PEER REVIEW TEAM REPORT

Moorpark College
7075 Campus Road
Moorpark, CA 93021

This report represents the findings of the Peer Review Team that conducted a focused site visit to Moorpark College from September 25 to September 26, 2023. The Commission acted on the accredited status of the institution during its January 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Sean C. Hancock, Ed.D.
Team Chair

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Moorpark College
Peer Review Team Roster
TEAM ISER REVIEW

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President

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Grossmont College
President

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Associate Vice President of Institutional Equity, Effectiveness, and Success

ACCJC STAFF LIAISON
Dr. Catherine Webb
Vice President, ACCJC

Moorpark College
Peer Review Team Roster
FOCUSED SITE VISIT

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Summary of Focused Site Visit

INSTITUTION: Moorpark College

DATES OF VISIT: September 25-26, 2023

TEAM CHAIR: Sean C. Hancock

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In March 2023, the team conducted Team ISER Review (formative component) to identify where the College meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A four-member peer review team conducted a Focused Site Visit to Moorpark College September 25-26, 2023, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the College CEO on September 5, 2023, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with numerous faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held an open forum, which was well attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the
Peer Review Team Report

Commendations

Commendation 1: The team commends the College for its strong culture of inquiry, integrating evidence-based approaches into decision-making, resource allocation, and instructional and student services practices. (I.B.1, I.B.9).

District Recommendations to Meet Standards:

District Recommendation 1: In order to meet the Standard, the team recommends that the governing board delegates full responsibility and authority to the CEO to implement board policies without board interference. (IV.C.12)

District Recommendations to Improve Quality:

District Recommendation 2: In order to increase effectiveness, the team recommends the Board consistently acts as a collective entity. (IV.C.2)

Introduction

Moorpark College is a public two-year community college located in the eastern region of Ventura County on 150 acres of sloping hillside land. The College was established in 1965 as a public community college by the Governing Board of the Ventura County Community College District (VCCCD). The College opened its doors to 1,400 students and 50 faculty on September 11, 1967. Today, the College serves approximately 13,000 students by offering lower division university-parallel associate degree instruction, a variety of career technical education programs, and a broad range of degree, certificate, and transfer opportunities for students.

One of the important distinctions of Moorpark's culture and practice is the integration of instruction and student support. Though a long-standing element of Moorpark's approach to supporting students, this language was formalized as part of the mission statement in 2016 and remains integral today after multiple revisions of the mission.

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

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

As with all colleges within the California Community College system, one of the most important periods of transition for the College began in 2019 with the seismic impact of the COVID-19 pandemic. In March of 2019, the College transitioned the vast majority of its classes online and provided Online Teacher Training Certification to all instructors teaching online courses. Navigating the continually changing landscape of the pandemic period was a testament to the dedication and commitment of Moorpark College faculty, staff, and administrators, as well as an exercise in maintaining the guiding principle of a students first approach which steered decision-making and informed all adopted practices.

Since the last accreditation report, the College has also marked a number of other important milestones and recognitions. In 2017, Moorpark College received the designation of a Hispanic-Serving Institution, thus enabling the College to apply for a Federal Title V grant. In 2020, the college was awarded a five-year, $2.9 million Department of Education Title V grant for Project

STEM Impacto, a grant that supports Hispanic students or those who are eligible for Pell Grants in pursuing program completion in key scientific fields. Other notable programs include Project CHESS, a grant-funded partnership with Cal Lutheran University that supports the implementation of a Second-Year Experience Program and Men's Mentorship Program. Moorpark College has also been the recipient of grants that support specific programs, such as the Cyber Skills for All Grant awarded by the American Association of Community Colleges in support of the Cybersecurity program and the Locally Sourced Grant awarded by the Office of Naval Research to support career paths for engineering technicians.

Other achievements include being named as a Top 10 Finalist for the 2023 Aspen Prize; recognition by the Hispanic Outlook on Education Magazine as among the Top 100 Colleges and Universities for Hispanics in the United States; and the naming of Moorpark College as the Best Community College in California by Intelligent.com in 2021. At the core of these awards and grants is the recognition of the quality of education the College provides and a reflection of its students first approach to leadership and innovation. Looking ahead, the College continues to look to its mission to guide its goals and practices. The 2022 addition to the mission of a commitment that "programs are designed to achieve equitable outcomes" reflects the ongoing emphasis on equity that is also a cornerstone of the College.

Upon review of Institutional Self Evaluation Report, the College's commitment to equity was made abundantly clear through the development of the two projects identified within the Quality Focus Essay. The coming together of the faculty, staff, administration, and students around social justice, anti-racism, and anti-hate work was evidenced by the participation in workgroups, townhalls, institutional planning, and the inclusion of these philosophies in their mission statement. During the two public forums, it was clear that there is a spirit of collegiality, collaboration, and commitment to one another's success; some attendees described this as "we are MC." Numerous students, staff, and faculty shared their personal stories of success and gratitude to the College for the support the continue to receive. There was a definite feeling of "family" present. Moorpark's student first philosophy was observed by the visiting team throughout the Focused Site Visit.

Eligibility Requirements

1. Authority

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

Moorpark College, as part of the Ventura County Community College District, has been granted authority to operate as a degree-granting institution by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. The ACCJC is an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education (ER1.01).

2. Operational Status

Moorpark College is operational and has students actively pursuing degrees and certificates. The College served 11,770 students in Spring 2022 and 12,524 students in Fall 2022, as reported to the California Community Colleges Chancellor's Office (CCCCO) and published on the CCCCO DataMart. Students pursue certificates of proficiency, certificates of achievement, associate degrees, and associate degrees for transfer, with a substantial number of students transferring to baccalaureate degree-granting institutions. Students are also placed in the workforce, in internships, and in professions.

The College meets the eligibility requirement.

3. Degrees

Most educational offerings at Moorpark College lead to degrees. Degrees awarded are of a suitable length and include two-year academic programs.

The College meets the eligibility requirement.

4. Chief Executive Officer

The Board of Trustees for Ventura County Community College District selects a chancellor, who is responsible for administering board policy. The chancellor of the District is responsible for hiring the president, who the chief executive officer for the College. The College president's primary responsibility is to Moorpark College. Neither the College president, nor the chancellor serve on the governing board.

The College meets the eligibility requirement.

5. Financial Accountability

All financial resources of the Venture County Community College District and its colleges are audited in the District's annual external independent audit. Moorpark College is a Title IV institution. Its federal funding is integrated into the Ventura County Community College District final audit report.

The College meets the eligibility requirement.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
A link to the ACCJC Third Party Comment Form was made available on the College's accreditation webpage. No applicable third-party comments were received for Moorpark College.

The College is in compliance with Commission requirements for public notification of peer review team visit and third-party comment.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College is in compliance with Commission requirements for standards and performance with respect to student achievement.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission *Policy on Credit Hour, Clock Hour, and Academic Year*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College is in compliance with Commission requirements for credits, program length, and tuition.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College is in compliance with Commission requirements for transfer policies.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*.
X	The institution ensures, through the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*, regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the

	Institution does not meet the Commission's requirements.
	The College does not offer Distance Education or Correspondence Education.

Narrative:
Two faculty team members examined over 60 online courses and concluded that the courses demonstrated excellence in the standards for online courses as outlined by the state of California in its Peer Online Review process. The College is in compliance with Commission requirements for Distance Education.

Student Complaints

Evaluation Items:

x	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
x	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
x	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
x	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
x	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College utilizes Maxient in order to track and maintain student complaint records. These records demonstrate alignment with policies and procedures. In addition to program specific pages, the team suggests that the College list all accrediting bodies on one webpage for easy access.

The College is in compliance with Commission requirements for student complaints.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College is in compliance with Commission Requirements for institutional disclosure and advertising and recruitment materials.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)

X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College is in compliance with Commission requirements for Title IV compliance.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

The College's mission, academic quality, institutional effectiveness, and institutional effectiveness processes include strategic planning retreats, broad committee participation, outcomes assessment (including disaggregated data), and annual program review. Through regular assessment, reflection and planning, the College ensures that programs and services align with the Educational Master plan, in alignment with guidance from the College's mission statement. All of these elements contribute to the College's institutional effectiveness.

Findings and Evidence:

The College's mission describes the institution's broad educational purposes, its intended student population, degrees, credentials and a commitment to student learning. This is evidenced in the College's mission statement. The four main areas, commitment to student learning and student achievement, are explicit in their mission statement. This permeates aspects of the College and drives institutional priorities and discussions for continuous improvement to better meet the educational needs of the students. (I.A.1)

The College uses data to determine the effectiveness of it meeting its mission, and whether the mission sets institutional priorities in meeting the educational needs of students. An example shared was that the institutional priorities are set in the Education Master plan as strategic directions that align with the College mission. The College used the strategic planning retreat to seek input from all campus stakeholders on potential barriers to achieve each of the Educational Master plan goals and approaches to address them. (I.A.2)

The Moorpark College Educational Master plan strategic directions align with the College mission and direct the College planning process. Resource requests are prioritized via participatory governance groups that include representatives from all stakeholders. Unfunded requests are reviewed at the end of the cycle using a gap analysis, and potential funding sources for mission-aligned requests are considered. Goals are developed for the year, consistent with committee charges that align with the mission, which are outlined through strategic directions from the Moorpark College Educational Master Plan. The Facilities and Technology Committee on Accreditation and Planning (FTCAP) prioritizes facilities, technology, and related requests through its workgroups using criteria aligned with the mission. (I.A.3)

The College widely disseminates its mission statement on various website pages, in the College catalog, and in public buildings where members of the College and the community can readily view it. The mission statement is periodically reviewed and updated as necessary. It is on the College's website, in the College catalog, and on materials and promotional items shared in public spaces throughout the College. Using the workgroup's framework of grounding all work within an equity lens, workgroup members went through a multi-month process to develop recommended revisions to the mission statement, with wide engagement in 2020-21. The College engaged in feedback from constituents and governance groups, including review at the Education Committee on Accreditation and Planning (EdCAP), the Academic Senate, the Classified Senate, and the 2021 Strategic Planning meeting, which resulted in more directly the inclusion of a focus on equity and social justice. (I.A.4)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General observations:
The College's institutional effectiveness processes include annual planning retreats, committee participation, outcomes assessment, and annual program review. The Educational Master Plan provides the foundation for the College's integrated planning, evaluation, and continuous improvement processes, and is aligned with the College mission. Planning, evaluation, and improvement efforts occur at the program and the institutional level and are aligned across these levels. Institutional processes and practices are assessed regularly to ensure their effectiveness.

