



MOORPARK
COLLEGE



Institutional Self-Evaluation Report



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Institutional Self-Evaluation Report

In Support of an Application for Reaffirmation of Accreditation

Submitted by

Moorpark College
7075 Campus Road
Moorpark, CA 93021
moorparkcollege.edu

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

November 2022

Certification

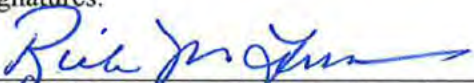
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Julius Sokenu
Moorpark College
7075 Campus Road
Moorpark, CA 93021

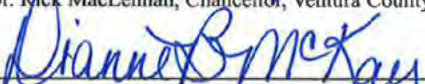
This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

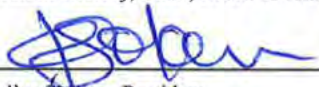
Signatures:



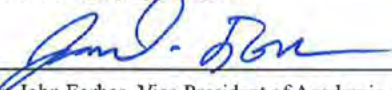
Dr. Rick MacLennan, Chancellor, Ventura County Community College District
Date: 10-11-2022



Ms. Dianne McKay, Chair, Board of Trustees, Ventura County Community College District
Date: 10-11-2022



Dr. Julius Sokenu, President
Date: 10-18-2022



Dr. John Forbes, Vice President of Academic Affairs, Accreditation Liaison Officer
Date: 10/25/2022



Dr. Erik Reese, Academic Senate President
Date: 10/25/2022



Ms. Linda Resendiz, Classified Senate President
Date: 10/13/2022



Ms. Karina Arteaga, Associated Students President
Date: 10/24/2022

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A. Introduction

College History

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

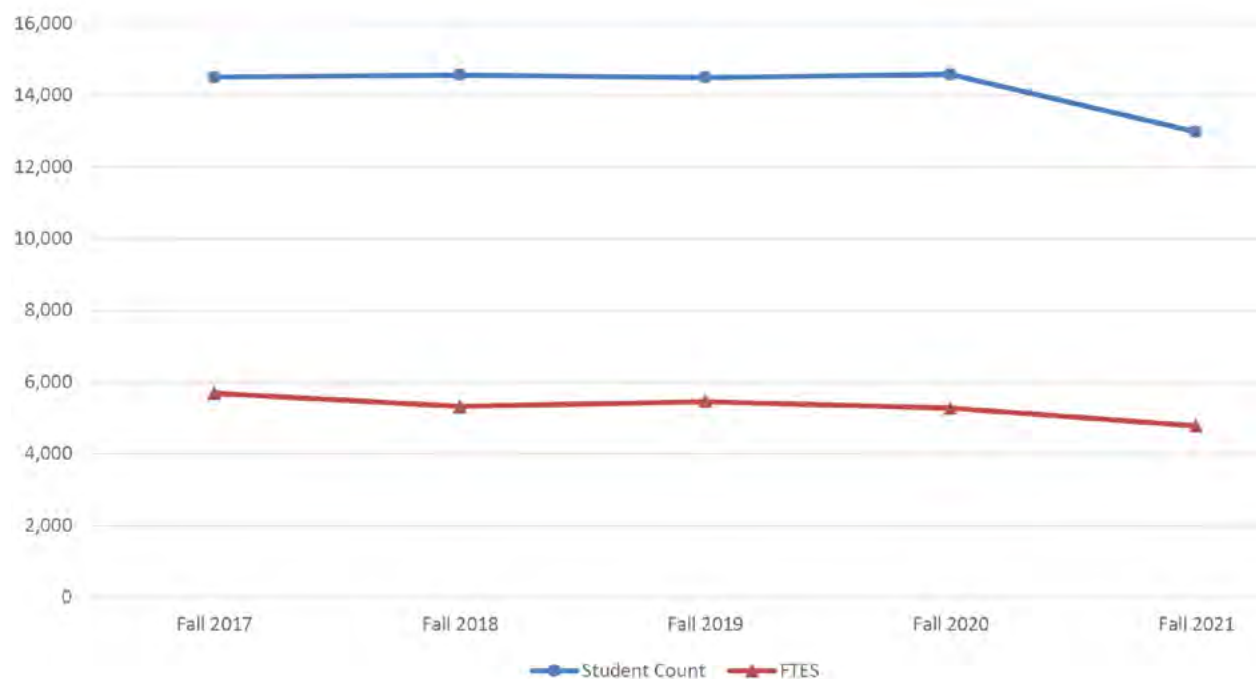
STEM Impacto, a grant that supports Hispanic students or those who are eligible for Pell Grants in pursuing program completion in key scientific fields. Other notable programs include Project CHES, a grant-funded partnership with Cal Lutheran University that supports the implementation of a Second-Year 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 Cyber-security 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 on 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.

Student Enrollment Data

Student enrollment has been relatively stable for the College until most recently when it took a large dip during the COVID-19 pandemic. In 2021, the College’s headcount dropped by 1,600 down to 12,981 students. FTES also declined by about 500 to 4,775.

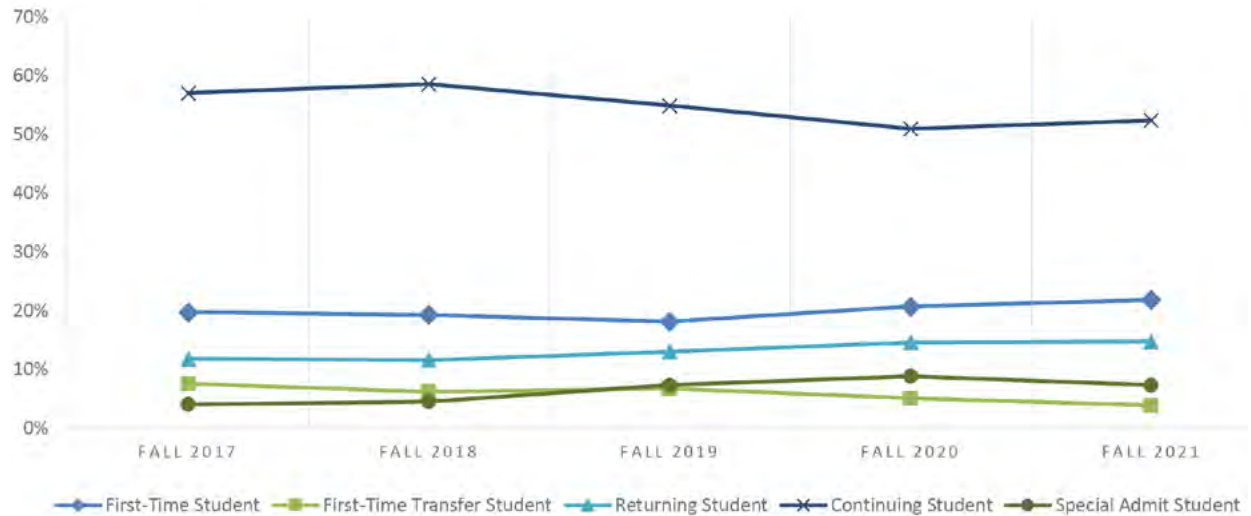
Figure 1. Trends in Fall Semester Headcounts and FTES



CCCO datamart, by College

While some student populations are stable, continuing students, special-admit students, and first-time transfer students have all had changes recently. Most significantly, the continuing student population, the largest group of students, dropped by 8% points between 2018 and 2020. This has since increased slightly and now sits at 52% (Fall 2021).

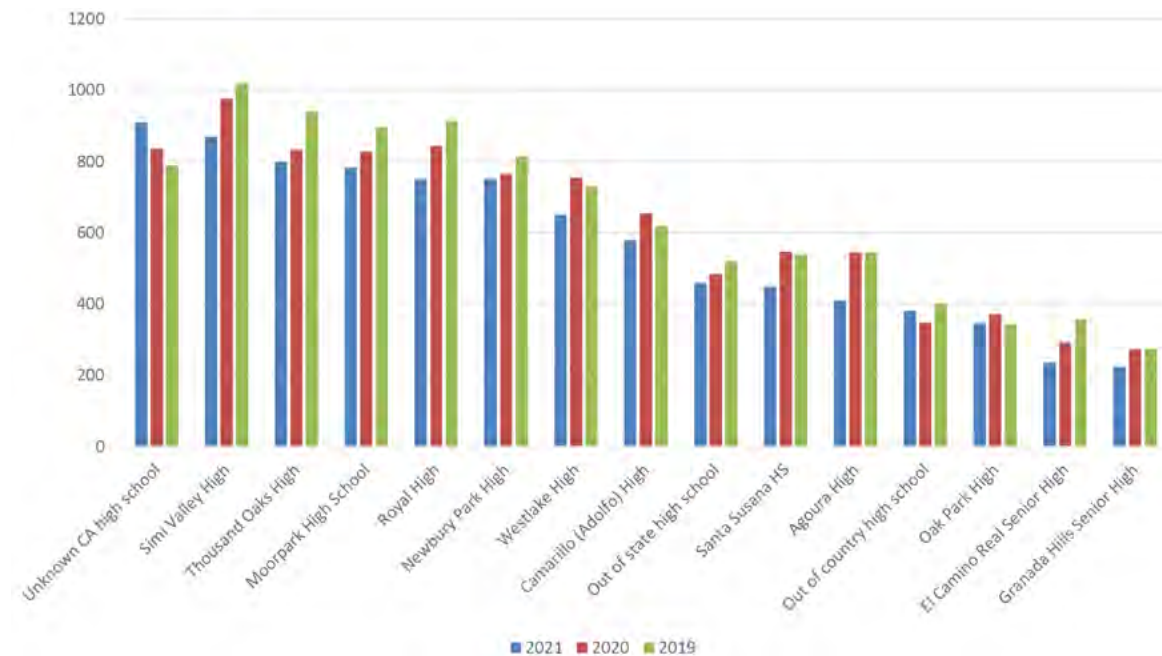
Figure 2. Trends in Student Type by Fall Terms



CCCO datamart, by College

First-time transfer students have been on the decline, consistently, since 2017. Most recent data (2021) show that first-time transfer students make up nearly 4% of students, down from 7.5%.

Figure 3. Student Enrollment by Feeder Schools



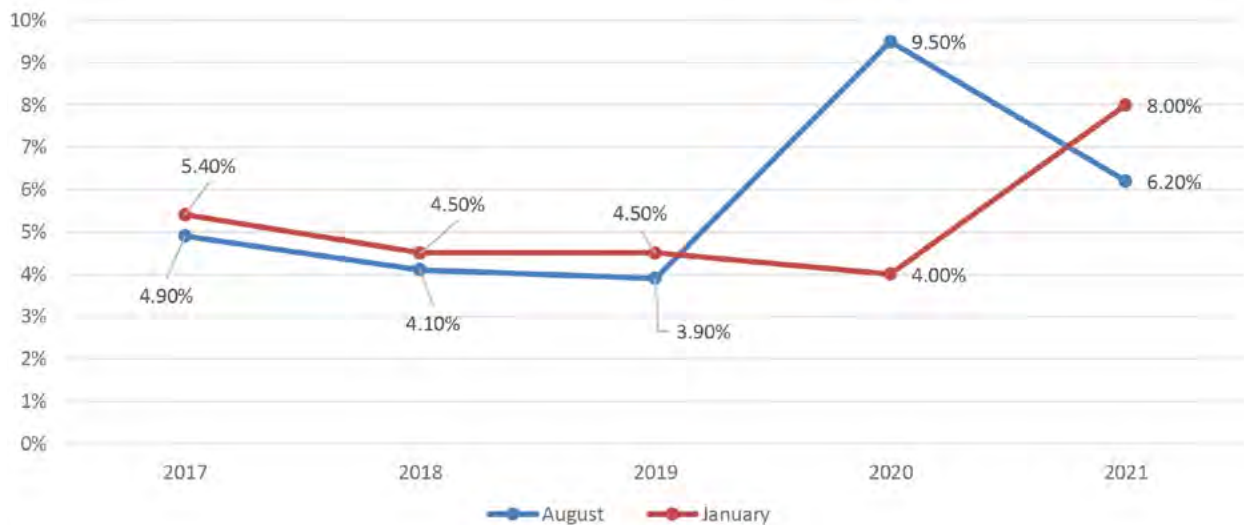
CCCO datamart, by College

Conversely, special admit students have increased since 2017, peaking in 2020 at 8.8%. Data on feeder schools shows that Simi Valley (870), Thousand Oaks (799), Moorpark (783), Royal (a Simi Valley high school) (751), and Newbury Park (a part of the city of Thousand Oaks) (751), make up the top feeder schools. Most recently in 2021, the top high school is actually “unknown.” A few other high schools are a part of Ventura County, with a few in Los Angeles County, and some out of state or out of country.

Labor Market Data

Unemployment rates for Ventura County show that, consistently, unemployment is slightly higher in January as compared to August. While rates typically hover around 4% for the College’s area, there was a significant spike in unemployment in 2020 after the COVID-19 pandemic hit (9.5%), which dropped down to 8% in January 2021. Unemployment has continued to drop. Most recent data not charted here shows that as of January 2022 the unemployment rate was 4.8%.

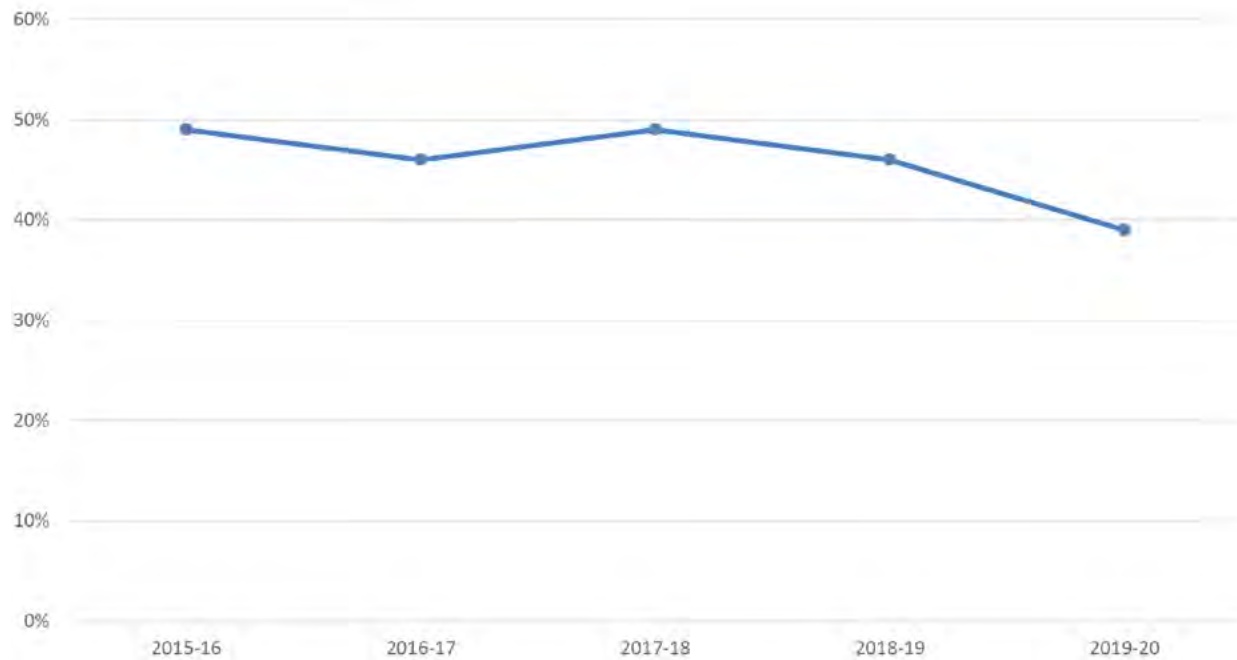
Figure 4. Unemployment Rates for Ventura County



CA, EDD, unemployment rates by county

Data from the Career Technical Education and Outcomes Survey (CTEOS) show that of students enrolled in a CTE program who were also unemployed, 39% became employed after leaving Moorpark College. This is a decline of 10 percentage points over 5 years.

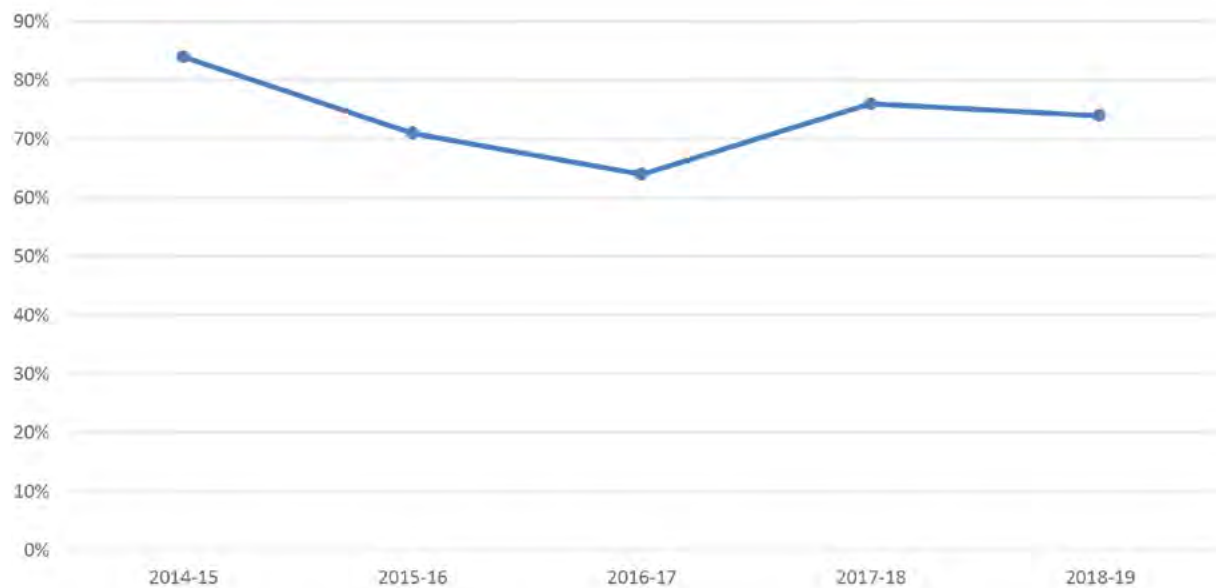
Figure 5. Became Employed After Being Unemployed and Enrolled at MC



CCCO, CTEOS data

Similarly, the percent of students who graduated from a CTE program at Moorpark College reporting that the job they got after college was closely related to their field of study has also declined, from 86% in 2015-16 down to 74% in 2019-20, a drop of 12 percentage points. However, this is up from the lowest point over the past 5 years, in 2016-17, when it dropped to just 64%.

Figure 6. Job Closely Related to CTE Field of Study



CCCO, CTEOS data

Job projections for the County show that by 2028, the largest increase in jobs will be in the veterinary field. More specifically, Veterinary Assistants, Veterinarians, and Veterinary Technologists, each are projected to have a 40%+ increase over 10 years. Additionally, professional jobs and jobs within the medical field are also expected to increase significantly: Marriage and Family Therapists, Physician Assistants, Speech-Language Pathologists, Occupational Therapy/Physical Therapy Aids, and Medical Assistants.

Table 1. Jobs with Strong Projected Growth, 2018-2028

Occupational Title	Percentage Change	Median Hourly Wage	Entry Level Education	Job Training
Veterinary Assistants and Laboratory Animal Caretakers	41.7	\$ 16.11	High school diploma	Short-term on-the-job training
Veterinarians	41.4	\$ 49.18	Doctoral or professional degree	None
Marriage and Family Therapists	41.2	\$ 20.93	Master's degree	Internship/residency
Veterinary Technologists and Technicians	40	\$ 19.80	Associate's degree	None
Glaziers	37.5	\$ 27.72	High school diploma	Apprenticeship
Physician Assistants	35.3	\$ 62.97	Master's degree	None
Cooks, Restaurant	33.8	\$ 14.43	No formal educational credential	Moderate-term on-the-job training
Speech-Language Pathologists	33.3	\$ 45.60	Master's degree	Internship/residency
Agricultural Inspectors	33.3	\$ 26.66	Bachelor's degree	Moderate-term on-the-job training
Computer Numerically Controlled Machine Tool Programmers	33.3	\$ -	Postsecondary non-degree award	Moderate-term on-the-job training
Personal Care Aides	31.4	\$ -	High school diploma	Short-term on-the-job training
Information Security Analysts	30.8	\$ -	Bachelor's degree	None
Occupational Therapy and Physical Therapist Assistants/Aides	30.2	\$ -	N/A	N/A
Medical Assistants	28.9	\$ 18.70	Postsecondary non-degree award	None
Weighers, Measurers, Checkers, and Samplers, Recordkeeping	28.6	\$ 19.25	High school diploma	Short-term on-the-job training

CA, EDD, job projections, 2018-2028

Data from the California Employment Development Department (EDD) on projections of jobs for 2018-2028 show that the field where Ventura County will see the largest decline by 2028 is photographers, with a -32% change. Other jobs with the most significant projected declines are in the textile industry, manual labor industry, and even include editors, secretaries, and telemarketers. Most of the declining jobs do not require a formal education or only require a high school diploma.

Table 2. Jobs with Declining Projected Demand, 2018-2028

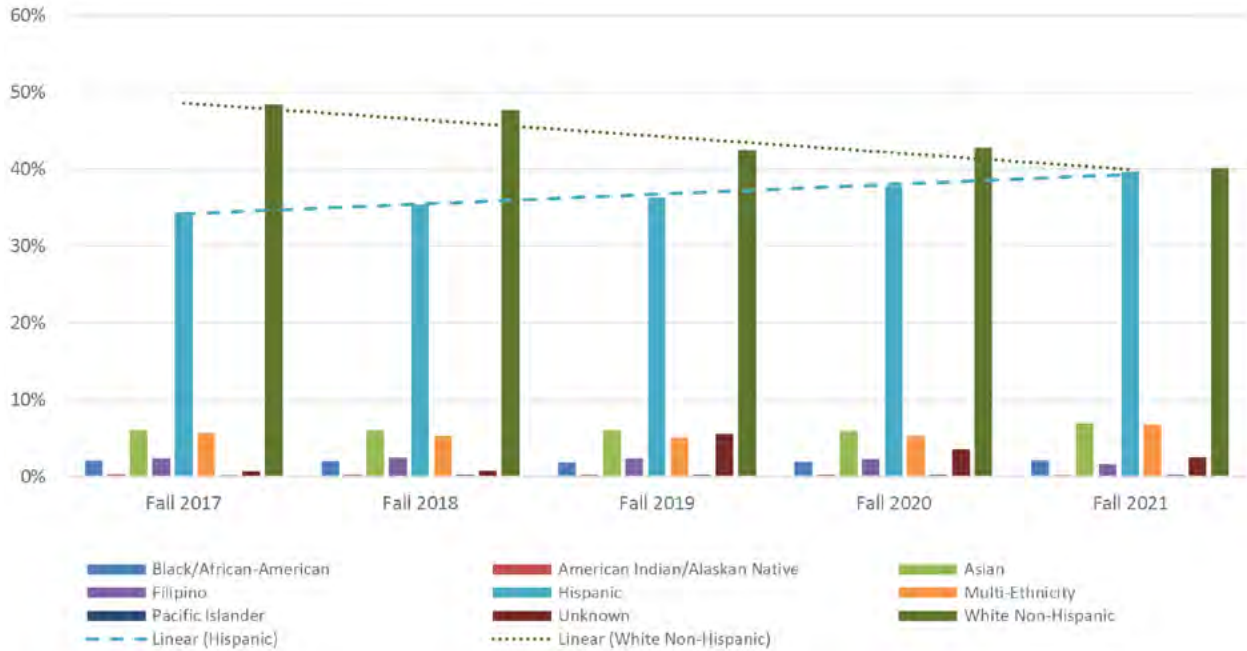
Occupational Title	Percentage Change	Median Hourly Wage	Entry Level Education	Job Training
Photographers	-32	\$ 14.39	High school diploma	Moderate-term on-the-job training
Title Examiners, Abstractors, and Searchers	-28.6	\$ 24.72	High school diploma	Moderate-term on-the-job training
Sewing Machine Operators	-28.6	\$ 14.47	No formal educational credential	Short-term on-the-job training
Petroleum Pump System Operators, Refinery Operators, and Gaugers	-27.8	\$ -	High school diploma	Moderate-term on-the-job training
Editors	-23.5	\$ 27.06	Bachelor's degree	None
Telemarketers	-23.1	\$ 15.54	No formal educational credential	Short-term on-the-job training
Pressers, Textile, Garment, and Related Materials	-22.2	\$ 13.29	No formal educational credential	Short-term on-the-job training
Advertising Sales Agents	-21.4	\$ 27.19	High school diploma	Moderate-term on-the-job training
Switchboard Operators, Including Answering Service	-21.4	\$ 15.88	High school diploma	Short-term on-the-job training
Communications Equipment Operators	-20	\$ -	N/A	N/A
Mail Clerks and Mail Machine Operators, Except Postal Service	-20	\$ 17.65	High school diploma	Short-term on-the-job training
Grinding and Polishing Workers, Hand	-20	\$ 15.85	No formal educational credential	Moderate-term on-the-job training
Executive Secretaries and Executive Administrative Assistants	-18.2	\$ 35.60	High school diploma	None
Legal Secretaries	-17.2	\$ 22.24	High school diploma	Moderate-term on-the-job training
Tellers	-17	\$ 17.62	High school diploma	Short-term on-the-job training

CA, EDD, long term job projections, 2018-2028

Demographic Data

In the last five years, the College has experienced significant changes in its student demographics. The percentage of students who are Hispanic is increasing while the percentage of students who are white is decreasing. In Fall 2021 the proportion of white students and Hispanic students is now even at roughly 40% each. This is a considerable shift from just five years ago in Fall 2017 when the white student population made up 48% of enrolled students.

Figure 7. Student Race/Ethnicity by Fall Terms

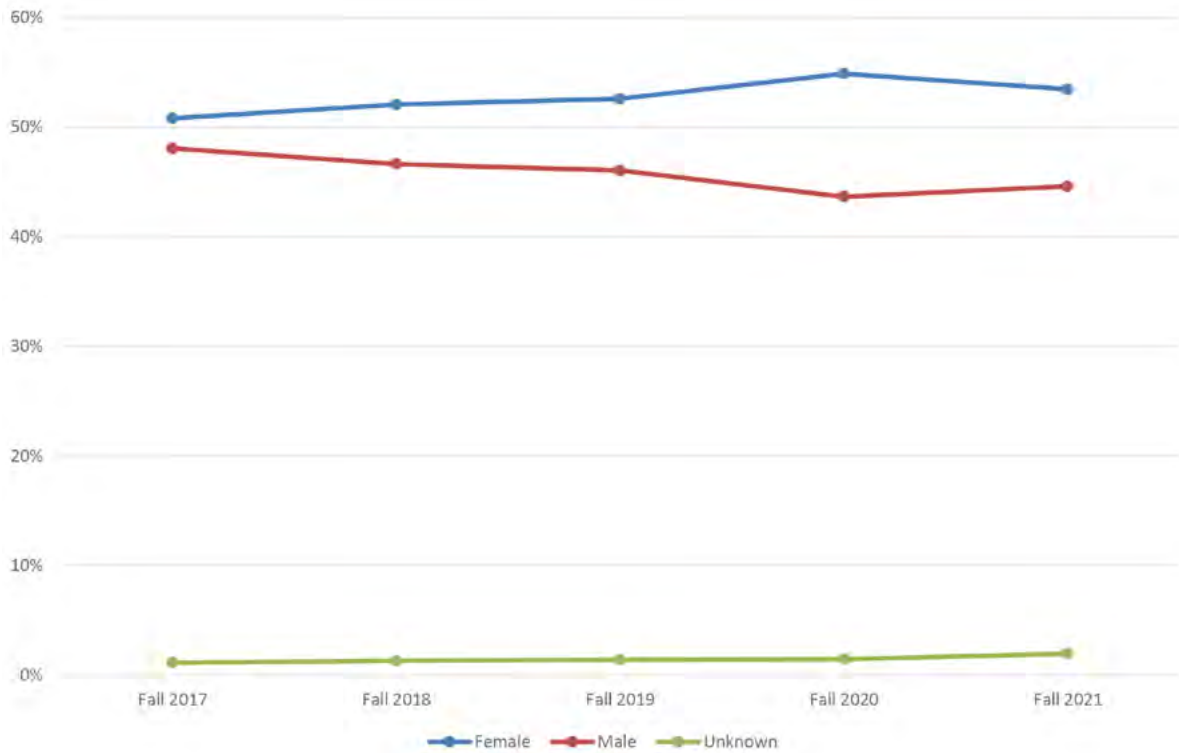


CCCO datamart, by College



The gender of the College's students has also seen a shift, whereby the percent who are male has decreased while the percent who are female has increased. Most recently females made up 53% of the student population while males made up just 45%. There was also a slight uptick in the percentage of students who did not report their gender in Fall 2021, reaching now 2%.

Figure 8. Gender of Students

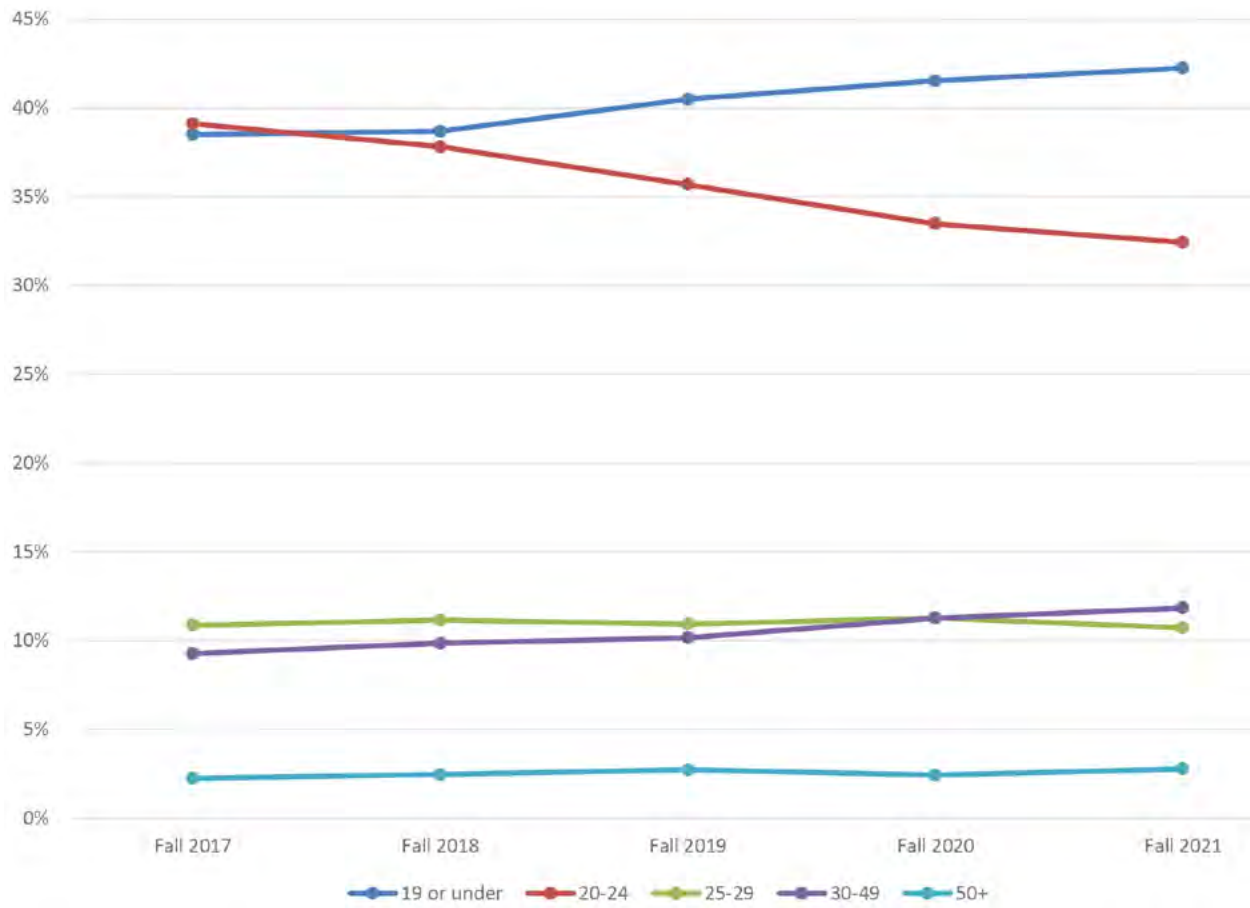


CCCO datamart, by College



Similarly, while the number of students in the first two age groups, under the age of 19 and those 20-24, used to be similarly sized, now there is a gap which has considerably widened since Fall 2019. Now students under the age of 19 make up the vast majority of students. Meanwhile, students who are 25-29 and 30-49 remain relatively stable with a minor reversal in position since Fall 2021, with students of the ages 30-49 edging just ahead of students of the ages 25-29. Older students maintain their position making up just 2.5-3% of the student population.

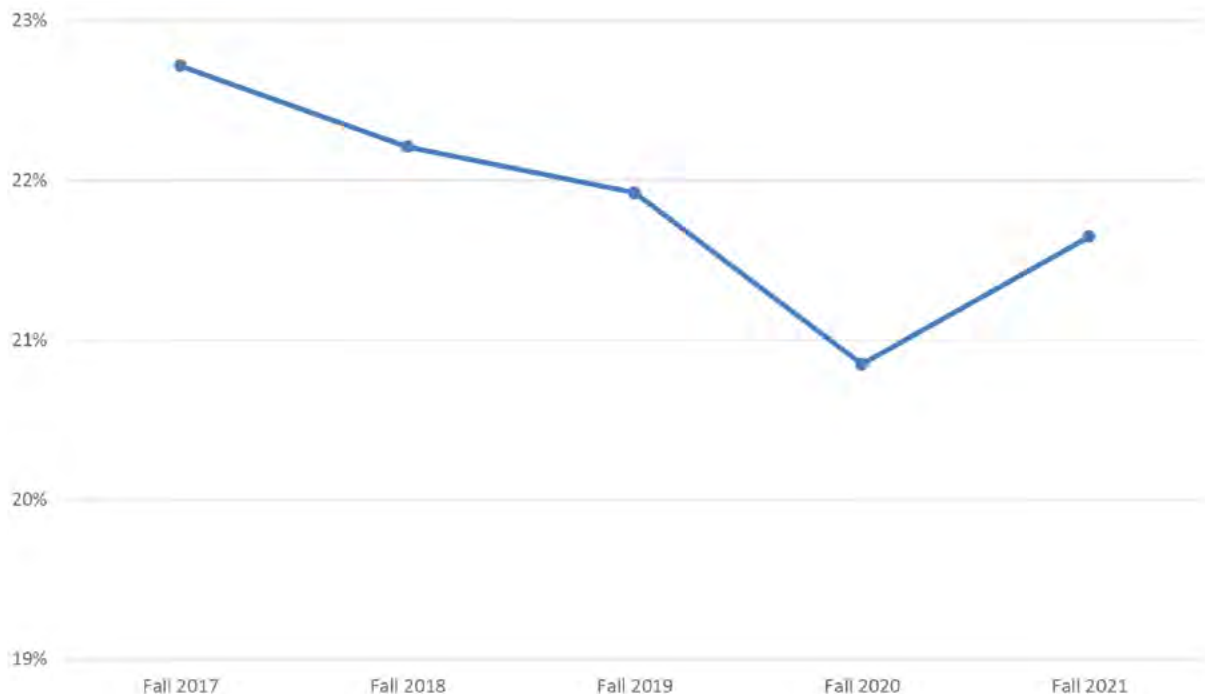
Figure 9. Age of Students



CCCO datamart, by College

First generation students continue to make up about 20% of the student population. However, in the last few years, the proportion of first generation students has been on the decline with the biggest dip seen in Fall 2020. Given that the proportion saw a rebound in Fall 2021, this suggests that first generation students were either more affected by the COVID-19 pandemic, forcing them to take jobs, or were less likely to get the COVID-19 vaccination for which the district has a mandate. Most recently (Fall 2021), first generation students make up 22% of the student population.

Figure 10. First Generation Students



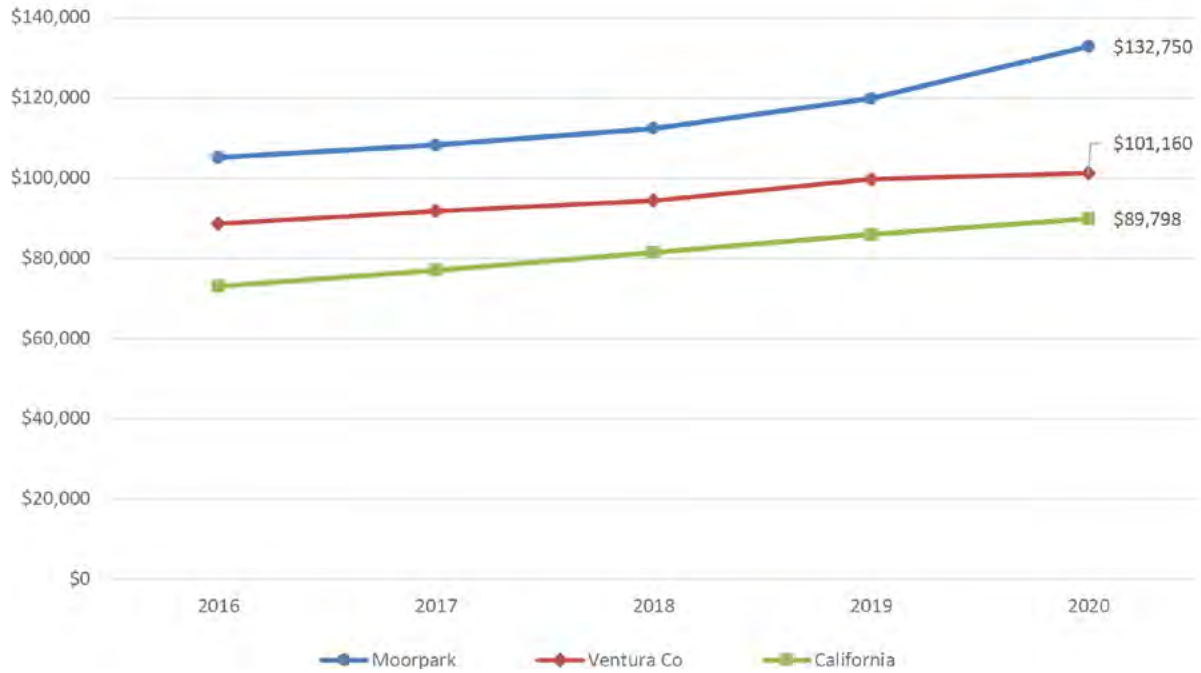
CCCO datamart, by College



Socio-economic Data

Regarding median family income, the College's geographical location is relevant. Moorpark College is part of Ventura County which is relatively affluent for California. The median family income in 2020 for the county was \$101,160, about \$11,000 above the median for California. Likewise, the city of Moorpark itself has a median family income \$21,000 above the median of the county. While income has been increasing across California since 2016, it took a considerable jump in the city of Moorpark between 2019 and 2020.

Figure 11. Median Family Income

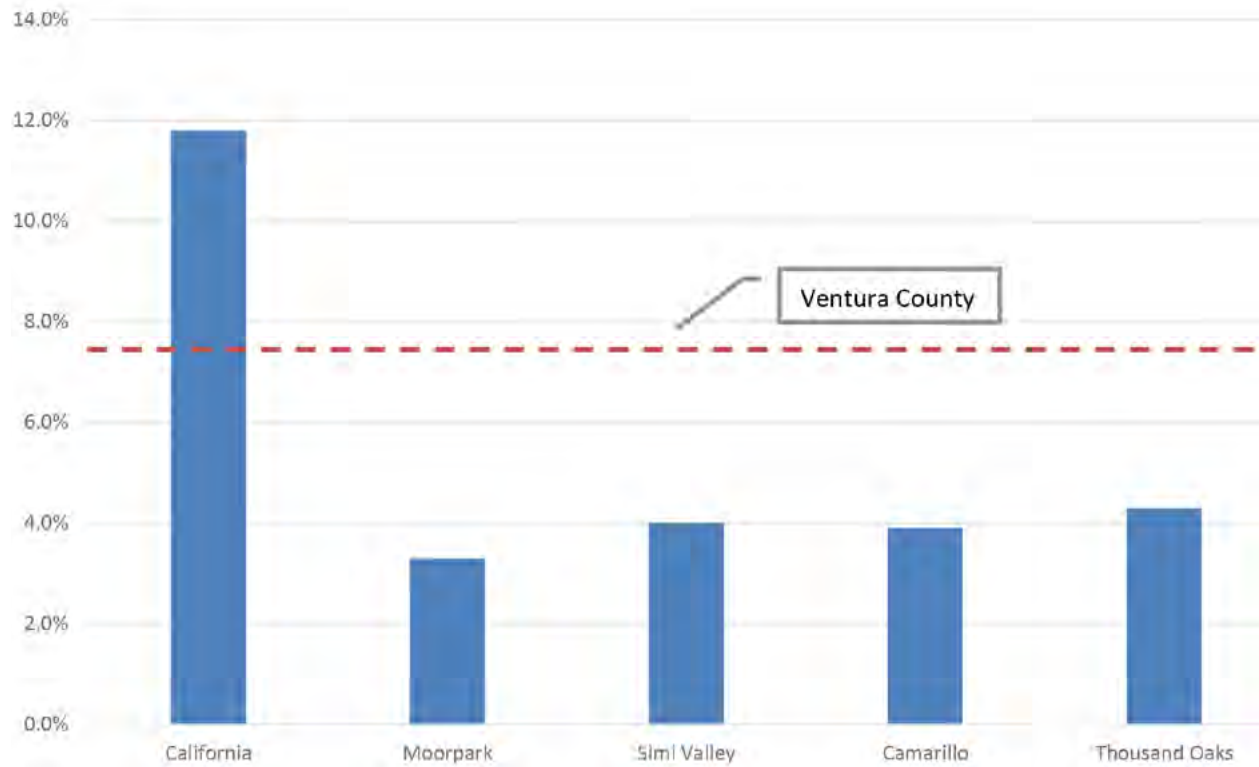


ACS, 5-year estimates



Most recent income data available (2020) shows that primary feeder cities are well below the county-wide figure of 7% of families who are below poverty, and even further below California as a whole. Primary cities which feed Moorpark College hover around 4% of families living below the poverty level.

Figure 12. Families in Poverty, 2020

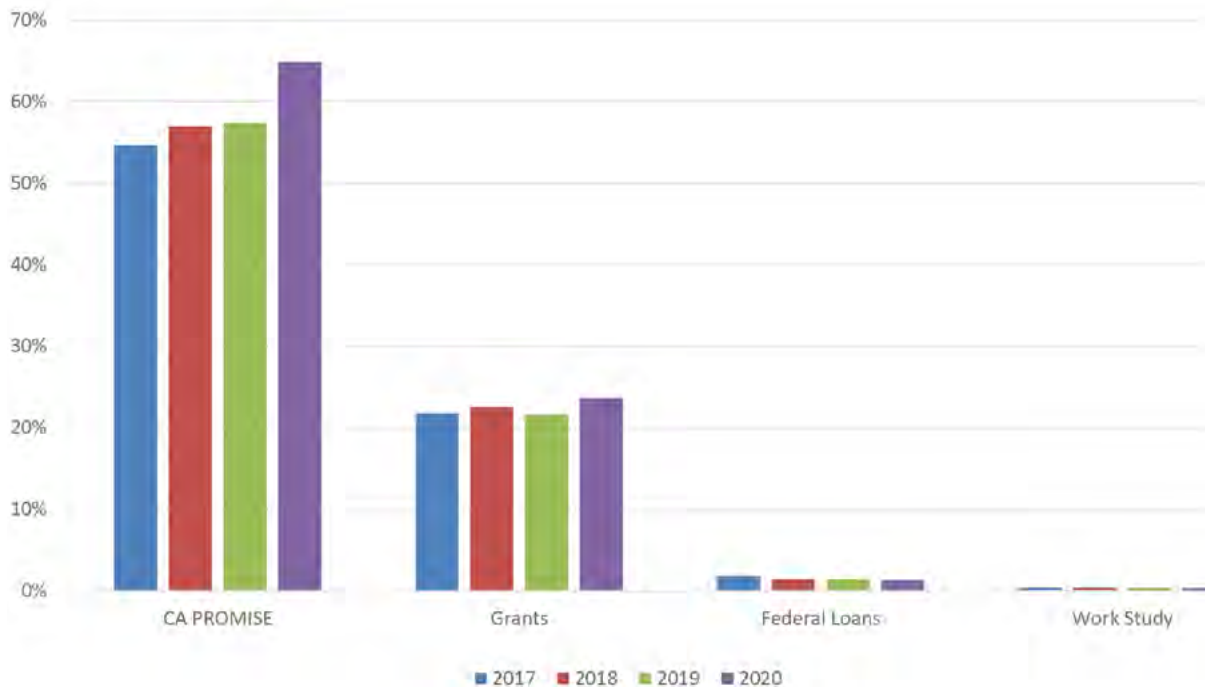


ACS, 5-year estimates



While Ventura County is largely affluent, and the city of Moorpark even more so, a large percent of students receive financial aid. The proportion of students who receive the California Promise Grant has been on the incline since 2017, with a large jump in 2020 (65%). Similarly, students receiving other grants also increased most recently (24%). Few students receive either federal loans (1-2%) or work study (<1%).

Figure 13. Percent of Students Receiving Financial Aid



CCCO datamart, financial aid, by College

Sites

Moorpark College does not have dedicated off-site locations.

Specialized or Programmatic Accreditation

The College has specialized accreditation for two programs:

- Nursing, accredited by the Accreditation Commission for Education in Nursing;
- Radiologic Technology, accredited by the Joint Review Committee on Education in Radiologic Technology; and

In addition to program approval from the California Community Colleges State Chancellor’s Office, they also each have state approval by the California Board of Registered Nursing and the California Radiologic Health Branch, respectively.

Child development students also have opportunities to do lab hours in the Child Development Center, which is accredited by the National Association for the Education of Young Children.

B. Presentation of Student Achievement Data and Institution-Set Standards

Institution-set Standards Metrics

The college has established institution-set standards (ISS) for student achievement including ISS for course completion, program completion, transfer, job placement rates, and licensure examination passage rates. The college reviews these ISS annually.

In 2020, the college increased the ISS after deeming them too low, raising most of the ISS to 95% of each metric's three-year average, and setting programmatic standards for licensure and job placement in consultation with the Nursing and Radiology programs.

The ISS are aligned with the goals and metrics of the college's Educational Master Plan.

Success Rates

The college's success rates are among the highest in the state, and the college met its institution-set standard for the past five years. In 2020-21, the college exceeded its stretch goal. However, the increase in success rates for 2020-21 coincided with the COVID-19 pandemic during which the college lost one fifth of its students. It's plausible that the students who persisted had a higher likelihood of getting higher success rates pre-pandemic, and as a result may have inflated this rate. The college will monitor these rates post-pandemic and will raise the stretch goal if the college continues to exceed it.

Although the overall success rate has increased, the college continues to have equity gaps between white and BIPOC students. The college will discuss its efforts to close equity gaps in I.B.6.

The college also has a small but persistent gap between online and on ground course success rates. As discussed in various sections of the ISER, one of the few positive outcomes of the pandemic is that it enabled the college to invest significant resources towards improving online course quality and student services as well as provide professional development to all employees.

