STANDARD I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analysis of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

1. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, valid and reliable)** | **Does a gap exist? Please explain.** |
| What does the institution’s mission statement say about its educational purpose? | List from catalog | SLO’s on TracDat and CurricUnet | Developing the GEO’s and hyperlink in mission statement that transports to referenced item |
| Who are the colleges intended students? How does the institution determine its intended population? Is the identified population a reasonable match for the institution’s location, resources, and role in higher education? | Transfer, High School, Returning Adult, Career, Student Athletes, Veterans, etc. Population identified based on community needs, outreach efforts based on college’s enrollment management plan. Yes, there is a reasonable match. | Institutional effectiveness Report, ARCC data; Scorecard, Enrollment Plan, college website, Launchboard, Salary Surfer, SLOs, Catalog, Mission Statement, Organizational Chart of Student Learning Divisin and the College Org Chart | Lifelong learners; short term career education programs need better integration. Responsiveness to the needs of these populations may be impacted by the laborious curriculum development and approval process. Work arounds? |
| What processes does the institution use to foster college-wide commitment to student learning? Does the mission statement express this commitment? | Student Learning model informs the college’s organizational structure; SLO’s, Program planning, professional development for faculty and staff, student clubs and organizations, transfer opportunities such as Transfer Day, Athletics, specialized programming for specific populations such as EOPS, Cal WORKS, DSPS; Yes, the mission statement expresses the commitment; the Vision and Value Statements are foundational documents to the Mission. | My Nav, Trac Dat, Curricunet, Degree Works, D2L course management system; Library subscriptions; Fall Fling minutes; Minutes of the Mission Review Taskforce; Student Services Council minutes, Student evaluations, CCSSE (?); | Better integration of data sources like Trac Dat to Curricunet to Degree works. If not possibole maybe a cross walk that illustrates the seamlessness of the processes |

IA.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Have discussions been held among key constituents regarding the relevance of the mission statement to student learning? | Yes, discussions were held at Fall Fling, Mission Review Workgroup was developed, Student Services Council | Minutes from Fall Fling, Minutes from Mission Review Taskforce, Mission Survey, EdCAP, SSC Minutes  Student Success Taskforce | Validation of external constituents relevance of our mission needed |
| What statements about student learning are included in the mission statement? How do these statements make explicit the purposes of the institution? | Six bullet points under the mission statement that address student learning. | Catalog, website, VCCCD portal, documents produced by the programs and college, | None |
| How does the institution know that it is addressing the needs of the student population | To assess the College’s success in serving its community, the College regularly examines the demographics and enrollment profiles of its service area, analyzes economic forecast reports, and conducts both external and internal scans regarding current and emergent academic and career-technical training needs. These sets of data are documented in the *Institutional Effectiveness Report* (IA-2). | Institutional Effectiveness Report, ARCC Report, LaunchBoard, ScoreCard, CCSSE, student faculty evaluations, student activities engage students through governance; special populations needs are addressed by EOPS, ACCESS, CalWORKS, student support services ,such as the Tutoring Center, Math and English Center, Career Center, Student Equity survey and focus groups, | Increase tutoring for STEM related fields and Supplemental Instruction develop tracking of student success into the workforce; perform more target surveys of student populations to assess student learning; entrance survey and exit survey must be formalized. Maybe make orientation mandatory to better address student needs |
| What assessments of the institutional effectiveness are undertaken? | The College’s planning processes include an annual review of institutional effectiveness data as well as annual Program Plans and improvement strategies to ensure that programs are linked with the College Mission and fulfill students’ needs. These processes, described further in response to Standard IIA., create the venue for routine and systematic dialogue among members of the college community about the alignment of programs/services with the College Mission. | GEOs, SLO’s , Institutional Effectiveness Report, Scorecard, Perkins Core Indicators, CCSSE, | None |

2 The mission statement is approved by the governing board and published.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| When was the current mission statement approved by the board? | July 14, 2009 | Board meeting minutes for 7/14/09 | no |

IA.3 Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it on a regular basis and revises it as necessary.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How effective is the institution’s process for periodic review of the mission statement? Does the process allow for incorporating the interests for the institutions’ stakeholders? | There is a process.  Mission Review Task Force meets as needed. Reports back at Fall Fling annually.  Yes, stakeholder’s interests are incorporated. | * Fall Fling/follow-up email/yearly review mission/vision/value, evaluation + validation of Strategic Objectives * M/V/V task force gp * Board minutes * Community feedback/groups * Mission Review Taskforce | Do we want a cycle for review of Mission (since Board approval needed)  If yes, add to Moorpark’s Making Decisions document.  Incorporation of interests of institution’s stakeholders effective + evaluated? Data? Find a way of incorporating the interests of external stakeholders (in addition to the BOT) in the development and review of the mission statement |
| How does the institution know that the way the mission statement is developed approved and communicated to all stakeholders is effective? What circumstances prompt changes to the statement? | * Fall Fling: validation * Survey Faculty/Staff/Admin. * Affect COR review | Fall Fling minutes  Mission Review Taskforce  Vision and Values statement  Catalog  Board of Trustees Minutes | None |

IA.4 The institution’s mission is central to institutional planning and decision making.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How effectively does the mission statement prompt planning and decision making? To what extent is the mission statement central to the choices the college makes? | Making Decisions Doc.  Includes the hiring, budget, facilities, funding and other resource allocation processes. Program Plan doc.: synopsis, effectiveness, purpose, strengths | Program Plan:   * Actions steps * SLOs * Environmental Scans | None |

1. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improved student learning.

IB.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How has the college structured its dialogue? How well does the college embrace and understand the purpose of the dialogue? | * Outlined in Making Decisions * 4 councils: VP, Admin, Deans, Student Services * 3 senates: Academic, Associated Students, Classified * Fall Fling * Town Halls * Y’all come * Governance gps (6 standing Commit.) * Planning process * Division/Dept mtgs * Surveys to campus community | * Agendas * Minutes * Result of surveys * Engagement of faculty in governance committees | None |
| When, how, and about what subjects has the college engaged in dialogue? What impact has the dialogue had on student learning? | * Educational Master Plan-10 yrs challenges + opportunities * Strategic Plan-3 yrs objectives * Program Planning process-annual * Institutional Effectiveness Report * Fall Fling-yearly * Town Halls-1/semester at least-Q&A * Y’all comes-working sessions * Self-evaluation-data driven: PP and LOs * Planning Agenda (?) * Governance gps:   + EdCap-program review/Course Outcome assessment   + FacilitiesCAP-plan and monitor   + TechCAP-plan and monitor   + Fiscal Planning-plan and monitor   + CurriculumCommittee   + Faculty Development * Planning process * Division/Dept mtgs * Subject: budget +crisis, reorg, SLOs… teaching and learning topics, * Year Of | * TracDat * Agendas * Minutes * Student Score Card * Salary Surfer * Graduation Rates * Course Completion Rate * “Clearinghouse” follow up w/ student SS # * CC placement in state and US | Is there a direct mapping of the impact of the dialogue? Action Steps in Program Plan? |
| Does the dialogue lead to a collective understanding of the meaning of evidence, data, and research used in evaluation of student learning? | What defines/demonstrates a collective understanding? Continued participation reflects a commitment to the process and its value  Posting documents online calling for review and comments from campus community  Surveys | Town Hall  Y’All Come  Councils meetings minutes  Academic Senate minutes, Classified Senate minutes  Fall Fling Agenda and summary of event outcomes  Governance committees, Prioritization processes; | Example: Still resistance to the interpretation of SLOs and the effect of creating an SLO committee w/possible authority/decision over SLOs. |

IB.2 The institution sets goals to improve its effectiveness consistent with the stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What criteria does the college use to determine its priorities (set goals)? |  |  |  |
| Is there broad-based understanding of the goals and the processes to implement them? Is there institutional commitment to achieve identified goals? |  |  |  |
| How well does the college implement its goals? |  |  |  |
| Are goals articulated so that the institution can later determine the degree to which they have been met? |  |  |  |
| To what extent does the college achieve its goals? |  |  |  |
| What evidence is used to demonstrate progress toward achieving college goals? |  |  |  |

IB.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analysis of both quantitative and qualitative data.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| To what extent does the institution understand and participate in ongoing and integrated planning? | College planning process is integrated and connected to the VCCCD District Mission and the college’s Strategic Objectives. See Making Decisions for mapping of college planning process and roles of stakeholders | Making Decisions; Master Plan, Strategic Plan; Program Plans; Minutes of Fall Fling; Educational Master Plan; Strategic Plan; Facilities Plan, Academic Senate minutes, Classified Senate meetings, Presidents Council, VP Council minutes; | None |
| Does the college have a planning process in place? Is it cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation? How does college budgeting of resources follow planning? How is planning integrated? | Yes, the College has a planning process in place that is cyclical and integrated. The program review, resource allocations and budgeting are part of integrated planning. Six standing committees monitor the planning process. Particularly: Ed CAP and the CAP committees incorporates systematic evaluation | Strategic Plan Review  Master plan  Minutes of EdCAP Facilities, Tech, Fiscal, Curriculum and Faculty Development  Program Plans | None |
| To what extent are institutional data and evidence available and used for planning? Are data analyzed and interpreted for easy understanding by the college community? | Data driven decision making supports a culture of evidence . Data is analyzed and widely used for planning | Program Plans  Action Steps  Strategic Objectives  SLO Assessments  Institutional Effectiveness  Program Plan Data Report; | None |
| What data and/or evidence is used to communicate and analyze institution-set standards. | Program Plans, SLOs, Productivity, 5 column Assessment model | Program Plans | None |

IB.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What mechanisms exist for participation in college planning? | Academic Senate, Classified Senate, Associated Students; Governance committees, Councils, Taskforces, Workgroups, Y’all Comes, Town Hall meetings; Fall Fling; Program Planning cycle; EdCAP, TechCAP, Facilities CAP, Fiscal , Faculty Development; Budget meetings between Deans and the VP Business; Program Planning meetings | Minutes of governance committees, councils, workgroups, task force and advisory committee meetings. VCCCD Participatory Governance Handbook; Attendance roster for Fall Fling; College wide committee meeting calendar; division and department meeting minutes; Presidential summary of fall fling outcomes to the College | None |
| How is broad involvement guaranteed? | Making Decisions at Moorpark College defines membership and charge for each participatory group; emails; announcements on the VCCCD portal, College website; and through postings of agenda and minutes on the portal; invitations are sent to the College community; press releases to involve external stake holders, BOT meetings; Agenda and minutes of Academic Senate meetings; Curriculum Committee minutes; | Fall Fling agenda and minutes, Making Decisions at Moorpark College; Program Planning Status Report; minutes of BOT meetings; Prioritization lists and memo from the President; Academic Senate agenda; Classified Senate meeting agenda, Minutes of Student Services Council; | None |
| To what extent does the college allocate resources to fulfill its plans? | Resource allocation is defined in the Making Decisions document as integral to integrated planning | Program budgets, Fiscal planning m committee minutes; Faculty and Classified Prioritization lists | None |
| When resources fulfill plans are not available, does the college identify and follow strategies to increase its capacity, i.e., seek alternate means for securing resources? | Yes through grants and partnership; shared resources; recycling equipment | Perkins, ADN, SB70, donations from business and industry; fundraising for scholarships | None |
| What changes have occurred as a result of implemented plans? | Program Planning process ; parking structure, faculty hiring, | Making Decisions; prioritization lists, Strategic Objectives; | None |

IB.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What assessment data does the college collect? | Institutional Effectiveness;  Productivity data ; student completion, persistence, retention and transfer rates; licensure and third party certification data; student and employee satisfaction surveys, SLO, environmental scans | Institutional Effectiveness report; Education Master plan, District wide Student Satisfaction Survey; VCCCD Employee Satisfaction Survey, College Survey of Committee Effectiveness; CTE Advisory Committee minutes; Program plans; VCCCD Participatory Governance Handbook;  VCCCD Annual Report to the Community | None |
| By what means does the college make public its data and analysis internally and externally? | VCCCD Annual Report to the Community; Committees, Councils, EdCAP, department and division meeting minutes; VCCCD portal; email, MC Share, Enrollment Plan, Education Master plan, Facilities plan, Strategic plan, Informational Technology plan | ARCC Report, Scorecard, LaunchBoard; CCCCO Legislative Reports, Institutional Effectiveness Report; VCCCD Annual Report to the Community; MyVCCCD portal; Advisory Committees; Accreditation ands program self -study reports published on website, portal, and via email lists | None |
| How does the college assess whether it is effectively communicating information about the institutional quality to the public? | District Director of Public Information Claire Geisen; hits in the press; satisfaction surveys | Press release postings; Moorpark College press and media clippings, | Needs Institutional Public Information Officer and Marketing plan that is current; review of communication channels and products such as website, view book. |
| How does the institution communicate its institution-set standards? | Catalog, website, portal, Shared with the Academic Senate, Deans Council, Institution’s Strategic Objectives, Institutional Effectiveness Report, Town Hall Meetings, Y’All Come, Fall Fling, governance committees, outreach events | Outreach activities calendar;  College Catalog; program brochures, webpages and other publications | None |

IB. 6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What processes does the institution use to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation? | Economic forecast reports, and conducts both external and internal scans regarding current and emergent academic and career technical training needs.  Program plan and then determine the budget, TCAP,FCAP,EDCAP, fiscal planning, midterm review, year-end review, | annual review of institutional effectiveness data,  annual Program Plans  and improvement strategies to ensure that programs are linked with the College Mission and fulfill students’ needs.. Institutional research, score card, strategic objectives, action plans | None |
| How effective is the college planning process for fostering improvement? | Very effective. Fall Fling, Educational Master plan, Facilities, Technology Master plans, strategic plan, , Making decision process document, surveys, Standard 1 review group. | Institutional Effectiveness Report, Standard 1 review group or Ed cap minutes, Fall Fling minutes, minutes of governance committee meetings, SLO, PLO, ILO, environmental scans, advisory committee reports, students success rates, satisfaction surveys, completion data, action plan | None |

IB.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving institutional programs, student support services, and library and other learning support services.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What mechanisms does the institution uses to gather evidence about the effectiveness of programs and service? | Self-study, surveys and evaluations, program plans, integrated program planning review, | Data from institutional research, score card, national clearing house, program plans, number of transfer students, CCSSE, Health survey, student evaluations, advisory committee meetings, CTE Outcomes Survey, program accreditation by professional and third party agencies, focus groups, Alumni surveys, and exit interviews | None |
| How effectively do evaluation processes and results contribute to improvement in programs and services? | Very effective; results from environmental scans, surveys, program planning, **program status report** are used in assessing the improvement effectiveness of the evaluation processes | Program plan status report, program plan, SLOs, PLO’s, ILOs, Advisory committee minutes, satisfaction surveys, Summary of College Program Evaluation produced by EVP | None |

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

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

1. **Instructional Programs**

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated

student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

**IIA.1** The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution ensure that all institutional offerings align with the stated mission of the institution? | 1. Mission is reviewed annually by a broad campus collective to ensure it continues to match college ideals, student needs, and community needs. 2. Course curriculum is reviewed as scheduled every 2-3 years as part of Curriculum Committee (College Standing Committee-participatory governance group 3. Over the past few years with budget cuts, many conversations have occurred among faculty and administration discussing “coring” the curriculum to focus on basic skills, transfer (AA-T & AS-T) and career tech. 4. All courses have SLOs that can be mapped to PLO/ILO which link to the mission | 1. Fall Fling 2. Curriculum COR review schedule; Making Decisions documentation of Curriculum Committee Charter 3. Division, department meeting minutes, Dean IGETC chart of course offerings, Ya’ll Comes (?), MC Collaborative, Fall Fling (2011) 4. TracDat and CurriUNET; Mapped connection graphic??? | Maybe- evidence of the curriculum being specifically compared to mission was not readily found. Retrospectively, we can probably link every course in a table to portions of the mission. What I don’t see is prospectively how we ensure every course is aligned with the mission. |
| How does the institution ensure that its programs and services are high quality and appropriate to an institution of higher education? | 1. Curriculum reviewed as scheduled by Curriculum Committee 2. 100% of courses are measured for Continuous Quality Improvement in a sustained process evaluation of SLO’s and PLO’s 3. Services and programs are evaluated annually through the Program Planning Process | 1. Curriculum schedule of COR review 2. Lisa Putnam reports and Julie Campbell, examples on Trackdat 3. Program Plans in TracDat and EVP Summaries | No gap |
| How does the institution choose the fields of study in which it offers programs? | 1. For CTE, SCANS and input from advisory committee 2. Discussions at department meetings and annual Program Planning meeting in January 3. Faculty collaborate on courses/program content when writing CORs using CurricUNET 4. Dept. Chairs in collaboration with the Dean determine the courses to offer each semester | 1. COR Scans, Program Plan Scans, advisory committee meetings 2. Dept. meeting minutes, EVP summary, 3. Faculty meetings, approval signature sheet in CurricUNET 4. AFT Contract, emails between faculty and deans | No |
| How does the institution ensure that its programs and curricula are current? | 1. Curriculum is reviewed routinely 2. During every faculty evaluation, peers review the content taught for currency 3. On COR, CTE faculty not SCANs for every course | 1. See Curriculum disciplin review schedule\ 2. COR examples | No |

**IIA.1.a** The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What research is conducted to inform the college of student learning needs? What means does the institution use to assess students' educational preparedness? | 1. Student Success Scorecard provides information on momentum points (remedial, persistence, 30 units) and completion outcomes (Degree/transfer and CTE) 2. Institutional Effectiveness Reports includes information on Moorpark College service areas, student profiles, enrollment trends, student retention rates, student success rates, program completion and transfer rates. 3. SENSE Report (Survey of Entering Student Engagement) helps to provide a picture of student behaviors and institutional practices that affect beginning students. Included is a college specific scorecard with averages and benchmarks. This tool can help colleges identify reasons for why a student persist and succeeds and why others may not. The survey is administered to students during the 4th and 5th weeks of the Fall semester. 4. Community Data helping to inform the environment that the college to which the college is located. 5. Responsive ness information related to the Market place can be found in employment surveys. 6. National Licensure exam statistics and pass rates help inform the CTE programs. 7. Program and Student Level Outcomes assessments inform the college on a program and course level for continuous quality improvement. | 1. Student Success Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=681> 2. Institutional Effectiveness Report 3. SENSE Report (not sure where this is kept but Kim has a hard copy) 4. Community Data including:    1. VCCCD Snapshot reports <http://www.vcccd.edu/departments/institutional_research/snapshot_reports.shtml>    2. CCCCO Datamart (link online broken; emailed Lisa FYI)    3. Ventura County information “Quick facts” <http://quickfacts.census.gov/qfd/states/06/06111.html> 5. Market Place:    1. Employment surveys <http://www.moorparkcollege.edu/departments/administrative/institutional_research/MarketplaceAwareness.shtml>    2. Gainful Employment disclosures <http://www.moorparkcollege.edu/departments/administrative/student_learning/gainfulemployment.shtml>    3. Health Sciences surveys of students, employers, alumni, and agencies <http://www.moorparkcollege.edu/departments/administrative/presidents_office/HealthScienceSurveys.shtml>    4. Career Technical Program’s Advisory meeting minutes 6. National exam pass rates/statistics: <http://quickfacts.census.gov/qfd/states/06/06111.html> 7. Program and Student Level Outcomes assessments    1. Program <http://www.moorparkcollege.edu/departments/administrative/institutional_research/ProgramReview.shtml> and TracDat    2. TracDat and probably McShare | No |
| How is this information incorporated into program planning? | Information from the above resources are included in many places of the program plan including:   1. Listing of program strengths 2. Productivity data including (course completion rates, course success rates, declared majors, number of degrees/certificates 3. Summary of Access and Productivity Effectiveness, 4. Environmental Scans 5. Resource Requests | Trac Dat examples |  |
| What kind of research is being conducted to determine if students are achieving stated learning outcomes? | Quantitative and qualitative data is being collected at the course and program levels. See information included above. |  |  |

**IIA.1.b** The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution determine that delivery of instruction supports the objectives and content of its courses? | 1. Curriculum when proposed and reviewed by the Curriculum Committee evaluates the COR (Course Outline of Record) as it relates to the standard delivery of teaching the course in the classroom or laboratory settings. 2. If the discipline would like to also include online offerings (fully or hybrid), then the discipline faculty must complete additional criteria on the COR justifying the online modality of teaching. | 1. COR and Curriculum Committee minutes 2. DE Addendum and Curriculum minutes | No |
| How are delivery methods evaluated for their effectiveness in meeting student needs? | 1. Faculty and courses are evaluated every semester in accordance with the AFT Contract (Article 12) through student surveys. 2. Faculty are evaluated by peers and administrator as stated in the AFT agreement; regular contract faculty every three years and non-contract faculty during their first semester and at least every 6 semesters ( Article 12.4) 3. Disciplines are provided information about student success rates and retention rates as it relates to on-ground or distance education to review | 1. Collective bargaining agreement 2. Collective bargaining agreement 3. See \_\_\_\_\_\_\_\_\_discipline Retention and Success Tables | No |
| What dialogue is taking place about delivery systems and modes of instruction? | Departments conducted discussion regarding various delivery modes related to specific courses/content.   1. For example, Biotechnology has created hybrid and online deliver for many of their courses because of suggestions from their advisory committee and because many of their students are working adults. 2. Also, department when discussing program plans and course offerings discuss comparisons of delivery methods. | 1. Advisory meeting minutes for Biotechnology 2. Biology has had several meetings to discuss online courses (any others?). Meeting minutes from biology. | Maybe-Not sure what the breadth of conversations are occurring? |
| How effectively are delivery systems and modes of instruction facilitating student learning? | 1. Disciplines are provided information about student success rates and retention rates as it relates to California percentages. | 1. See \_\_\_\_\_\_\_\_\_discipline Retention and Success Tables | Maybe-Can Pamela pull college results compared to state data for our review? |

