion of their task. These groups report to and make recommendations to the appropriate vice president[[30]](#footnote-30).
4. Project Groups are established by the college president according to need and are dissolved at the completion of their task. They report to either the vice presidents or the president[[31]](#footnote-31).

Following guidelines set forth by District (BP/AP 3250)[[32]](#footnote-32) and College policy, the College uses an integrated planning model described in *Making Decisions* *at Moorpark College* that encourages members of the College community to participate in planning and resource allocation to move an issue from discussion to recommendation. Discussions, recommendations, and final implementation of decisions are all conducted within the above four groups based on the scope of their responsibility and source of authority. Budgetary decisions and resource allocations are tied to program plans[[33]](#footnote-33). Final decisions in this regard are made by the Executive Council with input from the various governance groups according to the prioritization processes for faculty, facilities requests, classified staff, and technology requests. *Making Decisions at Moorpark College* is evaluated bi-annually, more often if necessary, to ensure committee membership continues to reflect the college organizational structure as well as needed expertise[[34]](#footnote-34).

### Analysis and Evaluation

The District Board Policies and Administrative Procedures, and College and District governance documents clearly define roles in institutional governance. Through the representation of administrators, faculty, classified staff, and students on standing committees there is substantial participation as related to institutional policies, planning, and budget. The College is committed to the concept and practice of integrated planning and participatory governance.

## IV.A.4.

## Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

### Evidence of Meeting the Standard

The District’s integrated planning document and the *VCCCD Decision-Making Handbook* define the process and the roles for faculty and academic administrators to work together to recommend curriculum and student learning programs and services to the VCCCD Board of Trustees. The official responsibility and authority of the faculty and of academic administrators in curricular and other education matters is described in District board policies and procedures such as:

* BP/AP 4020 Program and Curricular Development[[35]](#footnote-35)
* BP/AP 4021 Program Discontinuance[[36]](#footnote-36)
* BP/AP 4022 Course Approval[[37]](#footnote-37)

At the College level, *Making Decisions at Moorpark College* describes the role of faculty and college administration in decision-making processes regarding curricular and other educational matters[[38]](#footnote-38). College faculty, full-time and part-time, make their recommendations through Academic Senate to the administration and the Board of Trustees. The scope of responsibility and authority for each group involved in curricular and other educational matters is derived from state regulations, District Board Policy, Senate constitutions, College/District practices, procedures, and job descriptions.

All curriculum, including programs, is initiated by faculty. It is then reviewed by the District Technical Review Workgroup-Instruction (DTRW-I) for technical accuracy only.[[39]](#footnote-39) It is presented for approval to the Board of Trustees, where faculty continue to be represented by the Academic Senate president acting on behalf of the Moorpark College curriculum process[[40]](#footnote-40).

This strength of the College’s curricular process is reflected in the College’s leadership across the state in the development of Associate Degrees for Transfer (ADT) and strong student learning programs.[[41]](#footnote-41)

### Analysis and Evaluation

The District’s integrated planning document and the *VCCCD Decision-Making Handbook* define the process and the roles for faculty and academic administrators to work together to recommend curriculum and student learning programs and services to the Board of Trustees. Faculty and administrators, through policy and procedures, work collaboratively on curriculum and program review processes. The Moorpark Curriculum Committee and the Academic Senate as a whole make recommendations about curriculum and student learning programs and services.

### IV.A.5.

## Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

### Evidence of Meeting the Standard

The College and the District ensure the appropriate consideration of relevant perspectives and timely action on institutional plans, policies, curricular change and other key considerations. The College and District align decision-making with expertise and responsibility. The College and District rely primarily on faculty and the Academic Senate for recommendations in 10 areas of academic and professional matters, as specified in the California Code of Regulations Title 5. The roles of all staff and students are defined through Board Policies and Administrative Procedures (BP/AP 3250-Institutional Planning and BP/AP 3100-Organizational Structure)[[42]](#footnote-42). The *VCCCD Decision-Making Handbook* also includes the roles and responsibilities of the faculty and staff[[43]](#footnote-43).

The College has institutionalized procedures that ensure timely action on institutional plans, policies, curricular change, and other key considerations through a defined review cycle and scheduled planning documents[[44]](#footnote-44) such as:

* College Strategic Plan (3 years)
* Master Plans (10 years)
* Curriculum Review Cycle (5 years)
* Learning Outcomes Assessment Cycle (5 years)
* Program Plans (annually)

The Academic Senate’s Constitution and Bylaws further clarify the faculty role in the decision-making structure of the College[[45]](#footnote-45). Classified staff are provided with opportunities to participate in the formulation and development of District and College recommendations as well as in the processes for developing recommendations that have a significant effect on them. The Classified Union (SEIU) recommends classified representatives for appointments to specific groups as identified through the agreement between the District and the Classified Union. When a group believes that its concerns are not being heard through the current channels available, there are avenues through the committee structure to address these concerns[[46]](#footnote-46).

Through campus wide venues such as the annual strategic planning retreat (Fall Fling) and Y’All Comes all campus constituents participate in developing institutional goals and strategies that improve learning[[47]](#footnote-47). These venues promote effective communication regarding mission, goals, and strategic objectives. Information from these campus wide events is distributed via email and the portal for those who cannot attend[[48]](#footnote-48).

These efforts have led to institutional improvements. Examples of how the College has made changes to improve learning include:

* an increase in number of AD-Ts awarded per year as a result of collaboration between staff, faculty, and administration
* the development of the Math Lab within the Teaching and Learning Center, leading to improved student success in Basic Skills
* the embedding of student instructors in Basic Skills classes
* the addition of discipline tutors in the Teaching and Learning Center

The College has several venues to support effective communication which include:

* Convocation Day[[49]](#footnote-49)
* Town Halls /Y’All Comes[[50]](#footnote-50)
* Standing committees and representative reports at Division meetings[[51]](#footnote-51)
* Program plan review meetings[[52]](#footnote-52)
* President’s Council each semester[[53]](#footnote-53)
* Communication from top administrators, such as the president’s weekly “Ira’s Pride” newsletter, Welcome Letters,[[54]](#footnote-54) and the Executive Vice President’s Lunch[[55]](#footnote-55)
* Academic senate president’s office hours[[56]](#footnote-56)
* *The Student Voice,* the student newspaper[[57]](#footnote-57)
* College portal [[58]](#footnote-58)
* Campus email[[59]](#footnote-59)
* Electronic displays (marquee, LCDs)[[60]](#footnote-60)

The College demonstrates broad participation in its efforts to achieve its strategic and planning goals. The annual program planning process involves a discussion with each program about efforts made to improve student success and equity, as well as the results of learning outcome assessments and the use of these data to form action plans. Broad participation can also be seen in creation of the Student Success and Support Program Plan, the Equity Plan, and the Basic Skills Plan. The Professional Development Committee has three co-chairs representing classified, faculty, and administration, thus ensuring relevant perspectives on all professional development matters.

### Analysis and Evaluation

Through Board policies and *Moorpark College Decision Making*, policies are in place to ensure relevant perspectives in the decision-making processes. The College’s culture of communication and collaboration helps guarantee that these policies are put into practice. The College recognizes the time and effort required for a truly collaborative process; therefore the College continuously reflects on the coordination and implementation of timelines related to planning documents, and strives to improve timely action and inclusion of all appropriate parties. The College does an outstanding job of including broad participation in the development of key planning documents such as (the Basic Skills Plan, Institutional Effectiveness Goals and Institutional Set Standards, Student Success and Support Program Plan, Student Equity Plan).

## IV.A.6. (NEW)

## The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

### Evidence of Meeting the Standard

The process for decision-making is described in *Making Decisions at Moorpark College*. This document is reviewed every two years to ensure that it reflects an optimal decision-making process for the College and that all constituents are properly represented. Proposed changes are reviewed by appropriate governance committees, councils, and Academic Senate, posted on the Academic Senate website, and posted to the portal to allow wide input[[61]](#footnote-61). The current version of the *Making Decisions at Moorpark College* is posted on the College’s website.[[62]](#footnote-62)

The primary venues for decision-making are the standing committees and the annual program planning process. Committee agendas and minutes are posted on the College Public Meeting webpage[[63]](#footnote-63) and posted in the public bulletin board located just outside the Administration Building. The results of resource allocation decisions made through the program planning process are posted on the appropriate committee’s webpage, and the Business Services webpage[[64]](#footnote-64). [NEED EXAMPLES OF COMMUNICATION/OR WHAT DECISIONS WERE BEING MADE]

### Analysis and Evaluation

*Making Decisions at Moorpark College* clearly defines the College’s decision-making process. This process is well documented and widely communicated through committees and websites.

## IV.A.7.

## Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

### Evidence of Meeting the Standard

Leadership roles, college governance and decision-making policies, procedures, and processes are regularly evaluated in the context of their functionality and their ability to meet the changing needs of the College. The College believes in continual improvement, and therefore evaluates its processes and procedures on a regular basis to ensure their integrity and effectiveness.