Findings and evidence:

The College engages in sustained, substantive, and collegial dialogue regarding various elements of academic quality, using a variety of approaches. This is evident in a variety of ways, including the process of developing the College mission, vision, and values statements that are grounded in equity, social justice, and anti-racism. The College has a strong culture of inquiry, integrating evidence-based approaches into decision-making, resource allocation, and instructional and student services practices. The College holds an annual planning retreat that demonstrates high levels of participation and engagement across constituency and functional groups. Further dialogue and operationalization of ideas from the annual retreat occurs throughout the academic year in participatory governance groups, councils, and Academic Senate committees and processes, including Curriculum and Program Review. College survey results demonstrate a high level of engagement in college planning processes. The College provided specific examples of interrogating models and practices, such as the literature review

request made to USC's Center for Urban Education, in order to ensure the use of evidence-based approaches. (I.B.1)

Instructional, student support services, and learning support services outcomes are assessed annually. Instructional course learning outcomes are assessed and documented in eLumen, and faculty demonstrate almost 100% compliance in this process. Course, program, and institutional learning outcomes are analyzed regularly and systematically by the institutional research office. Regular professional development opportunities are offered to help support this work. (I.B.2)

The College establishes institution-set standards and reviews them annually. These standards are set in alignment with the mission and the Educational Master Plan. The College creates and implements an annual work plan that focuses on maintaining these institution-set standards and potentially achieving stretch goals. The College reports these standards and outcomes to ACCJC annually, and also publishes this information on the College's Institutional Effectiveness website. (I.B.3)

The College conducts regular and systematic analyses of student learning and student achievement data at both the institutional and the programmatic level. Institutional student learning data is analyzed annually by the SLO Committee, which then makes recommendations to the Academic Senate regarding improvement. Institutional student achievement data is analyzed and communicated through the Educational Master Plan dashboard. Annual program review processes require the analysis of student achievement and student learning data, leading to recommendations for programmatic improvements. (I.B.4)

Analysis and evaluation of student learning outcomes and student achievement are linked to the College's Educational Master Plan, which is designed to help the College accomplish its mission. Both instructional and student services learning outcomes data, which include quantitative and qualitative data, are disaggregated by delivery mode. (I.B.5)

The College regularly reviews disaggregated data for subpopulations of students in order to address equity gaps and achieve its equity-focused mission. An operational equity plan is used to help the College be more strategic about addressing equity gaps. The Institutional Effectiveness office evaluates the efficacy of these equity strategies. Program review processes include reviewing disaggregated student achievement and learning outcomes data, and program review resource requests require an evaluation of whether allocated resources led to improvements in equity outcomes. Assessment data related to student achievement and student learning serves as the primary driver of its key processes for planning and resource allocation, thereby ensuring its processes are supporting student success. (I.B.6)

District policies are reviewed on a five-year cycle, with a two-year extension in the current review cycle due to pandemic challenges. The policy review process is outlined in the District Participatory Governance Handbook. College policies and practices are evaluated regularly and systematically across the institution, and include processes for program review, resource requests and allocation, and participatory governance. (I.B.7)

The College has clear processes for communicating assessment and evaluation results with internal and external stakeholders. Data dashboards communicating progress on five-year strategic plan metrics are made available collegewide and are used to provide a shared understanding of strengths and weaknesses of the institution in preparation for the annual planning retreat. Specific assessment and evaluation results are shared with relevant operational and governance groups and publicized via the College website. Institutional data is also shared with the Board of Trustees, community partners, and other external stakeholders. (I.B.8)

Planning, evaluation, and resource allocation processes are integrated in a robust way, are focused on the College's strategic goals, and are aligned with the fulfillment of the College's mission. Integrated planning processes are data-driven and involve broad participation from the College community. College survey results indicate a high level of engagement and satisfaction with integrated planning processes, and the vast majority of survey respondents indicated that integrated planning processes are effective. (I.B.9)

Conclusions:

The College meets the standard.

I.C. Institutional Integrity

General observations:

The College maintains institutional integrity by publishing accurate and up-to-date information for current students, prospective students, employees, and the community. District policies and administrative procedures are made widely available and are reflective of the College's commitment to student achievement, student learning, and academic freedom and integrity.

Findings and evidence:

The College provides detailed, current, and accurate information to students, prospective students, employees, and the public, primarily through the College website. The College's accredited status is shared in the College catalog and on the website, one click away from the main page. The College catalog is reviewed and updated annually, and College webpages are regularly reviewed and updated as needed and incorporate input from relevant groups. (I.C.1)

The College Catalog provides information about all facts, requirements, policies, and procedures listed in the Catalog Requirements. This information is made available online, and updates are published throughout the year as an addendum. (I.C.2)

Student achievement and student learning data inform the College and the public of academic quality, primarily through college data dashboards, outcomes assessment reports, and the ACCJC Annual report. Information about academic quality is accessible to the public. (I.C.3)

Information about the content, purpose, outcomes, and requirements for each degree and certificate is made available in the College catalog and on the College website. (I.C.4)

District Board Policies and Administrative Procedures are reviewed and updated every five years. The College catalog is updated annually. (I.C.5)

Information about the total cost of education is shared in the College catalog and on the College website. Webpages for financial aid, registration, gainful employment, and the College bookstore provide updated cost information for current and prospective students. College course schedules also provide information about materials fees. (I.C.6)

The VCCCD Board of Trustees has an approved policy and administrative procedure regarding academic freedom. This policy is communicated in the Faculty Handbook, the College catalog, and on other College webpages. (I.C.7)

There is a clear district policy on student code and academic honesty that is published on the College website and in the College catalog. Steps are outlined in the College catalog regarding how student misconduct and grievances are handled. District policies outline a clear code of ethics for employees. (I.C.8)

The District Employee Code of Ethics contains specific expectations for faculty regarding academic conflicts of interest. District policies also establish the right to academic freedom, with the goal of promoting the exploration of ideas and the discovery and sharing of knowledge. Both the Faculty Handbook and the Academic Senate Statement of Professional Ethics reinforce the faculty's obligation to present information fairly and objectively, in line with professionally accepted views in a discipline. (I.C.9)

The College is a public institution that does not adhere to, nor seek to instill, any specific set of beliefs or world view. (I.C.10)

The College does not operate in foreign locations. (I.C.11)

The College complies in a timely manner with all ACCJC reporting requirements, and in response to any actions directed by the Commission, maintains all documents related to ACCJC accreditation status on its website. The accreditation page is a direct link off of the College's main website. (I.C.12)

The College maintains compliance with various external accrediting agencies. The College also maintains compliance with federal financial aid regulations, the California Community College Athletic Association, and state-funded categorical programs. (I.C.13)

District board policies stipulate that the institutional commitment to high quality education, student achievement, and student learning supersede Board members' personal or financial interests and clarify that Board members shall not engage in activities that conflict with their Board duties. It is not clear what happens if a Board member violates the conflict of interest policy. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The Team found that the College has done a good job in meeting the requirements of Standard II.A. While complete evidence was not always presented to accompany the ISER, the College was responsive to the Team's requests for additional evidence and was generally able to demonstrate good and thoughtful work.

Findings and Evidence:

The Team finds that the College has curriculum development and maintenance policies that align courses and programs with its mission. Policies and procedures guide the regular review and update of courses and programs to ensure currency, compliance, and consistency with the College mission, regardless of instructional modality. Courses and programs are appropriate to higher education and enable students to meet learning outcomes and achieve degrees or certificates, find employment, or transfer to four-year institutions. (II.A.1)

Board policy establishes that the development and review of all curricular offerings, including their establishment, modification, and discontinuance is done by the Chancellor in consultation with the Academic Senates. Board policy also establishes that credit and non-credit curriculum is initiated by the faculty through the College Curriculum Committee which meets regularly. The College has a well designed and implemented process to design and then evaluate instructional courses and programs. The process is inclusive, well-defined, and codified in board policy. A unique aspect of the College is America's Teaching Zoo and it, too, was subject to the same rigorous evaluation process. (II.A.2)

Having reviewed many Course Outlines of Record and syllabi, the Team finds that the College has established and effectuated processes and procedures to develop and regularly assess student learning outcomes (SLOs). Committees have been formed to offer guidance on the development of SLOs to ensure continuous quality improvement and promote student learning. Student Learning Outcome Coordinators, as well as other resources, are available to assist in the writing, revision, and assessment of SLOs. Students receive a syllabus for each course that includes SLOs. CourseLeaf and eLumen are employed to warehouse and manage outcome data and support their collection, review, and tracking. (II.A.3)

The College offers pre-collegiate level courses that are clearly indicated as preparatory to collegiate level work specifically in math and English. For example, M905 is a non-credit course entitled "Bridge to College Algebra." Other non-credit "bridge" and "readiness" courses are available for math and English. They are specifically designed to enhance the student success in collegiate level math and English. The process for development and review of such courses is rigorous. (II.A.4)