**IIA.1.c** The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What student learning outcomes has the institution identified for its courses, programs, certificates, and degrees? | 1. Institutional Level Outcomes 2. General Education Outcomes 3. Programs and certificates are found in the college catalog, on CurricUNET (COR) and TracDat. 4. ACCJC SLO report | 1. ILOs and GLO’s:   <http://www.moorparkcollege.edu/departments/administrative/institutional_research/LearningOutcomes.shtml>   1. ILOs and GLO’s:   <http://www.moorparkcollege.edu/departments/administrative/institutional_research/LearningOutcomes.shtml>   1. Examples from Moorpark College catalog, CurriUNET and TracDat 2. ACCJC 10/10/12 College Status Report on Student Learning Outcomes Implementation: <http://www.moorparkcollege.edu/assets/pdf/institutional_research/2012%20ACCJC%20MC%20SLO%20Status%20Report.pdf> | Yes- #3-Not sure how consistently we have this information in all three places and if it matches? |
| How and by whom are student learning outcomes and strategies for attaining them created? How and by whom are student learning outcomes and program outcomes assessed? How are the results used for improvement? | 1. Institutional level and 2. For program, certificate and course level outcomes, the discipline department Chairs work with faculty to create, assess, strategize and monitor student learning outcomes. They are assisted by a Student Learning Coordinator who receives release time to work them. 3. Student Learning Outcomes are part of the official Course Outline of Record (COR) which is reviewed regularly (CTE every 2 years and other programs every 5 years) and approved by the Curriculum Committee. | 1. ILO Evidence:    1. Flex Week    2. Ya’ll Comes 2. Program, certificate and course level evidence:    1. Department minutes    2. Curriculum Minutes    3. Advisory minutes    4. Annual EVP Program Planning meeting summary 3. CORs and Curriculum minutes | Yes-   * ILO’s and GLO’s need more robust and wider conversations and assessment processes. ILO’s are general; we need to identify measurable ways to assess them. * Also, we need to find evidence that results are used for improvement. I think we are using the results but probably not documenting them consistently. |
| Are student learning outcomes verifiably at the collegiate level? What assessments are in place for measuring these outcomes? How effectively are the assessments working? | 1. Outcome results are discussed annually at the program planning meeting with EVP, Deans, Department Chairs and Business Services. 2. Each Department has individual assessments modalities in place. 3. Assessments of SLO results are identified as effective based on the course level of scrutiny. | 1. Annual EVP Program Planning meeting summary 2. TracDat 3. ??? | Yes- perhaps the new SLO Committee with help bridge this gap. Currently, we “map” course level SLO’s to ILO’s. If we can develop measureable ILO’s with benchmarks, we could probably have a better understanding of our effectiveness. |
| What dialogue has occurred about using assessment results to guide improvements to courses, programs, etc.? What improvements have resulted? | 1. Dialog is discussed at the program level typically in department meetings. 2. Outcome results are discussed annually at the program planning meeting with EVP, Deans, Department Chairs and Business Services. 3. Outcome results are discussed at MC Standing Committees when determining allocation of resources (faculty, staff, technology, and facilities). 4. Added a narrative section to program plan for each discipline to described improvements resulting from SLO results | 1. Department minutes 2. Annual EVP Program Planning Summary and TracDat 3. Standing Committee minutes 4. New section in Program Plan form may help with evidence for this section. | Can be strengthened- New section in Program Plan form may help with evidence for this section |

**IIA.2** The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, study abroad, short-term training, international student, or contract education programs? | 1) College complies with State, District, and College Master Plan and Strategic Goals  2) Faculty complete Program Plans in which they complete an Environmental Scans Analysis, indicating courses/programs/certificates that would be marketable in the workplace  3) Faculty complete Program Plans in which they review the major transfer institutions’ current lower-division course requirements to ensure that appropriate courses are being offered so students can successfully transfer  4) CTE programs have advisory boards, which advise programs on course/certificate offerings  5) Assessment testing of our student population to determine number of necessary developmental course (Math and English) offerings  6) Honors Advisory Committee  7) Learning Community Committee  8) Over the past few years with budget cuts, many conversations have occurred among faculty and administration discussing “coring” the curriculum to focus on basic skills, transfer (AA-T and AS-T) and career tech. However, we still offer a limited number of short term training programs such as certificates and proficiency awards (Biotech, EATM, Child Development, Kinesiology) | 1) District master and strategic master plan  2) College master and strategic master plan  3) Advisory committee meeting minutes (honors, basic skills, Learning Community)  4) Fall fling minutes  5) Enrollment management plan | 1) Survey students to determine why they dropped to better determine need for developmental courses or need for other special programs  2) Clear definition of continuing education |
| Which of these (or other) categories of courses and programs does the institution offer? | 1. General education/transfer credit courses 2. Career-technical courses and programs 3. Pre-collegiate credit courses in Math, English and English as a Second Language 4. Contract education and community education through a centralized District model ????? 5. Honors courses 6. Central Coast Study Abroad Consortium (study abroad) | 1) Schedule of classes on web  2) College catalog  3) Career Center brochures on study abroad program |  |
| By what means does the institution ensure that all of its instructional courses and programs are of high quality? Are they all of high quality? | 1) Curriculum approval process (CTE programs reviewed every 2 years, Academic programs every 5)  2) Instructor evaluation process  - New full-time faculty go through four year Tenure Review Process  In which they are evaluated annually  - Tenured faculty evaluated every three years  - New Part-time faculty evaluated for the first 4 semesters  3) A distance education work group under the Curriculum Committee is currently incorporating new standards from the state in developing standardized distance education evaluation criteria  4) Every instructor teaching a distance education course must complete two types of trainings: 1) software program 2) online pedagogy  5) Distance education training flex events  6) Systematic evaluation of student learning outcomes  7) Annual Program Review & Planning Process  - EVP reviews each departments’ program plan and indicates a rating of  success based on the following criteria: 1) Retention 2) Success (How  many students are passing the class with grade C or better and 3) FTEs | 1) Curriculum Review Schedule  2) Making decisions document  3) Curriculum Committee Minutes  4) Division-wide evaluation schedule  5) Contract (Evaluation Schedule)  6) Evaluation faculty form (district human resources website)  7) Flex events ( fall and spring schedules)  8) Faculty development area on portal  9) SLO review schedules (academic, CTE, and student services  10) MC share annual summary of program plan evaluations  11) Institutional Effectiveness Document |  |
| What is the process for establishing and evaluating each type of course and program? How does the college determine the appropriate credit type, delivery mode, and location of its courses and programs? | 1) See above regarding “What is the process for establishing and evaluating each type of course and program”  2) Credit courses must meet our college mission. We have one non-credit course and the rationale is ??  3) Delivery mode is determined by faculty when developing COR  - Faculty reviews parallel courses at other Community Colleges/transfer institutions to determine units, accepted delivery type  - Faculty consult SLOs/PLOs to determine which delivery mode would best meet course/program outcomes  - Faculty consult Chair and Dean  - Determine if faculty is appropriately trained to teach online  - Advisory boards may influence faculty’s decision on delivery mode. For example, biotech and nuclear medicine)  - Faculty consult C-IDs when available  4) Location – Department decides (Faculty in consultation with Deans and Chairs make the decision based on a number of factors (enrollment size, lab component or special equipment needs, off-site needs such as career focus) | 1) Department Chair scheduling process notes  2) List of Division wide classroom primacy |  |
| How does the institution ensure the quality of all instructional courses and programs offered in its name? Does the institution use evaluation of courses and programs effectively for improvement? | 1) Curriculum quality ensured through Curriculum Committee Review Process  2) When programs establish AA-Ts, state requirements (C-ID) are consulted and adhered to  3) Programs develop and assess Program Learning Outcomes as well as Student Learning Outcomes for each course  4) Annual program review & planning process - EVP reviews each departments’ program plan and indicates a rating of success based on the following criteria: 1) Retention 2) Success(How many students are passing the class with grade C or better and 3) FTEs  5) Offer faculty development opportunities  - distance education coffee breaks  - Fall and spring flex week  - Fund faculty to attend professional developmental conferences  - Fund faculty sabbatical projects  6) Student evaluation of faculty   * CTEs programs have outside accreditors that evaluate quality of programs (e.g., child development, EATM) * CTE success rates on National exams * Transfer rates of students   7) Passing rates of Moorpark College students enrolled in programs (e.g., nursing) with national exams | 1) Curriculum Committee binder  2) CORs in CurricUNET  3) College ScoreCard  4) Summary of program plan reviews in EVP office  5) TracDat  6) Faculty Development Committee web section on portal  7) Fall and spring flex week schedules  8) List of faculty who have been paid to attend professional development conferences  9) Sabbatical written reports on district website  10) Student evaluation reports  10) National exam passing rates on web |  |

**IIA.2.a** The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What established policies and institutional processes guide the development and evaluation of courses, programs, certificates, and degrees? What is the role of faculty? | 1) see above IIA.2 (1 and 2 are additional evidence) for “What established policies and institutional processes guide the development and evaluation of courses, programs, certificates, and degrees”  Role of faculty:   1. Curriculum Committee: Each department has   faculty representation   1. Courses, programs, certificates and their associated student learning outcomes and program learning outcomes are developed and reviewed by faculty 2. When review indicates need for improvement, Program faculty discuss and agree upon appropriate Improvement strategies. 3. Strategies can include but are not limited to:    * changes in instructional delivery    * improved textbook    * need for increased time spent on particular topic of course    * need for an entirely new course or prerequisite, or other strategies that faculty deem suitable (IIA-26).    * When identified strategy includes change to curriculum, faculty develop proposal and forward it through curriculum process 4. CTE faculty meet with advisory boards   4) Faculty research and adhere to implemented state-  wide C-IDs   1. Faculty consult with Deans and EVP to discuss   annual program plan  - As part of the annual program review and  planning process, faculty:     * 1. Identify program strengths and weaknesses   2. Determine steps to take to maintain strengths and correct weaknesses   3. Review Program productivity data   4. Review environmental scans findings      1. Transfer programs compare their program offerings to those of corresponding CSU and UC programs      2. Career-technical programs seek advice of advisory groups and conduct labor-market analyses      3. Faculty often survey students, CSU and UC program leaders, and local industry employers to ensure the curriculum and learning outcomes are valid and current | 1)VCCCD Administrative Procedure (AP 4020) specifies level of review for legal compliance as well as content quality in program, curriculum, and course development (IIA-23)  2) VCCCD Board Policy (BP 4020) ensures procedures are established for appropriate content review by faculty (IIA-22).  3)Curriculum Committee Meeting Minutes  4) TracDat    5) Program Plan Evaluations in EVP’s office  6) Fall Fling minutes  7) SLO coordinator notes from department meetings  8) State-wide C-ID website |  |
| Do these procedures lead to assessment of quality and improvement? Who is responsible for identifying appropriate student learning outcomes/assessments | Yes (see above)  Faculty/student service leaders are responsible for identifying appropriate student learning outcomes/assessments. | Where is it stated officially that faculty/student service leaders are responsible for identifying appropriate student learning outcomes/assessments???? |  |
| Are student learning outcomes and assessments established for each course, program, certificate, and degree? | Yes | TracDat |  |
| What processes exist to approve and administer courses, programs, certificates, and degrees? Are the processes effective? | See above |  |  |
| How are courses, programs, certificates, and degrees evaluated? How often? What are the results of the evaluations? | See above |  |  |
| What improvements to courses, programs, certificates, and degrees have occurred as a result of evaluation? How does the institution assure that it relies on faculty discipline expertise for establishing the quality of its courses and programs? | See specific improvements listed in departmental program plans and in departmental notes based on SLO/PLO findings  See above for “How does the institution assure that it relies on faculty discipline expertise for establishing the quality of its courses and programs? | 1. Program Plan Summary Evaluations in EVPs office 2. TracDat under Program Plans and SLO/PLO process |  |

**IIA2.b** The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for coursed, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How are competency levels and measurable student learning outcomes determined? What is the role of faculty? What is the role of advisory committees? | 1) Course competencies are driven by Program competencies, which are driven by core competencies, which are ultimately driven by the college mission  2) Course competencies and related student learning outcomes also determined by state wide C-IDs  3) Competency levels for CTE programs such as nursing set by state national board standards  4) Non-CTE programs complete their own environmental scans of marketplace and transfer institution requirements | 1. College Catalog 2. CORS in CurricUNET 3. Program Plan Evaluation Form 4. TracDat |  |
| How has the institution structured the relationship between student learning outcomes, competency levels for degrees, certificates, programs, and courses? | Course competencies are driven by Program competencies, which are driven by core competencies, which are ultimately driven by the college mission | 1. College Catalog 2. CORS in CurricUNET 3. Program Plan Evaluation Form 4. TracDat |  |
| Do students have a clear path to achieving the student learning outcomes required of a course, program, certificate and degree? How well does the institution achieve and evaluate the effectiveness of learning at each level? | 1) Courses are offered on a 2-year cycle so students can complete degree requirements in 2 years  2) Program, certificate, degree requirements are clearly specified in College Catalog  3) Course objectives are specified on course syllabi  4) Student support services such as Career/Transfer center are readily available on campus and discussed in college catalog   1. Every instructor is required to assess student learning based on assessment methods discussed in Course Outline of Record 2. Every course, program, certificate degree conducts PLOs on a 5 year cycle 3. Departmental SLOs and PLOs indirectly assess ILOs | 1) Department Chair/Dean scheduling notes  2) College Catalog  3) Student Services syllabus  4) Course syllabi  5) TracDat |  |

**IIA2.c** High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution demonstrate the quality of its instruction? What evidence exists that all programs are characterized by the variables cited in this standard? | 1. Faculty evaluations 2. Student Success Rate 3. SLO/PLO results | 1. Division evaluation schedules 2. Faculty evaluation forms specified in contract 3. College scorecard on website 4. TracDAT |  |
| What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its programs? | 1. Annual discipline/program plan review with EVP 2. EdCAP meetings 3. Curriculum Committee meetings 4. Academic Senate meetings 5. Faculty Development Meetings 6. Annual Fall flex 7. Distance Education Coffee Breaks 8. Department/Division Meetings 9. Discipline meetings with SLO Coordinator | 1. Program Plan reviews in EVP office 2. Department Chair receives signed copy of Program Plan reviews 3. EdCAP meeting minutes 4. Curriculum Committee meeting minutes 5. Academic Senate Committee meetings 6. Faculty Development Meeting minutes 7. Fall flex minutes 8. Distance Education Coffee Break Minute meetings 9. Department/Division Meetings 10. SLO Coordinator records |  |
| What criteria does the college use to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning breadth of each program it offers? | 1) College complies with State, District, and College Master Plan and Strategic Goals  2) Program Environmental Scans Analyses of marketplace and of major transfer institutions ,  3) CTE programs have advisory boards, which advise programs  4) C-IDs | 1) District master and strategic master plan  2) College master and strategic master plan  3) Departmental Program Plans in TracDAT  4) Joint department/advisory meeting minutes  5) State-wide C-ID website |  |
| What role do faculty play in these decisions? How does the college use these qualities (breadth, depth, etc.) to determine that a program is collegiate or pre-collegiate level? | 1) For courses with C-IDs, faculty are invited to contribute through the discipline C-ID website  2) For courses with no C-ID, faculty look to equivalent programs at other Community Colleges/four-year institutions  3) CTE programs seek feedback from advisory boards  5) Program CORs approved by articulation officer and larger curriculum committee (each member is trained annually based on state-wide standards). | 1) State-wide C-ID website  2) CurriCUNET  3) Joint department/advisory meeting minutes  4) Curriculum Committee Binder |  |

**IIA2.d** The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What assessment of student learning styles has the college performed? | None through the college-wide institutional research office | Career Center and ACCESS? | Is this considered a gap??????? |
| How does the institution demonstrate it is meeting the needs and learning styles of its students? What do faculty and staff know about learning needs and pedagogical approaches? | 1) On the Faculty evaluation form, there are sections where faculty are reviewed on diversity of delivery modes and on their sensitivity to different student learning styles  2) As part of DE training, instructors must complete an online pedagogy training  3) Instructors must make all course materials accessible to all learners (e.g., movies would be cced for deaf students)  4) College has ACCESS, which is a student service meant to meet the needs of students with any type of disability (physical, learning, psychological, etc.)  5) Learning Resource Center/tutoring is available to students  6) Student Health Center (physical/psychological health)  7) CARE Program (state funded program designed to assist single parents receiving calWORKS/TANF – provide academic success workshops  7) Office of institutional research gathered and tabulated success rates for students from different demographics (e.g., age, gender, ethnicity) | 1. Faculty Evaluation form (HR tools) 2. Office of Instructional Technology (Ashley ??) 3. College website (student services section) 4. Office of Institutional Research records | No recent college-wide assessment of faculty/staff knowledge on learning needs and pedagogical approaches |
| Do courses include multiple ways of assessing student learning? How does the college determine what delivery modes are appropriate for its students? | 1. For each objective on the COR, faculty must list a number of possible assessment methods. In addition, a separate section on the COR lists acceptable methods of evaluation 2. When faculty are evaluated, evaluators are asked to determine if assessment methods used are effective 3. SLO data provides insight into the effectiveness of different delivery modes | 1. CurricUNET 2. Faculty evaluation form (HR tools) 3. TracDAT |  |
| What teaching methodologies are commonly used? How are  methodologies selected? Have faculty discussed the relationship between teaching methodologies and student performance? What efforts has the  college made to match methodologies with particular needs of students’  learning styles? | 1. Completed faculty evaluations list teaching methodologies utilized 2. CORs lists acceptable methods of instruction 3. ACCESS department notifies instructor of special instructional accommodations for individual students | 1. Dean/Department Chair records 2. CurricUNET 3. ACCESS eligibility forms |  |
| Has the college investigated the effectiveness of its delivery modes? How effective are delivery modes and instructional methodologies that the college uses in producing learning? | 1. Based on a systematic evaluation schedule, faculty are evaluated on the effectiveness of their teaching methods 2. According to School ScoreCard Moorpark College students are successful in transferring, completing programs, earning certificates 3. Moorpark College students such as those in nursing, child development, criminal justice, rad tech have high passing rates on national exams 4. Programs identified through the Program plan review process as having low student success rates are put on “needs to improve” status | 1. Faculty evaluation form on HR website 2. Completed evaluation forms in Department Chair/Division offices 3. Completed Program Plan evaluation summaries in EVP office |  |

**IIA2.e** The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the college evaluate the effectiveness of its courses and programs? | See above |  |  |
| Do criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)? | Relevancy/appropriateness/currency: As part of the annual program plan process, environmental scans are conducted for all college programs  Achievement of student learning outcomes: Every five years instructional, CTE, and student service programs (as of 2014) undergo a review process of their progress on SLOs/PLOs. In addition, as of the 2013-2014 academic year, as part of the program plan review process, programs must comment on how their SLO/PLO findings tie to their program plans  Planning for the future: As part of the annual program plan, programs are required to list short term as well as long term goals  Yes, this process is consistently followed for all college programs, regardless of the type of program | 1. Program Plan form 2. Office of Institutional Research notes 3. SLO Coordinator notes |  |
| What types of data are available for program evaluation? Does the evaluation include a curricular review? Does the evaluation include a comprehensive review of the program role in the overall college curriculum? | 1) The data provided for program evaluation: 1) student success rates (# of students completing with C or better), 2) retention rates, 3) part-time/full-time ratios 4) meeting course caps. All of this information is given for a 6 semester period so trend analyses can completed  On the program plan is a section where program strengths/weakness are indicated. Faculty indicate progress in curriculum review there.  2) On a regular review cycle (every 5 or 2 years depending on program type), the curriculum committee reviews all active CORs for each department/program  Yes, only courses/programs that fulfill the college mission successfully complete the program plan/curricular review processes | 1. Program Plan form in TracDat 2. Curriculum Review Schedule |  |
| How is the relevancy of a program determined? Have student learning outcomes for the program been identified and assessed? How well are students achieving these outcomes? | 1) For determining program relevancy, see above  2) Student learning outcomes for all programs have been identified and assessed  3) Student success on student learning outcomes is evaluated departmentally | 1. TracDat |  |
| How are results of program evaluation used in institutional planning?  What changes/improvements in programs have occurred as a result of the consideration of program evaluations? | 1. Based on program evaluations, the college decides: 1) which programs will continue and which won’t 2) resource allocation 3) focus of professional development opportunities 2. As a result of program evaluations, some programs have been discontinued, certain departments have received greater resources, annual fall flex/fall fling themes have been determined through this means | 1. Fall flex schedules 2. Minutes from fall flings 3. Discontinuance committee meeting minutes 4. Completed Program Plan Evaluation Forms in EVP office |  |

**IIA2.f** The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| To what extent does the institution understand and participate in ongoing and integrated planning? | See above |  |  |
| Does the college have a planning process in place? Is it cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation? How does college budgeting of resources follow planning? | See above |  |  |
| To what extent are institutional data and evidence available and used for planning? Are data analyzed and interpreted for easy understanding by the college community? | 1) Program Productivity data is provided to programs through Office of Institutional Research. This data is used by programs for future planning (e.g., how many courses to offer, number of new hires needed, etc.)  2) Regularly, the document of institutional effectiveness is published by the Office of Institutional Research, which is easily comprehended by the college community | 1. Office of Instructional Research archives |  |

**IIA2.g** If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution ensure the use of unbiased, valid measures of student learning? |  |  |  |

**IIA2.h** The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Are student learning outcomes the basis for credit awarded for courses? Are credits awarded consistent with accepted norms in higher education? |  |  |  |