The following are examples of how the College regularly reviews and evaluates its processes and procedures:

1. Making Decisions: Two-year review cycle which receives input from all constituents (Deans’ Council; Vice Presidents’ Council; Academic Senate Council; standing committees). The updated draft goes out to all faculty, staff, and administrators through email and is posted on the portal for comments. The final draft is distributed to the college community through standing committees, email, and the website[[65]](#footnote-65).
2. Program planning: The Committee on Accreditation and Planning - Education (EdCAP) evaluates the program planning process and recommends modifications as needed. The procedure, template, and timeline are reviewed annually by the committee at the end of the program plan cycle. Recommendations are proposed to the Academic Senate before being considered for adoption by the administration. All recommendation are published in EdCAP’s minutes. Approved changes are implemented at the start of the next planning cycle.[[66]](#footnote-66).
3. Standing committees: Standing committees set goals at the beginning of each year and then review their accomplishments at the conclusion of the year.[[67]](#footnote-67)

Evaluation of processes and procedures lead to changes, for example:

* The Academic Senate evaluated attendance of standing committees over three years. The discussion regarding attendance led to a proposed change from departmental to divisional representation for several of the standing committees.[[68]](#footnote-68)
* To meet the changing needs of the College and to address the new requirements from the state *Making Decisions at Moorpark College* was modified to add additional standing committees.[[69]](#footnote-69)
* The standing committee on facilities and the standing committee on technology both recommended to the Academic Senate that the two committees be combined into one standing committee () to provide better communication and to address the overlap of jurisdiction between the two committees.[[70]](#footnote-70) As a result, *Making Decisions at Moorpark College* was modified to reflect the formation of the Facilities/Technology Committee on Accreditation and Planning (F/TCAP).
* The Professional Development Committee (formerly Faculty Development Committee) had extensive discussions regarding meeting the needs of the college for both faculty and staff. Following this evaluation, the mission and the name of the committee have been changed to reflect a broader campus mission and the inclusion of classified staff.[[71]](#footnote-71)
* The survey evaluation of the sabbatical leave committee led to a change in the committee’s process. The committee no longer requires the faculty to verbally present their proposals to the committee[[72]](#footnote-72).

### Analysis and Evaluation

Leadership roles, college governance and decision-making policies, procedures, and processes are regularly evaluated in the context of their functionality and their ability to meet the changing needs of the College. The College widely communicates the results of these evaluations and uses them as the basis for continual improvement. The decision-making process is well documented and widely communicated. Moorpark College recognizes the need to assess the effectiveness of processes and procedures and make continual improvement.

# Standard IVB—Chief Executive Officer

## IV.B.1.

## The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

### Evidence of Meeting the Standard:

At Moorpark College, the president has primary responsibility for the quality of the College and provides effective leadership. This has been accomplished through the collaborative efforts of administration, faculty, and classified staff as the College transitioned between presidents during the last few years. In 2013, President Pam Eddinger left the College to take another position. The chancellor appointed an acting president and then hired an interim president. Then the College followed a formal hiring process for a permanent president, which resulted in a failed search. After a second formal hiring process, President Sanchez joined the College in February 2014.

Throughout these transitions, the presidents have led the College planning process by facilitating the College’s annual Strategic Planning Retreat (Fall Fling), and by overseeing the College Master Plan, Facilities Plan, and Strategic Plan. The planning retreat and the Master Plans are informed by all the department program plans.

The College’s annual and longer-term goals and priorities are established based on Board goals. The College’s revised mission statement and institutional values were discussed and updated at the 2015 Strategic Planning Retreat.

The president also leads meetings of the President’s Council (every semester), Administrative Council (twice per month), Consultation Council (every week), and Vice Presidents’ Council (every week). At these meetings, the College’s shorter-term operational decisions are made regarding budgets, staffing, and facilities. For example, the Consultation Council recently considered how to allocate resources for capital projects, following recommendations from the Facilities and Technology Council (Evidence: this subject is noted as “Facilities Plan or “PAWG” on Consultation Council agendas).

In terms of selecting and developing personnel, the president conducts all final interviews for full-time faculty and high-level classified and administrative staff. Moreover, the president has taken a lead role in developing a classified staff orientation program, and has supported many professional development activities.

The president reviews the *Institutional Effectiveness Report* and approves the Institutional Effectiveness Goals and Institution-Set Standards. The president writes a weekly newsletter to the campus community (“Ira’s Pride”), in which he frequently discusses institutional values, goals, and directions. He also speaks to the campus community on such matters at Convocation, the annual Strategic Planning Retreat (fall fling), the president’s annual luncheon, and other occasions.

By allocating resources based on data (provided in program plan), the president communicates the importance of a culture of evidence. Moreover, the president frequently reinforces a focus on student learning through his written and oral communications to the campus community, as well as through planning priorities reflected in the Educational Master Plan, the Strategic Plan, and the College Mission, Vision, and Values Statements.

### Analysis and Evaluation

By virtue of the job description and in actual practice, the college president has primary responsibility for the quality of the College, and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president provides effective leadership in these areas.

### Evidence:

1. Institutional Effectiveness Report(need copy or website link);
2. President’s Council meeting agenda(need dates and copies);
3. Faculty prioritization list(need copy or website link);
4. Classified staff prioritization list(need copy or website link);
5. Facilities/Technology prioritization list(need copy or website link);
6. VP Council agendas(need dates and copies);
7. Consultation Council agendas(need dates and copies);
8. President’s Job Description.

## IV.B.2.

## The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

### Evidence of Meeting the Standard:

Appropriate staffing is a key topic at the above-referenced decision-making councils, which the president leads. When the budget was shrinking, these councils were instrumental in determining how to reduce staff in an equitable manner. Now that the budget is increasing again, these councils have been pivotal in deciding which faculty, staff, and management positions to fill, and in what order, based on input from the faculty and classified staff through the established resource prioritization processes[[73]](#footnote-73). For instance, the president worked closely with the executive vice president, the vice president of business services, and the president of the Academic Senate to add an eighth dean and an assistant director of facilities and operations to the College’s administrative structure. The president also replaced the half-time director of the College Foundation with a full-time director, to enable the Foundation to grow beyond its modest status[[74]](#footnote-74)

The president also reviews the College’s participatory governance document, *Making Decisions at Moorpark College*, and provides input on needed adjustments to the composition and charters of the councils and committees. For instance, the president began expanding the composition of the Administrative Council to include supervisors, coordinators, and directors for leadership development purposes. As part of its regular review and update cycle, *Making Decisions at Moorpark College* will be updated in fall 2016 and will reflect these changes.

### Analysis and Evaluation

When President Eddinger left, the College was led by an acting president and then an interim president, with a permanent president starting in 2014. During this time, the College maintained its academic excellence through the collaboration and support of its remaining administrative team and faculty. The interim president supported the ongoing activities and effectiveness of the College. Following Board Policies and District processes, President Sanchez was hired in 2014. Since then, Dr. Sanchez has taken on responsibility for planning and oversight of an administrative structure organized and staffed to reflect the College’s purposes, size, and complexity[[75]](#footnote-75). Evidence of the ongoing strength and quality work of the College is the acknowledgement received over the last two years from outside organizations: Moorpark College was a finalist for the Aspen Award, was ranked 4th in the nation for community colleges by the Huffington Post, and was a finalist for the prestigious Bellwether Award.

The president delegates authority to administrators and others, consistent with their responsibilities, as appropriate. Moorpark College is a lean organization, and during the current fiscal year, the president expanded the organizational structure to include two additional deans, following the College’s integrated instruction and student services model. The Consultation Council, which includes the president, vice president of business services, executive vice president, and academic senate president, provides strong communication and stability to the College.

### Evidence:

1. VP Council agendas(need dates and copies);
2. Administrative Council agendas(need dates and copies);
3. Staffing prioritization (see above).

## IV.B.3.

## Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

## establishing a collegial process that sets values, goals, and priorities

## ensuring the college sets institutional performance standards for student achievement

## ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions

## ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning

## ensuring that the allocation of resources supports and improves achievement and learning; and

## establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

### Evidence of Meeting the Standard:

As discussed above, the president collegially leads the College’s establishment of values, goals, and priorities through the annual Strategic Planning Retreat, and by facilitating regular meetings of the President’s Council, Consultation Council, Vice Presidents’ Council, and Administrative Council.

The president was engaged in establishing the College’s Institution-Set standards, and reviewed and approved the College Student Success Plan and Student Equity Plan. The president reported on the College’s Student Equity Plan to the Board of Trustees, and consults with the dean responsible for institutional effectiveness on the Student Success Scorecard and the Institutional Effectiveness Report to ensure a deep understanding of the relevant data, and that the College’s goals and decisions are grounded in those data.

The president also participates in the program planning process, and reviews the program plan executive summary, to ensure that resource allocation and planning decisions are targeted to the improvement of learning and student achievement.

### Analysis and Evaluation

The president leads a collegial process that sets values, goals, and priorities. For example, at the president’s request, and with the support of the participants at the College’s annual strategic planning retreat (Fall Fling), the College recently added “integrity” to its institutional values. The president ensures that the College sets institutional performance standards for student achievement, and regularly reviews data to ensure that the allocation of College resources and the organizational structure of the College support those standards, and to ensure that all College plans are aligned with the college mission.

### Evidence:

1. Institutional effectiveness goals;
2. Fall Fling agenda;
3. Chancellor’s Scorecard;
4. 2014 Fall Flex agenda;
5. Institutional Effectiveness Report;
6. Facilities Master Plan: Letter from the president;
7. Student Success Plan;
8. Student Equity Plan;
9. Program Plan Review Executive Summary.