The College engages in practices that ensure its programs and courses meet standards for rigor and relevance for degree-granting institutions of higher learning in American education. The College further works to see that its offerings meet student and community needs, and that they are evaluated regularly to ensure quality, compliance, and currency. The College gauges the appropriateness of new programs and ensures that they are relevant to its mission, compliant with regulations, and geared such that students meet program goals and objectives upon completion. Associate degrees require a minimum of 60 semester units, with the requirement spelled out in many places throughout the College catalog. (II.A.5)

The Team finds that the College provides numerous documents to students to allow them to clearly map and plan to complete certificates or degrees. Program Mapper, Learning and Career Pathways, the First year Experience, and PACE Program are some examples. Student support services are also in place to meet individual student needs and help ensure their success. Evidence exists that the course schedule is designed with student completion as a focus and allowances are permitted for smaller class size if needed to meet completion or graduation requirements. The College has a highly developed planning process built upon governance and policy documents to meet the needs of its diverse student population. Annual planning processes ensure that both instructional programs and student services include regular data analysis involving equity and delivery mode, regular assessment that allows the College to respond to changing student needs. (II.A.6, II.A.7)

The Team finds well documented examples that demonstrate validation of the effectiveness of course and program examinations. These examples provide evidence of applicability and student achievement determined by the College and further validated by licensing examinations needed for practice. Comprehensive reviews of all courses and programs are on a five-year cycle. Likewise, the College has an academically sound, clearly developed and documented process for awarding credit for prior learning. The current procedures were initially developed in 2006 and have been consistently reviewed and revised with the most recent review/revise process occurring in May 2022. (II.A.8)

Achievement of student learning outcomes informs how the institution awards course credit, degrees, and certificates. The Course Outlines of Record for every course feature Course Objectives and Course Learning Outcomes, and course-level SLOs are mapped to program and

institutional SLOs. Units and grades are awarded in a manner consistent with federal standards and with established norms in higher education. (II.A.9)

The Team was impressed by the comprehensiveness of policies, processes, courses, and programs, as well as excellent student transfer statistics – all of which validate extensive institutional support for student transfer. A well-defined articulation process with high schools and baccalaureate institutions is embedded into Board Policy. College programs clearly document what students planning to transfer need to do—consult with a counselor, prepare an educational plan, and use the Career Transfer Center. The Career Transfer Center is well-publicized and offers services that are comprehensive. The articulation officer has a well-defined role and collaborates with schools, district colleges, and four-year institutions. Credit for prior learning appears well integrated into broader student mobility initiatives. (II.A.10)

The College has developed institutional student learning outcomes that include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning. Policies and procedures are in place to ensure that student learning outcomes are assessed regularly and used for continuous im-provement. The College has appropriately considered the importance that general education plays in student success. The Board Policy manual stipulates the role that is then implemented through appropriate faculty design and implementation. Other documented evidence includes The Academic Procedural Manual and General Learning Outcomes. General education courses are matched with transfer requirements, particularly to the CSU and UC systems. The College has a well-developed sense of matching general education requirements to a student's area of study. This is accomplished while recognizing that there is a body of general information essential to functioning as an enlightened individual in a civil society. (II.A.11, II.A.12)

The College's degree programs require focused study in at least one area of inquiry or in a well-defined interdisciplinary core. Faculty with disciplinary expertise review curriculum and program development to assure that courses in a major or area of emphasis are based on student learning outcomes and competencies, are geared to degree level, and emphasize fundamental theories and practices within the field of study. (II.A.13)

In an effort to show that Career and Technical Education (CTE) programs that require testing to attain licensure are regularly evaluating their effectiveness, the College provided tracking data for three programs: nursing, radiologic technology, and nuclear technology. The College provided additional information about other CTE programs, including Biotechnology, Accounting, and Computer Network Systems Engineering through their College Update on Core Inquiries as well as during the Focused Site Visit. (II.A.14)

All CTE programs have advisory committees and there is evidence of their having appropriate meetings. The programs all participate in regular curriculum review processes. Perkins and Workforce Funding are used to enhance some of these programs. (II.A.14)

District policies and procedures are in place to govern program discontinuance including policies which specify how programs are to be evaluated for effectiveness and currency. The program plan-ning process builds in formal consideration and adequate time for program assessment. When a program is identified for discontinuance, students in the affected program are supported to complete their course of study in a timely manner. Throughout the ISER there are numerous examples of program and course evaluation and review that appear to be embedded into the normal cycle of the academic year. While training and oversight are handled administratively, faculty are appropriately involved in leading the process. (II.A.15, II.A.16)

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

Moorpark College demonstrates its support for student learning from the Library and learning resources by providing services for both on-campus and distance education students. There is collaboration with academic departments and student service areas to ensure that selected materials and equipment support student learning aligned with the College mission. The Library and the Teaching and Learning Center survey their students, review the results, and implement ways to improve student learning.

Findings and Evidence:

Moorpark College provides library and learning support services that support student learning through the MC Library, the Teaching and Learning Center, Online Student Support Services, the equipment and textbook lending program and open access computer lab. The Library provides resources to students to assist them with their research. Tutorials, research guides, Lib chat are among a few ways the students may learn more about researching the library's resources. The Library provided supporting evidence of how the students use the library. TLC's excellent practice is there are course embedded tutors in approximately 30 classes per semester. (II.B.1)

The Library provides evidence of collaborating with faculty including having librarian liaisons for each discipline, removing books from the collection with faculty input, and participating on the curriculum committee. The Library provides a textbook lending program as well as an

equipment lending program to support student learning and the College mission statement, in addition, the library works with ZTC/OER program to help faculty locate materials to increase zero textbook costs for students. (II.B.2)

The Library and TLC have evidence of student surveys including an annual program review process. This is a data-driven process where programs evaluate the prior year's goals, current needs and future plans. Feedback collected from student surveys is used to inform the planning process. (II.B.3)

The Library and TLC have reached agreements with outside vendors. Some examples of library vendors are Ex Libris, Online Computer Library Center (OCLC), and Library Commercial Vendors. A TLC vendor is NetTutor plus a variety of technology platforms to support the College. Moorpark College evaluates the agreements on an annual basis. (II.B.4)

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Moorpark College offers student support services in various modalities to ensure equitable access for students enrolled on campus, virtually and dual enrollment. The College conducts assessments to assess needs, measure effectiveness and quality of integrity. The institution's mission is embedded in athletics and co-curricular programs that include social and cultural dimensions.

Findings and Evidence:

It is evident that Moorpark College evaluates the quality of student support services. These services are reviewed by annual program reviews and collecting feedback through electronic surveys from students. The results are used to identify and remedy disparities. As a result, the College offers access to mental health providers in Nursing, Athletics, Exotic Animal Training and Management (EATM) programs. Additionally, a grant was secured to provide childcare to eligible students at the MC Child Development Center. (II.C.1)

Moorpark College identifies and assesses learning support outcomes to continuously improve quality for its student population. This is demonstrated by collaboration between the institutional research team and student service areas to evaluate Student Learning Outcomes and analyze data from previous years. The information is integrated in the SWOT (strengths, weaknesses, opportunities and threats). (II.C.2)

Moorpark College demonstrates a commitment to providing equitable access to all programs and services for students learning in various modalities. This is evident by ensuring that all student support services are offered in-person and online. For example, the MC Student Health Center offers health education through a tele-health option. To support student learning, laptops, hot spots, calculators, tablets and smart pens are offered as loans to students. Additionally, the Student Equity and Achievement Committee allocated funding to increase mental health awareness, enhance tutoring, and expand counseling and support. Lastly, off-site dual enrollment students have access to all services at Moorpark College. (II.C.3)

Board policies make certain that all programs follow educational policy and standards of integrity. This is demonstrated with BP 5430 that provides club regulations. BP 5420 ensures that the control of program and activity finances includes contribution from Associated Students Finance. The College's co-curricular programs and athletics programs are aligned with the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. This is evident with cultural events such as 9/11, Asian American and Pacific Islander, Constitution Day, Black History Month, Latinx, MC Dreamers and Women's History Month. (II.C.4)

Moorpark College provides counseling and academic advising programs that support student development. This is evident in providing access to counseling and academic advising in-person and online. Counseling is provided in multiple areas and programs that include; general, career, transfer, EOPS, CARE and many more. As part of their guided pathways initiatives, programs are described on the College's website. In addition, new students receive a prescribed email that includes a first semester suggested educational plan, financial aid information, English and math placement, graduation and transfer policies from the Guided Pathways success team. Student input is highly considered to develop workshops to support students. Counseling faculty demonstrate a strong commitment to student success, retention and persistence. This is evident in their contributions to programs such as Collaborative for Hispanics in Higher Education & Student Success Project (CHESS) to support first year students. This also includes Second Year Experience (SYE) and CHESS Men's Mentorship Program. The College demonstrates a comprehensive onboarding process for new students. (II.C.5)

The College has adopted and adheres to admission policies consistent with its mission. Admission policies are published in the catalog and College website. BP 5050 outlines the pathway for students to complete certificates, degrees, and transfer goals. Students can use Moorpark College Program Mapper and Areas of Interest webpages to access pathways information. Admissions information is clearly listed in the College catalog and website (II.C.6)

The College has eliminated math assessments for placement and now relies on multiple measures placement to comply with AB 705. The math department does not use any form of placement test to make these recommendations. Self-guided placements are offered for math, ESL and English. The effectiveness of these placements is part of the program review process. The College does not currently have a math course placement challenge process to challenge

AB 705. This may create unintended bias against groups of students, including F1 Visa students and adult re-entry students. In alignment with Education Code Section 78261.5, the Nursing Program has adopted a multi-criteria selection process for admission. (II.C.7)

Electronic records are stored on a secure server via Onbase Document Retention Database and Banner SIS from Ellucian. The College publishes its policies and procedures, including those for the release of student records on the website and in the College catalog. Fillable forms located on the College website confirm the process for the release of student information in compliance with FERPA. (II.C.8)

Conclusions:
The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The College, via its district, appears to take measures to see that hires share a commitment to the College mission. Employees are screened to meet established qualifications appropriate to the disciplines being taught or work being performed. The College supports professional development opportunities for its employees, recognizes its commitment to local collective bargaining agreements, and strives to maintain personnel records secure and confidential. Comprehensive HR, diversity, and ethics policies are in place. The College and district are working to improve employee evaluation processes.

