

I. ACCJC 2020 Midterm Report Timeline and Leads (as of 11/21/2019)—WITH GAP ANALYSIS

Month	Moorpark College	District Office
August/September 2019	EdCAP (Aug 27 & Sep 24): <ul style="list-style-type: none"> • Review timeline and leads • Discuss actions to address recommendations 	
October/November/December 2019	EdCAP (Oct 22 & Nov 26): <ul style="list-style-type: none"> • Complete gap analyses • Form work groups for QFE review ALO and others (Oct & Nov): <ul style="list-style-type: none"> • Complete action items to address recommendations 	Dec 13: DAC gap analysis complete All gap analyses submitted to DAC
January 2020	ALO and others (Dec & Jan): <ul style="list-style-type: none"> • Write first draft report 	
February/March 2020	EdCAP (Jan 28 & Feb 25): <ul style="list-style-type: none"> • Review first draft report Office of President (March): <ul style="list-style-type: none"> • Share draft report with college community for feedback Planning Retreat (Mar 20): <ul style="list-style-type: none"> • Review draft report ALO with others: <ul style="list-style-type: none"> • Revise report incorporating feedback EdCAP (Mar 24): <ul style="list-style-type: none"> • Final reading of revised draft 	Feb 13: First draft college reports submitted to DAC
April 2020	Academic Senate (Apr 7 & 21): <ul style="list-style-type: none"> • 1st and 2nd readings of revised draft Classified Senate (Apr tbd): <ul style="list-style-type: none"> • Review of revised draft ASMC (Apr tbd): <ul style="list-style-type: none"> • Review of revised draft 	Apr 6: Review of revised draft reports completed through shared governance

<p>May 2020</p>	<p>ALO with others:</p> <ul style="list-style-type: none"> • Finalize report incorporating feedback • Approve final draft at Executive Council and Consultation Council 	<p>May tbd: Approve final draft at Chancellor’s Cabinet</p> <p>May 18: Final draft college reports due for submission to Policy, Planning and Student Success Board Committee meeting</p> <p>May 21: Policy, Planning and Student Success Board Committee Meeting</p> <p>May 29: Final draft college reports due for submission to June Board Agenda Review</p>
<p>June 2020</p>		<p>June 16: Board of Trustees meeting – 1st Reading</p> <p>June 23: Board of Trustees Strategic Planning Session – 2nd Reading/Approval</p>
<p>July/August/September 2020</p>	<p>Submit final report to ACCJC</p>	
<p>October 2020</p>	<p>Oct 15: deadline for submission to ACCJC</p>	

From *Guidelines for Preparing Institutional Reports to the Commission (for reports due fall 2020 and beyond)*

https://accjc.org/wp-content/uploads/Guidelines-for-Preparing-Institutional-Reports_Fall-2020-and-beyond.pdf

II. ACCJC 2020 Midterm Report Sections and Leads

1. Plans Arising from the Self-Evaluation Process

During the college's self-evaluation process, colleges identify areas of improvement to strengthen their alignment to the Standards. This section reports on those self-identified Improvement plans. The institution should describe their progress on these plans and resulting outcomes. A chart format can be used for this section of the report as appropriate. Any plans still pending for action should be clearly identified with specific timelines for completion and should identify responsible parties.

- I.B.2/II.C.2: With the recent growth in institutional research staff, the College will resume its focus on collaborating with all college programs to address research needs, as further discussed in the Quality Focused Essay. **LEAD: OLEG**
-Done.
- III.A.1/IV.C.3: The College working with the District Council on Human Resources (DCHR) will complete and submit for Board review BP/AP 2170 with expanded wording to include policy and procedure related to interim hiring and emergency hiring. The College will be presented with a summary regarding chancellor and president evaluations. **LEAD: DAC**
-Awaiting DAC gap analysis.
- III.A.1: The College working with human resources will attempt to broaden and clarify job announcements related to equity hiring practices. **LEAD: DAC**
-Awaiting DAC gap analysis.
- III.A.5: The District will assess the feasibility of using an electronic tool to assist in gathering data for evaluations of all employees. **LEAD: DAC**
-Awaiting DAC gap analysis.
- III.A.5: The District and Colleges will provide additional training opportunities for evaluators related to an effective performance evaluation process. **LEAD: DAC**
-Awaiting DAC gap analysis.
- III.A.9/III.A.10: The District and Colleges will continue to analyze the barriers to timely hiring, and work with the human resources department to review and streamline current hiring processes. **LEAD: DAC**
-Awaiting DAC gap analysis.
- III.A.10: The College and District will use the new functional maps to define roles and responsibilities. **LEAD: DAC**
-Awaiting DAC gap analysis.
- III.A.10: The College will examine the compensation structure for administrative employees, including salary schedule and benefit contributions. **LEAD: DAC**
-Awaiting DAC gap analysis.
- IV.A.6: The College will examine how to centralize where resource prioritization decisions are posted on the web to ensure ease of access to the information. **LEAD: SILVIA/EDCAP CHAIRS**
-IE will post on planning website. Also addressed in QFE AP2.
- IV.D.5: The College and District will work together to complete the District Strategic Plan as defined in the Integrated Planning Manual. **LEAD: DAC**
-Awaiting DAC gap analysis.