## IV.B.4.

## The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

### Evidence of Meeting the Standard:

The College’s accreditation liaison officer (ALO) is its executive vice president, who reports directly to the president. The College’s accreditation status and activities are a topic of frequent discussion between the president and the executive vice president. The president has led several discussions on selected sections of the accreditation standards at Administrative Council meetings, and makes every effort to read and stay current with new developments and new material from the Accrediting Commission. The president has attended numerous accreditation training workshops and participated on an accreditation site visit team. The president, executive vice president, and academic senate president are all members of the District Council for Accreditation and Planning and attend the Board of Trustees’ Student Success and Accreditation Committee and the Planning, Accreditation, and Student Success Committee.

Faculty, staff, and administrators continuously work to ensure institutional improvement and compliance with all accreditation requirements. In 2013, Moorpark College began a College wide process of self-reflection and developing the self-study, beginning with a review of the Accreditation Standards and then conducting a gap analysis. The accreditation liaison officer oversaw this process, which was led by the Education Committee on Accreditation (EdCAP). Faculty, staff, and administrators volunteered to conduct the gap analysis and begin collecting evidence, based on their areas of interest. As the College noted potential gaps or areas for improvement, faculty, staff, and administrators worked together to develop new processes or implement changes.

As the accreditation standards changed throughout this process, the College continued to monitor and discuss the revisions to ensure an ongoing understanding of the accreditation requirements. Examples of changes made based on the gap analysis include the updated Distance Education course outline addendum[[76]](#footnote-76), focus on online services, and the addition of a Distance Education Coordinator.

After extensive analysis and discussion, the College wrote the self-evaluation, with input from students, faculty, staff, administrators from all departments and divisions, along with input from District personnel. Throughout the process, teams of EdCAP committee members reviewed each section, with final review and approval by the Academic Senate and the college president.

### Analysis and Evaluation:

Moorpark College prides itself on its scrupulous attention to meeting and exceeding all accreditation standards, and on its culture of continuous improvement, zealous student support, and academic excellence, under the leadership of its president[[77]](#footnote-77). Faculty, staff, and administrators take their responsibilities for assuring compliance with accreditation requirements and continuous improvement efforts seriously. The College works collegially and collaboratively, through both formal and informal processes to ensure that accreditation requirements are met.

### Evidence:

1. Administrative Council agendas;
2. EdCap meeting minutes;
3. List of faculty/staff/administrators who have attended accreditation training;
4. Flex week, Fall Fling examples
5. List of administrators/faculty who participated on accreditation site visits;

## IV.B.5.

## The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

### Evidence of Meeting the Standard:

Throughout the transition within the president’s office, the president has been actively involved in the implementation of statutes, regulations, and policies. The president serves on the Board’s Policy and Legislative Committee, and provides input on policies, statutes, and regulations that affect the College. The president ensures that all Board policies, statutes, and regulations are observed at the College. For instance, the college hosts [WE ACTUALLY RENTED OUR FIELD FOR THIS….] a few annual fund-raising events where liquor is sold or consumed; the president informs the chancellor of such events and in one instance required the Rotary Club that sponsored the event to change the name of the event (from “Beer Fest” to “Harvest Festival”) in order to meet the Board’s requirements. [ASK MARY – WHAT ABOUT POLICIES FOR STUDENT REGISTRATION, AND OTHER STUDENT SUCCESS CHANGES THIS YEAR? USE THOSE INSTEAD???]

Additionally, the president meets weekly with the vice president of business services, and regularly discusses budget matters at such meetings, as well as at Consultation Council and Vice Presidents’ Council meetings.

### Analysis and Evaluation:

Moorpark College presidents have consistently participated at the district level, and assure the implementation of statutes, regulations, and governing policies. Given his background in law, the current president is especially attentive to the interpretation and implementation of statutes, regulations, and Board policies, as well as their alignment with the College’s mission and practices, and their implications for budget and expenditures. The College has been consistent in its focus to align the District mission and the College mission. Moorpark College continues to have effective control of the College budget and expenditures.

### Evidence:

1. Minutes of BOT Policy and Leg. Committee;
2. VP Council agendas;
3. Consultation Council agendas.

## IV.B.6.

## The CEO works and communicates effectively with the communities served by the institution.

### Evidence of Meeting the Standard:

The current president sits on the Ventura County United Way Board of Directors, as well as on the Conejo Valley YMCA Board of Managers. The president hosts an annual breakfast meeting of area high school principals and superintendents, and publishes a monthly newsletter to keep them and their faculty and staff apprised of college developments. The president writes a periodic column on College issues for the *Ventura County Star* newspaper, and attends numerous college and civic events to stay closely connected to the community. The president was recently listed in the *Moorpark Acorn* as one of the top 10 thought leaders in the community, and in the Pacific Coast Business Times as one of the top 20 business leaders in the community. The president speaks often to civic organizations about Moorpark College.

### Analysis and Evaluation:

The president consistently participates in the community, attending Rotary meetings, Chamber of Commerce meetings, and other community events. The president communicates often and effectively with the communities served by the College.

### Evidence:

1. Advisory committee meeting minutes;
2. Ventura Star articles; ACORN ranking
3. Principals and Superintendents’ meeting agendas.
4. Civic org ….

# C. Governing Board

## IV.4.C.1

## The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

### Evidence of Meeting the Standard

The Ventura County Community College District Board of Trustees is comprised of five members elected from the respective trustee areas and one student board member elected by all three Colleges’ student body. The Board functions as the public’s representative with the understanding that the District’s resources need to be utilized in a manner that provides for the educational needs of the students and the Colleges’ surrounding communities. The Trustees are responsive to their respective electoral areas’ needs as well as the needs of the community as a whole. The Board develops the goals and direction for the District. These goals are implemented through the development, review, and revision of policies in order to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the College. Board Policies are reviewed in a five-year cycle[[78]](#footnote-78). Working with the College curriculum process, the Board approves credit and non-credit courses[[79]](#footnote-79). The Board members participate on Board committees where, working with District and College faculty, administrators and staff, they gain knowledge of the workings of the various departments, offices, academic programs, and services that support the students. For example, during Board Meetings, the Board hears report presentations on finances, technical needs, the Institutional Effectiveness Reports, Curriculum training, and CTE training[[80]](#footnote-80).

The Board members’ four-year term of office is staggered to ensure continuity. Board officers are elected to their positions at the annual December organizational meeting. Board meetings are typically held once a month on the second Tuesday in the District’s Board Room. The Board schedules study sessions on various topics before making major decisions. The District’s chancellor serves as the Secretary of the Board and, along with the Board officers, is responsible for agenda preparation for each Board meeting. The Chancellor’s Office is responsible for notifying all Board members and the public of meetings and study sessions, Board agenda development oversight, compiling the agenda, recording and preparing meeting minutes, keeping records of all proceedings and documents, posting and filing all financial reports as required by law, conducting all official correspondence of the Board, and signing and executing all official documents. All Board meetings, minutes and other notices are posted on the District’s website.

The District Integrated Planning Manual clearly defines the responsibilities of the District, the District-level committees, and the Colleges. District committees such as District Technical Review Workgroup-Instruction (DTRW-I) and District Technical Review Workgroup-Student Services (DTRW-SS) help maintain the academic quality, integrity, and effectiveness of the student learning programs and services. District Council on Administrative Services, a broad District-level committee, provides input from the Colleges and the District to ensure necessary communication and input to ensure the financial stability of the Colleges.

The need for quality of programs, integrity of District actions, and effectiveness of student learning programs and services drives the District’s Board policies and mission and vision statements. The District Vision statement states[[81]](#footnote-81) “that it will become the leader in the development of high quality, innovative educational programs and services . . . modeling best practices in instructional and service delivery, student access, community involvement, and accountability”[[82]](#footnote-82). These ideas are also clearly incorporated in the District Mission and Values statements. The Mission includes the phrase“. . . comprehensive educational opportunities that support student learning and student success.” At its yearly retreat and planning session the Board reviews the Moorpark College’s annual Institutional Effectiveness Report, which outlines the College’s goals and accomplishments regarding conditions on campus, student access and student demographics, course level retention and success, and program persistence and completion.

### Analysis and Evaluation

The VCCCD Board of Trustees has Board Polices that define expectations regarding academic quality, integrity(*BP 2200 Board Duties and Responsibilities, BP 2201 Board Participation in District and Community Activities, BP 2205 Delineation of System and Board Functions[[83]](#footnote-83)*, defines the responsibility over financial stability. The Board Policies are reviewed by District committees that have broad representation. These Board Policies are then recommended to the Board Policy Committee, which makes recommendations to the Board of Trustees. The District committees also establish Administrative Procedures to carry out the Board Policies. The Board exercises its authority and fulfills its responsibilities as specified in policy through its regularly scheduled meetings[[84]](#footnote-84). The Board receives and reviews financial updates and audit reports to ensure financial stability of the District[[85]](#footnote-85). It also receives updates regarding budget development and approves the final budget[[86]](#footnote-86). The effectiveness of the student learning programs and services is reviewed by the Board at its Retreat and Planning Session when it reviews Moorpark’s Institutional Effectiveness Report[[87]](#footnote-87) and the Scorecard Reports of the three colleges[[88]](#footnote-88).

## IV.C.2.

## The Governing Board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

### Evidence of Meeting the Standard

The Board acts as a collective entity. All members have opportunities to voice concerns regarding the workings of the Colleges and the District. Board members have the opportunity to review Board agendas; Board officers may request to add an agenda item prior to the publication of the agenda. The public may also request to add agenda items related to District business according to *BP 2340: Agendas*. By law, decisions must be made through open Board meetings. *BP 2510: Participating in Local Decision-Making* stipulates that the Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended Policies for Board action and Administrative Procedures. It is then expected that when the Board reaches a decision, all Board members act in support of the decision. Any difference of opinion is openly discussed at Board meetings, except closed-session items. For examples[[89]](#footnote-89), following extensive discussion on the status of Child Development Centers at the three Colleges, the Board voted as a collective unit to support the Moorpark Child Development Center.