**IIA.2.i** The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| By what means does the institution ensure that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates? |  |  |  |
| What institutional dialogue has occurred about the learning expected of students to earn a degree or certificate? |  |  |  |
| How has the college identified student learning outcomes for its degrees and certificates? |  |  |  |

**IIA.3** The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What evidence is found in the catalog of a faculty developed rationale for general education that serves as the basis for inclusion of courses in general education? | Included in the college catalog for the past 5 years | 2013-2014 catalog p.60 philosophy and objectives |  |
| How are student learning outcomes used to analyze courses for inclusion as general education? | Does TracDat link SLOs to Gen Ed? | Gen Ed Rubric | Contact Chair of Gen Ed Subcommittee and SLO Coordinator |
| How is the rationale for general education communicated to all stakeholders? | Included in the college catalog under Gen Ed philosophy | Gen Ed SLO p.60 |  |
| How is the general education philosophy reflected in the degree requirements? | In the program purpose statement in the college catalog | Step 2 Gen Ed require for degree for RADT p. 224  Step 3 Gen Ed require for nursing p. 205 |  |

**IIA.3.a** An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How are the basic content and methodology of traditional areas of knowledge in general education determined? |  | GE subcommittee, GE Rubric |  |
| What process is used to ensure that general education courses include this content and methodology? |  | COR review process |  |
| Do general education courses demonstrate student attainment of comprehensive student learning outcomes? |  | COR, GE Rubric |  |
| Do student learning outcomes for general education courses require students to understand the basic content and methodology in the major areas of knowledge? Is there a consistent process for assuring that the content and methodology are included in course outlines? |  | TracDat-SLO, check catalog for GE courses |  |
| How well are students able to apply their understanding to subsequent coursework, employment, or other endeavors? |  | Nursing and RADT assessment plan – critical thinking, communication, responsibility & accountability |  |

**IIA.3.b** A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What criteria have been developed to determine if general education students have attained these capabilities or skills? |  | Check GE course SLOs | Need to check if Gen Ed outcomes (college catalog p.60) are linked to Gen Ed course SLOs |
| What criteria does the college use to assure that the required skill level meets collegiate standards? Is there a consistent process for assuring that expected skill levels are included in course outlines? What measures of student skills are employed? Is the college satisfied that these measures are effective? |  | GE Rubric? |  |
| How well are students achieving these outcomes? How well are students able to apply these skills to subsequent coursework, employment, or other endeavors? | Advisory meeting minutes  Employer surveys | Nursing & RADT assessment plan |  |

**II.A.3.c** A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How are student learning outcomes developed to address concerns about ethics and effective citizenship? How is it determined where to include student learning leading to development of these qualities? | Program meetings  Advisory meetings  Included in nursing and RADT handbooks, clinical portfolios, student, graduate, and employer surveys | Nursing & RADT assessment plan | Contact SLO Coordinator |

**II.A.4** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Do degree programs include at least one area of focused study or interdisciplinary core? | From 2010 doc:  1. Students graduating with an associate in arts (AA) or associate in science (AS) degrees must successfully complete a minimum of 60 semester units of degree-applicable college coursework, including the general education (GE) requirements listed in the College Catalog. Each major or area of emphasis requires a minimum of 18 units, successfully complete with a grade of C or better. Each major is described in detail in the catalog. | 1. Catalog |  |

**II.A.5** Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What evidence exists that students who complete vocational and occupational degrees and certificates meet employment competencies; are prepared for licensure; are prepared for certification by external agencies? | 1) Environmental scans in program plans  2) CTE programs have yearly advisory meetings  3)employer surveys  4) Graduate surveys  5) Nursing/Rad tech  have outside certification | 1) Institutional researcher has access to these  2) MC share  3) Nursing, Rad tech have these surveys. EATM has evaluations from 14A/B externships  4) Nursing, Rad tech and EATM keep surveys on file.  5) Moorpark Website, California Licensure  Exam Pass rate for Nursing and Rad Tech | No |
| How does the college acquire reliable information about its students' ability to meet these requirements? | 1)CTE programs have year advisory meetings  2) Outside certification  3)Number of degrees awarded | 1) MC share  2) Moorpark college Website Exam Pass rate  3) Instructional effectiveness document | No |

**II.A.6** The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution assure that information about its programs is clear and accurate? Are degrees and certificates clearly described? Are student learning outcomes included in descriptions of courses and programs? | * Curr. Comm. verifies clarity & accuracy * courses updated every 5 years * SLO’s on COR’s * catalog available online & in print division offices (true?) * clearly describes programs, courses, certificates * PLO’s for each program in catalog   **From 2010 Study:**  **Descriptive Summary**  The primary mechanism for delivery of information about college programs and services is the *College Catalog*. The printed version is available at the college library and bookstore; an electronic version is available via the college website and student portal. The *College Catalog* states requirements for becoming a student, course descriptions, and requirements to complete degrees and certificates. The Executive Vice President oversees the annual update of the *College Catalog*, with input from appropriate staff and faculty of the individual programs and services. The *College Catalog* lists the members of the VCCCD Board of Trustees and the names and degrees of academic administrators and full-time faculty.  Faculty members generate syllabi to set out general expectations of behavior, learning outcomes, assessment requirements, timeline of course progression, texts, and assignments. Course syllabi follow the official course outline of record, and reflect outcome expectations.  **Self Evaluation**  The *College Catalog* communicates clear and accurate information on courses and programs. The *College Catalog* is updated annually and is readily available to the College and the community. Faculty is expected to communicate expectations in learning outcomes, methods of assessment, and general expectations of student behavior though a course syllabus. Syllabus creation is one of the topics of discussion in the year-long New Faculty Orientation program. It is standard practice for syllabi to be collected and filed with the division office. A sample syllabus is in the *Faculty Handbook* for faculty reference. The adherence of a particular course section to course learning outcomes is validated through faculty evaluations. The evaluation team conducts a classroom observation, and reviews the syllabus and other class preparation material to ensure learning outcomes are met in the course delivery. | .catalog  .Curr. Comm. Minutes | .no course-level SLO’s in catalog.  .print catalog not widely available |
| How does the institution verify that students receive a course syllabus that includes student learning outcomes? | * deans instruct faculty to create syllabi that include SLO’s * deans collect syllabi every semester * syllabi checked at faculty eval | * Dean “Welcome Back” semester letters * Division Meeting minutes * Faculty Handbook | Faculty Handbook out of date |
| How does the college verify that individual sections of courses adhere to the course objectives/learning outcomes? | * regular faculty evals incl syllabi * New Fac Orientation * **From 2010 Study:**   **Descriptive Summary**  The primary mechanism for delivery of information about college programs and services is the *College Catalog*. The printed version is available at the college library and bookstore; an electronic version is available via the college website and student portal. The *College Catalog* states requirements for becoming a student, course descriptions, and requirements to complete degrees and certificates. The Executive Vice President oversees the annual update of the *College Catalog*, with input from appropriate staff and faculty of the individual programs and services. The *College Catalog* lists the members of the VCCCD Board of Trustees and the names and degrees of academic administrators and full-time faculty.  Faculty members generate syllabi to set out general expectations of behavior, learning outcomes, assessment requirements, timeline of course progression, texts, and assignments. Course syllabi follow the official course outline of record, and reflect outcome expectations.  **Self Evaluation**  The *College Catalog* communicates clear and accurate information on courses and programs. The *College Catalog* is updated annually and is readily available to the College and the community. Faculty is expected to communicate expectations in learning outcomes, methods of assessment, and general expectations of student behavior though a course syllabus. Syllabus creation is one of the topics of discussion in the year-long New Faculty Orientation program. It is standard practice for syllabi to be collected and filed with the division office. A sample syllabus is in the *Faculty Handbook* for faculty reference. The adherence of a particular course section to course learning outcomes is validated through faculty evaluations. The evaluation team conducts a classroom observation, and reviews the syllabus and other class preparation material to ensure learning outcomes are met in the course delivery. | * Peers evaluating course content during faculty evaluations * SLO’s assessment measures student learning related to outcomes |  |

**II.A.6.a** The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What policies does the institution have to address transfer of coursework internally and externally and how are they communicated to students? Are these policies regularly reviewed? | .District AP’s & BP’s on transfer  .catalog lists transfer policies,  reviewed annually by AO  .transferability monitored by curr. process  .Career/Transfer Center info, workshops, college reps, assist.org  .counselors  .what does “internally” mean?  **From 2010 Study:**  **Descriptive Summary**  Moorpark College follows the District’s policies and procedures in all academic matters, including transfer and granting of credits. Information relating to transfer and credit is in the *College Catalog*. The Articulation Officer, a full-time Counselor assigned articulation responsibilities, reviews and updates this section annually, with each catalog publication.  All Counselors at Moorpark College assist students in planning and attaining their educational goals, and are knowledgeable in transfer requirements and policies. Students may also seek help in the Career/Transfer Center. Staffed by a full-time Counselor, the center maintains a collection of catalogs from colleges and universities, and summary sheets of transfer requirements for both CSU and UC schools. Students may access the “Assist” website (www.ASSIST.org), which provides specific information on transfer of courses and programs. The Career/Transfer Center webpage also provides information on transfer policies, links to relevant sites, and a calendar of upcoming events for students seeking to transfer (IIA-51).  The Articulation Officer maintains articulation of courses for transfer to the California Community College System and the CSU and UC Systems, and to a number of private and independent colleges and universities. The Articulation Officer serves on the technical review subcommittee, the curriculum committee, the general education subcommittee and the District technical review workgroup.  **Self Evaluation**  The College provides information regarding transfer and articulation through the *College Catalog* as well as through the Counseling Department and the Career/Transfer Center. Articulation agreements with 4-year institutions are maintained by the Articulation Officer, and transferability of courses and programs is monitored through the curriculum development and review process. The Articulation Officer’s established role in the curricular review process ensures that new and revised curriculum continues to meet all criteria for transfer credit, including comparability of course content and outcomes. | Board Policies   * + MissionVCCCD Mission BP-1200   + Institutional Planning BP 3250   + Transfer Center BP 5120 * MC Mission * Flyers from Career/Transfer center * Catalog * Curriculum Committee minutes * Academic Senate minutes | No |
| How does the institution develop, implement, and evaluate articulation agreements? | The college Articulation Office works in conjunction with the Curriculum Committee and discipline faculty/administrators to optimize the colleges transferable course offerings by getting them approved for IGETC and CSU transfer.  **From 2010 Study:**  **Descriptive Summary**  Moorpark College follows the District’s policies and procedures in all academic matters, including transfer and granting of credits. Information relating to transfer and credit is in the *College Catalog*. The Articulation Officer, a full-time Counselor assigned articulation responsibilities, reviews and updates this section annually, with each catalog publication.  All Counselors at Moorpark College assist students in planning and attaining their educational goals, and are knowledgeable in transfer requirements and policies. Students may also seek help in the Career/Transfer Center. Staffed by a full-time Counselor, the center maintains a collection of catalogs from colleges and universities, and summary sheets of transfer requirements for both CSU and UC schools. Students may access the “Assist” website (www.ASSIST.org), which provides specific information on transfer of courses and programs. The Career/Transfer Center webpage also provides information on transfer policies, links to relevant sites, and a calendar of upcoming events for students seeking to transfer (IIA-51).  The Articulation Officer maintains articulation of courses for transfer to the California Community College System and the CSU and UC Systems, and to a number of private and independent colleges and universities. The Articulation Officer serves on the technical review subcommittee, the curriculum committee, the general education subcommittee and the District technical review workgroup.  **Self Evaluation**  The College provides information regarding transfer and articulation through the *College Catalog* as well as through the Counseling Department and the Career/Transfer Center. Articulation agreements with 4-year institutions are maintained by the Articulation Officer, and transferability of courses and programs is monitored through the curriculum development and review process. The Articulation Officer’s established role in the curricular review process ensures that new and revised curriculum continues to meet all criteria for transfer credit, including comparability of course content and outcomes. | * Curriculum Meeting Minutes * Catalog identifying transfer courses * Email communication to faculty/administration on curriculum transfer updates | No |

**II.A.6.b** When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What policy does the institution have to address elimination of, or major changes in, programs? | * Completed the District policy and administrative procedure on program discontinuance- BP 4021 adopted on 3/8/11 and reviewed on 2/14/12 * AP 4021 * need to add something re modifications to conform to AA-T requirements   .program planning process evaluates program status  .catalog  **From 2010 Study:**  **Descriptive Summary**  A recommendation for the significant change or elimination of a program may arise from the annual program review and planning. The program planning process calls for an evaluation of program status. Programs determined to need “Attention” may trigger additional analysis as to viability and necessary program restructuring (IIA-52). If substantive changes or discontinuation occurs, the Dean and the faculty members within the instructional department provide alternatives for students to complete their educational objectives. Counseling faculty advise students about these alternative means of satisfying academic goals when programs are eliminated.  Students with continuous enrollment maintain catalog rights with regards to graduation requirements for modified or eliminated programs. Should courses required to complete a program be eliminated, students may petition for a variance to substitute another course. Students are advised of these procedures by counseling; the process is also documented in the *College Catalog*.  **Self Evaluation**  The College identifies at-risk programs through the annual program planning process. The College also has a process to ensure a student’s ability to complete a program is not compromised. In cases of substantive program requirement change or program discontinuance, students have catalog rights, and the College has a viable process to assist students in completing their studies appropriately and in a timely manner.  A draft of the District policy on program discontinuance is currently being reviewed in the District Council for Student Learning (DCSL) to ensure uniformed standards and processes for program discontinuance district-wide. Its recommendation to the Chancellor and the Board of Trustees is anticipated in 2010-2011. | * Program discontinuance- BP 4021 and AP 4021 | No |
| How are students advised to complete educational requirements when programs are eliminated or modified? | * counselors advise students * catalog rights or petitions to subst. courses * Two programs have been eliminated since our last self-study (HIM and Interior Design, Others??) * Courses were either continued to be offered in order to meet our catalog commitment to students or students were assisted with transferring to another community college to complete their program. | Carol Higashida probably has evidence for HIM program.  Not sure who has the evidence for Interior Design? |  |

**II.A.6.c** The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution conduct regular reviews of its policies and practices regarding publications to ensure their integrity? Are electronic representations of the institution regularly reviewed? | .course information in catalog linked to Banner, updated automatically  .catalog updated annually by responsible parties, overseen by EVP’s office(?)  .SOC created/proofread by individual programs, data entered by dedicated technicians  .CTE licensing requires regular review (?)  .individual departments issue print brochures or maintain webpages  **From 2010 Study:**  **Descriptive Summary**  Moorpark College uses a variety of methods to communicate with the public, including the *College Catalog*, the *Schedule of Classes*, MyVCCCD District portal for staff and students, the College website, printed and electronic promotional materials and capability brochures [what are “capability brochures”?], an electronic marquee prominently posted at the entrance to the campus, and LCD monitors prominently posted in key locations throughout the campus.  The *College Catalog* is systematically reviewed and updated. All instructional programs, student service areas, and business service areas are responsible for the accuracy of their program’s information; final review is conducted by the Office of Student Learning under the direction of the EVP. Curriculum updates are added to the *College Catalog* after going through the appropriate processes and being approved by the VCCCD Board of Trustees, and, where required, the California Community College State Chancellor’s Office. Policies and procedures are updated annually, based on any policy change approved by the VCCCD Board of Trustees, or procedural changes recommended by DCSL and approved by the Chancellor.  The *Schedule of Classes* is created each semester, with oversight from the Office of Student Learning. It draws data directly from Banner to ensure the most up-to-date listing for students. Instructional programs are responsible for the accuracy of schedule information within their disciplines. Student service areas and business service areas are responsible for the accuracy of information within their purview. Each program reviews the information prior to publication.  The college website is created and updated using district-wide website software, ensuring consistency of design style (OmniUpdate). Each college program that has information posted on the web has an identified user with the responsibility of maintaining accurate and updated information. The Deans and administrators have an overall perspective of the accuracy of information and are responsible for the approval of postings and updates to the website.  Announcements made on MyVCCCD are designed to allow faculty and staff a central location to find information about programs or events. To post an announcement to the portal, users send an email to mcannounce@vcccd.edu; messages are posted and monitored by District staff as well as college personnel.  The electronic marquee provides information such as emergency information, school closure dates, parking lot availability, and current events available to students and the public, such as theatre productions or guest speakers. Programs that wish to have events or information displayed on the marquee, MyVCCCD, or the campus LCD screens submit their request to the Outreach Office online at moorparkcollege.edu/pr (IIA-53).  Student achievement information is made available to the public by the Office of Institutional Research at the district level and college level. The *Students’ Right to Know* information is published annually in the *College Catalog*. The college website (www.moorparkcollege.edu) provides a link to the current *College Catalog*, as well as the *Educational Master Plan 2009-2019* and the *Institutional Effectiveness Report*, which contain student profiles and student achievement information, including graduation and transfer rates.  **Self Evaluation**  The College provides electronic and print communication that accurately reflects its mission, programs, services, and policies. All forms of college communications are regularly monitored. Official publications are annually updated to ensure accuracy and currency. |  | .no consistent monitoring of online information, websites, documents; they are not always up to date or in agreement with catalog or current practices  .district/college website monitored by whom?  .who monitors announcements on portal, marquee, electronic billboards? |
| Does the institution provide information on student achievement to the public? Is that information accurate and current? | .Student Success Scorecard (available where?)  .Institutional Effectiveness doc. (available online) |  | No |

**II.A.7** In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Do board-approved policies on academic freedom exist and are they made public?  Do board-approved policies on student academic honesty exist and are they made public? | Is this as readily available as it could be?  Should we list Student Conduct code in catalog index? Currently, it’s under the heading “Student Discipline Procedures.” | \*BP 4030 (IIA-54) on  Academic Freedom  \*Academic Federation of  Teachers CBA  \*Academic Freedom  Statement from AS, in  Faculty Handbook    \*BP 5500 (IIA-56) Student  Standard of Conduct on  District Website.  \*BIT (Behavior  Intervention Team) |  |

**II.A.7.a** Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What policies demonstrate institutional commitment to the pursuit and dissemination of knowledge? | School policy and the *Faculty Handbook* ensures that faculty distinguishes between personal conviction and professionally accepted views in a discipline |  |  |
| How does the college communicate its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline? In what discussions have faculty engaged to deepen understanding of this expectation? How successfully does the faculty make this distinction in the classroom? What mechanisms does the college have for determining how effectively it is meeting this expectation? | What mechanism do we have to monitor this?  Is this addressed in faculty evaluations? | \*The VCCCD BP on Academic Freedom (BP4030): “The College or university teacher is a citizen, a member of a learned profession, and an officer of an education institution. When a teacher speaks or writes as a citizen, he or she should be free from institutional censorship or discipline, but this special position in the community imposes special obligations.”  \*The Moorpark College Academic Senate Statement of Professional Ethics: “In communicating our knowledge to students, we accept an obligation to do so with self- discipline, good judgment, and intellectual honesty.”  *\*The Faculty Handbook* states that a faculty member is “entitled to freedom in the classroom in discussing his or her subject, but should be careful not to introduce into the teaching controversial matter which has no relation to the subject.”  \*Academic Senate reviewed Code of Ethics |  |

**II.A.7.b** The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What mechanism does the institution have for informing and enforcing its policies on academic honesty for students and faculty? | Again, should we more prominently list this in the catalog? Give it its own heading in the index? | *\*Student Conduct Code* (BP 5500) in the *College Catalog.*  *\* The Faculty Handbook* encourages faculty to include a statement on academic integrity in their syllabi. It also has examples of ways to deal with academic dishonesty.  \* The Behavior Intervention Team has established processes for faculty to deal with academic dishonesty.  \* Many faculty use Turnitin.com. |  |

**II.A.7.c.** Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How are requirements of conformity to codes of conduct communicated? |  | BP 5500  Student conduct is outlined in College Catalog .  Employee Code of Ethics (BP 7205) A Policy on Employee Code of Ethics (BP 7205) | No Current Faculty handbook |
| If a college seeks to instill specific beliefs or world views, what policies does it have in place to detail these goals? How are the policies communicated to appropriate constituencies? |  | Moorpark College does not instill specific beliefs or world views in its staff, faculty, administrators, or students  A Policy on Employee Code of Ethics (BP 7205)  [http://www.boarddocs.com/ca/vcccd/Board.nsf/vpublic?open#](http://www.boarddocs.com/ca/vcccd/Board.nsf/vpublic?open) |  |

**II.A.8.** Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How well do curricula offered in foreign locations to non-U.S. students conform to the specifications of the Commission’s “Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals?” |  |  |  |

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

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

**B. Student Support Services**

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution determine that admitted students are able to benefit from its programs? How is this information applied to admissions policies and procedures? | Program plans, SLOs, IR effectiveness report.  Surveys, Early alert, Title 5, Transfer and success rates, counseling support for degree attainment and transfer. | Program plans, SLOs, IR effectiveness report.  Score card, DATA MART, | Lack of first year experience programs, online orientation, limited Learning communities, |
| What college wide discussions have occurred about how student access, progress, learning, and success are consistently supported? | Fall fling, 3SP advisory group, Yall Come, Program plans | Meeting minutes from: Fall fling, 3SP advisory group, Yall Come, Program plans | SB1456 is work in progress. |

**IIB.1** The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| By what means does the institution assure the quality of its student support services? How does the institution demonstrate that these services support student learning? | Scorecard surveys  IR, Slos, Program plans.  Score card surveys in financial aid. | Program plans  Slos in trac dat | Potentially doing student focus groups. |
| How are distance education and correspondence education (DE/CE) student support services evaluated for comparability to face-to-face course/program student support services? | Training D2L |  | Gap: No master record of which services are available online. Gap: No evaluation of effectiveness of online vs on ground services? |