Findings and Evidence:

The College does adhere to the Ventura County Community College District hiring regulations and procedures. It also follows a multi-step process in order to support and develop programs and services that address the needs of its diverse student population. Job announcements contain clearly stated criteria and relate to the College's mission. They are advertised on the District's HR page of its website, as well as in a number of publications and electronic media. Screening methods are thorough and include the verification of minimum qualifications and the determination of equivalencies. (III.A.1)

In addition to minimum qualifications and appropriate degrees, the College's hiring process for faculty ensures that candidates are equitably screened for other requisite criteria, such as relevant professional experience and discipline expertise, scholarly activities, and teaching skills. Job announcements for faculty include notification of the duties that the successful candidate will be expected to perform. These include responsibilities related to curriculum and assessment of student learning outcomes. Interview selection is based on hiring committee recommendations guided by the College's mission. (III.A.2)

The College follows a multi-step process for the hiring of administrators that involves recruitment, screening, and regular evaluation upon employment. This process is addressed in AP 7120-B and AP 7120-C. Hiring committees consist of representatives of constituent groups such as faculty, classified, and management. A thorough reference check is also conducted, prior to any offer is extended. Furthermore, Administrators and managers are evaluated regularly on leadership/supervision skills, professional development, knowledge base, and contributions to the College and community. (III.A.3)

The College does require official transcripts or equivalency determination prior to employment. All College job postings are required to clearly indicate that required degrees must be from institutions accredited by agencies recognized by the United States Department of Education. Foreign transcripts are only considered if certified as being equivalent by an agency recognized by the National Association of Credential Evaluation Services. (III.A.4)

The District Human Resources department assumes the responsibility for managing all employee evaluations. Evaluation processes are negotiated with employee collective bargaining units (faculty, classified, confidential) with evaluation intervals and criteria documented in respective collective bargaining unit agreements. All evaluation processes seek to assess effectiveness and development, as well as encourage improvement in order to most effectively support achievement of the College's mission. The Team did note that the District has identified gaps in the completion rates, and has implemented a tracking plan to closely monitor future evaluation completions. (III.A.5)

Standard III.A.6 is no longer applicable. (III.A.6)

The Team noted that the College has adequate qualified faculty to support quality educational programs and services and fulfill faculty responsibilities, exceeding the Faculty Obligation Number. The evidence presented does show that the College has a sufficient number of qualified faculty to contribute to achieving the College mission and goals through instructional, student support, and other service commitments. (III.A.7)

The District provides a number of opportunities for adjunct faculty to develop professionally, among which participation in the College's Flex days. Part-time faculty also receive an orientation from Human Resources as well as ongoing guidance and oversight by department chairs and deans, with support from discipline faculty. The District also allows their adherence to negotiated evaluation practices between the District and collective bargaining units. Adjunct faculty are also invited to join participatory governance committees throughout the District. (III.A.8)

The College conducts an annual review, which ranks classified staffing needs, as part of its integrated planning process. Decisions to replace staff or to establish new staff positions are strongly informed by student and programmatic needs. The College prioritizes the positions most needed to support essential activities, including educational, technological, physical, and administrative operations.

The Team further notes that current staffing levels appear sufficient to support the College's functions, and, that the annual classified staff prioritization process ensures that needed adjustments are considered each year. (III.A.9)

The College's processes and procedures for hiring and evaluating administrators ensures continuity and effective administrative leadership and services. The College selects administrators for hire whose education, experience, and skills best support its mission and students served. Replacement administrative positions are routinely filled once notice is given of an administrator intent to separate from the District. Proposed new administrative positions must be approved by the College President as well as the Board of Trustees. (III.A.10)

The District policies and procedures are readily available to all personnel and published on the District website. The District also prioritizes regular review of best practices, as well as of state and federal regulations compliance in the establishment of its personnel policies and procedures. Avenues are also provided for employees to express any concerns and address any perceived grievance or discrimination. (III.A.11)

The Team recognized the District's prioritization of policies and practices to support its diverse personnel. Diversity statements were added to all job postings in 2020, to clearly communicate commitment to diversity and inclusion, and highlight the fact that a diverse and inclusive workforce promotes the District's goals and values. The District also maintains a record of employment equity and diversity consistent with its mission. Furthermore, the gender, race/ethnicity data of District employees is reviewed annually to assess trends in employment equity. (III.A.12)

The District's Board of Trustees maintains a district-wide code of ethics, along with an accompanying set of administrative procedures that provide examples of unethical behaviors, identify what to do when ethical concerns are raised, as well as alert employees of potential consequences for violations of the code of ethics. In addition to a Board-adopted policies and procedures regarding professional ethics, each employee group has adopted a supplementary code of ethics as appropriate to their profession. (III.A.13)

The College does support the professional development of its employees with resources, activities, and trainings tied to its mission. Professional development activities are regularly organized and primarily conducted by the Professional Development Committee as well as a number of departments and individuals. Faculty, classified staff, and administrators are encouraged to participate in formally scheduled professional development activities. Provisions are further made in the collective bargaining agreements of faculty and classified employees to support participation in relevant training opportunities. (III.A.14)

The District's Human Resources Department maintains all personnel records, including medical files, in a secure room accessible only to Human Resources staff and administrators, using a separate key system. The collective bargaining agreement of classified personnel further establishes procedures allowing classified personnel access to their individual records. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

<u>General Observations:</u>

Moorpark College's Facilities Master Plan demonstrates its commitment to provide an excellent environment, conducive to student learning. The Facilities Master Plan is based on the College's Educational Master Plan and describes its facilities maintenance and building objective over a five-year period, while remaining student centered. The College's Director of Facilities is tasked with maintaining the functionality and safety of its physical resources.

<u>Findings and Evidence:</u>

The College's Facilities Master Plan establishes its physical resources need over a five-year period. Funding is allocated by the District who, through its five-year scheduled maintenance plan as well as its capital outlay plan, ensures Moorpark College's physical resources needs are met. The District's plans are reviewed, at a minimum, annually, and updated as often as necessary. The physical resource evaluation is led by the Director of Facilities, Maintenance, and Operations (DFMO) and is recorded in the Space Inventory Report. The Director of Facilities is also tasked with maintaining the functionality and safety of the College's physical resources. During the COVID-19 pandemic, the DFMO served as a primary point of contact for the unique safety concerns created by the health emergency. Finally, Moorpark College does maintain a Police Department, whose primary mission is the safety and security of the Campus community (III.B.1).

The College's Facilities Master Plan (FMP) emanates from its Education Master Plan (EMP) and does align with its Mission statement. Together, the FMP and the EMP establish the College's future development roadmap. The FMP clearly specifies meeting students' needs as its first priority and it identifies their satisfaction as the measure of outcome. Furthermore, to ensure efficiency in responses maintenance requests, the College makes use of a workorder scheduling program, which is readily available to administrative assistants (III.B.2).

The College optimizes its facilities usage through the Facility Utilization Space Inventory Options Net (FUSION) software. Various Campus programs also have the opportunity to request maintenance or new enhancements of their spaces through the program review process. Needs are reassessed periodically, and frequent visual inspections are conducted frequently by the Director of Facilities, Maintenance, and Operations, as well as other College officials (III.B.3).

Long-range capital projects are linked to various institutional planning including the District's Strategic Plan, the Facilities Master Plan, the Educational Master Plan, the Five-Year Construction Plan, the Technology Plan. The College has also established a Fiscal Planning Joint Committee, whose role is to make recommendations on college-wide planning. The District, in collaboration with the College, has enacted internal procedures that are to be utilized in major capital project planning. New design standards and guidelines have also been established for new projects (III.B.4).

<u>Conclusions:</u>

The College meets the standard.

III.C. Technology Resources

<u>General Observations:</u>

Moorpark College ensures full coverage of technology needs and issues. The College and District have up-to-date master plans for technology. There are Board Policies and Administrative Policies that ensure safety, security, and access to technology. There is ample training for students, faculty, and staff for using technology. Additionally, there are now safety measures to ensure their identity is protected when using technology within the District.

<u>Findings and Evidence:</u>

The commitment of the College relative to technology services is evident. The importance of technology to enhance student success and support essential management systems is detailed in the mission statement and implemented through a variety of processes. These include The Strategic Technology plan, Technology Operations Plan, and a detailed process to detail and track needs from expansive needs to individual classroom needs. Funding sources are also identified to support the needs. The District has an associate vice chancellor and staff, and the College has technology leadership in place to meet the specific needs of the College.

The College has numerous committees dedicated to ensuring that technology is not only current but also supports the overall mission of the College. The driving document is the Strategic Technology Plan. This plan was for 2019-2022. For non-instructional technology needs there is an Administrative Technology Advisory Committee that informs the chancellor of needs and requirements. They also have an Information Technology Operations Plan for 2022-23. The website is current and includes a chatbot that speaks English, Mandarin, and Spanish.