### Analysis and Evaluation

The Board Policies guide Board discussions and provide the framework for the Board’s collective actions. The Board has participated in extensive professional development to help define best governance practices[[90]](#footnote-90). The Board has focused its efforts on this area, and has worked to allow alternative opinions to be expressed decisions are made.

## IV.C.3.

## The Governing Board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

### Evidence of Meeting the Standard

***Selection of Chancellor***

*BP 2431 CEO Selection* mandates that the Board establish a search process to fill the vacancy and that the process shall be fair and open and comply with relevant regulations. *AP 2431 CEO Selection* delineates the process for notification of vacancy; recruitment strategy, including both externally and internally conducted recruitment; and search committee membership. It also provides guidelines for screening, advertising, interviews, reference checks, and offer of employment. The Board has employed a search firm in the past to seek out qualified candidates. Final interviews for the chancellor position are conducted by the Board of Trustees. The candidate is then brought to the entire Board of Trustees for a vote. The chancellor is the only employee selected directly by the Board of Trustees, though the Board is also involved in the selection of college presidents in conjunction with the chancellor.

Since 2013 there has been extensive turnover in senior administrative positions at the District and Colleges. Many positions have been filled with interim or provisional positions without clearly defined processes, resulting in fluctuations in hiring processes. The District currently has an Interim chancellor appointed by the Board. In 2016 the Interim chancellor’s contract was extended by the Board to the two-year limit allowed by accreditation standards.

The District is working on updating and revising the Board Policy regarding hiring. The new policy will define the process for hiring interim administrators and clarify the process for hiring for permanent positions. The required Board Policies and Administrative Procedures are working their way through the District-level committees and the Board.

***Evaluation of Chancellor***

*BP 2435 Evaluation of the Chancellor* mandates that the Board of Trustees conduct an evaluation of the chancellor at least annually. Goals and objectives are developed prior to the beginning of each academic year based on data on student enrollment, achievement, completion, transfer, and job placement, and the chancellor’s responsiveness to the students, faculty, and staff, as well as all the communities that the three Colleges serve. The process for evaluation must comply with any requirements set forth in the contract of employment. The evaluation process is developed jointly by the Board and the chancellor. The criteria for evaluation are based on Board Policy, the chancellor’s job description, and performance goals and objectives developed in accordance with BP 2430 Delegation of Authority to Chancellor. The evaluations of the previous chancellor and the interim chancellor were listed on closed-session agendas[[91]](#footnote-91), however the results were not reported in open session of a Board meeting. Previous chancellors have been evaluated using a 360 evaluation tool.

***Selection of College President***

Moorpark College presidents are typically recruited by a search firm. The District administration has the initial responsibility to review applications, interview the candidates, and check references of the candidates. *AP 7120-B Recruitment and Hiring: College President* outlines the process for the selection of college presidents. It provides guidelines for recruitment, selection committee composition, screening process, advertising, screening, interviews, reference checks, chancellor interview, offer of employment, and Board approval. The final selection is made by the chancellor with discussion of the selection with the Board.

***Evaluation of Moorpark College President***

Past evaluations of the college presidents included a 360-degree review tool[[92]](#footnote-92), in addition to a process similar to the chancellor’s evaluation as described above, using performance goals, job description, and other objectives developed jointly with the chancellor.

### Analysis and Evaluation

The Moorpark College president and past chancellors were hired through the process defined in the VCCCD Board Policies and Administrative Procedures. District committees and the Board are currently updating the hiring policies, particularly as they relate to District hiring and Interim chancellor and interim vice chancellor positions[[93]](#footnote-93). Following VCCCD Board Policies and Administrative Procedures for hiring is critical for transparency at the College and District.

NOTE: DOES THIS NEED AN ACTION PLAN TO FINISH BPs/APs? MARY

## IV.C.4

## The Governing Board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

### Evidence of Meeting the Standard

The members of the Board of Trustees are selected by the electorate in the five designated trustee areas. The Trustees are an independent group of elected officials that represent the public’s interest to ensure education quality of the Colleges. A student board member is elected each year by the students at the Colleges. Current Board members serve four-year terms, staggered to ensure continuity. The Board meets quarterly with the Citizens Advisory Body, which is comprised of community leaders jointly appointed by the Trustees and chancellor[[94]](#footnote-94).

Several Board Policy and Administrative Procedures clearly state Board organization, duties, and authority. *BP 2200 Board Duties and Responsibilities, BP 2201 Board Participation in District and Community Activities, BP 2205 Delineation of System and Board Functions*, and *BP 2430 Delegation of Authority to Chancellor set* guidelines and limits for Board members’ roles and responsibilities in District operations. *BP 2710 Conflict of Interest, BP Board Code of Ethics/Standards of Practice*, *BP 2716 Political Activity*, and *BP Personal Use of Public/District Resources* further clarify the roles of Board members in their handling of District and personal businesses as they relate to the District’s educational quality.

The Board maintains its independence as a policy-making body by being informed, asking relevant questions, and requesting additional information as needed to make informed decisions. The Board receives agendas prior to Board meetings. The Board hosts study sessions to receive relevant information. Examples include Budget study session, curriculum study session, VC Innovates study session[[95]](#footnote-95).

The Board carries out its policy-making role through three standing committees: Legislative and Policy Committee, Student Success and Accreditation Committee, and Finance and Capital Planning Committee[[96]](#footnote-96). The Legislative and Policy Committee and the Board attempts to advocate for the District regarding current legislation and policy. For example, the District hosted the Legislative Budget Review for the Transitional Basic Skills Initiative at Oxnard College[[97]](#footnote-97). [QUESTION: HOW IS THIS AN EXAMPLE OF ADVOCACY]

The Board reflects the public interest by receiving a wide range of input from the community and constituent groups. The Board holds Citizen Advisory Board meetings[[98]](#footnote-98). Members of the public have the opportunity to express their perspectives during public comments at the start of each Board meeting and may also directly contact the Trustees. For examples, public comments have included community input on the importance of the Child Development Centers at all Colleges and input from students on topics such as the need for a cafeteria at Moorpark College[[99]](#footnote-99).

The Board advocates for and defends the District and College from undue influence. During severe budget cuts when the Colleges were required to undergo program discontinuance, the Board received extensive comments and concerns from the affected groups. [QUESTION: HOW DID IT ADVOCATE AND DEFEND? WHAT DID THE BOARD DO WITH THE INPUT?]

### Analysis and Evaluation

The role of the Board as an independent, policy-making body is defined in Board policy. The Board holds study sessions to gathers information to make informed independent decisions. Public comments also provide input for Board deliberation and decision-making. The Board supports the interests of the District and Colleges in the face of public and political pressure.

## IV.C.5.

## The Governing Board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

### Evidence of Meeting the Standard

The Board of Trustees takes leadership in developing the mission of the District. The new District Mission statement was approved at the July 13, 2015 Board meeting[[100]](#footnote-100). All policies and procedures are consistent with the District’s mission to ensure the quality, integrity, and improvement of student learning programs and services. The duties and responsibilities of the Board of Trustees are clearly delineated in *BP 2200 Board Duties and Responsibilities*. The responsibilities include the establishment of policies for comprehensive, academic, and facilities plans; courses of instruction and educational programs; and academic standards and graduation requirements. Policies are developed through District committees, with broad representation from the three Colleges as well as District staff. The Board is charged with employing all personnel following established employment practices.

The Board ensures the District and Colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, budget development calendar, budget study sessions, and tentative and final budgets[[101]](#footnote-101). Allocation formulas that are consistent with the mission are implemented to ensure appropriate distribution of funds to support the integrity, quality, and improvement of student learning programs and services[[102]](#footnote-102). The Board is ultimately responsible for the legal and financial integrity and stability of the District and Colleges. The Board of Trustees confirms that budgets are within legal constraints, and evaluates the need for asking the tax payers to support a bond measure. The Board is responsible for the management and control of all District properties[[103]](#footnote-103). The Board has elected to purchase property for a new District in a more central location; the fiscal impact of this decision is being studied. The Board ensures the District’s financial stability and sustainability necessary to support student learning programs and services consistent with the District’s mission.

The Board approves and updates Board Polices consistent with the District’s mission, and monitors their implementation to ensure the quality, integrity, and improvement of student learning programs and services. Recent Board actions related to the Mission’s commitment to student success include updating Student Success Policy, Student Success and Support Program Plan Policy, Registration Prioritization policy, Program Discontinuance policy, and Graduation Requirement policy, as well as approving curriculum, including Associate Degrees for Transfers and certificates[[104]](#footnote-104).

The Board approves College goals and standards recommend by the College including the Institution-Set Standards, the Score Card, and the Instructional Effectiveness Goals[[105]](#footnote-105). The Board reviews the College’s reports and plans such as the Institutional Effectiveness Report, Student Success and Support Program Plan, and Basic Skills Plan[[106]](#footnote-106). The Board also approves the Student Equity Plan each year prior to submission to the State Chancellor’s Office[[107]](#footnote-107). At each Board meeting the college president, academic senate president, classified senate president, and a student government representative report to the Board on student success or other activities on campus[[108]](#footnote-108).