**II.B.2** The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

**II.B.2.a** General Information

• Official Name, Address (es), Telephone Number(s), and Website

• Address of the Institution

• Educational Mission

• Course, Program, and Degree Offerings

• Academic Calendar and Program Length

• Academic Freedom Statement

• Available Student Financial Aid

• Available Learning Resources

• Names and Degrees of Administrators and Faculty

• Names of Governing Board Members

**II.B.2.b** Requirements

• Admissions

• Student Fees and Other Financial Obligations

• Degree, Certificates, Graduation and Transfer

**II.B.2.c**  Major Policies Affecting Students

• Academic Regulations, including Academic Honesty

• Nondiscrimination

• Acceptance of Transfer Credits

• Grievance and Complaint Procedures

• Sexual Harassment

• Refund of Fees

**II.B.2.d** Locations or Publications Where Other Policies May Be Found

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Is the catalog current, complete, clear, easy to understand, easy to use, well-structured? | Yes, the catalog is updated every year.  The catalog is complete as it includes a detailed appendix section to cover board policy in full as it pertains to students.  The catalog is clear and easy to understand in that it is written in plain spoken language with the intended student reader population in mind.  There is also a glossary of terms.  The catalog is easy to use in that there is a table of contents that is available via PDF & searchable.  The structure reflects the need to get at vital information quickly and the need to provide a detailed and definitive resource to staff and students.  MC is now making ongoing amendments thru the addendum. | All MC catalogs are now available online at  <http://www.moorparkcollege.edu/>  assets/pdf/apply\_and\_enroll/  college\_catalog/mc\_13-14\_catalog.pdf | Gap: Online not easy to navigate and user friendly search function such as (hyper links from table of contents or pre-bookmark).  Gap: Timing of catalog hasn’t always been available prior to fall registration for students.  Gap: Formal way to ask students about it such as survey. |
| How is the catalog reviewed for accuracy and currency? What process does the college use to ensure that the information in its publications is easily accessible to students, prospective students, and the public? | By circulating relevant areas annually to those involved who make updates as needed. Those involved provide timely updates to reflect changes in the law, district board policy, college protocols, and departmental practices under the publishing timeline coordinated by our Curriculum Technician.  Catalog is published online via website, students also have access in the my.vcccd.edu portal, and hard copy available for purchase in the bookstore, and some service depts. make copies available to students for use while in the area. | The College Catalog is available in alternate formats upon request. Call (805) 378-1461. | Idea: Sell catalogue to students and publicize to campus community that we are selling it.  Idea: utilize catalog as course text for student success courses.  Gap: Schedule of classes needs description of CRN (course description) in online schedule.  Gap: No interface between actually registering for class and catalog description. |
| Is the catalog information on the college website identical to the printed version? | Yes. Amendments are made thru online addendum. | **College Catalog**  **2013 - 2014**    Moorpark College Catalog Moorpark College Catalog in pdf format [Download in .pdf format](http://www.moorparkcollege.edu/assets/pdf/apply_and_enroll/college_catalog/mc_13-14_catalog.pdf) Moorpark College Catalog in txt format[Download in .txt format](http://www.moorparkcollege.edu/assets/txt/apply_and_enroll/college_catalog/mc_13-14_catalog.txt) Moorpark College Catalog in pdf format 2013-14 Addendum (.[pdf](http://www.moorparkcollege.edu/assets/pdf/catalog/MC%202013-2014%20CATALOG%20ADDENDUM%209.30.13_FNL.pdf))  Moorpark College Catalog in txt format 2013-14 Addendum (.[txt](http://www.moorparkcollege.edu/assets/txt/catalog/MC%202013-2014%20CATALOG%20ADDENDUM%209%2030%2013.txt))    Important Notice - Moorpark College has made every reasonable effort to ensure that the information provided in this general catalog is accurate and current. However, this document should not be considered an irrevocable contract between the student and Moorpark College. The content is subject to change. The College reserves the right to make additions, revisions or deletions as may be necessary due to changes in governmental regulations, district, or college policy, procedures, or curriculum. The College will make every reasonable effort to inform students of significant changes that occur after publication of this document  2013-2014 catalog page 5  Accreditation  Moorpark College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of  Schools and Colleges, 10 Commercial Boulevard, Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body  recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.  Moorpark College has made every reasonable effort to ensure that the information provided in this general Catalog is accurate and  current. However, this document should not be considered an irrevocable contract between the student and Moorpark College. The  content is subject to change. The College reserves the right to make additions, revisions, or deletions as may be necessary due to  changes in governmental regulations, district policy, or college policy, procedures, or curriculum. The College will make every reasonable  effort to inform students of significant changes that occur after publication of this document.  The College Catalog is available in alternate formats upon request. Call (805) 378-1461. |  |
| When policies are not included in the catalog, are the publications in which they are found easily accessible? | District policies are accessible on the district website which has a link from our website. | Board documents.  Catalog appendices  California Code of Regulations (CCR) Title 5 Education Code Section References found in catalog.  Title IV and Code of Federal Regulation (CFR) Section references found in catalog.  FERPA, Student-Right-to-Know, HIPAA, Campus Security Act of 1990 (Public Law) Section references in the catalog.  AP/BP references in catalog. | GAP: Process in catalogue and online to refer students to district website for most up to date policies &information.  Gap: direct online link or hyperlink to district ap/bp-board docs and process (step by step instructions) in catalog for accessing board docs information. |
| Does the institution maintain records of student complaints/grievances and make them available to the team? | Yes at various levels and dependent upon type. Grievance process-student fills out form in division office-meeting scheduled, referred out to Dean/EVP. Grievance process in classroom directed to Dean. | BIT tracking system is online form that is submitted to BIT Team.  Bit system tracking evidence.  Grievance forms maintained by EVP per catalog.  Per catalog District shall maintain records of all Disciplinary Hearings in a secure location on District premises for a period of 7 years.  The final action of the Board on an expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District per our catalog.  College Discipline files are maintained by the CSSO. | Gap: Consistent information sharing of student complaints. Gap: centralized process to track or share info- somehow expand bit process? Grades 1st notes? |

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| By what means does the institution determine the support needs of its students? How well does it address these needs? | Moorpark College participates in annual national surveys, Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE), to provide information on students’ experiences with student services, behaviors and learning. The College also participates in the ACHA-National College Health Assessment to understand the health trends of students and offer support services.  Individual services and programs conduct their own surveys, analysis of usage statistics. Enrollment data is used to determine needs by programs and services. | The results of the ACHA – National College Health Assessment helped understand the needs of Moorpark College students and the Student Health Center was able to establish programs and services to meet students need, such as, Mindful Meditation. Institutional research web page indicates participation.  Program plans and SLOs. | The SENSE, CCSSE and individual services results are not shared with the campus community. It is unclear how the results are used or shared with various departments and services to improve. Not all student information is available that some programs and services need to support students (transfer goals to 4yr colleges). |
| If courses, programs, certificates or degrees are offered via DE or CE, how does the institution determine and monitor learning support needs? | Instructor evaluations are given to students in distance education/online courses. Deans, the instructional technologist and instructors informally assess students’ needs.  At the district level, there is the Instructional Technology Advisory Committee (ITAC). | Instructors and instructional technologist take inventory of students’ needs and pass information to deans and TCap Committee. | A gap exists for the distance education courses in a lower success rate for online courses opposed to on-ground. A possible solution would be for an online tutorial that students would complete before the online course began.  The low response rate to instructor evaluation request.  There has not been a campus DE Committee or formal process for monitoring students’ needs. ITAC evaluates DE district needs. |

**II.B.3.a** The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
|  | 1.MC participates in the following assessments: a. Community College Survey of Student Engagement (CCSSE)  b. Survey of Entering Student Engagement (SENSE).  c. National College Health Assessment (NCHA).  2. Student Services Council discusses student needs for services. SS Retreat last done ’09??.  3. Individual Programs do assessment of their programs – satisfaction surveys.  4. Resources/forms are available for all students online. Some programs provide direct service to on-line services.  5. Hours of operations for all services have expanded to be open one night a week, Wednesday, until 7 PM. | 1 a & b The most recent CCSSE and SENSE have not been shared with campus community.  1 c. NCHA – helps us understand the health needs of our students and how they impact their academics. Data is used to support services offered and health education & promotion activities such as Mindfulness Meditation.  2. SSC Agendas are on MC Share. Agenda items reflect assessment topics (CCSSE).  3. Individual Program Plans/SLO’s  4. Program websites. Examples of this are:  a. Online Library Tutorial.  c. Online academic counseling through counseling and career transfer center.  d. “Ask- A- Librarian”  d. Application submission.  5. Posted in SS Syllabus, websites, areas of service. | 1a.b.c. Information is not posted on one site for campus community to review and utilize.  Reinstate Student services retreat.  4. All service programs need to identify broadening offerings similar to what is being done through academic counseling and the library.  5. One night a week is not sufficient for students who attend T/Th evening classes only. Currently Student Services Council is having dialogue about this. |

**II.B.3.b** The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What is the institution doing to provide a learning environment that promotes these personal attributes? What dialogue has the institution engaged in  about what constitutes a good learning environment? | Student cancer fundraising (Athletics) student govt. attending National Advocacy conf. in Wash. DC, through development of student organizations - students attending regional & state conferences - student org leaders facilitating campus events - student elections, student club days, constitution day. Fall fling discussion  - student govt. involvement in funding campus-wide events i.e. Transfer Social, One Campus One Book, EATM Spring Spectacular, Poetry Series, Nursing Pinning Ceremony, Chemistry Club, Engineering Robotic World Competition, Biology Club events, Health Services Events & Awareness, Math Club Movie Nights, guest speakers for student org. events, Business club Expo, FLEX club activities | Fall fling, student conference attendance roster & conference programs, Associated Students Programming Committee meeting minutes, Associated Students Board of Directors meeting minutes, event reports from student orgs., conference reports from students, minutes from Inter-Club Council mtgs. |  |
| What programs or services has the institution determined contribute to this environment? What areas have been identified for improvement? How does the college evaluate its efforts in this area? How are the results of the evaluations used to improve the environment? | Financial Aid and federal work study, student government, student activities beyond the classroom | FISAP( Annual campus based programs report) |  |

**II.B.3.c** The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Does the institution develop, implement, and evaluate counseling and/or academic advising? | \*\*\*Masters Prepared Counselors assist students in transfer, career preparation, and life and academic planning activities  \*\*\*Academic counseling provided through several delivery methods in a number of locations on campus; in counseling faculty offices by appointment, in drop-in “Express Counseling”, in classroom presentations, online, courses, and in workshops  \*\*\* Academic counseling is provided through other support service locations such as Career Transfer Center, EOPS, CalWORKs, Financial aid appeals committee and ACCESS  \*\*\*Counseling has developed courses for orientation, student success, career assessment, and career development  \*\*\*Each academic counselor has assigned majors, special populations, or areas of emphasis, but all are able to counsel in career and transfer academic planning for all students  \*\*\*Counselors are assigned to special populations such as Basic Skills, Veterans, STEM, ACCESS, CalWORKs, EOPS, Career & Technical, Returning Adults  \*\*\*Counseling offers general student orientations and workshops in the areas of probation, transfer, choosing a major, and careers for majors.  \*\*\*Counseling offers group counseling for cohort programs such as Nursing, Radiologic Technology, and EATM  \*\*\*Counselor Assistants assist counselors in areas such as pre-requisite clearance, events, information dissemination, and coordination of workshops  \*\*\*Counselor Peer Evaluation Process every 3 years  \*\*\*Tenure process for FT Counselors.  \*\*\*Student evaluations- 30 each semester  \*\*\*SARS reporting on # student seen in what type of activity  \*\*\*NFO integrates new FT counseling faculty with instructional faculty and into college | -Student evaluations  -Transfer data from MC to four colleges  -Gradation data for AA/AS/Certificate  -Associate degree for transfer data  -Number of financial aid appeals data  -SARS reporting data on counseling  -Consolidation of most of student services to central location in Fountain Hall  -Faculty evaluation process through Collective Bargaining Agreement AFT  -counselors serve on campus wide committees and initiatives, such as Basic Skills, CTC  -Software/Technology Banner, SARS, DegreeWorks, College Source, Career Cruising, Eureka, Bridges  -SLOs and Program Plans for counseling, Career Transfer Center, EOPS, Access  -Class visits by counseling staff  -College Service and Flex Hours Records  -CCCCO Annual Reports such as Transfer and Articulation  -Counselor assignments in catalog, online | -Gap in documentation of assignments, activities, SARS reporting  -Tenure committee for fulltime, but lack of established procedure for part-time training.  -Need a formal mentorship program for part time faculty.  -Counselor Meeting minutes on MCShare for 2009-2010. Gap since then.  -Establish a process for posting agenda and minutes of counseling meetings. Assign note takers.  -Expand special population counseling to include International students, Foster youth, AB540 students |
| Does the evaluation of counseling and/or academic advising include how it enhances student development and success? | \*\*\*Student Success Task Force Counselor Participation  \*\*\*SLOs and program plans reflect student development and success  -\*\*\*District counselor meetings to share best practices and campus highlights  \*\*\*Counselor Task Force Groups (CTC, Orientation, COUNM03, Probation, Vets, Forms)  \*\*\*Counselor Assistants expand availability of information for students  \*\*\* Working with special population cohorts such as Vets, STEM, EOPS,ACCESS, CalWORKs, Returning Adults, CTE, Honors  \*\*\*Counseling partners with the Honors Program for UCLA TAP Certification  \*\*\*Counseling and Career Transfer Center partner with Admissions and Records for streamlining the ADT process  \*\*\*Partner with Outreach for Student Orientations  \*\*\*Probation workshops coordinated with Early Alert System  \*\*\*Cohort group counseling Nursing, Rad Tech  \*\*\*BIT  \*\*\*Continuing Professional Development and Technology Support with new software to assist in student success  \*\*\*Ability to run reports on student contacts with Counseling  \*\*\*Use of SARs notes and alerts to assist in student success and communicating across counselor  -Use of SARS reporting to schedule counseling | -Fountain Hall Centralization  -Program Plans & SLOs  -Workshop Surveys- Pass, Transfer Basic/Prep  -Software integration Banner, DegreeWorks, Grades First  -Successful ADT Initiatives such as fall 2014 applicant list follow up  -Group Orientations  -Express/Drop In Counseling in Counseling and CTC  -Adjust counselor schedules to fit student needs during high traffic times (ie)increase drop in during grad app  -SARs reports  -Development of process for online calendar, announcement system  -Development for process of posting to MC Front Page  -MC Articulation website | - Targeted communication with different student grouping such as major or transfer goals. (Grades first should help with that)  -Survey students at point of contact for SLOs for all counseling and academic advising activities  -Improve student access to information through calendar, portal, online application  -Re-establish counselor sub groups to work on specific student success initiatives  -More involvement of entire counseling team with Program Plan/SLO development and tracking  - Sharing of CCESSE DATA  -Surveys at preview days (started in spring 2014)  -Establish first year experience and learning communities.  -Expand counseling/student success courses  -Lack of phone access and ability to make appointments |
| Are those responsible for counseling/advising trained? | \*\*\*Opportunities for continuing professional development through regular district and campus meetings, webinars, flex activities, and conferences  \*\*\*Weekly departmental meetings where speakers present materials and information on topics and programs such as financial aid, probation, early alert, transfer, new developments in disciplines  \*\*\*Monthly AIM Academic Information Meetings(11B20) for case studies addressing articulation and curriculum  \*\*\*In-services held 2 to 3 times a semester on professional development activities  \*\*\* Regular attendance at conferences for UC, CSU, ISP,OOS  \*\*\*District Trainings for Career Pathways, new software such as Degree Works  \*\*\*Access to State sponsored professional list serves for information update and professional development (Transfer Directors, Articulation Officer, Counselor, Transfer)  \*\*\* Development of counseling Intern program  \*\*\*On the job training  \*\*\*Pairing of new counselors with experienced faculty on staff through tenure process | -Look for minutes. Evidence of mentors?  -List of conferences and who went?  -Presentations at meetings?  -Who is on what list serves?  -MC Faculty Handbook online  -Faculty Development holds Flex Activities  -Flex activities and college service hour reporting  -Staff Resource Center  -Instructional Technologist holds technical trainings  -Counselor Assistant Training  -Travel approvals  -Categorical programs have travel reports (EOPS,ACCESS,CALWORKS)  -Attendance at Annual student success conference | -Have new counselors go through some steps of internship program.  -Pair new pt counselors with experienced counselors  -Establish a list of professional development activities such as conferences, webinars and attendees as a resource to other counselors (add to minutes)  -Formalized Counselor Assistant Training (use orientation to campus from Intern program)  -Reporting back from conference attendance at division and department meetings |
| Are these or comparable services available to online students? | \*\*\*Cyber counseling through counseling dept and CTC  \*\*\*Information on websites Counseling, EOPS, CTC, Access, R&R (including forms, events)  \*\*\*Information through portal, course studio, D2L  \*\*\*Virtual university representative appointments | -Google analytics for usage of websites  -SARS Cyber counseling (emails) reports  -[mctransfer@vcccd.edu](mailto:mctransfer@vcccd.edu)  -UCSB, UCB Virtual appointment logs | - D2L shells for each service  -Expand cyber counseling options and method of recording  -Archive power points or from workshops on website  -Create videos of FAQ for counseling  -Virtual counselor appointments/live chat, using SKYPE or similar online system (ie UCB online appt system)  -Establish a campus system for online videos( FAQ)  -Expand counseling course options via hybrid and online  -Develop special population online orientation modules (International students,ACCESS,Veterans,EOPS,CALWORKS,AB540)  -Phone access to online students and all students |

**II.B.3.d** The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What does the institution do to promote student understanding and appreciation of diversity? What measures does the institution use to determine the effectiveness of services? | Multicultural Day. This one-day event is a 24 year tradition to celebrate cultural diversity and educate the campus and local community on the history and resources of diverse cultures in the region and around the world.  Year of. Since 2006, MC faculty has initiated and institutionalized a themed year of speakers and activities related to the chosen theme.  Faculty speakers addressing diversity issues such as Keynote speaker Dr. Duncan Andrade.  Student Organizations:  Bahai Club, Campus Crusade for Christ, Catholic Student Organization, Jewish Student Association, Latter-Day Saints Student Association, M.E.C.H.A., Multicultural Club, and Gay and Lesbian Club. Further, the reinstatement of two athletic programs (baseball and men’s cross country). | Meet minutes, surveys, event program. Many courses include attendance and assignment as of the instructional day.  Meeting minutes. Activities planned such as TedX  Program plans. | Sharing of the multicultural day assignments given.  Identify meeting minute’s location (MC Share?).  How do we use the data to promote students understanding and appreciation of diversity?  Clarity on how we support veteran’s students.  Clarity of storage of documentation of MC share and lack of protocol. |
| Are these or comparable services available to online students? | Very limited online services to address diversity. | Webpages on MC DAY, Year OF and all service areas. | Find a mechanism to video tape or stream live diversity activities for online students. Recommend that distance education committee address diversity accessibly to online students. |

**II.B.3.e** The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

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| **Probing Questions** | **Answer/Discussion** | **Evidence  (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What processes are used to evaluate the effectiveness of practices and tools of admissions?  What evaluations of placement processes are used to ensure their consistency and effectiveness?  How are cultural and linguistic bias in the instruments and processes minimized? | Admissions: Employee performance evaluation, documented complaint response, district-wide best practices, board policy, annual record audit performed by Vavrinek, Trine, Day & Co., LLP  Certified Public Accountants  Bias: Cultural & linguistic bias in the admissions processes are minimized to the extent possible by having bi-lingual support services for any prospective student that requests assistance in making an application to the college. | Change from XAP corp. to Open CCC Apply for processing online applications to the college.  Annual Audit reports  Board policy  College Catalog |  |

**II.B.3.f** The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What institutional policies govern the maintenance of student records? Are records secure? Does the institution have a policy for release of student records? | Programs keep records according to the Privacy Rights Governing Student Records (FERPA & ED Code).  In addition some programs, such as Financial Aid, Cal Works, and Health Center, comply with outside governing bodies.  Student records are kept locked and secure onsite or on secure offsite locations.  The M Drive allows for locked files with limited access. The Consultation File is one example.  Individual programs have their own record release forms such as Registration & Records, EOPS, Financial Aid, ACCESS, and Health Center. These forms can be accessed on line. | College catalog (online/hard copy) and program websites. | Potential gap – Lack of centralized forms to address release of records of various departments. |

**II.B.4** The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution provide for systematic and regular review of its student support services? How are the results used? | Annual program plans, SLOs | Trac DAT |  |
| Does the evaluation assess how student support services contribute to the achievement of student learning outcomes? How are evaluation results used to improve services? | Yes. On going SLO process. Education master plan | TRAC DAT | Student services retreat to share results. |