The College's Technology Master Plan and Technology Master plan are approved by the Director of IT and the Accreditation and Planning Facilities and Technology Committee. The departments identify their technology needs during the program review and planning process. The District supplies additional funding for the Colleges for security purposes and the redesign of the websites.

There are Board Policies and Administrative Procedure Polices that cover the technology area to ensure safety, security, and access to the technology, for example software. Backups of the servers are done on a nightly basis. The District has fire walls to protect the servers from

unwanted invasions by unauthorized users and has antivirus software. The College is a part of the District's Disaster Recovery Plan.

The College offers numerous opportunities for students, faculty, and staff to develop and maintain their effective use of technology. For students, there is an Online Support Desk for distance education. There are also Canvas tutorials for students. Tutorials are also available for faculty interested in online teaching, including Canvas Certification for faculty. As with Canvas, Cranium Café is a tool that can be used effectively by both students and faculty. Another solid example for faculty and staff is website development training. Professional development week for Fall 2022 details many opportunities for enhancing technology skills. For operational personnel, Banner training is offered.

Students, faculty, staff, and administration receive training on Canvas through the Instructional Technology Designers. There are several webpages that students can use to find training and assistance. Through a well-defined professional development program, faculty, staff, and administration are trained in technology. They can sign up online.

The Board of Trustees has clearly stated guidelines for the use of college-owned technological resources. It informs of both legal implications and social implications when college faculty, staff, and students are engaged with college-owned technology resources. Further, the Administrative Procedure Manual addresses issues such as copyrights, licenses, and integrity. The College recognizes that it has sensitive data often of a personal nature and has a Board policy and information contained in the Administrative Procedure Manual regarding integrity related to this matter. To ensure compliance, the College participates in the District-wide Computer Security Incident Response Team (CSIRT).

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The College mission guides financial planning and resource allocation decisions. The financial resources of the College and the District are sufficient to support, sustain, enhance student learning programs and services, and improve institutional effectiveness while ensuring fiscal stability for both short-term and long-range planning. The College and district work together using a multi-layered institutional budgeting and planning approach. Participatory governance processes are used for budget development and resource allocation. Multiple methods are used to evaluate and assess the District and college's financial and internal control systems.

<u>Findings and Evidence:</u>

The College's distribution of resources supports the development, the maintenance, as well as the enhancement of programs and services. The College's mission and goals guide the planning and budgeting process. Financial affairs are managed by the College and District, with transparency and integrity, while ensuring short- and long-term financial stability. The College's budget development process involves participatory governance and derives from well-defined structures including integrated institutional planning, program review, and resource allocation. The College's adopted budgets evidence the fact that it has had financial resources sufficient to support and sustain student learning programs and services, while improving institutional effectiveness. (III.D.1)

The College's mission and goals are the foundation for financial planning, which is integrated with, and supports, all institutional planning. This is further evidenced by the participatory governance committees, which annually review the College's mission, as well as how it applies to each individual committee. Board policies and operating procedures are in place and effectuated at the College and District levels to ensure sound financial practices and fiscal stability. Appropriate financial information is also broadly disseminated to all constituencies in a timely and ongoing manner. (III.D.2)

The College follows clearly established clear districtwide and campus-specific processes for financial planning and budget development. Furthermore, board policies and administrative procedures ensures participatory governance in the financial planning and budget development processes. All constituencies have appropriate opportunities to meaningfully participate in the development of institutional plans and budgets through governance committees, workgroups, cabinet meetings, and operational meetings of programs and departments. (III.D.3)

Planning reflects a realistic assessment of the District and College's financial resource availability, development of financial resources, partnerships, and expenditure requirements. Board policy and administrative procedures require that the annual budget support the District's master and educational plans which reflect the College's planning and processes. The District's Adopted Budget communicates a multiyear projection of revenues and expenditures so that institutional planning can be based on a realistic assessment of current and future finances. The Team further noted that the College greatly emphasizes communication throughout the budget development process through the participatory governance structure. (III.D.4)

The College and District have an internal control structure with appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The integrated financial management system is easily accessible to all college and district unit budget managers. The College adheres to board policies that specifically address the need to maintain internal controls in the administration of district financial

resources. The District also undergoes a comprehensive annual audit of its financial statements, conducted by an external audit firm.

The Team further noted that information from external audits as well as the institution's regular review of internal control systems is used for improvement. The District and College's Internal controls provide reliable financial information which, in turn, is widely disseminated to assist in planning and to inform sound financial decision-making. (III.D.5)

Financial documents, including the budget, have a high degree of credibility and accuracy. They are the result of inclusive college and districtwide processes that are used to develop and manage highly credible, accurate, and transparent budgets, and to ensure that financial resources are allocated to support student learning programs and services. The College and District also maintain a high degree of transparency in all financial documents, as evidenced by the fact that budget and financial reporting documents for the past fifteen (15) years are kept on the District's website. (III.D.6)

Independent external audits are conducted on an annual basis and their findings presented to the Board of Trustees. The Team further noted that external audit reports are maintained on the District website. The College and District responses to external audit findings are comprehensive, timely and communicated appropriately, when needed. (III.D.7)

The financial and internal control systems are evaluated and assessed for validity and effectiveness as evidenced by the external audit reports. Furthermore, the College and District consistently engage in continuous process improvement of the financial and internal control systems. Information from the external audits is used to evaluate and improve the District's financial and internal control systems. (III.D.8)

The College and District have sufficient cash flow and reserves to maintain stability. The Team further noted that the District supports financial stability by having appropriate risk management strategies in place and an appropriate level of insurance coverage through its membership in SWACC. (III.D.9)

The College and District practice effective oversight of finances, including management of financial aid, grants, and externally funded programs. Policies and procedures are in place to ensure sound fiscal management practices, as evidenced by the consistent "clean" audit reports the District has received over the years. Audit findings and recommendations cited have been minor and are addressed by the District in a timely manner. (III.D.10)

The College and District identify, plan, and allocate resources for payment of liabilities and future obligations. The levels of ongoing and one-time financial resources at the College and District assure there is a reasonable expectation of both short-term and long-term financial solvency. Furthermore, the College and District maintain an ample level of reserves that help assure short-term and long-term solvency through conserving resources. Those resources can, in turn, be utilized to mitigate financial shortfalls. (III.D.11)

The District plans and allocates resources for the payment of liabilities and obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The Team further noted that the District has established budgetary processes and resources to address long-term obligations. One such practice is the establishing of an irrevocable trust for the funding of OPEB liabilities. The District has also established a designated reserve to help lessen the impact on the general fund of future CalSTRS and CalPERS employer rate increases. (III.D.12)

The District, annually, assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the District. Currently, the District does not have any other locally incurred debt obligations. The Team did note that Measure S General Obligation bonds are still in effect, however those are administered and serviced by the County of Ventura Auditor and Controller's Office. (III.D.13)

The Team noted that Board policies and procedures are in place to ensure that all the College's financial resources are used with integrity and in a manner consistent with the intended purpose of the funding source. Internal and external audits are also conducted regularly to monitor compliance with these policies. Consistent review of grant activity at the District and College level provides additional oversight to ensure funds are spent in accordance with the funding source. The clean external audits further strengthened the Team's confidence that funds are used for their intended purposes. (III.D.14)

The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. The College has established processes for proactively monitoring and managing student loans default rates and adheres to these processes to maintain compliance with regulations. The College financial aid department conducts regular self-audits and has instituted numerous internal checks and balances to help ensure compliance with federal regulations. (III.D.15)

 The College maintains the integrity of the institution and the quality of its programs, services, and operations by ensuring contractual agreements with external entities are consistent with its mission and goals and governed by institutional policies. Board Policies establish the criteria for when a contract is enforceable and who may contractually execute a contract. Contracts originate at the College and are vetted through multiple checkpoints. The use of the District Contract Review Checklist helps College personnel ensure that all terms of a given contract are acceptable. The Team further noted that risk mitigation provisions are also added to every contract language. (III.D.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Moorpark College demonstrates its commitment to a student first philosophy, in part, through its social justice workshops and hosting an opportunity for a curriculum audit. "Route of a Proposal in Model Consultation," describes processes for putting forward an idea. The Annual Strategic Planning event invitation sent to all constituency members, had broad attendance. Moorpark College Participatory Governance Handbook describes processes and roles (2020-2025) and is reviewed on a 5-year cycle. Many of the College's committees have moved to a tri-chair model.

Findings and Evidence:

Moorpark College's Mission, Vision, and Values includes Creativity and Innovation, as well as Excellence. Moorpark encourages innovation leading to institutional excellence, as evidenced by their response to social and racial justice issues. In response to social injustices during the summer of 2020, Moorpark College held townhalls that led to a series of Social Justice Workshops centered around improvement in a culturally responsive curriculum, diversity in hiring, advocacy and leadership in racial issues, and culturally responsive student services and support. All constituency groups participated in these workshops, regardless of employment classification, as evidenced by changes to committee composition made possible through systematic participative processes. Efforts throughout the College community resulted in a revised Mission Statement, the opportunity to participate in a curriculum audit, and college-wide advocacy training. Only one example provided. (IV.A.1)

Board Policies and Administrative Procedures provide evidence of policies and procedures authorizing participation by the various campus community stakeholders in the decision-making process. The College further describes the roles of the various stakeholder groups and the decision making process in the Moorpark College Participatory Governance Handbook, 2022-2025. The role of students is clearly articulated in the Handbook, providing students with voting rights on many of the committees. The Handbook specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees in its description of the Route of a Proposal in Model Consultation. (IV.A.2).