Table 3: Success Rates Overall

	2016-17	2017-18	2018-19	2019-20	2020-21
Institution-set Standard	68%	68%	73%	73%	73%
Stretch Goal	77%	77%	78%	78%	78%
Actual Rate	76%	76%	76%	77%	79%

Source: Chancellor's Office Data Mart

Table 4: Success Rates by Ethnicity

	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	65%	61%	66%	67%	70%
American Indian/Alaskan Native	63%	69%	78%	72%	73%
Asian	78%	80%	80%	82%	85%
Hispanic	71%	71%	71%	72%	74%
Multi-Ethnicity	76%	75%	78%	79%	81%
Pacific Islander	80%	72%	74%	65%	79%
Unknown	73%	79%	82%	76%	85%
White Non-Hispanic	79%	78%	80%	81%	82%

Source: Chancellor’s Office Data Mart

Table 5: Success Rates by Modality

	2016-17	2017-18	2018-19	2019-20	2020-21
Online	73%	75%	74%	76%	78%
On Ground	76%	75%	77%	78%	82%

Source: Chancellor’s Office Data Mart

Table 6: Success Rates Educational Master Plan Metrics

SD1.F.3. Course success rates—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027
SD3.G.2. Distance education success rates—reduce gap between on-ground, hybrid, and online classes to 2.0 percentage points by 2023-2024

Certificates, Degrees, and Transfer

Over the past five years, the college has increased its degrees and certificates awarded as well as the number of students that have transferred. The college has met its ISS, and is approaching hitting its stretch goals. These increases have corresponded with an overall increase in the three year cohort completion rate.

While completion rates have increased for all ethnic groups, equity gaps have persisted, most notably for the college’s two largest groups of white and Hispanic. The college continues to work toward closing these gaps by implementing a variety of initiatives discussed throughout the ISER.

Unfortunately, as completion is a lagging indicator the data does not yet reflect the full effect of the pandemic. Given the college’s drop in enrollment it is very likely that the volume of degrees, certificates, and transfers will decrease in the coming years.

In addition to focusing on completion rates the college is committed to decreasing the number of units earned by associate degree completers. While the college outperforms the state average, the college’s associate degree completers are still taking too many units to complete a 60 unit

degree with an average of 77 units for 2020-21 completers. To ensure students choose the correct courses needed for their degree the college is implementing Guided Pathways which includes providing students user-friendly degree maps for each semester.

Table 7: Certificates

	2016-17	2017-18	2018-19	2019-20	2020-21
Institution-set Standard	100	100	1530	1530	1530
Stretch Goal	211	211	2049	2049	2049
Actual Rate	307	1606	1614	1636	1742

Source: Chancellor’s Office Data Mart

Table 8: Degrees

	2016-17	2017-18	2018-19	2019-20	2020-21
Institution-set Standard	1000	1000	2824	2824	2824
Stretch Goal	1256	1256	3406	3406	3406
Actual Rate	2669	3093	3156	3389	3365

Source: Chancellor’s Office Data Mart

Table 9: Transfer (ADTs)

	2016-17	2017-18	2018-19	2019-20	2020-21
Institution-set Standard	1000	1000	1160	1160	1160
Stretch Goal	n/a	n/a	1427	1427	1427
Actual Rate	1057	1190	1252	1389	1389

Source: Chancellor’s Office Data Mart

Table 10: Attained the Vision for Success Definition of Completion or Transferred to a Four-Year Institution within Three Years

	AY2014 Cohort	AY2015 Cohort	AY2016 Cohort	AY2017 Cohort	AY2018 Cohort
Overall	24%	28%	30%	32%	33%
American Indian/Alaska Native	-	-	-	-	-
Asian	35%	38%	41%	44%	41%
Black or African American	11%	31%	23%	25%	34%
Filipino	30%	33%	43%	41%	40%
Hispanic	18%	19%	23%	24%	25%
Pacific Islander or Hawaiian Native	-	-	-	-	-
Two or More Races	21%	31%	35%	37%	39%
White	28%	31%	33%	35%	37%

Source: Chancellor’s Office Launch Board

Table 11: Average Number of Units Accumulated for Associate Degree Completers

	2016-17	2017-18	2018-19	2019-20	2020-21
Moorpark	78	78	79	79	77
Statewide	86	86	85	83	82

Source: Chancellor’s Office Launch Board

Table 12: Certificates, Degrees, and Transfer Educational Master Plan Metrics

Lagging Indicator 1. Completion—Increase the number of students who earned one or more of the following: Chancellor’s Office approved certificate, associate degree, and/or CCC baccalaureate degree by 27.6% from 1,683 in 2016-2017 to 2,148 by 2021-2022
Lagging Indicator 2. Associate Degrees for Transfer—Increase the number of students who earned an Associate Degree for Transfer by 35% from 851 in 2016-2017 to 1,149 by 2021-2022
Lagging Indicator 3. Average number of units accumulated for associate degree completers—Decrease from 83 in 2016-2017 to 79 by 2021-2022
Lagging Indicator 5. Equity gaps for disproportionately impacted groups for the above measures—Decrease by 40% for each measure by 2021-2022, and fully close achievement gaps by 2026-2027

Licensure Examination Pass Rates and Employment Rates

The college has maintained high licensure and employment rates for its nursing, radiologic technology, and nuclear medicine programs. All three programs have stretch goals of 100% which they have occasionally met, and the programs have almost always exceeded their ISS. Anytime a program has fallen below their ISS for either employment or licensure, they immediately recovered the following year. Year to year variance has mostly been the result of the small cohort sizes of these programs.

For the college overall, the institution tracks whether students attain jobs closely related to their field of study. The data flows from a statewide survey (CTEOS) and contains small population sizes ranging from 56 to 156 in the past five years which has resulted in some variance in the rates from year to year. However, Moorpark College’s rates have exceeded the statewide average four out of the last five years.

The regional Center of Excellence is housed at Moorpark College and provides ongoing labor market data which the college utilizes to ensure its programs are aligned with labor market needs.

Table 13: Licensure Examination Pass Rates

	ISS	Stretch goal	2018-19	2019-20	2020-21
Nursing	90%	100%	95%	100%	100%
Radiologic Technology	85%	100%	100%	100%	78%
Nuclear Medicine	85%	100%	100%	n/a	n/a

Source: Licensure boards

Table 14: Employment Rates

	ISS	Stretch goal	2018-19	2019-20	2020-21
Nursing	80%	100%	76%	98%	89%
Radiologic Technology	75%	100%	85%	100%	100%
Nuclear Medicine	75%	100%	100%	n/a%	n/a

Source: Alumni surveys

Table 15: Job Closely Related to Field of Study

	2014-15	2015-16	2016-17	2017-18	2018-19
Moorpark	84%	71%	64%	76%	74%
Statewide	68%	69%	71%	71%	72%

Source: Chancellor’s Office Launch Board

Table 16: Employment Educational Master Plan Metric

Lagging Indicator 4. Exiting CTE students who report being employed in their field of study —Maintain from 83% in 2016-2017 to 83% by 2021-2022
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Other Student Achievement Metrics

In addition to the above ISS related metrics the college also tracks other key performance indicators of student achievement in its Educational Master Plan.

Completion of Both Transfer-Level Math and English in the First Year

With the college’s full implementation of AB705 the rate of Math and English completion in the first year has increased from 13% to 19% over the past five years. The gap between its two largest groups (white and Hispanic) has also narrowed from seven to five percentage points, but more work will still be required to fully close this gap.

Table 17: Completion of Both Transfer-Level Math and English in the First Year

	2016-17	2017-18	2018-19	2019-20	2020-21
Overall	13%	14%	14%	18%	19%
American Indian/Alaska Native	-	-	-	-	-
Asian	20%	21%	21%	22%	29%
Black or African American	-	-	9%	-	11%
Filipino	19%	17%	19%	31%	22%
Hispanic	9%	12%	12%	15%	16%
Pacific Islander or Hawaiian Native	-	-	-	-	-
Two or More Races	12%	17%	13%	22%	21%
White	16%	15%	15%	19%	21%

Source: Chancellor’s Office Launch Board

Table 18: Math and English Educational Master Plan Metric

SD1.E.2. Completion of transfer-level math and English in first year—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027

Fall to Spring Persistence

As with all other colleges, fall to spring persistence rates declined significantly during the pandemic. Furthermore, the pandemic widened the equity gap between white and Hispanic students from three to six percentage points. As described in the ISER the college has made substantial investments towards retaining current students including providing additional financial resources utilizing CARES and HEERF funding.

Table 19: Fall to Spring Persistence

	2016-17	2017-18	2018-19	2019-20	2020-21
Overall	76%	74%	73%	72%	68%
American Indian/Alaska Native	62%	50%	54%	64%	69%
Asian	78%	76%	78%	79%	71%
Black or African American	65%	67%	64%	65%	67%
Filipino	78%	78%	74%	73%	69%
Hispanic	74%	72%	70%	68%	65%
Pacific Islander or Hawaiian Native	89%	71%	72%	62%	54%
Two or More Races	81%	73%	76%	77%	68%
White	77%	75%	75%	74%	71%

Source: Chancellor’s Office Launch Board

Table 20: Persistence Educational Master Plan Metric

SD1.E.1. Fall to spring persistence rates—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027

C. Organization of the Self-Evaluation Process

Broad participation from across all constituent groups was included in the development of the Moorpark College ISER. ISER teams were developed at both the college and district levels that included input from all constituent groups. An ISER Core Team was formed to oversee the development of the ISER and facilitate discussions between the college and district components of the report, meeting at least monthly and more often as needed. The ISER Core Team membership is summarized in Table 20.

Table 20: ISER Core Team Members

Member	Position
Mary Rees / Dr. John Forbes	Vice President of Academic Affairs & ALO
Dr. Priscilla Mora	Dean of Student Learning
Oleg Bespalov	Dean of Institutional Effectiveness
Linda Resendiz	Classified Senate President
Dr. Erik Reese	Academic Senate President

Discussions and planning for the ISER started in Spring 2021. All were invited to the initial ISER training with Dr. Catherine Webb on Friday Mar 19, 2021 (C.1). Additional training for the ISER was held by the ISER Core Team members during a professional development (PD) event on August 12, 2021 as part of PD activities before the start of the Fall semester. Participants at that PD event were encouraged to sign up to participate in writing teams. Participation in standards work was invited in various venues to encourage broad participation, such as Associated Students, Classified Senate, Academic Senate, and the Committee on Accreditation and Planning – Education (EdCAP). The sign-up sheet for writing teams reflected participation from more than 60 contributors representing all constituent groups. Table 21 summarizes the writing team sign-up sheet with the first member in italics being the lead for that standard and grey shading representing standards led by the District.

Table 21: Writing Teams

Standard	Members
I.A Mission	<i>Dr. Priscilla Mora</i> , Dr. Erik Reese
I.B Assuring Academic Quality and Institutional Effectiveness	<i>Oleg Bespalov</i> , Phil Abramoff, Dr. Loay Alnaji, Dr. Josepha Baca, Howard Davis, Dr. Scarlet Relle
I.C Institutional Integrity	<i>Monica Garcia</i> , Erika Lizée, Dr. Marnie Melendez, Cynthia Osuna, Linda Resendiz
II.A Instructional Programs	<i>Dr. Erik Reese</i> , Dr. Lee Ballestero, Ruth Bennington, Nicole Block, Dr. Carol Higashida, Rolland Petrello, Dani Vieira
II.B Library and Learning Support Services	<i>Daniella Kaprelian</i> , Deb Brackley, Beth Gillis-Smith, Emmanuel Guerrero, David Katz, Rena Petrello, Dr. Tracy Tennenhouse

II.C Student Support Services	<i>Dr. Khushnur Dadabhoy, Dave Anter, Allison Case Barton, Johnny Conley, Jodi Dickey, Sergio Gonzalez, Johanna Pimentel, Claudia Sitlington</i>
III.A Human Resources	<i>Laura Barroso, Gloria Banuelos, Andrea Ingley, Dr. Jennifer Kalfsbeek-Goetz, Amparo Medina, Dr. Priscilla Mora, Dr. Lisa Putnam</i>
III.B Physical Resources	<i>Dr. Jennifer Clark, Robert Cabral, John Sinutko</i>
III.C Technology Resources	<i>Dan Watkins, Michael Alexander, Dr. Jennifer Clark, Alexander Fredell, Grant Jones, Dr. Luis Gonzalez, Dan McMichael</i>
III.D Financial Resources	<i>Dr. David El Fattal, Cathy Bojorquez, Robert Cabral, Dr. Jennifer Clark, Emily Day, Laura Galvan, Chris Renbarger, James Zavas</i>
IV.A Decision-Making Roles and Processes	<i>Dr. Erik Reese, Dr. Priscilla Mora, Linda Resendiz</i>
IV.B Chief Executive Officer	<i>Dr. Julius Sokenu, Dr. Erik Reese</i>
IV.C Governing Board	<i>Patti Blair, Dr. Dan Clark, Amy Edwards, Alexander Fredell, Amparo Medina, Dr. Priscilla Mora, Dr. Erik Reese, Linda Resendiz, Sebastian Szczebiot</i>
IV.D Multi-College Districts or Systems	<i>Dr. Cynthia Herrera, David Casas, Dan Clark, Dr. Amy Edwards, Amparo Medina, Dr. Priscilla Mora, Mary Rees, Dr. Erik Reese</i>

Once formed in early Fall 2021, the writing teams drafted initial standards. These same venues were used to share the initial ISER draft and solicit input throughout Spring 2022. Additional feedback and input were gathered at the Strategic Planning Retreat on April 22, 2022 with attendees from all areas of the campus (C.2). Throughout the process, all employees had access to the ISER standards and evidence and were able to provide additional updates and comments. A summary timeline of the ISER development is shown in Table 22.

Work on the district-related standards (III.A, III.C, III.D, IV.C, and IV.D) was started summer 2021 through the District Council on Accreditation and Planning (DCAP). Membership includes classified, faculty, and administrators from all the three colleges in the district as well as district administrators and classified. Feedback on district standards was also solicited from college constituents during the Spring 2022 semester along with the college standards as described above.

Table 22: ISER Summary Timeline

Session	Activity
Spring 2021	<ul style="list-style-type: none"> Initial ISER organizational framework and training
Summer 2021	<ul style="list-style-type: none"> Formation of district writing teams Writing teams worked on standards III.A, III.C, III.D, IV.C, and IV.D ISER Core Team developed initial drafts for standard I.A
Fall 2021	<ul style="list-style-type: none"> Formation of college writing teams Writing teams developed initial drafts for standards I.B, I.C, II.A, II.B, II.C, III.B, IV.A, and IV.B

Spring 2022	<ul style="list-style-type: none"> • Share standards and solicit input from various groups, including Associated Students, Senates, and standing committees
Summer 2022	<ul style="list-style-type: none"> • Incorporation of suggestions and finalization of standards • Introductory sections drafted • Complete ISER ready for final review in Fall
Fall 2022	<ul style="list-style-type: none"> • Participatory governance review (Associated Students, Classified Senate, and Academic Senate) • Board of Trustees review • Submission by Dec 15, 2022

Tables 23 and 24 show representative examples of membership of standard writing teams for college and district teams, respectively. The first listed member in italics is the team lead. These cross functional teams developed drafts to be vetted by the college. District related standards are to be adopted by all three colleges in the district, with some modification for college-specific details.

Table 23: Standard II.B Writing Team

Member	Position
<i>Danielle Kaprelian</i>	<i>Team Lead; Librarian</i>
Deb Brackley	Tutoring and Supplemental Support Supervisor
Emmanuel Guerrero	Tutorial Services Specialist
Beth Gillis-Smith	English Faculty & Teaching and Learning Center
Dr. Tracy Tennenhouse	English Faculty & Teaching and Learning Center
Rena Petrello	Math Faculty & Teaching and Learning Center
David Katz	Student

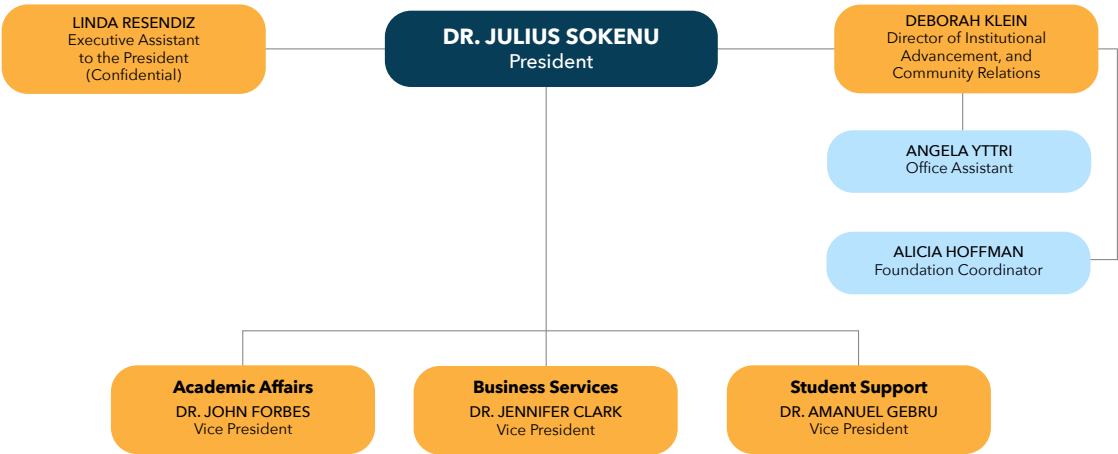
Table 24: Standard IV.C Writing Team

Member	Position
<i>Patti Blair</i>	<i>Team Lead; Director of Public Affairs and Marketing</i>
Dr. Priscilla Mora	Dean, Moorpark College
Linda Resendiz	Classified Senate President, Moorpark College
Amparo Martinez	Classified Senate President, Oxnard College
Sebastian Szczebiot	Classified Senate President, Ventura College
Alexander “Rock” Fredell	Classified Senate President, District Administrative Center
Dr. Erik Reese	Academic Senate President, Moorpark College
Dr. Amy Edwards	Academic Senate President, Oxnard College
Dr. Dan Clark	Academic Senate President, Ventura College

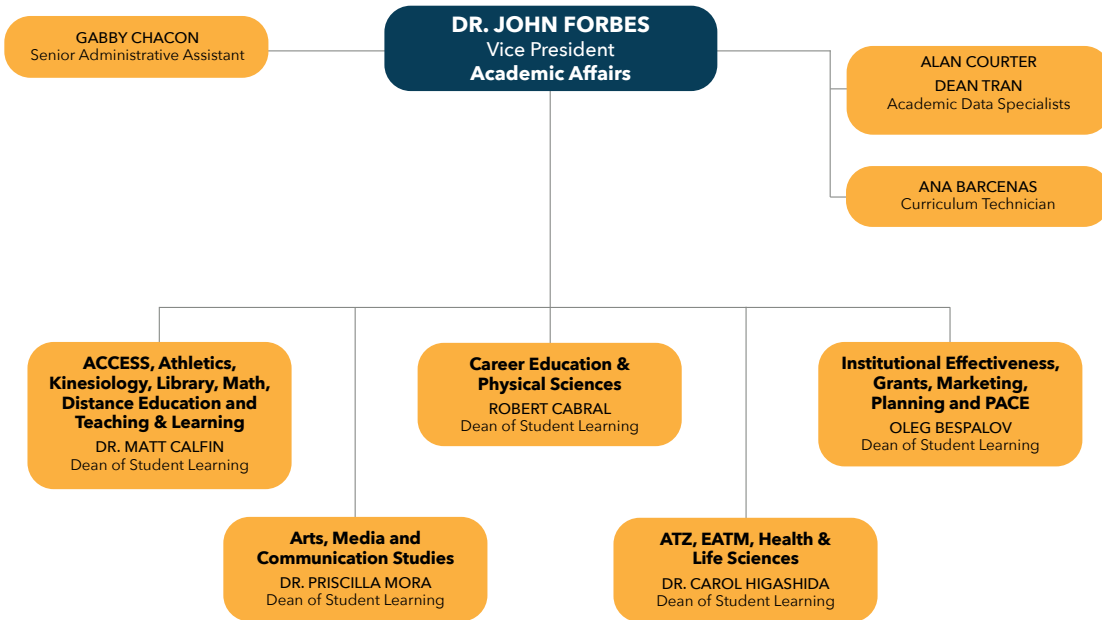
Students, classified professionals, administrators, and faculty participated at every stage in our inclusive process for the development of the Moorpark College ISER. The Moorpark College ISER represents an incredible amount of work by a very large number of people working collaboratively at the college and district.

D. Organizational Information

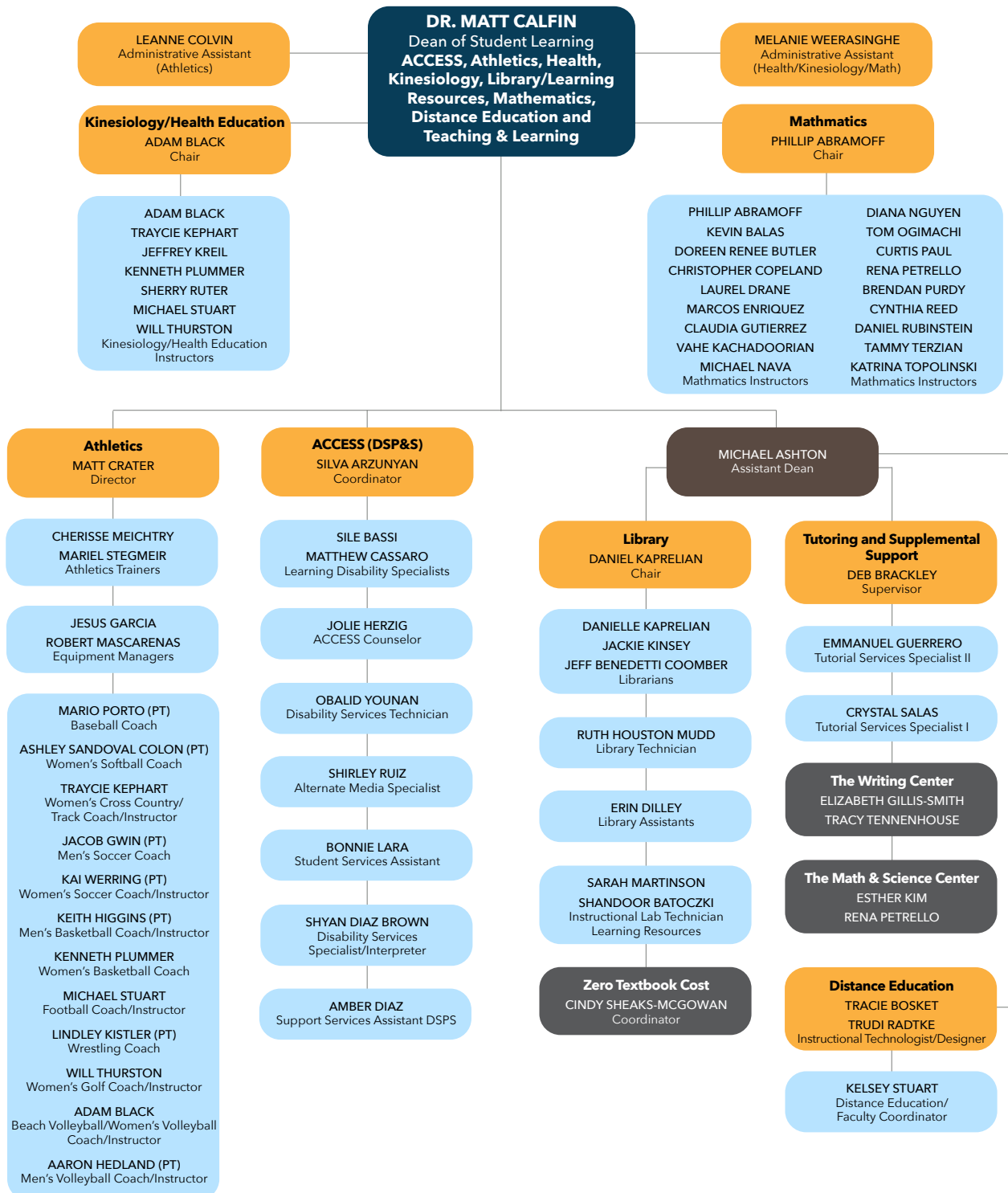
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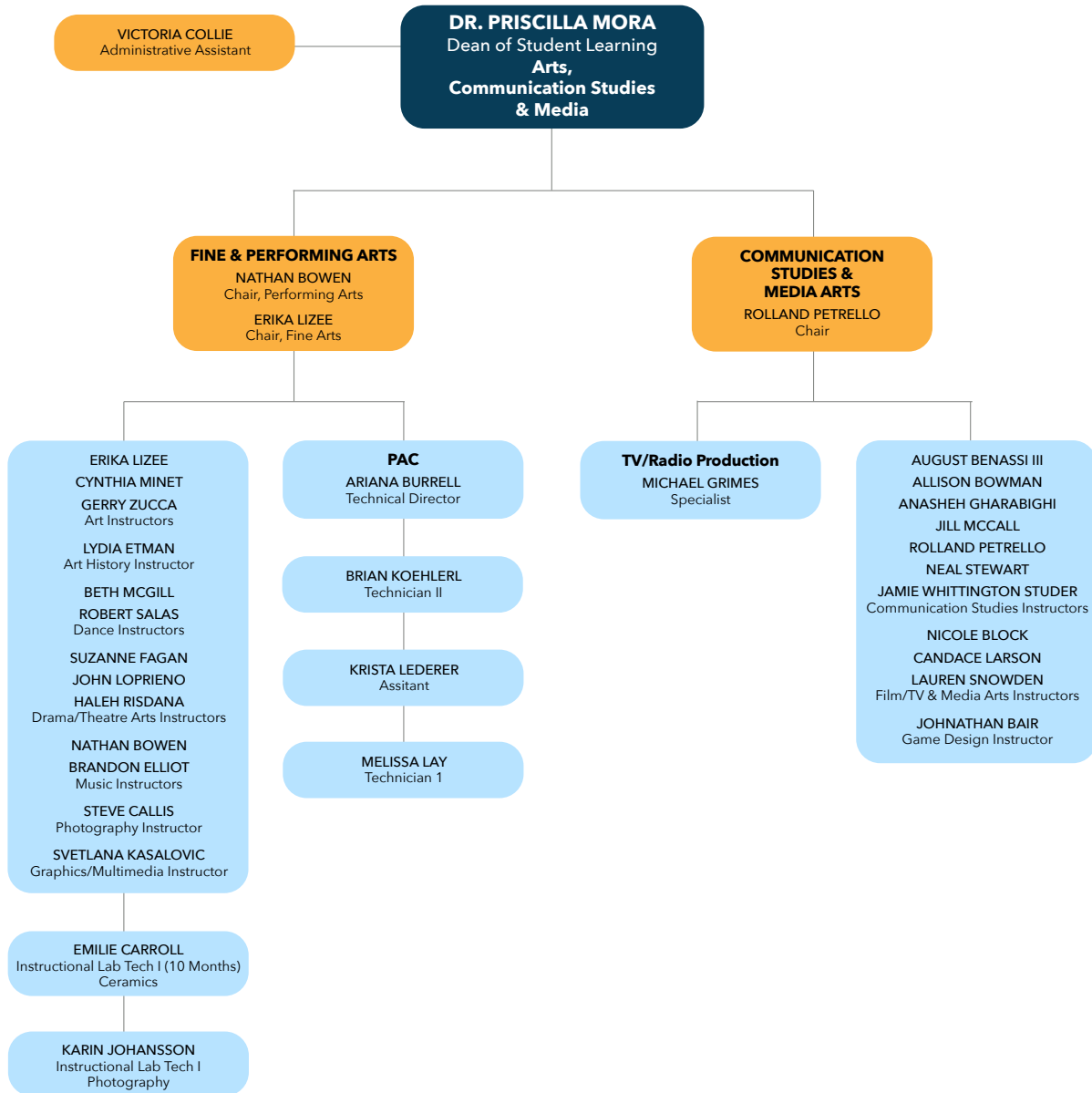
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OFFICE OF ACADEMIC AFFAIRS



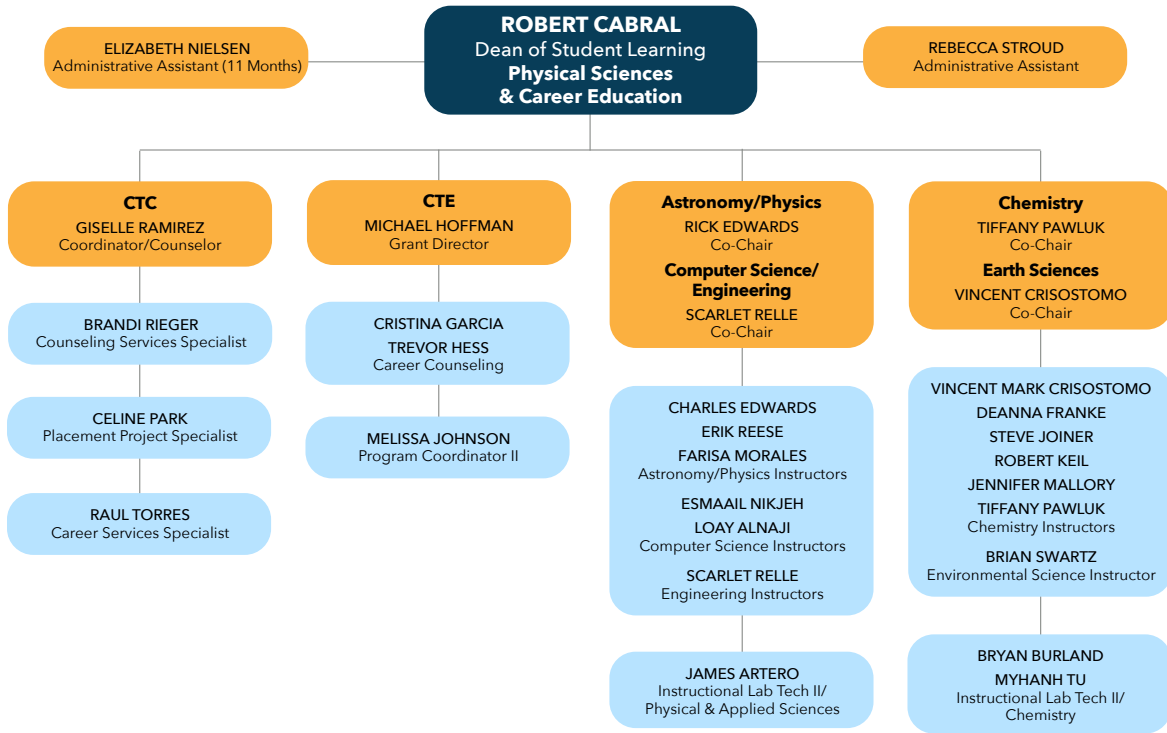
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OFFICE OF ACCESS, ATHLETICS, HEALTH, KINESIOLOGY, LIBRARY/LEARNING
RESOURCES, MATHEMATICS, DISTANCE EDUCATION AND
TEACHING & LEARNING**



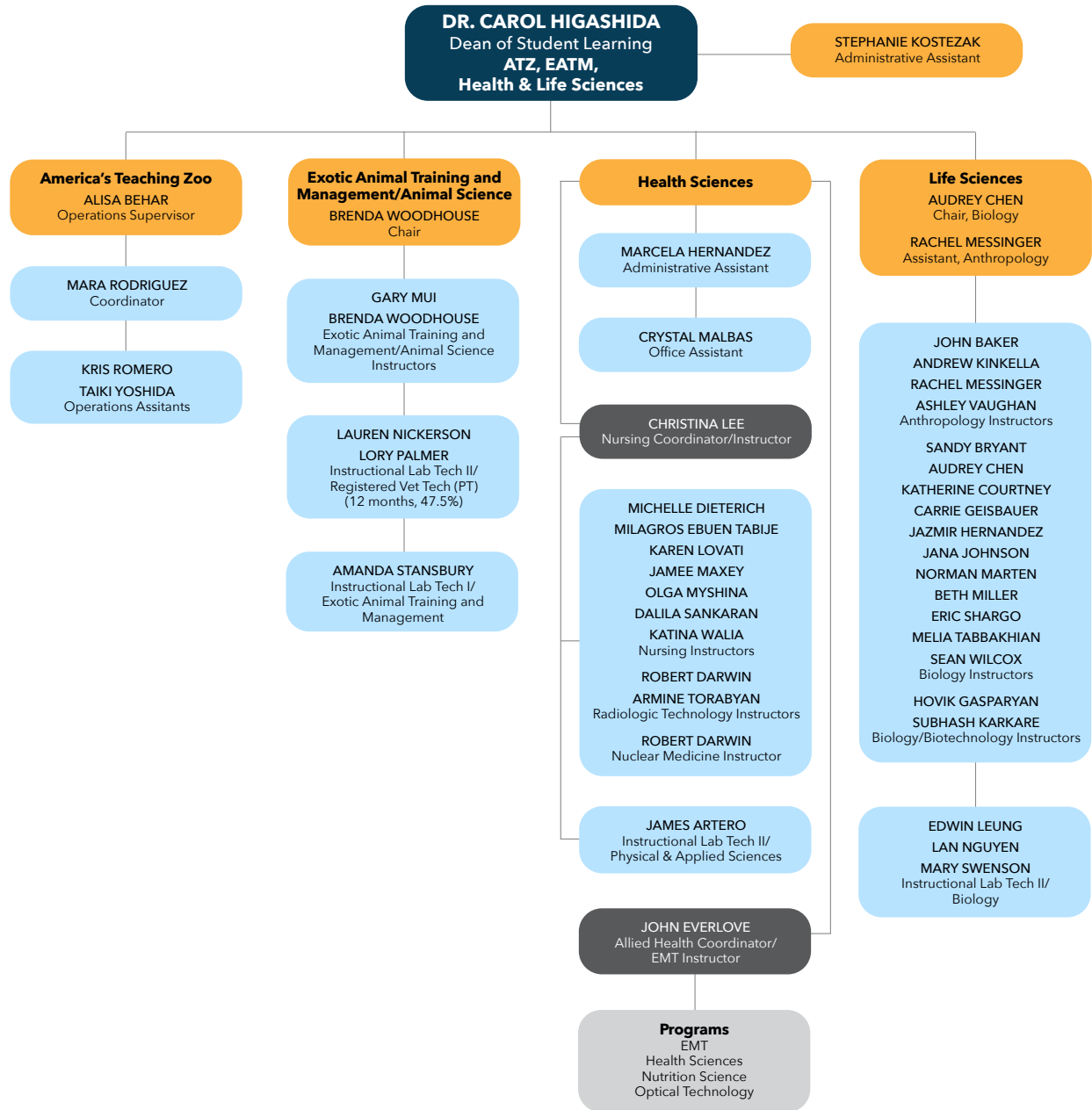
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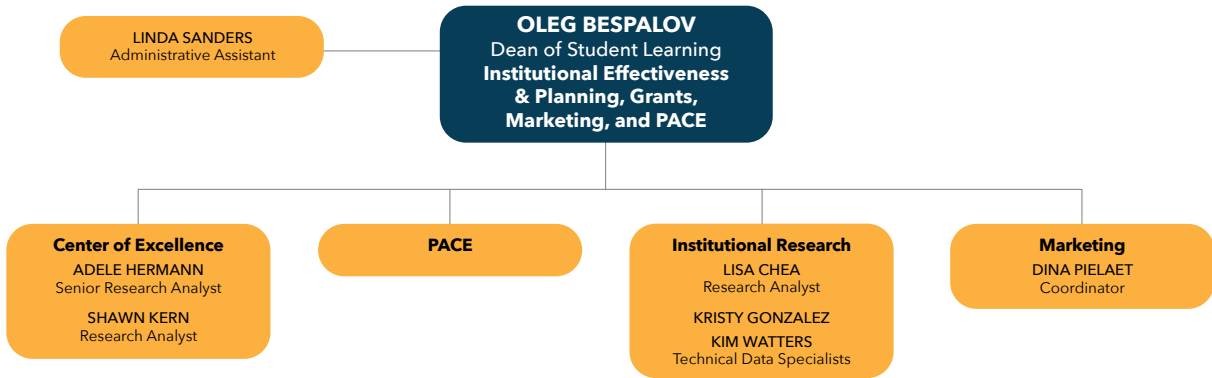
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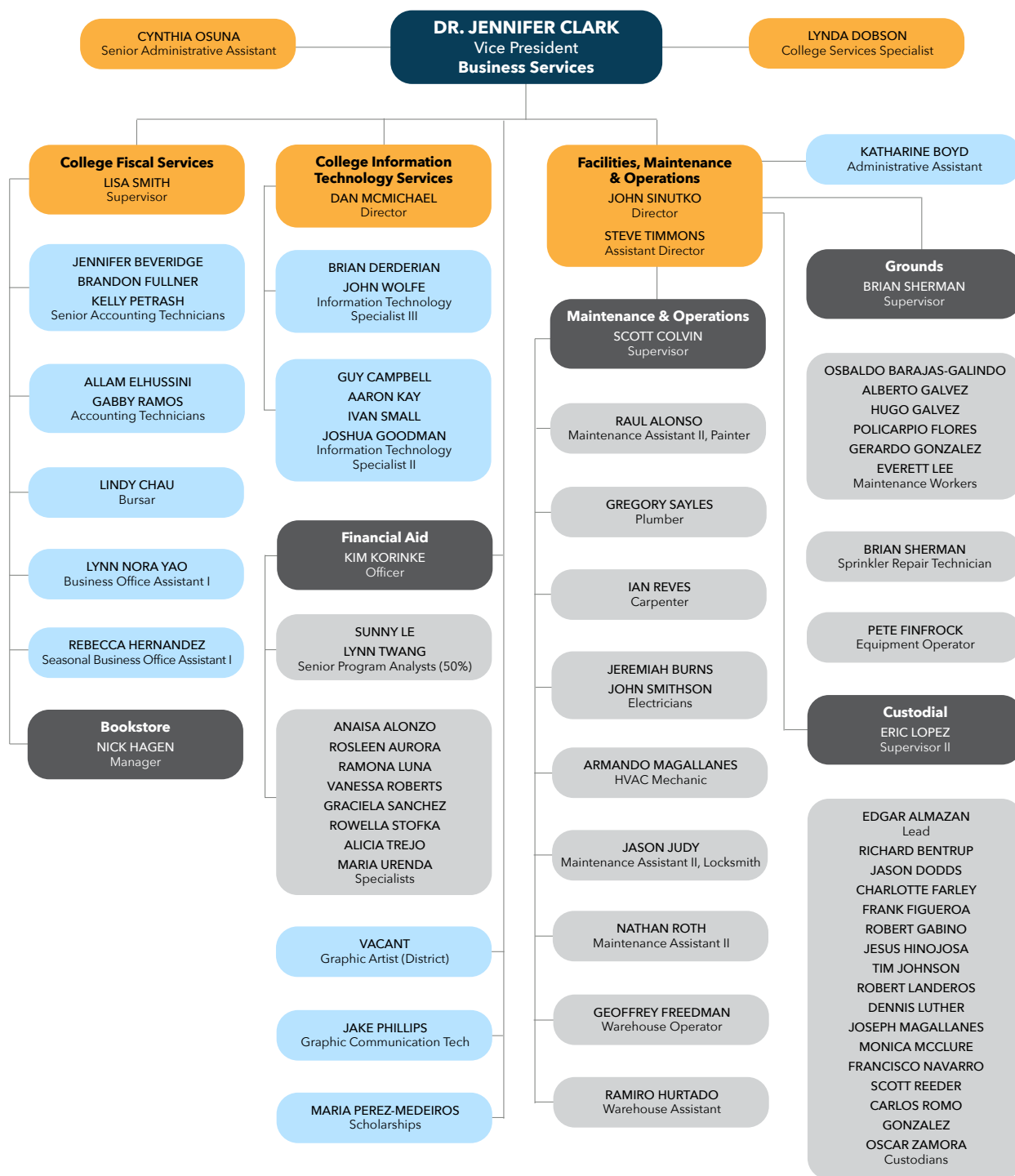
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OFFICE OF AMERICAN TRAINING ZOO, EXOTIC ANIMAL TRAINING &
MANAGEMENT AND HEALTH & LIFE SCIENCES**



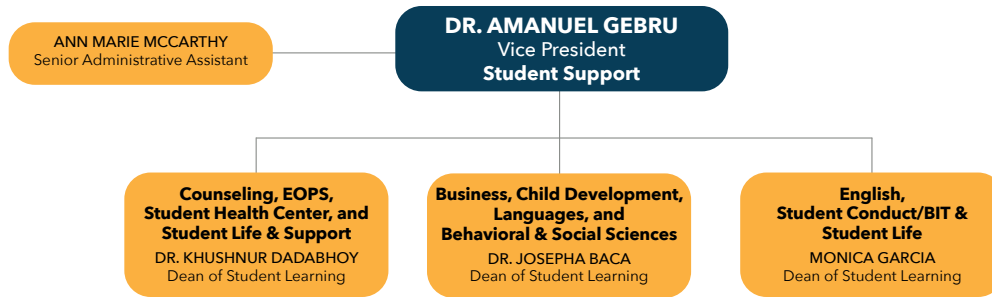
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OFFICE OF INSTITUTIONAL RESEARCH



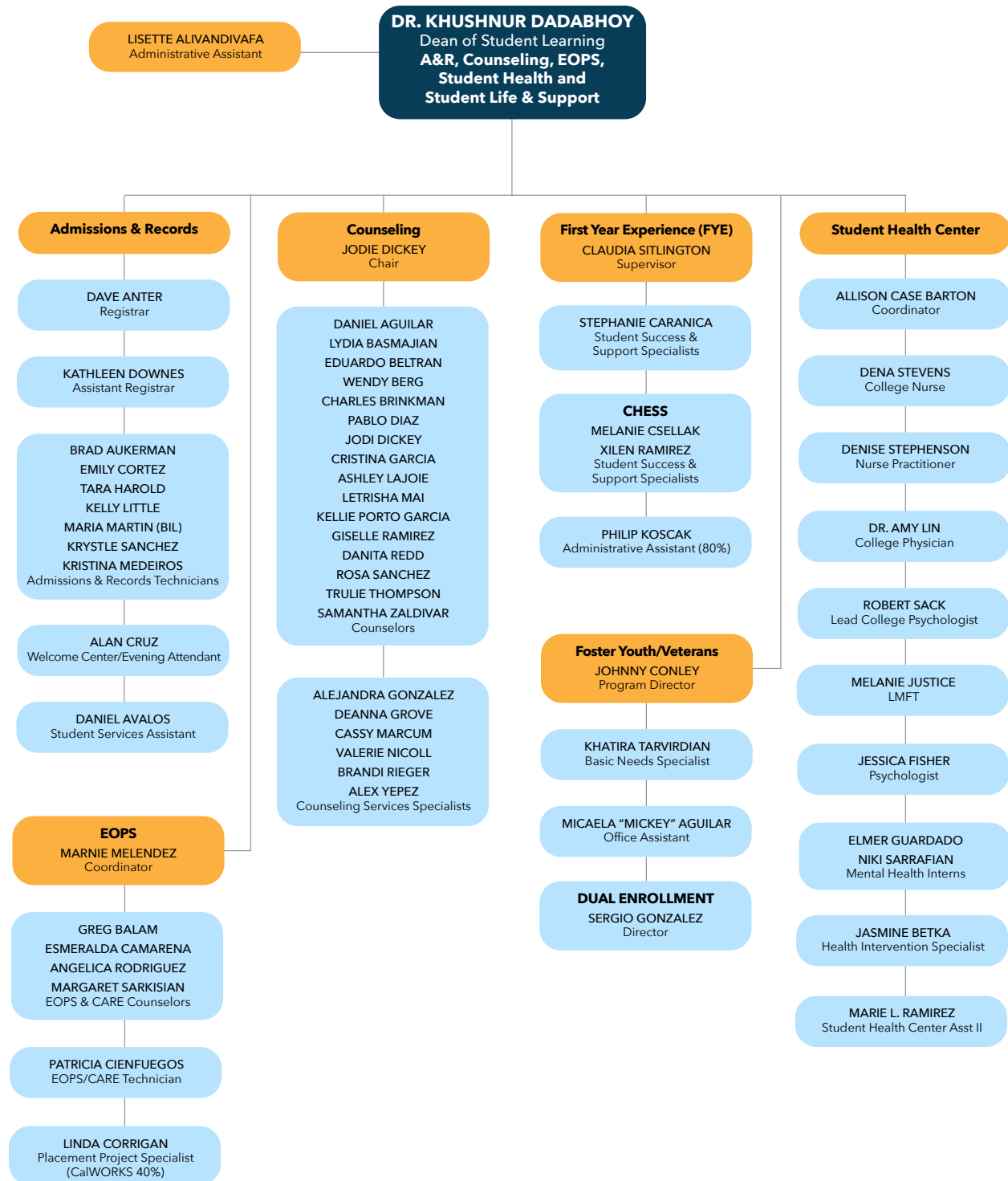
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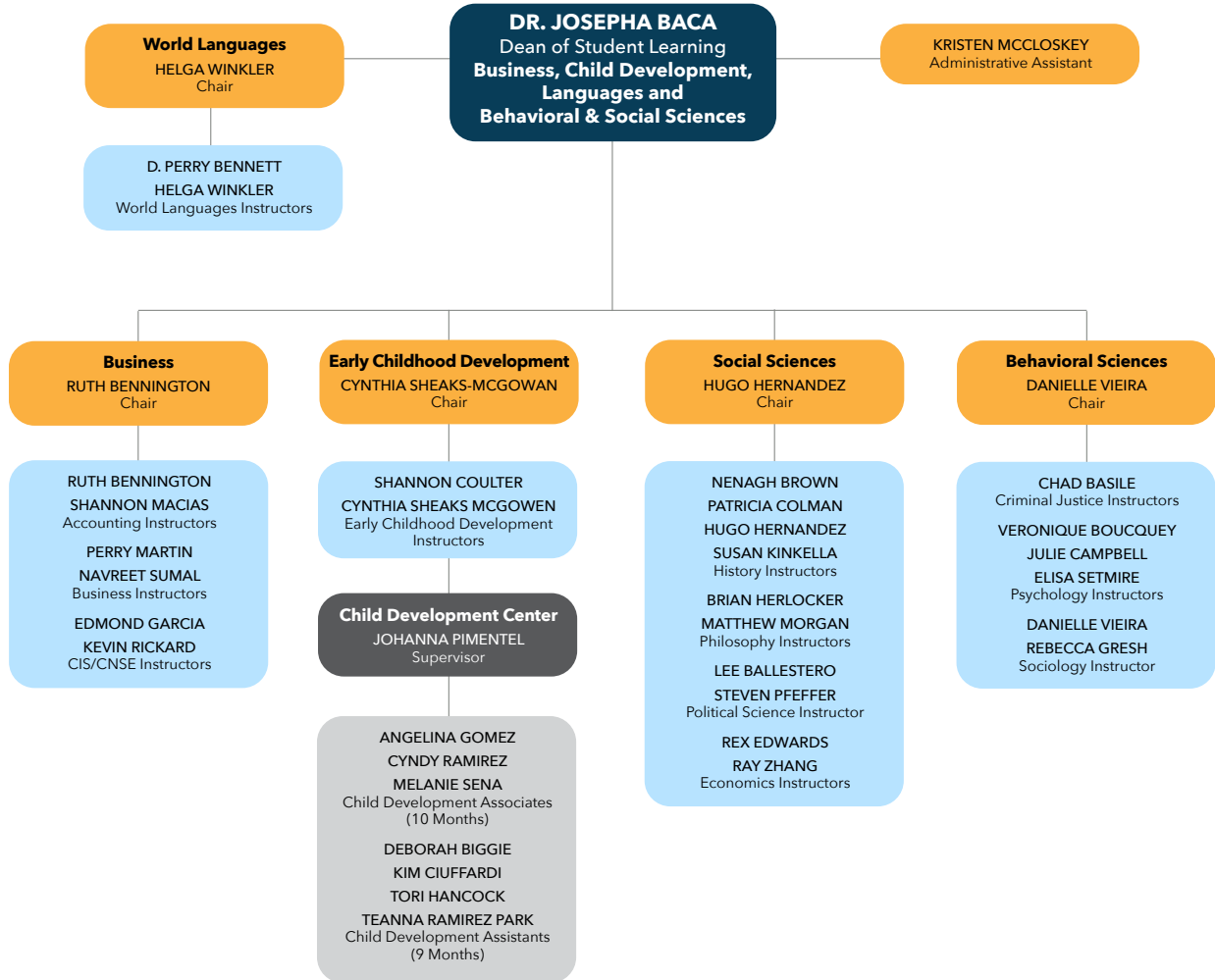
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OFFICE OF STUDENT SUPPORT



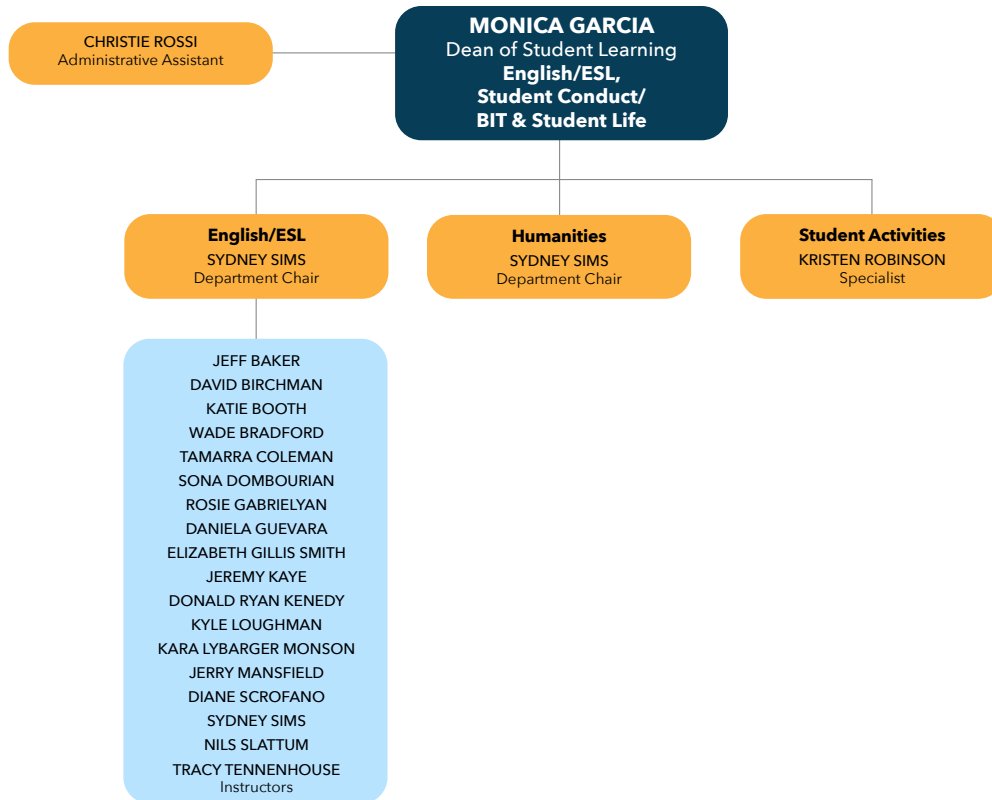
MOORPARK COLLEGE ORGANIZATION CHART: OFFICE OF A&R, COUNSELING, EOPS, STUDENT HEALTH AND STUDENT LIFE & SUPPORT



**MOORPARK COLLEGE ORGANIZATION CHART:
OFFICE OF BUSINESS, CHILD DEVELOPMENT, LANGUAGES AND
BEHAVIORAL & SOCIAL SCIENCES**



**MOORPARK COLLEGE ORGANIZATION CHART:
OFFICE OF ENGLISH AND STUDENT LIFE**



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 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. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

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](#)). This authority is noted on the introductory page of the online college catalog and prominently on the college website. The decision to continue affirmation of accreditation was based on the College's Midterm Report submitted to the ACCJC ([ER1.02](#), [ER1.03](#)).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Moorpark College is operational, with students actively pursuing its degree programs. Students are enrolled in a variety of courses that lead to associate degrees, certificates of proficiency, certificates of achievement, as well as placement in the workforce, in internships, and in professions, or transfer to four-year institutions, ([ER2.01](#), [ER2.02](#), [ER2.03](#), [ER2.04](#), [ER2.05](#), [ER2.06](#), [ER2.07](#)).