### Analysis and Evaluation

The Board has established policies that are consistent with the mission. The Board is advised on legal, financial, and educational issues as referenced above. The Board has policies and practices that demonstrate that it assumes ultimate responsibility for policies and decisions related to educational quality, legal matters, and the financial integrity and stability of the District and College.

## IV.C.6.

## The institution or the Governing Board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

### Evidence of Meeting the Standard

The District publishes the Board policies specifying the Board’s size, duties, responsibilities, structure, and operating procedure on the District’s website. *BP 2010 Board Member* defines the qualification of a Board member[[109]](#footnote-109). The Board of Trustees is comprised of five members elected from the designated electorate areas. A student Board member is elected by his/her peers from the three Colleges and serves a one-year term. The elected Trustees serve a four-year term. *BP 2100 Board Election* stipulates how the election is conducted. Election is staggered so that no more than two seats are up for election every four years. *BP 2130 Term Limits* allows the Board to submit to the electors of the District a proposal to limit the number of terms a member of the Board can serve. The duties and responsibilities are clearly delineated in Board Policies (BP 2200 Board Duties and Responsibilities). *BP 2210 Officers, BP 2220 Committees of the Board*, and *BP 2305 Annual Organizational Meeting* all delineate the structure and operating procedures of the Board of Trustees. The Board had modified the number of established committees over the years, reflecting the changing times as student success or accreditation requires additional focus. In 2014-15 there were four committees: Finance and Capital Planning, Planning and Board Communication, Policy and Legislative, and Student Success and Accreditation. In 2015-16 the Board combined Planning with Student Success and Accreditation[[110]](#footnote-110). No more than two members serve on each committee.

### Analysis and Evaluation

The Board of Trustees has approved several Board Policies and Administrative Procedures that specify the Board’s size, duties, responsibilities, structure, and operating procedures. The BP’s and AP’s are documented and available to the public on the District’s website.

## IV.C7.

## The Governing Board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

### Evidence of Meeting the Standard

The Board of Trustees acts in a manner consistent with its policies and procedures. The board regularly assesses its policies for their effectiveness in fulfilling the District’s mission and revises them as necessary. Examples of updates to Board Policies to enhance the Mission include BP 4020 Curriculum, BP 1421 Program Discontinuance, BP 4100 Graduation Requirements. The Board conducts an annual self-assessment. In addition, the Board provides feedback via a survey after each Board meeting to ensure that all members continue to conduct businesses according to policies and procedures.

The District developed, and the Board of Trustees adopted, a review cycle of policies and procedures[[111]](#footnote-111). A two-year review cycle was implemented in March 2011. The Policy Committee of the Board submitted a substantial amount of proposed, reviewed, and/or revised policies and administrative procedures on monthly Board of Trustees agendas for action or information[[112]](#footnote-112). In September 2015, the Board approved a longer five-year review cycle of policies and procedures. The review cycle was extended to allow more time to review the policies and procedures and allow the VCCCD Board Policies and Administrative Procedures to be approved through the District Committees and the Colleges' governance committees[[113]](#footnote-113).

To ensure broad-based constituent input, consistency, and appropriate application across the District and Colleges, governance committees and district/College constituents review, analyze, and recommend suggestions for modification of policies and procedures. This process is described in the newly implemented “VCCCD Governance Advisory and Recommendation Pathways” outlined in the District’s Decision-Making Handbook[[114]](#footnote-114). Governance committee members represent constituent groups at the College and the District. Constituent groups formulate recommendations to the chancellor through consultation, and members are responsible to serve as a conduit for information and the catalyst for discussion on topics raised by District or Colleges’ members.

Currently, District policies and procedures continue to be reviewed and analyzed consistently in a five-year cycle through existing governance bodies, including District Technical Review Workgroup – Student Services (DTRW-SS), District Technical Review Workgroup – Instructional (DTRW-I), District Council on Human Resources (DCHR), District Council on Administrative Services (DCAS), District Consultation Council, Chancellor’s Cabinet, and District Administrative Council. Governance groups maintain meeting notes that include policy and administrative procedure actions and recommendations taken during committee meetings[[115]](#footnote-115).

### Analysis and Evaluation

Board meeting minutes and agendas provide evidence that the Board acts in a manner consistent with its policies. Policies are reviewed and updated through the District committee structure in a timely manner, following the five-year review cycle approved by the Board of Trustees.

## IV.C.8.

## To ensure the institution is accomplishing its goals for student success, the Governing Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

### Evidence of Meeting the Standard

The Board regularly reviews key indicators of student learning and achievement for Moorpark College. Moorpark College presents data on student success to the Board of Trustees at the annual and midyear planning sessions. These data include the Score Card data, graduation lists, transfer and certificate completions, and reports on student success at Board meetings by the college president, academic senate president, classified senate president, and student representative[[116]](#footnote-116). The annual *District Institutional Effectiveness Report* is presented to the Board in June/July. The data include course completion rates, course success rates, retention rates, degrees and certificates awarded, transfer rate to four-year institutions, licensure and certification pass rate, productivity rates, and student learning outcomes/student service unit outcomes. The Board approves the College’s Score Card Standards and the Institutional Effectiveness Goals established by the College. The Board also receives information to support midyear planning, focusing on enrollment projections, budget update, and budget strategies[[117]](#footnote-117).

The Board regularly reviews key College planning documents. These planning documents form the basis of the College’s continual improvement of academic quality.

The District Master Plan serves as the guide for the College on how to address the District’s goals for student success. The District strategic goals are:

* Increase access and student success by providing support to students for completion of degrees, certificates, and transfer in a timely fashion; increase online opportunities to meet the goal; and use the Student Success Scorecard to track student success
* Partner more effectively to meet community needs by providing training and skills development for new and incumbent workers for existing jobs and new jobs, and building new relationships with the public and private sectors in the community
* Promote effective use of organizational resources by focusing on the importance of maintaining the vitality of employees and fiscal stability, and encouraging ongoing efforts to discover and leverage additional resources

The mission and the District goals drive the development of the Moorpark College 10-year Master Plan, three-year Strategic Plan, and 10-year Facilities Master Plan[[118]](#footnote-118). These plans are presented to the Board. The College also presents to the Board annual planning documents which include Moorpark College Student Success Plan, Student Equity Plan, and Basic Skills Plan.

### Analysis and Evaluation

As referenced above, the Board is regularly informed on key indicators of student learning and achievement, including Student Score Card and Institutional Effectiveness Report. The Board also reviewed and approved the Moorpark Strategic Plan, and receives annual updates. It also reviewed the Moorpark College Student Success Plan and approved the Student Equity Plan.

## IV.C.9.

## The Governing Board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

### Evidence of Meeting the Standard

The Board of Trustees has been participating in a variety of training programs for Board development, new member orientation, and study sessions in order to further understand the governance process. Since 2013, Board of Trustees members have participated in many training sessions sponsored by the various entities, including Board study sessions with outside consultants[[119]](#footnote-119). Examples of training include regional, state, and national events on Career Technical Education, Accreditation, Dual Enrollment, and Board Development.

*BP 2740 Trustee Professional Development* stipulates that Board Trustees are committed to their ongoing development as Board members and Trustees. Trustees are committed to active participation in continuous, measurable, sustainable improvement in Board performance through professional development and self-evaluation. The professional development program also includes new member orientation. *BP 2210 Officers mandat*es one-year terms for officers. Officers are elected every year from among all Board members. *BP 2100 Board Elections* mandates four-year terms for Trustees. Elections are held every two years in even-numbered years. Terms of Trustees are staggered so that one half of the Trustees are elected at each Trustee election. The Trustees held a facilitated retreat fall 2015, to improve communication and define Board responsibilities[[120]](#footnote-120).

### Analysis and Evaluation

The Board has implemented an ongoing training program for Board development. All members participate in the Board development activities. Board terms are staggered to ensure continuity for the Board.

## IV.C.10.

## Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Governing Board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

### Evidence of Meeting the Standard

The Board of Trustees is committed to assessing its own performance through monthly meeting assessment surveys and an annual review process to identify its strengths and areas in which it may improve its functioning. Trustees then establish goals to strengthen performance and effectiveness. *BP and AP 2745 Board Self-Evaluation* provide the process by which the Board members complete their self-evaluation. Results for each monthly meeting assessment are reviewed at the next regularly-scheduled Board meeting. The Board appoints two trustees to serve on an Ad Hoc Board Self-Evaluation Committee to review the process and survey instruments with the chancellor. The Board’s annual assessment instrument is reviewed annually by the Consultation Council, one of the District shared governance committees. The Consultation Council’s review of the Board is then presented in open session at a Board meeting. In 2015 the Board Chair visited the Consultation Council to discuss the evaluation. New or updated Board development goals for strengthening performance are determined based on the results.

### Analysis and Evaluation

The Board has an established process for self-evaluation and for evaluation from the Colleges through the Consultation Council members’ evaluation.

## IV.C.11.

## The Governing Board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

### Evidence of Meeting the Standard

*BP and AP 2710 Conflict of Interest* clearly define the boundaries of Board members and their financial interest in any contract with the District. Any Board member who has a remote interest in any contract considered by the Board shall disclose the interest during a Board meeting and have the disclosure noted in the official Board minutes. The said Board member shall not vote or debate on the matter or attempt to influence any other member. Each year, the members of the Board of Trustees file Statements of Economic Interests (*AP 2712 Conflict of Interest Code – Form 700: Statement of Economic Interests*) with the District.