Board Policy 2510 Participation in Local Decision Making describes the District's policy with regard to administrators and faculty having a substantive and clearly defined role in

institutional governance and a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. The various roles are expanded upon within the corresponding Administrative Procedure 2510 Participation in Local Decision Making. Moorpark College's Participatory Governance Handbook demonstrates implementation of these policies and procedures through the decision-making structure and inclusion of administrators and faculty on committees and councils charged with making recommendations around policy, planning, budget, and resources allocation. (IV.A.3)

Board Policy 4020 Curriculum Development and Administrative Procedure 4020 Curriculum provide evidence of how faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services. Moorpark College's Curriculum Committee has both representatives from administration and faculty with voting rights. In addition to policies and procedures specific to student learning programs and services, faculty and administration participate on the Student Equity and Achievement Committee, as well as the Student Services Council. (IV.A.4)

Moorpark College, through its Board Policy 2510 Participation in Local Decision Making, Administrative 2510 Participation in Local Decision Making, VCCCD Decision-Making Handbook, and the Moorpark College Participatory Governance Handbook, 2020-2025, demonstrates that the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations. Both committee and council descriptions refer to appropriate timelines identified for planning and review of policies. Committee and council composition identifies those stakeholders with the necessary expertise to carry out its charge. (IV.A.5)

The Moorpark College Participatory Governance Handbook, 2020-2025 provides documentation of the College's decision-making process. Evidence demonstrates stakeholder involvement in the development of the Handbook. The Handbook is made available online, and each of the committees and councils has a website to facilitate the posting of agendas and minutes. While there was evidence of the committee websites, it would be helpful to have additional evidence of the contents of the individual committee and council websites, and the email distribution referenced in the report. Some of the committee websites lacked recent agendas, minutes, and/or goals. There was evidence of campuswide activities where information on decisions and institutional priorities is made available to those in attendance at convocation and town halls. (IV.A.6)

Moorpark College demonstrated that the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The Moorpark Participatory Governance Handbook, 2020-2025 is evaluated every 5 years, and members of Academic Senate committees are surveyed every two years. Evidence suggests that the institution widely communicates the results of these evaluations and uses them as the

basis for improvement. Since these communications are made available on the individual committee websites, these committee websites should be kept current. (IV.A.7)

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

Moorpark College demonstrates that the CEO oversees the planning process, reviews executive summaries of planning documents, ensures resource allocations are appropriate to support student programs and services. While the president delegates duties to the VPAA related to accreditation, the president leads the effort. The president is involved in budget development, as well as policies and procedures. The president participates at the District level with various committees, ensuring alignment between the College mission and districtwide goals. The CEO engages the various community organizations and stakeholders, increasing visibility.

Findings and Evidence:

Board Policy 2430 Delegation of Authority to Chancellor states that, "the chancellor will ensure that District college presidents have primary authority for institutional quality and provide effective leadership in planning, organizing, budgeting, selecting, and developing employees and assessing campus effectiveness. This authority is also reflected in the president's job description. The President regularly communicates institutional values and goals to both internal and external stakeholders, and engages stakeholders through Town Halls, the Strategic Planning Retreat, and formal communications with committees. Information from the annual program planning process includes a summary of themes from across all areas of the College and is submitted to the College President for approval in consultation with campus leadership advisory committees. (IV.B.1).

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity as evidenced through the president's job description, and the Moorpark Participatory Governance Handbook, 2020-2025, where there are a number of operational committees and department organizational structures through which the president delegates authority consistent with their respective duties and responsibilities as appropriate. (IV.B.2)

The Moorpark College president, through established policies and procedures around delegation of authority, guides institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals, and priorities as mapped out in the Moorpark Participatory Governance Handbook, 2020-2025. Through the annual planning processes, the president consults with the Operational Committees on the Standing

Committees recommendations for resource allocations that support attainment of established performance standards for achievement and learning aligned with the mission of the College. It was through the implementation of these processes that the president established the four Social Justice Workshops leading to institutional improvements, such as developing culturally responsive curriculum. It is ultimately the president who approves the College's Instituion-Set Standards, as well as the Student Equity and Achievement Plan. (IV.B.3)

Responsibilities assigned the president within the job description for the role include coordinating projects and activities related to program and college accreditation. The vice president of academic affairs is responsible for working with the president to ensure compliance with accreditation standards as stated in the job description for that position, serving as the Accreditation Liaison Officer. The vice president of academic affairs appoints a core team to help guide planning for institutional self-evaluation. Through the Educational Committee on Accreditation and Planning- Education the president ensures that faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. This committee serves as the participatory governance group that oversees accreditation as part of its charge. (IV.B.4)

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures as part of those responsibilities described within the president's job description. The president serves as a member of the District's Chancellor's Consultation Council, representing the College's interests when board policies and administrative procedures consistent with statutes and regulations are reviewed. The team found that the president is actively involved in policies and procedures with implications for the College. In addition to ensuring the College is in compliance with the statutes, regulations, and policies, the president works with the College's Consultation Council and Executive Council regarding the budget and resource allocation recommendations from the Educational Committee on Accreditation and Planning – Fiscal. (IV.B.5)

The team found that the president of Moorpark College works and communicates effectively with the communities served by the institution. There are numerous examples of presenting at local Rotary Clubs, Chambers of Commerce, City Council Meetings, local charities, and foundations. The president has actively engaged with the Moorpark College Foundation to reorganize and revitalize the organization by brining in new members with close ties to the communities. The president has also been active in the development of a mission and vision statement for the planning department for the City Moorpark, and has inspired his executive team to build meaningful working relationships with industry and K12 partnerships, presenting annually to the City of Moorpark. The president's active engagement in the communities served by the College has led to internships, donations, and the securing of grants and financial partnerships benefiting students and local industry. (IV.B.6)

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Ventura Community College District is governed by an elected board of five trustees. BP2200 Board Duties and Responsibilities outlines the responsibilities of the Board of Trustees, which include establishing academic standards and graduation requirements, improvement of the quality, integrity, efficiency, and effectiveness of district student learning programs and services, and oversight of the stability and sustainability of finances necessary to support student learning programs and services within the District's mission. BP 2205 Delineation of System and Board Function further clarifies the role of the board and its relationship to each college, also illustrated in greater detail in the District's Participatory Governance Handbook. BP and AP 2410 Board Policy ensure regular review of board policies with a five-year review cycle. The most recent cycle includes an additional two years, now 2016-2023, due to pandemic challenges.

Findings and Evidence:

The Ventura Community College District (VCCD) is governed by an elected board of trustees. The Board ensures regular review of board policies, as it relates to quality, integrity and effectiveness. Board Policies also clarify the role of the relationship to the board and the College in the District's participatory governance handbooks (IV.C. 1)

The Board acknowledges it has struggled at times to act as a collective entity. The Board established Ground Rules during the August 4, 2020, Board of Trustees Meeting, which included an outline of the trustees' commitment to working as a transparent, effective, and respectful entity. The Ground Rules now appear on every board meeting agenda. One of the ground rules established addresses acting as a unit and reads "once the Board has heard and considered the views of its members and acted, all members will respect the action of the quorum, unless and until the Board takes up the matter again."

The team had an opportunity to observe recent meetings electronically where the Board exhibited continuing struggles to consistently adhere to its ground rules. The team also met with three members of the Board and observed that some individual members of the Board may not have a full awareness of the impact of behavior that is counterproductive to acting as a collective entity. However, the Board is aware of this issue and in recognition of these challenges, the Board has sought outside consultation to assist in ongoing efforts to improve and strengthen its ability to act as a collective entity. The team encourages the Board to continue these efforts to ensure sustained alignment with this Standard. (IV.C.2)

The Board of Trustees oversees the hiring and evaluation of the Chancellor. BP 2431 CEO Selection outlines the framework for recruiting a Chancellor. The most recent CEO hiring took

place in 2022. The Board discussed and publicly shared its recruitment process during multiple meetings, affirming recruitment committee membership, district and community representation and participation, the position description, and timelines. Similarly, the evaluation process for the Chancellor is specifically codified in BP 2435 Evaluation of the Chancellor and further delineated in AP 2435, requiring formal evaluation at least once each fiscal year. The Board uses evaluation criteria based on the Board Policy, the Chancellor's job description, performance goals and objectives, and mutual agreement with the Chancellor as listed in BP 2430 Delegation of Authority to Chancellor. (IV.C.3)

Members of the Board of Trustees are elected by the electorate in five designated trustee areas, as outlined in BP 2100 Board Elections. They are an independent group of elected officials who represent the public's interest to ensure educational quality at all three colleges of the District. A student Board member is selected each year by the students from each of the three colleges, as detailed in BP 2105 Election of Student Member. The Board has the responsibility to advocate for and defend the District and the three colleges, while protecting the institutions from undue influence or political pressure. Current Board members serve four-year terms and elections are staggered to ensure continuity. (IV.C.4)

The Board's policies include guidelines for the roles and responsibilities of the Board with its main focus on serving as an independent, policy-making body that ensures the Colleges' educational quality in service to the public interest. Policies on conflict of interest and Board ethics clearly outline the responsibility of the Board to avoid political pressure and advocate on behalf of the institutions and the students served. (IV.C.5)

The Board of Trustees publishes policies that specify its size, duties, responsibilities, structure, and operating procedures along with meeting agendas and related documents on the public district BoardDocs site. The Board consists of five members serving four-year terms elected by the public from corresponding areas of the county, with staggered elections so that roughly half the trustees are elected each election cycle. In addition, the Board includes one student member serving a one-year term with an advisory vote, elected by the student body. The duties and responsibilities of the Board are summarized in BP 2200 Board Duties and Responsibilities, outlining how the Board provides broad oversight and develops policy for the District. Officers of the Board are the chair, vice-chair, and secretary. The chair and vicechair are elected annually, while the Chancellor serves as the secretary to the Board, each with respective duties. Additional responsibilities of the chair are designated in BP 2215 Role of the Board Chair. BP 2220 Committees of the Board summarizes committee responsibilities and meeting frequency. Board Policies are regularly reviewed and updated (IV.C.6)