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

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

**C. Student Support Services**

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

**II.C.1** The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

**II.C.1.a** Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| **What information about student learning needs is provided by other instructional faculty and staff to inform selection of library resources?** | Mary LaBarge is a member of the Curriculum Committee and uses the formalized Tech Review process to evaluate whether the library has met the instructional needs for all college courses. If a professor feels the library does not have adequate resources for their assignments, Mary begins a dialogue with them to gather resource titles for future purchase.  All college courses are required to be reviewed / revised every 5 years (some CTE 2-3 years) by the Curriculum Committee. At that time, the library resources are evaluated, insuring that there is a formal tie-in between the course assignments and the library collection.  In addition to this, the Faculty Guide (available through the Moorpark College Library website) informs professors of their ability to request materials for instructional support. Request forms are available in person at the Reference Desk. Faculty members are also given the option to email their requests to the librarians. New faculty members are informed of this process when they visit the library during the New Faculty Orientation session and also through the Welcome Email from the Department Chair at the beginning of the school year. | * Faculty Guide * New Faculty Orientation NFO Library Handout * Faculty emails to librarians requesting materials * Copied order cards with the names of instructors and/or students * COR filled out form * Welcome email from the Dept. Chair | We would like to provide faculty members with the additional option of requesting materials through the Moorpark College Library website. |
| **How does the institution assess the effectiveness of its own library collection in terms of quantity, quality, depth and variety?** | A library survey is distributed to students to determine library collection relevancy/effectiveness amongst our student population.  Librarians use feedback from the Reference Desk interviews with students as one of the ways to determine whether the library has the necessary materials to meet student needs.  As part of the process of setting up instructional sessions, librarians have a chance to look at syllabi and evaluate the library collection to support the appropriate classroom assignments.  For new and specialized course, librarians work with appropriate faculty to try and update the collection in those areas.  There is a “weeding” process, where materials are evaluated based on the date of publication, number of circulation transactions and relevance to study, as time permits. If we deem the material to be inadequate for our collection, we will remove it from circulation.  Many departments are requiring up-to-date periodical articles and additional material for research assignments. The librarians work with these departments/professors to construct an orientation session to guide students to the appropriate materials.  The librarians work with academic departments to review materials and discuss necessary updates.  When evaluating library resources, both electronic and print materials are subject to the review process. | * Library Survey to students * Oder cards from new faculty to build the collection for specialized courses * Syllabi & Assignments from faculty |  |
| **What level of quality is determined by the institution?** | Before making purchases, the librarians refer to a number of resource reviews from professional library journals and specialized academic journals.  The librarians also evaluate the quality of resources, by examining the author’s background and credentials, publishing company information, academic content and relevancy to the curriculum. |  |  |
| **How does the institution know it has sufficient depth and variety of materials to meet the learning needs of its students?** | When adequate resource materials cannot be found in the Moorpark College Library, there are several services in place to connect students, faculty and staff to necessary materials:   * ***Universal Borrowing*** is a service that allows Moorpark College students, faculty and staff to request books from the Ventura and Oxnard library collections and have them delivered to the Moorpark College Library. * ***OCLC Interlibrary Loan*** is a service provided by the Moorpark College Library to obtain materials from other institutions which are not available in the Moorpark College Library and the Ventura County Community College District Libraries.   The MC Library offers reference desk assistance whenever the library is open. Reference librarians can refer students to additional libraries/resources that can provide access to their information needs.  The library also gathers student suggestions/requests for purchase. | --Interlibrary Loan Book (ILL)Online Request Form available on the ILL page  --Universal Borrowing Guide 2013  --Interlibrary Loan (ILL) outside the Ventura County Community College District FAQs  --Interlibrary Loan (ILL) – Universal Borrowing Within the Ventura County Community College District FAQs  --Interlibrary Loan FAQs |  |
| **What information does the library use to determine whether it is enhancing student attainment of identified learning outcomes?** | The librarians have created assignments and assessments that are distributed at the end of library orientations to determine whether or not the students have retained skills for finding information through the library resources. | --Library Assignments  --Online Library Assessment |  |
| **How are comparable services provided to DE/CE students and students at off- site locations?** | There is an online Library tutorial (Searchpath Basic) available through the Moorpark College Library website. This extensive tutorial includes self-assessment quizzes at the end of each module to help students gauge their retention of the material. An online assessment is also provided by the library to the online professors should they wish to use it for assessing their students once they’ve completed the seven-module tutorial.  In addition to this, the MC Library has online course guides that can be referred to for research assistance tailored to specific courses.  The majority of the library resources are available via the library home page and the online portal. These eResource materials include: eBooks, online full text reference materials, and online databases.  There is an “Ask-A-Librarian” service, where students can reach out to librarians via email or telephone to get research assistance.  The MC Library website has several links that provide the students with up-to-date information: the Library News blog, new book titles displayed through the LibraryThing program, and a “Services for Students” handout. | --LibGuide statistics  --Online Library Tutorial (Searchpath) First Page  --“Ask a Librarian” Page  --“Library News” Page  --“New Books” Page |  |

**II.C.1.b** The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| **What are the information competencies that the institution purports to teach all students? What is the evidence that the institution acts purposefully to teach these competencies?** | The librarians have identified and information competency points and they are all delineated in the program plan. All students who attend library instruction sessions are taught these competency points. The librarians are continually making adjustments in the library assignments and assessment tools. | --Library assignments  --SLOs Report (Program -Plan)  --Program Plan  --SLO – Evaluating Sponsorship/Authorship of a Website |  |
| **How does the institution assess the competencies in information retrieval/use that it teaches students? How does the institution evaluate its teaching effectiveness and set goals for improvement?** | Results are gathered through the assignments and the SLO assessment. The assessments are reviewed and graded by the librarians, and the information is recorded and charted. | -- Library Assignments  --Graded assessment sets  --SLO assessments |  |
| **How are comparable information competency skills developed for DE/CE students and students at off-site locations?** | There is an online orientation/Library tutorial (Searchpath Basic) available through the Moorpark College Library website. This extensive orientation tutorial includes self-assessment quizzes at the end of each module to help students gauge their retention of the material. An online assessment is also provided by the library to the online professors should they wish to use it for assessing their students once they’ve completed the seven-module tutorial.  A survey link is also provided on the Searchpath tutorial page for students to provide feedback. | --Library Tutorial (Searchpath) available from the library homepage  -- Online assessment for Searchpath  -- Library Tutorial Survey |  |

**II.C.1.c** The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| **What are the hours of operation of the library? What is the availability of electronic access to library materials?** | Hours of operation:  M-Th 8:00am-8:00pm  F 8:00am-12:00pm  Saturday & Sunday Closed  Students have access to electronic library materials 24 hours a day using remote access via the myVCCCD portal authentication. | -- Library hours posted on the library homepage |  |
| **Are all campus locations/all types of students/all college instructional programs equally supported by library services and accessibility?** | No – there are times when classes are in session when the library is not open (specifically for night and weekend students) | --Library hours posted on the library homepage | The library program does not serve all types of students. The Library is open 8:00am to 8:00pm Monday-Thursday, 8:00am till 12:00 noon on Fridays and is closed on Saturdays and Sundays. |

**II.C.2** The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| **What methods does the institution use to evaluate its library and other LSS? Does the evaluation assess use, access, and relationship of the services to intended student learning? Does the evaluation include input by faculty, staff and students?** | The MC Library uses the following methods to evaluate its library:  - SLO  - Online assessment  - Student Survey  These methods measure use, access, and relationship of services to intended student learning. The evaluation includes input from students. | --Library Survey  --Library Survey Results  --SLOs Report from Library Program Plan  --Online Assessment (Searchpath) | The library does not have a formal faculty assessment. We would like to create an assessment of library services, and have it distributed to all faculty members for feedback with the help of the Institutional Researcher. |

**Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

**A. Human Resources**

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

**III.A.1** The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What methods does the institution use to assure that qualifications for each position are closely matched to specific programmatic needs? What analyses and discussions have led the institution to agree on those needs? | District follow state MQ requirements.  Hiring managers are consulted to develop/update job descriptions and hiring criteria. Supervisors and peers, district wide are involved in the interview, rating, and hiring process. | See the AP/BP from 7xxx for all HR policies and Procedures  See BP/AP 7120 for faculty hiring  See BP 7230 for classified hiring | No gaps |
| Are the institution's personnel sufficiently qualified to guarantee the integrity of programs and services? | Faculty: District uses state defined MQs to hire faculty. These are reviewed by discipline experts, a hiring committee and HR prior to hire  Classified: District maintains current job descriptions, interview questions and requirements and follows title 5 procedures. In addition as a Merit District we follow the personnel commission requirements. |  | No gap |

**III.A.1.a** Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution decide hiring criteria? | Hiring Committee determines criteria based on program plan needs. | See BP/AP 7120 for faculty hiring | No gap |
| How are faculty involved in the selection of new faculty? | Faculty on hiring committees | See BP/AP 7120 for faculty hiring | No gap |
| How does the college decide an applicant is well-qualified? | Through screening and interview process | See BP/AP 7120 for faculty hiring | No gap |
| How does the college know that the faculty selected have knowledge of their subject matter? | Screening of  transcripts, oral interviews, reference checks | See BP/AP 7120 for faculty hiring | No gap |
| By what methods does the college define and evaluate "effective teaching" in its hiring processes? How is that effectiveness judged? | Teaching demonstration and/or role play of required skills | College practice | No gap |
| How does the college define and judge scholarship in a candidate, and by what means does it judge a candidate's potential to contribute to a college mission? | Screening of  transcripts, resume, oral interviews, reference checks | See BP/AP 7120 for faculty hiring | No gap |
| How are jobs advertised? | Journal of Higher Education, other journals, discipline specific publications, in-house, with local institutions | See ORAP advertisement request | No gap |
| By what means does the institution verify the qualifications of applicants and newly hired personnel? | Reference Checks, transcripts screening by both discipline experts and HR | See BP/AP 7120 for faculty hiring | No gap |
| How does the college identify faculty expertise in DE/CE instruction? | Required training prior to teaching DE; evaluated during peer eval process; follow up training and flex opportunities | Some guidelines exist but are not well disseminated | gap |
| How does the college check the equivalency of degrees from non-U.S. institutions? | HR works with an organization that evaluates transcripts | Confirm with HR | ?? |
| What evidence is there that hiring processes yield highly qualified employees? | We have an extensive 4 year tenure process that is very successful | Very few tenures have been denied | No gaps |
| What safeguards are in place to assure that hiring procedures are consistently applied? | A trained diversity facilitator is part of each FT hiring committee and managers serve in a similar role for PT hiring. | See BP/AP 7120 for faculty hiring | No gaps |

**III.A.1.b** The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

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|  | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the college decide on appropriate institutional responsibilities for personnel participation? How is participation judged? | Part of contract and tenure process; evaluated during the regular evaluation process | See contract | Documentation and follow through are weak |
| What process is in place to assure that evaluations lead to improvement of job performance? | Recommendations are made during the evaluation process. If there is a need, evaluations are conducted more frequently. Similar recommendations and suggestions for growth are made by tenure committees | See evaluation forms | No gap |
| What is the connection between personnel evaluations and institutional effectiveness and improvement? | It is not related and there has been hesitancy to allow any connections between individuals and institutional effectiveness. | See evaluation forms | gap |
| Do evaluation criteria measure the effectiveness of personnel in performing their duties? | Evaluation critera request ratings regarding effectiveness | See evaluation forms | No gap |

**III.A.1.c** Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What are the roles of faculty, tutors, and others in producing student learning outcomes? | In some cases faculty and others participate in the development of SLOs | See dept meeting minutes and email discussions; see TracDat | No gap |
| What in depth thinking have faculty, as individuals and collectively, engaged in about how well students are learning in their courses and programs? | Some depts More than others | See dept meeting minutes and email discussions; see TracDat |  |
| What measures have they, again as individuals and collectively, created or  selected to measure that learning? | Every dept and program has developed SLOs and PLOs. There is variance between department as to individual v group development. | See dept meeting minutes and email discussions; see TracDat | gap |
| Are these measures different for DE/CE  students? | DE courses are assessed with the same criteria as on the ground counterparts. | See dept meeting minutes and email discussions; see TracDat | No gap |
| What discussions have faculty had about how to improve learning? What plans have been made? | Anecdotal rather than formal; currently fulfilling the letter. Not yet at the spirit in all departments. | See dept meeting minutes and email discussions | gap |
| What changes have faculty made in teaching methodologies to improve learning? | Some depts farther along with implementing change | See psychology, counseling, ask for other examples | gap |
| What changes in course content or sequencing have resulted from analyses of how well students are mastering course content in both DE/CE and face- to-face instructional formats? | Some depts farther along with implementing change | Counseling has increased face-to-face orientations; Math has used assessment to restructure developmental math and proportion of course offerings. | gap |
| What methods has the institution developed to evaluate effectiveness in producing student learning outcomes? Are these methods yielding meaningful and useful results? | Implementation of TracDat; meeting with deans; in the past, meeting with Institutional Researcher; currently less monitoring of SLO data collection has resulted in less reporting of data | See Trac Dat | gap |
| How does the institution use analysis of the results of assessment to improve student learning outcomes? | Until TracDdat, SLOS were more closely monitored through the program planning process. Now monitoring is done by department chair and reflected in the program plan |  | gap |
| How has professional development supported faculty performance in satisfactory development and assessment of student learning outcomes? | Flex activities | See Flex book | gap |
| Is there professional development for faculty using DE/CE modes of instruction? | yes | See flex book and DE Webpage | No gap |

**III.A.1.d** The institution upholds a written code of professional ethics for all its personnel

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution foster ethical behavior in its employees? | The evaluation/tenure process |  | No gap |
| Does the institution have a written code of professional ethics for all its personnel? | yes | Need to find location | No gap |

**III.A.2** The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| By what means does the institution determine appropriate staffing levels for each program and service? | Through program planning process; Hiring Prioritizations for both faculty and classified | See TracDat; See minutes of prioritizations. | No gap |
| How does the institution decide on the organization of administrative and support staffing? | Through EVPs office with input from Academic Senate and administrative team | See Deans’ Council and VP Council Agendas and email discussions | No gap |
| How effectively does the number and organization of the institution's personnel work to support its programs and services? How does the institution evaluate this effectiveness? | There is insufficient personnel in all areas of the college.  This is evaluated through program planning process | Trac Dat and EVP Review of Program Plans | gap |

**III.A.3** The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What processes does the institution use to develop and publicize its personnel policies? | Developed through district committees and publicized through Board Policies and Administrative Procedures and HR Tools | See HR Tools on the Portal AP/BP 7xxx | no |
| How does the institution ensure that it administers its personnel policies and procedures consistently and equitably? Do these policies and processes result in fair treatment of personnel? | Close connection between HR and the campuses. Regular training for college management. Reference materials on HR Tools  There is a strong commitment to treat personnel fairly and equitably at all times. Those who feel this has not occurred may avail themselves of the grievance process | See HR training agenda and website | No gap |

**III.A.3.a** The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

**III.A.3.b** The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What are the institution’s provisions for keeping personnel records secure and confidential? | Personnel records are securely housed at the district office. | See district files | No gap |
| How does the institution provide employees access to their records? | Employees may request to see their records from the district office | Have asked Gary for the process | No gap |

**III.A.4** The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| In what ways does the institution foster an appreciation for diversity?  How effective are the institution's policies and practices in promoting understanding of equity and diversity issues? How does the institution know these policies and practices are effective? | Great care is taken to make sure hiring and tenure committees are diverse in experience, gender, and ethnicity.  The campus celebrates Multi-Cultural Day each year as an alternative day of instruction.  ??? | See BP/AP 7120 for faculty hiring  See collection of past Multicultural Agendas and Events  Does Multicultural Day do any type of evaluation |  |

**III.A.4.a** The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution determine what kinds of support its personnel need? | Surveys are distributed to faculty and staff asking for professional development suggestions  \*\*\* | See info from Faulty Development and from Iris’s office |  |
| How does the institution design programs and services that provide for the range of diverse personnel at the institution? | Surveys are distributed to faculty and staff asking for professional development suggestions | See info from Faulty Development and from Iris’s office |  |
| What programs and services does the institution have to support its personnel? How effective are these programs? | A Faculty Development committee. | Are there any survey results that Faculty Develoment has? |  |
| Are the programs, practices and services evaluated on a regular basis? | Evaluations are standard at the conclusion of each flex event | See flex committee evaluations |  |

**III.A.4.b** The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What is the institution’s record on employment equity and diversity? | Email question sent to HR |  |  |
| How does the institution track and analyze its employment equity record?  How does it use this information? | Email question sent to HR |  |  |

**III.A.4.c** The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What policies and procedures about the treatment of personnel does the institution have in place? | The district follows Title 5 regulations, Personnel Commission Regulations and the contract agreements with both faculty and classified staff. | See BP/AP 7xxx  See contracts | No gaps |
| How does the institution ensure that its personnel and students are treated fairly? | The district follows Title 5 regulations, Personnel Commission Regulations and the contract agreements with both faculty and classified staff. | See BP/AP 7xxx  See contracts | No gaps |

**III.A.5** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

**III.A.5.a** The institution plans professional development activities to meet the needs of its personnel.

**III.A.5.b** With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What professional development programs does the institution offer and/or support? | Professional Development week/days; Prof Dev Committee supporting faculty/staff request for prof dev | See Prof Dev Committee minutes | Insufficient for classified staff |
| How does the institution identify teaching and learning needs of its faculty and other personnel? | Faculty and staff are asked for input into the development of flex activities | See minutes of Flex committee |  |
| What processes ensure that professional development opportunities address those needs? | Flex Committee reviews the results of surveys and addresses those requests as possible. | See minutes of Flex committee |  |
| How does the college ensure meaningful evaluation of professional development activities? | Surveys are typically administered after flex activities | See Flex committee records |  |
| What impact do professional development activities have on the improvement of teaching and learning? How does the institution evaluate that improvement? | This is not specifically addressed at this time |  | gap |

**III.A.6** Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What process does the institution use to assess the effectiveness of human resources in meeting the stated college mission and goals? | All district personnel are evaluated on a regular basis. | See personnel evlauations | No gap |
| How does the institution ensure that human resource decisions are developed from program review results, institutional needs, and plans for improvement? What evidence is there that demonstrates the institution bases its human resource decisions on the results of the evaluation of program and service needs? | Personnel are addressed in the program plan process and through the hiring prioritization of both faculty and classified staff |  | There is no systematic way to evaluate and prioritize administrative personnel needs |
| How does the institution determine that human resource needs in program and service areas are met effectively? | Through the program planning process |  |  |

**Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

**B. Physical Resources**

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

**III.B.1** The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Against what criteria and by what processes does the institution evaluate the safety of its facilities? | Five-Year Schedule Maintenance Program Process  Environmental Committee Process  Safety and Wellness Committee Process  State Wide Association of Community Colleges (SWACC)  State Fire Marshal/County Fire Codes  California Building Codes  Division of the State Architect Inspection Process  Foundation Facility Condition Assessment Process  F, M& O Monthly Safety Training  Annual Hazardous Material Safety Training | Agendas/minutes from the committees  Safety Procedure Manual (Sharon Manakas)  State Inspector Reports (DSA)  Fire Department inspections  Scheduled Preventive Maintenance Report – Work Orders  Minutes from F, M & O Weekly Reports  Minutes from monthly VP and F, M & O Meetings  Foundation Facility Condition Assessment Reports  SWACC Inspection Reports  Environmental Committee Meeting Notes  Safety & Wellness Committee Meeting Notes | no |
| What evidence and/or data does the institution use to determine the sufficiency of its classrooms, lecture halls, laboratories, and other facilities? What mechanisms does the college use to evaluate how effectively facilities meet the needs of programs and services? | Educational Master Plan Process  Facilities Master Plan Process  Five-Year Capital Outlay Program Process  Five-Year Schedule Maintenance Program Process  Facilities Condition Assessment  Annual Program Plans  Facilities/Technology CAP  FRAWG Workgroup  TRAWG Workgroup  Work Order Requests  F, M & O Weekly Meetings | VCCCD Five Year Capital Outlay Plan  Moorpark College Five Year Capital Outlay Plan  VCCCD Five Year Scheduled Maintenance Plan  Moorpark College Five Scheduled Maintenance Plan  Minutes from Campus-wide Y’all Come meetings  Notes from F, M & O Weekly Reports  Notes from monthly VP and F, M & O Meetings  Minutes from Facilities/Technology CAP  F, M & O Weekly Meeting Notes  Completed Work Orders | no |
| How well does the institution meet its facilities needs? Does the institution use the same criteria and processes for determining safety and sufficiency of facilities at off-campus sites? To what extent are off-campus sites safe and sufficient? | Six-Year Facilities Master Plan (FMP) Process  Five-Year Capital Outlay Program Process  Five-Year Schedule Maintenance Program Process  Facilities Condition Assessment  Annual Program Plans  Facilities/Technology CAP  F, M & O Weekly Meetings  State Wide Association of Community Colleges (SWACC)  Work Order Requests  Business Services Council  Business Services Customer Service Survey Process | VCCCD Five Year Capital Outlay Plan - Moorpark College Five Year Capital Outlay Plan  VCCCD Five Year Scheduled Maintenance Plan - Moorpark College Five Scheduled Maintenance Plan  Minutes from Campus-wide Y’all Come meetings  Minutes from F, M & O Weekly Reports  Minutes from monthly VP and F, M & O Meetings  Minutes from Facilities/Technology CAP  F, M & O Weekly Meeting Notes  SWACC Inspection Reports  Nursing Program off-site facilities  Program Plan Reports (facilities requests)  Work Orders  Business Services Council Meeting Notes  Business Services Customer Service Survey Results | Yes.  Off-Site Facility Evaluation. There is no oversight for off-campus sites. |
| How does the college use the results of facilities evaluations to improve them? Does the college use similar processes to assure the safety and sufficiency of its equipment? | Six-Year Facilities Master Plan Process  Facilities/Technology CAP *(FRAWG subcommittee)*  State Wide Association of Community Colleges (SWACC)  Safety and Wellness Committee Meetings  Environmental Committee Meetings  Campus-wide Y’all Come Meetings  Work Order Requests  Preventative Maintenance Programs  Equipment Preventative Maintenance Contracted Services  Business Services Council  Business Services Customer Service Survey Process | Minutes from Campus-wide Y’all Come meetings  Notes from F, M & O Weekly Reports  Minutes from monthly VP and F, M & O Meetings  Minutes from Facilities/Technology CAP  Meeting Notes from FRWG subcommittee  State Wide Association of Community Colleges (SWACC) Report  Completed Work Orders  Equipment Maintenance Service Contracts  Vehicle Service Records  Business Services Customer Service Surveys | no |
| How does the institution support the equipment needs of the distance delivery modes it offers? Are institutional needs for equipment met? | Six-Year Facilities Master Plan Process  Facilities/Technology CAP *(FRAWG/TRAWG subcommittees)*  *Work Order Requests F, M & O & IT*  Facility Upgrade Projects | Minutes from Facilities/Technology CAP  Meeting Notes from FRAWG/TRAWG subcommittees  Completed Work Orders  Completed Project Documents | no |