The Board has a clearly defined policy that stipulates its responsibilities to establish and support the mission and policies of the District; act only in the best interest of the entire community; advocate, defend, and represent the District and Colleges through unbiased decision-making; prevent conflict of interest and the perception of conflict of interest; and adhere to laws and regulations; (*BP and AP 2715 Board Code of Ethics/Standards of Practice*). A majority of the Board members have no employment, family, ownership, or other personal financial interest in the District. Board members’ interests are disclosed and do not interfere with this impartiality or outweigh this greater duty to secure and ensure the academic and fiscal integrity of the District and Colleges. The annual declaration of Economic Interest demonstrates that there is no violation of the code of ethics and conflict of interest policy. Evidence includes Best Practice Agreement was signed in March 2013 and the VCCCD Trustee Ground Rules was signed in March 2015[[121]](#footnote-121).

### Analysis and Evaluation

The Board has policies regarding ethics and standards. The Board has had extensive professional development regarding best practices regarding this Standard.

## IV.C.12.

## The Governing Board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

### Evidence of Meeting the Standard

The chancellor of the District is the CEO. The Board delegates responsibility and authority to the chancellor to implement and administer board policies and holds the chancellor accountable for the operation of the District. The chancellor is responsible for the day-to-day operation of the District; the chancellor, in conjunction with the college president, is responsible for the overall operations of the College[[122]](#footnote-122). District Functional Map further defines the delineation of job responsibilities[[123]](#footnote-123). The chancellor and college president are held responsible through the annual evaluation process.

### Analysis and Evaluation

The Board has policy that clearly defines the roles and responsibilities of the Board, chancellor, and college president. Given the extensive turnover at the District and in the chancellor and president positions, this is an area where the College looks forward to a collaborative and stable future.

[DO WE NEED AN ACTION PLAN ON THIS ONE?]

## IV.C.13.

## The Governing Board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of Governing Board roles and functions in the accreditation process.

### Evidence of Meeting the Standard

The Board of Trustees is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the Colleges’ accredited status, and supports through policy the Colleges’ and the District’s efforts to improve and excel. The Board members participate in training via the League of California Community Colleges, Board self-studies, and District-sponsored workshops on accreditation standards[[124]](#footnote-124). The Board regularly participates in self-evaluation. The Board is very supportive of the tasks that the Colleges and the District are undertaking in preparing for the upcoming accreditation visit.

*BP 2220 Committees of the Board* stipulates the formation of a Student Success and Accreditation Committee to ensure that the Board is informed regarding all accreditation matters within the District. The Committee also reviews and tracks District and College practices and activities for alignment with Accrediting Commission standards. The Committee has reviewed the eligibility and commission policies. The Board has reviewed the Moorpark College Self-Evaluation, which includes Eligibility Requirements, Commission policies, accreditation processes, and the College’s accreditation status.

### Analysis and Evaluation

The Board has held study sessions to review accreditation documents and has participated in accreditation training session. The Board has reviewed and approved the College’s Self-Study prior to submission to ACCJC.

# IV.D. Multi-College Districts or Systems

## IV.D.1.

## In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

### Evidence of Meeting the Standard

***Expectation of Educational Excellence and Integrity***

The Ventura County Community College District is a multi-college district comprised of three colleges, Moorpark, Ventura, and Oxnard located in the key cities of the county. The District employs a chancellor, who is the CEO of this multi-college system. The chancellor hires the three college presidents, who preside over their respective Colleges. The chancellor, working with the Board of Trustees, provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the three Colleges. The Board communicates the expectation of educational excellence and integrity through goal-setting and the review of each College’s student success measures, such as the College and the District Institutional Effectiveness Report, the Student Scorecard, the Moorpark College Student Success Plan, and the Moorpark College Student Equity Plan.

***Support of Effective Operation of the Colleges***

The District supports the effective operation of the Colleges by providing certain essential services and support jointly for the three Colleges. The District provides services that can be centralized rather than being provided individually at each College. The District Human Resources Department (HR) provides hiring and human resources support for the Colleges. The District Informational Technology Department (IT) provides IT support and submission of MIS data for the Colleges. The District Fiscal Department provides fiscal support, including support for the Colleges’ budget development. The Board approved the development of a new Educational Services Department (ES), which will support the Colleges’ instruction and student services and coordinate grant and workforce development that needs to be centralized at the District level.

***Clearly Defined Roles, Authority, and Responsibilities***

Through a participatory governance structure, the chancellor establishes clearly defined roles, authority, and responsibility between the Colleges and the District. The District’s *Decision-Making Handbook* and the *District Functional Map* define the roles and responsibilities of the District’s chancellor and the Colleges’ presidents[[125]](#footnote-125).

The District’s *Educational Master Plan***[[126]](#footnote-126)**, developed and approved by the Board of Trustees in October 2013, provides guidance and operational procedures for the District and the Colleges. Each College has developed its own Educational Master Plan[[127]](#footnote-127) aligned with the District’s mission. The *Moorpark College Educational Master Plan* reflects the Moorpark College mission and goals for the education of its students.

The *District Integrated Planning Manual* provides guidance for integrated institutional planning. It provides the overarching framework for District planning and how the three Colleges integrate the planning model. The mission of the District prescribes the general parameter of the missions established at the three Colleges. The Board Goals and *Educational Master Plan* provide guidance for all the planning at the Colleges and the District. The *Functional Map* delineates the roles and responsibilities for the District and the Colleges. The annual *Institutional Effectiveness Report* provides the data that guide subsequent-year planning and reflects the academic excellence of the three Colleges.

The*District Integrated Planning Manual* states that the District has an annual strategic plan. The District does not currently have a strategic plan but sees the value of such a plan. A District Committee, the District Committee on Accreditation and Planning (DCAP), has established a broad-based workgroup to develop a District strategic plan.

### Analysis and Evaluation

The District sets and communicates its expectations of educational excellence and integrity throughout the District and Colleges through goal-setting and review of key College reports on student outcomes and student success and equity. The District supports the effective operation of the Colleges by providing centralized supporting functions. Clearly defined roles, authority, and responsibilities have been established between the Colleges and the District as defined in the *District Functional Maps*, *Decision-Making Handbook*, and *District Integrated Planning Manual*.

DO WE NEED AN ACTION PLAN TO FINISH THE DISTRICT STRATEGIC PLAN

## IV.D.2.

## The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

### Evidence of Meeting the Standard

In October 2012, the District developed a Districtwide Functional Map, with significant input from the three Colleges, as reported in the mid-term accreditation report submitted in October 2013. Two additional *Functional Maps*were developed to reflect the organizational changes that have taken place since then and more clearly define roles and responsibilities and link these responsibilities to the mission and accreditation standards[[128]](#footnote-128). The updated *District Decision-Making Handbook***[[129]](#footnote-129)** reflects the Board’s policies and procedures related to the roles and responsibilities of the District and the Colleges to ensure that responsibilities are delineated. The District serves as the coordinating agency, working collaboratively with the leadership of the three Colleges, to provide specific centralized services. These support services provide assistance to the Colleges in achieving their missions. Functions specifically conducted by District staff include Human Resources (HR), Information Technology (IT) and fiscal support with payroll. Communication regarding operational responsibilities and function occurs through District wide committees such as the Chancellor’s Cabinet, the District Committee for Human Resources (DCHR), the District Committee for Administrative Services (DCAS), and the Information Technology Administrative Committee (ITAC). These committees work to ensure that the District provides needed services to support the Colleges’ mission. District committees are assessed via a yearly survey; this self-assessment is used to redefine goals for the upcoming year. The District services have been evaluated regarding their support of the District’s mission in the program review process[[130]](#footnote-130).

[SEEMS LIGHT. THIS SAYS “EVALUATED” – ANY CHANGES, DISCUSSION? WHEN AND WHAT HAPPENED?]

### Analysis and Evaluation

Functional Maps**,** the *District Decision-Making Handbook*, and the *District Integrated Planning Manual* have been developed and refined by District committees with broad representation. The District has expanded its level of service with the addition of several new positions. This expansion is intended to support the efforts of Moorpark College in meeting its mission and institutional effectiveness goals. [THIS HASN’T BEEN DISCUSSED ABOVE IN EVALUATION PORTION????]

[ACTION PLAN: CAN WE ADD SOMETHING ABOUT THE NEED FOR EVEN MORE STAFF, PARTICULARLY IN HUMAN RESOURCES AND INFORMATION TECHNOLOGY??]

## IV.D.3.

## The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

### Evidence of Meeting the Standard

The District has a policy for allocation and reallocation of resources that are adequate to support the effective operations of the Colleges. The chancellor and the vice chancellor of business services work with the leadership at the Colleges in budget preparation and allocation to ensure effective operations and sustainability of the Colleges and the District. The District uses an infrastructure funding model (Budget Allocation Model) that addresses the distribution of resources and is not prescriptive of how funds are to be spent at the Colleges and District Administrative Center. The District acknowledges differences between the Colleges and recognizes the Colleges’ needs to direct their resources based on their own plans and objectives in meeting the needs of their diverse populations and constituencies. The Colleges have separate and specific budget development processes, reflecting their organizational cultures and priorities, supporting the integrated planning at the Colleges, integrating with each College’s strategic plan and program planning process[[131]](#footnote-131). Moorpark College effectively controls expenditures through its integrated planning process, its audit process, and the District’s annual budget review process. The annual independent audit reports and audited financial statements for Moorpark College showed no findings[[132]](#footnote-132).