The Board regularly assesses its policies and ground rules for effectiveness in fulfilling the District and Colleges' missions and revises them as necessary. The Board recently noted the need to revise the five-year policy/procedure review cycle, extending the review timeline by two years due to global pandemic challenges. Consistent review is conducted through existing Colleges and 159 Standard IVC: Governing Board District governance bodies as outlined in the VCCCD Participatory Governance Handbook. (IV.C.7)

The Board is regularly and effectively informed on key indicators of student learning and achievement. The Board discusses key indicators with all vital District and College employees present. Board agendas and minutes provide evidence of the board conducting a regular review of student success and academic quality improvement. In addition, they have reviewed and accepted institutional plans including Educational Master Plans from each College and the VCCCD Strategic Plan. (IV.C.8)

The Board participates and supports ongoing training for Board development. Trustees annually review a list of professional development opportunities and attend professional development activities. Trustees provide updates during agendized Board of Trustee Meeting Reports to report on completed training and professional development. (IV.C.9)

The Board has a policy on evaluation that includes the Board's effectiveness in promoting and sustaining academic quality and effectiveness and which guides its annual review. Trustees review and revise their evaluation process on a regular basis. Most recently in spring 2021, the Board adopted a new evaluative procedure and participated in Board training to address evaluation feedback. In addressing challenges noted in this report, the Board's continued focus on evaluation of its effectiveness will be important for the future of the District. (IV.C.10)

The Board of Trustees has approved two policies that relate to the code of ethics and exclusions for conflicts of interest. BP 2715 Board Code of Ethics/Standards of Practice includes the expected 162 Standard IVC: Governing Board behavior for all Board members as well as avenues for responding to any concerns regarding those standards: "All board members are expected to maintain high standards of conduct and ethical behavior. To maintain public confidence in the board, and in the institutional integrity of the Colleges under its governance, the board will be prepared to investigate the factual basis behind any charge or complaint of trustee misconduct." The corresponding AP 2715(A) Board Code of Ethics further specifies action that may be taken when a violation is suspected, including consultation with legal counsel and/or referral to law enforcement in cases involving a violation of law. The College ISER indicated that the Board complies with requirements for disclosure of financial-self-interest. (IV.C.11)

Authority to operate and control District business is delegated to the Chancellor by the Board of Trustees is outlined in BP 2430 Delegation of Authority to the Chancellor. This Board Policy describes delegation of authority to the Chancellor, including but not limited to, granting the authority to supervise the general business procedures of the District and budget, to authorize employment and fix job responsibilities, and act as the professional advisor to the Board in policy formation. BP 2434 Chancellor's Relationship with the Board further clarifies that the "Board delegates full responsibility and authority to him or her to implement and administer board policies without board interference and holds him or her accountable for the leadership and operation of the District and the Colleges". The relationship between the Board and the Chancellor is also addressed in BP 2200 Board Duties and Responsibilities stating that the Board

develops policy and provides broad oversight and delegates the implementation of its policies and performance of District duties and obligations to the Chancellor.

The College cited and the Team confirmed several examples where the Board actions have impeded the Chancellor's ability to exercise his delegated authority, including, but not limited to:

- The Board declining to take action on an administrative recommendation pertaining to Student Rights and Grievances;
- Operational decisions pertaining to instructional modalities (on ground and on line);
- Individual Board Members contacting college presidents requesting specific funding of a project outside of shared governance processes. (IV.C.12)

Accreditation ensures that the Board of Trustees is kept informed of accreditation processes, reports, and accreditation status and that the Board is included in processes for which their involvement is required. The Board of Trustees received training on accreditation processes for governing boards by Dr. Catherine Webb on June 21, 2021, in advance of the accreditation cycle. The Board is kept informed of reports due to the Commission; for example, ACCJC Mid-Term reports are reviewed by the Board. During the development of Institutional Self-Evaluation Reports, a standing agenda item on accreditation updates keeps the Board informed of progress on and timelines for the ISER, sometimes taking written form and sometimes delivered as an oral report. When made aware of possible areas of concern for accreditation, the Board contracted with an outside consultant for assessment and help developing strategies for improvement. (IV.C.13)

Conclusions:

The College meets the Standard, except for Standard IV.C.12.

District Recommendation 1: In order to meet the Standard, the team recommends that the governing board delegates full responsibility and authority to the CEO to implement board policies without board interference. (IV.C.12)

District Recommendation 2: In order to increase effectiveness, the team recommends the Board consistently acts as a collective entity. (IV.C.2)

IV.D. Multi-College Districts or Systems

General Observations:

Ventura County Community College District's CEO provides leadership in consultation with the Consultation Council and upholds policies and procedures of the Board following the District Participatory Governance Handbook. There are a series of district committees through which various functions are coordinated. These committees are assessed annually through a survey.

District Strategic Plan (and CCCCO Vision for Success) provides a framework from which the Colleges can align their specific strategic goals. There is a VCCCD Decision-Making Handbook. Minutes and action items are posted, and committees are assessed on an annual basis.

Findings and Evidence:

As described in BP 2430 Delegation of Authority to Chancellor, the chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the Colleges, engaging the Board of Trustees and districtwide committees in the development and execution of plans (e.g. districtwide strategic planning). The team found evidence of chancellor communications through various presentations on district goals and priorities. Working with the Colleges, the chancellor establishes clearly defined roles, authority and responsibility between the Colleges and the District as directed in BP 3100 Organizational Structure and evidenced within the District's functional map. (IV.D.1)

It is through the District's functional map that the chancellor delineates, documents, and communicates the operational responsibilities and functions of the District from those of the Colleges, as directed through BP 2205 Delineation of System and Board Functions, updating the map to reflect changes as they are implemented. This delineation is carried out in practice through the processes described within the Ventura County Community College District Participatory Governance Handbook. The District Chancellor ensures that the Colleges receive effective and adequate district provided services to support the Colleges in achieving their missions through the District's participatory governance councils and committees. District services are evaluated through surveys related to both the annual assessments of the Districtwide committees and district services as part of the program review process, and the District Council on Accreditation reviews the Districts' responsibilities and functions as they relate to the accreditation standards. Having identified a gap in services at the District level, two positions were added, a vice chancellor of institutional effectiveness and a Director of Public Affairs and Marketing. (IV.D.2)

The District has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the Colleges and district, as evidenced through BP 6200 Budget Preparation. The policy directs the chancellor to present a budget that supports the District's and the Colleges' master and educational plans, as well as institutional planning and goals and objectives. The District chancellor ensures effective control of expenditures through the District's Budget Allocation Model and Infrastructure Allocation Model to allocate resources between the sites and works with the District to submit an annual Adoption budget detailing the next year's expenses against projected revenue to the Board of Trustees for approval. (IV.D.3)

The District's BP 2430 Delegation of Authority to Chancellor directs the chancellor of the District delegates full responsibility and authority to the CEOs of the Colleges to implement and

administer delegated district policies without interference by stating "the chancellor will ensure the District college presidents have primary authority for institutional quality and provide effective leadership in planning, organizing, budgeting, selecting, and developing employees and assessing campus effectiveness." This is further evidenced through AP 7120-C Recruitment and Hiring: Academic Managers, providing signatory authority to the president for hiring, and backed up within the District's Functional Map. The District chancellor holds college presidents accountable for the operation of the Colleges through the annual formal evaluation of communication, leadership, administrative skills, and progress on goals/objectives set in the prior year's evaluation. (IV.D.4)

The Ventura County Community College District Strategic Plan 2021-2027, outlines goals, measures of achievement, and major strategies, provides the framework for integration into college planning and evaluation to improve student learning and achievement and institutional effectiveness. The goals are included in a crosswalk with CCCCO's Vision for Success Goals. The District provides dashboards tracking the progress made towards achieving the VCCCD Plan's measures, allowing for disaggregation by college. Through the various participatory governance committees and councils, and the use of Tableau dashboards, common activities colleges can work on towards meeting objectives are identified. (IV.D.5)

The communication between college and district is conducted primarily through the processes outlined within the VCCCD Participatory Governance Handbook wherein the District's and college's numerous committees and councils ensure the effective operation of the Colleges. The agendas and minutes of the participatory governance councils and committees are posted online in order to provide timely, accurate, and complete information from which the College can effectively make decisions and provide evidence of the communication between the District and the College. (IV.D.6)

The team found that Leadership roles and the institution's governance and decision-making policies, procedures, and processes are evaluated on an annual basis in order to assure their integrity and effectiveness through the District's Institutional Effectiveness Advisory Committee (IEAC), a participatory governance committee. The IEAC did not appear to have broad representation of stakeholder groups typical of committees described as participatory governance committees, those including faculty, classified, and administration. The team noted that the revised charge and composition included "others as determined by the Chancellor." The survey calendar provided evidence that self-appraisal surveys for all governance committees are scheduled annually as outlined within the Ventura County Community College District's Participatory Governance Handbook, the results of which are reviewed within each of the committees surveyed. Minutes suggest that the results of these evaluations are made available, and the institution uses them as the basis for improvement, however, evidence of the changes made as a result of evaluating the effectiveness of leadership and governance committee surveys would provide more assurance of the effectiveness of the existing processes. (IV.D.7)

Conclusions:

The College meets the Standard.