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Moorpark College offers a wide variety of associate and transfer degrees and certificates of achievement in its academic and career technical disciplines. Academic and career technical programs with associate degrees and certificates of achievement are clearly identified in the college catalog. A significant number of students enroll in these courses ([ER3.01](#), [ER3.02](#)). Degree opportunities and transfer courses are also clearly identified in the catalog and on program websites ([ER3.03](#), [ER3.04](#), [ER3.05](#)). Most associate degree programs require two years to complete.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

At the College, the President is the chief executive officer and is responsible for fulfilling policies approved by the VCCD Board of trustees. The President's responsibilities include compliance with relevant laws and regulations, ensuring long-range planning, achievement of district goals, and institutional integrity.

The Board of Trustees selects the Chancellor of the District. The Chancellor is responsible for hiring the chief executive officer (CEO) of the College ([ER4.01](#), [ER4.02](#)). The CEO is Dr. Julius Sokenu, President of Moorpark College in the Ventura County Community College District, and his primary responsibility is to the institution. Dr. Sokenu became President in April 2021 ([ER4.03](#), [ER4.04](#)).

The board delegates to the President the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action ([ER4.05](#)). The Superintendent/President has full-time responsibility for the institution and does not serve on the governing board.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

All financial resources of the District and its colleges are audited in the District's annual external independent audit. The audit includes an opinion on the financial statements and the financial management system, as well as issues related to federal and state compliance, and recommendations to strengthen internal controls or to improve financial procedures. Moorpark College is a Title IV institution. Its federal funding is integrated into the Ventura County Community College District final audit report. In the most recent audit report, the district received an unqualified opinion, which demonstrates the integrity of the District's financial management system.

The District undergoes an annual outside audit of all funds, books, and accounts in accordance with Title 5 regulations ([ER5.01](#)). The President assures that the annual outside audit is completed and recommends a certified public accountancy firm to the board. The Board of Trustees reviews audit findings, exceptions, letters to management, and any recommendations made by the contracted auditing firm. The District regularly receives unqualified audits.

Evidence

- [ER1.01 BP 1100 Ventura County Community College District](#)
- [ER1.02 Certificate of Accreditation](#)
- [ER1.03 Catalog Page Accreditation](#)
- [ER2.01 Catalog Page Degrees, Certificates, Awards](#)
- [ER2.02 Programs of Study](#)
- [ER2.03 Career and Technical Education Programs](#)
- [ER2.04 Degrees and Certificates Awarded](#)
- [ER2.05 Transfer Data Degrees](#)
- [ER2.06 Schedule of Classes Link](#)
- [ER2.07 FTES Summary 3-year](#)
- [ER3.01 Degrees, Certificates Data](#)
- [ER3.02 Degrees, Certificates, and Awards](#)
- [ER3.03 Catalog Page Degrees, Certificates, Awards](#)
- [ER3.04 Catalog General Education Courses](#)
- [ER3.05 Transfer Curricula](#)
- [ER4.01 BP 2431 Superintendent / President Selection](#)
- [ER4.02 AP 7120-B Recruitment and Hiring: College President](#)
- [ER4.03 Board Approval of CEO](#)
- [ER4.04 BOT Minutes](#)
- [ER4.05 BP 2430 Delegation of Authority to the Superintendent / President](#)
- [ER5.01 2021-22 Final Audit Report](#)

F. Certification of Continued Institutional Compliance with Commission Policies

Moorpark College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation 602.23(b).

The College communicates its accreditation status and accreditation evaluation processes. The College provides information to the public on its current accreditation status through its accreditation webpage ([F.01](#)). In preparation for the College's fall 2023 evaluation visit, the Self-Evaluation Report was posted to the College's website and portal for review ([F.02](#)). Included on this accreditation webpage is information on how the public can contact the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges to provide comments or file a complaint against the College ([F.03](#)). The ACCJC Third Party Comment Form is available to the public on the college website. The College has made an appropriate and timely effort to solicit third party comments in advance of the Formative/Summative Comprehensive Review ([F.04](#)). The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comments.

Standards and Performance with Respect to Student Achievement

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

The College has defined elements of student achievement across the institution and has identified expected measures of performance within each defined element, including expectations for course completion and other performance indicators appropriate to the College's mission ([F.05](#)). The College has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element, including job placement rates and /or licensures and exam pass rates for program completers ([F.06](#)). The Institutional 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. Results are reported regularly across the campus, and the definitions of elements and results are used in program-level and institution wide planning to evaluate how well the institution fulfills its mission, determines needed changes, as well as to allocate resources and make improvements ([F.07](#)). The institution analyzes its performance as to the institution-set standards and as to student achievement. It takes appropriate measures in areas where its performance is not at the expected level.

Credits, Program Length, and Tuition

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

The College conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of student learning for an associate degree. The College has in place written policies and procedures for determining a credit hour that meets commonly accepted academic expectations and applies the policies and procedures consistently to its courses and programs ([F.08](#)). As authorized by the California Code of Regulations, Title 5 (Education) section 55063, the VCCCD Governing Board confers the Associate in Arts degree (AA), the Associate in Science degree (AS), the Associate in Arts for Transfer (AA-T), and the Associate in Science for Transfer (AS-T) for students who file an application for degree and meet the respective requirements ([F.08](#)). The College does not offer baccalaureate programs currently. However, the College has applied to offer baccalaureate programs. If the programs are approved by the state, the College will submit a Substitutive Change request to ACCJC.

Academic credit for courses is based on the California Code of Regulations, Title 5, Division 6, Chapter 6, Subchapter 3, Section 55002.5. The Curriculum Committee and Academic Senate are responsible for ensuring the College follows generally accepted practices for determining academic credit requirements. Credit for all coursework is awarded based on the Carnegie unit, a standard generally accepted in degree-granting institutions of higher education. All college credit courses are in compliance with Title 5 regulations ([F.09](#), [F.10](#)). The official Course Outline of Record for each approved credit course identifies the academic credit to be awarded, regardless of the method of delivery ([F.11](#)).

Transfer Policies

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

The College has policies and practices regarding the transfer and award of credit including transfer of credits from non-accredited institutions. The College's policies on the transfer of credit are clearly stated in its catalog and function in a manner that is fair and equitable to students ([F.12](#)). The College accepts credits from accredited institutions recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation. Coursework presented on official transcripts from nationally or professionally accredited colleges and universities are eligible for lower-division credit based on an approved petition for variance, recommendation for lower division baccalaureate credit by the American Council on Education, or other evaluative alternatives utilized by college counselors.

All transfer coursework is evaluated based on the current information and practices specified in the Accredited Institutions of Postsecondary Education by the American Council on Education. Students transferring to the College from foreign colleges or universities must have their transcripts translated and evaluated as being equivalent to a regionally accredited institution by one of the member agencies of the National Association of Credentials Evaluation Services or one approved by the California Commission on Teacher Credentialing. Evaluations from other professional credential evaluation services will be reviewed for acceptability on a case-by-case basis. The College will recognize and grant credit for prior learning as defined in policy ([F.13](#)). More

information on the College's continued adherence to Commission Policy on Transfer of Credit can be found in standard IIA.I, IIA.10, and IIC.5.

Distance Education and Correspondence Education

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

The College offers courses and programs through distance education that meet the requirements of accreditation in each of its courses and programs. The College's distance education policy is based on the Education Commission policy that specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery ([F.14](#)). This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality.

The College provides its students with the opportunity to complete coursework through distance education but does not offer correspondence courses. The definition of distance education and the procedure for course approval and faculty certification to teach a distance education course are detailed in policy and procedure ([F.15](#), [F.16](#)). Further details regarding distance education are included in IIA.1, IIA.7, and IIB.1.

Student Complaints

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

The College is in compliance with its policies, procedures, and practices regarding student and public complaints against institutions. The College's student grievance and public complaint policies are reasonable, fairly administered, and well publicized. The College follows clear policies and procedures for handling student grievances and complaints as defined by these policies and procedures published in the catalog and on the college website ([F.17](#)). The purpose of these procedures is to provide students with prompt and equitable means of resolving grievances. Student complaint files are housed in the Dean of Student Learning's division office.

Students or community members wishing to file a formal complaint to the Commission about the College may do so following the instructions posted online on the website ([F.18](#)). Programmatic accreditation information can be found on college webpages associated with the specific programs. The accreditation status of the College and its programs is appropriately represented on the college website ([F.19](#), [F.20](#)).

Institutional Disclosure and Advertising and Recruitment Materials

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

The College or individuals acting on their behalf must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. The College accurately represents the educational programs and services it provides. The catalog accurately reports the official college name, telephone numbers, and the street and web addresses. The College articulates its mission, goals, and values in the catalog as well as online. Other information found in the catalog and online include:

- Courses and course sequencing information
- Degree, certificate, and program completion requirements
- Policies regarding transfer of academic credits from other educational institutions
- Tuition, fees, and policies and procedures for refunds
- Information regarding availability of and requirements for financial aid
- Rules and regulations regarding student conduct
- List of faculty and the degrees they hold
- Statements of academic freedom and non-discrimination
- Members of the governing board
- Statement of the College's accredited status ([F.21](#)).

The College has an accreditation link on its homepage which displays the current accreditation status and information required by the ACCJC ([F.19](#)). Further information regarding institutional integrity is in Standard IC.1, IC.4, and IC.5.

Title IV Compliance

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.

The College through policy and process meets federal regulations and requirements outlined in Title IV of the Higher Education Act (HEA) in its offerings of both federal and state financial assistance programs. The College has addressed the required components of the Title IV Program as presented in the audit and USDE review activities ([F.22](#)). The College demonstrates that it has the fiscal and administrative capacity to quickly address issues and retain compliance with Title IV program requirements. The College's student loan default rates are within the acceptable range defined by USDE ([F.23](#)). The contractual relationships of the institution to offer or receive educational, library, and support service meet the Accreditation Standards. There have been no negative actions taken by the U.S. Department of Education regarding compliance with Title IV.

Evidence

[F.01 Accreditation Webpage](#)

[F.02 ISER Draft on Accreditation Webpage](#)

[F.03 ACCJC Complaints Link on Website](#)

[F.04 Third Party Complaint Form on Website](#)

[F.05 College Mission on Website](#)

[F.06 ACCJC Annual Report 2022](#)

[F.07 Institutional Set Standards from Planning Webpage](#)

[F.08 AP 4100 Graduation Requirements for Degrees and Certificates](#)

[F.09 BP 4020 Curriculum](#)
[F.10 AP 4020 Curriculum](#)
[F.11 SOC M110 COR from Course Leaf](#)
[F.12 Catalog: Acceptance of Transfer Coursework](#)
[F.13 AP 4235 Credit for Prior Learning](#)
[F.14 AP 4050 Articulation](#)
[F.15 BP 4105 Distance Education](#)
[F.16 AP 4105 Distance Education](#)
[F.17 AP 5530 Students Rights and Grievances](#)
[F.18 Catalog: Grievances and Complaint Procedure](#)
[F.19 Nursing Science Accreditation Website](#)
[F.20 Catalog: Accreditation Moorpark College](#)
[F.21 Accreditation Webpage](#)
[F.22 USDE FSA Audit](#)
[F.23 Student Loan Default Rate](#)

STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

A. Mission

I.A.1.

The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

BP 1200 Mission Statements includes the Moorpark College Mission:

Grounded in equity, social justice, and a students first philosophy, Moorpark College values diverse communities. We empower learners from local, national, and global backgrounds to complete their degree, certificate, transfer, and career education goals. Through the integration of innovative instruction and customized student support, our programs are designed to achieve equitable outcomes ([I.A.1.01](#)).

The educational purposes listed include the four main areas of degree, certificate, transfer, and workforce development and preparation. As an open-access institution, Moorpark College serves all students and is inclusive of students with international and other backgrounds. The Mission further focuses on the combination of instruction and support with a focus on student outcomes.

The mission statement is prominently listed on the college website and in the college catalog ([I.A.1.02](#), [I.A.1.03](#)) and was endorsed at the 2021 Strategic Planning Retreat ([I.A.1.04](#)).

Analysis and Evaluation

The mission statement reflects Moorpark College’s educational purpose and defines the student population it serves. Major degrees and credential types are included as part of the mission, which also asserts that learning and support services function to support equitable student outcomes. Student success is centered in the mission statement with its emphasis on a students first philosophy and the customization of student services in order to support student success.

I.A.2.

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The Moorpark College mission focuses on equitable outcomes, empowering learners to complete their degree and certificate, transfer, and career education goals ([I.A.2.01](#)). Completion of degrees and certificates, number of students earning an associate degree for transfer, and exiting

career technical education students who report being employed in their field of study are some of the data used to assess how effectively Moorpark is accomplishing its mission. The above data are also disaggregated by disproportionately impacted groups ([I.A.2.02](#)). Strategic Plan status updates are performed annually using the data summarized above to address each metric and are reviewed by the Committee on Accreditation and Planning – Education ([I.A.2.03](#)). Data related to AB705 aimed at equity in math and English courses are reviewed and were presented to the Board of Trustees on December 9, 2021 ([I.A.2.04](#)). Moorpark College has been recognized by the Campaign for College Opportunity as a Champion of Higher Education five years in a row, most recently in 2020, for being a leader in the state in associate degree for transfer implementation ([I.A.2.05](#)).

Institutional priorities are set in the Educational Master Plan as strategic directions that align with the college mission ([I.A.2.06](#)). Each strategic direction is further refined into goals and associated metrics to measure progress using relevant data consistent with Moorpark College’s students first philosophy. The strategic planning retreat on April 23, 2021 solicited input from all campus stakeholders on potential barriers to achieving each of the Educational Master Plan goals and possible solutions to better serve all students ([I.A.2.07](#)).

Analysis and Evaluation

Data are an integral part of Moorpark’s integrated planning model and used to regularly assess how effectively it is accomplishing its mission. Data specific to completion of degrees and certificates, transfer, and employment are regularly evaluated. These data are also disaggregated by disproportionately impacted groups to ascertain and help address equity issues. Moorpark College has been recognized for being a leader in the state in associate degree for transfer implementation.

The college mission directs institutional priorities through strategic directions in the Educational Master Plan that are refined further into goals and associated metrics. Moorpark’s students first philosophy permeates all aspects of the college and drives institutional priorities and discussions for continuous improvement to better meet the educational needs of students.

I.A.3.

The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The Moorpark College Educational Master plan strategic directions align with the college mission and direct the college planning process ([I.A.3.01](#)). The Moorpark College Participatory Governance Handbook describes the structure and operating agreements for making decisions at Moorpark College ([I.A.3.02](#)). Program planning involves answering questions directly related to the mission-aligned strategic directions and reflection on student learning and achievement using data dashboards for each program that includes disaggregation by ethnicity, gender, age, and other factors ([I.A.3.03](#), [I.A.3.04](#)). Resource requests are prioritized via participatory governance

groups that include representatives from all stakeholders. For example, 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, formerly approving prioritized lists ([I.A.3.05](#), [I.A.3.06](#)). FTCAP begins each academic year, as do all standing committees, developing goals for the year consistent with the committee's charge that aligns with the mission through relevant strategic directions from the Moorpark College Educational Master Plan ([I.A.3.07](#), [I.A.3.01](#)).

Analysis and Evaluation

The integrated planning model of Moorpark College aligns its programs and services with the college mission. Moorpark's students first philosophy, centering student success and customized support services, drives the strategic directions of the institution that guide and inform the decision-making processes at the College. The planning process can be traced from the mission to the Educational Master Plan, through various governance and operational groups, all the way down to the program level.

I.A.4.

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The College's mission appears prominently in numerous locations, including on the College's website, in the college catalog, and on materials and promotional items shared in public spaces throughout the College ([I.A.4.01](#), [I.A.4.02](#), [I.A.4.03](#)). The mission also receives wider public distribution via the formal approval process by the Board of Trustees, which reviews and approves the mission at a public meeting of the Board ([I.A.4.04](#)).

During 2020-21, the College prioritized equity and social justice as a focus and tasked one of the four workgroups addressing this topic to review the mission statement. The workgroup's input more directly reflected the equity and social justice focus that Moorpark College had adopted. 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 ([I.A.4.05](#), [I.A.4.06](#)). These revisions were further refined via 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 ([I.A.4.07](#), [I.A.4.08](#), [I.A.4.09](#), [I.A.4.10](#)). The amended version was then forwarded to the Board of Trustees for final review and approval.

Analysis and Evaluation

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 easily see it. Moorpark College goes through a regular review process for the mission statement, most recently prompted by the College's social justice and equity work. Relevant workgroups and

committees provided input on the mission statement to reflect a stronger focus on equitable student outcomes, and the resulting version was approved and widely shared.

Conclusions on Standard I.A Mission

Moorpark College is deeply committed to its mission with its emphasis on student learning and student achievement, including a focus on achieving equitable outcomes. The mission statement is reviewed and evaluated regularly and widely disseminated. Using analysis of quantitative and qualitative data, the institution systematically evaluates how effectively it is accomplishing the mission. Through regular cycles of assessment, reflection, and planning, the College ensures that programs and services are aligned with the mission and that the mission informs resource allocation. The College's mission provides guidance for all planning processes of the institution with strong linkages to the Educational Master Plan.

Evidence

[I.A.1.01 BP 1200 Mission Statements](#)

[I.A.1.02 Moorpark College Website, Mission, Values, and Vision](#)

[I.A.1.03 Moorpark College 2021-2022 Catalog](#)

[I.A.1.04 2021 Strategic Planning Retreat Agenda](#)

[I.A.2.01 BP 1200 Mission Statements](#)

[I.A.2.02 2019-2020 to 2023-2024 EMP Strategic Plan Status Update July 2021](#)

[I.A.2.03 EdCAP Minutes 2021-08-24](#)

[I.A.2.04 MC AB705 Report presented to BOT 2021-02-09](#)

[I.A.2.05 Champion of Higher Education Announcement 2020](#)

[I.A.2.06 Educational Master Plan 2019-2020 to 2028-2029](#)

[I.A.2.07 Spring 2021 Strategic Planning Retreat](#)

[I.A.3.01 Educational Master Plan 2019-2020 to 2028-2029](#)

[I.A.3.02 Moorpark College Participatory Governance Handbook](#)

[I.A.3.03 Performing Arts Program Plan](#)

[I.A.3.04 Counseling Program Plan](#)

[I.A.3.05 PAWG Committee Responsibilities](#)

[I.A.3.06 FTCAP Minutes 2021-05-12](#)

[I.A.3.07 FCAP Meeting Agenda 2021-09-02](#)

[I.A.4.01 BP 1200 Mission Statements](#)

[I.A.4.02 Moorpark College Website, Mission, Values, and Vision](#)

[I.A.4.03 *Add a screenshot of newly posted mission in August once hung in Admin/elsewhere.](#)

[I.A.4.04 Board of Trustees Agenda](#)

[I.A.4.05 Theme 4 Social Justice Workgroup Commitment](#)

[I.A.4.06 Group 4, Mission Statement Development Process](#)

[I.A.4.07 EdCAP Meeting Agenda](#)

[I.A.4.08 Academic Senate Agenda](#)

[I.A.4.09 Classified Senate Agenda](#)

[I.A.4.10 2021 Strategic Planning Committee Agenda](#)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1.

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Moorpark College faculty, staff, and students engage in dialog in a variety of forums. Each spring during the annual planning retreat over 100+ participants review the progress made on the metrics of the Educational Master Plan ([I.B.1.01](#)). These metrics include a comprehensive list of leading and lagging indicators which cover all aspects of the institution, including student outcomes, student equity, academic quality, and other institutional effectiveness indicators ([I.B.1.02](#)). Based on the review of these metrics, the planning retreat participants brainstorm what actions the College can take the following year to ensure the targets for each metric are achieved at the end of the five-year strategic plan cycle ([I.B.1.03](#), [I.B.1.04](#)). After the brainstorming session at the planning retreat, further dialog about the Annual Work Plan takes place in other venues including at the Administrative Council, EdCAP, and Academic Senate ([I.B.1.05](#), [I.B.1.06](#), [I.B.1.07](#)).

Specific elements of the five-year Educational Master Plan are discussed in participatory governance groups as detailed in the Moorpark College Participatory Governance Handbook ([I.B.1.08](#)). For example, metrics related to Distance Education are discussed at DEAC ([I.B.1.09](#)). Metrics related to equity are discussed at the SEA Committee ([I.B.1.10](#)). Student Learning Outcomes are discussed at the SLO Committee ([I.B.1.11](#)). Academic quality is discussed at the Curriculum Committee where programs undergo a full curriculum review every five years or two years for career education programs ([I.B.1.12](#)).

In addition to the institutional-level dialog described above, programs engage in dialog during the annual program review process. The program review template requires programs to discuss various elements of institutional effectiveness and equity, and to address which specific metrics of the Educational Master Plan their program directly impacts ([I.B.1.13](#), [I.B.1.14](#)). Every three years, each program meets with all three Vice Presidents and the Academic Senate President to engage in dialog about their program data and goals for continuous improvement ([I.B.1.15](#), [I.B.1.16](#)). The College was commended by the 2016 ACCJC External Evaluation Team for its “inclusive, engaging and robust dialog undertaken during the annual program review process in support of program planning and student success” ([I.B.1.17](#)).

In a 2022 employee survey, 97% of respondents agreed that in the past year they have engaged in dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Furthermore, 93% of respondents agreed that the dialog they have engaged in over the past year has contributed to the continuous improvements of the College’s academic quality and institutional effectiveness ([I.B.1.18](#)).

Analysis and Evaluation

The College has engineered a variety of structures framed around the Educational Master Plan metrics to ensure sustained and collegial dialog. The annual planning retreat, various committees, and the annual program review process promote critical discussions that ultimately lead to an improvement in academic quality, equity, and student success.

I.B.2.

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Moorpark College has established learning outcomes for all instructional programs and student and learning support services. Program learning outcomes for each program are prominently featured in the in the catalog ([I.B.2.01](#), [I.B.2.02](#)). Course learning outcomes are included in all course syllabi ([I.B.2.03](#)).

Student and learning support services program learning outcomes are measured and analyzed annually. In 2021-2022, 100% of student services analyzed their learning outcomes, mostly through the use of embedded SLO survey questions ([I.B.2.04](#)). In collaboration with the office of institutional effectiveness, each student survey was disaggregated and analyzed for gaps related to gender, ethnicity, and modality ([I.B.2.05](#)).

Instructional program learning outcomes data are collected every semester through embedded formative and summative course assessments such as exams, essays, and projects. All faculty members are required to enter SLO data for each student every fall and spring semester in eLumen, and in fall 2021 the College was able to achieve nearly 100% compliance with this requirement ([I.B.2.06](#)). Based on this data, the IE office provides Tableau dashboards for each course learning outcome (CLO) as well as program learning outcome (PLO) and Institutional Learning Outcomes (ILO) which are based on the crosswalk maps between CLOs, PLOs and ILOs created for each program ([I.B.2.07](#)). PLO and ILO data are disaggregated by demographics and modality ([I.B.2.08](#)).

After CLO and PLO data are pulled by the IE office, programs analyze the data on a five-year cycle every spring semester. PLO data is analyzed annually for every degree and certificate program. In 2021-2022, 100% of all PLOs were analyzed ([I.B.2.09](#)). CLO data is reviewed on a five-year cycle, with programs required to review at least one fifth of all courses each year ([I.B.2.10](#)). In 2021-2022, 100% of all planned CLOs were analyzed ([I.B.2.11](#)). ILO data is analyzed every spring semester by the SLO Committee, and in 2021-2022 100% of all ILOs were analyzed ([I.B.2.12](#), [I.B.2.13](#), [I.B.2.14](#)).

To facilitate these analyses as well as to help programs regularly revise their SLOs, the Dean of IE as well as the faculty SLO Coordinator provide professional development opportunities such as Flex activities, open office hours, instructional videos for how to use eLumen, and an SLO handbook ([I.B.2.15](#), [I.B.2.16](#), [I.B.2.17](#)). In spring 2022, the Dean of IE and SLO Coordinator

met with 100% of department chairs to provide one-on-one training for how to analyze CLO and PLO data ([I.B.2.18](#)).

In addition to the annual SLO processes detailed above, SLO data is also required to be discussed during each program's annual program review to ensure SLO analyses are integrated into program review planning and resource allocation decisions. Programs are required to provide "specific actions that your department has taken/will take because of your analysis of the SLO data" ([I.B.2.19](#)).

Analysis and Evaluation

The College has created a user-friendly, comprehensive, and sustainable student learning outcomes process which ensures that all SLOs in courses, programs, and services are defined, continuously assessed, and integrated into the College's planning processes.

I.B.3.

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. (ER 11)

Evidence of Meeting the Standard

The College has established institution-set standards (ISS) for student achievement, including standards for course completion, program completion, transfer, job placement rates, and licensure examination passage rates. The College reviews these ISS annually at EdCAP and recommends them for approval to the Academic Senate and college President ([I.B.3.01](#)). After the ISS are approved by the college President, they are reported to ACCJC through the ACCJC Annual Report, and are published to the College's Institutional Effectiveness website ([I.B.3.02](#), [I.B.3.03](#)).

In 2020, the College increased the ISS after deeming them too low, raising most of the ISS to 95% of each metric's three-year average, and setting programmatic standards for licensure and job placement in consultation with the Nursing and Radiology programs. To align the ISS with the College's mission, the College set the stretch goals to mirror those of the College's Educational Master Plan, whose goals directly flow from the college mission ([I.B.3.04](#)). For example, the College set the ISS stretch goal to increase transfers (as measured by ADTs) by 35%, from 1160 to 1427 ([I.B.3.05](#)). This goal mirrors the 35% increase in transfers established by the College's Educational Master Plan ([I.B.3.06](#)). Each year, the College creates a work plan with action items for continuous improvement of leading and lagging indicators including ISS stretch goals ([I.B.3.07](#)).

While the College has not yet achieved all of its stretch goals, it has proudly exceeded its ISS even after raising the set standards in 2020. If the College were to ever fall below its ISS in the future, it would concurrently not be meeting the related stretch goals for those metrics from the Educational Master Plan. As a result, the College would explore allocating additional resources to improve these outcomes as part of its annual integrated planning process. The process of integrating student outcomes, planning, and resource allocation decisions is further discussed in Standard I.B.9.

In addition to reporting on the College's ISS, the College annually reviews the USDE College Scorecard graduation rate and reports it on the ACCJC Annual Report ([I.B.3.08](#)).

Analysis and Evaluation

The College has established ISS which it reviews annually. The ISS are aligned with the Educational Master Plan goals of the College. The ISS are reported to ACCJC annually and are published on the College's website. Additional analyses of the ISS are also provided in ISER section B. Presentation of Student Achievement Data and Institution-Set Standards.

I.B.4.

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

In collaboration with the Office of Institutional Effectiveness, Moorpark College has created institutional and program level processes that are driven by assessment data on student learning and achievement. These institutional and programmatic processes are specified in the Moorpark College Participatory Governance Handbook ([I.B.4.01](#)). The key elements of this process are also described in a video created by the IE Office ([I.B.4.02](#)).

At the institutional level, student achievement data is analyzed each year as part of the annual review of the Educational Master Plan dashboard ([I.B.4.03](#), [I.B.4.04](#)). These metrics include leading student success indicators such as course success rates as well as lagging indicators such as completion of degrees and certificates. Institutional data on student learning is analyzed annually by the SLO Committee, which reviews ISLO data and makes recommendations to the Academic Senate based on its findings ([I.B.4.05](#)).

At the program level, the annual program review process requires programs to analyze student achievement and student learning data, including addressing any equity gaps ([I.B.4.06](#), [I.B.4.07](#)). If programs request resources, they must provide justification for how those resources are aligned to the College's Educational Master Plan, which as stated above include leading and lagging indicators for student success. Those resource request justifications and related assessment data are then used by the Colleges' prioritization committees so that resource requests that support student learning and achievement can be given greater weight in the rankings ([I.B.4.08](#), [I.B.4.09](#), [I.B.4.10](#), [I.B.4.11](#)).

Analysis and Evaluation

The College's usage of 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.

Institutional Effectiveness

I.B.5.

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

The College has established a robust annual program review process which requires 100% of programs to complete a program review each year ([I.B.5.01](#), [I.B.5.02](#)). Each program is required to review quantitative and qualitative data on student learning and student achievement ([I.B.5.03](#)). In collaboration with the IE Office, data is provided to all programs disaggregated by program type, demographics, and mode of delivery. For example, quantitative data includes metrics such as course success rates and SLO performance data by online vs on-ground courses, and qualitative data includes survey questions for satisfaction and student learning broken out by whether the student received the service in person, by email, or over Zoom ([I.B.5.04](#), [I.B.5.05](#)).

In addition to assessing data, programs are required to identify at least one metric from the Educational Master Plan and describe how the program has had an impact on it in the past year, as well as what actions the program will take in the future to continue impacting this metric ([I.B.5.06](#)). By requiring programs to align their goals with the larger goals of the College, program review has a direct impact on the College's ability to accomplish its mission because the Educational Master Plan flows directly from the mission. For example, if a program sets a goal to close the equity gaps in its course success rates, that program goal contributes to the broader Educational Master Goal "Course success rates—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027" ([I.B.5.07](#)). The collective efforts of programs working to achieve annual goals will result in the College achieving the goals of the Educational Master Plan, and therefore accomplishment of the College's mission. Progress on the College's Educational Master Plan goals and annual objectives is evaluated annually on a dashboard ([I.B.5.08](#), [I.B.5.09](#)).

Every three years, each program meets with all three Vice Presidents and the Academic Senate President to engage in dialog about their program data and goals for continuous improvement. This conversation includes a review of disaggregated qualitative and quantitative data, as well a discussion of the extent to which the program advances the College's strategic goals and mission as defined in the program review evaluation rubric ([I.B.5.10](#), [I.B.5.11](#)).

Analysis and Evaluation

The College's program review process fosters discussions around disaggregated qualitative and quantitative data on student learning and student achievement. The analysis of this data leads to programs establishing goals that are aligned with the College's Educational Master Plan and therefore contribute to the College accomplishing its mission.

I.B.6.

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

As written in its mission statement, Moorpark College is committed to equity, social justice, and a student's first philosophy ([I.B.6.01](#)). To achieve its equity-focused mission, the College continuously reviews disaggregated data for subpopulations of students.

At the institutional level, equity data is embedded into the Educational Master Plan leading indicators (e.g., closing equity gaps for course success rates) as well as lagging indicators (e.g., closing equity gaps for completion of degrees and certificates). Data for these achievement metrics are kept up to date on a dashboard and shared annually with EdCAP and SEAC ([I.B.6.02](#), [I.B.6.03](#), [I.B.6.04](#)). Institutional Learning Outcomes data is disaggregated and reviewed annually by SLOC ([I.B.6.05](#), [I.B.6.06](#)).

Given the large systematic scale of closing equity gaps, the College developed an operational equity plan which flows directly from the Educational Master Plan. The equity plan identifies gaps for each metric and specific strategies the College will take to mitigate each equity gap, as well as human and fiscal resources allocated to these strategies ([I.B.6.07](#)). The IE office establishes research designs for each strategy and evaluates the efficacy of those strategies ([I.B.6.08](#), [I.B.6.09](#)).

To further expand upon the reach of the equity plan, the College created an IEPI PRT plan. This plan was created in response to the COVID pandemic and the social justice movement and focuses on equity gaps in distance education and creating an inclusive campus. Similar to the equity plan, the IEPI PRT includes the allocation of human and fiscal resources to support its strategies and includes an evaluation by the IE office on the efficacy of those strategies ([I.B.6.10](#)). Additional details about the IEPI PRT are provided in the College's Quality Focus Essay.

In addition to reviewing institutional-level equity data, the College requires all programs to review at least three past years of disaggregated student achievement and learning outcomes equity data during the annual program review process ([I.B.6.11](#), [I.B.6.12](#)). For academic programs, the IE office provides disaggregated student achievement data such as course success rates and Program Learning Outcomes Tableau dashboards from eLumen ([I.B.6.13](#), [I.B.6.14](#)). For student services, disaggregated satisfaction and SLO data is provided based on annual point of service surveys ([I.B.6.15](#)). As described in Standard I.B.2., disaggregated PLO data is also reviewed annually as part of the College's student learning outcomes assessment process ([I.B.6.16](#), [I.B.6.17](#)).

When programs identify performance gaps in student achievement or learning data, they may request additional resources through the program review process to support their equity mitigation

strategies, and in subsequent years provide an evaluation of whether the allocated resources led to an improvement in equity outcomes. The program review resource request template explicitly asks programs to “describe how the resource will help close equity gaps” ([I.B.6.18](#)).

Analysis and Evaluation

Moorpark College is committed to closing equity gaps. Data on student achievement and student learning is disaggregated and reviewed at both the institutional and program level. Resources such as student equity funds and the IEPI PRT grant are allocated toward strategies to mitigate equity gaps. These strategies are then evaluated to ensure they lead to equitable outcomes.

I.B.7.

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

BP and AP 2410 Board Policy outline a regular five-year review cycle for policies and procedures, with a 2-year extension for the current review cycle, now 2016-2023, due to pandemic challenges ([I.B.7.01](#), [I.B.7.02](#)). Representatives of appropriate stakeholder groups from across the District participate in the review and updates of policies and procedures through district and college committees as appropriate. The policy review process is described in the VCCCD Participatory Governance Handbook ([I.B.7.03](#)).

Program review occurs across all areas of the institution, including academics, student services, and business services annually and includes analysis of data, such as program outcomes, with the goal of continuous improvement. Program review occurs annually with in-depth evaluation meetings held with each program being evaluated at least once during a three-year cycle. These evaluation meetings include area faculty or staff, the area dean or manager, all three Vice Presidents, and the Academic Senate President. The program review process, including a timeline, is summarized in the Moorpark College Participatory Governance Handbook ([I.B.7.04](#)). Each program review cycle ends with a program plan summary report from the Vice Presidents that is presented to the Committee on Accreditation and Planning – Education (EdCAP) ([I.B.7.05](#), [I.B.7.06](#)). EdCAP also reflects on and reviews the program plan process each year to suggest revisions and improvements ([I.B.7.07](#), [I.B.7.08](#)). There were significant updates to the program review process in the 2021-2022 academic year (implemented the following year) with the goal of programs focusing more on self-reflection and continuous improvement and a re-centering on equity. The prompts reflect the Moorpark College mission that starts “grounded in equity, social justice, and a student’s first philosophy” and directly link program planning to strategic directions in the Educational Master Plan that align with the college mission ([I.B.7.09](#)).

The Committee on Accreditation and Planning – Facilities and Technology (FTCAP) is charged with prioritizing facility, technology, and space resource requests that are extracted from program

plans ([I.B.7.10](#)). Three workgroups of this committee, FRAWG, TRAWG, and PAWG, research resource requests and make initial prioritizations of resource requests for facilities, technology, and planning, respectively. These prioritizations are adopted by FTCAP and provided as recommendations to administration that determines what is funded based on budget constraints and prioritizations ([I.B.7.11](#)). Lists of funded resource requests are made available through the college planning website ([I.B.7.12](#)). Prioritization processes and criteria are reviewed and updated if necessary as part of this process. A recent example is the resource request template update that includes feedback from FTCAP and more closely aligns resource requests to specific metrics of the strategic plan and includes a discussion of how the resource request will help close equity gaps as part of the justification ([I.B.7.13](#), [I.B.7.14](#)).

Starting in 2020, EdCAP and Fiscal committees have met jointly to review college resource recommendations in relation to the strategic plan for gap analysis and recommendations. Recommendations from the joint committee are forwarded to the college President, who replies with actions to be taken or that have been taken to close identified gaps ([I.B.7.15](#), [I.B.7.16](#)). Examples from the latest cycle include hiring a full-time Ethnic Studies instructor to develop this new program, including an upcoming AD-T, and the hiring of an assistant dean who will focus on distance education and distance technology to address increasing online offerings ([I.B.7.17](#)).

Participatory governance committees are evaluated every other year with results shared and discussed during meetings to assess effectiveness and discuss ideas for improvement ([I.B.7.18](#), [I.B.7.19](#), [I.B.7.20](#)). The Academic Senate Council and Standing Committees adopt goals at the beginning of each academic year and provide accomplishments that assess progress on those goals at the end of each academic year that are sent to the college President ([I.B.7.21](#)). The Moorpark College Participatory Governance Handbook outlines decision making processes at the College and is reviewed and updated at least every five years, with a process for amendment within that cycle ([I.B.7.22](#)). During the five-year update, the charge and membership of each committee and the planning processes are all reviewed and updated in the handbook as appropriate. During the last update, many of the Senate Standing Committees both increased the number of classified representatives and granted voting rights to the student representatives, students previously having only an advisory role ([I.B.7.23](#), [I.B.7.24](#)). The handbook begins with the college mission, vision, and values which provide the framework for the Participatory Governance Handbook that describes the decision-making process at the College.

Analysis and Evaluation

The College regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and student learning support services, resource management, and governance processes. Multi-faceted review occurs throughout the College, from annual program review for instructional and student support programs, to regular evaluations of participatory governance groups, as well as regular review and updating of district policies and practices. Continuous improvement of academic quality, equitable outcomes, and accomplishment of the college mission are the focus of this multi-faceted review.

I.B.8.

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College creates annual dashboards to communicate the progress of its five-year strategic plan metrics and the evaluation of its annual work plan actions, and publicly posts these dashboards on the College's IE website ([I.B.8.01](#), [I.B.8.02](#), [I.B.8.03](#)). By utilizing a user-friendly traffic light visualizations (green, yellow, red), internal and external stakeholders can have a shared understanding of the strengths and weaknesses of the institution. Based on these dashboards, 100+ stakeholders from all constituent groups participate in a brainstorming exercise at the annual planning retreat to establish actions to support the strategic plan and identify what resources are needed to complete those actions. While all college goals are important, planning retreat attendees are asked to prioritize discussions for metrics where the College is falling behind schedule (those labeled as yellow or red) ([I.B.8.04](#), [I.B.8.05](#)).

At the end of each annual planning cycle, a joint EdCAP/Fiscal Committee completes a gap analysis to determine whether resource allocation decisions adequately funded the actions of the annual work plan, and whether a lack of funding led to insufficient progress on certain goals (those labeled as yellow or red). Based on this gap analysis, EdCAP/Fiscal sends a proposal to the college President for additional funding, and if funds are available the President allocates resources to support these actions ([I.B.8.06](#), [I.B.8.07](#)).

In addition to communicating the progress of its five-year strategic goals and annual work plans, the institution also shares the following assessment and evaluation results with internal and external stakeholders:

- ILO/PLO data is shared with SLOC, Academic Senate, and is posted on the SLO website ([I.B.8.08](#), [I.B.8.09](#)).
- Institution-Set Standards data is shared at EdCAP, Academic Senate, and is posted on the IE website ([I.B.8.10](#), [I.B.8.11](#)).
- Various enrollment and student success data are provided to the Academic Senate to inform the faculty prioritization process ([I.B.8.12](#), [I.B.8.13](#), [I.B.8.14](#)).
- Equity evaluation reports are shared at SEAC and posted on the planning website ([I.B.8.15](#), [I.B.8.16](#), [I.B.8.17](#)).
- Program review reports are shared at EdCAP and posted on the IE website ([I.B.8.18](#), [I.B.8.19](#), [I.B.8.20](#), [I.B.8.21](#), [I.B.8.22](#)).
- The President shares key data during convocation such as data about the College's high completion rates and equity gaps, as well as data from a COVID impact survey ([I.B.8.23](#), [I.B.8.24](#)).

- The President presents institutional data to external stakeholders like the City of Moorpark ([I.B.8.25](#)).
- Student performance data is frequently presented to the Board of Trustees ([I.B.8.26](#)).
- The District sends an Annual Report to community members which includes outcomes data such as completion of degrees and certificates ([I.B.8.27](#)).

Analysis and Evaluation

Utilizing planning dashboards, presentations, program reviews, and written reports, the College broadly communicates data on assessment results and evaluation activities related to the Colleges’ strengths and weaknesses to internal and external stakeholders. Based on these data communications, college constituents are able to set appropriate priorities when establishing annual goals and requesting resources for initiatives that require additional funding to be successful (i.e., goals that have a status indicator of yellow or red).

I.B.9.

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Moorpark College has a robust integrated planning model which is detailed in its participatory governance handbook ([I.B.9.01](#)). The key elements of this process are also described in a video created by the IE Office ([I.B.9.02](#)). The primary planning document is the Educational Master Plan, which flows from the mission statement. The Educational Master Plan contains a five-year strategic plan that includes leading and lagging indicators covering all elements of the organization related to institutional effectiveness and academic quality ([I.B.9.03](#)). Completion of the Strategic Plan metrics directly leads to the College accomplishing its mission.

Flowing from the Strategic Plan are the Facilities and Technology Master Plans ([I.B.9.04](#), [I.B.9.05](#)). To ensure integration, two of the goals in the Strategic Plan are:

- “Complete facilities projects that are fully funded and aligned with the Facilities Master Plan.”
- “Complete technology projects that are fully funded and aligned with the Technology Master Plan.”

Each year, the College creates an Annual Work Plan which identifies which actions the College should take to make progress on each of the Strategic Plan metrics ([I.B.9.06](#)). For example, if the five-year metric from the Strategic Plan is “Associate Degrees for Transfer available—increase

from 29 in 2018-2019 to 31 by 2023-2024,” then the one-year action could be to “Create an ADT in Computer Science.”

Flowing from the Annual Work Plan is the College’s annual program review process. During this process, programs are required to identify at least one metric from the Annual Work Plan and describe how the program has directly impacted this metric, thereby ensuring integration between institutional and program-level planning. Programs are also required to answer questions related to institutional effectiveness and academic quality including reviewing student achievement and learning outcomes data disaggregated by demographics and modality. Programs are asked to reflect on their short-term and long-term needs by describing obstacles/challenges, as well as initiatives they wish to pursue while keeping in mind changes in the labor market, upcoming retirements, technological innovations, etc. ([I.B.9.07](#), [I.B.9.08](#)).

Based on the program’s reflections on its alignment with the Annual Work Plan, review of data trends, and analysis of labor market needs, the program may request resources for short-term needs such as a new computer or long-term needs such as a new full-time faculty position. Programs are required to describe how their resource requests support the strategic goals of the College to ensure integration between resources and planning ([I.B.9.09](#)).

Each fall, the IE Office compiles a list of all resources requested by each program and distributes the lists to various participatory governance groups for prioritization ([I.B.9.10](#)). The requests are assessed and ranked by seven different committees:

1. Full-time faculty requests are prioritized by the Academic Senate.
2. Classified employee requests are prioritized by the Fiscal Committee.
3. Technology requests are prioritized by the Technology Resource Advisory Work Group.
4. Facilities requests are prioritized by the Facilities Resource Advisory Work Group.
5. Space allocation requests are prioritized by the Planning Advisory Work Group.
6. CTE requests that could be funded by Perkins/Strong Workforce grants are prioritized by the CTE Work Group.
7. Financial resource requests that are unique and don’t fit with other prioritization categories (e.g. increased marketing budget for a particular program) are prioritized by the Other Resource Advisory Work Group.

Each prioritization work group includes their own criteria for how to rank the resource requests to maximize institutional effectiveness and academic quality such as:

- “Vital program will cease to exist if position not filled”
- “Facility request where programs have documented necessary change in the facility standard that greatly impacts instruction and student learning”

- “The technology’s impact on student learning”
- “Any other considerations implicit in the program plans related to college mission, college-wide needs, and strategic directions”

([I.B.9.11](#), [I.B.9.12](#), [I.B.9.13](#), [I.B.9.14](#)).

While the criteria vary depending on the prioritization committee, a common thread is the requirement that each resource request includes justification on “how this resource supports the goals of the program and the goals of the college” and to “select which primary metric this resource supports from the Strategic Plan,” thereby ensuring that resource requests directly support the College’s Strategic Plan goals and accomplishment of its mission ([I.B.9.15](#)).