### Analysis and Evaluation

The District has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the Colleges and the District. The District uses approved allocation models to allocate resources. The District ensures effective control of expenditures through the budget review process. The District is working to fill the vice chancellor of business finance position which coordinates these responsibilities. The position is currently filled with an interim vice chancellor.

## IV.D.4.

## The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

### Evidence of Meeting the Standard

The *Functional Map* delineates roles and responsibilities of the District chancellor and the college presidents. It identifies the respective functions to be administered by the Colleges and District and links them to the District mission and accreditation standards. The *Decision-Making Handbook* provides the roles and responsibilities of the various constituency groups and their role in the overall operational schemes at both the College and District (DAC). The *Functional Map* delineates the District’s and College’s roles and responsibilities in the implementation and administration of District policies. The chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated District policies without interference and holds the presidents accountable for the operations of the Colleges. Through goal-setting and evaluations, the chancellor holds the college presidents accountable for their performances and the operations of the Colleges.

### Analysis and Evaluation

The chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated Board policies without interference. The chancellor holds the college presidents accountable for their performance and operation of the College. The chancellor’s position is currently held by an interim chancellor.

## I.V.D.5.

## District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

### Evidence of Meeting the Standard

District planning and evaluation are integrated with College planning and evaluation. Planning utilizes data made available by the College, the District, and the State. All planning at the College level is done in line with the mission, vision, and values established by the Board for the District[[133]](#footnote-133). The District committees responsible for planning and evaluation of student learning and achievement and institutional effectiveness are the District Committee for Accreditation and Planning (DCAP), the District Technical Review Workgroups – Instructional and Student Services (DTRW-I, DTRW-SS), and the Institutional Research Advisory Committee (IRAC). All District-level committees include constituency groups from the College input and feedback are solicited and reviewed.

Moorpark College’s Master Plan and Strategic Plans are all submitted to the Board[[134]](#footnote-134). This ensures that the planning at the College level is in line with the District and Board mission. Moorpark College’s annual program review process serves as another venue for planning and evaluation of program and service effectiveness[[135]](#footnote-135). The effectiveness of this planning process is evaluated and discussed in campus wide review of the Institutional Effectiveness Report and in the review of the data provided for the program planning process and campus-wide strategic planning session (Fall Fling)[[136]](#footnote-136). ( See Standard 1)

The District Integrated Planning Manual provides guidance for integrated District planning. It provides the overarching framework for District planning and how the three Colleges integrate the planning model. The missions of the three Colleges are aligned with and support the mission of the District. The Board Goals and *Educational Master Plan* also provide guidance for District and College planning. The annual *District Institutional Effectiveness Report*provides the data that serve as the compass for subsequent-year planning[[137]](#footnote-137).

The District has expanded to include a vice chancellor of educational services[[138]](#footnote-138). This position should support and facilitate the College’s instructional efforts. The position is currently filled by the interim vice chancellor.

### Analysis and Evaluation

The District’s mission drives Moorpark College’s mission, values, and vision. Moorpark College’s Strategic Plan is an action plan to help the College meet the Board goals. The District’s and the College’s Educational Master Plans and Strategic Plans parallel and are mutually supportive.

## IV.D.6.

## Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

### Evidence of Meeting the Standard

There is regular communication between the District and the Colleges. The chancellor, vice chancellors, and college presidents meet weekly at Chancellor’s Cabinet to dialogue on College needs and District support. The District website connects with the College’s websites to provide pertinent information for employees, students, and the public. The chancellor communicates with the college presidents via regular meetings, phone calls and emails to ensure timely responses to issues and concerns. The chancellor has an open-door policy that enables students, faculty, and staff to voice their concerns and opinions on issues that affect the operations of the Colleges and the District[[139]](#footnote-139).

The stakeholder groups at the Colleges meet with the District to provide input and feedback regarding College needs through a variety of District committees[[140]](#footnote-140). The District governance committees provide the primary venue for communication and ensure that communication is timely, accurate, and complete. For example, both DTRW-I and DTRW-SS worked extensively to implement priority registration and Student Success requirements. All governance committee representatives communicate back to the College. The committee representatives are responsible for relaying information to their respective constituents and soliciting feedback and input.

### Analysis and Evaluation

Communication between Colleges and the District ensures effective operations of the Colleges and is timely, accurate, and complete. There are weekly Chancellor’s Cabinet meetings with the chancellor’s leadership team and the college presidents. There are regular, productive, collegial District governance committees meetings. Communication is always a goal that requires continual refinement and improvement. The heavy turn-over of administrators at the three Colleges and the District make this an area that needs ongoing attention.

[ACTION PLAN FOR COMMUNICATING? (DUE TO TURNOVER AND NEW POSITIONS]

## I.V.D.7.

## The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

The District conducts surveys of students, faculty, and staff to assess the effectiveness of District and College governance and operations. The results of these surveys help evaluate the effectiveness of the District in assisting the Colleges to meet educational goals for student achievement and learning. A Climate Survey for employees, a Student Perceptions Survey, and a Formal Communication Survey[[141]](#footnote-141) were conducted to solicit feedback regarding District and College performance in meeting student needs. Survey results are reviewed by the District Committee on Accreditation and Planning (DCAP)[[142]](#footnote-142).

The District committees and workgroups complete yearly surveys to ensure their integrity and effectiveness in assisting the Colleges to meet educational goals for student achievement and learning. The analysis of these surveys leads to improvement plans. Examples of include the following: **[THESE EXAMPLES ARE NOT REALLY CORRECT EXAMPLES -- THEY DO NOT REALLY SOUND LIKE THEY WILL IMPROVE INSTITUTIONAL EFFECTIVENESS, THEY ARE MORE ABOUT DESCRIBING THE COMMITTEE’S ROLES]**

* District Council Administrative Services (DCAS) provide an opportunity for input regarding budget, allocation model, and other financial concerns
  + “The results from the DCAS Self-appraisal were distributed. ….it is also used to measure the effectiveness of communication and whether or not the committee can identify areas for improvement. Each survey question and corresponding responses were discussed in detail. Prompted by a comment on the survey, there was general discussion regarding how at the districtwide level planning is tied to budget[[143]](#footnote-143) [WHAT IS THIS QUOTE??? ]
* Administrative Technology Advisory Committee (ATAC) provides administrative support for the Colleges and District. Self-appraisal and assessment led to change in meeting schedule[[144]](#footnote-144)
* District Council Human Resources (DCHR ) facilitates hiring and works with the Academic Senate on minimum qualifications of faculty; During discussion during the meeting recommended a modification to the equivalency process[[145]](#footnote-145)
* District Council on Accreditation and Planning (DCAP) is the accreditation and planning body for the District; DCAP established a workgroup in 2014 to specifically look into the implementation of SB1456 and the required data collection[[146]](#footnote-146)
* District Technical Review Workgroup-Instruction ( DTRW-I) provides technical support for curriculum additions and updates, degrees and certificates, and advises on instructional policies and procedures
* District Technical Review Workgroup-Student Services (DTRW-SS) provides an opportunity for broad input into student services needs common at all three college and advises on student service policies and procedures
* District Consultation Council advises the chancellor on matters related to student achievement and learning and reviews the Board agenda

### Analysis and Evaluation

The District surveys students, faculty, and staff to assure integrity and effectiveness in assisting the Colleges to meet educational goals for student achievement and learning. The District communicates these results through District governance committee discussions and uses these results as the basis for improvement. The District governance committees complete an annual self-assessment and use the results to make recommendations for improvement.

