

II.A.2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

BP and AP 402 Curriculum Development assert the purview of faculty in the development of curriculum and ensures that programs and courses are evaluated regularly to ensure quality, currency, and compliance (II.A.2.01, II.A.2.02). Discipline faculty review and update courses and programs at least every five years for all courses and instructional programs and every two years for career technical education (CTE) courses and instructional programs (II.A.2.02). The Moorpark College Curriculum Committee faculty co-chairs generate a list of courses and programs for review each year to maintain this cycle (II.A.2.03). The Moorpark College Participatory Governance Handbook describes an overview of the development and approval of curriculum with responsible parties that includes, initiation of new or updated curriculum by a faculty member, department and division review, technical review, Curriculum Committee review, districtwide technical review, Board of Trustees approval, and Chancellor's Office approval (II.A.2.04). CORs include course descriptions, expected course learning outcomes, and course content at appropriate educational levels, among many other details (II.A.2.05, II.A.2.06). Courses that are eligible for distance education (DE) include an additional DE addendum that describes effective distance education teaching methods and how instructors will create opportunities for regular and substantive interactions (II.A.2.07).

The annual program review, often referred to as program planning, process is described in the Moorpark College Participatory Governance Handbook that includes a timeline, workflow, and responsible parties (II.A.2.08). It provides for continuous improvement of the process through EdCAP, that oversees the program review process as part of its charge (II.A.2.09). Each program across all areas of the college, including instructional and non-instructional areas, completes a program plan annually with roughly one-third of programs having a program evaluation meeting each year so that each program has an evaluation meeting within each three-year cycle. The program evaluation meeting brings together program faculty & staff, area dean or manager, the Vice Presidents, and the Academic Senate President for discussion and feedback, discussion on resource requests and fiscal impacts, and that status of each program (no action, strengthen, reduce, review for discontinuance) (II.A.2.08). These meetings are documented and a final summary report of the program plan evaluation process is produced annually and discussed in EdCAP (II.A.2.10, II.A.2.11, II.A.2.12). Each program has access to its program data as well as overall college data to assess its progress on student equity and achievement that informs its future plans and resource requests, including student retention and success data by ethnicity and special population as well as degrees and certificates awarded (II.A.2.13, II.A.2.14). Programs are asked to address questions that link to the college Strategic Directions that align with the college mission using the data provided (II.A.2.15).

Analysis and Evaluation

Moorpark College has a robust curriculum development and updating process that is driven by faculty, includes wide input, provides quality instruction that maintains currency, and is focused on student equity and success. The curriculum review process provides regular review of all courses and programs, maintaining faculty purview on curriculum matters, and relies on discipline experts for quality and currency. The program review process at Moorpark College is part of its integrated planning model, with program plan questions linking to college strategic directions that align with the college mission. The rigorous program planning process uses data to help make data-informed decisions about programs and resource requests to continuously improve instructional courses and programs with the goal of improving student equity and success.

Evidence

II.A.2.01 BP 4020 Curriculum Development

II.A.2.02 AP 4020 Curriculum Development

II.A.2.03 Curriculum Review Schedule 2021-2022

II.A.2.04 Curriculum Process from MC PG Handbook

II.A.2.05 COR ?? (highlight course description, SLO's, appropriate level??)

II.A.2.06 COR

II.A.2.07 COR highlighting DE addendum

II.A.2.08 PG Handbook Program Planning Process

II.A.2.09 PG Handbook EdCAP Charge

II.A.2.10 Minutes from a Program Plan Evaluation Meeting

II.A.2.11 Annual Summary from Program Plan Evaluation Meetings

II.A.2.12 EdCAP Agenda where Program Plan Annual Summary is discussed: 2021-05-11

II.A.2.13 Sample Program Plan Data Snapshots (pdf)

II.A.2.14 Degrees and Certificates Awarded

II.A.2.15 Program Plan Questions

POSSIBLE SOURCES OF EVIDENCE:

Documentation of the process for curriculum development, review, and approval—the workflow and persons responsible—for courses and for programs;

Approved course outlines of record that contain course descriptions, expected course learning outcomes, and course content at appropriate educational levels (pre-collegiate, lower division, or upper division);

Documentation of a rigorous review process for DE courses to ensure they meet

expectations for effective DE teaching methods and regular and substantive interactions;
Documentation of a regular program review process, with timelines, workflow, and persons responsible;

Completed program review reports, with analysis of student learning assessment results and analysis of student achievement data, leading to improvement plans, and requests for resource allocations if needed;

Minutes from departmental, divisional, or other meetings where program reviews, program data, and improvement plans are discussed;

And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- Faculty are involved in curriculum development for courses and programs.
- Faculty ensure that course content and methods of instruction meet generally accepted academic and professional standards of higher education.
- Faculty evaluate and discuss the relationship between teaching methodologies and student performance on a regular basis.
- Criteria used in program review include relevancy, appropriateness, achievement of learning outcomes, currency, and planning for the future.
- The program review process is consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.) and mode of delivery.
- Program review includes analysis of student achievement data (course completions and degree/certificate completions) and **student learning data (SLO assessment results)**.
- The results of program review are used in institutional planning.
- Successive program reviews document improvements that have resulted from plans or goals developed in prior program reviews.