**III.B.1.a** The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution consider the needs of programs and services when planning its buildings? | Six-Year Facilities Master Plan  Five Year Capital Planning Process  Five-Year Scheduled Maintenance Process  State Fire Marshal/County Fire Codes  California Building Codes  Division of the State Architect Approval Process  Foundation Facility Condition Assessment Process  Annual Program Plan Process  Facilities/Technology CAP Process | FMP document  Annual Program Plan facilities requests  Minutes from Campus-wide Y’all Come meetings  Minutes from Facilities/Technology CAP  State Fire Marshal/County Fire Inspection/Approval  California Building Codes  Division of the State Architect Plan Approval Process  Division of the State Architect Inspection Process  Foundation Facility Condition Assessment Process  Capital Project Records  Scheduled Maintenance Project Records | no |
| What processes ensure that program and service needs determine equipment replacement and maintenance? | Annual Program Plan Process  Facilities/Technology CAP and FRAWG and TRAWG workgroups  Work Order Requests  Scheduled Maintenance Five-Year Plan | Annual Program Plans  Minutes from Facilities/Technology CAP  Notes from FRAWG and TRAWG workgroups  Completed Work Orders  Scheduled Maintenance Project Records | no |
| How does the institution evaluate effectiveness of facilities and equipment in meeting the needs of programs and services? | Institutional Effectiveness Report Process  Business Services Council  Business Services Survey Process  Program Plans | Institutional Effectiveness Report  Business Services Council Meeting Notes  Business Services Surveys  Program Plans | no |
| How effectively does the institution use its physical resources? | Institutional Effectiveness Report Process  Annual Space Inventory Process  Five-Year Capital Planning Process | Institutional Effectiveness Report  FUSION Space Inventory  Five-Year Capital Plan | no |

**III.B.1.b** The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

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|  | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution assure access to its facilities? | Division of the State Architect  Environmental Committee  Safety and Wellness Committee  Site Review by State Chancellor’s Office, Civil Right Division | Inspections performed by DSA Inspector  Notes from Environmental Committee  Notes from Safety and Wellness Committee  Report by State Chancellor’s Office, Civil Right Division and corrective actions taken following the report | no |
| How does the institution ensure it maintains sufficient control over off-site facilities to ensure their quality? | Current off-site facility usage is limited to hospitals used by the nursing program. Moorpark College has no control over the operation or maintenance of these hospitals |  | Yes.  There is no oversight of off-campus facilities. |

**III.B.2** To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What process does the institution use to assess the use of its facilities? How often does the evaluation occur? | Six-Year Facilities Master Plan (FMP) Process  Five-Year Capital Outlay Program Process  Five-Year Schedule Maintenance Program Process  Facilities Condition Assessment  Annual Program Plans  Facilities/Technology CAP  F, M & O Weekly Meetings  State Wide Association of Community Colleges (SWACC)  Work Order Requests  Business Services Council  Business Services Customer Service Survey Process | VCCCD Five Year Capital Outlay Plan - Moorpark College Five Year Capital Outlay Plan  VCCCD Five Year Scheduled Maintenance Plan - Moorpark College Five Scheduled Maintenance Plan  Minutes from Campus-wide Y’all Come meetings  Minutes from F, M & O Weekly Reports  Minutes from monthly VP and F, M & O Meetings  Minutes from Facilities/Technology CAP  F, M & O Weekly Meeting Notes  SWACC Inspection Reports  Nursing Program off-site facilities  Program Plan Reports (facilities requests)  Work Orders  Business Services Council Meeting Notes  Business Services Customer Service Survey Results | no |
| How does the college use the results of the evaluation to improve facilities or equipment? | Five-Year Scheduled Maintenance Program Process  Facility Assessment Process  Program Plan Process  F/T CAP Meeting  FRAWG work group process  FRAWG work group process  Work Order Requests | Five-Year Scheduled Maintenance Plan  Facility Assessment Report  Program Plans  F/T CAP Meeting Minutes  FRAWG work group recommendations  FRAWG work group recommendations  Completed Work Orders | Sufficient State funding |

**III.B.2.a** Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What process does the institution follow to develop capital plans? How are long-range capital projects linked to institutional planning? | VCCCD Strategic Plan Process  MC Educational Master Plan Process  MC Facilities Master Plan Process  MC F/T CAP Meetings  MC Five-Year Capital Outlay Program Process  Campus-wide Y’all Come Meetings | VCCCD Strategic Plan  MC Six-Year MC Educational Master Plan  MC Six-Year Facilities Master Plan  MC F/T CAP Meeting Minutes  MC Five-Year Capital Outlay Program  Minutes from campus-wide Y’all Come meetings | no |
| What elements comprise the definition of "total cost of ownership" that the institution uses when making decisions about facilities and equipment? | Facilities Condition Assessment Process  Facility/Equipment life-cycle Evaluation Process  Facility Maintenance Staff Assessment Process  Five-year Scheduled Maintenance Plan Process | Facilities Condition Assessment Report  Report to Governing Board – Facilities Condition and Staffing Assessment  Five-year Scheduled Maintenance Plan  Scheduled Maintenance Projects | Sufficient State funding  Sufficient maintenance staffing |
| How do planning processes ensure that capital projects support college goals? How effective is long-range capital planning in advancing the college improvement goals? | Educational Master Plan Process  Facilities Master Plan Process  Five-Year Capital Outlay Program Process  Five-Year Schedule Maintenance Program Process  Facilities Condition Assessment  Annual Program Plans  Facilities/Technology CAP  FRAWG Workgroup  TRAWG Workgroup  Work Order Requests  F, M & O Weekly Meetings | VCCCD Five Year Capital Outlay Plan  Moorpark College Five Year Capital Outlay Plan  VCCCD Five Year Scheduled Maintenance Plan  Moorpark College Five Scheduled Maintenance Plan  Minutes from Campus-wide Y’all Come meetings  Notes from F, M & O Weekly Reports  Notes from monthly VP and F, M & O Meetings  Minutes from Facilities/Technology CAP  F, M & O Weekly Meeting Notes  Completed Work Orders | No |

**III.B.2.b** Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution ensure that facilities decisions are developed from program review results, institutional needs, and plans for improvement? | Annual Program Plan Process  Facilities/Technology CAP and FRAWG and TRAWG workgroups  Work Order Requests  Scheduled Maintenance Five-Year Plan | Annual Program Plans  Minutes from Facilities/Technology CAP  Notes from FRAWG and TRAWG workgroups  Completed Work Orders  Scheduled Maintenance Project Records | No |
| What evidence is there that the institution bases its physical resource decisions on the results of evaluation of program and service needs? How does the institution prioritize needs when making decisions about equipment purchases? | Annual Program Plan Process  Facilities/Technology CAP and FRAWG and TRAWG workgroups  Work Order Requests  Scheduled Maintenance Five-Year Plan | Annual Program Plans  Minutes from Facilities/Technology CAP  Notes from FRAWG and TRAWG workgroups  Completed Work Orders  Scheduled Maintenance Project Records | No |
| How does the institution determine that physical resource needs in program and service areas are met effectively? How effectively are those needs met? | Institutional Effectiveness Report Process  Annual Space Inventory Process  Five-Year Capital Planning Process | Institutional Effectiveness Report  FUSION Space Inventory  Five-Year Capital Plan | No |

**Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

**C. Technology Resources**

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

**III.C.1** The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution ensure that its various types of technology needs are identified? | * Program plan—communication from academic and student service programs. * Academic Senate meetings * F/TCAP * ITAC (district) * Business Services Satisfaction Survey (minimal) * Fall Fling (2013) * Professional Development conferences (external) * District surveys for students (web app) * IT help desks (district/college) * Mandates from the state (registration, assessment, record keeping) * Associate Vice-Chancellor attends workgroups and committees related to technology | * TracDat * T/FCAP agendas/minutes * Academic Senate agendas/minutes * Prioritization lists from TRAWG * Documentation of IT tickets * ITAC minutes * Statewide mandates (Chancellor’s office) * Making Decisions Document | * How does staff communicate their needs? Some campus groups do not fall in to a program (OAL) so cannot communicate their needs. * No campus-wide survey done to our knowledge. * We are dependent on the District’s opinion of the necessity of our wants/needs. * Y’all come format could be used for evaluation |
| If the college is not supported by technology, how did the college make that decision? | NA |  |  |
| How does the institution evaluate the effectiveness of its technology in meeting its range of needs? How effectively are those needs met? | * Campus Business Services Survey * District Survey * Discussions in department/division meetings * TCAP * Office of Instructional Technology takes in feedback about campus-wide technology * IT help desk tickets response time * Associate Vice-Chancellor attends workgroups and committees related to technology | * Survey results from Business Services Satisfaction Survey (Iris’ office) * District Survey (Dave Fuhrmann) * Division meeting minutes * ITAC minutes * TCAP minutes * IT help desk tickets response time | No detailed questions in the Business Services Survey to measure the effectiveness. |

**III.C.1.a** Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution make decisions about technology services, facilities, hardware, and software? | * Program plans-T/FCAP * TRAWG prioritization * Process is described in MDD * ATAC (District) * Strategic Plan | * Agendas/minutes from TCAP/TRAWG/ATAC * Pages in MDD and Strategic plan | How does staff communicate their needs? Some campus groups do not fall in to a program (OAL) so cannot communicate their needs. |
| How well does technology accommodate the college's curricular commitments for distance learning programs and courses? Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security? | * Campus does not have its own plan for DE. The district provides DE technology. * Pay for licenses for Respondus etc. * Headsets/tablets/computer labs | Dave (for D2L info) | **No college plan to support DE.** |

**III.C.1.b** The institution provides quality training in the effective application of its information technology to students and personnel.

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|  | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution assess the need for information technology training for students and personnel? | * Faculty Development does survey every year at Fall Fling asking faculty what workshops they want. * New programs or systems lead to training. | Surveys from Fall Fling | Limited assessment of needs for students and personnel other than faculty. |
| What technology training does the institution provide to students and personnel? How does the institution ensure that the training and technical support it provides for faculty and staff are appropriate and effective? How effective is the training provided? How is the training evaluated? | * Mandatory D2L faculty training for web-enhanced/online classes * Lynda.com training * Coffee Breaks * District trainings (OMNI update) * Lync phones * One-on-one trainings for specific needs * Student workers for peer-to-peer help * Flex week survey for flex week trainings * Department-level training (Nursing) * Instructor orientations in D2L for students | * Schedule of D2L trainings * Coffee Breaks announcements * Announcements for various trainings from district * Flex week survey * Faculty development of attendance to trainings | **Limited assessment of the effectiveness.** |

**III.C.1.c** The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How has the institution provided for the management, maintenance, and operation of its technological infrastructure and equipment? | * Program plans/TCAP * Strategic Plan * Technology Master Plan * Tech Operations Plan | * Program plans/TCAP * Strategic Plan * Technology Master Plan * Tech Operations Plan |  |
| Does the college provide an appropriate system for reliability and emergency backup? | Yes | Strategic Plan (?)  Back-up and recovery logs | No |

**III.C.1.d** The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution make decisions about use and distribution of its technology resources? | * Program plans-T/FCAP * TRAWG prioritization * Process is described in MDD * ATAC (District) * Strategic Plan | * Agenda minutes from Program plans-T/FCAP * TRAWG prioritization * Process is described in MDD * ATAC (District) * Strategic Plan | Yes—at times the process is not always followed. Executive order does exist. |
| What provisions has the institution made to assure a robust and secure technical infrastructure that provides maximum reliability for students and faculty? | District? |  |  |
| What policies or procedures does the institution have in place to keep the infrastructure reasonably current and sustainable? | * Program plans-T/FCAP * ATAC (District) * Strategic Plan |  |  |
| Does the institution give sufficient consideration to equipment selected for DE programs? How effectively is technology distributed and used? | * Library provides computer labs for student use * Server size (District) * Program plans requests for equipment | * Number of computers * Computer lab hours * District (Dave, Marc) * TCAP |  |

**III.C.2** Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution ensure that facilities decisions are developed from program review results, institutional needs, and plans for improvement? | * Program plans-T/FCAP * FRAWG prioritization * Process is described in MDD |  |  |
| What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs? | * Program plans * T/FCAP * TRAWG prioritization * Process is described in MDD | * Agenda minutes from Program plans-T/FCAP * TRAWG prioritization * Process is described in MDD | How does staff communicate their needs? Some campus groups do not fall in to a program (OAL) so cannot communicate their needs.  No institution-wide survey/evaluation |
| How does the institution determine that technology needs in program and service areas are met effectively? | * Technology MP * Delegated from institutional level to program level | * TMP * Program Plans (TracDat) | No institution-wide survey/evaluation |
| How does the institution prioritize needs when making decisions about technology purchases? How effectively are those needs met? | * TCAP/TRAWG * Data from Program Plans * Criteria for TRAWG prioritization * Effectiveness is determined at the program level * Business Survey | * TCAP prioritization process through TRAWG * Criteria for TRAWG prioritization * Business Survey—is technology sufficient to meet needs? | **No institution-wide survey/evaluation**  **Communication of decisions to programs** |

**Discussion Participants:**

**Darlene Melby, Leanne Colvin, Tracy Corbett, Allam Elhussini, Michele Perry, Norman Marten**

**Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

**D. Financial Resources**

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi- college systems.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What is the institution's overall budget? | Defined by District Budget Allocation Model.  New evidence -- Infrastructure Model | Defined by District Budget Allocation Model and  Infrastructure Model  (Quantitative and Reliable) | No |
| Does it have sufficient revenues to support educational improvements? | Improvements recommended via participatory governance mechanisms. | TechCap and FacCAP, Fiscal Cap notes, Program Plans. | Limited by state allocation of funds to the district.  Feedback by president/vp to departments/services on final prioritization of facilities/tech allocations requested in program plans |
| Are the institution’s finances managed with integrity in a manner that ensures financial stability? | High level of oversight and reporting to ensure stability | Internal and External, Audits, Town halls, Board Polices, Governance, Committees (Fiscal CAP)  Iris Ingrams reports, District level oversight | No |
| Does the resource allocation process provide a means for setting priorities for funding institutional improvements? | Yes, allocation process provided via Program Plans requests and subsequent review in T-CAP/F-CAP | Program Plans, T-CAP/F-CAP meeting notes | T-CAP/F-CAP resolve whether smart classroom issues are Fac or Tech.  Which group prioritizes certain equipment requests--e.g. telescopes |
| Are institutional resources sufficient to ensure financial solvency? | Have met budget without having to borrow.  Allotment of money and criteria for student success to be determined. | Need evidence that school has not borrowed money to support instruction??? | How to match for student success funds $3 us/ $1 state  From IELM monies? |

**III.D.1**The institution’s mission and goals are the foundation for financial planning.

**III.D.1.a**Financial planning is integrated with and supports all institutional planning.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Does institution review its mission and goals as part of the annual fiscal planning process? | Mission and goals are discussed / decided in Fall Fling | Fall Fling notes | No |
| Does the institution identify goals for achievement in any given budget cycle? | Goals for achievement are decided annually via Program Plans, Fall Fling, Standing Committee Goals, Business Scorecard (in addition to Program Plans) and discussed in Town Halls. | Program Plans, Fall Fling notes, Standing Committee notes, Business Scorecard | No |
| Does the institution establish priorities among competing needs so that it can predict future funding? Do institutional plans exist, and are they linked clearly to financial plans, both short-term and long-range? | F-CAP (staff), T-CAP, AS (faculty), Program plans (short term and long term goals). | Fiscal cap, T cap, AS balloting results and reports. Program plan faculty and staff requests. | Concerns: If expanding course offerings/hours/ building /technology no direct way to account for increased need for support staff  Staff representation during fiscal for hiring needs. |
| Does the financial planning process rely primarily on institutional plans for content and timelines? | Financial planning and timelines discussed in Fall Fling, governance committees (F-CAP, T-CAP, Ed-CAP) program plan meetings | Fall Fling note, F-CAP, T-CAP, Ed-CAP, Program Plans and Program Plan meeting summaries | Revised budget cuts by state  Student success mandates--not clear yet  Need integrated planning model |
| Can the institution provide evidence that past fiscal expenditures have supported achievement of institutional plans? | Requested, discussed reviewed in Governance Committees, Program Plans and Program Plan meetings | Governance Committees minutes, Program Plans and Program Plan Meetings summaries | Program Plans: Need to close loop between program requests for support with achievement / increased success within the program plan and SLO reporting |
| Does the governing board and other institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning? | Information provided via Board Reports. Institutional leadership perform program reviews/town halls.  District reviews of campus budgets,  If additional funds (grants, etc..) are available or needed president must advise chancellors who advise board,  DCAS--reviews allocation model. | Board reports, Program Plan Meetings summaries, Town Hall notes, | No |

**III.D.1.b**Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Do individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments? | This information is available on the Business Services Webpage (business tools links).  This is where meeting notes are posted and can be found | Business services webpage | Feedback by president/vp to departments/services on prioritization of final facilities/tech allocations requested in program plans (noted previously) e.g. send out an email that decisions have been made and they can check whether requests were approved. |
| Does the institution establish funding priorities in a manner that helps the institution achieve its mission and goals? Are items focused on student learning given appropriate priority? What other documents are used in institutional planning? | Funding priorities established via Facilities Master Plan, Education Plan, Technology plan, Program Plans, and Capital Plan. | Facilities Master Plan, Education Plan, Technology plan, Capital Plan, and Program Plans & Program Plan Review summaries | Educational master plan needs Planning Objective for Academic and Fiscal Planning vs. the Economic Environment  See last paragraph page 193? |

**III.D.1.c** When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

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|  | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What evidence of long-term fiscal planning and priorities exits? | Evidence is contained in Master plans and standing committee minutes as well as Program Plans | Facilities master plan, Education plan, Technology Plan, Program Plan, Capital Plan, T-CAP, F-CAP, | No |
| Does the institution have plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc.? Is this information used in short-term or annual budget and other fiscal planning? | For hiring, a costs of benefits assessment is performed.  For physical obligations John Sinutko presents to district on Capital Planning | Facilities Master Plan, Education Plan, Techology Plan, Program Plan, Capital Plan, T-CAP, F-CAP, Trawg refresh. . | Long term funding of Student success act requirements |
| Does the Institution allocate resources to the payment of its liabilities and funds/reserves to address long-term obligations? Are resources directed to actuarially developed plans for Other Post-Employment Benefit (OPEB) obligations? | District issue:  Ask Debra\_\_\_\_\_\_\_\_\_\_\_(missing last name) to take a look | Needs to be addressed at District level | Needs to be addressed at District level |

**III.D.1.d** The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Where or how are the processes for financial planning and budget recorded and made known to college constituents? | Towns, fall flings, committees, DCAS.doc  Budgets are posted on district web sites. | Towns, Fall Flings, standing committees, DCAS.doc  Budgets are posted on district web sites. Budget reviews which are performed twice a year. | State changes affect adopted budget. Executive changes in response are not always well distributed to all affected parties. |
| What mechanisms or processes are used to ensure constituent participation in financial planning and budget development? | Town halls, Program Plans and Program Plan review, standing committees,  Deans meet with faculty/staff to discuss budgets | Town halls notes, Program Plans and Program Plan review summaries, standing committee minutes,  divisional meeting notes | No |

**III.D.2** To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

**III.D.2.a**Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Are funds allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning? | Yes, student achievement/needs assessed in SLO's and Student survey as well as reviewed within programs | Student survey, Programs Plan reviews, SLO's | Student success and equity funding remains a gap. |
| What do the audit statements say about financial management? | Audits are clean maybe a few recommendations.  Had one finding but was minor | Audit statements | No |
| Does the institution provide timely corrections to audit exceptions and management advice? | Had one Audit finding but was minor (material fees-communication error and had been addressed) | Audit statements | No |
| Is the institutional budget an accurate reflection of institutional spending and does it have credibility with constituents? | Constituents are made aware of budget and spending allocations via Town Halls, Fall Flings, Standing Committees. | Town Hall summaries, fall Fling notes, Standing Committee minutes, DCAS.doc  Budgets posted on district web sites. Budget reviewed twice a year. | Communication: State changes in funding affect adopted budget. Executive changes in response are not always well distributed to all affected parties. |
| Are audit findings communicated to appropriate institutional leadership and constituents? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |

**III.D.2.b**Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What information about budget, fiscal conditions, financial planning, and audit results is provided throughout the college? Is this information sufficient in content and timing to support institutional and financial planning and financial management? | Budget information is provided via Town Halls, Iris's newsletters, F-CAP meeting; MC share. Timelines for district, campus and department budgets. | Town Halls, Iris's newsletters, Fiscal meeting; MC share. Timelines for district, campus and department budgets. | No |

**III.D.2.c**Appropriate financial information is provided throughout the institution, in a timely manner.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What is the ending balance of unrestricted funds for the institution's immediate past three years? Is this amount sufficient to maintain a reserve needed for emergencies? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |
| Does the institution have any other access to cash should the need arise? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |
| How does the institution receive its revenues? Does this receipt pose cash- flow difficulties for the college? If so, how does the college address cash- flow difficulties? (e.g., Certificates of Participation (COPS),loans)? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |
| Has the institution sufficient insurance to cover its needs? Is the institution self-funded in any insurance categories? If so, does it have sufficient reserves to handle financial emergencies? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |

**III.D.2.d**Allfinancial resources, including short-and long-term debt instruments (such as bonds and Certificates of Participation),auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What are the institution's procedures for reviewing fiscal management? Are they regularly implemented? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |
| What evidence about fiscal management is provided by external audits and financial program reviews? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |
| Does the institution review its internal control systems on a regular basis?  Does the institution respond to internal control deficiencies identified in the annual audit in a timely manner? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |
| Is there an annual assessment of debt repayment obligations, and are resources allocated in a manner that ensures stable finances? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |
| Are student loan default rates, revenues, and related matters monitored and assessed to ensure compliance with federal regulations? | Yes, loan default rates are assessed to ensure compliance | NSLDS (national student loan default system) & District | No |
| Has the institution received any audit findings or negative reviews during the last six years? Have these been addressed in a timely manner? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |

**III.D.2.e**The institution’s internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Are the institution's special funds audited or reviewed by funding agencies regularly? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |
| Do the audits demonstrate the integrity of financial management practices? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |
| Are expenditures from special funds made in a manner consistent with the intent and requirements of the funding source? Are bond expenditures consistent with regulatory and legal restrictions? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |

**IIID .2(f) and (g) is missing from the gap report.**

**III.D.3**The institution has policies and procedures to ensure sound financial practices and financial stability.

**III.D.3.a**The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What is the level of the institution’s fiscal reserve? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |

**III.D.3.b** The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What processes does the institution use to assess its use of financial resources? | Meetings/Town Halls/ Program Plans, analysis of proposed budget vs. actual funding | Meeting / Town Halls / Program Plans, review of initial proposed budget vs. actual funding | No |
| How does the institution ensure that it assesses its use of financial resources systematically and effectively? | Use of financial resources is discussed in participatory governance committees, Town Halls, Program Plan reviews.  Faculty survey | Governance committees, town halls,  Program plan reviews.  Faculty survey | Program plan linkage between allocation and student achievement.  Faculty survey indicates a lack of information regarding budget allocations--information removed from portal after certain date--need a common permanent fiscal report site. |
| How does the institution use results of the evaluation as the basis for improvement? | Program plan reviews assess strengths / weaknesses of programs and how they might be supported / improved | Program Plans and Program Plan review summaries | Program plan linkage between allocation and student achievement. |

**III.D.3.c**The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB),compensated absences, and other employee related obligations.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Is the institution fully funding its annual OPEB obligation (Annual required contribution [ARC])? At what level is the contribution being funded? | District Issue | Needs to be addressed at District level | **Needs to be addressed at District level** |

**III.D.3.d**The actual plan to determine Other Post-Employment Benefits (OPEB)is prepared, as required by appropriate accounting standards.