The resource request rankings are then sent to the college President who, in collaboration with the Executive Team, decides which items to fund. The final lists of funded items are shared widely with various stakeholders and posted on the College’s planning website ([I.B.9.16](#), [I.B.9.17](#)). For certain prioritization lists such as full-time faculty requests, the college President creates a formal written response which includes rationale for which positions were funded ([I.B.9.18](#)).

As the overarching goal of the prioritization processes is to ensure that college resources support institutional planning and accomplishment of the mission, the EdCAP and Fiscal committees conduct an annual gap analysis at the end of each planning cycle. During the gap analysis, participants review dashboards for the strategic and annual work plan provided by the IE Office, with a special focus on items marked as yellow or red (somewhat or significantly behind on meeting action or metric). The gap analysis participants then discuss whether the action items were performing poorly due to a lack of resources, either because those resources were not originally requested, or they ranked too low during the prioritization process. This gap analysis is then shared with the college President. If additional funds are available, the college President then considers funding high-impact resource requests that have the potential to convert an action item from yellow/red status to green status ([I.B.9.19](#), [I.B.9.20](#), [I.B.9.21](#)). Recent items funded through this gap-analysis process include hiring a counselor assistant position for the PACE program which was growing rapidly and urgently needed counseling support. The hiring of this position led to the related Annual Work Plan action status indicator turning from yellow to green.

While the College’s established resource allocation processes account for most funding decisions and strongly support the integration of planning and resource allocation, the gap analysis serves as an added mechanism to ensure the College is agile and can respond on a case-by-case basis to urgent needs that may arise after the prioritization process is already complete.

In a recent survey, the majority of respondents expressed satisfaction with various elements of the College’s integrated planning model:

- 90% of respondents agreed that the College’s planning processes such as the annual work plan and program review support the mission of the College.

- 93% of respondents were satisfied with the program planning template.
- 86% of respondents agreed that resource allocation decisions (e.g. what equipment to purchase, what types of positions to hire, what programs and services to offer students, etc.) support the mission of the College.
- 83% of respondents felt informed about resource allocation decisions.
- 90% of respondents agreed that data provided by the IE office enhance their program's capacity to make data-driven decisions.
- 97% of respondents agreed that in the past year they have engaged in dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. ([I.B.9.22](#))

Analysis and Evaluation

Moorpark College's integrated planning process is designed to ensure the goals established by programs and the resources allocated by the College's prioritization groups directly support the College's strategic plan metrics and therefore the accomplishment of its mission. The data-driven annual program review process plays a central role in the integrated planning model by requiring broad-based participation of the college community to reflect on academic quality, institutional effectiveness, and the short- and long-term needs for the program to achieve its goals which are directly mapped to the strategic plan goals of the College.

Conclusions on Standard I.B Academic Quality and Institutional Effectiveness

Moorpark College uses an integrated planning model for its planning processes and resource-allocation decisions. Central to these efforts are the broad and representative input of constituency representatives on the relevant college committees which review, give input on, and help to develop responses to areas where perceived gaps exist. Core to those processes is annual review of performance metrics that are part of the Moorpark College Educational Master Plan, which is also aligned with the college mission and other related planning documents.

The annual cycles of assessment and review support continuous improvement along such critical measures as student learning outcomes, student equity, academic quality, and institutional effectiveness. For each element of the planning cycle, data is used to to assess progress on defined metrics. Further, the program planning process links resource requests to the overall planning cycle. All programs are required to submit program reviews annually, and the content is reviewed by relevant committees in order to determine priorities for more global planning and for specific resource allocation recommendations. Information about institutional effectiveness and planning is publicly shared on the College's institutional effectiveness website and posted information, documents, and data are used as a part of broad collegewide planning efforts, such as those held at the annual Spring Strategic Planning Retreat. Institutional processes and practices are assessed on a regular cycle via a range of assessment instruments in order ensure effectiveness in supporting academic quality and accomplishment of the college mission.

Improvement Plan(s)

None.

Evidence

[I.B.1.01 2022 Annual Planning Retreat Agenda](#)
[I.B.1.02 Educational Master Plan 2019-2020 to 2028-2029](#)
[I.B.1.03 2022-2023 Annual Work Plan Planning Retreat Brainstorm](#)
[I.B.1.04 2022 Planning Retreat Annual Work Plan Exercise Instructions](#)
[I.B.1.05 EdCAP IPC Draft Minutes 8-23-22](#)
[I.B.1.06 ASC Minutes 8-30-22](#)
[I.B.1.07 Admin Council Agenda 5-4-22](#)
[I.B.1.08 MC Participatory Governance Handbook](#)
[I.B.1.09 DE Committee Minutes 4-27-22](#)
[I.B.1.10 SEAC 9-22-21 Minutes](#)
[I.B.1.11 SLO Committee Minutes 3-8-22](#)
[I.B.1.12 Curriculum Committee Technical Review Minutes 4-28-22](#)
[I.B.1.13 Annual Program Review Template 2022](#)
[I.B.1.14 All 2022 Program Reviews](#)
[I.B.1.15 2021-22 VP Meetings with Program Plans](#)
[I.B.1.16 Program Plan Three-Year Schedule](#)
[I.B.1.17 ACCJC External Evaluation Report 2016 Commendations Extract](#)
[I.B.1.18 2022 ISER Employee Survey](#)
[I.B.2.01 Catalog Ccademic Program Excerpt](#)
[I.B.2.02 Catalog Student Services Program Excerpt](#)
[I.B.2.03 Sample Course Syllabus](#)
[I.B.2.04 EOPS SLO Survey Fall 2021](#)
[I.B.2.05 Student Service Student Learning Outcome Assessment 2021-2022 to 2025-2026](#)
[I.B.2.06 eLumen Dashboard of Submitted SLO Data Fall 2021](#)
[I.B.2.07 Sample CLO to PLO Mapping Studio Arts AA-T](#)
[I.B.2.08 SLO Tableau Dashboard Screenshot](#)
[I.B.2.09 2021-2022 to 2025-2026 CLO_PLO_ILO Analyses](#)
[I.B.2.10 SLO Handbook Excerpt Showing Cycle](#)
[I.B.2.11 2021-2022 to 2025-2026 CLO_PLO_ILO Analyses](#)
[I.B.2.12 SLO Minutes 3-8-22](#)
[I.B.2.13 ILO Analysis_2021-2022 to 2025-2026](#)
[I.B.2.14 Email to Chairs about Quantitative Competence ILO data](#)
[I.B.2.15 PD Week Fall 2021_SLO Training Excerpt](#)
[I.B.2.16 SLO Website Tutorial Page with elumen Instructional Videos](#)
[I.B.2.17 SLO Handbook](#)
[I.B.2.18 SLO Meetings Spring 2022](#)
[I.B.2.19 Annual Program Review Template 2022](#)
[I.B.3.01 EdCAP-FP_Minutes 3-22-22](#)
[I.B.3.02 IE Website Screenshot_ACCJC Annual Reports](#)
[I.B.3.03 ACCJC Annual Report 2022](#)

[I.B.3.04 EdCAP Minutes 3-24-20](#)
[I.B.3.05 ACCJC Annual Report 2020](#)
[I.B.3.06 Educational Master Plan Lagging Indicators Excerpt](#)
[I.B.3.07 2022-2023 Annual Work Plan](#)
[I.B.3.08 ACCJC Annual Report 2022](#)
[I.B.4.01 MC Participatory Governance Handbook_Planning and Assessment Excerpt](#)
[I.B.4.02 Integrated Planning at MC Video](#)
[I.B.4.03 EMP Dashboard 2022](#)
[I.B.4.04 EdCAP minutes 8-23-22 Reviewing Dashboard](#)
[I.B.4.05 SLO Minutes 3-8-22](#)
[I.B.4.06 Annual Program Review Template 2022](#)
[I.B.4.07 Program Review Data Dashboard Screenshot](#)
[I.B.4.08 Annual Program Review Resource Request Template 2022](#)
[I.B.4.09 Guide for Effective Use of Data for Prioritization](#)
[I.B.4.10 PPDR_Program Plan Data Report](#)
[I.B.4.11 Criteria for Prioritizing Technology Resources](#)
[I.B.5.01 All 2022 Program Reviews](#)
[I.B.5.02 Program Planning Video Guide 2022](#)
[I.B.5.03 Annual Program Review Template 2022](#)
[I.B.5.04 Success Rate by Modality Dashboard](#)
[I.B.5.05 EOPS Survey Disaggregated by Modality](#)
[I.B.5.06 Annual Program Review Template 2022](#)
[I.B.5.07 Educational Master Plan 2019-2020 to 2028-2029](#)
[I.B.5.08 EMP Dashboard](#)
[I.B.5.09 Annual Work Plan Status Update Dashboard](#)
[I.B.5.10 Program Plan Three Year Schedule](#)
[I.B.5.11 2021-2022 Minutes from VP Meetings with Programs](#)
[I.B.6.01 Mission Statement](#)
[I.B.6.02 EMP Dashboard 2022](#)
[I.B.6.03 EdCAP Minutes 8-23-2022](#)
[I.B.6.04 SEAC Minutes 9-22-21](#)
[I.B.6.05 SLO Data by Ethnicity](#)
[I.B.6.06 SLO Minutes 3-8-22](#)
[I.B.6.07 Student Equity Plan 2019-2022](#)
[I.B.6.08 Equity Evaluation Reports](#)
[I.B.6.09 Equity Evaluation Plan Ranking](#)
[I.B.6.10 IEPI Plan](#)
[I.B.6.11 Annual Program Review Template 2022](#)
[I.B.6.12 All 2022 Program Reviews](#)
[I.B.6.13 Course Success Rates by Ethnicity Program Review Dashboard](#)
[I.B.6.14 SLO Tableau Dashboard Screenshot](#)
[I.B.6.15 EOPS Survey Disaggregated by Ethnicity](#)
[I.B.6.16 Student Service Student Learning Outcome Assessment 2021-2022 to 2025-2026](#)
[I.B.6.17 2021-2022 to 2025-2026 CLO/PLO/ILO Analyses](#)
[I.B.6.18 Annual Program Review Resource Request Template 2022](#)

[I.B.7.01 BP 2410 Board Policy](#)
[I.B.7.02 AP 2410 Board Policy](#)
[I.B.7.03 VCCCD PG Handbook](#)
[I.B.7.04 MC PG Handbook Summary](#)
[I.B.7.05 Program Plan Summary Report](#)
[I.B.7.06 EdCAP Agenda](#)
[I.B.7.07 Program Plan Proposed Revisions](#)
[I.B.7.08 02-22-22 EdCAP-FP Minutes](#)
[I.B.7.09 Annual Program Plan 2022-2023 Template](#)
[I.B.7.10 PG Handbook FTCAP Charge](#)
[I.B.7.11 FTCAP Minutes, Ranking Recommendations](#)
[I.B.7.12 MC Planning Website](#)
[I.B.7.13 02-22-2022 FTCAP Minutes](#)
[I.B.7.14 Sample Resource Request](#)
[I.B.7.15 Gap Analysis with President's Response](#)
[I.B.7.16 Gap Analysis with President's Comments](#)
[I.B.7.17 Gap Analysis with VPAA's Response](#)
[I.B.7.18 PG Handbook Page on Assessment](#)
[I.B.7.19 2020 Committee Evaluation](#)
[I.B.7.20 09-15-2020 AS Minutes](#)
[I.B.7.21 AS Goals and Accomplishments 2021-2022](#)
[I.B.7.22 PG Handbook Update Process](#)
[I.B.7.23 PG Handbook New Fiscal Committee Membership](#)
[I.B.7.24 PG Handbook Old Fiscal Committee Membership](#)
[I.B.8.01 EMP Dashboard](#)
[I.B.8.02 Annual Work Plan Dashboard](#)
[I.B.8.03 IE Website Screenshot Planning Dashboards](#)
[I.B.8.04 2022 Planning Retreat Annual Work Plan Exercise Instructions](#)
[I.B.8.05 2022-2023 Annual Work Plan Planning Retreat Brainstorm with Dashboard and Resources](#)
[I.B.8.06 Joint EdCAP Fiscal Gap Analysis Meeting Recommendations and President Response Email Chain](#)
[I.B.8.07 2022 EdCAP Fiscal Gap Analysis](#)
[I.B.8.08 SLO Meetings Spring 2022](#)
[I.B.8.09 SLO Website Screenshot](#)
[I.B.8.10 EdCAP-FP Minutes 3-22-22](#)
[I.B.8.11 IE Website Screenshot ACCJC Annual Reports](#)
[I.B.8.12 PPDR Program Plan Data Report](#)
[I.B.8.13 Guide for Using Data for Prioritization](#)
[I.B.8.14 Minutes from ASC 10-15-21](#)
[I.B.8.15 Equity Evaluation Reports](#)
[I.B.8.16 SEAC minutes 9-22-21](#)
[I.B.8.17 Planning Website Screenshot with Student Equity Plan Evaluations](#)
[I.B.8.18 All 2022 Program Reviews](#)
[I.B.8.19 Program Review Summary Report 2021-2022](#)
[I.B.8.20 EdCAP Minutes 4-28-22](#)

[I.B.8.21 2021-2022 Minutes from VP Meetings with Programs](#)
[I.B.8.22 IE Website Screenshot Program Planning](#)
[I.B.8.23 Convocation PPT with Completion and Equity Data Excerpt](#)
[I.B.8.24 Convocation PPT with COVID Survey Data Excerpt](#)
[I.B.8.25 City of Moorpark PPT Data Excerpt](#)
[I.B.8.26 AB705 Report to the BOT](#)
[I.B.8.27 VCCCD 2021 Annual Report](#)
[I.B.9.01 MC Participatory Governance Handbook](#)
[I.B.9.02 Integrated Planning at MC Video](#)
[I.B.9.03 Educational Master Plan 2019-2020 to 2028-2029](#)
[I.B.9.04 Facilities Master Plan](#)
[I.B.9.05 Technology Master Plan](#)
[I.B.9.06 Annual Work Plan](#)
[I.B.9.07 Annual Program Review Template 2022](#)
[I.B.9.08 All 2022 Program Reviews](#)
[I.B.9.09 Annual Program Review Resource Request Template 2022](#)
[I.B.9.10 Fall 2022 List of Resource Requests](#)
[I.B.9.11 Faculty Prioritization Assumptions](#)
[I.B.9.12 Classified Prioritization Assumptions](#)
[I.B.9.13 Criteria for Prioritizing Facilities Resources](#)
[I.B.9.14 Criteria for Prioritizing Technology Resources](#)
[I.B.9.15 Annual Program Review Resource Request Template 2022](#)
[I.B.9.16 IE Website Screenshot Program Planning](#)
[I.B.9.17 All Funded Resource Requests 2022](#)
[I.B.9.18 Faculty Prioritization President Response](#)
[I.B.9.19 2021 EdCAP Fiscal Gap Analysis Recommendations to President](#)
[I.B.9.20 2020-2021 Gap Analysis](#)
[I.B.9.21 2021 Gap Analysis Response from President](#)
[I.B.9.22 2022 ISER Employee Survey](#)

C. Institutional Integrity

I.C.1.

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College disseminates information to students, employees, and the public through the Moorpark College Catalog and website. Catalog information is updated regularly by review of information with relevant content area experts ([I.C.1.01](#)). The catalog includes the mission statement, student learning outcomes, descriptions of educational programs, and a list of student support services ([I.C.1.02](#)). Content is reviewed by instructional programs, student services, and business service areas each year to ensure accuracy. Final review of the catalog falls under the Office of Student Learning and is supervised by the Vice President of Academic Affairs. The catalog includes current information about the College's accredited status ([I.C.1.03](#)). Accredited status is also posted to the college website, one click away from the main page ([I.C.1.04](#), [I.C.1.05](#)).

The college website highlights programs and services and provides access to the approved course outlines of record, student learning outcomes, and student achievement ([I.C.1.06](#), [I.C.1.07](#), [I.C.1.08](#), [I.C.1.09](#)). Website pages are reviewed and updated using a process which incorporates input from relevant groups to ensure accuracy, clarity, and accessibility ([I.C.1.10](#)).

Analysis and Evaluation

The Moorpark College Catalog provides detailed, current, and accurate information needed by prospective students, employees, and members of the public. The college website has also become a critical tool for providing accurate and timely information required for student enrollment and student services, along with student learning outcomes and accredited status. The College provides a variety of college, program, and service information to help students make informed decisions and to support them in achieving their academic goals.

I.C.2.

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

Moorpark College publishes an online college catalog on the college website ([I.C.2.01](#)). The catalog contains general information such as college contact information, the college mission and values, accreditation status, programs and courses, program learning outcomes, and program length ([I.C.2.02](#), [I.C.2.03](#), [I.C.2.04](#), [I.C.2.05](#), [I.C.2.06](#), [I.C.2.07](#)). It also includes information

regarding requirements for admission, financial obligations, graduation, and transfer ([I.C.2.08](#), [I.C.2.09](#), [I.C.2.10](#), [I.C.2.11](#)). The names and degrees of faculty and staff and information about Governing Board Members is also included ([I.C.2.12](#), [I.C.2.13](#)).

In addition, all relevant Administrative Procedures, such as those concerning sexual harassment, nondiscrimination, academic freedom, and the grievance process, are detailed in the appendix ([I.C.2.14](#)). The catalog includes all information required by ACCJC Eligibility Requirements, including an Academic Freedom Statement ([I.C.2.15](#)). The information in the catalog is applicable to all students regardless of course mode of delivery (on-ground or online). As of fall 2015, online addendums have been added to the website to reflect major changes that occur after the publication of the catalog so that students have access to the most current information ([I.C.2.16](#)). The annual catalog update goes through an extensive review process to ensure current and accurate information ([I.C.2.17](#)).

Analysis and Evaluation

The college catalog provides current and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the Catalog Requirements. The College provides this information in online versions, updated annually. Updates occurring during the academic year are posted online in an addendum.

I.C.3.

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College communicates its data and analysis on student achievement and student learning publicly on its website. Some of the key documents include:

- The strategic plan dashboard, which includes metrics on student achievement such as course success rates and degree completion, as well as an analysis of the College's progress on those metrics. Progress on the goals is coded as green, yellow, or red to empower internal and external stakeholders to make a determination regarding their meaning. The dashboards are posted on the College's planning website ([I.C.3.01](#)).
- ACCJC Annual Reports, which include data on student achievement, institution-set standards, licensure and job placement, and data from the federal scorecard. The reports are posted on the College's institutional effectiveness reports website ([I.C.3.02](#), [I.C.3.03](#)).
- The students rights-to-know section of the catalog, which includes data on the College's transfer and completion rates ([I.C.3.04](#)).
- Student Learning Outcomes reports, which include the college's analyses of its course, program, student services, and institutional learning outcomes. These reports are posted on the College's SLO website ([I.C.3.05](#), [I.C.3.06](#)).

Analysis and Evaluation

The College has created user-friendly dashboards and assessment reports to analyze and publicly report student achievement and student learning data.

I.C. 4.

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Current information about certificates and degrees is contained in the Moorpark College Catalog and is easily searchable on the college website ([I.C.4.01](#), [I.C.4.02](#)). Catalog information includes descriptions of the relevant program's purpose, content, requirements, and student learning outcomes ([I.C.4.03](#)). When program admission standards require additional elements, those are clearly listed on the college website ([I.C.4.04](#)).

Analysis and Evaluation

Moorpark College describes its certificates and degrees in the catalog and on the college website. The content, purpose, outcomes, and requirements for each program are available and accessible to students.

I.C.5.

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Board Policies (BPs) and Administrative Procedures (APs) are updated on a five-year cycle as stipulated in BP 2410 ([I.C.5.01](#)). Moorpark College is represented at District committees, such as DTRW-I (Instruction), DTRW-SS (Student Services), DCHR (Human Resources), and DCAS (Administrative Services), that regularly review BPs and APs as outlined in AP 2410 ([I.C.5.02](#)). The processes for such review and the role of participatory governance groups in these processes are outlined in the District's Participatory Governance Handbook ([I.C.5.03](#)). The College representatives on these committees provide input from the Academic Senate and other appropriate constituent groups. After full committee vetting, board policy recommendations are forwarded to the Board of Trustees for approval, and Administrative Procedures are provided as information. Updated versions are posted to the publicly accessible BoardDocs website ([I.C.5.04](#)). Approved versions of revised policies and procedures are posted and implemented immediately and are added to the College Catalog or Catalog Addendum as appropriate, with catalog updates made at least annually ([I.C.5.05](#)).

Analysis and Evaluation

Moorpark College procedures and publications are reviewed on a regular cycle to ensure accuracy and currency. The review and discussions take place in a variety of standing committees,

councils, and district committees. This process ensures transparency and campus inclusion, while also establishing consistency across the District as appropriate to best support students. Board Policies and Administrative Procedures are reviewed on a regular five-year cycle. The College Catalog is reviewed annually.

I.C.6.

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

BP and AP 5030 Fees detail allowable fees the college may charge ([I.C.6.01](#), [I.C.6.02](#)). These costs are reflected on the college website and in the catalog, which are the main sources of information for current and prospective students in regard to the total cost of education ([I.C.6.03](#), [I.C.6.04](#)). Information on the total cost of attendance is listed on the college website ([I.C.6.05](#)). The Financial Aid Office also provides information on educational expenses, as well as financial aid videos and workshops hosted by financial aid staff ([I.C.6.06](#)).

To provide clear and accurate information regarding textbook costs, the District maintains BP and AP 6900 Bookstores, which indicates that providing textbooks and materials to students at reasonable rates is a primary purpose ([I.C.6.07](#), [I.C.6.08](#)). To maintain transparency of textbook selection and their costs, faculty place orders through the online textbook ordering tool, and the college bookstore's searchable database allows students to see the prices for required and optional textbooks (new, used, and rented) for their upcoming courses ([I.C.6.09](#), [I.C.6.10](#)).

Protocols for instructional materials fees are guided by BP and AP 5031 Instructional Fees ([I.C.6.11](#), [I.C.6.12](#)). The curriculum review process also requires course outlines to note any materials fees for instructional materials associated with the course ([I.C.6.13](#)). Materials fees are noted both in the college catalog and in the online schedule of classes that students use to register ([I.C.6.14](#), [I.C.6.15](#)).

Analysis and Evaluation

The College accurately informs current and prospective students regarding the total cost of education, and tuition costs are consistent across programs. The webpages for financial aid, registration, gainful employment, and the college bookstore provide current cost information for students and prospective students. The college schedule also includes information regarding materials fees. These webpages are carefully monitored and updated so that students have the most up-to-date and accurate information.

I.C.7.

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear

the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The VCCCD Board of Trustees has approved a policy on academic freedom. BP and AP 4030 Academic Freedom are published in the college catalog and posted on BoardDocs, which is accessible to all members of the college community and the public ([I.C.7.01](#), [I.C.7.02](#), [I.C.7.03](#), [I.C.7.04](#)).

The BP and AP were last revised on September 12, 2017 and are reviewed on a periodic cycle ([I.C.7.05](#)). The Academic Senate's statement of support for academic freedom can be found in the Faculty Handbook and is included in the American Federation of Teachers Collective Bargaining Agreement ([I.C.7.06](#), [I.C.7.07](#)). The Faculty Handbook is posted on the Faculty Resource page on the college website ([I.C.7.08](#)). All faculty and students are covered under the same board policies regardless of the mode of delivery of the class. The Academic Senate has also adopted a Faculty Code of Ethics, published on the Academic Senate webpage ([I.C.7.09](#), [I.C.7.10](#)).

Analysis and Evaluation

The College values academic integrity and supports academic freedom and the responsibility to ensure a safe, open dialogue during campus and classroom discussions. The College communicates the policy on academic freedom in the Faculty Handbook, the college catalog, and on various websites. BP and AP 4030 Academic Freedom are current and shared publicly.

I.C.8.

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Board Policy 5500, reviewed and updated on January 19, 2021, addresses student conduct and honesty ([I.C.8.01](#)). The Board Policy is available on the BoardDocs District website for reference by the public and is published in print and online in the college catalog ([I.C.8.02](#), [I.C.8.03](#)). The catalog also includes a statement of the college definition of and position on academic dishonesty ([I.C.8.04](#)). In the Faculty Handbook, faculty members are encouraged to include a statement on academic dishonesty in their syllabus ([I.C.8.05](#)). The catalog explains the Student Discipline Procedures resulting from student misconduct ([I.C.8.06](#)). The College has a webpage specifically informing students and the public of its policies on enforcing academic honesty ([I.C.8.07](#)).

The College has a well-established Behavior Assessment and Care team (BAC) which includes a dean, the health center coordinator, a member of campus security, a faculty member, a member of the ACCESS office, and a Mental Health counselor. The BAC webpage provides the Mission Statement of the team as well as information regarding how to report issues of concern ([I.C.8.08](#)). The Behavior Assessment and Care team uses software called Maxient that provides

electronic forms which allow faculty to report student conduct violations online and provide all evidence in electronic format ([I.C.8.09](#)).

To address academic integrity in the online environment, BP and AP 4105 Distance Education outline steps to authenticate student identity ([I.C.8.10](#), [I.C.8.11](#)). The District requires that students use a secure student username and password. They are required to change their password every 180 days to continue logging into the College portal system, and the District has implemented multi-factor authentication to further support online security ([I.C.8.12](#)). From the portal, students can access their online, hybrid, and/or web-enhanced courses. To help eliminate plagiarism, the College provides faculty with a subscription to Turnitin.com ([I.C.8.13](#)). Faculty are also provided information on the college website regarding their responsibilities for reporting incidences of academic dishonesty ([I.C.8.14](#)).

Analysis and Evaluation

District BP 5500 clearly states the district policy on student conduct and academic honesty. The College publishes well-defined policies and procedures in the college catalog that promote honesty, responsibility, and academic integrity, and outline the steps regarding student misconduct and student grievances. The College follows these procedures when handling specific cases and ensures that students are informed of the procedures and their rights throughout the process.

I.C.9.

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting:

BP 7205 Employee Code of Ethics provides guidance to faculty and other employees regarding expectations for conduct ([I.C.9.01](#)). The corresponding AP 7205 states that faculty “do not allow their private interests, whether personal, financial, or of any other type, to conflict or appear to conflict with their work-related duties and responsibilities” ([I.C.9.02](#)).

BP 4030 Academic Freedom affirms that “the primary purpose of a college is to promote the exploration of ideas and the discovery and dissemination of knowledge and understanding” ([I.C.9.03](#)). The Faculty Handbook reinforces that a faculty member is “entitled to freedom in the classroom in discussing his or her subject but should be careful not to introduce into the teaching controversial matter which has no relation to the subject” ([I.C.9.04](#)). In addition, the Academic Senate’s Statement of Professional Ethics reinforces the board policy: “In communicating our knowledge to students, we accept an obligation to do so with self-discipline, good judgment, and intellectual honesty” ([I.C.9.05](#)).

Analysis and Evaluation

The College is committed to professional conduct in the classroom and when providing student services. The VCCCD Board, Academic Senate, and College have established policies and a code of ethics to ensure that faculty distinguish between personal conviction and professionally accepted views in a discipline, and that they present data and information fairly and objectively.

I.C.10.

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

Evidence of Meeting the Standard

The College provides specific codes of conduct for employees in BP 7205 Employee Code of Ethics and for students in BP 5500 Standards of Conduct ([I.C.10.01](#), [I.C.10.02](#)). These standards are also reiterated on the student conduct webpage, in the college catalog, and in the Faculty Handbook ([I.C.10.03](#), [I.C.10.04](#), [I.C.10.05](#)).

Analysis and Evaluation

Administrators, faculty, staff, and students have a responsibility and an expectation to conduct themselves within the Employee Code of Ethics and the Student Code of Conduct, both of which are clearly defined and publicly posted. The College is a public institution that does not adhere to, nor seek to instill, any specific set of beliefs nor world views and so provides no such guidance in these matters.

I.C.11.

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

The College does not operate in foreign locations.

Analysis and Evaluation

This standard does not apply to Moorpark College.

I.C.12.

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College maintains all documents related to ACCJC accreditation status on its website ([I.C.12.01](#)). The accreditation page is a direct link off of the College's main website ([I.C.12.02](#)). All accreditation status updates and reports are publicly available ([I.C.12.03](#), [I.C.12.04](#)).

Analysis and Evaluation

As evidenced through the interactions between Moorpark College and the Accrediting Commission for Community and Junior Colleges (ACCJC), the College complies in a timely manner on all reporting requirements and in response to any actions directed by the Commission. Compliance includes eligibility requirements; accreditation standards; commission policies, guidelines, and requirements for public disclosure; institutional reporting; team visits; and prior approval of substantive changes. All associated reports are available on the Moorpark College Accreditation website and are readily available to the public.

I.C.13.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College shares all current accreditation information regarding its status on the college website ([I.C.13.01](#)). In addition, the College complies with the following external agencies:

- National Association for the Education of the Young Child (NAEYC) Accreditation for the Child Development Center ([I.C.13.02](#))
- UCLA Honors Transfer Alliance Program (TAP) ([I.C.13.03](#))
- Accreditation Commission for Education in Nursing (ACEN) formerly NLNAC ([I.C.13.04](#))
- California State Board of Registered Nursing (BRN) ([I.C.13.05](#))
- Joint Review Commission on Education in Radiologic Technology (JRCERT) ([I.C.13.06](#))
- USDA Licensed Class C Exhibitor under the Animal Welfare Act ([I.C.13.07](#))

Other examples of compliance include:

- The Financial Aid program responds in a timely manner to all reports and requests by the U.S. Department of Education to comply with federal Title IV regulations that affect financial aid ([I.C.13.08](#)).
- Moorpark College complies with all rules and regulations of the California Community College Athletic Association (CCCAA) ([I.C.13.09](#)).
- Categorical programs (EOPS/CalWORKs; ACCESS/DSPS; Student Equity and Achievement Program; AB19) submit annual expenditure reports. In 2018, the SEA Program was established and merged funding for three initiatives: the Student Success and Support Program; the Basic Skills Initiative; and Student Equity ([I.C.13.10](#)).

Analysis and Evaluation

The College complies with all federal and state requirements and observes ordinances and regulations as they apply to state public institutions. As evidenced through the interactions between Moorpark College and the ACCJC and other external agencies, the College demonstrates honesty, integrity, and compliance with regulations and statutes. Any change to the College's accreditation status is communicated publicly on the Moorpark College Accreditation website.

I.C.14.

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

BP 1200 Mission Statements establishes the primary function of the District, which is to provide students “with access to comprehensive quality educational opportunities that support student learning and student success.” The focus on quality education is also reflected in the Moorpark College mission statement listed in the same document which includes an emphasis on “students first” and the goal of having programs that are “designed to achieve equitable outcomes” ([I.C.14.01](#)).

To ensure that financial concerns do not supersede the commitment to educational quality, BP 2710 Conflict of Interest stipulates that “Board members and employees shall not be financially interested in any contract made by them in their official capacity or in any body or board of which they are members” ([I.C.14.02](#)). The corresponding administrative procedure, AP 2710, further states that “Board members and employees shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with, or inimical to the Board member’s duties as an officer of the District” ([I.C.14.03](#)).

The focus on educational quality is reflected in the District’s budget assumptions, which are approved by the Board of Trustees and include support for major initiatives such as: student access, social justice, and outcomes attainment; closure of equity gaps; Guided Pathways; and workforce and economic development, among other strategic innovations ([I.C.14.04](#), [I.C.14.05](#)). The Moorpark College Educational Master Plan (EMP) retains that same commitment to student learning. Within the EMP, the College lists Strategic Directions which organize goals into five categories: Student-Centered Curriculum, Student Access, Student Success, Campus Safety and Wellness, and Organizational Effectiveness ([I.C.14.06](#)). Reflection on progress regarding the Strategic Directions takes place in multiple venues, including the Annual Strategic Planning Retreat where participants brainstorm additional actions that can be taken to support progress on the agreed upon measures. These planning efforts coalesce around student success metrics which form the base for planning and allocation decisions ([I.C.14.07](#), [I.C.14.08](#)).

Analysis and Evaluation

Moorpark College is a non-profit organization that provides high-quality education; as such, the

College does not generate financial returns for investors, contribute to a related or parent organization, or support external interests. Board policies and administrative procedures specifically preclude conflicts of interest that could divert attention from the primary focus on student outcomes and success. The College's commitment to high-quality education, student achievement, and student learning are paramount. The College's Mission, Strategic Directions, and Goals focus on student equity and achievement and are clearly articulated in foundational documents such as the Educational Master Plan. Strategic planning meetings center on progress along those defined measures in order to reinforce, assess, and improve core efforts to provide high quality education in support of student success.

Conclusions on Standard I.C Institutional Integrity

The College prioritizes the maintenance of accurate, clear, current information for students, prospective students, employees, and the public regarding all components of the institution, including the mission statement, student learning outcomes, educational programs, support services, and its accreditation status. The college catalog includes detailed information about all of these components, along with policy information regarding academic integrity, transfer information, a listing of fees, and other policy information students need to be successful in their programs of study. District policies and procedures support academic integrity as well as academic freedom and also demonstrate commitment to student success above financial considerations. The College complies with all Eligibility Requirements and reviews and updates policies and procedures on a regular cycle to ensure that they are consistent with current standards in order to support institutional integrity.

Evidence

[I.C.1.01 Catalog Production List](#)

[I.C.1.02 MC Catalog Table of Contents](#)

[I.C.1.03 Accreditation Info Page in Catalog](#)

[I.C.1.04 MC Main Website with Accreditation Link](#)

[I.C.1.05 Accreditation Page](#)

[I.C.1.06 Course Outlines of Record on Website](#)

[I.C.1.07 SLOs on Website](#)

[I.C.1.08 Institutional Effectiveness Report](#)

[I.C.1.09 ACCJC Annual Report 2021](#)

[I.C.1.10 Moorpark College Website Update Process](#)

[I.C.2.01 Moorpark College Catalog](#)

[I.C.2.02 College Contact Information](#)

[I.C.2.03 Mission and Values](#)

[I.C.2.04 Accreditation Status Page in Catalog](#)

[I.C.2.05 Table of Contents with Programs and Courses](#)

[I.C.2.06 Program Learning Outcomes](#)

[I.C.2.07 Program Length](#)

[I.C.2.08 Admission](#)

[I.C.2.09 Financial Obligations](#)

[I.C.2.10 Graduation](#)
[I.C.2.11 Transfer](#)
[I.C.2.12 Names and Degrees of Faculty and Administrators](#)
[I.C.2.13 Names of Governing Board Members](#)
[I.C.2.14 Catalog Appendices](#)
[I.C.2.15 Academic Freedom Statement](#)
[I.C.2.16 Online Addendums](#)
[I.C.2.17 Catalog Review Process](#)
[I.C.3.01 Strategic Plan Dashboard](#)
[I.C.3.02 Institutional Effectiveness Reports on Website](#)
[I.C.3.03 2022 ACCJC Annual Report](#)
[I.C.3.04 Students Right-to-Know, 2022-2023 Catalog](#)
[I.C.3.05 2021-2022 to 2025-2026 CLO, PLO, ILO Analyses](#)
[I.C.3.06 SLO Website](#)
[I.C.4.01 Table of Contents of Catalog](#)
[I.C.4.02 Searchable Website for Degrees and Certificates](#)
[I.C.4.03 MC Catalog Sample Program Page](#)
[I.C.4.04 Nursing Program Admissions Page](#)
[I.C.5.01 BP-2410](#)
[I.C.5.02 AP-2410](#)
[I.C.5.03 VCCCD Participatory Governance Handbook](#)
[I.C.5.04 District Board Docs Webpage](#)
[I.C.5.05 Catalog Appendix 1, Student Privacy Rights](#)
[I.C.6.01 BP 5030 Fees](#)
[I.C.6.02 AP 5030 Fees](#)
[I.C.6.03 Apply and Enroll Webpage](#)
[I.C.6.04 Catalog Page on Fees](#)
[I.C.6.05 Total Cost of Attendance on Website](#)
[I.C.6.06 Financial Aid Office Webpage](#)
[I.C.6.07 BP 6900 Bookstores](#)
[I.C.6.08 AP 6900 Bookstores](#)
[I.C.6.09 Bookstore Faculty Textbook Adoption Page](#)
[I.C.6.10 College Bookstore Website](#)
[I.C.6.11 BP 5031 Instructional Fees](#)
[I.C.6.12 AP 5031 Instructional Fees](#)
[I.C.6.13 Course Outline with Fee Listed](#)
[I.C.6.14 Catalog Page with Fee Listed](#)
[I.C.6.15 Class Schedule Page with Fee Listed](#)
[I.C.7.01 Catalog Page on Academic Freedom](#)
[I.C.7.02 BoardDocs Listing for BP 4030 Academic Freedom](#)
[I.C.7.03 BP 4030 Academic Freedom](#)
[I.C.7.04 AP 4030 Academic Freedom](#)
[I.C.7.05 AP 2410 Board Policy](#)
[I.C.7.06 Faculty Handbook](#)
[I.C.7.07 AFT CBA Article 24 Academic Freedom](#)

[I.C.7.08 Faculty Resource Page](#)
[I.C.7.09 Academic Senate Statement of Faculty Ethics](#)
[I.C.7.10 Academic Senate Webpage](#)
[I.C.8.01 BP 5500 Standards of conduct](#)
[I.C.8.02 District Board Docs webpage](#)
[I.C.8.03 College Catalog Webpage](#)
[I.C.8.04 Academic Dishonesty](#)
[I.C.8.05 Faculty Handbook](#)
[I.C.8.06 Student Discipline Procedures](#)
[I.C.8.07 Student Conduct, Complaint & Grievances webpage](#)
[I.C.8.08 Behavior Assessment and Care team webpage](#)
[I.C.8.09 BAC Maxient report webpage](#)
[I.C.8.10 BP 4105 Distance Education](#)
[I.C.8.11 AP 4105 Distance Education](#)
[I.C.8.12 Multi-Factor Authentication](#)
[I.C.8.13 Plagiarism Prevention Services for Faculty](#)
[I.C.8.14 Academic Dishonesty Website for Faculty](#)
[I.C.9.01 BP 7205 Employee Code of Ethics](#)
[I.C.9.02 AP 7205 Code of Ethics](#)
[I.C.9.03 BP 4030 Academic Freedom](#)
[I.C.9.04 Faculty Handbook](#)
[I.C.9.05 Academic Senate Statement of Faculty Ethics](#)
[I.C.10.01 BP 7205 Employee Code of Ethics](#)
[I.C.10.02 BP 5500 Standards of Conduct](#)
[I.C.10.03 Student Conduct Webpage](#)
[I.C.10.04 Catalog Pages on Student Conduct](#)
[I.C.10.05 Faculty Handbook](#)
[I.C.12.01 Accreditation Website](#)
[I.C.12.02 College Website with Link to Accreditation](#)
[I.C.12.03 ACCJC Letter in Response to Mid-Term Report](#)
[I.C.12.04 Mid-Term Report](#)
[I.C.13.01 Moorpark College Accreditation Website](#)
[I.C.13.02 CDC, NAEYC Accreditation](#)
[I.C.13.03 Honors, UCLA TAP Letter of Good Standing](#)
[I.C.13.04 Nursing, ACEN Decision Letter](#)
[I.C.13.05 Nursing, BRN Approval Letter](#)
[I.C.13.06 RADT, JRCERT Accreditation](#)
[I.C.13.07 Teaching Zoo, USDA Class C Exhibitor Permit](#)
[I.C.13.08 Financial Aid Response](#)
[I.C.13.09 CCCCA Compliance and Membership](#)
[I.C.13.10 SEA Program Report](#)
[I.C.14.01 BP 1200 Mission Statements](#)
[I.C.14.02 BP 2710 Conflict of Interest](#)
[I.C.14.03 AP 2710 Conflict of Interest](#)
[I.C.14.04 FY 2023 Budget Assumptions](#)

[I.C.14.05 Board of Trustees Agenda Item, FY 2023 Tentative Budget](#)

[I.C.14.06 Educational Master Plan](#)

[I.C.14.07 2022 Strategic Planning Retreat Agenda](#)

[I.C.14.08 2022-2023 Annual Work Plan](#)

STANDARD II: Student Learning Programs and Support Services

A. Instructional Programs

II.A.1.

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The Moorpark College mission focuses on equitable outcomes, empowering learners to complete their degree, certificate, transfer, and career education goals ([II.A.1.01](#)). District policies BP and AP 4020 Curriculum Development assert faculty purview in curriculum development, ensure instructional programs are appropriate to the mission of the College, delivered at levels of quality and rigor appropriate to higher education, and responsive to potential future needs ([II.A.1.02](#), [II.A.1.03](#)). These policies also include regular reviews and updates of all instructional programs and courses to maintain currency and compliance, in addition to ensuring the learning outcomes may be achieved through the course content. These reviews occur at a minimum every two years for career technical education (CTE) courses and programs and five years for all other courses and programs ([II.A.1.03](#)). Courses that are eligible for distance education follow the same curricular process. Moorpark College does not offer correspondence education.

College catalog program descriptions show alignment with the college mission, are appropriate to higher education, and culminate in student attainment of learning outcomes that are included in the college catalog, as well as achievement of degrees, certificates, employment, and/or transfer ([II.A.1.04](#), [II.A.1.05](#)). Any degrees or certificates are listed in the college catalog under each discipline. Corresponding C-ID information is included in the catalog and Course Outlines of Record (CORs) when applicable ([II.A.1.06](#), [II.A.1.07](#)). Program webpages include program descriptions, program learning outcomes, and program maps ([II.A.1.08](#), [II.A.1.09](#)). Proposed new courses complete a needs statement in the COR that includes being offered in a field appropriate to the mission. A recent example is ETHS M40 Introduction to Ethnic Studies that is a core course for the Ethnic Studies ADT and will fulfill both the community college and CSU Ethnic Studies requirements ([II.A.1.10](#)). Degree and certificate attainment data are reviewed at least annually ([II.A.1.11](#)).

Analysis and Evaluation

Curriculum development and maintenance policies ensure alignment of programs and courses with the college mission focused on equitable outcomes, empowering learners to complete their degree and certificate, transfer, and career education goals. All courses and programs are reviewed and updated regularly to maintain currency, compliance, and alignment with the college mission, regardless of modality. Courses and programs are appropri-

ate to higher education and enable students to attain the learning outcomes and culminate in achievement of degrees, certificates, employment, and/or transfer.

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 4020 Curriculum Development assert the purview of faculty in the development of curriculum and ensure 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 the regular 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) go through the same curricular process and 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 process, often referred to as program planning, is described in the Moorpark College Participatory Governance Handbook and includes a timeline, workflow, and responsible parties ([II.A.2.08](#)). It provides for continuous improvement of the process through Ed-CAP, the committee 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 every program has an evaluation meeting within each three-year cycle. The program evaluation meeting brings together program faculty and staff, the area dean or manager, the Vice Presidents, and the Academic Senate President for discussion and feedback about fiscal impacts of resource requests, the status of each program (no action, strengthen, reduce, review for discontinuance), and future innovations ([II.A.2.08](#)). These meetings are documented, and a final summary report of the program plan evaluation process is produced annually and discussed at Ed-CAP meetings as part of institutional planning ([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. Starting in the 2022-2023 cycle, the program review questions make the analysis of student learning data more explicit in addition to student achievement data ([II.A.2.13](#), [II.A.2.14](#)). Programs are asked to address questions that link to the college strategic directions which align with the college mission using the data provided ([II.A.2.15](#)).

Analysis and Evaluation

Moorpark College has a robust curriculum development and review 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, maintains 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. The goal is to continuously improve instructional courses and programs in order to positively impact student equity and success.

II.A.3.

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

AP 4020 Curriculum Development ensures that student learning outcomes are part of the course outline of record for all credit and noncredit courses ([II.A.3.01](#)). Moorpark College has identified student learning outcomes (SLOs) at the program-level and course-level for all certificate and degree programs. The course learning outcomes (CLOs) are included in the course outline of record (COR) and are the same for a given course independent of modality ([II.A.3.02](#)). The CLOs are entered and updated in the COR electronically through CourseLeaf ([II.A.3.03](#)). The COR along with the CLOs are assessed at the Technical Review Workgroup at least every five years for all courses and every two years for career technical education (CTE) courses with CORs approved by the Curriculum Committee ([II.A.3.04](#), [II.A.3.05](#)). Program-level student learning outcomes are included in the college catalog along with requirements for each degree and certificate ([II.A.3.06](#), [II.A.3.07](#)).

The Student Learning Outcomes Committee was approved by the Academic Senate as a College Standing Committee in spring 2014 ([II.A.3.08](#)). The charter of this committee is to promote campus-wide understanding and integration of SLOs into college processes to enhance institutional effectiveness and the continuous improvement of student learning ([II.A.3.09](#)). The SLO Coordinator and the Moorpark College Student Learning Outcomes Handbook are resources to assist faculty with writing and assessing SLOs ([II.A.3.10](#)).

A course syllabus is provided to students for each section they are enrolled in on or before the first day of classes. The syllabus includes the SLOs that have been approved by the Curriculum Committee ([II.A.3.11](#)). A welcome letter to faculty comes from the dean of each division that includes required components of the course syllabus, including SLOs ([II.A.3.12](#)). Each term, faculty submit syllabi for every course to the division office for review. Faculty evaluations occur once every three years after faculty complete their probationary period. During the faculty evaluation process, course syllabi are reviewed to ensure that the CLOs included are consistent with the ones written in the CORs that are entered in CourseLeaf ([II.A.3.12](#)).

Prior to 2019, the assessment and analysis of data from the CLOs had been documented in the TracDat system. However, in Fall 2019, eLumen was approved as the system to collect data on CLOs every semester for each course section ([II.A.3.13](#)). This software can disaggregate data in addition to linking the CLOs to the program learning outcomes (PLOs) and the Institutional Student Learning Outcomes (ISLOs). The full transition to eLumen was completed in spring of 2022. Prior to that, the analysis of SLO data and the action plan based on the results were documented in the Nuventive/Tableau system. Analysis of SLO data are formally reviewed during the annual program planning and review process every fall semester for each discipline ([II.A.3.14](#)). Course learning outcomes are regularly assessed with analysis for course and program learning outcomes completed on at least a five-year cycle by faculty ([II.A.3.15](#), [II.A.3.16](#)). These outcomes are then used to assess institutional learning outcomes ([II.A.3.17](#)).

Analysis and Evaluation

The College has processes in place and resources available to identify and regularly assess student learning outcomes. Committee structures are established to provide guidance on the integration of SLOs to support continuous quality improvement to promote student learning. The SLO Coordinator and other resources are available for assistance in the development, revision, and assessment of SLOs. Students receive a syllabus for each course that includes SLOs. Systems, such as CourseLeaf and eLumen, are utilized to regularly review, track, and collect data on SLOs for analysis.

II.A.4.

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

BP and AP 4020 Curriculum Development assert the faculty purview in developing curriculum that is relevant to student and community needs ([II.A.4.01](#), [II.A.4.02](#)). In the college catalog, collegiate level courses are designated as “Applies to Associate Degree” and include transfer information for either CSU, UC, or both as appropriate, while pre-collegiate level courses are designated as “Not applicable for degree credit.”

As an example, math courses are clearly designated as non-transferable or transferable in diagrams in the college catalog that outline the flow of courses in the math department, in addition

to the catalog designation discussed above ([II.A.4.03](#)). The diagrams also note that MATH M03 Intermediate Algebra or higher is required for an associate degree.

The college catalog details the prerequisites for each course, and the CORs of pre-collegiate courses have course objectives that align with the prerequisite skills for the next class in the sequence. ENGL M02 Introduction to College Writing and ENGL M01A English Composition are examples of courses with CORs that show that the outcomes of ENGL M02 are entrance skills required for ENGL M01A ([II.A.4.04](#), [II.A.4.05](#)). Noncredit support courses are available to assist students in completing college level English and math courses. For example, MATH M905S supports students in MATH M05 ([II.A.4.06](#), [II.A.4.07](#)).