- IV.D.5: The College and District will work together to determine a process for the development of the District Facilities Master Plan to align with the College master plans as defined in the Integrated Planning Manual. **LEAD: DAC**
-Awaiting DAC gap analysis.

Note: See pages 326-327 of 2016 ISER for additional details

2. Institutional Reporting on Quality Improvements

A. Response to Recommendations for Improvement

If identified in the Commission Action Letter, colleges will address recommendations for improvement in order to increase institutional effectiveness. The college should refer to the External Evaluation Team Report for further information and direction on the improvement recommendations. The institution should explain the manner in which each recommendation to improve was considered, and what, if anything, was done by the institution as a result of the recommendation.

- College Recommendation 1 (Compliance): In order to meet the Standard, the team recommends that the College analyze and disaggregate learning outcomes for subpopulations as defined by the College. (I.B.5, I.B.6) ****note: changed by ACCJC to improvement recommendation**** **LEADS: OLEG/DANI**
-In progress of exploring whether to migrate SLOs to eLumen to disaggregate SLOs.
- College Recommendation 2 (Improvement): In order to increase effectiveness, the team recommends that the College conduct regular assessment of the approved course learning outcomes (CLOs) for all officially approved courses appearing in the College Catalog. (II.A.3) **LEADS: OLEG/DANI**
-Done. SLOs are reviewed at the same time as curriculum is reviewed on a five year cycle which ensures all courses are reviewed. Furthermore, the college is exploring migrating to eLumen which has a dashboard to monitor that all courses are reviewed on the established cycle.
- College Recommendation 3 (Improvement) In order to increase effectiveness, the team recommends that the College develop a long-range financial plan that incorporates all cost components of other College and District plans ensuring that long-range financial planning is considered when making short-term financial decisions. (III.D.11) **LEAD: DAC**
-Done per Silvia, need to confirm with DAC as well once they complete their gap analysis.

B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

- Student Learning Outcomes (Standard I.B.2) **LEADS: OLEG/DANI**

ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.”

Reflect on the college’s assessment processes since the last comprehensive review:

-What are the strengths of the process that helps lead the college to improve teaching and learning?

-What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

-Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

-In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule.

Evidence: Provide evidence to support the information and narrative described above.

-See recommendations 1 and 2 above for how gaps are being addressed related to SLOs

- Institution Set Standards (Standard I.B.3) **LEADS: EDCAP CHAIRS**

ACCJC Standard I. B. 3. reads: "The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information."

Using the most recent Annual Report, the college will reflect on its trend data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer.

-Has the college met its floor standards?

-Has the college achieved its stretch (aspirational) goals?

-What initiative(s) is the college undertaking to improve its outcomes?

-How does the college inform its constituents of this information?

Evidence: Provide the most recent Annual Report used for this reflection.

-Set-Standards scheduled for review and modification by EdCAP in 2019-2020.

C. Report on the outcomes of the Quality Focus Projects

The Quality Focus Essay in the Institutional Self-Evaluation Report identified quality focus projects to improve Student Learning and Achievement. The Midterm Report will report on the goals, outcomes, and data identified for each quality focus project and the changes in Student Achievement and Student Learning that resulted from the projects. Of particular interest, if appropriate, is commentary on further expansion of the projects, the potential and intent to expand those projects to other areas of the College, and the ability to replicate these projects. The institution should also identify which, if any, projects did not achieve the desired outcomes and provide information as to the factors that contributed to that outcome.

- Action Project#1: Expanding institutional effectiveness resources to enhance the College's culture of communication and evidence **LEAD: OLEG**
- Action Project #2: A holistic look at the program planning process **LEADS: EDCAP CHAIRS**

-See separate QFE Gap Analysis document for each action project.

D. Fiscal Reporting LEAD: DAC

Please provide the most recent Annual Fiscal Report with your Midterm Report.

If any of the areas of the most recent Annual Fiscal Report indicate that the college is not meeting its goals, such as high loan default rates, unmet liabilities, and/or projected deficits, please describe any plans for improvement.

If the institution is on enhanced fiscal monitoring, please provide narrative describing progress on the institution's improvement plans.

If the conditions above do not apply, narrative is not required. Nevertheless, the institution should still include a copy of the most recent Annual Fiscal Report as part of its Midterm Report.

-To be completed in March. Per Silvia, the conditions above do not apply and no narrative will be needed.