1. PDF of pages [↑](#footnote-ref-1)
2. Screenshot of VCCCD mission and values page [↑](#footnote-ref-2)
3. **MDD pg.3** [↑](#footnote-ref-3)
4. Fall fling/mission evidence [↑](#footnote-ref-4)
5. Suggestion to add ‘student safety’ as part of the values at 2015 FF [↑](#footnote-ref-5)
6. Do we have evidence of Portal announcements and information sharing? [↑](#footnote-ref-6)
7. Screenshot of website? [↑](#footnote-ref-7)
8. Screenshot of new IR Website Needed [↑](#footnote-ref-8)
9. EVIDENCE: Meeting Minutes from EdCAP in March 2016, and probably Feb/March 2015 and 2014. [↑](#footnote-ref-9)
10. Need minutes showing discussion of these two documents [↑](#footnote-ref-10)
11. Need minutes of discussion of EVP report on PP [↑](#footnote-ref-11)
12. **#7 At a Glance Flex Calendar, #11: Year of announcement, #13 Fall Fling Agenda 2012** [↑](#footnote-ref-12)
13. **#1: FD minutes 11/20/13, #2: 1/15/2014, #16-#19 AS Minutes on Student Equity and Success** [↑](#footnote-ref-13)
14. Screenshot of a committee’s membership in MDD [↑](#footnote-ref-14)
15. **#12** MDD ch. 2. [↑](#footnote-ref-15)
16. **#15:** page 23: Chapter 3: Timeline and Sequences in Key College Decisions shows the complete timeline of communication [↑](#footnote-ref-16)
17. **#16-19:** Second example narrative: Distance Education occurs as both a primary or secondary modality for the majority of MC Students. Accordingly, a Distance Education committee was re-organized, as recommended by the AS [↑](#footnote-ref-17)
18. Need minutes **(01, 02, 03)**  [↑](#footnote-ref-18)
19. **(04, 05, 06)** [↑](#footnote-ref-19)
20. Open House Hours for President Sanchez [↑](#footnote-ref-20)
21. **7 and 8** Faculty Development tabulates requests for professional development made at the Fall Fling and implements programs accordingly. FALL FLING FOR THE FMP [↑](#footnote-ref-21)
22. NEED EVIDENCE: Email announcement for Y’All Come [↑](#footnote-ref-22)
23. (Ex., Campus wide surveys to solicit opinion on programs, updating docs, campus technology, etc., including OCOB ideas and Year of… leadership & ideas (10,11)) [↑](#footnote-ref-23)
24. PDF pg. 13 [↑](#footnote-ref-24)
25. PDF pg 19 [↑](#footnote-ref-25)
26. Need year-end example [↑](#footnote-ref-26)
27. Need examples of minutes/examples [↑](#footnote-ref-27)
28. Need PDFs of all [↑](#footnote-ref-28)
29. District functional map [↑](#footnote-ref-29)
30. List of advisory groups [↑](#footnote-ref-30)
31. Need example? [↑](#footnote-ref-31)
32. PDF [↑](#footnote-ref-32)
33. **IV.A.2a.08** dialogue from most governance groups, **IV.A.2a.9** Academic Senate, link to ‘Public Meetings’ for all of the standing committees, McShare of final eval page from yearly Program Plans meetings [↑](#footnote-ref-33)
34. Need Planning ‘quilt’ to show schedule [↑](#footnote-ref-34)
35. PDF [↑](#footnote-ref-35)
36. PDF [↑](#footnote-ref-36)
37. PDF [↑](#footnote-ref-37)
38. PDF of pages [↑](#footnote-ref-38)
39. Example of agenda/minutes [↑](#footnote-ref-39)
40. Example of agenda minutes [↑](#footnote-ref-40)
41. # of Active ADTs [↑](#footnote-ref-41)
42. PDF [↑](#footnote-ref-42)
43. **pg. 11-14** [↑](#footnote-ref-43)
44. Need all timelines [↑](#footnote-ref-44)
45. Need most recent version [↑](#footnote-ref-45)
46. **Professional Development Narrative** [↑](#footnote-ref-46)
47. Examples from Fall Fling/Y’all Comes [↑](#footnote-ref-47)
48. Need examples!! [↑](#footnote-ref-48)
49. Need copies of Agenda [↑](#footnote-ref-49)
50. example [↑](#footnote-ref-50)
51. Example of division meeting minutes [↑](#footnote-ref-51)
52. example [↑](#footnote-ref-52)
53. EVIDENCE : meeting minutes [↑](#footnote-ref-53)
54. Presidents, EVP and VP, Deans Welcome letters from fall and spring [↑](#footnote-ref-54)
55. example [↑](#footnote-ref-55)
56. Posting/notification [↑](#footnote-ref-56)
57. example [↑](#footnote-ref-57)
58. Screenshot of example [↑](#footnote-ref-58)
59. PDF [↑](#footnote-ref-59)
60. Need documents that have been posted [↑](#footnote-ref-60)
61. Need example of this happening [↑](#footnote-ref-61)
62. Need Web site PDF and address [↑](#footnote-ref-62)
63. Screen shot [↑](#footnote-ref-63)
64. Emails needed [↑](#footnote-ref-64)
65. Standing Committee Narrative [↑](#footnote-ref-65)
66. Meeting minites for EdCAP (February 2016, and probably feb/march 205 and 2014 [↑](#footnote-ref-66)
67. Examples of goals/accomplishments forms [↑](#footnote-ref-67)
68. Need minutes from these discussions [↑](#footnote-ref-68)
69. Need minutes from decision to add these [↑](#footnote-ref-69)
70. Need minutes [↑](#footnote-ref-70)
71. Need minutes???; MDD page with revised name and charge. [↑](#footnote-ref-71)
72. Need minutes [↑](#footnote-ref-72)
73. *Making Decisions at Moorpark College* (find the pages that refer to this) [↑](#footnote-ref-73)
74. Need evidence [↑](#footnote-ref-74)
75. NEED email to Lori, Mary, Sylvia re: top staffing priorities 2016 [↑](#footnote-ref-75)
76. NEED COPY of Addendum [↑](#footnote-ref-76)
77. Add evidence [↑](#footnote-ref-77)
78. NEED BP list [↑](#footnote-ref-78)
79. NEED minutes approving curriculum [↑](#footnote-ref-79)
80. NEED EVIDENCE [↑](#footnote-ref-80)
81. NEED DISTRTICT mission, values, vision [↑](#footnote-ref-81)
82. NEED link to District Value Statement [↑](#footnote-ref-82)
83. NEED BP [↑](#footnote-ref-83)
84. NEED BOT calendar [↑](#footnote-ref-84)
85. NEED budget, audits [↑](#footnote-ref-85)
86. NEED minutes of budget approval [↑](#footnote-ref-86)
87. Institutional Effectiveness Report [↑](#footnote-ref-87)
88. NEED BOT Minutes of when they reviewed Scorecard Data [↑](#footnote-ref-88)
89. NEED BOT minutes [↑](#footnote-ref-89)
90. NEED EVIDENCE OF THIS PROF DEV [↑](#footnote-ref-90)
91. NEED BOT minutes [↑](#footnote-ref-91)
92. NEED Pam Eddinger’s and Ed Knudson’s Evaluations????? (Or can we simply get a copy of the form/questions?) [↑](#footnote-ref-92)
93. NEED DCRH minutes [↑](#footnote-ref-93)
94. NEED minutes [↑](#footnote-ref-94)
95. NEED BOT minutes [↑](#footnote-ref-95)
96. NEED minutes Board organization [↑](#footnote-ref-96)
97. NEED agenda for Budget Hearing for Basic Skills [↑](#footnote-ref-97)
98. NEED minutes of Advisory Board [↑](#footnote-ref-98)
99. NEED minutes reflecting public comment on child development center, and school cafeteria [↑](#footnote-ref-99)
100. NEED BOT minutes [↑](#footnote-ref-100)
101. NEED BOT budget and minutes of study session [↑](#footnote-ref-101)
102. NEED DCAS minutes [↑](#footnote-ref-102)
103. BOT minutes [↑](#footnote-ref-103)
104. NEED Policies [↑](#footnote-ref-104)
105. NEED BOT minutes [↑](#footnote-ref-105)
106. NEED BOT minutes [↑](#footnote-ref-106)
107. NEED BOT minutes [↑](#footnote-ref-107)
108. NEED BOT minutes [↑](#footnote-ref-108)
109. NEED BP on website [↑](#footnote-ref-109)
110. NEED BOT organization meeting [↑](#footnote-ref-110)
111. NEED REVIEW calendar [↑](#footnote-ref-111)
112. NEED Evidence of approved BP [↑](#footnote-ref-112)
113. NEED Evidence of approval of 5 year cycle [↑](#footnote-ref-113)
114. NEED District Evidence – Decision –Making Handbook [↑](#footnote-ref-114)
115. NEED Evidence – DCHR minutes [↑](#footnote-ref-115)
116. NEED Evidence – BOT minutes showing student success reports [↑](#footnote-ref-116)
117. NEED Evidence of std and IEPI goals approval [↑](#footnote-ref-117)
118. NEED Evidence- copies of plans and BOT minutes [↑](#footnote-ref-118)
119. NEED Evidence of training [↑](#footnote-ref-119)
120. NEED Evidence – agenda of Board retreat 2015 [↑](#footnote-ref-120)
121. NEED Evidence- Best Practices, Ground Rules [↑](#footnote-ref-121)
122. *BP 2430 Delegation of Authority to Chancellor*, *BP 2200 Board Duties and Responsibilities* [↑](#footnote-ref-122)
123. NEED Evidence- BP and Functional Map [↑](#footnote-ref-123)
124. NEED Evidence of Board training [↑](#footnote-ref-124)
125. Evidence- Decision Making Handbook, Functional Map [↑](#footnote-ref-125)
126. Evidence- District Ed Master Plan [↑](#footnote-ref-126)
127. Evidence-College Ed Master Plan [↑](#footnote-ref-127)
128. Evidence – 2 Functional maps and the figure from Decision-Making Document [↑](#footnote-ref-128)
129. Evidence – Decision-Making Document and approval minutes [↑](#footnote-ref-129)
130. Evidence- committee minutes, Evidence- District committee assessment survey, Evidence- minutes reflecting goals for next year; Evidence – DAC program review [↑](#footnote-ref-130)
131. Evidence- map of integrated planning from Decision Making Document [↑](#footnote-ref-131)
132. Evidence- annual audit [↑](#footnote-ref-132)
133. Evidence- District mission, values and vision [↑](#footnote-ref-133)
134. Evidence – BOT agenda [↑](#footnote-ref-134)
135. Evidence- MP Program plans [↑](#footnote-ref-135)
136. Evidence- EDCAP and Senate agenda re IER [↑](#footnote-ref-136)
137. Evidence- District Institutional Effectiveness Report [↑](#footnote-ref-137)
138. Evidence BOT minutes [↑](#footnote-ref-138)
139. Evidence- email coordinating lunch with AS presidents [↑](#footnote-ref-139)
140. Evidence- District Decision Making Document [↑](#footnote-ref-140)
141. Evidence- survey and DCAP review of data [↑](#footnote-ref-141)
142. Evidence- DCAP agenda [↑](#footnote-ref-142)
143. Evidence- DCAS minutes May 2013 [↑](#footnote-ref-143)
144. Evidence- ATAC May 2012 minutes [↑](#footnote-ref-144)
145. Evidence- DCHR minute [↑](#footnote-ref-145)
146. [↑](#footnote-ref-146)