Analysis and Evaluation

Collegiate and pre-collegiate level curriculum are offered to best meet student and community needs. Pre-collegiate courses support students obtaining the necessary knowledge and skills required to succeed in collegiate level courses. Sequences of courses are mapped out in the college catalog, and course descriptions clearly delineate transferable courses.

II.A.5.

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

BP and AP 4020 Curriculum Development emphasize the primacy of faculty on curriculum development and ensure that programs and courses are high quality, relevant to community and student needs, and are evaluated regularly to ensure quality, compliance, and currency ([II.A.5.01](#), [II.A.5.02](#)). These policies also state that all new instructional program proposals are evaluated for appropriateness to the mission of the College, adherence to all Title 5 regulations, and designed so that successful completion of the program requirements enables students to fulfill program goals and objectives. Courses and instructional programs are reviewed by discipline faculty at least every five years and at least every two years for career technical education (CTE) courses and instructional programs ([II.A.5.02](#), [II.A.5.03](#), [II.A.5.04](#)). As part of the Guided Pathways framework, degree programs have been mapped with detailed course sequencing to facilitate timely student completion and are available on the college website ([II.A.5.05](#), [II.A.5.06](#)).

BP and AP 4100 Graduation Requirements for Degrees, Certificates, and Proficiency Awards establish that associate degrees require satisfactory completion of at least 60 semester units of degree-applicable college credit coursework. They also include the requirements for certificates and proficiency awards ([II.A.5.07](#), [II.A.5.08](#)). The college catalog reflects the minimum 60 semester units for degrees in the general section on degrees, which is reinforced for each program degree ([II.A.5.09](#), [II.A.5.10](#)).

Analysis and Evaluation

The College follows practices common to American higher education for its degrees and programs to ensure that programs and courses are rigorous, relevant to community and student needs, and are evaluated regularly to ensure quality, compliance, and currency. New programs are evaluated for appropriateness to the mission, compliance with regulations, and designed so students fulfill the program goals and objectives upon successful completion of the program. Associate degrees require a minimum of 60 semester units as necessitated by policy, with this requirement listed in multiple locations of the college catalog.

II.A.6.

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Developed through a collaboration between California Community Colleges and software developer Concentric Sky, Program Mapper helps students at Moorpark College visualize their degree or certificate options on a semester-by-semester basis. Organized around areas of interest and grouped by career and academic majors, the new tool guides students through the District's more than 200 program offerings, while helping them chart a path to completing a degree or certificate within a period of time consistent with established expectations of higher education ([II.A.6.01](#) [II.A.6.02](#)).

Programs such as PACE and disciplines such as FTMA have all implemented two-year course scheduling plans or program mappers for their degrees ([II.A.6.03](#), [II.A.6.04](#), [II.A.6.05](#), [II.A.6.06](#), [II.A.6.07](#)). The College also has programs for first-year and second-year students and honor students to counsel them on their two-year pathways ([II.A.6.08](#), [II.A.6.09](#)). These plans and program maps inform enrollment management and schedule planning.

When building the annual schedule, division deans and department chairs review a variety of scheduling variables to ensure that students can complete programs in a timely fashion. Divisions respond to productivity and efficiency data and fill rates. These include a review of the days courses are offered, such as Monday/Wednesday and Tuesday/Thursday scheduling; morning, afternoon, evening, and online classes; class sequencing, program course timing to ensure that required courses for a degree are not offered at competing timeslots; and offering a sufficient number of sections to meet graduation and transfer requirements ([II.A.6.10](#)). Class cancellation guidelines support consideration to keep low-enrolled sections open if they are essential to meet student graduation or other curricular requirements ([II.A.6.11](#)). The timing of course offerings is consistent with the cycle needed to meet degree requirements ([II.A.6.12](#)).

Program reviews integrate data about student success and completion, and the Moorpark College Enrollment Management Plan 2021-2022 ties the goals of course scheduling to the enrollment goals that support the College's strategic goals, including increasing completion of 15+ units per semester and the expansion of availability of offerings to reflect the needs of all students

([II.A.6.13](#), [II.A.6.14](#)). The plan also outlines a variety of data assessment and scheduling strategies to help meet these goals, as reported in the Guided Pathways Scale of Adoption Self-Assessment ([II.A.6.15](#)). Public dissemination of plans for course offerings are represented in individual program maps posted on the college website ([II.A.6.16](#)).

Analysis and Evaluation

Deans and department chairs, along with discipline faculty, regularly review their two-year schedule of course offerings and monitor enrollment data. They make adjustments as needed to meet changing student demand that allow students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Program mapper information for each degree and certificate is available on the college website, and schedule planning aligns with program mapper timelines.

II.A.7.

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

BP 4020 Program, Curriculum, and Course Development and BP 4105 Distance Education outline the commitment to a coordinated system for developing, reviewing, and approving courses with appropriate delivery modalities to address student needs ([II.A.7.01](#), [II.A.7.02](#)). Governance documents further support student success in several ways: through the District's Strategic Plan and the College's Educational Master Plan, Strategic Plan, Annual Work Plans, and the Student Equity Plan ([II.A.7.03](#), [II.A.7.04](#), [II.A.7.05](#), [II.A.7.06](#), [II.A.7.07](#)). These documents ensure that all areas of governance and planning focus on the institutional mission to support students.

Specific areas of the Master Plan, the Strategic Plan, the Annual Work Plans, and the Student Equity Plan focus on meeting the needs and learning styles of subpopulations. The annual program planning process provides each program with success and retention data broken down by all relevant demographic subpopulations as well as modes of delivery ([II.A.7.08](#), [II.A.7.09](#)). This ensures that each instructional program can determine the appropriate delivery modes for its diverse student populations and that it regularly evaluates the effectiveness of its delivery modes and uses results to guide improvements ([II.A.7.10](#)). Each program is asked to examine its equity data and address any gaps and offer plans for improvement ([II.A.7.11](#)). In addition, each program enters its Student Learning Outcome data into eLumen which allows analysis of success data by subpopulations ([II.A.7.12](#)). Program plans include analyses of data and recommendations for actions to address identified needs ([II.A.7.13](#)).

The curriculum process is another method whereby the College ensures that courses that are approved as Distance Education comply with federal guidelines for regular and substantive interaction with the instructor ([II.A.7.14](#), [II.A.7.15](#), [II.A.7.16](#)). The College does not offer correspondence courses. At the college level, the Program Plans and Annual Work Plans allow the College to regularly assess the changing needs of its students and respond to changes in a timely manner.

The College provides equitable learning support services for distance education students, career technical education students, and traditional on-campus students. All Student Services provide remote support for students via phone, Zoom, or other online platforms ([II.A.7.17](#)). Every student service is required to submit an annual program plan addressing Student Services outcomes, equity, and success in its provision of services. In addition, each student service must include a modality question in its student surveys and analyze this data during the program planning process ([II.A.7.18](#)).

Analysis and Evaluation

Based on a rigorous planning process, the College uses its governing and planning documents to ensure the needs of its diverse student population are met. Every instructional and student service program, as a component of its yearly program planning process, analyzes data about equity and mode of delivery. Using this data, programs regularly address equity and success data and can respond effectively to changes in students' needs.

II.A.8.

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Moorpark College does not require course/program examinations across the College. However, some specific programs such as Nursing, Nuclear Medicine, and Radiological Technology do perform course/program examinations or give credit for students' prior learning.

The nursing program meets the licensure requirements of the California Board of Registered Nursing (BRN). The BRN dictates the core science prerequisites, and the nursing program determines when the remaining courses required for licensure are required to be taken in order to promote student success in the program. These structures are evaluated every five years with the continuing approval visits of the Board of Registered Nursing; every eight years with the continuing approval visits of the National Accreditation Commission for Education in Nursing (ACEN); and each time the Nursing Program has its two-year CTE program review with the Moorpark College Curriculum Committee ([II.A.8.01](#), [II.A.8.02](#), [II.A.8.03](#), [II.A.8.04](#)).

In addition to course prerequisites, the nursing program requires applicants to take the Test of Essential Academic Skills (TEAS) from the company Assessment Technologies Institute (ATI). The TEAS evaluates students' prior learning from prerequisite courses in English, reading, math, and science. The use of the TEAS is permitted and regulated by the CCCCO ([II.A.8.05](#)). Nursing students with prior related workplace learning (Licensed Vocational Nurses) can receive credit for their experience. A committee of Nursing faculty uses a rubric to issue the applicants points, and those with the highest points that are LVNs are placed in the appropriate semester based on their work experience.

The Radiologic Technology program meets the licensure requirements of the American Registry of Radiologic Technology (ARRT). The ARRT dictates the competency requirements for licen-

sure. The American Society of Radiologic Technology (ASRT) curriculum is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The core science prerequisites and the radiologic technology program determine when the remaining courses required for licensure must be taken in order to promote student success in the program. No assessment test is associated with application or admission to the program. All applications to the radiologic technology program are reviewed by Counseling. The Counselors check for successful prerequisite completion and that an overall minimum GPA of 2.5 is achieved in college-level courses. These structures are evaluated every four years for interim approval of the JRCERT and every eight years for continuing JRCERT accreditation. The Radiologic Technology program demonstrates strong program and student success data ([II.A.8.06](#), [II.A.8.07](#)). The Nuclear Medicine program meets the licensure requirements of the America Registry of Radiologic Technology (ARRT). The ARRT dictates the competency requirements for licensure, and there is not an assessment test associated with application or admission to the program. The Nuclear Medicine Program also demonstrates strong program and student success data ([II.A.8.08](#)).

BP and AP 4235 Credit for Prior Learning describe the various ways students may receive credit for previous experience, recently expanded by legislation ([II.A.8.09](#), [II.A.8.10](#)). Discussions on the expanded credit for prior learning initially took place at the Curriculum Committee with faculty determining which processes applied to each course ([II.A.8.11](#)). The Academic Senate also reviewed the updates and expansion to credit for prior learning and unanimously voted to approve the Moorpark College process ([II.A.8.12](#)). Approved options for credit for prior learning are detailed in the college catalog ([II.A.8.13](#)). The form and process for credit for prior learning was vetted at the District Technical Review Workgroup—Instruction to provide consistent structures for implementation across the district ([II.A.8.14](#), [II.A.8.15](#)).

Analysis and Evaluation

The College has only a few programs that use examinations. All of these programs rigorously monitor their program examinations to reduce test bias and enhance reliability, and programs follow all state and professional requirements. Considerable work has occurred both at the College and District in developing structures and protocols for credit for prior learning that has been expanded by recent legislation.

II.A.9.

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Faculty follow a rigorous curriculum approval process to develop and revise courses and programs ([II.A.9.01](#)). Every COR includes course objectives and course student learning outcomes (SLOs) that align with the objectives ([II.A.9.02](#), [II.A.9.03](#)). Course SLOs are mapped to program SLOs and institutional SLOs and ensure that awarding of credit, degrees, and certificates is

based on student attainment of learning outcomes ([II.A.9.04](#)). Course, program, and institutional SLOs are published in course syllabi and the college catalog as appropriate ([II.A.9.05](#), [II.A.9.06](#), [II.A.9.07](#)). Course and program SLO data are reviewed and analyzed as part of the annual program review process to improve student success and close equity gaps ([II.A.9.08](#)).

BP and AP 4020 Curriculum Development ensure compliance with federal regulations and commonly accepted higher education standards for units of credit ([II.A.9.09](#), [II.A.9.10](#)). The College uses grades that comply with regulations and adhere to commonly accepted higher education standards described in BP and AP 4230 Grading and Academic Symbols and the college catalog ([II.A.9.11](#), [II.A.9.12](#), [II.A.9.13](#)).

Analysis and Evaluation

The institution awards course credit, degrees, and certificates based on student attainment of student learning outcomes. Course Objectives and Course Learning Outcomes are in the course outline of record for each course. Course SLOs are mapped to program and institutional SLOs. The College awards units and grades in compliance with federal standards and accepted norms in higher education.

II.A.10.

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

BP 4050 Articulation, AP 4050 Articulation with Baccalaureate Institutions, and AP 4051 Articulation with High Schools describe the transfer-of-credit policies that facilitate student success and mobility ([II.A.10.01](#), [II.A.10.02](#), [II.A.10.03](#)). They describe articulation for colleges of the VCCCD, other California community colleges, California State University (CSU) and University of California (UC) institutions, high schools, and private, independent, proprietary or out-of-state institutions. BP and AP 2410 Board Policies ensure regular review of all policies ([II.A.10.04](#), [II.A.10.05](#)). Transferable courses are listed on the Articulation System Stimulating Inter-Institutional Transfer (ASSIST) website. When applicable, the Course Identification Numbering System (C-ID) equivalent course is listed in the catalog in addition to CSU and UC transferability ([II.A.10.06](#)).

The college articulation officer works in conjunction with the Curriculum Committee and discipline faculty to optimize the College's transferable course offerings and informs disciplines when new requirements affect a course's transferability ([II.A.10.07](#)). In addition, the articulation officer serves on both the Curriculum Committee Technical Review Workgroup, along with the General Education Workgroup, and reviews every COR to help faculty ensure their courses will receive or maintain articulation with both public and private colleges and universities in California ([II.A.10.08](#)).

Acceptance of transfer coursework is detailed in the college catalog, including information on both domestic and international colleges and universities ([II.A.10.09](#)). Information on credit for prior learning, including military experience and credit by exam, is detailed in the college catalog and described by BP and AP 4235 Credit for Prior Learning ([II.A.10.10](#), [II.A.10.11](#), [II.A.10.12](#)). Students begin the process of requesting acceptance of transfer credit by submitting their official transcripts to the College. Counselors review the transcripts to determine whether a course is equivalent by comparing the course description to the College's COR, ensuring comparable learning outcomes. Where necessary, counselors forward transcripts to discipline faculty for more detailed evaluation. The course is also reviewed to ensure it was from a regionally accredited institution. In addition to Counseling, the Career Transfer Center provides another resource to assist students with the transfer process, including information on ASSIST ([II.A.10.13](#)).

Analysis and Evaluation

The College has effective procedures for transfer-of-credit and articulation agreements from accredited institutions, ensuring that courses have comparable learning outcomes, and these agreements are regularly updated. As part of this process, the college catalog includes C-ID numbers for all appropriate courses to facilitate transfer of coursework to other institutions and lists CSU and UC transferability as appropriate. The College has articulation agreements with many four-year universities as well as a robust Career Transfer Center that maintains strong relationships with universities to support transfer between the institutions as part of the college mission.

II.A.11.

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

BP and AP 4025 Philosophy and Criteria for Associate Degree and General Education discuss the importance of a well-rounded education including student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, as well as program-specific outcomes ([II.A.11.01](#), [II.A.11.02](#)). These ideas are further echoed in the college catalog with additional details for general education areas ([II.A.11.03](#)). The college catalog also describes the institutional student learning outcomes that include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, ability to create, and growth orientation ([II.A.11.04](#)).

Course student learning outcomes have been mapped to program student learning outcomes and institutional student learning outcomes ([II.A.11.05](#), [II.A.11.06](#)). Assessment of student learning outcomes occurs annually and is used as part of continuous improvement, including a summary report ([II.A.11.07](#)). When institutional student learning outcomes data indicate that specific outcomes are slightly weaker, that data are shared with department chairs to draw attention to the impact of related course and program SLOs. Chairs are encouraged to consider those institutional

outcomes results when they conduct their own course and program learning outcomes analyses as part of the program review process ([II.A.11.08](#)).

Analysis and Evaluation

The College has adopted institutional student learning outcomes that include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, as well as ability to create and growth orientation. These student learning outcomes are assessed regularly and used for program improvement.

II.A.12.

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

BP and AP 4025 Philosophy and Criteria for Associate Degree and General Education discuss the importance of a well-rounded education that includes breadth with general education requirements ([II.A.12.01](#), [II.A.12.02](#)). Students must satisfy requirements from the following general education (GE) areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education/Kinesiology, Ethnic/Gender Studies ([II.A.12.02](#)). Both the philosophy and criteria for degrees and general education are available in the college catalog and signify a pattern of learning experiences to develop certain capabilities and insights that lead to the fulfillment of individual human potential ([II.A.12.03](#)). The catalog also includes specific GE requirements for a variety of degrees and transfer options including local degrees, associate degrees for transfer, and transfer to the University of California ([II.A.12.04](#), [II.A.12.05](#), [II.A.12.06](#)).

BP and AP 4020 Curriculum Development assert the purview of faculty in curricular matters ([II.A.12.07](#), [II.A.12.08](#)). The Curriculum Committee is charged with curricular tasks including the approval process for determining which courses satisfy GE requirements ([II.A.12.09](#), [II.A.12.10](#)). The GE Workgroup, a subcommittee of the Curriculum Committee, discusses details of GE approval and brings recommendations to the Curriculum Committee for final approval. A GE Approval Handbook provides information to faculty about GEs and the GE approval process as well as a template to complete as part of the process ([II.A.12.11](#)). Course learning outcomes have been mapped to the institutional student learning outcomes. The institutional student learning outcomes have been adopted as the GE program outcomes as well and are assessed regularly ([II.A.12.12](#), [II.A.12.13](#)).

Analysis and Evaluation

All courses identified as fulfilling general education requirements are regularly reviewed by the GE workgroup before being approved by the Curriculum Committee.

II.A.13.

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All students graduating with an Associate's degree (AA, AS, ADT) must successfully complete a minimum of 60 semester units of degree-applicable college coursework, including a minimum of 18 units in a major or area of emphasis as well as meeting general education requirements ([II.A.13.01](#), [II.A.13.02](#)). Major or area of emphasis requirements for each program are listed in the college catalog under each program and include the program student learning outcomes. The course outline of record (COR) for each course in the program includes course student learning outcomes that are mapped to program learning outcomes. As an example, the Computer Science ADT, related courses from the college catalog, and a few of the CORs from courses in that program illustrate level-appropriate student learning outcomes ([II.A.13.03](#), [II.A.13.04](#), [II.A.13.05](#), [II.A.13.06](#)). BP and AP 4020 Curriculum Development ensure discipline faculty participation in the development and regular review of courses and programs that are of high quality, current, compliant, and include student learning outcomes ([II.A.13.07](#), [II.A.13.08](#)).

Analysis and Evaluation

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Discipline faculty perform curriculum and program development and regular review to ensure the courses in a major or area of emphasis are based on student learning outcomes and competencies, are at the appropriate degree level, and include key theories and practices within the field of study.

II.A.14.

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Moorpark College offers a broad range of career-technical certificates and degrees that align with the college mission. The College currently has 45 Certificate of Achievement and 17 Associate Degree programs that are CTE and are approved at the state level ([II.A.14.01](#)). All career technical education (CTE) courses and programs are evaluated by discipline faculty at least every two years to ensure quality and currency ([II.A.14.02](#), [II.A.14.03](#)). Every CTE program must adhere

to the policies and procedures outlined in BP 4020 and AP 4020 Curriculum Development, including review of course and program competencies and outcomes, and have additional requirements for the approval of new CTE programs, such as labor market information (LMI) data and analysis demonstrating workforce need and review by the South Coast Regional Consortium ([II.A.14.03](#), [II.A.14.04](#), [II.A.14.05](#)). CTE programs and courses are reviewed on a two-year cycle by the Curriculum Committee to make sure the curriculum continues to have market relevance, meets employment standards, and prepares graduates to meet the program learning outcomes ([II.A.14.06](#)). All course and program student learning outcomes, including those for CTE, are evaluated regularly ([II.A.14.07](#)).

The Career Technical Education Advisory Committee includes representation from college constituencies in the area of CTE ([II.A.14.08](#)). This group monitors campus-wide issues related to CTE initiatives; provides guidance to the College on possible areas for CTE growth, career pathways, and trends in the regional economy; and provides LMI and data resources to CTE faculty and administration. This committee also reviews and prioritizes funding requests for Perkins and the Strong Workforce grants to provide the necessary resources to ensure CTE programs meet industry standards and to assist students to successfully meet program outcomes ([II.A.14.09](#)). This CTE Advisory Committee is differentiated from the CTE Advisory Committees for each program, which are mandated for CTE programs by CCR Title 5 §55601 ([II.A.14.10](#)).

All CTE programs hold an Annual Advisory Committee Meeting. Attendees include college faculty, local and statewide industry partners, representatives from CSU and UC systems, current students, and graduates ([II.A.14.11](#)). The CTE faculty present student and program success data, as well as facility, equipment, and software updates and needs. Industry representatives share current trends in the field, best-practices, equipment information, policy changes, and performance data on employed graduates. Discussions at these annual meetings revolve around strategies for curricular improvements and future program planning.

The CTE programs with external licensure and certification requirements are primarily in the Nursing and diagnostic imaging fields of Radiologic Technology and Nuclear Medicine. In these disciplines, graduates must demonstrate technical and professional proficiency by passing state and/or national board licensure examinations. The Nursing Program has integrated the Assessment Technologies Institute, National Council Licensure Examination for Registered Nurses (NCLEX-RN) test preparation software into the curriculum. The program also provides an NCLEX-RN review course to graduates, which is funded by the nursing grant. The Radiologic Technology and Nuclear Medicine Programs cover the licensure exam preparation and review in the last semester of the program. The graduates of all three programs consistently demonstrate high pass rates on the licensure exam as well as high employment rates ([II.A.14.12](#)). The program effectiveness data, such as licensure pass rates, along with graduate and employer satisfaction rates, are posted on the college websites in respective program webpages ([II.A.14.13](#), [II.A.14.14](#), [II.A.14.15](#), [II.A.14.16](#)).

The programs that do not have an external licensing board are monitored by the College to ensure they are meeting the employment standards of the field. The College subscribes to the Career and Technical Education Employment Outcomes Survey (CTEOS), which provides an

annual outcome survey of the College's CTE students. This survey includes information such as program satisfaction, course alignment to industry, job attainment, and wage information ([II.A.14.17](#)). Additionally, the College subscribes to HandShake, a cloud-based program that supports students and collects data on employment engagement activities ([II.A.14.18](#)).

Analysis and Evaluation

The College's CTE program students have remarkable success after graduation, with high pass rates on professional licensure and certification exams, demonstrating a high level of technical and professional competency in their fields. The results from graduate and employer surveys and feedback received at the Annual Advisory Committee meetings indicate they are satisfied with the program in preparing graduates for the workplace. All CTE programs participate in a two-year review process to ensure that the program outcomes and labor market data are current and relevant to the changing needs of industry, regularly meeting with local and statewide industry partners, representatives from CSU and UC systems, current students, and graduates. The College has a CTE Advisory Committee that regularly meets to discuss emerging industry trends and to recommend college-wide planning for new CTE program development.

II.A.15.

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

Evidence of Meeting the Standard

The College has a clearly defined process for program elimination that is based upon VCCCD's BP and AP 4021 Program Discontinuance ([II.A.15.01](#), [II.A.15.02](#)). The District's policy requires the establishment of a robust college procedure that takes into consideration many factors affecting the health of programs. Each year the program planning process is used to assess the stability of every program. Programs are labeled as No Action Needed, Strengthen the Program, Reduce the Program, or Review for Discontinuance ([II.A.15.02](#), [II.A.15.03](#)). If a program falls into the latter two categories, the College follows the process for President review described in the Moorpark College Participatory Governance Handbook ([II.A.15.04](#)). This process is reviewed, and revised as needed, by the Academic Senate every five years. In alignment with AP 4021, the College adheres to its policy and procedure when elimination of a program is required. If a program will be eliminated, then academic counselors, faculty, and staff provide students in such a program with updated information about impending changes. Enrolled students are ensured completion of the program through the requirement of clear timelines for discontinuance and an explanation of the procedures for students currently in the program.

Analysis and Evaluation

The procedures for program discontinuance are driven by District policy. These procedures ensure that programs are systematically evaluated for robustness and currency. A rigorous program planning process ensures ample consideration and time is given to every program. When it is determined that a program needs to be discontinued, college governance documents describe a clear process to ensure that students in the program can complete their education in a timely manner.

II.A.16.

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College regularly assesses all of its programs via program review, including instructional, student support, and business services programs. Each year, every program develops a program plan that details the program's connection to student success, reflects on the current state of the program, and considers plans for future improvement, as well as an overview of the resource needs of the program ([II.A.16.01](#)). A professional development activity is organized at the beginning of the fall semester regarding analyzing data and writing an effective plan that summarizes the important aspects of the program's strengths and needs ([II.A.16.02](#)). The Division of Institutional Effectiveness, Grants, and Planning provides program plan information and guidance on its website as well ([II.A.16.03](#)). Institutional research provides each program with data that include current student success and retention data, disaggregated for ethnicity, gender, age, and special populations (such as veterans, foster youth, returning student, etc.) ([II.A.16.04](#)). The programs are required to analyze and then summarize these data in terms of the strengths and weaknesses of the program, including student achievement and learning with an emphasis on identifying and reducing equity gaps and formulating future plans ([II.A.16.01](#)).

After completion of the annual program plans by department chairs in consultation with program faculty, the division deans examine the plans and make recommendations. Formal program review meetings are performed in a three-year cycle with each program having at least one meeting within a cycle ([II.A.16.05](#)). These program review meetings bring together the Vice Presidents, Dean of Institutional Effectiveness, Academic Senate President, dean over the program, and program faculty and classified professionals, if applicable, to discuss each program and discuss current status and future plans for improvement ([II.A.16.06](#)). These meetings may be held more often if warranted due to program needs ascertained at an overview meeting, or if the program requests an additional meeting. All programs are reviewed annually and assessed more fully at these review meetings at least once every three years.

BP and AP 4020 Curriculum Development assert the purview of faculty in the development of curriculum and ensure that programs and courses are evaluated regularly to ensure quality, currency, and compliance with curriculum standards ([II.A.16.07](#), [II.A.16.08](#)). 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.16.08](#)). The same curricular process is followed for all types of courses and modalities and includes review of course and program student learning outcomes.

Analysis and Evaluation

The College regularly assesses program effectiveness via the program planning process. Each

program creates a program plan that is assessed by the division dean, and every three years by the dean, VPs, and the Dean of Institutional Effectiveness to assess the program and make recommendations. All programs are required to update all their curriculum at least every five years through the Curriculum Committee, and CTE programs are further required to update their CTE status every two years, inclusive of recommendations from their advisory boards as well as Curriculum Committee overview.

Conclusions on Standard II.A Instructional Programs

Moorpark College places a high value on providing quality courses and programs that align with the college mission, are consistent with district goals, and meet student needs. The College's programs are conducted at levels of quality and rigor appropriate for higher education, and the College regularly assesses its programs through the program planning process and makes program reviews available on the college website. As part of the annual program review, programs use the results of outcomes data to improve educational quality. The institution also defines and incorporates into all of its degree programs a significant component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. Data on course, program, and institutional student learning outcomes further inform program assessment and planning with a focus on continuous quality improvement.

Evidence

[II.A.1.01 BP 1200 Mission Statements](#)

[II.A.1.02 BP 4020 Curriculum Development](#)

[II.A.1.03 AP 4020 Curriculum Development](#)

[II.A.1.04 College Catalog—Studio Art](#)

[II.A.1.05 College Catalog—Math](#)

[II.A.1.06 Catalog PSY M02 \(C-ID equivalent\)](#)

[II.A.1.07 COR PSY M02 \(C-ID equivalent\)](#)

[II.A.1.08 Program Webpage—Anthropology](#)

[II.A.1.09 Program Map—Anthropology](#)

[II.A.1.10 COR ETHS M40 Including Needs Statement \(CourseLeaf capture\)](#)

[II.A.1.11 Degrees and Awards 2021](#)

[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 ENGR M20 Electrical Engineering Fundamentals](#)

[II.A.2.06 COR PSY M01 Introduction to Psychology](#)

[II.A.2.07 COR ENGR M20 \(DE highlight\)](#)

[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 2022-23 cycle](#)

[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 from 2022-23 cycle](#)

[II.A.2.14 Sample program plan from 2022-23 cycle](#)
[II.A.2.15 Program Plan Questions](#)
[II.A.3.01 AP 4020 Curriculum Development](#)
[II.A.3.02 Sample COR with CLO: BIOL M01](#)
[II.A.3.03 Curriculum Submission Guide for CourseLeaf](#)
[II.A.3.04 Moorpark College Curriculum Review Schedule 2020-2025](#)
[II.A.3.05 Course Flow Chart](#)
[II.A.3.06 Catalog – Program Outcomes for Sociology](#)
[II.A.3.07 Catalog – Program Outcomes for CNSE](#)
[II.A.3.08 Academic Senate Minutes 2014-01-21](#)
[II.A.3.09 The Moorpark College Participatory Governance Handbook 2020-2025 p.21](#)
[II.A.3.10 Student Learning Outcomes at Moorpark College Faculty Handbook 2020-2021 \[get updated version\]](#)
[II.A.3.11 Sample Course Syllabus: BIOL M01](#)
[II.A.3.12 Fall 2021 Division Welcome Letter p.4](#)
[II.A.3.13 Academic Senate Minutes 2019-11-19](#)
[II.A.3.14 Program Plan Questions 2022-23](#)
[II.A.3.15 CLO ACCT Assessment](#)
[II.A.3.16 PLO ACCT Assessment](#)
[II.A.3.17 ILO Assessment 2022-03-02](#)
[II.A.4.01 BP 4020 Curriculum Development](#)
[II.A.4.02 AP 4020 Curriculum Development](#)
[II.A.4.03 Math Section of College Catalog](#)
[II.A.4.04 COR for ENGL M02](#)
[II.A.4.05 COR for ENGL M01A](#)
[II.A.4.06 Catalog for Math Supplemental Courses](#)
[II.A.4.07 COR for MATH M905S](#)
[II.A.5.01 BP 4020 Curriculum Development](#)
[II.A.5.02 AP 4020 Curriculum Development](#)
[II.A.5.03 BP 4102 CTE Programs](#)
[II.A.5.04 AP 4102 CTE Programs](#)
[II.A.5.05 Program map for Political Science](#)
[II.A.5.06 Program map for Early Childhood Education](#)
[II.A.5.07 BP 4100 Graduation Requirements for Degrees, Certificates, and Proficiency Awards](#)
[II.A.5.08 AP 4100 Graduation Requirements for Degrees, Certificates, and Proficiency Awards](#)
[II.A.5.09 Catalog section on graduation requirements](#)
[II.A.5.10 Catalog section for Psychology program](#)
[II.A.6.01 Program Mapper Information on Website](#)
[II.A.6.02 Program Mapper Press Release](#)
[II.A.6.03 PACE Business Administration Degree Program Map](#)
[II.A.6.04 PACE Computer Science Degree Program Map](#)
[II.A.6.05 PACE Early Childhood Education Degree Program Map](#)
[II.A.6.06 PACE Psychology Degree Program Map](#)
[II.A.6.07 AD-T FTMA 2-Year Transfer Pattern](#)
[II.A.6.08 Honors pathway form for counselor visit](#)

[II.A.6.09 First Year Experience information](#)
[II.A.6.10 Email to Chairs about Scheduling](#)
[II.A.6.11 Class Cancellation Information in AFT Contract](#)
[II.A.6.12 Communication about Cycle for Offering Courses](#)
[II.A.6.13 Program Plan for Child Development](#)
[II.A.6.14 2021-2022 Enrollment Management Plan Integrated in Strategic Directions](#)
[II.A.6.15 Guided Pathways Scale of Adoption Self-Assessment](#)
[II.A.6.16 Sample Program Map](#)
[II.A.7.01 BP 4020 Program, Curriculum, and Course Development](#)
[II.A.7.02 BP 4105 Distance Education](#)
[II.A.7.03 VCCCD Strategic Plan 2021-2027](#)
[II.A.7.04 Educational Master Plan](#)
[II.A.7.05 VCCCD Strategic Plan](#)
[II.A.7.06 Annual Work Plan](#)
[II.A.7.07 Student Equity Plan](#)
[II.A.7.08 Political Science Enrollment Data](#)
[II.A.7.09 Political Science Demographic Data](#)
[II.A.7.10 Political Science Modality Data](#)
[II.A.7.11 Program Plan Questions on Analyzing Equity Data](#)
[II.A.7.12 SLO Disaggregated Data](#)
[II.A.7.13 Program Plan Communication Studies](#)
[II.A.7.14 DE Guidelines and Procedures](#)
[II.A.7.15 Example of DE Addendum-Chemistry](#)
[II.A.7.16 Example of DE Addendum-History](#)
[II.A.7.17 Student Services Syllabus](#)
[II.A.7.18 Student Services Survey Data with Modality Question](#)
[II.A.8.01 2017 BRN Self-study and Site Visit report](#)
[II.A.8.02 2020 ACEN Self-Study and Site Visit report](#)
[II.A.8.03 Sections of catalog showing Nursing requirements](#)
[II.A.8.04 Program Outcome data and review](#)
[II.A.8.05 Nursing: ACEN Self-Study, 2020, Standard 4 \(section 4.7 specifically\)](#)
[II.A.8.06 Rad Tech meeting minutes](#)
[II.A.8.07 Rad Tech success rates](#)
[II.A.8.08 Nuclear Medicine success rates](#)
[II.A.8.09 BP 4235 Credit for Prior Learning](#)
[II.A.8.10 AP 4235 Credit for Prior Learning](#)
[II.A.8.11 Curriculum Committee Minutes 2022-04-05](#)
[II.A.8.12 Academic Senate Minutes 2022-04-05](#)
[II.A.8.13 Course Catalog CPL Table](#)
[II.A.8.14 Petition for CPL](#)
[II.A.8.15 DTRW-I Minutes May 12, 2022](#)
[II.A.9.01 Curriculum Process—PG Handbook](#)
[II.A.9.02 ANAT M01 COR](#)
[II.A.9.03 POLS M01 COR](#)
[II.A.9.04 SLO Handbook](#)

[II.A.9.05 Sample CSLOs—Syllabus for PHYS M20A](#)
[II.A.9.06 Music PSLOs—Catalog](#)
[II.A.9.07 ISLOs—Catalog](#)
[II.A.9.08 PP Questions 2022-23](#)
[II.A.9.09 BP 4020 Curriculum Development](#)
[II.A.9.10 AP 4020 Curriculum Development](#)
[II.A.9.11 BP 4230 Grading and Academic Symbols](#)
[II.A.9.12 AP 4230 Grading and Academic Symbols](#)
[II.A.9.13 Grades—Catalog](#)
[II.A.10.01 BP 4050 Articulation](#)
[II.A.10.02 AP 4050 Articulation with Baccalaureate Institutions](#)
[II.A.10.03 AP 4051 Articulation with High Schools](#)
[II.A.10.04 BP 2410 Board Policies](#)
[II.A.10.05 AP 2410 Board Policies](#)
[II.A.10.06 Catalog—Sample Courses \(Psychology\)](#)
[II.A.10.07 Curriculum Committee Agenda](#)
[II.A.10.08 Tech Review Agenda](#)
[II.A.10.09 College Catalog—Transfer of Coursework](#)
[II.A.10.10 College Catalog—CPL](#)
[II.A.10.11 BP 4235 Credit for Prior Learning](#)
[II.A.10.12 AP 4235 Credit for Prior Learning](#)
[II.A.10.13 College Catalog—Career Transfer Center](#)
[II.A.11.01 BP 4025 Philosophy and Criteria for Associate Degree and General Education](#)
[II.A.11.02 AP 4025 Philosophy and Criteria for Associate Degree and General Education](#)
[II.A.11.03 MC GE Philosophy from Catalog](#)
[II.A.11.04 Institutional Student Learning Outcomes from Catalog](#)
[II.A.11.05 ILO Mapping—Few](#)
[II.A.11.06 ILO Mapping—Full](#)
[II.A.11.07 ILO Performance Report](#)
[II.A.11.08 Email to Chairs about ISLO Data](#)
[II.A.12.01 BP 4025 Philosophy and Criteria for Associate Degree and General Education](#)
[II.A.12.02 AP 4025 Philosophy and Criteria for Associate Degree and General Education](#)
[II.A.12.03 MC GE Philosophy—Catalog](#)
[II.A.12.04 AA General Studies GE—Catalog](#)
[II.A.12.05 ADT GE—Catalog](#)
[II.A.12.06 IGETC GE—Catalog](#)
[II.A.12.07 BP 4020 Curriculum Development](#)
[II.A.12.08 AP 4020 Curriculum Development](#)
[II.A.12.09 Curriculum Committee—PG Handbook](#)
[II.A.12.10 Curricular Process—PG Handbook](#)
[II.A.12.11 GE Approval Handbook](#)
[II.A.12.12 Academic Senate Minutes 2022-02-10](#)
[II.A.12.13 ILO Assessment](#)
[II.A.13.01 BP 4100 Graduation Requirements for Degrees, Certificates, and Proficiency Awards](#)
[II.A.13.02 AP 4100 Graduation Requirements for Degrees, Certificates, and Proficiency Awards](#)

[II.A.13.03 CS ADT—Catalog](#)
[II.A.13.04 CS Courses—Catalog](#)
[II.A.13.05 CS M125 COR](#)
[II.A.13.06 CS M135 COR](#)
[II.A.13.07 BP 4020 Curriculum Development](#)
[II.A.13.08 AP 4020 Curriculum Development](#)
[II.A.14.01 Spreadsheet for Career Technical Education Programs](#)
[II.A.14.02 BP 4102 Career Technical Education Programs](#)
[II.A.14.03 AP 4102 Career Technical Education Programs](#)
[II.A.14.04 BP 4020 Curriculum Development](#)
[II.A.14.05 AP 4020 Curriculum Development](#)
[II.A.14.06 Moorpark College Curriculum Review Schedule 2020-2025](#)
[II.A.14.07 Nursing SLO Assessment and Analysis](#)
[II.A.14.08 CTE Advisory Committee—PG Handbook](#)
[II.A.15.09 Perkins and SWP Prioritizations 2021-22](#)
[II.A.14.10 CCR Title 5 §55601—Advisory Committees](#)
[II.A.14.11 Sample Annual Advisory Committee Minutes](#)
[II.A.14.12 ACCJC Midterm Report 2022](#)
[II.A.14.13 MC Nursing Program Effectiveness Data Webpage](#)
[II.A.14.14 NCLEX-RN Pass Rate](#)
[II.A.14.15 MC RADT Pass Rate Report](#)
[II.A.14.16 Nuclear Medicine Pass Rate Report](#)
[II.A.14.17 CTEOS Annual Outcome Survey](#)
[II.A.14.18 HandShake Cloud-Based Program](#)
[II.A.15.01 BP 4021 Program Discontinuance](#)
[II.A.15.02 AP 4021 Program Discontinuance](#)
[II.A.15.03 Sample program plan evaluation form—English](#)
[II.A.15.04 Moorpark Governance Handbooks pgs. 29-31—Program Plan Process](#)
[II.A.16.01 PP Questions 2022-23](#)
[II.A.16.02 PP Flex Activity Email](#)
[II.A.16.03 PP Information on MC Website](#)
[II.A.16.04 Sample PP Data](#)
[II.A.16.05 PP 3-Year Cycle](#)
[II.A.16.06 PP Process—PG Handbook](#)
[II.A.16.07 BP 4020 Curriculum Development](#)
[II.A.16.08 AP 4020 Curriculum Development](#)

B. Library and Learning Support Services

II.B.1.

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The College supports student learning and achievement by providing library and learning support services to students that are managed by designated, qualified personnel. The Moorpark College Library, the Teaching and Learning Center, Online Student Support services, the equipment and textbook lending program, and the open access computer lab offer learning support services to encourage student achievement. These support services are all advertised and accessible to students and faculty ([II.B.1.01](#), [II.B.1.02](#), [II.B.1.03](#)).

The Teaching and Learning Center (TLC) provides learning support services that includes six days per week of online tutoring and two days per week of on-campus tutoring with a wide bandwidth of disciplines covered ([II.B.1.02](#)). In addition, course embedded tutors are placed in approximately 30 classes per semester ([II.B.1.04](#)). A satisfaction survey is administered every semester that indicates that students are very satisfied with the tutoring services the institution provides ([II.B.1.05](#)). Students who responded to the survey about tutoring indicated that they feel supported and respected when utilizing tutoring services. They relayed that they felt more confident and that they had a better understanding of the material in the subject area that they received tutoring in and that they would recommend the service to fellow students.

One of the student populations that routinely uses the TLC is athletes. All athletes are required to attend the athletics study hall for a minimum of two hours a week. The study hall is overseen by the TLC, and weekly reports are emailed to the athletic director, athletic counselors, and all coaches. In addition to providing support to students, the TLC provides professional development to all faculty, including monthly book discussions on pedagogy as well as teaching tips that are published online ([II.B.1.06](#)). The TLC offers a variety of workshops on an ongoing basis including transfer essay sessions and resume writing.

The library houses a large collection of resources that support all academic areas on campus. The collection includes print books, digital books, scholarly and popular periodicals, streaming video, and physical audiovisual recordings, as well as an open access computer lab ([II.B.1.07](#)). The librarians maintain and edit the library collection through resource evaluation and collection development. Librarians work collaboratively with academic departments on campus to review and develop the library collection. Additionally, librarians support faculty OER research and resource curation.

The library also circulates textbooks and equipment (laptops, hot spots, calculators, tablets, and smart pens) to support student learning ([II.B.1.08](#)). Students who visit the library have access to computers, printers, scanners, and private study space. The Online Student Support desk is housed in the library and provides in-person and online technology support for students ([II.B.1.09](#)). Students can access library services through the main Moorpark College Library website, via the MyVCCCD portal, and through the current learning management system ([II.B.1.10](#)).

Library research assistance services are available online and in-person for student and faculty use. Library instruction sessions are offered in-person and online via synchronous live sessions or recordings for asynchronous courses. Professors can request these services for their courses through an online request form ([II.B.1.11](#)). Librarians have created online research guides, a web-based library of video tutorials, and embedded instruction modules compatible with the current learning management system ([II.B.1.12](#), [II.B.1.13](#), [II.B.1.14](#)). Librarians staff virtual chat, text message correspondence, and online reference appointments to provide reference support for students ([II.B.1.15](#)). The Moorpark College Library also subscribes to a chat co-op service which allows Moorpark College students to access chat services with librarians 24 hours a day, 7 days a week ([II.B.1.16](#)). These services and general library information are promoted and announced through the library website and via social media channels ([II.B.1.17](#)). Student satisfaction surveys are routinely administered ([II.B.1.18](#), [II.B.1.19](#)).

Analysis and Evaluation

The College supports student learning and achievement by providing library and learning support services to students that are managed by designated, qualified personnel. These support services are available through multiple modalities and are accessible by all students, staff, and faculty, whether they are online or in-person. Learning support services are varied in type and function, and include the library collection, the Tutoring and Learning Center, computer labs, equipment lending, textbook lending, additional learning technology, and ongoing instruction for users of the library. The range and depth of services are sufficient to meet the needs of students and faculty.

II.B.2.

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

Evidence of Meeting the Standard

The library works extensively with the campus to ensure that the institution is providing resources to support student learning and enhance the achievement of the mission. Each academic department is assigned a liaison librarian, who serves as a primary contact for information about library programs, resources, and services ([II.B.2.01](#)). The library liaison will contact the department to consult with them about collection development in their area and review selections proposed for removal before making changes to the collection ([II.B.2.02](#)). Students, faculty and staff can request materials for library purchase using a digital form available through the student and faculty guides that are posted on the library website ([II.B.2.03](#)).

Staff and faculty work together to evaluate, maintain, and direct the purchase and implementation of equipment, textbooks, computers, and other learning materials. There are ample opportunities for those with expertise to provide input on the resources needed to support student learning and success ([II.B.2.04](#)). The process for input has been institutionalized through the curriculum process. A librarian sits on the Curriculum Committee as well as the Technical Review workgroup ([II.B.2.05](#)). Every course that is proposed or revised during the five-year curriculum cycle must answer whether library holdings are sufficient to support the class ([II.B.2.06](#)).

If library resources are not adequate, the teaching faculty and the library work together to determine what is needed to support student learning and fulfill the needs of the class. The necessary resources are purchased with library funds or through a resource request in the library's program plan. The resource request in the library's program plan indicates which institutional learning outcome the request will support, thereby ensuring the request supports the college mission. Before making purchases, the librarians consult resource reviews from professional library journals and specialized academic journals ([II.B.2.07](#)). The librarians also evaluate the quality of resources by examining the author's background, credentials, publishing company information, academic content and relevance to the curriculum. In addition to the print sources, the librarians rely on evaluation of databases from the Council of Chief Librarians – California Community Colleges ([II.B.2.08](#)).

The library works with the IT department to coordinate the processing and circulation of equipment (laptops, hot spots, calculators, tablets, and smart pens) for student, staff and faculty use ([II.B.2.09](#)). Students who visit the library have access to computers, printers, and scanners. The Online Student Support desk is housed on the same floor as the open access computer lab and provides in-person and online technology support for students. The computers in the open access lab have general and course-specific software available. All equipment and software are continuously maintained and updated under an established schedule ([II.B.2.10](#)).

The library has coordinated with academic departments to provide access to textbooks which can be checked out for the semester in the Textbook Lending program ([II.B.2.11](#)). Faculty members also may submit or select materials to be added to Course Reserves for students to check out and access. The library works cooperatively with the ZTC/OER program to help faculty locate and create ZTC/OER materials, as well as inform students of ZTC/OER offerings in their areas of study. Library faculty and staff meet regularly to develop and assess its vision and goals for the future ([II.B.2.12](#), [II.B.2.13](#)).

Analysis and Evaluation

The library and learning support services work cooperatively with academic departments and student service areas to ensure that selected materials and equipment support student learning and enhance the achievement of the mission. The expansion of the textbook lending and equipment lending programs have provided more support for student learning. Additionally, focused attention on collection evaluation and communication with faculty have enhanced the relevance of the library collection for student needs.

II.B.3.

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

Evidence of Meeting the Standard

The College evaluates the library program and other learning support services through the annual program plan review process ([II.B.3.01](#), [II.B.3.02](#)). The process is a participatory, data-driven process by which programs evaluate the prior year's goals, assess current needs, and plan for the future.

During this process, a variety of data are used to analyze the extent to which the program meets the identified needs of students. The type of data includes:

- Usage rates of library resources
- Student satisfaction surveys (on-ground and online)
- SLO/SSO assessment and analysis
- Library surveys
- Library guides views and statistics
- Database usage statistics

The Teaching and Learning center (TLC) supports student learning using other types of data to evaluate services:

- Students receiving online tutoring for math are asked to complete a short online survey about their experience with the platform (CCC Confer) and the tutor
- Tutoring session reports
- Service and resource usage reports
- Faculty and student feedback and comments
- Student learning outcomes assessment and analysis
- NetTutor usage reports

Program plans are assessed through an annual process and summary notes provided to give direction on plans, progress, and future directions after scheduled meetings with the Vice Presidents ([II.B.3.03](#)). Student survey data also inform planning processes ([II.B.3.04](#), [II.B.3.05](#), [II.B.3.06](#)).

Analysis and Evaluation

The library assesses, evaluates, and identifies ways to strengthen the collection, services, and instruction to better support access, student success, and equity for all students. Similarly, the Teaching and Learning Center (TLC) assesses, evaluates, and identifies ways to provide academic support through improved delivery of services and partnerships with other college programs and services.

II.B.4.

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The College has formal agreements that are routinely reviewed to ensure services provided are adequate for the intended purposes. The College contracts with the following services to provide library and learning support:

- Community College Library Consortium: used to purchase the majority of the library's databases, including streaming video services ([II.B.4.01](#)).
- Ex Libris: cloud-based library services platform (Alma) and the library central discovery index (Primo) ([II.B.4.02](#)). The library central discovery index allows for patron-initiated borrowing requests from libraries within the district.
- Springshare: cloud-based software for library services including website creation, online reference chat, online interactive tutorials and research guides.
- Library commercial vendors: the library contracts with a wide variety of commercial vendors for subject-specific orders of library materials.
- Online Computer Library Center (OCLC): a not-for-profit worldwide bibliographic library network that provides machine-readable cataloging records for library materials.
- American Library Association, Council of Chief Librarians - CCC and ELUNA Memberships: allows for sharing of library resources and training opportunities between public, special, and academic libraries.