Quality Focus Essay

The primary focus of the College is the creation of an inclusive campus and culture. In addition, the College plans to reduce the equity gap in student outcomes, particularly in distance education by 2027. Distance learning due to Covid 19 increased awareness of the systemic and historical nature of racism and racist practices on a national level, which contribute to equity gaps. As a result, four social justice workgroups were developed. The charges of these four workgroups focused on the following: diversifying the curriculum to include the history and culture of Black, Indigenous, LatinX, Asian and LGBTQ populations; diversifying the hiring of staff, faculty and managers; leadership on racial issues and facilitating social justice through civic engagement; and, providing culturally responsive student services such as counseling, tutoring, and mental health.

The College sets out attainable and measurable goals for, e.g., improving academic outcomes for students from underrepresented and marginalized communities, the urgency of whose needs, the Quality Focus Essay (QFE) notes, has been made abundantly clear by recent world-historical events (e.g., the pandemic, social justice movements, etc.).

The College's admittedly ambitious QFE projects are focused on achieving the following:

1. Creation of an inclusive campus and culture.

2. Significant reduction of the equity gap in student outcomes, particularly as evidenced in distance education, by 2027.

Each of the two projects lay out activities, action steps, responsible parties, resources needed, and a timeline for completion. With equity at the center of the two projects, there are areas of overlap. Through an IEPI Partnership Resource Team, the College was able to further define and move forward identified needs.

The measurable outcomes anticipated as a result of these two projects are clearly outlined, and were made part of the College's planning processes, carried forward across a range of committees and college events, and will advance the College's overarching goal of advancing social justice, anti-racism, and anti-hate work in support of its mission of placing – "students first."

CORE INQUIRIES

Moorpark College
7075 Campus Road
Moorpark, CA 93021

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on March 22, 2023.

Sean C. Hancock, Ed.D.
Team Chair

Moorpark College

Peer Review Team Roster

Team ISER Review
March 22, 2023

Dr. Sean Hancock, Team Chair Cerro Coso College President	Dr. Denise Whisenhunt, Vice Chair Grossmont College President
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ADMINISTRATIVE MEMBERS	
Dr. Claudia Lee Golden West College Vice President, Student Services	Mr. Anthony Djedi College of San Mateo Vice President Of Administrative Services
ACCJC STAFF LIAISON	
Dr. Catherine Webb, Vice President	

Summary of Team ISER Review

INSTITUTION: Moorpark College

DATE OF TEAM ISER REVIEW: March 22, 2023

TEAM CHAIR: Dr. Sean Hancock

A ten-member accreditation peer review team conducted Team ISER Review of Moorpark College on March 22, 2023. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the College's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on December 1, 2022 and held a pre-review meeting with the College CEO on January 6, 2023. The entire peer review team received team training provided by staff from ACCJC on February 9, 2023. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the College and identified standards the College meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur during the week of September 24th, Fall 2023.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determining whether standards are met and accordingly identify potential commendations or recommendations. The College should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

College Core Inquiry 1: The team would like a deeper understanding of how the program planning process helps the College align with the mission.

Standards or Policies: I.A.3

Description:
    a. The team reviewed the ISER and evidence, noted a description of the planning process, and noted the Facilities and Technology Committee on Accreditation and Planning as an example.
    b. The team would like to see additional examples of how the College's planning, decision-making, and resource allocation processes are aligned with the College mission.

Topics of discussion during interviews:

    a. The team would like to discuss additional examples of program planning processes, especially in student services and instruction.
    b. Examples of decisions, resource allocation decisions, stemming from aligning with mission.

Request for Additional Information/Evidence:
    a. Representative examples of institutional plans that are informed by the College's institutional priorities, such as the Student Equity and Achievement Plan, the Guided Pathways Plan, the College Strategic Plan, and/or the Educational Master Plan.

Request for Observations/Interviews:
    a. College leads associated with each respective institutional plan.
    b. Dean of Institutional Effectiveness and relevant committee members
    c. Others who can address questions related to this inquiry.

College Core Inquiry 2: The team was impressed by the robust revisions to the College's mission statement, particularly with respect to the College's focus on equity and social justice.

Standards or Policies: I.A.4

Description:
      a. The team reviewed the evidence reflecting the process used to revise the mission statement, and evidence demonstrating the College's clear commitment to equity and social justice.
      b. The team would like to learn more about the revision and implementation of the College mission statement.

Topics of discussion during interviews:
      a.   Processes for informing and implementing mission statement and design
      b.   Examples of how the College engaged the governance structures

Request for Additional Information/Evidence:
      a.   No specific evidence is requested. The team is interested in hearing a more qualitative and reflective report about the changes to the mission statement
      b.   If the College has additional, more recent evidence than provided in the ISER of the impact of those changes it would be appreciated
      c.   Examples of how subsequent changes occurred, as a result of this effort

Request for Observations/Interviews:
      a.   Constituency group leaders
      b.   Dean of Institutional Effectiveness
      c.   College President and executive team

College Core Inquiry 3: The team was impressed by the robust participation across the College, beginning with the annual planning retreat and resulting in continuous improvement efforts in fulfillment of the College's mission.

Standards or Policies: I.B.1

Description:
      a.   **T**he ISER provided detailed evidence about how the College engages in integrated planning, the robust level of engagement in this process, and the alignment of the College's integrated planning and resource allocation process to the College mission.
      b.   The team would like further clarification about the College's engagement in the integrated planning process and the ways in which these processes are communicated to the College.

Topics of discussion during interviews:
      a. Community-building and communication around the planning process
      b. Decision-making and improvements stemming from planning dialogues

Request for Additional Information/Evidence:
      a. No specific evidence is requested
      b. However, if there is additional evidence the College would like to share beyond what was provided in the ISER, the team is happy to review it

Request for Observations/Interviews:
      a. Dean of Institutional Effectiveness
      b. Participatory governance group leaders and members, including constituency groups and cross-constituency committees

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College Core Inquiry 4: The team would like further clarification about how the College determines and assesses professional and technical competencies in CTE programs other than those associated with the Health Sciences.

Standards or Policies: II.A.14

Description:

      a. The team reviewed the ISER and noted that evidence in this standard focused primarily on the health sciences.

      b. The team is seeking more current information (later than 2019 if possible) to demonstrate the College's other CTE courses and programs reflect the demands of the current job market and prepare graduates to meet employment standards.

Topics of discussion during interviews:

      a. The alignment of program SLOs in CTE courses with industry standards with examples other than those in Health Sciences.

      b. Processes for CTE Program Review

Request for Additional Information/Evidence:

      a. CTE program reviews

      b. Outcomes data for CTE

      c. Job placement data if available

Request for Observations/Interviews:

      a. Dean for CE/CTE or equivalent

      b. Chair of the CTE Advisory Committee

      c. Department Chairs and/or Program Directors in CE/CTE areas

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District Core Inquiry 1: The District Team noted the commitment of the Ventura Community College Board of Trustees to "working as an effective, transparent, and respectful entity." The Team is interested in confirming that the Board of Trustees is translating the commitment into tangible progress on behalf of the students and employees of the Ventura Community College District.

Standards or Policies: IV.C.2, IV.C.7, IV.C.10

Description:
    a. The Team reviewed statements contained in the ISER and relevant Board Policies and minutes.
    b. A positive, supportive, healthy Board of Trustees is essential to the success of Ventura Community College District. The Team wants to confirm that the Ventura Board of Trustees has taken actions and is continuing to make progress in addressing past behaviors and practices that may have been detrimental.

Topics of discussion during interviews:
    a. Working together as a unit to support outcomes, decisions, and Chancellor
    b. Adherence to board policies
    c. Practices for board trainings and retreats
    d. Results of board self-evaluations and how they are used in making improvements

Request for Additional Information/Evidence:
    a. Evidence related to board trainings
    b. Evidence related to board retreats
    c. Examples showing how board self-evaluations are used to improve Board effectiveness

Request for Observations/Interviews:
    a. Governing Board members
    b. College CEOs
    c. Members of Chancellor's senior staff/cabinet

District Core Inquiry 2: With a new Chancellor in place, the Team noted an opportunity for the Board of Trustees establish shared goals with the Chancellor, delegate appropriate responsibility, and evaluate the progress of the Board and Chancellor in achieving agreed upon goals. The ISER narrative indicated examples of interference by the Board in operational decisions and "bypassing the District participatory governance process."

Standards or Policies: IV.C.12

Description:
   a. The ISER and supporting materials indicated past problems involving the Board's inappropriate actions and behaviors, including the need for an outside consultant to address substantive issues.
   b. A positive, supportive, healthy Board of Trustees is essential to the success of Ventura Community College District. The Team wants to confirm that the Ventura Board of Trustees has taken actions and is continuing to make progress in addressing past behaviors and practices that may have been detrimental.

Topics of discussion during interviews:
   a. Relationship between Board and its CEO
   b. Delegation from Board to CEO

Request for Additional Information/Evidence:
   a. Examples showing how delegation from Board to CEO works in practice
   b. Evidence from third session of Board training with Dr. Benjamin and results of the assessment related to delegation of authority

Request for Observations/Interviews:
   a. Board members
   b. Chancellor
   c. College Presidents and other senior staff

District Core Inquiry 3: The team would like to understand how the College monitors compliance with completion of faculty and staff performance evaluations per District policy.

Standards or Policies: III.A.5

Description: In the ISER and evidence, the team observed sample evaluation templates, District BP/AP regarding evaluations, and cycles of evaluation with respect to job titles. The team would like to better understand what percentage of evaluations are currently complete and processes for ensuring completion.

Topics of discussion during interviews:
  a. Determining compliance with stated evaluation intervals
  b. Monitoring/tracking compliance/completion of evaluations for all constituencies

Request for Additional Information/Evidence:
  a. Tracking documents displaying completion of evaluations, if they exist
  b. Sample email notifications regarding which evaluations are due
  c. Written procedures/HR manuals showing annual workflows

Request for Observations/Interviews:
  a. Administrator(s) responsible for managing/tracking evaluation processes