**III.D.3.e**On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What is the level of locally incurred debt? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |
| What percentage of the budget is used to repay this debt? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |
| Does the locally incurred debt repayment schedule have an adverse impact on institutional financial stability? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level | |

**III.D.3.f**Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What is the default rate forth past three years? | Records of default rate maintained by financial aid. | Financial aid | No |
| Is the default rate within federal guidelines? | Yes | Financial aid | No |
| Does the institution have a plan to reduce the default rate if it exceeds federal guidelines? | Yes--Counseling/loan committees | FATB website | No |

**III.D.3.g**Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What contractual agreements exist, and are they consistent with institutional mission and goals? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |
| Does the institution have appropriate control over these contracts? Can it change or terminate contracts that don't meet its required standards of quality? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |
| Are external contracts managed in a manner to ensure that federal guidelines are met? | District Issue | Needs to be addressed at District level | Needs to be addressed at District level |

**III.D.3.h**The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Does the institution have an annual external audit to provide feedback on its processes? | District manages external audits. District reporting of audit results to specific areas | External audits and reports sent to specific areas | No |
| Does the institution review the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs? | Performed during Budget reviews, Program Plans review | Summaries of budget reviews, Program Plan Reviews summaries | Program plan linkage between allocation and student achievement.  (Previously noted) |

**III.D.4** Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| How does the institution ensure that financial decisions are developed from program review results, institutional needs, and plans for improvement? | Funding provided in response to master plans and program requests to meet goals of plans. Review of requests performed during Program Plan review. | Institutional Effectiveness Report, Master plans, Education plan, Capitol plan. Program Plans and Program reviews.  Recommendations from governance groups. | Program plan linkage between allocation and student achievement.  (Previously noted) |
| What evidence is there that the institution bases its financial decisions on the results of evaluation of program and service needs? | Funding provided in response to master plans and program requests to meet goals of plans. Review of requests performed during Program Plan review. | Institutional effectiveness report, Master plans, Education plan, capitol plan  Recommendations from governance groups. | Program plan linkage between allocation and student achievement.  (Previously noted) |
| How does the institution determine that financial needs in program and service areas are met effectively? | Funding provided in response to master plans and program requests to meet goals of plans. Review of requests performed during Program Plan review. | Institutional effectiveness report, Master plans, Education plan, capitol plan  Recommendations from governance groups. | Program plan linkage between allocation and student achievement.  (Previously noted) |
| How does the institution prioritize needs when making financial decisions?  How effectively are those needs met? | Funding provided in response to master plans and program requests to meet goals of plans. Review of requests performed during Program Plan review. | Institutional effectiveness report, Master plans, Education plan, capitol plan, TracDat  Recommendations from governance groups. | Program plan linkage between allocation and student achievement.  (Previously noted) |

**Standard IV: Leadership and Governance**

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

**A. Decision-Making Process**

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

**IV.A.1** Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles ,to take initiative in 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 discussion ,planning, and implementation.

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| **Name** | **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Gilbert Downs | What do the statements about institutional mission and goals reveal about the institution's commitment to student success and educational excellence? | The institutional mission and goals are clearly defined throughout the Making decisions at Moorpark College document as well as The 2010 Accreditation Self-Study Report. In the Making Decisions document, it states “All students attending Moorpark College will receive the support they need to meet their individual educational goals.” | Making Decisions at Moorpark College (page 2 see Moorpark Mission statement; *Moorpark College Vision Statement* pages 8-9: “Classified staff members are provided with opportunities to participate in the formulation and development of district and college recommendations as well as in the processes for recommendations that have or will have a significant effect on them.  For purposes of college and district governance, classified staff members have formed a **Classified Senate** to provide classified staff with an opportunity to participate effectively in district and college governance in the areas that are outside the scope of collective bargaining and that have or will have a significant effect on staff. “  page 32: *see Internal environmen*t);  2010 Accreditation Self-Study Report (page 57: “   |  | | --- | | 3.6 Create training opportunities for the college community on the total cost of ownership concept.  STATUS Process in implementation.  The District and the College have made progress in raising awareness of the “total cost of ownership” concept in the college community. The District Council for Administrative Services, which includes the Vice Chancellor of Business Services, the College Vice Presidents of Business Services, the Academic Senate Presidents, Classified Senate Representatives, and students, uses the “total cost of ownership” concept in its working philosophy. “ |   page 65: “The first step in the college resource allocation process begins with the College’s Fall Fling planning retreat, where the mission, the Strategic Objectives, and the planning year budget are reviewed. The data presented are disseminated widely to the campus to provide a context for unit planning.”  page 75: see *IB1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.* | Possible posters in all classrooms; Suggestion: Have art students create a poster  Possible GAP: increase promotion of mission to students. |
| Gilbert Downs | Are the institution's goals and values clearly articulated and understood by all?  Can college stafflist what those goals and values are? | Yes, goals and values are clearly articulated and understood by all.  Yes??-according to the Accreditation Self Study report, staff has several opportunities to learn the goals and values. In the same document, it has been recommended that “District develop written personnel procedures that are equitable and consistently administered to ensure fairness in all employment practices. This should include a clearly defined and well-articulated policy for the selection and evaluation of the Presidents of the Colleges.” | Making decisions at Moorpark College (page 2 “To best implement our actions and decisions, our internal working environment  is based on the following beliefs:   * Participatory governance is an accepted part of our decision-making process. * We will strive to build greater trust, understanding, and cooperation among the other segments of the Ventura County Community College District and Moorpark College.   We will provide all staff with support for professional development.” pages 6-10: see *Chapter 1: The College Culture*   1. Making decisions at Moorpark College (page 45: “Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff. 2. Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.   2010 Accreditation Self-Study Report (page 45: “  An annual all-College retreat (the Fall Fling) that has as part of its standing agenda a review of progress, an assessment of the process, and a validation of the goals of the *Strategic Plan*.” | Possible gap in “Can college staff, faculty, students, and administrators list what those goals and values are?” as stated in answer/discussion |
| Gilbert Downs | Can staffdescribe theirroles in assistingthe institution toachieve its goals? | It is explained in detail through professional development | 2010 accreditation Self-Study Report (page 52: “   |  | | --- | | 2.3 Implement training for faculty who teach technology-mediated classes, with the goal of ensuring consistency in standards for these courses and updating faculty and staff on relevant distance education pedagogical strategies, regulations, and guidelines. “ |   Page 75: “IB1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes**.”**  Making decisions at Moorpark College (page 10: “Drawing from job descriptions approved by the Board of Trustees for each administrative position, and in addition to the supervision of budgets, personnel, and related operational responsibilities, college administrators are responsible to   * provide leadership and expertise in assessing, identifying, formulating, and aiding in implementing the overall academic direction for the college in conjunction with the Chancellor;” “plan and recommend the instructional and student services programs, college budget, and organizational structure of the college”   page 23: *Chapter 3: Timeline and Sequences in Key College Decisions*shows the complete timeline of communication  page 33: “***Action Plans***  The Action Plans operationalize the Strategic Planning of the College and ensure logical implementation of the Strategic Directions over time. Action Plans may be created   * at the college level through work by the Executive Vice President and appropriate College Groups. *Examples include Enrollment Management Plan, Marketing/Outreach Plan, Student Equity Plan* * at the program level as specified in individual Program Plans “ |  |
| Maureen Rauchfuss | What information about institutional performance is circulating and available to staffand students? How is the informationkept current?Isit easily accessed,is it understandable? Is itregularly used in institutional dialogueand decision- making sessions? | Institutional performance information is available through multiple sources – ie. Program plans, SLO’s, Institutional effectiveness report, Student Success Scorecard. These are updated regularly – usually at least once a year. Since it is presented in different formats there are many opportunities for clarity of the information. Program plan and SLO information is used yearly in the program plan cycle to evaluate outcomes, and make necessary changes. Items such as success, retention, persistence, degrees and certificates, and transfer numbers are used by the institution in planning ongoing program changes and possible additions or eliminations. | Program plans and SLO’s are currently stored within the TracDat system and available to the departments and individuals as authorized in that system. They are not for general campus access.  The current (Fall 2013) and most recent, Institutional Effectiveness documents are available to staff and students on the Moorpark College website under the Departments/Administrative/  Research. Page 7 of the current document shows our Strategic Planning Process including our annual Fall Fling, Strategic Objectives and Action Plans. Page 8 shows the assessment and program improvement process. Chapter 4 addresses retention, success, completion, degrees, certificates and transfer rates.  The CCC Student Success Scorecard which addresses many of these same areas is also easily accessible with one click on the Moorpark College website. | Planning activities involving faculty and staff are planned – but staff understanding the importance of allowance of their being involved in these activities is a concern. Possibly a more personal invitation to be involved to our staff would be appropriate. |

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| Do the institution's processes forinstitutional evaluation and review,and planning forimprovements,provide venues where the evaluations ofthe institution's performance are made available toall staff? | As indicated above, much of this information is located on our website. | Both the Institutional Effectiveness document and the CCC Student Success Scorecard are always available on the Moorpark College website. | Email reminders that this information is available online would be helpful. |
| Do institutional planningefforts provide opportunity forappropriate staff participation? | Staff are invited to the annual Fall Fling planning activity as well as various Y’all come meetings throughout the academic year. | 3/9/12 email from the EVP/AS Pres. Invited campus to a Y’all come to discuss a proposed revision to MC’s GE Pattern.  2012/13 Welcome letter invites all faculty and staff to be involved in the Fall Fling. 3/5 and 3/8/13 Emails from the MC President’s office invited participation in Districtwide planning opportunities. | Again – a more personal invitation – possibly from immediate supervisors would encourage more staff to participate in these ongoing opportunities. |
| How do individuals bring forward ideas forinstitutional improvement? | Individuals can contribute ideas for institutional improvement in the following ways…   1. at dept meetings to the appropriate committee rep for committee discussion 2. as an invited guest at the relevant committee 3. directly to the AS, either via email to the AS President or as a guest 4. directly to the Dean, EVP, or Pres, who takes forward to the appropriate committee/process 5. through campus-wide events (such as Y’All Come and Fall Fling in which individual opinions are solicited and recorded for future consideration. 6. by responding to all-campus emails requesting input and/or leadership | 1. ex. #1: Topic-College Hour. Psychology faculty brought to Div Mtg, which voted approval for consideration; faculty member was invited to speak to Faculty Development committee; Faculty Development Committee approved a recommendation for consideration to the AS. EVIDENCE: FD Minutes 1/15/13; Recommendation 1/16/14. 2. Ex. #2: Faculty Development Committee tabulates requests for professional development made at the Fall Fling and implements programs accordingly. EVIDENCE: FD Minutes 11/21/12; Flex Schedule Fall 2013. 3. Ex. #3: PT faculty brought request for professional development travel funds to FD committee, which approved a recommendation and sent to the college President. In response, the college President allocated $3000 annually for PT professional development travel. EVIDENCE: FD PT Funds Recommendation 12/2/12; FD Minutes 11/21/12. 4. Campus-wide surveys to solicit opinion on programs, updating docs, campus technology, etc., including OCOB ideas and Year of… leadership & ideas 5. Ex.Facilities dispursement-voted by classified and faculty committee members. EVIDENCE: Facilities Request List 3/20/13; Ranking 5/15/13. | 1. No record in AS minutes of discussing this recommendation 2. Need evidence of facilities implementation |
| How does theinstitutionarticulate the responsibilities ofindividuals to develop ideas forimprovements in theirareas ofresponsibility? | 1. VCCCD Participatory Governance handbook 2. *Making Decisions* outlines process for communication and change 3. College-wide events, such as *Fall Fling,* invite individual responses to surveys and in discussions | 1. Making Decisions at MC (detail not yet provided) 2. Agendas and announcements for campus-wide events, such as Fall Fling and Y’All come | 1. Locations of current Making Decisions 2. Location of agendas for names events. |
| How do individuals and groups at the institutionuse the governance process to enhance student learning? | 1. (ideally) Faculty and Staff working directly w/ students bring ideas for improvement through the above process 2. Committee recommendations and goals align to the district and college mission. | 1. Evidence? See some of examples below. 2. Evidence? 3. Any evidence that student completion or progress has improved due to this process? Individual ideas that eventually became student-oriented programs: 4. Phi Theta Kappa 5. Learning Communities 6. OCOC integrates content across disciplines 7. Year of … provides additional speaker and content 8. Honors improvement; Students in UCI and other competitions | 1. Process of establishing Phi Theta Kappa (Lee Ballestero). 2. (not sure if additional listed situations relevant; will pursue more evidence if decide that they are). |

**IV.A.2**The institution establishes and implements a written policy providing forfaculty, staff,administrator,and student participation indecision-making processes. The policy specifies the mannerin which individualsbring forward ideas fromtheir constituencies and work togetheron appropriate policy,planning,and special- purpose bodies.

**IV.A.2.a**Faculty and administrators have a substantive and clearly definedrole in institutional governance and exercisea substantial voice in institutionalpolicies, planning,and budget that relate to theirareas ofresponsibility and expertise. Students and staffalso have established mechanisms ororganizations for providing input into institutional decisions.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What do institutional policies and procedures describe as theroles foreach group in governance,including planning and budget development? | The document “Making Decisions at Moorpark College: 2012” delineates decision making procedures at Moorpark College. At Moorpark College four 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 include:  1) Organizational Groups  2) Governance Groups  3) Advisory Committee Groups  4) Project Groups  Summary of Roles:  1) Organizational Groups assist the President in decision making and policy implementation.  2011 Visiting Committee’s recommendation was to create an additional advisory body to the President. That recommendation is met. The College has created a Presidents Council which advises the President regarding recommendations stemming from College’s Standing Committees which are part of the Governance Group. Before there were 4 Organizational Groups (Administrative, Vice Presidents, Deans, and Student Service Councils), now there are 5 with the addition of Presidents Council.  2) Governance Groups are formed to actualize the mandate of AB 1725 for participatory government. It includes three Senates:  1) Faculty or Academic, 2) Staff, and 3) Student Body  and six 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 (FacilitiesCAP) - makes recommendations on college-wide planning and accreditation issues related to facilities for educational programs and student services. 3. Committee on Accreditation and Planning – Technology (TechCAP) - makes recommendations on college-wide planning and accreditation issues related to campus instructional and administrative digital technology. This committee recommends funding for technology based on a general allocation guideline that assumes budget stability or growth. 4. Curriculum Committee - reviews and recommends new courses, new programs, modifications to existing courses and programs, and graduation requirements 5. Faculty Development Committee - makes recommendations on the direction of professional development activities for full-time and part-time faculty 6. Fiscal Planning Committee - makes recommendations on college-wide fiscal processes   3) Advisory Committee Groups are charged by the College President to perform specific functions to benefit the college and will dissolve at the completion of their task. These groups report to and make recommendations to either the EVP or the VP of Business Services.  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 VPs or the President. | Qualitative – Decision Making Document  2013 Midterm Report to the visiting committee | If need to go back 5 years we have 2012, 2008-2010, but no 2011 document? |

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| What evidence demonstrates that these policiesand procedures are functioning effectively? | Members of the college community participate in the planning and resource allocation decisions by following guidelines set forth by the College and the District to move an issue from discussion to recommendation. Discussions, recommendations, and final implementation of decisions are all conducted within the four groups based on the scope of their responsibility and source of authority. Budgetary decisions and resource allocations are tied to Program Plans. Final decisions in this regard are made by the Executive council with input from the various Governance Groups according to faculty prioritization process, facilities request, classified staff prioritizations process, etc. | The evidence is sought in the:  A) Document center of MCShare  B) MC Website  A) In the Document Center of MCShare there is limited evidence of dialogue and action for the Organizational Group:   1. See screen shot of MCShare – no evidence of Presidents Council. In Folder Probing Question 2<Organizational Groups. There was one agenda item for the Presidents Council in the Accreditation section of MCShare. Provided a screenshot. Qualitative evidence. 2. See screen shot of MCShare – no evidence of dialogue for Administrative Council. In Folder Probing Question 2<Organizational Groups 3. See screen shot of MCShare – limited evidence of dialogue for VPs Council. In Folder Probing Question 2<Organizational Groups 4. See screen shot of MCShare –more comprehensive evidence of dialogue for Deans’ Council. Included agendas for 2012-2013. In Folder Probing Question 2<Organizational Groups. Qualitative some agenda items are not filled out. 5. See screen shot of MCShare –more comprehensive evidence of dialogue for Students’ Council. Included agendas for 2012-2013. In Folder Probing Question 2<Organizational Groups. Qualitative some agenda items are not filled out.   In the Document Center of MCShare there is ample evidence of dialogue and action for most of the Governance Group but the Student Body Senate is missing:  6) Student Body Senate documents are missing  7) Evidence of dialogue and action for Academic Senate: 2012-2013  With some missing items  8) Academic Senate Budget Folder empty: 2012-2013  9) Ample evidence of dialogue and action from Academic Senate meeting minutes: 2012-2013  10) Evidence of dialogue and action for Classified Senate, not up to date: 2006/2008-2011  Minutes and agendas  11) Evidence of existence of Standing Committees  12) Evidence of Curriculum Committee meeting agenda and minutes  13) Evidence of Fiscal Planning Committee  14) Evidence of TechCAP Committee  15) Evidence of EdCAP Committee  16) Evidence of Facilities CAP Committee  17) Evidence of Faculty Development Committee  In the Document Center of MCShare there is some evidence of dialogue and action for most of the Advisory Groups:  18) College Advisory Group Folders. Some folders are empty, namely:  BAC – Business Advisory Committee  Learning Communities  Service Learning  Some Committee Folders have limited information or seem to be recently started:  Wellness Committee – 2008 to 2012 minute folders but most of them are empty except 2012  Student Success only has 2014 minutes  In the Document Center of MCShare there is some evidence of dialogue and action for most of the Project Groups:  19) Campus Project Group Folders: Year of …, Multicultural Day, One Campus One Book  Year Of … Limited Info.  One campus .. One Book Limited  Multicultural Day … Substantial evidence since 2009 - 2013  B) MC Website:  20) Organizational Groups:   * No evidence of Presidents Council * No evidence of Vice Presidents Council * No evidence of Deans Council * There is a webpage devoted to Student Services but not a clear evidence of Student Services Council   21) Governance Groups:   * Academic Senate ample evidence of meetings and constitution and bylaws since 2008. * Associated Students Senate webpage, ample evidence although meeting agenda only for 2013 * Classified Senate webpage ample evidence   22) Standing Committees   * There is a College Campus Committees webpage * Curriculum committee ample evidence * EdCAP ample evidence * Facilities CAP ample evidence until 2013 * Tech CAP ample evidence until 2013 * Fiscal Planning ample evidence * Faculty Development seems to have ample evidence need to add 2014   23) Advisory Groups: Some have webpages such as Honors Program, Wellness and Safety, but no meeting minutes.  24) Project Groups  Year Of … has a webpage but some fields are empty and no meeting agenda | Yes. See Evidence column for details.  A) Gaps found in MCShare.  Organizational Group:  1) No clear evidence of newly formed Presidents Council and dialogue  2) No evidence of dialogue for Administrative Council  3) Limited evidence of dialogue for VPs Council – 2009  4) Evidence of dialogue for Deans Council from 2008 to 2013  5) Evidence of dialogue for Students Council from 2008 to 2013  Governance Group  6) See screen shot of MCShare for Governance Group. Student Body Senate is missing. In Folder Probing Question 2<Governance Group.  7)See screen shot of MCShare for Academic Senate. In Folder Probing Question 2<Governance Group.  8) See screen shot of Academic Senate Budget empty. In Folder Probing Question 2<Governance Group.  9) See screen shot of Academic Senate meeting minutes. In Folder Probing Question 2<Governance Group.  10) See screen shot of Classified Senate meeting minutes. In Folder Probing Question 2<Governance Group.  11) In Folder Probing Question 2<Governance Group.  12) In Folder Probing Question 2<Governance Group< Standing Committees< Curriculum  13) In Folder Probing Question 2<Governance Group<Standing Committees<Fiscal Committee  14) In Folder Probing Question 2<Governance Group<Standing Committees<  TechCAP. Last meeting minutes is in April 2013.  15) In Folder Probing Question 2<Governance Group<Standing Committees<  EdCAP. Last meeting minutes is in April 2013.  16) In Folder Probing Question 2<Governance Group<Standing Committees<  Facilities CAP. Last meeting minutes is in May 2013.  17) In Folder Probing Question 2<Governance Group<Standing Committees<  Faculty Development. Last meeting agenda March 2013. Some empty folders.  Advisory Groups:  18) In Folder Probing Question 2 <Advisory Folder  Project Groups:  19) In Folder Probing Question 2 < Project Groups  Suggestion: Clean-up MCShare e.g. should advisory committees be included in MCShare?  B) Some Gaps found in MC Website  20) Organizational Groups some gaps:  In Folder Probing Question 2 < MC Website< Organizational Groups. Only Student Services webpage.  21) Governance Groups:  Academic Senate, Classified Senate, and Student Association webpage screen shot, no gaps here. Although meeting minutes for Student Association here is since 2013  22) Standing Committees  See screen shots in the evidence folder, seems to be ample evidence. Some committees only have minutes for up until 2013: Tech CAP and Facilities CAP  23) College Advisory Groups.  Their meeting minutes are not easily accessible. On the website there is an Honors Program webpage but no meeting minutes  24) Project Groups. Some have webpages but no meeting agenda such as the:  - Year Of .. |