The College evaluates the quality of the contracted services annually through the program planning process ([II.B.4.03](#)). Librarians use evidence such as usage statistics and faculty requests to determine if continuing financial support will be requested for contracted services.

The institution has a number of policies and procedures that address security, maintenance, and reliability of services ([II.B.4.04](#), [II.B.4.05](#), [II.B.4.06](#)).

The College also partners with local school districts to provide learning support services. The Moorpark College Teaching and Learning Center, which supports tutor training, website design, campus communication, and faculty inquiry groups, provided tutoring services using an MOU with Simi Valley Unified School District to middle and high school students as a component of outreach to the community ([II.B.4.07](#)). The TLC provided this service to assist Simi Valley Unified Students in the neighboring community to offer support and attempt to fill in learning gaps for these students in Math and English.

The TLC supports the entire College through the use of a variety of technology platforms. The TLC worked to keep services humanized while moving to a completely online format. Faculty and staff created videos, published a Canvas Tutor Hub, developed writing coaches for specific classes, and used Zoom for drop-in and appointment-based tutoring. Staff members communicated via Slack, Discord, and Zoom. These innovative efforts allowed the College to maintain a supportive tutoring community for the campus even during pandemic conditions. The TLC provides additional online tutoring with an outside source called NetTutor. This service provides English and Math tutoring 24 hours a day, 7 days a week, as well as tutoring in a variety of other subject areas with different available hours ([II.B.4.08](#)).

NetTutor surveyed students to assess their tutoring platform. Students reported that they like the convenience and the late hours provided by this service. Collected data from the Simi Valley tutoring pilot demonstrates that the students were pleased with the service and that it helped them in Math and English and they would like it to continue ([II.B.4.09](#), [II.B.4.10](#)).

Analysis and Evaluation

The College has several formal agreements with a variety of services to provide library and learning support. The agreements are routinely reviewed to ensure that the services being provided are adequate for the intended purposes. The College takes responsibility for the security of the library and its resources. Regular assessment of services is also conducted to ensure effectiveness.

Conclusions on Standard II.B Library and Learning Support Services

The College supports student learning and achievement by providing a range of library, tutoring, and other learning support services that help students succeed and provide resources to faculty and staff so they can best support student learning. Learning support services are offered throughout the day with online tutoring services also available on weekends. All modalities are supported with both in-person and online services available. Currency of resources are maintained through consultation with discipline faculty and learning support professionals as part of annual updates to collections. Evaluation of learning support services occurs at least annually with feedback informing plans for adjustment and improvement. When collaborating with outside institutions or sources, formal agreements document terms and an assessment is conducted of the provided services.

Evidence

- [II.B.1.01 Moorpark College Catalog](#)
- [II.B.1.02 TLC Website](#)
- [II.B.1.03 Library Guide for Faculty and Staff](#)
- [II.B.1.04 Student Survey on Embedded Tutors](#)
- [II.B.1.05 Student Survey of TLC](#)
- [II.B.1.06 Faculty Inquiry Group Information](#)
- [II.B.1.07 Library Website](#)
- [II.B.1.08 Library Student Guide](#)
- [II.B.1.09 Online Student Support](#)
- [II.B.1.10 Library Canvas Resources](#)
- [II.B.1.11 Library Instruction Request Form](#)
- [II.B.1.12 Library Research Guides](#)
- [II.B.1.13 Library Video Tutorials](#)
- [II.B.1.14 Enrollment, Library Instruction Sessions](#)
- [II.B.1.15 Library Chat Link](#)
- [II.B.1.16 CCC Library Chat Group](#)
- [II.B.1.17 Library Social Media](#)
- [II.B.1.18 Library Student Satisfaction Survey](#)
- [II.B.1.19 TLC Student Survey](#)
- [II.B.2.01 Liaison Librarians](#)
- [II.B.2.02 Library Handbook Weeding Guide](#)
- [II.B.2.03 Item Request Form](#)
- [II.B.2.04 MC Library Subject Liaison Assignments](#)
- [II.B.2.05 Curriculum Committee Membership](#)
- [II.B.2.06 Sample COR from Curriculum Committee](#)
- [II.B.2.07 Choice Sample Reviews](#)
- [II.B.2.08 Community College League Database Reviews](#)
- [II.B.2.09 MC Equipment Lending Information](#)
- [II.B.2.10 MC Strategic Technology Plan](#)
- [II.B.2.11 Textbook Lending Information](#)
- [II.B.2.12 Library Meeting Notes](#)
- [II.B.2.13 Library Vision Presentation](#)
- [II.B.3.01 Library Program Plan 2021-22](#)
- [II.B.3.02 Teaching and Learning Center Program Plan 2021-22](#)
- [II.B.3.03 Library Program Plan Evaluation](#)
- [II.B.3.04 Student Survey on Teaching and Learning Center Services 2021](#)
- [II.B.3.05 Library Survey Fall 2021](#)
- [II.B.3.06 TLC Survey Spring 2022](#)
- [II.B.4.01 CCL Invoice/Agreement](#)
- [II.B.4.02 ExLibris Contract](#)
- [II.B.4.03 Library Program Plan 2021-2022](#)
- [II.B.4.04 BP 3720 Computer and Network Use](#)
- [II.B.4.05 AP 3720A Computer and Network Use](#)
- [II.B.4.06 AP 3720B Computer and Network Use](#)

[II.B.4.07 MOU Simi Valley Unified School District 106](#)

[II.B.4.08 Online Tutoring and NetTutor Information](#)

[II.B.4.09 Research Results for Simi Valley School District Tutoring](#)

[II.B.4.10 SVUSD Online Tutoring Center 2021 Research](#)

C. Student Support Services

II.C.1.

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance the accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Moorpark College (MC) regularly evaluates the quality of student support services ([II.C.1.01](#)). The campus uses electronic surveys to elicit feedback from students utilizing services of any modality ([II.C.1.02](#), [II.C.1.03](#), [II.C.1.04](#)). The College has a robust program planning process that all student services use to communicate the goals and objectives of their departments to improve services. All student service areas submit program reviews annually ([II.C.1.05](#)). Additionally, the College uses student input to understand evolving student needs. Examples include:

- The College created Raider Central to assist students with basic needs ([II.C.1.06](#)).
- The Student Health Center embedded mental health providers in Nursing, Athletics and EATM in response to visit data and frequency of crisis services usage ([II.C.1.07](#)).
- The MC Child Development Center secured grant funding to provide childcare onsite for eligible students ([II.C.1.08](#)).

Student services areas analyze their student learning outcomes annually to reflect on how each service helps close gaps and improve student learning ([II.C.1.09](#)).

Analysis and Evaluation

Moorpark College regularly evaluates the quality of student support services through annual or twice-yearly surveys of students served by each area. These survey results, disaggregated by gender and race/ethnicity, are used to identify and remedy disparities. These analyses inform program planning and are reviewed in staff meetings and advisory committee work. Through surveys, evaluations, and analyses, each program is better able to assist individual students with the services each needs to successfully complete academic goals.

II.C.2.

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Each of the student support service areas has been working with the institutional research team to

identify, assess, and evaluate Student Learning Outcomes (SLOs) ([II.C.2.01](#)). In addition, each student service area is responsible for analyzing data from the previous academic year(s) to create a qualitative narrative that includes quantitative data. The analysis of the program plan data supports the information provided in the SWOT (strengths, weaknesses, opportunities, and threats) analysis ([II.C.2.02](#), [II.C.2.03](#)).

As part of the recursive program planning process, student services stakeholders meet on a regular basis in various meetings to align support elements while offering a wide range of services that focus on individual student needs. Various student services areas, including CalWORKS and MC Dreamers, contribute to newsletters that highlight services and encourage student participation in order to positively affect outcomes ([II.C.2.04](#), [II.C.2.05](#)). In addition, student services areas provide an electronic Student Services Syllabus that is accessible to students so they are aware of all services available ([II.C.2.06](#)). Detailed analysis of performance on learning support outcomes is integrated in the annual program plan ([II.C.2.07](#)).

Analysis and Evaluation

Moorpark College uses assessment data to continuously improve student support programs and services. The institution identifies, distributes, and assesses learning support outcomes to drive a focused charge when creating and adjusting programming geared toward student support.

II.C.3.

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The Moorpark College Student Services Syllabus is revised annually and shared with students so that they have a complete listing of all student services, including both in-person and online methods for making contact and seeking services ([II.C.3.01](#)). Student service areas collect at least annual student survey data to assess needs and student satisfaction with services provided, including all modalities ([II.C.3.02](#), [II.C.3.03](#)). An assessment of needs is integrated into program plans in order to document the basis for resource requests and to reflect on student success data ([II.C.3.04](#), [II.C.3.05](#)). Student utilization of student services is collected and reviewed at least annually ([II.C.3.06](#)).

Some specific examples of Moorpark's comprehensive support services include the Moorpark College Library, the Student Health Center, and the Associated Students of Moorpark College. The library provides support to students both in person and remotely. It circulates equipment (laptops, hot spots, calculators, tablets, and smart pens) to support student learning, whether the student is enrolled in person or in an online class. Students who visit the library have access to computers, printers, scanners, and private study space. The Online Student Support desk is housed in the library and provides in-person and online technology support for students ([II.C.3.07](#)).

The Moorpark College Student Health Center is another essential student service, and it supports students through program physicals, medical and mental health services, and health education both in-person and through tele-health ([II.C.3.08](#)).

Another way students are supported is through representation by the Associated Students of Moorpark College (ASMC), which holds meetings in a HyFlex format allowing for both in-person and remote participation ([II.C.3.09](#)). The ASMC also provides online town hall activities, Club Rush online, and Student Campus updates online in addition to in-person activities such as Women's Herstory movie night and Dia De Los Muertos movie night.

The assessment of equitable access to student services is conducted by each service area and by the Student Equity and Achievement (SEA) Committee. The SEA Committee has an integrated capacity to establish plans that address identified outcomes disparities among different student populations. A number of these efforts relate to student services. In the 2019-2022 Student Equity Plan, the Committee allocated additional resources to support activities that address equitable access to various student supports, including:

- Enhanced tutoring services
- Expanded equity counseling and support
- Increased mental health awareness
- Study of DI groups that have little or no data ([II.C.3.10](#)).

Providing equitable support to all students extends to those who are taking classes at other locations. For example, off-site dual-enrollment students who are taking classes at local high schools have access to all services that other Moorpark College students do ([II.C.3.11](#)).

To ensure that students have access to information about all student services in a centralized location, service information is also listed in the college catalog ([II.C.3.12](#)).

Analysis and Evaluation

Moorpark College has a strong commitment to ensuring equitable access to all its programs and services for students regardless of location or modality. Regular assessment of student survey data and other program information results in adjustments and resource allocation as needed. Student services are also offered online to accommodate the needs of students who are studying virtually, and students studying at other locations, such as those in off-site dual enrollment classes, have access to the same services as those studying on campus.

II.C.4.

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with

sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Ventura County Community College District has implemented BP and AP 5400 Associated Students Organization which align the College's mission with the contribution to the social and cultural dimensions of the educational experience of its students with co-curricular programs and campus activities ([II.C.4.01](#), [II.C.4.02](#)). Additionally, BP 5410 Associated Students Elections, along with BP and AP 5430 Clubs Regulations, ensure that the activities and programs are conducted with sound educational policy and standards of integrity ([II.C.4.03](#), [II.C.4.04](#), [II.C.4.05](#)).

BP and AP 5420 Associated Students Finance contribute to the institution's responsibility for the control of program and activity finances ([II.C.4.06](#), [II.C.4.07](#)). Associated Students of Moorpark College (ASMC) keep financial records like the ASMC Adopted Budget report and others such as the 2019 –2020 Funding Distribution and the 2018 – 2019 End of Year Gifted Funds Report ([II.C.4.08](#), [II.C.4.09](#), [II.C.4.10](#)).

Clubs are chartered in accordance with the ASMC Constitution and Standing Rules ([II.C.4.11](#)). Other cultural events are open to students and support the mission of the College. Examples include events for 9/11, Asian American and Pacific Islander, Constitution Day, Black History Month, LatinX, MCDreamers, Women's Herstory Month, and many more ([II.C.4.12](#), [II.C.4.13](#), [II.C.4.14](#), [II.C.4.15](#), [II.C.4.16](#), [II.C.4.17](#), [II.C.4.18](#)).

BP and AP 5700 Athletics align the College's mission with the offering of co-curricular athletic programs ([II.C.4.19](#), [II.C.4.20](#)). Moorpark College Athletics programs must follow the constitution, rules, and regulations put forward by the California Community College Athletic Association to keep the program educationally sound and uphold the standards and integrity of its programs ([II.C.4.21](#)).

Analysis and Evaluation

Co-curricular and athletics programs align with the College's mission and support the social and cultural development of Moorpark College students. Board policies ensure that all such programs follow sound educational policy and meet standards of integrity. The College has ultimate oversight of these programs, including ensuring fiscal responsibility and adherence to other college policies and procedures.

II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Moorpark College provides in-person and online counseling and academic advising services to support student development and success. The College currently has 21 full-time counselors, ten adjunct counselors, and six full-time counseling services specialists. Counselors serve in the following areas: General Counseling, Career and Transfer Center, EOPS, CARE, CalWORKs, Athletics, Veterans Resource Center, ACCESS, International Students, STEM, First-Year Experience, PACE, Dual Enrollment and each of the College's Areas of Interest. Programs are described on each respective program's website ([II.C.5.01](#), [II.C.5.02](#)).

Counselors and counseling services specialists are responsible for matriculation service delivery consistent with Student Success and Support Program legislation. The Counseling Department hosts a variety of workshops to advise students on courses needed for their academic and career pathways and transfer requirements ([II.C.5.03](#), [II.C.5.04](#)).

First-time students participate in an onboarding process which includes Online Orientation, New Student Welcome, First Year Experience, and Raider Registration Workshops ([II.C.5.05](#)). On admission, all first-time students receive an email from their Guided Pathways Success Team with a first-semester suggested educational plan, information about financial aid, English and math placement, graduation and transfer policies, and other important information needed throughout their educational journey until completion. As part of the College's Guided Pathways work, lead counseling faculty serve on all Area of Interest (meta-majors) Success Teams. The Success Teams are made up of academic program faculty, counselors, staff, area deans and students. The Success Teams assess student data from a particular cohort or Area of Interest to provide customized support and advisement to students ([II.C.5.06](#), [II.C.5.07](#), [II.C.5.08](#)).

Counselors also support students through contributing to other college initiatives, such as the Collaborative for Hispanics in Higher Education & Student Success Project (CHESS), a joint grant-funded program of California Lutheran University and Moorpark College. CHESS supports the development and implementation of several activities, including the Second Year Experience (SYE) and CHESS Men's Mentorship Programs, which focus on helping historically under-represented students find success and achieve their degrees by engaging in the classroom, feeling academically capable, connecting to peers and the campus community, and focusing on careers ([II.C.5.09](#)).

Counselors support student success, retention, and persistence by providing academic and career planning and helping students develop Student Educational Plans, and exploring educational, career and major goals, academic and personal development, and connecting students to resources aligned to their educational goals ([II.C.5.10](#), [II.C.5.11](#), [II.C.5.12](#)). Educational Plans are developed and updated electronically in DegreeWorks, which allows students to see their timeline for goal completion, as soon as they have an identifiable educational goal and program of study.

Students also have access to information about advising services in the college catalog ([II.C.5.13](#)). All information is consistent with guiding board policies and administrative procedures, such as those regarding counseling, probation, dismissal, and readmission, and transfer center ([II.C.5.14](#), [II.C.5.15](#), [II.C.5.16](#), [II.C.5.17](#), [II.C.5.18](#), [II.C.5.19](#), [II.C.5.20](#)). Various workshops are offered

throughout the year to support students as they move through their programs of study, and student input on Counseling offerings is routinely solicited ([II.C.5.21](#), [II.C.5.22](#)). Counselors also teach counseling courses that focus on college strategies for success, educational planning, transfer and career counseling, EOPS, and probation ([II.C.5.23](#)).

To support counselors and advisors who offer services to students, the Counseling Department conducts weekly department meetings and monthly in-service trainings during the fall and spring semesters ([II.C.5.24](#)). Ongoing professional development opportunities and training are presented at Counseling Department meetings and in-services to counseling faculty and staff ([II.C.5.25](#)).

Analysis and Evaluation

Moorpark College offers counseling and advising programs and services through a range of counseling and workshop opportunities, including a comprehensive onboarding process for new students. Student success teams coordinate information and support to students based on their stated area of interest, and particular cohorts of students receive additional support as needed through such initiatives as Project CHESS. Counselors and advisors offer ongoing workshops and trainings to students throughout their education programs, and they themselves benefit from regular departmental trainings provided as a part of monthly counseling meetings. Accuracy, relevance, and timeliness of support provided to students is also ensured by adhering to existing board policies, administrative procedures, and policies stated in the college catalog.

II.C.6.

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Ventura County Community College District (VCCCD) has implemented BP and AP 5010 Admissions and Dual Enrollment, which align with the college mission and admissions policy ([II.C.6.01](#), [II.C.6.02](#)). The Moorpark College Catalog and admissions webpage describe the eligibility for admissions and registration at Moorpark College ([II.C.6.03](#), [II.C.6.04](#)).

BP and AP 5050 Student Success and Support Program outline the pathway for students to complete degrees, certificates, and transfer goals ([II.C.6.05](#), [II.C.6.06](#)). Implementing student long-term goals involves Guided Pathways, described on the Moorpark College webpage ([II.C.6.07](#)). Students also have access to the Moorpark College Program Mapper and Areas of Interest webpages, which assist students with pathway information ([II.C.6.08](#), [II.C.6.09](#)). Students can receive additional support via workshops found on the Moorpark College Counseling webpage ([II.C.6.10](#)). Students who wish to transfer receive support via Transfer Center workshops, and those who would like to receive a certificate find resources in the college catalog ([II.C.6.11](#), [II.C.6.12](#)).

Analysis and Evaluation

The catalog and admissions webpages of Moorpark College align its services with the College's

mission. Moorpark College is an open-access institution, and admissions information is clearly listed in the college catalog and on the college website. The College is committed to student equity and addressing access, course completion, degree and certificate completion, ESL and basic skills completion, and transfer for targeted groups. It additionally has extended resources campus-wide with a guided pathways model and incorporated Program Mapper and an Area of Interest webpage to assist students with the completion of their goals. The Transfer Center has additional resources to assist students with the transfer process to UCs, CSUs, private institutions, and out-of-state universities.

II.C.7.

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Moorpark College participates in the District Council on Student Services (DCSS), which is responsible for reviewing admissions instruments and practices. In an effort to clarify and streamline practices, this group routinely reviews admissions processes and recommends modifications. For example, in 2022, DCSS supported the recommendation to shift the current number of steps for admission to four consistent steps ([II.C.7.01](#), [II.C.7.02](#)).

Admission to special programs is developed in alignment with relevant Education Code, program licensure requirements, and program requirements that have been reviewed and approved by the Curriculum Committee ([II.C.7.03](#)). For example, the Moorpark College Associate Degree Nursing Program has adopted a multi-criteria selection process for admission, combined with a random selection process, in alignment with Education Code Section 78261.5 and in order to minimize bias ([II.C.7.04](#)).

A similar process of review regarding placement instruments is conducted by relevant programs where placement is needed. Moorpark College offers guided self-placement in Math, English, and ESL, and placement guides are available on the college website ([II.C.7.05](#)). Reflection on the effectiveness of these placement processes is part of the program review process ([II.C.7.06](#)). Each program looks at impacts of self-placement. The Math Department's process can serve as an example.

The Moorpark College Mathematics Department, in cooperation with the Counseling Department, provides students with Guided Self-Placement in Mathematics courses, based primarily on Multiple Measures Placement. These Multiple Measures rubrics are based on an incoming student's high school grade point average and highest mathematics courses successfully completed. The Mathematics Department does not use any form of placement test to make these recommendations. Furthermore, due to AB-705, all students are allowed to enroll in any first-level transfer course, regardless of high school GPA or highest course completed. Specifically, while each of the first-level transfer courses indicate Math M03 (Intermediate Algebra) as a prerequisite, this prerequisite is not enforced. First-level transfer courses include Math M05 (College Algebra for STEM), Math M07 (Pre-Calculus), Math M10 (Mathematics for Elementary Teachers), Math

M11 (College Algebra for Liberal Arts), Math M12 (Mathematical Reasoning for Liberal Arts) and Math 15 (Introduction to Statistics).

As of Spring 2022, Mathematics offers only two pre-transfer courses: Math M01 (Elementary Algebra) and Math M03 (Intermediate Algebra). Over the past two years, offerings of these sections have been reduced from approximately 10-14 Math M01 sections and 36-44 Math M03 sections, down to 2 sections of Math M01 and 13 sections of Math M03 for Spring 2022, and none in Fall 2022. These changes are the result of reflection on placement processes as well as alignment with AB 705 requirements. The sequence of Math courses is provided as part of the self-guided placement information ([II.C.7.07](#)). The College continues to evaluate the efficacy and fairness of its placement processes for Math and English with defined improvement plans as part of the Equitable Placement and Completion analysis submitted to the State Chancellor's Office ([II.C.7.08](#)).

Analysis and Evaluation

Regular review of admissions processes occurs at the District Council on Student Services, and updates are made to streamline processes for students. Admissions for special programs are updated to align with Education Code and other mandated requirements. The College also evaluates placement processes and has made significant changes in order to align with AB 705. These changes are reflected in the Self-Placement Guides provided to students.

II.C.8.

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

Evidence of Meeting the Standard

Moorpark College and The Ventura County Community College District have implemented BP and AP 5040 Student Records, Directory Information, and Privacy which includes detailed processes regarding the handling of student records ([II.C.8.01](#), [II.C.8.02](#)). FERPA compliance requires signed Authorization to Release Information for any student record disclosure involving Personally Identifiable Information as well as the annual notice of privacy rights. The College offers students the right to authorize the release of their student records when formal agreement is given ([II.C.8.03](#)). All students receive an annual notification of student rights under federal law ([II.C.8.04](#)). Student privacy rights are outlined under the Admissions & Records webpage ([II.C.8.05](#)). The catalog appendix also includes information about privacy rights governing student records ([II.C.8.06](#)). Moorpark College maintains student records permanently via Onbase Document Retention Database and Banner SIS from Ellucian ([II.C.8.07](#); [II.C.8.08](#); [II.C.8.09](#)).

Analysis and Evaluation

Moorpark College implements and enforces VCCCD board policy and procedures for student privacy and record production and maintenance. Further detail on privacy rights is outlined in the Moorpark College Catalog and online on the Admissions & Records webpage, and policies regarding release of student records is strictly followed.

Conclusions on Standard II.C Student Support Services

Moorpark College emphasizes the importance of student support services by establishing policies and procedures for student support and by regular assessment, reflection, and improvements on existing processes and structures. The College provides student services to all students, regardless of location or means of delivery, in order to aid student learning and enhance achievement of its mission. Counseling and advising services ensure that students understand requirements needed to successfully complete their identified programs of study. A focus on continuous improvement is further reinforced through annual review of student services outcomes. Regular evaluation of admissions and placement practices focuses on effective processes that minimize bias. The security of records information is maintained to ensure confidentiality and that the release of information only occurs within defined parameters that are consistent with college policy and state and federal regulations.

Evidence

[II.C.1.01 2020-21 Satisfaction Report MC Student Health Center](#)

[II.C.1.02 PACE Survey Fall 2021](#)

[II.C.1.03 EOPS Survey Fall 2021](#)

[II.C.1.04 TLC Survey Fall 2021](#)

[II.C.1.05 Career Transfer Center Program Plan](#)

[II.C.1.06 Raider Central Satisfaction Survey](#)

[II.C.1.07 Student Health Center Assessment](#)

[II.C.1.08 MC Free Childcare](#)

[II.C.1.09 Student Services SLO Analyses](#)

[II.C.2.01 Student Learning Outcome Data](#)

[II.C.2.02 First Year Experience Program Plan](#)

[II.C.2.03 Veterans Center Program Plan](#)

[II.C.2.04 CalWORKs Newsletter](#)

[II.C.2.05 MC Dreamers Newsletter](#)

[II.C.2.06 Student Services Syllabus](#)

[II.C.2.07 Counseling Program Plan](#)

[II.C.3.01 MC Student Services Syllabus](#)

[II.C.3.02 Library Student Satisfaction Survey](#)

[II.C.3.03 Teaching and Learning Center Student Survey](#)

[II.C.3.04 Library Program Plan](#)

[II.C.3.05 Teaching and Learning Center Program Plan](#)

[II.C.3.06 Student Utilization Data](#)

[II.C.3.07 MC Library Information](#)

[II.C.3.08 MC Student Health Center Information](#)

[II.C.3.09 ASMC Student Government](#)

[II.C.3.10 Student Equity Plan](#)

[II.C.3.11 Dual Enrollment Steps to Enrollment](#)

[II.C.3.12 Catalog Pages for Student Services](#)

[II.C.4.01 Board Policy 5400 Associated Student Organizations](#)

[II.C.4.02 Academic Procedure 5400 Associated Student Organizations](#)

[II.C.4.03 Board Policy 5410 Associated Students Elections](#)
[II.C.4.04 Board Policy 5430 Clubs - Regulations](#)
[II.C.4.05 Academic Policy 5430 Clubs - Regulations](#)
[II.C.4.06 Board Policy 5420 Associated Students Finance](#)
[II.C.4.07 Academic Policy 5420 Associated Students Finance](#)
[II.C.4.08 ASMC Adopted Working Budget 2021-2022 FY](#)
[II.C.4.09 ASMC Programming Funding Distribution 2019-2020](#)
[II.C.4.10 End of Year ASMC Gifted Funds 2018-2019](#)
[II.C.4.11 ASMC Constitution and Standing Rules - Chartering of Clubs](#)
[II.C.4.12 Asian American and Pacific Islander flyer](#)
[II.C.4.13 Constitution Day flyer](#)
[II.C.4.14 Cornel Black History Month Flyer](#)
[II.C.4.15 Flyer 9/11](#)
[II.C.4.16 LatinX flyer](#)
[II.C.4.17 MCDreamers flyer](#)
[II.C.4.18 Women's Herstory Month](#)
[II.C.4.19 Board Policy 5700 Athletics](#)
[II.C.4.20 Administrative Procedure 5700 Athletics](#)
[II.C.4.21 CCCAA Constitution](#)
[II.C.5.01 Academic Counseling in Catalog \(see evidence folder\)](#)
[II.C.5.02 Student Services Webpage](#)
[II.C.5.03 Academic Counseling Services](#)
[II.C.5.04 Career and Transfer Center](#)
[II.C.5.05 Online Orientation](#)
[II.C.5.06 Guided Pathways Webpage](#)
[II.C.5.07 Areas of Interest](#)
[II.C.5.08 Program Mapper](#)
[II.C.5.09 Project CHESS](#)
[II.C.5.10 Associate Degree Educational Plan](#)
[II.C.5.11 CSU Transfer Educational Plan](#)
[II.C.5.12 IGETC Transfer Educational Plan](#)
[II.C.5.13 Schedule of Counseling Meetings](#)
[II.C.5.14 BP 5110 Counseling](#)
[II.C.5.15 AP 5110 Counseling](#)
[II.C.5.16 BP 4250 Probation, Dismissal, and Readmission](#)
[II.C.5.17 AP 4250 Probation](#)
[II.C.5.18 AP 4255 Dismissal and Readmission](#)
[II.C.5.19 BP 5120 Transfer Center](#)
[II.C.5.20 AP 5120 Transfer Center](#)
[II.C.5.21 Counseling Workshops](#)
[II.C.5.22 Registration Rocks Student Survey](#)
[II.C.5.23 Counseling Class Schedule Fall 2022](#)
[II.C.5.24 Counselor Meeting Schedule](#)
[II.C.5.25 Counseling Meeting Agenda](#)
[II.C.6.01 Board Policy 5010 Admissions and Dual Enrollment](#)

[II.C.6.02 Administrative Procedure 5010 Admissions and Dual Enrollment](#)
[II.C.6.03 Moorpark College Catalog](#)
[II.C.6.04 Moorpark College Admissions Webpage](#)
[II.C.6.05 BP 5050 Student Success and Support Program](#)
[II.C.6.06 AP 5050 Student Success and Support Program](#)
[II.C.6.07 Moorpark College Guided Pathways](#)
[II.C.6.08 Moorpark College Program Mapper](#)
[II.C.6.09 Moorpark College Areas of Interest](#)
[II.C.6.10 Moorpark College Counseling Workshops](#)
[II.C.6.11 Transfer Workshops](#)
[II.C.6.12 Certificates Page MC Catalog](#)
[II.C.7.01 District Council on Student Services Agenda](#)
[II.C.7.02 Recommendations for Steps to Enrollment](#)
[II.C.7.03 Program Description for ADN](#)
[II.C.7.04 ADN Application Process](#)
[II.C.7.05 Self-Placement Guides](#)
[II.C.7.06 English Program Plan](#)
[II.C.7.07 Math Sequence of Classes](#)
[II.C.7.08 Equitable Placement and Completion Report](#)
[II.C.8.01 BP 5040 Student Records, Directory Information, and Privacy](#)
[II.C.8.02 AP 5040 Student Records, Directory Information, and Privacy](#)
[II.C.8.03 Authorization to Release Information](#)
[II.C.8.04 Annual Notification of Student's Rights under FERPA](#)
[II.C.8.05 Student Privacy Rights](#)
[II.C.8.06 Privacy Rights Governing Student Records](#)
[II.C.8.07 Onbase Document Retention](#)
[II.C.8.08 Banner SIS](#)
[II.C.8.09 Privacy Notice Ellucian](#)

STANDARD III: Resources

A. Human Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A.1.

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Employees working for the Ventura County Community College District (VCCCD) must meet or exceed the minimum requirements for their positions as defined by the state of California and/or by the Personnel Commission. Consistent with Board Policy 7211 Minimum Qualifications and Equivalencies, both the Office of Human Resources (HR) and screening committee members evaluate candidates against minimum qualifications as part of the hiring process ([III.A.1.01](#)). Corresponding Board Policies guide hiring processes for all other groups of employees ([III.A.1.02](#), [III.A.1.03](#), [III.A.1.04](#), [III.A.1.05](#)).

Administrative Procedures on Recruitment provide detailed descriptions of hiring procedures and processes, including individuals responsible ([III.A.1.06](#), [III.A.1.07](#), III.A.1.08, [III.A.1.09](#), III.A.1.10). Classified staff are hired according to a standardized procedure presented in a flow-chart included in the HR Tools resources posted on the HR website ([III.A.1.11](#)).

The Personnel Commission establishes and updates job descriptions and maintains a classification plan that groups positions based on duties and responsibilities. Assignment types include regular, part-time, provisional, limited-term, and professional expert ([III.A.1.12](#)).

The district recruitment and selection policies and procedures meet the requirements of the California Education Code and Title 5 of the California Code of Regulations. Job announcements state the qualifications applicants must possess and the steps involved in applying for positions. Job announcements also identify desirable qualifications as determined by program need and include the requirement of understanding of and sensitivity to the diverse student population served by the College ([III.A.1.13](#))

Job descriptions are drawn from a standardized bank of previously approved announcements, with the opportunity to add minor augmentations describing the unique location of the assignment or any specific courses an instructor might be expected to teach. Job descriptions for faculty include participation in department and division meetings to ensure that faculty members are aware of and engaged in identified goals and priorities of the institution ([III.A.1.14](#)). Job descriptions for classified employees and classified administrators identify the required training and experience for the position, which may or may not include a minimum educational requirement ([III.A.1.15](#)).

The District posts job openings on the HR page of its website, as well as in numerous publications and electronic media, including the California Community College Registry, Chronicle.com, Professional Diversity Network, Higher Ed Jobs, EdJoin.com, Indeed.com, Collegenet.com, LinkedIn and other specialized publications and websites that are related to the particular subject matter. Job announcements reflect the institution's mission and goals and include duties, responsibility, and authority ([III.A.1.16](#)).

Analysis and Evaluation

Qualified personnel are employed and have met minimum qualification requirements for all regular academic, classified, and management positions to ensure integrity and quality for programs and services. Beyond the minimum qualifications established by the state, for academic positions the faculty, along with their department chairs and deans, identify the discipline expertise required to fulfill the needs of the department. For classified positions, HR establishes minimum qualifications in consultation with experts familiar with the subject matter and services to be performed. For new classified positions, the Personnel Commission reviews the proposals to ensure the proposed positions are classified appropriately based on the needs of the organization. Hiring processes ensure that recruitments address the needs of the College's student population and are relevant to the College mission.

III.A.2.

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Faculty qualifications, as documented in the job announcements, include the state-established minimum level of subject expertise plus the department-identified preference for focus of subject discipline. Factors of qualification include screening for appropriate degrees (as established by the state's Minimum Qualifications), professional experience and/or discipline expertise (as appropriate to the position being filled), teaching skills, publications or other scholarly activities, and the unique skills that each candidate might bring to the position. Job announcements for faculty include notification of the duties that the successful candidate will be expected to perform ([III.A.2.01](#), [III.A.2.02](#)). These include responsibilities related to curriculum and assessment of student learning outcomes.

A routine part of the initial screening process is review of submitted transcripts to ensure that candidates meet minimum qualifications. Committee members validate completion of this step on the Academic Prescreening Form ([III.A.2.03](#)). Beyond screening for minimum qualifications, screening committees also create interview questions, discuss the basis of the questions in relationship to the job announcement, and determine the relative weighting of the screening criteria ([III.A.2.04](#)).

HR verifies the qualifications of recommended personnel in several ways. HR staff members review official transcripts and then verify these transcripts through a third-party agency ([III.A.2.05](#)). Candidates possessing degrees from foreign institutions must provide an evaluation of their transcripts by an agency recognized by the National Association of Credential Evaluation Services.

Analysis and Evaluation

The minimum and desirable qualifications for faculty are cited on job announcements and include the appropriate degree(s), professional experience, discipline expertise, level of assignment, scholarly activities, and teaching skills. These job announcements also include curriculum development and assessment of student learning as responsibilities. Transcripts documenting the required degrees must be submitted as part of the application process.

III.A.3.

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

As described and documented in III.A.1, degree and experience qualifications for all administrators and other employees responsible for educational programs and services are in compliance with the state's minimum standards for administrators. Desirable qualifications used to screen applications are determined based on the needs, goals, and priorities of the College. Qualifications necessary to perform duties stated in the job descriptions are first assessed during the paper screening process of applicants and further assessed during the interview process in accordance with AP 7120-B and AP 7120-C ([III.A.3.01](#), [III.A.3.02](#)).

As with full-time faculty positions, the use of a trained screening committee facilitator is the primary method used to ensure that hiring procedures are consistently applied for administrative hires. This is backed by verification of required degrees by HR and reference checks conducted by supervising administrators and reviewed by the director of employment services.

When filling a college president vacancy, and in a limited number of cases, executive recruiting firms are sometimes used to broaden the pool of qualified applicants. These firms may also be used to conduct the preliminary reference checks for review and further follow-up by the chancellor and/or the Board of Trustees.

Analysis and Evaluation

The District ensures that administrators and other employees responsible for educational pro-

grams and services possess qualifications necessary to perform their duties through verification of appropriate degrees, through screening interviews by both a representational committee and the college president or chancellor, and through reference checks.

III.A.4.

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

As faculty, administrators, and other employee positions are filled, screening committees review applications to ensure that all earned degrees are from accredited institutions recognized by the United States Department of Education. Candidates submit official transcripts as part of the application process. Candidates possessing degrees from foreign institutions must provide an evaluation of their transcripts by an agency recognized by the National Association of Credential Evaluation Services ([III.A.4.01](#)).

When questions related to equivalency arise, a District Wide Equivalency Committee (DWEC) is convened to review the application documents and make a decision regarding the faculty qualifications ([III.A.4.02](#)). The committee includes an Academic Senate President and discipline faculty from each College.

Analysis and Evaluation

Candidates for positions are required to submit evidence of degrees from colleges or universities accredited by agencies recognized by the United States Department of Education. Foreign transcripts are recognized only if an agency recognized by the National Association of Credential Evaluation Services as being equivalent.

III.A.5.

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

Evidence of Meeting the Standard

Evaluation procedures for faculty and classified staff are stipulated in the faculty and classified collective bargaining agreements ([III.A.5.01](#), [III.A.5.02](#)). Tenured full-time faculty are evaluated every three years. Non-tenured full-time faculty are evaluated at least once per year until tenure is awarded, typically in year four. Part-time faculty are evaluated once during the first semester of employment, and at least once every three academic years thereafter. New hourly faculty members are typically evaluated each of the first four semesters they teach for the college to

provide mentorship and to ensure that retained part-time faculty are an asset to the department and support student learning.

Probationary classified employees are evaluated three times during their six-month probationary period (at 2, 4, and 5 ½ months), and then once per year thereafter. For classified employees with a one-year probationary period they are evaluated at the end of 4, 8, and 11 ½ months.

The specific performance evaluation process for each bargaining unit in the District is negotiated. As a result, different evaluation criteria are used for different employee groups. For example, classroom faculty are evaluated on fifteen criteria ([III.A.5.03](#)). Processes in the case where improvement is needed are defined in the collective bargaining agreement.

In contrast, classified employees are evaluated on seven criteria. The evaluation process for regular and probationary classified employees is outlined in the classified collective bargaining agreement ([III.A.5.02](#)). The evaluation tool includes the following components: work quality, work habits, working relationships, demonstration of initiative and judgment, punctuality and attendance, safety, and communication. In the event that a work plan is developed for a classified professional, it is formal and identifies timelines for improvement and follow-up.

Administrators are evaluated on three primary criteria, communication, leadership, and administrative skills, and on the degree to which they are successful in attaining self- and supervisor-generated goals ([III.A.5.04](#)). The process for evaluating administrative employees is outlined in human resources procedures ([III.A.5.05](#)). This process applies to all administrators, with the exception of the Chancellor. It includes an online assessment tool, which is used to give administrators feedback from their peers, subordinates, and superiors regarding their work habits and relationships with other employees ([III.A.5.06](#)). Administrative evaluations are completed annually. Academic administrators who are performing at a satisfactory level or better are recommended for contract extensions by the Board of Trustees for an additional year on an annual basis. Evaluations for all employee groups are documented on standard forms ([III.A.5.07](#), [III.A.5.08](#), [III.A.5.09](#)).

The goal of evaluation is to provide opportunities for continued development and growth as well as to confirm alignment with performance standards. Should an employee show a deficiency in any factor upon which he/she is being evaluated, the employee and his/her supervisor or evaluation committee must develop a performance plan with a timeline for improvement. For example, the faculty collective bargaining agreement states that should an employee receive a “Needs Improvement” or “Unsatisfactory” summary rating from two or more evaluators, the evaluation committee must provide the employee with a written improvement plan that specifies what needs to be done in order to receive a “Satisfactory” on the next evaluation ([III.A.5.10](#)). The classified collective bargaining agreement also calls for a development plan for any performance areas that are found to be unsatisfactory ([III.A.5.11](#)).

It is expected that all evaluations will be completed in accordance with stated intervals and within established timelines. Nonetheless, even though regular employees are evaluated either annually or every three years, there are infrequent delays in the completion of evaluations. Anecdotal data suggest that late evaluations are due to employee leaves, to manual processes,

and to resource-intensive faculty evaluation processes. Current evaluation completion rates are documented in a spreadsheet ([III.A.5.12](#)). In order to address the need for additional support in monitoring, tracking, and recording employee evaluations, Human Resources has established a new position whose responsibility includes the documentation of evaluation completions and following up when gaps are identified ([III.A.5.13](#)). This technical role includes providing periodic updates of evaluation completion rates to the Vice Chancellor of HR, who then follows up with the Presidents with that information ([III.A.5.14](#)).

Analysis and Evaluation

The institution ensures the effectiveness of its human resources by evaluating all personnel at stated intervals. There are written criteria for evaluating personnel, including both performance of assigned duties and participation in institutional responsibilities, and evaluations are formal, timely, and documented. Evaluation of personnel encourages improvement in order to most effectively support achievement of the college mission. At this time, the District has identified gaps in the completion rates, and has implemented a tracking plan to closely monitor future evaluation completions.

III.A.6.

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)

III.A.7.

The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

As of the fall 2021 semester, Moorpark College had 162 full-time faculty and 608 part-time faculty ([III.A.7.01](#)). Full-time Equivalent Faculty and student-to-counselor ratios are also documented ([III.A.7.02](#)). In addition, the College exceeds its full-time Faculty Obligation Number (FON) ([III.A.7.03](#)). Programs are supported by the contributions of both full-time and part-time faculty ([III.A.7.04](#), [III.A.7.05](#)).

The College uses its program review process, as described in Standard I, to develop the rationale and recommendations for additional full-time positions. For programs experiencing growth, requests for full-time faculty positions are included in annual program plans ([III.A.7.06](#)).

Analysis and Evaluation

The College has adequate qualified faculty to support quality educational programs and services

and fulfill faculty responsibilities, exceeding the Faculty Obligation Number. There are sufficient qualified faculty to contribute to achieving the College mission and goals through instructional, student support, and other service commitments.

III.A.8.

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

AP 7120-E Recruitment and Hiring: Part Time Faculty outlines the hiring processes for part-time faculty ([III.A.8.01](#)). All part-time faculty receive an orientation from Human Resources ([III.A.8.02](#)). Ongoing guidance and oversight are provided by department chairs and deans, with support from discipline faculty. Typically, new part-time faculty are evaluated each of the first four semesters of their employment and receive detailed feedback using the prescribed evaluation form ([III.A.8.03](#)). Part-time faculty also have multiple opportunities to engage in professional development as part of their Flex obligation, which may be met by attending various scheduled professional development events ([III.A.8.04](#)). They are also invited (but not required) to attend department, division, and committee meetings.

To orient and/or to remind part-time faculty of College procedures, District policies, and performance expectations, the Faculty Handbook is also available on the College website as a resource ([III.A.8.05](#)). Full-time faculty and department chairs and deans assist and guide part-time faculty in the development of course syllabi, assessment of student learning outcomes, and answer their questions about general College policies and procedures. In most disciplines, full-time faculty share course materials with their part-time colleagues to assist with their success in the classroom.

Analysis and Evaluation

The College has employment policies and practices for part-time faculty that provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time faculty into the life of the institution through participation in Flex Day activities, department/division meetings, and other trainings and activities.

III.A.9.

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

As of the fall 2022 semester, Moorpark College had 142 full-time classified employees and 9 part-time classified employees ([III.A.09.01](#)). An annual ranking process of classified staffing

needs occurs as part of the integrated planning process. After initial proposals, the EdCAP/Fiscal Joint Committee reviews needs, ranks requests, and forwards their ranked recommendations to the administration. Decisions to fill positions are based on a defined process and defined criteria ([III.A.9.02](#)). Generally, replacing positions is prioritized over new positions unless significant, newly identified needs exist. Divisions and department rosters reflect coverage and the staff needed to support each program ([III.A.9.03](#)).

When entirely new programs or departments are established on campus, via reorganization or new categorical funding, additional classified positions are established as appropriate to support the needs of that program, using the same classified hiring process ([III.A.9.04](#), [III.A.9.05](#)).

Analysis and Evaluation

Decisions to replace staff or to establish new staff positions follow a prescribed process and are strongly informed by student and programmatic need. The College prioritizes the positions most needed to support essential activities, including educational, technological, physical, and administrative operations. Staffing levels are sufficient to support these functions, and the annual classified staff prioritization process ensures that needed adjustments are considered each year.

III.A.10.

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

As of the fall 2022 semester, Moorpark College had 32 managers and supervisors ([III.A.10.01](#)). The reporting relationships of the institution's departments, programs, and services are documented in a series of organizational charts that are posted on the College web page ([III.A.10.02](#)).

Replacement administrative positions are routinely filled once notice is given of an administrator separating from the District ([III.A.10.03](#)). When new administrative positions are proposed, they must be approved by the college President and the Board of Trustees. Program reviews reflect the need for additional administrative support ([III.A.10.04](#)). Requests for new and replacement administrators document need and supporting information, including the organization chart to demonstrate how the position contributes to the unit ([III.A.10.05](#)). Each job description and corresponding announcement reflects the required minimum qualifications for educational administrator positions, as well as other knowledge, skills, and abilities needed for the role ([III.A.10.06](#)).

Analysis and Evaluation

The College has maintained the level of administrators needed to support the mission and college goals. All administrators meet or exceed defined qualifications, and a review of needs is integrated into the annual program planning process.

III.A.11.

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The District ensures that human resources information is readily accessible to all employees. All Board Policies and Administrative Procedures are publicly available in BoardDocs ([III.A.11.01](#), [III.A.11.02](#)). Current information regarding human resources policies and procedures is available online, including Personnel Commission rules and collective bargaining agreements ([III.A.11.03](#), [III.A.11.04](#)). In addition, the District maintains an HR Tools resource that is available through the online employee portal. HR Tools is tailored to the needs of different employee groups. For example, staff can gain access to the forms needed to apply for a leave of absence, and managers can use their version of HR Tools to document the need for a new position ([III.A.11.05](#)).

College and District administrators are expected to apply District policies in a fair and consistent manner and are evaluated in part on their equitable treatment of employees. If managers have questions, they may contact HR for advice and counsel. Managers are also trained through workshops on various human resources topics, including sexual harassment, mandatory reporter training, screening/selection committee training, progressive discipline, and laws associated with employee leaves ([III.A.11.06](#)).

If an employee believes he/she has been the subject of unlawful discrimination, he/she may file a complaint. In addition, if an employee disputes management's application of a personnel process that is defined by a collective bargaining agreement or by a Personnel Commission rule, the employee may file a formal grievance. Grievance processes are spelled out in the collective bargaining agreements and in the Personnel Commission rules ([III.A.11.07](#), [III.A.11.08](#), [III.A.11.09](#)).

Employees receive information about personnel policies and procedures during their orientations and through periodic notices sent through District email ([III.A.11.10](#), [III.A.11.11](#)).

Analysis and Evaluation

Established and electronically accessible policies and procedures ensure the consistent and equitable treatment of employees. Employees who feel they have been treated unfairly have both formal and informal venues in which to voice their concerns.

III.A.12.

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The District's commitment to diversity and equal employment opportunity is formalized in

Board Policy 7100 and Board Policy 3420 ([III.A.12.01](#), [III.A.12.02](#)). The Board of Trustees establishes that commitment by highlighting diversity in its mission statement ([III.A.12.03](#)). The District regularly assesses district personnel needs that will support district-wide efforts, including the proposed Director of Diversity Equity and Inclusion position ([III.A.12.04](#)).

The EEO Advisory Committee serves as a dedicated resource to advise on matters related to equity and diversity in relation to hiring ([III.A.12.05](#)). Since January 2020, the EEO Advisory Committee has met on a monthly basis during the academic year. In Spring of 2021, the Committee embarked on revising the District EEO Plan. The EEO Plan revision process included an extensive legal training for the EEO Advisory Committee pertaining to state and federal regulations to ensure that the plan met all legal requirements ([III.A.12.06](#)). The revised plan contains stronger DEI language and attainable strategies for on-going commitment to EEO and DEI in the pre-hiring, hiring, and post-hiring employment phases. It also includes a robust implementation strategy to execute and measure EEO initiatives. The new EEO Plan was adopted by the Board of Trustees on December 14, 2021 ([III.A.12.07](#)).

In 2020, the District added diversity statements to all job postings to clearly communicate commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes our goals and values ([III.A.12.08](#)). The District also provides Title 5 required diversity and unconscious bias training for employee selection committees ([III.A.12.09](#)). The District provides ongoing training opportunities to all employees through professional development modules available on the HR website. These trainings include modules related to diversity and equity ([III.A.12.10](#)).

The District tracks gender and race/ethnicity data of current employees for the purpose of required reporting to the state. Human Resources reviews this data annually to assess trends in employment equity ([III.A.12.11](#)). Additionally, the District collects applicants' gender and race/ethnicity data, which is considered by human resources during selection processes to ensure a diverse pool of applicants.

Analysis and Evaluation

Through its policies and practices, the District and the College create and maintain appropriate programs, practices, and services that support its diverse personnel that seek to expand upon this diversity. Despite these ongoing efforts, however, ethnic diversity remains static in most employee categories, and gender diversity has fallen in the ranks of the administration. HR and the EEO Advisory Committee will continue to seek methods to enhance awareness of the organizational value of diversity, highlight diversity statistics, increase diversity training, and improve diversity hiring outcomes.

III.A.13.

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Each employee group has adopted its own code of ethics. The faculty have adopted the American

Association of University Professors Statement on Professional Ethics ([III.A.13.01](#)). Managers have adopted the American Association of Community College Administrators (ACCCA) Statement of Ethics ([III.A.13.02](#)). The Classified Senate emphasizes professionalism and integrity in its Constitution ([III.A.13.03](#)).

The Board of Trustees maintains a district-wide code of ethics with an accompanying administrative procedure that provides examples of unethical behaviors, identifies what to do when ethical concerns are raised, and alerts employees of potential consequences for violations of the code of ethics ([III.A.13.04](#), [III.A.13.05](#)).

Analysis and Evaluation

In addition to a Board-adopted policy and procedure regarding professional ethics, each employee group has adopted a supplementary code of ethics as appropriate to their profession.

III.A.14.

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College provides professional development for faculty, staff, and management through a variety of programs that have remained flexible and responsive to employees. Professional development activities are primarily organized and conducted by the Professional Development Committee as well as a number of departments and individuals.

The Professional Development Committee organizes the majority of Flex Week activities and other professional development workshops throughout the year ([III.A.14.01](#), [III.A.14.02](#)). This group meets regularly and collects data on participants' evaluations of sessions, as well as recommendations for future sessions ([III.A.14.03](#), [III.A.14.04](#)). Specialized courses are offered to faculty who wish to be DE-certified to teach online classes. Topics include online teaching strategies, best practices, and logistics of the district course management system ([III.A.14.05](#)). Participation in professional development activities is further supported through provisions in the collective bargaining agreements for full-time faculty to do extended study as part of a sabbatical leave ([III.A.14.06](#)).

The Classified Senate has also been active in organizing professional development activities for its membership ([III.A.14.07](#)). The classified collective bargaining agreement provides for up to 3.5 hours per week of release time for employees to take classes ([III.A.14.08](#)).

On a district wide level, the District Administrative Center has designed and implemented a series of professional development training sessions for all managers and classified supervisors. These sessions have included instruction on personnel practices, budget development, purchasing procedures, mandatory reporting for child abuse, working with a multigenerational student

body and workforce, working in an environment with diverse personnel, conflict management, and sexual harassment training ([III.A.14.09](#)). Business Services offers Banner Finance Training on a regular basis to employees responsible for managing a division budget, project or other cost center ([III.A.14.10](#)).

Analysis and Evaluation

Faculty, classified staff, and administrators are encouraged to participate in formally scheduled professional development activities. Provisions in the collective bargaining agreements for faculty and classified employees support participation in relevant training opportunities, including sabbaticals for full-time faculty and course-taking for classified employees. District workshops provide managers and supervisors with the training they need to perform their responsibilities as administrators.

III.A.15.

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

Evidence of Meeting the Standard

District personnel files and records are kept in a locked room and can only be accessed by HR staff. Any documents relating to the health of the employee (for example, tuberculosis test records) are kept in a separate file. Access to automated employee records is restricted, and only those HR employees who work with the system to perform their job tasks are granted system clearances.

Collective bargaining agreements determine the personnel file review process ([III.A.15.01](#), [III.A.15.02](#)). In accordance with the collective bargaining agreements and general employment practices, employees and their direct supervisors may review records, but by appointment only. When records are reviewed, an HR staff member must be present. In addition, employees may review their payroll and benefit records through their employee portal login.

Administrators maintain work files necessary to document employee performance issues between formal evaluation periods. These files are maintained in locked cabinets in the respective division offices and/or in the hard drives of password-protected office computers, and material contained in them cannot be used for personnel actions unless it is incorporated into a formal employee evaluation.

Analysis and Evaluation

Personnel records are maintained securely and confidentially. Employees are given the opportunity to review their personnel files upon request in the presence of HR staff members.

Conclusions on Standard III.A Human Resources

The Ventura County Community College District and Moorpark College are committed to recruiting, orienting, training, and supporting faculty, staff, and administrators who are well

qualified to support the mission of the institution. Equal Employment Opportunity provides the structure for recruitment processes. With the most recent revision to the Equal Employment Opportunity Plan, the District has refined and solidified EEO principles and processes. To ensure adequate support for student learning and support services, the District and College regularly assess employment levels. When emerging needs develop, formal processes exist to request new and replacement positions. Once hired, all employees have access to a range of professional development opportunities, including those offered in-person, online, and through the employee portal, in order to support employees' professional growth. Evaluation processes follow the terms defined in the respective collective bargaining agreements and in approved policies and procedures. All personnel records, including evaluations, are maintained in a secure and confidential manner as required by law.

Improvement Plan

The District will provide ongoing support for fulfilling employee evaluation requirements through improved tracking and documenting of evaluation cycles and submissions.

Evidence

[III.A.1.01 BP 7211 Minimum Qualifications and Equivalencies](#)

[III.A.1.02 BP 7230 Classified Employees](#)

[III.A.1.03 BP 7240 Confidential Employees](#)

[III.A.1.04 BP 7250 Educational Administrators](#)

[III.A.1.05 BP 7260 Classified Supervisors and Managers](#)

[III.A.1.06 AP 7120-A Recruitment and Hiring: Vice Chancellor\(s\)](#)

[III.A.1.07 AP 7120-B Recruitment and Hiring: College President](#)

[III.A.1.08 AP 7120-C Recruitment and Hiring: Academic Managers](#)

[III.A.1.09 AP 7120-D Recruitment and Hiring: Full-Time Faculty](#)

[III.A.1.10 AP 7120-E Recruitment and Hiring: Part-Time Faculty](#)

[III.A.1.11 Classified Hiring Process, HR Tools](#)

[III.A.1.12 Classified Employee Handbook, Sections 110-115](#)

[III.A.1.13 Sample Classified Job Announcement](#)

[III.A.1.14 Sample Tenure-Track Faculty Job Description](#)

[III.A.1.15 Sample Classified Administrator Job Description](#)

[III.A.1.16 Sample PT Faculty Job Announcement](#)

[III.A.2.01 Sample FT Faculty Job Announcement](#)

[III.A.2.02 Sample PT Faculty Job Announcement](#)

[III.A.2.03 Academic Prescreening Form](#)

[III.A.2.04 AP 7211 Minimum Qualifications and Equivalencies](#)

[III.A.2.05 Sample Human Resources Qualifications Verification Documentation](#)

[III.A.3.01 AP 7120-B Recruitment and Hiring College President](#)

[III.A.3.02 AP 7120-C Recruitment and Hiring: Academic Managers](#)

[III.A.4.01 Screenshot, National Association of Credential Evaluation Services Website](#)

[III.A.4.02 AP 7211 Minimum Qualifications and Equivalencies](#)

[III.A.5.01 Agreement Between VCCCD and AFT Local 1828, Article 12](#)

[III.A.5.02 Agreement Between VCCCD and SEIU Local 99, Article VII](#)

[III.A.5.03 Agreement Between VCCCD and AFT Local 1828, Article 5.2.A.3](#)
[III.A.5.04 Administrator Evaluation Form](#)
[III.A.5.05 Administrator Evaluation Procedure](#)
[III.A.5.06 Sample Administrator Feedback SurveyMonkey Questionnaire](#)
[III.A.5.07 FT Faculty Evaluation Form](#)
[III.A.5.08 PT Faculty Evaluation Form](#)
[III.A.5.09 Classified Staff Evaluation Form](#)
[III.A.5.10 Agreement Between VCCCD and AFT Local 1828, Article 12.5.B](#)
[III.A.5.11 Agreement Between VCCCD and SEIU Local 99, Article 7.4](#)
[III.A.5.12 Tracking Sheet for Evaluations](#)
[III.A.5.13 HR Position to Support Evaluation Processes](#)
[III.A.5.14 Sample Email of Evaluation Reminder and Tracking Effort](#)
[III.A.7.01 Number of Faculty](#)
[III.A.7.02 Counselor/Student Ratios](#)
[III.A.7.03 Faculty Obligation Number Comparative Analysis](#)
[III.A.7.04 Large Program, Math Faculty](#)
[III.A.7.05 Small Program, Photography Faculty](#)
[III.A.7.06 Sample Program Review Requesting FT Faculty](#)
[III.A.8.01 AP 7120-E Recruitment and Hiring: Part Time Faculty](#)
[III.A.8.02 Orientation Materials](#)
[III.A.8.03 Part-Time Faculty Evaluation Form](#)
[III.A.8.04 Fall 2022 PD Schedule](#)
[III.A.8.05 Faculty Handbook](#)
[III.A.9.01 Number of Classified Staff](#)
[III.A.9.02 Classified Prioritization Process](#)
[III.A.9.03 Sample Org Chart with Listed Staff Roles](#)
[III.A.9.04: Classified Hiring Process Flowchart, HR Tools](#)
[III.A.9.05: Request to Establish New Position Form, HR Tools](#)
[III.A.10.01 College Institutional Effectiveness Report 2014-2015, page 1](#)
[III.A.10.02 College Organizational Charts, PDF](#)
[III.A.10.03 AP 7120-C Recruitment and Hiring: Academic Managers](#)
[III.A.10.04 Program Plan Requesting an Administrative Position.](#)
[III.A.10.05 Request to Establish a New Position or Fill a Vacant Position Moorpark College](#)
[III.A.10.06 Administrator Job Announcement](#)
[III.A.11.01 Board Docs, Chapter 7 Human Resources and Listed Board Policies](#)
[III.A.11.02 Board Docs, Chapter 7 HR and Listed Administrative Procedures](#)
[III.A.11.03 HR Website, Personnel Commission Rules](#)
[III.A.11.04 HR Website, Collective Bargaining Agreements](#)
[III.A.11.05 HR Tools - Category 030 Recruitment - Selection – Hiring Process](#)
[III.A.11.06 Management Training](#)
[III.A.11.07 Agreement Between VCCCD and AFT Local 1828, Article 16](#)
[III.A.11.08 Agreement Between VCCCD and SEIU Local 99, Article XVI](#)
[III.A.11.09 Classified Handbook, Personnel Commission, Section 270](#)
[III.A.11.10 Screenshot of Employee Orientation](#)
[III.A.11.11 Email from District about Personnel Policies/Procedures](#)

[III.A.12.01 BP 7100 Commitment to Diversity](#)
[III.A.12.02 AP 3420 Equal Employment Opportunity](#)
[III.A.12.03 BP 1200 Mission Statements](#)
[III.A.12.04 VCCCD Office Organizational Structure: analysis and recommendations Proposal for new DAC positions](#)
[III.A.12.05 Screenshot of EEO Advisory Committee Information on HR Website](#)
[III.A.12.06 2021 EEO Advisory Committee Training](#)
[III.A.12.07 EEO Plan](#)
[III.A.12.08 Diversity Statement on All Job Postings](#)
[III.A.12.09 Title V Training for Selection Committees](#)
[III.A.12.10 HR Online Training and Workshops](#)
[III.A.12.11 VCCCD Employee Diversity Dashboard](#)
[III.A.13.01 American Association of University Professors Statement on Professional Ethics](#)
[III.A.13.02 Association of California Community College Administrators Statement of Ethics](#)
[III.A.13.03 Classified Senate Constitution](#)
[III.A.13.04 BP 7205 Employee Code of Ethics](#)
[III.A.13.05 AP 7205 Employee Code of Ethics](#)
[III.A.14.01 Fall 2022 PD Schedule](#)
[III.A.14.02 Sample Flex Schedule](#)
[III.A.14.03 Minutes of Professional Development Committee](#)
[III.A.14.04 Survey Responses/Assessment of Flex Activities](#)
[III.A.14.05 Online Teacher Training Course Syllabus](#)
[III.A.14.06 Faculty Collective Bargaining Agreement, Sabbaticals](#)
[III.A.14.06 Sample Classified Professional Development Activities](#)
[III.A.14.08 Agreement Between VCCCD and SEIU Local 99, Article 8.2.D](#)
[III.A.14.09 Sample HR Leadership Training Materials](#)
[III.A.14.10 Business Services Banner Training Announcements](#)
[III.A.15.01 Agreement Between VCCCD and SEIU Local 99, Article VI](#)
[III.A.15.02 Agreement Between VCCCD and AFT Local 1828, Article 10](#)

B. Physical Resources

III.B.1.

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Moorpark College addresses the physical resource needs of students, faculty, and staff in several ways. Moorpark College's Five-Year Scheduled Maintenance Plan is updated annually in FUSION, as is the Five-Year Capital Outlay Plan ([III.B.1.01](#), [III.B.1.02](#)). Moorpark College's Facilities Master Plan is based on the current Educational Master Plan and is updated as needed to reflect current and anticipated needs to support instruction ([III.B.103](#), [III.B.104](#)). The sufficiency of Moorpark College's facilities is evaluated by using the information contained in the annual Space Inventory and comparing the available space to the known or projected need ([III.B.1.05](#)).

Moorpark's Director of Facilities, Maintenance, and Operations (DFMO) directs the day-to-day functionality and safety of the Moorpark College physical plant. DFMO responsibilities include both long- and short-range facility planning and scheduled maintenance projects, as well as ongoing assessment of the physical plant to attend to immediate campus needs. Anyone can report an unsafe condition on campus in three ways; by calling the Facilities, Maintenance, and Operations (FMO) Office directly, by emailing FMO staff, or by inputting a Work Order request into the Work Order system ([III.B.1.06](#)). This process is completed by contacting any division office to report the concern. Unsafe conditions are prioritized and addressed in very short order, up to and including immediately, if warranted ([III.B.1.07](#)). The Statewide Association of Community Colleges (SWACC) assesses the campus for safety concerns annually ([III.B.1.08](#)). SWACC does a follow-up visit later in the year to review any concerns discovered in the previous visit. Moorpark College addresses all issues noted in the SWACC report in a timely manner ([III.B.1.09](#)).

Moorpark College emphasizes on-campus safety and has implemented multiple measures and protocols to ensure the safety of all persons on campus. The COVID-19 pandemic necessitated additional safety measures beyond the usual scope provided by the College. When approaching and entering the campus, signage was strategically placed to inform all visitors that masks are highly recommended indoors ([III.B.1.10](#)). Additionally, between March 2020 and May 2022, signs directed people to one of the seven check-in stations that had been set up at key locations on campus. At these locations, all persons coming onto campus were screened for verified vaccinated, unverified vaccinated, and visitor status. Unverified vaccinated individuals were required to have had proof of two negative Covid-19 PCR tests in the week prior to being admitted onto campus. All campus entrants were required to enter their status using the Ready Education App, either through their cell phones or online, and had to produce a copy of their status pass either electronically or printed on paper. This procedure allowed for rapid and accurate contact tracing in the event that a close-contact exposure occurred. The campus also hosted two Covid-19 testing vendors and provided "Pop-Up" vaccination clinics providing convenient access for students, faculty, and classified professionals ([III.B.1.11](#), [III.B.1.12](#)).

In response to COVID-19, the College also implemented significant measures to improve indoor air quality throughout the campus. All HVAC ducts were cleaned, air filters were replaced with a minimum of MERV 13 filters, and UV-C lighting was installed in all HVAC systems to reduce all pathogens in the air stream significantly ([III.B.1.13](#), [III.B.1.14](#), [III.B.1.15](#)). With these measures in place and utilizing the Building Management System, all buildings are now flushed with maximum fresh outside air for two hours prior to beginning the climate control cycle for the day ([III.B.1.16](#)). Maximum fresh air is programmed into the equipment settings, and air exchange rates are set up to achieve six changes per hour. All measures combine to ensure the best possible indoor air quality for students, faculty, and classified professionals.

For long-term construction projects, as major building renovation projects are developed or new buildings are designed, plans are submitted to the Division of the State Architect (DSA). DSA is the agency in authority, and as such reviews and approves plans for new construction and modifications to existing structures on campus ([III.B.1.17](#)). DSA reviews building projects for structural safety, fire/life-safety, and access compliance. All other disciplines are the responsibility of the project engineer responsible for the specific discipline. All DSA projects receive an “A” number which references that specific project in perpetuity. Such projects are observed by a full-time DSA inspector. When a building project is successfully completed, it receives certification from DSA that the project was constructed according to the approved plans. At that time, the project is considered Closed with Certification, assuring that all buildings meet rigid structural standards, as well as access requirements, and adhere to strict Fire/Life Safety principles ([III.B.1.17](#)). An example of a recently completed project is the addition of four large classroom buildings in response to the pandemic-driven need to have large classroom spaces that allowed for greater spacing in between students as needed for student and staff safety ([III.B.1.18](#)).

To support overall campus safety, the Ventura County Community College District (VCCCD) has a sworn police force with an on-campus police station ([III.B.1.19](#)). In compliance with the terms of the Clery Act, the VCCCD Police Department prepares and publishes an annual safety report for the College and District ([III.B.1.20](#)). The campus police maintain a close working relationship with the Ventura County Sheriff’s department, training with them when possible ([III.B.1.21](#)). The VCCCD and the campus each hold monthly Emergency Operations Committee (EOC) meetings ([III.B.1.22](#)). Drills are conducted quarterly, to keep members trained in their roles in the event of a campus emergency ([III.B.1.23](#)).

Analysis and Evaluation

Moorpark College continues to provide safe and sufficient facilities for student learning and support services through the effective use of short- and long-range facility planning tools. Scheduled and routine maintenance issues are addressed by using long-term planning processes and use of campus procedures for addressing maintenance concerns. The campus use of Covid-19 screening locations and electronic database monitoring during declared pandemic conditions minimized the risk to students, faculty, and classified professionals while on campus and offered an effective method for contact tracing when needed. The College’s Police Department ensures security and safety on the campus, while the campus and district Emergency Operations Committees provide the training and coordination necessary to be effectively prepared for emergencies.

III B.2.

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Moorpark College's planning processes ensure that the acquisition and development of physical resources are aligned and support the District and College's mission statement ([III.B.2.01](#)). This includes short- and long-term planning considerations of facilities, equipment, and land. The Facilities Master Plan (FMP) prioritizes student learning within the framework of developing and planning physical resources ([III.B.2.02](#)). The FMP addresses planning principles, efficiency, sustainability, and utilization of all physical resources with a focus on enhancing the College's learning environment.

The College's Facilities, Maintenance, and Operations division ensures that facilities and equipment meet the needs of the College. Annual planning includes analysis of resource needs ([III.B.2.03](#), [III.B.2.04](#)). The campus has defined standards to ensure that work orders are responded to in a timely manner, and protocols and standards are established to ensure work orders are completed. The College uses software to assess equipment and replacement needs ([III.B.2.05](#)).

The College also ensures that contingencies are in place for emergency repairs related to critical infrastructure. Each piece of specialized equipment presents a unique challenge and basic contingency plans, which evaluate life-safety and liability, are implemented as needed. All life-safety infrastructures take priority, and best-managed practices are implemented on a case-by-case basis.

The Facilities Master Plan and the Educational Master Plan both serve as a guide for future development of the College ([III.B.2.06](#)). Along with other sources such as the Facilities Needs Summary, they provide a quantitative and qualitative description of how the College addresses enrollment forecasts, current challenges, and changing needs and how it positions itself to maximize funding opportunities ([III.B.2.07](#)). The College identifies the order of priority based on: 1) project scope, 2) proposed budget, 3) anticipated time schedule, 4) justification for the project given conditions, capacity, adequacy, and cost efficiency, and 5) source of funding.

The Committee on Accreditation and Planning -- Facilities and Technology makes recommendations on collegewide planning and accreditation issues related to facilities for educational programs and student services and those related to campus instructional and administrative digital technology ([III.B.2.08](#)). The Committee makes recommendations regarding planning, building, maintaining, upgrading, and replacing physical resources used by students, faculty, and classified professionals. This work includes reviewing and prioritizing processes from three workgroups: one focusing on facilities, another on technology, and the third on equipment. This process aligns and supports resource allocation of programs and services. As a rule of thumb, the committee recommends an allocation of a minimum of 30% of the College's total instructional equipment funding assigned each year to technology equipment, software, and hardware.

Analysis and Evaluation

The College follows an integrated planning model for evaluating, planning, and allocating resources related to facilities, equipment, technology, and other physical assets. Annual planning processes include assessment of needs to ensure that physical resources provide high quality environments and tools needed to support programs and services. Resources are maintained at a high level with mechanisms in place to request repairs and improvements when needed.

III.B.3.

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

Evidence of Meeting the Standard

District and college staff actively maintain and utilize Facility Utilization Space Inventory Options Net (FUSION), the statewide project planning database and management tool. Districtwide facilities plans and updates are maintained annually in FUSION's Five-Year Capital Outlay plan, which includes data on space inventory, capacity and load ratios, and Weekly Student Contact Hour (WSCH) forecasts ([III.B.3.01](#)). Both the District and College assess campus space utilization data calculated by FUSION. The District also annually maintains a Five-Year Scheduled Maintenance Plan for each of the colleges ([III.B.3.02](#)). The Moorpark College Facilities Master Plan (FMP), derived from its Educational Master Plan (EMP), documents long-term facility goals for the College and is updated as needed ([III.B.3.03](#)).

Moorpark College plans and evaluates its facilities and equipment regularly in several ways. The Director of Facilities, Maintenance, and Operations (FMO) utilizes FUSION data in collaboration with instructional deans to identify and plan for available space. Regular facilities inspections along with preventative maintenance schedules inform evaluation and planning for improvements ([III.B.3.04](#)). Planning and evaluation of facilities and equipment also occurs annually through program review as well as the annual planning process. Faculty and staff submit resource requests and recommendations in response to unmet program needs ([III.B.3.05](#)). Annually, the Committee on Accreditation and Planning, Facilities and Technology (FT-CAP) reviews, evaluates, and then recommends all planning, facilities, and equipment resource improvements identified through program review based on data gathered during the annual planning process ([III.B.3.06](#)). Physical resource areas also complete an annual program review to assess and document needs ([III.B.3.07](#), [III.B.3.08](#)).

Analysis and Evaluation

At Moorpark College, district and college leadership, faculty, and staff work collaboratively to assess physical resource needs for planning, constructing, maintaining and/or replacing physical resources in support of its institutional programs and services. Moorpark College reviews utilization data of its physical resources on a regular basis to ensure that they support college programs and services effectively. The campus plans and evaluates the effectiveness of its physical resources through regularly scheduled maintenance and inspections, as well as the annual planning and program review process. FT-CAP is responsible for recommending facilities

and equipment improvements in support of college programs, services, and effective college operations.

III.B.4.

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

Evidence of Meeting the Standard

Under the guiding umbrella of the VCCCD Facilities Master Plan, the Moorpark College Facilities Master Plan (FMP) is the document that captures the College's long-range capital planning efforts ([III.B.4.01](#)). The FMP is driven by the Educational Master Plan (EMP), which provides the guidance used in the College's integrated planning process, including development of the Facilities Needs Matrix ([III.B.4.02](#)). Budgeting processes reflect planned allocations.

The Committee on Accreditation and Planning -- Facilities and Technology (FTCAP) is charged with, among other facility-related responsibilities, monitoring the development of and making recommendations for changes to the FMP, ensuring adherence to the EMP, and consideration of the total cost of ownership for these resources ([III.B.4.03](#)). Project-specific work groups are formed for all capital projects, in which the end users provide their input from the very beginning of projects, thereby ensuring student needs are met, as well as aligning with the goals of the institution. The District is involved with planning all districtwide projects, as well as state-funded capital projects ([III.B.4.04](#), [III.B.4.05](#)).

In planning capital projects, including reconstruction and new construction projects, the College closely reviews the unfilled needs, timeline, secondary effects, swing-space requirements and associated costs, construction hard and soft costs, and the total cost of ownership going forward as evidenced by the planning research for future student housing ([III.B.4.06](#)). During the planning and construction phases of capital projects, the Director of Facilities Maintenance and Operations provides monthly reports on each project's progress ([III.B.4.07](#)). Following the construction process, all projects are closed with certification from the Division of the State Architect (DSA) ([III.B.4.08](#)). The new or renovated building is then phased into the College's routine maintenance program when the contractors' warranties expire.

Analysis and Evaluation

When planning capital projects, Moorpark College and the VCCCD take into account the total cost of ownership along with available and potential funding sources, assuring that such projects not only support institutional and student needs but will also remain viable in future years.

Conclusions on Standard III.B Physical Resources

Moorpark College invests considerable resources to ensure that the campus and its facilities are constructed and maintained in a way that supports access, safety, security, and health of the learning and working environment. The College uses its integrated planning processes and core guiding documents, such as the Educational Master Plan and the Facilities Master Plan, to support its

long-term facilities planning processes. Regular feedback and assessment of facilities and equipment supports consistent quality and safety of the learning environment. When planning projects or making investments in equipment, the College takes into account the total cost of ownership and a life cycle for maintenance and replacement of physical resources when needed.

Evidence

- [III.B.1.01 VCCCD & MC Five-Year Scheduled Maintenance Plan](#)
- [III.B.1.02 District & MC Five –Year Capital Outlay Plan](#)
- [III.B.1.03 MC Facilities Master Plan](#)
- [III.B.1.04 Educational Master Plan](#)
- [III.B.1.05 MC Space Inventory](#)
- [III.B.1.06 Work Order System Access Instructions](#)
- [III.B.1.07 Work Order System Report](#)
- [III.B.1.08 SWACC Report – photos of noted issues](#)
- [III.B.1.09 SWACC Follow-up Report](#)
- [III.B.1.10 Campus/District Covid-19 Ops Manual](#)
- [III.B.1.11 Covid-19 Testing Site Agreements](#)
- [III.B.1.12 Pop-up Vaccination Clinic agreements](#)
- [III.B.1.13 Contract and Invoices for HVAC Duct Cleaning, link to before and after photos](#)
- [III.B.1.14 Invoice List for MERV 13 filters](#)
- [III.B.1.15 Contract and Invoices for UV-C Lighting, Invoices for UV-C Lighting materials](#)
- [III.B.1.16 Screen shots of BMS Schedules, logic](#)
- [III.B.1.17 DSA Certificate of Completion – Gym Renovation Project](#)
- [III.B.1.18 FLRs Project - Contract for Classrooms, Site work](#)
- [III.B.1.19 Police Dept - Link to website](#)
- [III.B.1.20 VCCCD Annual Clery Security Report](#)
- [III.B.1.21 PD documentation of training exercise with VCSD](#)
- [III.B.1.22 MC and District-Wide Meeting Emergency Committee Agendas](#)
- [III.B.1.23 Earthquake Drill Report, post-training event review](#)
- [III.B.2.01 VCCCD Mission Statement](#)
- [III.B.2.02 MC Facilities Master Plan](#)
- [III.B.2.03 MC Five-Year Maintenance Plan](#)
- [III.B.2.04 2021 Facilities Services Program Plan](#)
- [III.B.2.05 2021 Custodial Services Program Plan](#)
- [III.B.2.06 Work Order System Access](#)
- [III.B.2.07 Educational Master Plan](#)
- [III.B.2.08 FTCAP Meeting Minutes](#)
- [III.B.3.01 VCCCD-MC 5-Yr Capital Outlay – what part of FUSION report?](#)
- [III.B.3.02 Planned SM Projects](#)
- [III.B.3.03 Facility Needs Mapped to EMP 3-24-2020](#)
- [III.B.3.04 SWACC Follow-Up Audit Report 9-18-2020](#)
- [III.B.3.05 Program Review-Student Activities 10-5-2020](#)
- [III.B.3.06 FRAWG Ranked FY21 Funded FY22](#)
- [III.B.3.07 Facilities Services Program Plan](#)

[III.B.3.08 Custodial Services Program Plan](#)

[III.B.4.01 Facilities Master Plan](#)

[III.B.4.02 2020 Facility Needs Matrix](#)

[III.B.4.03 EdCAP-FP Committee Agenda](#)

[III.B.4.04 VCCCD Solar PV Energy Services Agreement](#)

[III.B.4.05 MC Administration Reconstruction FPP 2022-2023](#)

[III.B.4.06 Student Housing Research](#)

[III.B.4.07 List of Campus Projects as of April 2022](#)

[III.B.4.08 Gymnasium Reconstruction Project DSA Certification](#)

C. Technology Resources

III.C.1.

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The organizational structure of Institutional Technology outlines staffing support to address varied technology needs districtwide. District support for administrative systems, software, and network infrastructure is organized under the Associate Vice Chancellor of Information Technology. The District Information Technology team consists of a Director, Software Applications and Development, four Programmer Analysts, two Network Administrators, two System Administrator/Webmasters, one Database Administrator, one IT Support Specialist, one IT Support Assistant, one Information Security Analyst, and two System Administrators ([III.C.1.01](#)). Since the previous ACCJC accreditation cycle, the College has established a greater level of autonomy in the area of Information Technology decision-making by creating a management leadership position that oversees technology-related matters on campus. This position reports to both college and district leadership. The Moorpark College Information Technology team consists of a Director of College Information Technology Services, two Information Technology Support Specialist IIIs, and four Information Technology Support Specialist IIs ([III.C.1.02](#)).

To maintain a collaborative approach on technology-related matters on campus which allows for regular assessment and allocation recommendations regarding technology needs, the College has established a participatory governance technology committee which meets monthly to assist in the prioritization of technology projects and initiatives ([III.C.1.03](#)). The Information Technology Services (ITS) Department participates in an annual integrated program review process ([III.C.1.04](#)). Resources, personnel, and equipment are requested as needed during the review process and submitted to various constituent groups for review and consideration by the College leadership and President. This process has allowed the ITS department growth in terms of equipment and human resources over the past several program review cycles to serve the expanding technology needs of the College ([III.C.1.05](#)).

The Infrastructure and Technology Refresh funding model allows the College and District to maintain and implement technology infrastructure, equipment, and software in a thoughtful and planned manner as stated in the College's Annual Technical Operations Plan ([III.C.1.06](#)). The District Technology Strategic Plan and the College Technology Master Plan provide direction and guidance in the form of high-level multi-year organizational plans that are connected to the College's Educational Master Plan ([III.C.1.07](#), [III.C.1.08](#), [III.C.1.09](#)).

The California Community College's State Chancellor's Office maintains and/or provides access to many services and tools that are common across the state, which are critical to the operation and function of the College, including, online: a learning management system, library management system, Starfish, and internet service ([III.C.1.10](#)).

Between 2020 and 2022, the ITS Department implemented two additional significant initiatives to address student, program, and college needs. In 2020, the College completed the implementation of an Emergency Notification System (ENS). This system includes speakers with displays in hallways and classrooms on campus and is intended to help keep staff, faculty, and students safe during emergencies on campus. The second project has been ongoing for two years: accommodating myriad needs that have arisen due to the COVID-19 pandemic. This includes the purchase and provisioning of hundreds of loaner laptops for students and employees, installation of Hy-Flex systems in many classrooms, and purchase of a variety of software and hardware to support remote and/or physically distanced learning ([III.C.1.11](#)).

Analysis and Evaluation

In collaboration with the Ventura County Community College District Information Technology department, technology services are provided and maintained at a standard that surpasses the necessary requirements to offer high quality online and in-person instruction while effectively conducting business and providing services to students in a timely and efficient manner. The College's Technology Master Plan and the District Strategic Technology Plan ensure that the College and the District continue to focus on long-term plans and goals in the areas of technology and technology infrastructure. The technology-related funding models provide the necessary resources to complete the projects and elements of the goals that are identified in the organizational plans, and participatory governance committees provide a collaborative venue for decision-making at the college and district wide level to ensure adequate support of operations, services, and programs.

III.C.2.

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The District provides a three-year Strategic Information Technology plan and an ongoing Administrative Technology Advisory Committee to guide and support college initiatives ([III.C.2.01](#), [III.C.2.02](#)). The College's Director of Information Technology Services and the Committee on Accreditation and Planning – Facilities and Technology are responsible for developing and approving the College's Technology Master Plan and the Technology Operations Plan ([III.C.2.03](#), [III.C.2.04](#), [III.C.2.05](#)). The College's Technology Master Plan provides direction for the College's long-term strategic technology goals and is revised and updated every three years. The Technology Master Plan currently covers years 2020-2023. The Technology Operations Plan lists the major projects planned for the year and includes the Technology Refresh Plan. The Technology Operations Plan is revised on an annual basis. The College's inventory list of computers and equipment is used to identify older equipment in need of replacement ([III.C.2.06](#)).

The College performs Program Planning and Program Review on an annual basis. During the review process, departments identify specific technology needs. All technology requests submitted through the Program Planning and Program Review process are submitted to the Technology

Resource Allocation Workgroup for review and prioritization ([III.C.2.07](#)). Once the requests are prioritized, funding sources are identified and a plan to acquire, implement, and maintain the technology is created. All funded requests are put on a list and are available on the College website.

The District provides additional centralized support to the College. This includes daily security meetings, weekly change control, and a standing monthly service window used to upgrade systems ([III.C.2.08](#)). Examples of planned projects coordinated with the District include supporting and implementing software systems and applications (e.g., Canvas, Starfish, Courseleaf CIM, and CAT etc.) and replacing Wide Area Network routers, firewalls, core networking equipment, and circuits.

In 2020, the District also completed the redesign of websites for the District and all three colleges. This project included content migration from an older version of the web content management system to the latest version. The project encompassed the integration of crucial support components for student success, general information, and program discovery, including Ocelot Chatbots and California Community Colleges Concentric Sky Program Pathways Mapper ([III.C.2.09](#), [III.C.2.10](#)).

Analysis and Evaluation

The College, in collaboration with the District, continuously plans for, updates, and replaces the College's technology and infrastructure to provide faculty, staff, and students with the hardware, software, and infrastructure needed to fulfill the College's mission, operations, programs, and services. The College utilizes defined processes and procedures to identify and prioritize technology needs. The ranking process as a part of the program review cycle supports regular assessment of technology needs and allocation of resources most congruent with the college mission and specific program and service needs. All funded technology requests which are ranked in the Program Planning and Program Review process can be viewed on the college website.

III.C.3.

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

BP/AP 3720 Computer and Network Use, AP 3720-B Local Administrative Permissions to Information Technology Resources, and BP/AP 3721 Information Security Standard provide a roadmap for day-to-day operations and internal controls in compliance with state and federal laws ([III.C.3.01](#), [III.C.3.02](#), [III.C.3.03](#), [III.C.3.04](#), [III.C.3.05](#)).

College employees are required to use network shared folders, SharePoint, and OneDrive to store and share files. Network shared folders and files are backed up on a nightly basis ([III.C.3.06](#)). Access is secured using active directory security groups, multi-factor authentication, and data loss prevention tools to restrict unauthorized access to sensitive data. The District utilizes Palo

Alto firewalls to restrict unauthorized access to networks ([III.C.3.07](#)). Specific college and district personnel are authorized to use a virtual private network (VPN) connection to the district network for work from off campus. Amazon Web Services App Streaming technology was implemented to support all employees working from home during the pandemic. Access to this secure environment also requires multi-factor authentication and has additional security controls in place. Each college and the District Administration Center utilize redundant internet circuits and Intelligent Management Center software to assist in the management of its campus network ([III.C.3.08](#)). Environment monitoring and uninterruptable power supplies are deployed in data and server rooms on campus. NetBotz environmental monitoring devices provide 24/7 alerts for power and temperature management ([III.C.3.09](#)).

All college and district-owned computers run TrendMicro Antivirus end point protection software ([III.C.3.10](#)). An IT technician at the College is assigned to monitor the TrendMicro console, and console alerts are used to quickly identify infected machines and push out remediation measures.

Each College is also part of the districtwide Disaster Recovery Plan ([III.C.3.11](#)). Some Districtwide servers are hosted at Moorpark College, with mirroring/replication to the disaster recovery servers at Ventura College and Oxnard College. If a catastrophic event occurs at one college, the campus data will be recoverable from the remote disaster recovery site within three days.

Analysis and Evaluation

The College and District use a multi-tiered approach to ensure reliable technology access with a focus on accessibility, safety, and security. Reliable access to technology is maintained in conditions that ensure the safety and security of the data generated by College and District operations. Multiple failsafe measures have been established to ensure that databases are maintained securely and that they continue to operate in a virus-free environment. An ongoing commitment to computer and network safety, security, and access has been established and is maintained.

The District and the College Information Technology Services Departments are in the process of undertaking implementation of encryption for enhanced security, including hard drives and removable media, implementation of enhanced monitoring systems to detect and prevent security vulnerabilities and intrusions, improvement of disaster recovery procedures for critical applications, and provisioning of secure cloud storage for district-related use by employees. In addition, the District will continue to provide formal security awareness training programs for all users.

III.C.4.

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Instructional design and Canvas Learning Management System (LMS) training is integral to the success of students who are taking classes online. Instructional Technology Designers provide multiple online training opportunities and support for students ([III.C.4.01](#)). The Distance Educa-

tion (DE) department conducts online faculty and student surveys to ensure continuous improvement ([III.C.4.02](#)). Additional support services include help desk operations, FAQs, and online tutorials ([III.C.4.03](#)).

Faculty teaching online or web-enhanced courses go through a formal training process to be certified to teach online ([III.C.4.04](#)). The training schedule can be found on the DE webpage ([III.C.4.05](#)). Regular and ad-hoc on-campus system and software application workshops and online training are available to faculty, staff, and administrators, and the Cornerstone Learning Management System has been implemented to provide ongoing access to professional development ([III.C.4.06](#)).

In addition, the College hosts annual Flex Week training sessions for faculty and staff ([III.C.4.07](#)). These live training sessions cover a wide range of technology solutions that are used by faculty and staff at the College ([III.C.4.08](#)). Training is also regularly offered to employees responsible for maintaining college websites ([III.C.4.09](#), [III.C.4.10](#)). Feedback from users is solicited to identify additional needs. For example, during the annual Work Plan Planning Retreat, some faculty and staff identified a desire for more training centered on smart classroom gear/software, DegreeWorks, Starfish, Banner, Teams, and other technology resources ([III.C.4.11](#)). Many of the training opportunities offered to staff related to technology resources are announced via email ([III.C.4.12](#)).

Analysis and Evaluation

The College provides ongoing technical instruction and support for students and employees, with a primary focus on providing quality technical instruction for students while they are in the classroom or are seeking services from the College. Training is provided both on a scheduled and as-needed basis to support employee and student use of instructional and business software. Faculty who teach online are required to complete formal training in the Learning Management System. Technology workshops for faculty and staff are held before the beginning of each academic year during Flex Week. Assessment of training needs informs future planned training topics and schedules.

III.C.5.

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Computers and the network are governed by BP 3720 Computer and Network Use, AP 3720-A Computer and Network Use, and AP 3720-B Administrative Permissions for Information Technology Resources ([III.C.5.01](#), [III.C.5.02](#), [III.C.5.03](#)). These policies and procedures clarify that users of VCCCD computers and networks are bound by applicable federal, state, and other laws. All users are required to agree to this board policy and these administrative procedures before accessing district networks or using district computers.

In March of 2020, the VCCCD Board approved and adopted BP 3721 Information Security Stan-

Standard and AP 3721 Information Security Standard to protect the security of student, faculty, and staff personally identifiable information and other data ([III.C.5.04](#), [III.C.5.05](#)). This policy and the referenced procedures ensure the confidentiality, integrity, and availability of networks, servers, and systems. VCCCD has also implemented and tested an Incident Response Plan to provide guidance and procedures to enable quick and effective recovery for technical security incidents throughout the District ([III.C.5.06](#)).

Self-Analysis and Evaluation

Moorpark College and the Ventura County Community College District have appropriate policies and procedures that guide the use of technology in the teaching and learning process. All are available in Board Docs which can be accessed from the District's website.

Conclusions on Standard III.C Technology Resources

The District provides support for and helps coordinate technology services for each college in the District through the District Information Technology Team composed of 15 full-time personnel. In addition, Moorpark College has its own technology team which coordinates services for faculty, students, and staff in alignment with board policies and administrative procedures, the District's Strategic Technology Plan, and the College's Educational Master Plan and Technology Master Plan. All efforts focus on providing safe, secure access to technology resources. The College regularly assesses its technology needs, and through the participatory governance process, allocates technology resources that will support the College's mission, operations, programs, and services. The implementation of technology is applied consistently across locations and modalities, including online and in person. To ensure that available technology is utilized to its capacity, the College provides training sessions to faculty, staff, and students and seeks feedback in order to improve services and systems.

Evidence

[III.C.1.01 District ITS Organizational Chart](#)

[III.C.1.02 Moorpark College ITS Organizational Chart](#)

[III.C.1.03 Facilities and Technology Committee on Accreditation Planning Charge](#)

[III.C.1.04 Program Review Cycle Website](#)

[III.C.1.05 Program Review Resource Requests Approved](#)

[III.C.1.06 Moorpark College Annual Technical Operations Plan](#)

[III.C.1.07 District Strategic Technology Plan](#)

[III.C.1.08 Moorpark College Technology Master Plan](#)

[III.C.1.09 Moorpark College Educational Master Plan](#)

[III.C.1.10 CVC-OEI – CCCC Tech Center](#)

[III.C.1.11 List of HyFlex Classrooms Installed](#)

[III.C.2.01 District Three-year Strategic Information Technology Plan](#)

[III.C.2.02 Administrative Technology Advisory Committee](#)

[III.C.2.03 Facilities and Technology Committee on Accreditation and Planning Agenda](#)

[III.C.2.04 Moorpark College Technology Master Plan](#)

[III.C.2.05 Moorpark College Technology Operations Plan](#)

[III.C.2.06 PDQ, Chromebook, and Addigy Computer Inventory Lists](#)
[III.C.2.07 TRAWG Workgroup Charge](#)
[III.C.2.08 Display Meeting Schedules for Daily Security, Change Control, etc.](#)
[III.C.2.09 Screenshots of Chatbots](#)
[III.C.2.10 Screenshots of Program Mapper for Arts, Media, and Entertainment](#)
[III.C.3.01 BP 3720 Computer and Network Use](#)
[III.C.3.02 AP 3720-A Computer and Network Use](#)
[III.C.3.03 AP 3720-B Local Administrative Permissions to Information Technology Resources](#)
[III.C.3.04 BP 3721 Information Security Standard](#)
[III.C.3.05 AP 3721 Information Security Standard](#)
[III.C.3.06 Moorpark College Nightly Backup Email Notification](#)
[III.C.3.07 Description, Palo Alto Firewall](#)
[III.C.3.08 Description, Intelligent Management Center](#)
[III.C.3.09 Description, NetBotz](#)
[III.C.3.10 Description, TrendMicro Anti-Virus Endpoint Security](#)
[III.C.3.11 District Disaster Recovery Plan](#)
[III.C.4.01 Distance Education Student Support Webpage](#)
[III.C.4.02 Surveys of Distance Education Students](#)
[III.C.4.03 Moorpark College Instructional Design Canvas Support and Training Website](#)
[III.C.4.04 Faculty Canvas Training Materials](#)
[III.C.4.05 Schedule of Training for Faculty Who Teach Online](#)
[III.C.4.06 CCC Vision Resource Center Cornerstone LMS](#)
[III.C.4.07 Schedule of Flex Week Technology Trainings](#)
[III.C.4.08 Flex Week Feedback, Technical Training Workshops](#)
[III.C.4.09 Drupal 8 Training Schedule Email](#)
[III.C.4.10 Screenshots of Training Signup Form](#)
[III.C.4.11 Annual Work Plan Planning Retreat Findings](#)
[III.C.4.12 District Banner Training](#)
[III.C.5.01 BP 3720 Computer and Network Use](#)
[III.C.5.02 AP 3720-A Computer and Network Use](#)
[III.C.5.03 AP 3720-B Local Administrative Permissions to Information Technology Resources](#)
[III.C.5.04 BP 3721 Information Security Standard](#)
[III.C.5.05 AP 3721 Information Security Standard](#)
[III.C.5.06 Incident Response Plan](#)

D. Financial Resources

III.D.1.

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

BP 6200 Budget Preparation requires the District and its colleges to prepare annual budgets that support the institutional master and educational plans, institutional planning goals and objectives, and the Board's goals and objectives, while in accordance with Title 5, the California Community Colleges Budget and Accounting Manual (CCC-BAM), the District's Budget Allocation Model (BAM), the Infrastructure Funding Model (IFM), and appropriate participatory governance processes ([III.D.1.01](#), [III.D.1.02](#), [III.D.1.03](#), [III.D.1.04](#)).

BP 6250 Budget Management also requires that College and District budget management is in accordance with all California state laws as well as the CCC-BAM. BP 6250 supports financial stability while ensuring fiscal resources are sufficient for institutional needs by safeguarding any revenues that accrue beyond what was budgeted by requiring approval by a two-thirds vote of the Board for transfers from reserves to any expenditure category ([III.D.1.05](#)). BP 6300 Fiscal Management delineates specific areas of focus for ongoing financial management to provide for fiscal stability and ensure transparent communication about fiscal resources to employees and the Board ([III.D.1.06](#)).

The College and District work collaboratively through participatory governance in districtwide budget development processes that ensure an equitable allocation of resources to where it matters most: in service to students. For Fiscal Year 2022, the District's unrestricted general fund revenue is \$181,001,898 while its general fund unrestricted fund balance(s) for the year ending 2020-21 is \$70,136,227, of which \$40,518,615 is designated in Funds 113 and 114 through the BAM and campus budget development processes for primary use at the colleges for programs, equipment, and facilities that enhance student learning ([III.D.1.07](#), [III.D.1.08](#), [III.D.1.09](#)). This solid fund balance helps assure fiscal stability and can be available to mitigate challenging financial circumstances, if necessary. The fund balance is approximately the median of the 21 multi-college districts in California.

For FY22, the College's revenue is \$64,884,123, approximately 36% of the Adoption Budget revenue of the District ([III.D.1.10](#)). This allocation for the College is determined and distributed through the BAM, which undergoes annual review and necessary modification by the District Council on Administrative Services (DCAS) ([III.D.1.11](#)). Above and beyond the usual annual allocation level of unrestricted general fund dollars, the District and its colleges received significant allocations of pandemic relief monies through the federal Higher Education Emergency Relief Funding (HEERF) and a state Covid-19 Block Grant ([III.D.1.12](#)). These

supplemental resources have been used to develop, enhance, and elevate support for student learning and institutional effectiveness during today's extremely challenging circumstances ([III.D.1.13](#)).

The College has a strong history of successfully competing for grant funding to drive innovative improvements. Among recent grant awards is Title V Project Impacto, a \$2.9 million grant from the U.S. Department of Education. This grant funding enriches the College's ability to improve the academic attainment of its Hispanic students. Moorpark College restricted revenue sources also include the Child Development Center (CDC) and the America's Teaching Zoo (ATZ) special revenue funds, and Capital Outlay Projects fund ([III.D.1.14](#)).

The College has a long-established program review, planning, and resource allocation process that is integrated into the annual strategic planning process. Various participatory governance committees make recommendations on collegewide planning and accreditation issues related to faculty, classified staffing, facilities, and technology for educational programs and student services by reviewing and prioritizing all resource requests as part of the program review process. The College also reviews and assesses its progress on its Annual Work Plan throughout the year. At the Spring Strategic Planning Retreat, next steps and barriers are identified in the Annual Work Plan ([III.D.1.15](#)). This process helps to ensure that allocated resources support the College's strategic directions, Educational Master Plan, Student Equity Plan, Facilities, Technology, and other master planning documents, as well as support-related programs and service improvements. This process ensures that all resources are leveraged to meet the planned needs of programs and services and drive improvements identified from assessments. When unanticipated needs arise, departments and committees can request resources through the division dean or vice president and the College then reallocates resources as needed.