**IV.A.2.b**The institution relies on faculty ,its academic senate or other appropriate faculty structures ,the curriculum committee, and academic administrators for recommendations about student learning programs and services.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What documents describe the official responsibilities and authority ofthe faculty and ofacademicadministrators in curricularand othereducational matters? | Section 1.2 of the document “Making Decisions at Moorpark College: 2012” explains the role of faculty and college administration in decision making processes in regards to curricular and other educational matters. College faculty, full time and part time, make their recommendations through the Academic Senate to the administration and the Board of Trustees. Furthermore in this document in Section 2.1.3, the “Route of a Proposal in Model Consultation”, is illustrated. It explains how a proposal is initiated and then moves up the decision making chain to the Presidents Council.  The scope of responsibility and authority for each group involved in curricular and other educational matters is derived from the California Code of Regulations (CCR), the Ventura County Community College District Board Policy, senate constitutions, college/district practices, procedures, and job descriptions. | Folder IV.A.2.b  1) Qualitative – Decision making document  2) California Code of Regulations (CCR)  3) Ventura County Community College District Board Policy  4) Senate constitutions  5) College/district practices procedures, and job descriptions. | 2 through 5?  Wasn’t easily accessible |

**IV.A.3**Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

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| **Name** | **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| Andrea Rambo  (staff) | Do the written policies on governance procedures specify appropriate roles for all staffand students? Do these policies specify the academic roles offaculty in areas ofstudent educational programs and services planning? | **Yes, *Making Decisions at Moorpark College,*****2011-2012 2013-2015** includes the roles and responsibilities of all staff. Section 2.1.1 states, all members of the faculty, staff, and student body are members of their respective senates. The larger constituent group elects the Officers of their respective Senates. This document also explains that faculty are represented by the Academic Senate. The Academic Senate Constitution & Bylaws explains the faculty roles within the decision-making structure of the College.  The VCCCD Participatory Governance Handbook also includes the roles and responsibilities of the faculty and staff on pages 12-13. For faculty, it states, “ Through the three Academic Senates and their College governance structure, recommendations are made to the administration of its College and the District on the following specific academic and professional matters: Curriculum, including establishing prerequisites and placing courses within disciplines;  • Degree and certificate requirements;  • Grading policies;  • Educational program development;  • Standards or policies regarding student preparation and success;  • District and College governance structures, as related to faculty roles;  • Faculty roles and involvement in accreditation processes, including self-study and annual reports;  • Policies for faculty professional development activities;  • Processes for program review; and  • Processes for institutional planning and budget development  • Other academic/professional matters, mutually agreed upon between the Board of Trustees and the Academic Senate. | **Making Decisions at Moorpark College 2011-2012 2013-2015** describes the structure and operating agreements for making decisions at Moorpark College. These processes put into practice the mechanisms through which the voices of the college’s constituent groups are heard.  The Academic Senate Constitution & Bylaws explains the roles of the faculty in the decision-making process.  The VCCCD Participatory Governance Handbook includes the roles and responsibilities of the faculty and staff. These roles are further defines by their participation in participatory governance committees.  The VCCCD Participatory Governance Handbook explains the roles of the faculty in the decision-making process. | The AS Constitution does not explain the faculty roles in the current version. This is being updated as of 3/12/14. |

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| Are staffand students well informed oftheirrespective roles? Do staffparticipate as encouraged by these policies? Dothe various groups work in collaborativeeffort on behalfofinstitutional improvements? Is theresult ofthis effort actualinstitutional improvement? | Yes, each College Standing Committee under 2.1, Governance Groups, has a staff member listed under representation. | ***Making Decisions at Moorpark College 2011-2012* 2013-2015**  Chapter 2  **2.1 Governance Groups and Membership**  Governance groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority.  AB 1725 (Education Code 53200 and Assembly Bill 1725) mandates a participatory governance process for California Community Colleges. It authorizes the formation of governance groups and appropriate venues to host governance conversations in a participatory manner. To actualize the mandate of AB1725, the College has formed three Senates and six College Standing Committees to carry on its participatory governance work. |  |
| Is thereeffectivecommunication at the college -clear,understood,widely available,currentcommunication? | Yes. The Academic Senate and the Classified Senate Constitution &  Bylaws make the Senate member roles and communication very clear.  The Fall Fling, Town Hall and Y’all Come meeting information is distributed campus wide and available for viewing on MCShare. | The Academic Senate’s  Bylaws Article I, Section A under Function and Responsibilities includes the following statement,  “It shall be the responsibility of the Academic Senate Council to be the official representative of the Faculty in relationships with the College and District administration and with the Board of Trustees, on all academic and professional matters. Article I, Section B states, “Representation shall be based upon academic “departments” as administratively organized. It shall be the responsibility of each representative: a) To represent the viewpoints of the department electors. b) To maintain liaison and report Academic Senate Council business and activities to all members of the electing department.  Example of communication: Distribution of agenda to all faculty in advance of meetings. Posting meeting minutes on the MC website.  The Classified Senate’s Constitution in Article II states, “The objective of this organization shall be to address the non-bargaining concerns of the classified employees and, in the spirit of participatory governance, work with college management in the development and implementation of college goals and objectives to promote campus community involvement, personal development, and collegiality.  Article III includes the following statement: “  The general membership of the Classified Senate shall include all regular, permanent, probationary full-time and part-time, merit system and confidential classified employees whose work assignment is attached to the Moorpark College campus.” Example of communication: Distribution of agenda to all classified staff in advance of meetings. Posting of minutes on MC website.  Example: Fall Fling email to campus with agenda. | Possible gap: Reporting back to faculty and staff after meetings. Meeting minutes are posted on the website, but not necessarily distributed.  Note: Meeting minutes for the Classified Senate have not been posted to the website since 3/2013.  Y’all Come, Town Hall and Fall Fling materials are only updated as of 2012 in MCShare. |
| Do staffat the college know essential information about institutional efforts to achieve goals and improve learning? | Yes, as evidenced by attendance at meetings and related meeting minutes.  In October 2013, the Classified Senate conducted a survey and held a workshop designed to determine the optimal conditions necessary for Moorpark College to be a high performing, student-centered organization. The survey was discussed at the professional development workshop and there was collaborative discussion regarding the goals of the college. | Examples include Standing Committee meeting minutes with Classified Staff and faculty participation.  Example 2: Classified Workshop and Survey emails |  |
| Do the written policies on governance procedures specify appropriate roles for all staffand students? Do these policies specify the academic roles offaculty in areas ofstudent educational programs and services planning? | ***Yes, Making Decisions at Moorpark College 2011-2012*** 2013-2015 describes the structure and operating agreements for making decisions at MC. Section 2.1.1 states, all members of the faculty, staff, and student body are members of their respective senates. The larger constituent group elects the Officers of their respective Senates. Also, this document explains that at MC the Student Senate is represented by Associated Students. The Associated Students’ Constitution & Standing Rules explains the student roles within the decision-making structure of the College. | ***Making Decisions at Moorpark College 2011-2012*** 2013-2015 describes the structure and operating agreements for making decisions at Moorpark College. These processes put into practice the mechanisms through which the voices of the college’s constituent groups are heard.  The Associated Students’ Constitution &  Standing Rules explains the roles of the student body in the decision-making process. |  |

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| Inajane Nicklas (student) | Are staffand students well informed oftheirrespective roles? Do staffparticipate as encouraged by these policies? Dothe various groups work in collaborativeeffort on behalfofinstitutional improvements? Is theresult ofthis effort actualinstitutional improvement? | Yes, each College Standing Committee under 2.1, Governance Groups, has an Associate Student Body member listed under representation. | ***Making Decisions at Moorpark College 2011-2012*** 2013-2015  Chapter 2  **2.1 Governance Groups and Membership**  Governance groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority.  AB 1725 (Education Code 53200 and Assembly Bill 1725) mandates a participatory governance process for California Community Colleges. It authorizes the formation of governance groups and appropriate venues to host governance conversations in a participatory manner. To actualize the mandate of AB1725, the College has formed three Senates and six College Standing Committees to carry on its participatory governance work. |  |
| Inajane Nicklas (student) | Is thereeffectivecommunication at the college -clear,understood,widely available,currentcommunication? | Yes. The Associated Students’ Constitution &  Standing Rules makes the Board Members roles in committees and communication very clear. | The Associated Students’ Constitution &  **Standing Rules Article II, under Board of Directors Responsibilities includes the following statement,**  “The Board of Directors shall be responsible for the safeguarding of the rights of the students to vote and to participate in all Moorpark College sponsored activities. The Board of Directors shall oversee the promotion of close cooperation between the Associated Students, administration, faculty, and staff of the college. The official representation of the Associated Students of Moorpark College shall be entrusted to the Board of Directors. The participation is required**.**  Board of Directors will ensure that good relations are maintained with student body governments at other colleges and universities.”  Article II under section B.3. states, “The Vice President of the Associated Students shall appoint each Board member to at least one of the participatory governance committees, and may make appointments to [other] committees as needed.  Article IV indicates that the Associated Students is a standing committee. Thus provides students a consistent venue to report out on their appointed participatory governance committee. **Article VII on General Duties and Responsibilities in terms of attendance at the Board’s Standing Committee includes the directive to, “Make an honest attempt to make all other meetings … “** |  |
| Inajane Nicklas (student) | Do staffat the college know essential information about institutional efforts to achieve goals and improve learning? | Yes, as evidenced by attendance at meetings and related meeting minutes. | Review email to include agenda’s with student participation. | The only Gap discovered was the difficulties of students to participate in District meetings due to geography and timing. |

**IV.A.4**The institution advocatesand demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commissionstandards, policies,and guidelines,and Commission requirements forpublicdisclosure,self-evaluation,and otherreports,team visits,and priorapproval ofsubstantive changes. The institutionmoves expeditiously torespond to recommendations made by the Commission.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What does documentation ofthe institution's past accreditation history demonstrateabout integrity in its relationship with the Commission -has it  responded expeditiouslyand honestly to recommendations,are there citations indicating difficulty,etc.? | When the Commission placed MC on probation, they made 7 recommendations. Most of these recommendations were District and Board issues, however, efforts were made by MC to address those concerns. Each of those seven items were addressed to the satisfaction of the Commission, and probation was removed in 2013 | -From MC self-evaluation, “The College submits required reports as scheduled, including midterm reports (IVA-9), annual reports (IVA-10), and the Substantive Change Report (IVA-11)”.  –The Substantive Change Report for distance education was approved January 2010  –2009-2010 Academic Senate Meeting accomplishments  -2010-2011 Academic Senate Meeting accomplishments  -2011-2012 Academic Senate Meeting minutes  ­–2012-2013 Academic Senate Meeting minutes  –2013-2014 Academic Senate Meeting minutes  -5-2-2012 VCCCD Functional Mapping Y’All Come  –9-4-2012 Academic Senate Meeting  ­–MC College Team Follow-Up Report 12/5/11 discusses recommendations by the Commission, and efforts by MC to address those concerns  -MC Accreditation Follow-Up Report- October 12 addresses the concerns addressed in 12/5/11 recommendations by the Commission;  -Follow-Up visit Evaluation Report-MC 12-6/12  –ACCJC Final SLO Report  -ACCJC Action Ltr MC 2-7-14  –MC October 2013 Midterm Report  –9/26/12 Ya’ll Come on SLO assessment | Gaps that existed in 12/5/11 Follow-Up reports were addressed in October 2012 Follow-Up Report;  -Any continuing gaps in the commission recommendations were successfully addressed by MC  -MC Action Letter 2-11-13 ProbRemoval |
| Are theinstitution's communications ofeducationalquality and institutional effectiveness to the publicaccurate? | MC strives to be transparent in all of its ongoing matters. Most of college business is posted on the college website. There are frequent town hall meetings, come ya’ll gatherings, and surveys given to campus community to fill any gaps. | –Invitation to campus community to go over budget (1/24/11)  –1/31/11 MC Town Hall –Budget Presentation (2/14/11), with follow up email to campus community by Dr. Eddinger (2/14/11)  –5/10/11 MC Program Coring Report and Excel File (6/22/11)  ­–2008-2010 Making Decision Documents (12/15/10)  –10/24/12 Community Info Session on the State Budget Crisis and Moorpark College; powerpoint slides posted on MC website and portal;  –2-16-12 Accreditation Town Hall Meeting  –8/22/12 Budget Forum Presentation (Town Hall Meeting)  –10/12/12 Fall Fling; all presentations and agenda on MC portal;  –9/26/12 Ya’ll Come on SLO assessment and proficiency  –10/24/12 Community Info Session on State Budget  – 10/1/12 Gap Analysis of Outcomes and Assessment at Moorpark  College: Timeline of Next Steps  -2010-2012 Balanced Score Report  –3/7/12 Chancellor’s Accreditation Update posted on MC portal  –2012 Customer Satisfaction Survey posted on MC portal  –Evidence SEIU Announcements- Chancellor folder  –SLO Work folder  –Biology SLO’s Reminder (in Moorpark Accreditation email)  –Biological Anthropology Fall 2011 SLO (in Moorpark accreditation email)  –Lisa Miller email folder  ­–Lisa Putnam email folder  –Pam Eddinger email folder  –201103 Accreditation, Y’all Come meeting, SLO’s (in informing Faculty of Different Issues folder) |  |
| What is the institution'sevidence ofcompliance with the U.S.Department of  Education (USDE)regulations? | Accreditation of the college and certificate awarding programs (nursing/rad-tech/EATM/Bio-tech) | –From MC self evaluation, “the College complies with regulations of other external agencies for compliance review and accreditation. These include the State Chancellor’s Office Student Services Program Review (IVA-12), the UCLA Honors Accreditation (IVA-13), the National League of Nursing Program Accreditation (IVA-14), the JCERT Radiologic Technology Accreditation (IVA-15), and the National Association for the Education of the Young Child Accreditation for the Child Development Center (IVA-16). The College also complies with all federal and State statutorial requirements, and observes local ordinances and regulations as they apply to State public institutions”  -2012 USDA Zoo accreditation  –3-21-12 Moorpark EATM USDA Report  –4-12 Moorpark EATM USDA reinspection  –4-24-12 USDA letter  –2011 Advisory Committee Program Outcome Assessment for RADTech Program  –2012 Advisory Committee Program Outcome Assessment for RADTech Program  -4-18-12 NLNAC Accreditation Final Report and MC Nursing |  |

**IV.A.5**The role of leadership and the institution's governance and decision-making structures 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.

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| **Probing Questions** | **Answer/Discussion** | **Evidence (previous 5 years, qualitative/quantitative, and reliable)** | **Gap (yes/no; if a gap exist-explain)** |
| What process does the institution use to evaluate its governance and decision- making structures? Are the results communicated within the campus community? | MC uses varied processes and communication methods for its different structures. This is seen, for instance, in its (1) annual updating of its Making Decisions at MC document, its (2) annual evaluation of its process, timeline and forms for program plans, and (3) the establishing of annual goals and accomplishments for its Standing Committees. | (1) ‘Making Decisions at MC’:  Annual rewrite involves all constituents for feedback (Deans’ Council; VP Council; ASC; Standing Cttees –- see agendas). Then rewritten draft goes out to all faculty, staff and administrators through email for last comments. Final draft distributed to campus through standing committees,by email, and on website and MCShare.  (2) Program plans:  EdCAP’s first charge is “refining the annual program plan templateand timeline as needed” (‘Making Decisions at MC’).Procedures, forms, and timeline are considered annually by the committee at the end of every program plan cycle. Any recommendations are discussed by the Academic Senate Council before being considered for adoption by the administration. Any changes are published in EdCAP’s minutes and then reiterated at the start of the new cycle through the membershipof the committee that includes all deans, department chairs, and coordinators or their designees. Training is also given to department chairs and lead faculty during Fall Flex Week (Flex handbook, 2013).  (3) Standing committees:  All standing committees are required to consider and publish their goals in relation to their charges at the start of the academic year, and then to list their accomplishments at the end of the year. This encourages evaluation of their governance and decision-making roles, and the accomplishments and challenges of the preceding year are incorporated into the following year’s goals (see minutes). | **Questions – not necessarily gaps!**  (1) Making Decisions at MC:  Do Classified Senate and Associated Students review document, and if so is this recorded in minutes?  (2) Program plans:  How are changes to the program plans communicated to the campus, except through EdCAP? (Deans’ Council?) Is there always training during Fall Flex Week?  (3) Standing committees:  Ensure all committees do carry out and record annual goals and accomplishments. Should this expectation be included in ‘Making Decisions at MC’?  **Gaps from Self-study of 2010:**  (i)  ‘Committee Effectiveness Surveys’ from 2008 and 2010 mentioned as evidence of evaluation of college structures. Did we do this in 2012? And are we planning to do it in 2014?  (ii) ‘District Survey of Employee Perceptions’ given as example of evaluation of college structures. Has district done one since 200??  (c) Effectiveness of Fall Fling:  Self Studystates that the College will “develop a process to evaluate the effectiveness of the Fall Fling agendas and activities in advancing the College’s planning efforts” (p. 206). Was this done at 2012 and 2013 Fall Fling? How and what evidence? And will it be continued and refined in Fall 2014? Have any results been used to make needed improvements? |
| How does the institutionuse identified weaknesses to make needed improvements? |  | (1) Making Decisions at MC, 2012 review:  In annual review of 2012 one weakness perceived of some of the standing committees was low representative attendance, in some cases resulting in lack of a quorum at meetings. The Academic Senate carried out research to determine the attendance of all standing committees over the past three years. (See ASC minutes, .) Through this it was determined that the Facilities CAP, Technology CAP, and Faculty Development Committee did trend towards low attendance. This research was incorporated into the decision to amalgamate the Facilities and Technology Committees in 2013 (renamed Fac/Tech CAP), and to re-determine its membership by divisions, not by departments. The Faculty Development Committee membership is currently being reviewed in 2014. (Making Decisions at MC, 2014).  (2) Program Plans: Some examples of recommendations made and carried out to the templates, procedures, and timeline of the program plans are as follows.  2012: changes to the signatures required on the PP Evaluation Form to ensure discipline faculty are always involved in the program plan meetings (EdCAP minutes, )  2013: changes to the timetable, allowing extra time for both the EVP to give his/her final recommendation for programs and for faculty to respond to the final evaluation (EdCAP minutes )  2014: increasing refinement in the categories of facility and technological resources able to be requested on PP template (EdCAP minutes, 02.25.14).  (3) Standing committees:  The formation of annual goals for each committee and then the assessment of their accomplishments, along with the annual review of Making Decisions at MC,has led to several changes in the charges of standing committees. Examples include:  EdCAP, in 2014 Making Decisions at MC, added new charge: “Strategic Plan: monitor progress on Strategic Plan Action Steps”, and  “Educational Master Plan: defining the format for the Educational Master Plan, establishing and monitoring the timeline, and recommending approval of the final document.”  Fac/Tech CAP:  New charges, 2014 Making Decisions at MC, “prioritize technology-related issues and resources identified in the annual program plans”, and  “prioritize facilities –related issues and resources identified in the annual program plans.”  Faculty Development Committee:  In 2014 Making Decisions at MC new name (Professional Development Committee) and updated charges to reflect new role covering staff as well as faculty development. | No gaps identified. |