Analysis and Evaluation

The financial resources of the College and the District are sufficient to support, sustain, and enhance student learning programs and services and improve institutional effectiveness. Moreover, the districtwide allocation of resources is distributed fairly and effectively throughout the District and its three colleges in an equitable manner that supports the continuous improvement of programs and services. The College and District manage financial affairs 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. In combination, these processes enable a targeted enhancement of programs and services as well as the allocation and reallocation of funds, as necessary.

III.D.2.

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The VCCCD Board of Trustees' 2021-2027 Strategic Goals provide the foundation for integrated institutional and financial planning between the College and District ([III.D.2.01](#)). The College Educational Master Plan (EMP) and other planning processes are in alignment with and support the overarching districtwide strategic goals ([III.D.2.02](#)). Those District Strategic Goals are to:

- Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee.
- Increase equitable access and success for all students.
- Support the closing of academic achievement and support services equity gaps across all racial, ethnic, socioeconomic, and gender groups.
- Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.

A central premise of the District's multi-layered institutional planning approach is a shared responsibility between the College and District for financial planning, resource allocation, and financial stability. This begins with the College and District working collaboratively through transparent, districtwide participatory governance budget development processes.

The amount of funding that is allocated to the College is determined and distributed through the Budget Allocation Model (BAM), which undergoes annual review and necessary modification by the Districtwide Committee on Administrative Services ([III.D.2.03](#), [III.D.2.04](#)). Resource allocation, sound financial practices, and budget development are guided by BP 6200 Budget Preparation, BP 6250 Budget Management, and BP 6300 Fiscal Management ([III.D.2.05](#), [III.D.2.06](#), [III.D.2.07](#)). The District's BAM and Infrastructure Funding Model (IFM), and the California Community Colleges Budget and Accounting Manual (CCC-BAM) further guide the budget development process ([III.D.2.08](#), [III.D.2.09](#)).

The districtwide resource allocation process is iterative, with many opportunities for input and regularly scheduled meetings for constituency discussion and feedback. Deliberation and decision-making are transparent, with ongoing communication for stakeholders at the college and district levels ([III.D.2.10](#), [III.D.2.11](#), [III.D.2.12](#), [III.D.2.13](#), [III.D.2.14](#)). While the campus resource allocation is being determined and finalized through the districtwide budget development process, the College concurrently communicates financial updates through its participatory governance structures and leadership meetings such as Ed/CAP-Fiscal Joint Committee, where institutional needs are discussed and prioritized in alignment with the EMP and other campuswide plans through a robust program review process ([III.D.2.15](#)). At the College's Spring Strategic Planning Retreat, all faculty, classified professionals, administrators, and student leaders are invited to reflect on what was achieved in the Annual Work Plan, identify next steps, and provide feedback on barriers to overcome ([III.D.2.16](#)).

For ongoing fiscal stability, the College distributes available resources to the various campus programs, departments, and divisions based on projected costs for program and service continuance, including salaries, benefits, supplies, services, equipment, and miscellaneous expenses. Any resources that are above the College's cost estimates to maintain programs and services can be distributed for improvements based on priorities identified through Program Review. In evaluating and prioritizing resource requests, the College considers the program's or division's goals and needs in conjunction with overall alignment to institutional mission and goals. Resource requests are prioritized based on program quality and effectiveness in support of institutional goals as evidenced by the campus Facilities Resource request rankings for Fiscal Year 2022 ([III.D.2.17](#)). The highest ranked requests are funded based on priority rankings and the amount of funding available.

Analysis and Evaluation

Institutional missions and goals are the foundation for financial planning which is integrated with and supports all institutional planning. Board policies and operating procedures are in place and effectuated at the College and District to ensure sound financial practices and fiscal stability. Financial information is shared broadly to all constituencies in a timely and ongoing manner.

III.D.3.

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

Evidence of Meeting the Standard

The districtwide budget development process is defined in BP 6200 Budget Preparation and AP 6200 Budget Preparation, following a prescribed budget calendar ([III.D.3.01](#), [III.D.3.02](#), [III.D.3.03](#)).

Stakeholders have multiple opportunities for participation in the development of college and district institutional plans and budgets through various participatory processes that rely on input from all constituencies—students, faculty, classified professionals, bargaining unit personnel, and administrators, through service on governance committees. As an initial step in the annual budget development process, the District Council on Administrative Services (DCAS) discusses core budget issues, then reviews and makes recommendations to the Chancellor for all budget assumptions and allocation models ([III.D.3.04](#), [III.D.3.05](#), [III.D.3.06](#), [III.D.3.07](#), [III.D.3.08](#)). Based on budget development calendar milestones, the Chancellor recommends the budget assumptions and allocation models for approval to the Board of Trustees ([III.D.3.09](#), [III.D.3.10](#), [III.D.3.11](#)). Finalization of the budget assumptions and any revisions to the allocation models are iterative processes that culminate over many meetings. Following the regularly occurring DCAS meetings, college constituencies disseminate the information in various forums for discussion and further input, as appropriate. Upon conclusion of this ongoing cycle of feedback between the college and district constituency group processes, the overall budget assumptions, policy-level allocation model adjustments, if any, and the budget allocation dollar amounts for the College and other districtwide cost centers are determined and communicated to stakeholders.

The budget allocations form the foundation of the upcoming college budget. The College utilizes multiple processes for campus financial planning and prioritization of resources. This results in broad participation and dialogue by all constituencies for budget development and resource allocation decisions, through numerous governance committees and operational groups.

Participatory governance groups such as the Committee on Accreditation and Planning – Education/Fiscal Planning Joint Committee (EdCAP/Fiscal) and the Committee on Accreditation and Planning – Facilities and Technology (FTCAP) consolidate, validate, and prioritize all resource requests including those for faculty, classified staff, technology, and facilities, which are then incorporated into the Adoption Budget, as resources allow ([III.D.3.12](#)). Because program plans and resource requests are required from all operational units of the College, the integrated budgeting process is tightly woven into the planning cycle and inclusive of all college constituents.

Analysis and Evaluation

The College utilizes clearly defined districtwide and campus-specific processes for financial planning and budget development. College and districtwide participatory governance processes collectively contribute to meaningful financial planning and budget development, following guidelines and processes defined and documented in board policies and administrative procedures. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets through governance committees, workgroups, cabinet meetings, and operational meetings of programs and departments.

III.D.4.

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The College and District conduct planning based on realistic assessments of available financial resources including expenditure requirements and grant partnerships. The Vice Chancellor of Business and Administrative Services with support from the District Administrative Center fiscal team communicates the District’s financial forecasts of revenues and expenditures to stakeholders through participatory governance, leadership meetings, governing board committee meetings, and public board meetings. The assessment and communication process begins with a comprehensive analysis of the Governor’s January State Budget Proposal, with updates upon receipt of the Governor’s May Revise and when the State budget is adopted in June ([III.D.4.01](#), [III.D.4.02](#), [III.D.4.03](#), [III.D.4.04](#), [III.D.4.05](#), [III.D.4.06](#), [III.D.4.07](#)).

Multiple assessments serve as the basis for financial planning and budget development. These items are updated and fine-tuned throughout the year as new external and institutional information regarding revenues and expenditures becomes known. The College Vice President of Business Services and other campus constituencies participate in various ways in the districtwide assessment and communication process. The cornerstone of financial resource planning is the Budget Allocation Model (BAM) that is utilized to allocate core resources to the College and

other districtwide entities ([III.D.4.08](#)). The District’s Adoption Budget communicates a multi-year projection of revenues and expenditures so that institutional planning can be based on a realistic assessment of current and future finances ([III.D.4.09](#)).

Throughout the districtwide budget development process, the College concurrently assesses its financial resources, revenues, expenditures, and restricted funds received through grants and partnerships. College assessment is ongoing and financial updates are discussed in participatory governance and leadership meetings, with a focus on enhancing service to students and providing excellence in instruction, informed by an equity and social justice lens, while maintaining a balanced budget from year-to-year ([III.D.4.10](#), [III.D.4.11](#)). To help advance these goals, the College has been successful in developing additional resources by obtaining grant funding from external partners. Examples include:

- \$2.9 million from the U.S. Department of Education for a grant entitled Title V Project Impacto. The purpose is to expand educational opportunities for and improve the academic attainment of Hispanic students.
- \$1.53 million in partnership with Cal Lutheran University from the U.S. Department of Education entitled Project Cooperative for Hispanics in Higher Education & Student Success (CHESS). This grant focuses on student-centered services for Latinx students including advising, mentoring, and career development.
- Support for auxiliary programs such as commissioned bookstore services (Barnes & Noble), the Child Development Center, food vending services, and donations from the Moorpark College Foundation.

To ensure resource and expenditure compliance, College and District fiscal services personnel provide financial oversight, monitoring, and support services to program managers at the College who are responsible for externally funded programs, contracts, and grants.

Analysis and Evaluation

The College and District conduct institutional planning based on realistic assessments of available financial resources with short- and long-term forecasts of revenues, expenditures, liabilities, and ongoing fiscal commitments. The College and District disseminate financial information in a timely manner to all constituencies. Annual budget, planning, and financial disclosure documents are accessible by all. Financial statements and reports of actual and projected revenues and expenses are highlighted and discussed in various governance groups as part of budget development and institutional planning processes. The College effectively generates ancillary revenue, including through partnerships, grants, and other agreements.

III.D.5.

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

BP 6300 Fiscal Management describes the District's fiscal management policies and assures these processes align with California regulations, California Community Colleges Chancellor's Office requirements, and federal Department of Education regulations ([III.D.5.01](#)). BP 6300 addresses the need to maintain internal controls in the administration of the District's financial resources consistent with Title 5 section 58311 and California Education Code section 84040. BP 6300 and AP 6300 Fiscal Management outline the fiscal responsibilities and accountability of staff as related to the maintenance of adequate internal controls and separation of duties for ongoing fiscal stability. AP 6300 outlines the specific aims of district fiscal processes to ensure responsible stewardship of available resources ([III.D.5.02](#)).

In accordance with BP and AP 6400 Audits, the District contracts with an external certified public accountancy firm for annual independent audits of all funds, books, and accounts of the District ([III.D.5.03](#), [III.D.5.04](#)). In addition to providing an opinion on the District's financial statement and compliance, external auditors also consider the adequacy of internal controls and provide a report on the results. Information from external audits is used to evaluate and improve upon the financial and internal control systems. In addition to external audits, accounting procedures, internal control structures, and separation of duties are reviewed on a regular basis by District fiscal services, and areas of improvement are discussed at the Districtwide Operations Committee (DOC) ([III.D.5.05](#)).

Budget-to-actual reports of detailed financial transactions, operating ledger summary, and operating ledger detail are frequently reviewed by College and District budget managers and fiscal services staff ([III.D.5.06](#)). The District's integrated ERP system, Banner, is readily available to budget managers with real-time financial information. The annual independent audit is made publicly available in a timely manner through the Administrative Services Committee (ASC) of the Board and to the full Board of Trustees ([III.D.5.07](#), [III.D.5.08](#)). Similarly, the Tentative Budget and Adoption Budget are presented to the Board of Trustees ([III.D.5.09](#), [III.D.5.10](#)). Periodic budget updates are provided to the EdCAP/Fiscal Planning Joint Committee, Chancellor's Cabinet, District Council on Administrative Services, Consultation Council, ASC of the Board, and the full Board of Trustees ([III.D.5.11](#), [III.D.5.12](#), [III.D.5.13](#)).

Consistent with AP 6330 Purchasing, the Chancellor's delegated authority has been given to the Vice Chancellor of Business and Administrative Services to purchase supplies, materials, apparatus, equipment, and services as necessary for the efficient operation of the District ([III.D.5.14](#)). With the exception of emergency work contracts, no purchase is allowed to exceed the amounts specified by Section 20651 of the California Public Contract Code (PCC) without going through the formal bid process or the amounts specified in the California Public Contract Code, Section 22000, per the California Uniform Public Construction Cost Accounting Act.

The District Purchasing Department has responsibility for managing the procurement policy as it relates to the acquisition of all equipment, supplies, and services for use within the District or from funds held by the District in compliance with all federal, state and local regulations and the PCC. All purchase orders, contracts, leases, rentals, memorandums of understanding (MOUs), and service agreements require the signature of the Vice Chancellor of Business and

Administrative Services. Any obligation contracted without appropriate prior approval may become a personal expense of the employee making the purchase. All purchase orders, contracts, agreements, and MOUs for goods or services in the amount of \$50,000 or more require Board of Trustees' approval prior to issuance of a purchase order. The Chancellor may authorize purchases of \$50,000 or more if deemed to be in the best interest of the District and if, in the Chancellor's judgment, the purchase should not wait until the next regularly scheduled Board meeting. In such a case, the Chancellor is required to immediately notify the Board of the action.

A listing of all purchase orders in the amount of \$10,000 or more is submitted to the Board of Trustees for ratification at the next regular meeting following issuance of the purchase order ([III.D.5.15](#)).

Analysis and Evaluation

The District establishes, maintains, and continuously improves upon, as necessary, appropriate control mechanisms within its internal control structure. The integrated financial management system is easily accessible to all college and district unit budget managers. The system is updated in real-time and managers have full access to monitor their unit's financial activity on a current and timely basis. College and district personnel adhere to established policies and procedures in applying appropriate internal controls for effective financial management. In accordance with approved board policies and administrative procedures, an internal control structure with appropriate control mechanisms is in place. Information from external audits as well as the institution's regular review of internal control systems are used for improvement. Internal controls provide reliable financial information which, in turn, is disseminated to assist in planning and to inform sound financial decision-making.

III.D.6.

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

Evidence of Meeting the Standard

The District Budget Allocation Model (BAM) is developed through participatory governance and utilized to allocate core resources to the College and other districtwide entities ([III.D.6.01](#)). Decision-making processes regarding budget development and the allocation of resources are embedded at the College through participatory governance, integrated planning, program review, and related processes for recommending funding priorities as evidenced in the Joint EdCAP/Fiscal Committee agenda, Faculty prioritization process results, and Committee on Accreditation and Planning – Facilities and Technology (FTCAP) agenda ([III.D.6.02](#), [III.D.6.03](#), [III.D.6.04](#)). Department heads, deans, and vice presidents monitor the status of their budgets throughout the fiscal year, identifying variances or the possible need to readjust funding resources within departments or divisions as the need arises in support of student learning.

The District presents the Tentative Budget and Adoption Budget for approval at a public meeting of

the governing board, in compliance with established deadlines each year ([III.D.6.05](#)). The Adoption Budget book describes the budget development process, the District's current fiscal position, and financial data for all college and district funds, including several documents showing 10-year histories of comparative financial information. The governing board is also presented with quarterly and annual financial statements that present snapshot-in-time updated general fund information in a format that is required by the State Chancellor's Office ([III.D.6.06](#)). Further, districtwide funds are audited annually by an independent audit firm, and the governing board is presented with the independent auditor's report every year in compliance with the established deadline ([III.D.6.07](#)). The District has historically received unmodified audit opinions (the best opinion possible) each year, a powerful indicator of highly credible and accurate financial information. All budget and financial reporting for the past 15 years can be found on the District's website.

Analysis and Evaluation

The financial documents of the College and District 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. Budget development, resource allocation, and ongoing financial management are iterative processes throughout the year and include participatory governance at the College and District. All financial documents have a high degree of transparency, credibility, and accuracy that illustrate appropriate financial support for student learning programs and services.

III.D.7.

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

BP 6400 Audits mandates that an annual independent audit of all funds be conducted in accordance with Title 5 regulations ([III.D.7.01](#)). The District engages with an independent certified public accountancy firm to perform an annual financial audit of the District. The scope of the annual audit includes all district funds as well as the District's internal controls over financial reporting and compliance ([III.D.7.02](#)). The District fiscal services team reviews all audit reports and coordinates the establishment of corrective action plans for all audit findings. When identified, audit findings are reviewed in detail by college and district fiscal services staff along with applicable personnel within the department(s) impacted by the finding. In turn, a comprehensive and timely response, including a plan of corrective action, is mutually developed and implemented by college and district personnel ([III.D.7.03](#)). External auditors annually review the progress of any corrective action plans. Audit reports, opinions, findings, and corrective action plans are presented to the Administrative Services Committee (ASC) of the Board and to the Board of Trustees for acceptance each year ([III.D.7.04](#), [III.D.7.05](#)). The annual audit is publicly available and posted in a timely manner.

Separate from the annual financial audit, the District has previously engaged an independent certified public accountancy firm to perform the annual and performance audits for Measure S bond funds. These audit reports were presented to the Board of Trustees and the Citizens Oversight

Committee, an advisory body to the District on matters related to the construction bond program as required by California’s Proposition 39 to assure accountability for the use of public funds ([III.D.7.06](#)). The District expended all Measure S bond proceeds in fiscal year 2019-2020 and no longer requires a bond audit.

Analysis and Evaluation

External independent audits are conducted on an annual basis. Budget and audit information is publicly available and presented to the Board of Trustees in a timely fashion. Audit results are communicated throughout the institution. Audit findings (when applicable) are shared in a timely and transparent manner to college and district stakeholders, the public, and the Board of Trustees. Audit findings are remediated in a comprehensive and timely manner.

III.D.8.

The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

BP 6300 Fiscal Management and AP 6300 Fiscal Management discuss the importance of adequate internal controls to ongoing fiscal stability ([III.D.8.01](#), [III.D.8.02](#)). The College and District utilize several methods to evaluate the validity and effectiveness of financial and internal control systems. For example, internal assessments of the annual financial audit, compliance audits, bond audits, and periodic audits from external agencies are used for continuous improvement throughout the District, as necessary. Likewise, regular reviews and assessment by the District Wide Operations Committee of the varied internal control systems, accounting procedures, and separation of duties methodologies that are in place districtwide generate continuous improvement implementations by college and district stakeholders ([III.D.8.03](#)). College and district administration are members of various statewide committees and professional organizations and receive information at meetings and conferences about areas of operation, including internal control systems that may need to be addressed at the college and/or district level ([III.D.8.04](#)).

In accordance with BP and AP 6400 Audits, the District contracts with an external certified public accountancy firm for annual independent audits of all funds, books, and accounts of the District ([III.D.8.05](#), [III.D.8.06](#)). In addition to providing an opinion on the District’s financial statement and compliance, external auditors also consider the adequacy of internal controls and report their assessment in each annual report ([III.D.8.07](#)). Within each audit report, the auditors provide an “Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards” and an “Independent Auditor’s Report on Internal Control over Compliance Required by the Uniform Guidance” ([III.D.8.08](#), [III.D.8.09](#)). Information from the external audits is used to evaluate and improve the District’s financial and internal control systems.

The District Fiscal Services Team reviews all audit reports and coordinates the implementation of correction action plans for all audit findings ([III.D.8.10](#)). External auditors also review prog-

ress of corrective action plans annually. Audit reports, opinions, findings, and corrective action plans are presented to the Administrative Services Committee of the Board and to the Board of Trustees for acceptance ([III.D.8.11](#), [III.D.8.12](#), [III.D.8.13](#)).

Notably, a core system of internal controls over financial resources is continuously engaged through the District's Enterprise Resource Planning (ERP) system, Banner. All incoming and outgoing financial transactions are recorded in the ERP. All transactions recorded in the ERP are supported by appropriate approvals and/or source documents. This is accomplished through a multi-level approval process for all expenditures. Revenues and other inflows are compared to budgeted revenues/resources and recorded after supervisory review. Employee access to the ERP follows the principle of least privilege and is designed to give employees the minimum level of access needed to perform their job duties, while ensuring that required segregation of duties is enforced.

Analysis and Evaluation

The District's financial and internal control systems are regularly evaluated and assessed for validity and effectiveness through multiple methods utilized by external auditors and college and district fiscal services personnel. The results of external audits demonstrate the District's integrity of financial management practices. The College and District consistently engage in continuous process improvement of the financial and internal control systems.

III.D.9.

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Several board policies and administrative procedures designate parameters related to fiscal management. BP 6200 Budget Preparation outlines the processes and principles for initial budget development, and AP 6305 Reserves reiterates the requirement that the budget shall be balanced ([III.D.9.01](#), [III.D.9.02](#)). BP 6250 Budget Management supports financial stability while ensuring fiscal resources are sufficient for institutional needs. It ensures safeguarding any revenues that accrue beyond what was budgeted by requiring approval by a two-thirds vote of the Board for transfers from reserves to any expenditure category ([III.D.9.03](#)). BP 6300 Fiscal Management delineates specific areas of focus for ongoing financial management to provide fiscal stability ([III.D.9.04](#)). District Fiscal Services regularly monitors cash flow to ensure appropriate levels of cash are always available to meet and exceed College and District operational needs. Through sound financial planning and management, cash flow and reserves have been sufficient to avoid issuance of any short-term debt such as Tax Revenue Anticipation Notes (TRANS), to meet cash flow obligations.

For Fiscal Year 2022, the District's unrestricted general fund revenue is \$181,001,898 while, as depicted below, the general fund unrestricted fund balance(s) for the year ending 2020-21 is \$70,136,227, of which \$40,518,615 is designated in Funds 113 and 114 through the districtwide

budget allocation model and campus budget development processes for primary use at the colleges for programs, equipment, and facilities that enhance student learning ([III.D.9.05](#)).

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT 2021-2022 ADOPTION BUDGET GENERAL FUND - UNRESTRICTED			
	FUND BALANCES		
	6/30/2020 ACTUALS	6/30/2021 ACTUALS	6/30/2022 PROJECTIONS
Board Designated [a]			
State Required Minimum 5% [b]	9,718,964	9,213,773	9,808,906
Revenue Shortfall Contingency	5,000,000	5,000,000	5,000,000
State Teachers' Retirement System (STRS)	1,000,000	1,000,000	1,000,000
Energy Efficiency	170,000	170,000	170,000
Unallocated	10,149,283	11,071,116	10,475,983
Budget Carryover	<u>11,370,287</u>	[c] <u>3,162,723</u>	[d] _____ -
Fund 111 Sub-Total	37,408,534	29,617,612	26,454,889
Fund 113	21,424,569	22,113,898	17,659,598
Fund 114	<u>17,336,223</u>	<u>18,404,717</u>	<u>13,643,818</u>
Grand Total - General Fund Unrestricted	<u>76,169,326</u>	<u>70,136,227</u>	<u>57,758,305</u>

[a] The Board has designated reserves to address infrastructure and one-time expenditure needs.

[b] In accordance with State Chancellor's Office Accounting Advisory FS 05-05, designation includes five percent of budgeted expenditures in subfund 111, 113, and 114.

[c] Incorporates budget carryover including the 2% limit and one-time funds related to the allocation of additional SCFF apportionment revenue.

[d] Incorporates budget carryover including the 2% limit.

This solid fund balance helps assure fiscal stability and can be available to mitigate challenging financial circumstances, if necessary. The fund balance is approximately the median of the 21 multi-college districts in California.

In addition to maintaining an adequate level of cash flow and reserves to meet unanticipated needs, the College and District enhance financial stability through proactive risk management and reduction strategies. BP 6540 Insurance requires that adequate levels of insurance are procured to safeguard the District and its employees ([III.D.9.06](#)). The District is a member of the Statewide Association of Community Colleges (SWACC) Joint Powers Association. Through this membership, the District employs the buying power of 57 California community college districts to procure sufficient insurance coverage for risks associated with general liability, property damage, cyber security, and more. This coverage enables the District to mitigate and manage risk by transferring all substantial levels of financial risk to insurance providers. The District also manages or eliminates risk by including appropriate language in all its contracts with external parties. Further, for day-to-day operational matters, the College and District take a proactive approach to manage and reduce risk through varied pragmatic methodologies including group webinars,

self-service training modules, tailgate meetings for facilities personnel, and the ongoing work of campus and districtwide safety and emergency preparedness committees.

Analysis and Evaluation

Sufficient cash flow and reserves are maintained by the College and District that enable the implementation of contingency plans should unanticipated financial challenges occur. The District further 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.10.

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

Evidence of Meeting the Standard

BP and AP 6300 Fiscal Management address fiscal management and internal controls for all programs and services including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, institutional investments, and other assets ([III.D.10.01](#), [III.D.10.02](#)). In alignment with the stated principles and standards, processes have been established at the College and District to oversee and assess the use of financial resources. Annual budgets are prepared and managed with adherence to Title 5, the California Community Colleges Budget and Accounting Manual (CCC-BAM), and BP and AP 6200 Budget Preparation ([III.D.10.03](#), [III.D.10.04](#), [III.D.10.05](#)). The budget is managed as set forth in BP and AP 6250 Budget Management ([III.D.10.06](#), [III.D.10.07](#)). Budget transfers are processed in the District's ERP system, are summarized at the major object code level, and are presented to the Board of Trustees for ratification approval in a Monthly Budget Transfer Summary and Budget Amendment report ([III.D.10.08](#)).

As part of the District's financial oversight practices, budget to actual reports including financial transactions, operating ledger summary, and operating ledger detail are frequently reviewed by college and district fiscal services ([III.D.10.09](#)). Once financial records are closed at the end of a fiscal year, an annual audit is performed by an external CPA firm of all funds and financial records, including special revenue funds, bond funds, financial aid, grants, and contracts to ensure the District is maintaining high standards of fiscal oversight and internal controls ([III.D.10.10](#), [III.D.10.11](#), [III.D.10.12](#)). The audit addresses financial and compliance matters related to federal and state funds. A similar independent audit of the Moorpark College Foundation is also conducted ([III.D.10.13](#), [III.D.10.14](#)). College and District Fiscal Services provide financial oversight, monitoring, and support services to program managers at the College who are responsible for externally funded programs, contracts, and grants. District Fiscal services also serves as a liaison with funding agencies to ensure categorical dollars are expended in compliance with the conditions of all contracts.

The College has demonstrated compliance with Federal Title IV regulations and requirements for managing federal financial aid. The College financial aid office and District Fiscal Services

monitor financial aid funds and disbursements on a regular basis. The annual audit performed by an external auditor includes a federal compliance audit opinion on Title IV funds. The annual audit includes testing the federal Title IV program against the compliance supplement published by the Office of Management and Budget (OMB). Additionally, the College has demonstrated compliance with the Title IV program through the timely submission of the Fiscal Operations Report and Application to Participate (FISAP) and Federal Student Aid (FSA) EZ audit reports ([III.D.10.15](#), [III.D.10.16](#)).

The General Services Department reviews all contracts and finalizes each for execution. Contracts are presented to the Board each month for approval or ratification. Purchasing processes are conducted pursuant to BP and AP 6330 Purchasing ([III.D.10.17](#), [III.D.10.18](#)). The General Services Department maintains an electronic workflow process to record contracts, memoranda of understanding, and agreements with the District. The workflow process tracks the effective date of an agreement, contract term and expiration dates, revenue, Board of Trustee approvals, and insurance requirements ([III.D.10.19](#)).

Effective and rigorous oversight of investments is assured through BP and AP 6320 Investments, which require three primary considerations for investment of funds: (1) safety of principal, (2) adequate liquidity, and (3) return on investment ([III.D.10.20](#), [III.D.10.21](#)). Additionally, the District has established the Futuris Public Entity Investment Trust. This Trust is an IRS Section 115 Trust that is used for the purposes of investment and disbursement of funds irrevocably designated by the District for the payment of its obligations to eligible employees and former employees and their eligible dependents and beneficiaries. It addresses life, sickness, hospitalization, major medical, accident, disability, dental and other similar benefits (sometimes referred to as “other post-employment benefits” or “OPEB”). This Trust was established and is managed in compliance with the applicable Governmental Accounting Standards Board (GASB) standards for OPEB.

GASB Statements 74 and 75 establish the accounting standard for public sector employers to identify and report their OPEB liabilities. The District has created a Retirement Board of Authority (RBOA) consisting of district personnel to oversee and manage the Futuris Trust. Benefit Trust Company is the qualified Discretionary Trustee for asset and fiduciary management and investment policy development. Keenan & Associates is the Program Coordinator for the Futuris Trust providing oversight of the Futuris program and guidance to the District. RBOA meetings occur regularly with involvement from all stakeholders ([III.D.10.22](#)).

Analysis and Evaluation

The College and District provide effective oversight and management of all financial resources, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. Policies and procedures are in place to ensure sound fiscal management practices. All funds are audited annually by an independent audit firm. The annual audit may include findings and recommendations to management for strengthening internal controls or for improving financial procedures. When this occurs, the District reviews any findings and recommendations with appropriate college and/or district personnel to effectuate related plans for improvement. Further, any findings and recommenda-

tions related to the audit are included in the formal financial reports prepared by the auditors. These reports are presented to the Board of Trustees for acceptance on an annual basis. The District has historically received exceptionally “clean” audit reports. Any findings and recommendations cited have been minor and are addressed in a timely manner. External audits confirm the District provides effective oversight of its finances, in compliance with all regulations and requirements. Current audits and financial program reviews indicate no significant findings or recommendations.

III.D.11.

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The District’s projected unrestricted general fund revenue for 2021-22 is \$181,001,898 while its general fund unrestricted fund balance(s) for the year ending 2020-21 is \$70,136,227, comprised of \$29,617,612 in Fund 111, \$22,113,898 in Fund 113, and \$18,404,717 in Fund 114. The combined fund balances in Funds 113 and 114 total \$40,518,615 and are designated for primary use at the colleges for programs, equipment, and facilities that enhance student learning; these funds are for current year expenditures and future projects with long-term horizons. Fund 111 consists of the following designated amounts:

State Required Minimum Reserve of 5%	\$9,213,773
Revenue Shortfall Contingency	\$5,000,000
State Teachers’ Retirement System (STRS)	\$1,000,000
Energy Efficiency	\$170,000
Unallocated	\$11,071,116
Budget Carryover from previous year	\$3,162,723
Fund 111 subtotal	\$29,617,612

The District maintains a 5 percent reserve that is required by the California Community Colleges Chancellor’s Office and this minimal requirement is supplemented by additional unrestricted general fund balances in Funds 111, 113, and 114. All fund balances are determined through the districtwide budget allocation model and campus budget development processes. The total unrestricted fund balance of \$70,136,227 is approximately the median of the 21 multi-college districts in California and provides a reasonable expectation of short-term, mid-range, and long-term financial stability and solvency.

During each annual budget cycle, the College and District consider long-range financial priorities through use of multi-year projections of all categories of revenues and expenditures. Projections for future increases or decreases in revenue or expenditures are based on reasonable

assumptions that have been clearly identified and publicly communicated to constituencies through presentations to participatory governance committees and the Board of Trustees. Budgets are based on projections, assumptions, and in consideration of short-and long-term challenges ([III.D.11.01](#)).

For long-term and future liabilities and obligations, the College and District establish plans and allocate resources for meeting such commitments and responsibilities. For example, the current Actuarial Study of Retiree Health Liabilities Under GASB 74/75, with a valuation date of June 30, 2020, shows a \$52,254,214 reduction of the District's total liability ([III.D.11.02](#)). This reduction was due primarily to a planned recent transition to the CalPERS medical program from a legacy plan. In addition to this substantial reduction in the long-term OPEB obligation, the District established in 2009 the Futuris Public Entity Investment Trust, an irrevocable trust that is managed in compliance with applicable GASB standards. The District remitted \$9 million to the Trust in March 2011, and subsequent remittances have brought the total contributions to date to \$14,450,000. Investment earnings also help address the District's long-term liability. With investment earnings totaling \$8,440,864, the Fiduciary Net Position of the Trust on June 30, 2020 was \$22,890,864 ([III.D.11.03](#)). By subtracting the Fiduciary Net Position from the Total OPEB liability, the District's Net OPEB Liability is \$110,722,815.

Analysis and Evaluation

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. Maintaining an ample level of reserves helps assure short-term and long-term solvency by conserving resources that can be utilized to mitigate financial shortfalls that might arise during emergency conditions or challenging economic circumstances. The balances of other select funds can be utilized for financial stability, as necessary. The College and District set aside funds, invest funds, and identify future funding sources that will pay for long-term and future liabilities, including other post-employment benefits (OPEB).

III.D.12.

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

In alignment with Governmental Accounting Standards Board (GASB) requirements, the District contracts for, and receives, a full actuarial valuation to determine overall liability of post-retirement medical benefits and future medical costs every two years, with an update completed in the off-years for the deferred inflows and outflows that impact the comprehensive annual financial report. GASB Statements 74 and 75 set the accounting standard for public sector employers to identify and report their OPEB liabilities. The current report is a full study with a valuation date of June 30, 2020 ([III.D.12.01](#)). This report shows a \$52,254,214 reduc-

tion of the District’s total OPEB liability, due primarily to a recent transition to the CalPERS medical program from a legacy plan.

General Findings of the Actuarial Study (valuation date June 30, 2020):

	June 30, 2019	June 30, 2020	Change
Total OPEB liability	\$185,867,893	\$133,613,679	-\$52,254,214
Plan fiduciary net position	\$22,070,524	\$ 22,890,864	\$820,340
District’s net OPEB liability	\$163,797,369	\$ 110,722,815	-\$53,074,554

The District pays the annual costs of retiree health benefits on a pay-as-you-go basis. Also, in alignment with best practice and fiscal prudence for effective administration of an unfunded liability for retiree health benefits, the District has established and oversees the Futuris Public Entity Investment Trust, an irrevocable trust that is managed in compliance with applicable GASB standards. The District remitted \$9 million to the Trust in March, 2011. Since that time, additional dollars have been remitted for a total contribution to date of \$14,450,000. Investment earnings help address the District’s long-term liability. With investment earnings totaling \$8,440,864, the Fiduciary Net Position of the Trust at June 30, 2020 was \$22,890,864 ([III.D.12.02](#)). By subtracting the Fiduciary Net Position from the Total OPEB liability, the District’s Net OPEB Liability is \$110,722,815.

Oversight of the Futuris Trust is provided by a Retirement Board of Authority (RBOA) composed of district personnel. Further, Benefit Trust Company is the qualified Discretionary Trustee for asset and fiduciary management and investment policy development. Keenan & Associates is the Futuris Trust Program Coordinator, providing oversight and guidance of the program to the District. RBOA meetings occur regularly with Keenan Financial Services, Benefit Trust Company, Morgan Stanley, and district staff ([III.D.12.03](#)).

Separately, the District has set-aside \$1,000,000 in a designated reserve ([III.D.12.04](#)) to contribute toward CalSTRS and CalPERS rate stabilization, as needed, in consideration of future statutorily established rate increases. At this time, the STRS and PERS annual employer rates that are set in statute are funded on a pay-as-you-go basis. Vacation leave is capped at a maximum accrual of 240 hours for classified positions and 320 hours for management positions, with Memoranda of Understanding that have allowed for carryover exceptions during the COVID-19 pandemic.

For Fiscal Year 2021, the end-of-year total liability balance for compensated absences is \$5,920,352 while the workload balancing liability is \$767,854 ([III.D.12.05](#)). The District sets-aside the current liability for compensated absences in the general fund at an amount equal to the average of the previous three-years of vacation usage in the first quarter of the fiscal year, as confirmed by the independent auditor. The workload balancing liability is fully funded and accounted for in Fund 691 ([III.D.12.06](#)). The District reviews these balances regularly and makes adjustments for compensated absences and workload balancing liabilities in the general ledger semi-annually.

Analysis and Evaluation

The District plans for and allocates appropriate resources for the payment of liabilities and

future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The District has established budgetary processes and resources to address long-term obligations. The District utilizes regularly prepared actuarial studies to calculate its OPEB liability in compliance with GASB requirements, and factors the information into its financial planning and budgeting. The District's actuarial valuation report is current and prepared in accordance with GASB accounting standards. As a best practice for funding OPEB liabilities, the District has established and funded an irrevocable trust. The District pays the statutorily set CalSTRS and CalPERS employer rates on a pay-as-you-go basis and has also established a designated reserve to help lessen the impact on the general fund of future rate increases, as necessary. Vacation leave for employees is capped and there is also a limit for banked load leave. The District regularly reviews and budgets for future compensated absences and banked load leave obligations.

III.D.13.

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

Evidence of Meeting the Standard

In March 2002, the electorate of Ventura County approved Measure S in the amount of \$356.3 million for the construction and rehabilitation of facilities. The Measure S remaining liability is the entirety of the District's locally incurred debt at this time. Payments on general obligation bonds are made by the bond interest and redemption fund with local property tax collections. All long-term debt is recognized in the 2020-2021 Annual Audit Report ([III.D.13.01](#)). The District's long-term debt includes the following:

- 2002 General Obligation Series C Bonds
- 2011 General Obligation Refunding Bonds
- 2014 General Obligation Refunding Bonds
- 2015 General Obligation Refunding Bonds
- 2019 General Obligation Refunding Bonds

The County of Ventura Auditor and Controller's office administers the bond debts, including the collection from taxpayers and the debt payment. Debt service payments occur in August and February. The Director of Fiscal Services reviews the invoice prepared by US Bank against the related debt service schedules. Once accuracy is confirmed through reconciliation, the Vice Chancellor of Business and Administrative Services authorizes approval of the debt service payments ([III.D.13.02](#)).

Analysis and Evaluation

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. Other than the described Measure S General Obligation bonds, which are municipal bonds repaid by the county's taxpayers, the District does not have any other locally incurred debt obligations.

III.D.14.

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

Evidence of Meeting the Standard

Oversight of debt instruments begins with BP and AP 6307 Debt Issuance and Management ([III.D.14.01](#), [III.D.14.02](#), [III.D.14.03](#)). As bond proceeds are spent, the District adheres to requirements of an annual bond audit as well as Citizen Oversight Committee meetings ([III.D.14.04](#), [III.D.14.05](#), [III.D.14.06](#)). In accordance with Education Code Section 15278, a Citizen Oversight Committee was established for the Measure S general obligation bond. The committee provides oversight ensuring that 1) bond revenues are expended only for the construction, reconstruction, rehabilitation or replacement of college facilities, including the furnishing and equipping of college facilities or the acquisition or lease of real property for college facilities; 2) no bond revenues are expended for any teacher or administrative salaries or other college operating expenses; and 3) the public is informed about the District's expenditure of bond proceeds. Measure S expenditures were concluded in the 2019-20 fiscal year; therefore, the committee no longer exists.

Auxiliary organizations at California community college districts are non-profit organizations, which are separate legal entities that operate pursuant to Title 5, Section 59255. The District auxiliary organizations consist of the Moorpark College Foundation, Oxnard College Foundation, and Ventura College Foundation. The purpose of the Moorpark College Foundation is to receive and manage philanthropic gifts for scholarships, basic needs, the Rising Scholars Academy, as well as raise awareness and funds for other college programs ([III.D.14.07](#)). The Foundation maintains a Board of Directors that monitors its financial activities ([III.D.14.08](#)). The District's Board of Trustees also receives and reviews the annual audit of the Foundation ([III.D.14.09](#)). BP and AP 3600 Auxiliary Organizations guide Foundation operations ([III.D.14.10](#), [III.D.14.11](#)). A master agreement between the District and the Foundation further delineates the functions, programs, and services the auxiliary organization is to administer, manage, or operate.

Restricted general fund programs, which include grants and categorical programs, are established to provide specialized services. These programs are funded through federal, state, and local agencies for a particular purpose. BP and AP 3280 Grants address the grant application, review, and approval process and convey a districtwide commitment to support efforts to secure funding that supplements institutional efforts to enhance the learning environment for students, in alignment with identified and articulated needs and goals ([III.D.14.12](#), [III.D.14.13](#)). All grants being considered by the College must be reviewed and approved through the Chancellor's Cabinet before submission to the funding agency. Grants and categorical programs are audited annually and an independent auditor renders an opinion on federal compliance as well as state compliance. All

grants and categorical programs are accounted for separately with each program assigned its own unique fund code and organization code combination in the District's ERP system. All quarterly and annual reports are reviewed by college and district fiscal services for final review before submittal to the appropriate agency.

Analysis and Evaluation

The District has policies and procedures in place to ensure financial resources are used in a manner consistent with the intended purpose of the funding source. Board policies and procedures, monitored by both internal reviews and external audits, ensure that all financial resources, including debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

III.D.15.

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The Moorpark College Financial Aid Department has a cohort default rate of 6.5 percent and draft rate of 2.8 percent that are compliant with the 30 percent or less required by USDE for the past 3 years ([III.D.15.01](#), [III.D.15.02](#)). The College has a contract with Borrower Connect, USA Funds, which is a national default servicing company to reach out to delinquent borrowers requesting payment ([III.D.15.03](#)). As such, the default percentage has decreased for the past 3 years. The College Financial Aid Department and Borrower Connect regularly monitor student financial aid activity and offer loan and debt counseling and financial aid workshops ([III.D.15.04](#)).

The Financial Aid Department files a yearly Fiscal Operations Report and Application to Participate (FISAP) report and prepares yearly close out of Common Origination and Disbursement (COD), Pell, and Direct Loans, along with monthly reconciliations for these programs ([III.D.15.05](#)). Financial Aid updates the E-App's when any changes occur and re-applies as required for renewal of the College's program participation agreement (PPA). Moorpark College recertified and was approved this year for another 5 years.

Analysis and Evaluation

The College's default rate has been monitored and managed in a proactive manner which is periodically modified to ensure the College is in compliance. The College's Financial Aid Department has developed numerous internal checks and balances along with self-audits that help to demonstrate compliance with Federal Title IV regulations and requirements.

III.D.16.

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

On behalf of the College, the District enters into contractual agreements with various individuals, firms, and other governmental agencies for the purpose of procuring or providing a variety of services. Each of these agreements contribute in an important way toward the effective operation of the College and its instructional programs and student support services. For example, contractual agreements have been established with local hospitals, health clinics, veterinarian clinics, and the Exotic Animal Training & Management (EATM) program. The District also has agreements with software manufacturers, software providers, and software integrators for products and services that power the institution's instructional learning management system, student registration and support systems, and enterprise application software for finance and human resources. Moreover, the College and District maintain contractual agreements with key partners such as Barnes & Noble Bookstore for campus bookstore management as well as a public private partnership with ForeFront Power for the construction and operation of solar power arrays on campus.

The College and District adhere to BP and AP 6330 Purchasing for all contracts ([III.D.16.01](#), [III.D.16.02](#)). On an individual case basis, the formal review process for executing an agreement includes a review by the College, the District's General Services Department, the appropriate Vice Chancellor, the Vice Chancellor of Business and Administrative Services, and legal counsel, as necessary. In addition to these processes, agreements for grants or special programs in which the College receives funding to perform certain activities or conduct specific programs must pass through additional approvals by the College's Vice President of Academic Affairs or Vice President of Student Support, Vice President of Business Services, and by the College President, as well as at Chancellor's Cabinet at the District ([III.D.16.03](#), [III.D.16.04](#), [III.D.16.05](#)). Further, contractual agreements are approved or ratified by the Board of Trustees ([III.D.16.06](#)). The District Office Purchasing Department maintains an electronic workflow process to record contracts, memoranda of understanding, and agreements with the District ([III.D.16.07](#)). The workflow process tracks the effective date of an agreement, contract term and expiration dates, revenue, Board of Trustee approvals, and insurance requirements.

Analysis and Evaluation

All contractual agreements with external entities support the college mission and goals, are governed by institutional policies, and contain appropriate provisions to mitigate risk, maintain institutional integrity, and help sustain or advance the quality of programs, services, and operations. Contractual agreements with external entities are governed by governing board policies and administrative regulations. All contracts undergo appropriate college and/or district review processes to assure they contain appropriate provisions that are consistent with institutional mission and goals. Approved agreements, whether for personal and professional services, lease purchase, instructional programs and services, contract education, facility usage, or any other

purpose, are vetted through multiple checkpoints to ensure that provisions are designed to sustain institutional integrity and the quality of programs, services, and operations.

Conclusions on Standard III.D Financial Resources

The District adheres to board policies and administrative procedures which guide budget planning processes. The District follows a calendar for budget development which allows sufficient time for review and input from affected constituencies. The District's allocation model ensures sufficient resources to meet student learning needs and improve institutional effectiveness. The College's mission is the foundation for financial planning and resource allocation decisions as part of its integrated planning process. Financial information is broadly shared at the district and college level with multiple opportunities for input from related participatory governance groups. All aspects of budget development and control adhere to strict standards of integrity. Internal and external audit information is shared and responded to promptly. Regular review of fiscal procedures ensures ongoing integrity of all processes and allocations. The budget includes sufficient reserves to support long-range planning and fiscal stability moving forward.

Evidence

- [III.D.1.01 BP 6200 Budget Preparation](#)
- [III.D.1.02 CCCCCO BAM](#)
- [III.D.1.03 VCCCD BAM](#)
- [III.D.1.04 VCCCD IFM](#)
- [III.D.1.05 BP 6250 Budget Management](#)
- [III.D.1.06 BP 6300 Fiscal Management](#)
- [III.D.1.07 GF Revenue](#)
- [III.D.1.08 GF Fund Balance](#)
- [III.D.1.09 Funds 113&114 Designed](#)
- [III.D.1.10 Adoption Budget Revenue Allocation](#)
- [III.D.1.11 DCAS Charge](#)
- [III.D.1.12 HEERF Update](#)
- [III.D.1.13 BoT Preso HEERF Update](#)
- [III.D.1.14 FY22 Adoption Budget](#)
- [III.D.1.15 2022-2023 Annual Work Plan planning retreat](#)
- [III.D.2.01 Board Goals](#)
- [III.D.2.02 MC Education Master Plan](#)
- [III.D.2.03 VCCCD BAM](#)
- [III.D.2.04 DCAS Charge](#)
- [III.D.2.05 BP 6200 Budget Preparation](#)
- [III.D.2.06 BP 6250 Budget Management](#)
- [III.D.2.07 BP 6300 Fiscal Management](#)
- [III.D.2.08 VCCCD IFM](#)
- [III.D.2.09 CCCCCO BAM](#)
- [III.D.2.10 DCAS Meeting Notes 1-20-22](#)
- [III.D.2.11 DCAS Meeting Notes 2-17-22](#)

[III.D.2.12 ASC Meeting NOTES 2-24-22](#)
[III.D.2.13 Item 15.02 3-08-22 BoT Meeting](#)
[III.D.2.14 Item 15.03 3-08-22 BoT Meeting](#)
[III.D.2.15 2022 02-22 EdCAP-FP Minutes](#)
[III.D.2.16 2022-2023 Annual Work Plan planning retreat](#)
[III.D.2.17 FRAWG Projects Ranked FY 20-21 Funded FY 21-22](#)
[III.D.3.01 BP 6200 Budget Preparation](#)
[III.D.3.02 AP 6200 Budget Preparation](#)
[III.D.3.03 Budget Development Timeline](#)
[III.D.3.04 DCAS Charge-Membership](#)
[III.D.3.05 FY23 Allocation Model](#)
[III.D.3.06 FY23 Budget Assumptions](#)
[III.D.3.07 FY23 Infrastructure Funding Model](#)
[III.D.3.08 DCAS Meeting Notes 1-20-22](#)
[III.D.3.09 3-8-22 Board Item 15.01 Assumptions](#)
[III.D.3.10 3-8-22 Board Item 15.02 Allocation Model](#)
[III.D.3.11 3-8-22 Board Item 15.03 IFM](#)
[III.D.3.12 EdCAP-FP Agenda 4-28-2022](#)
[III.D.4.01 2021-01-21 DCAS Notes](#)
[III.D.4.02 01-19-2021 BoT Meeting Item 9.01](#)
[III.D.4.03 01-19-2021 BoT Meeting Item 9.01 Preso](#)
[III.D.4.04 05-25-2021 BoT Meeting Item 3.05 Preso](#)
[III.D.4.05 05-25-2021 BoT Meeting Item 3.05](#)
[III.D.4.06 06-15-2021 BoT Meeting Item 16.02](#)
[III.D.4.07 09-14-2021 BoT Meeting Item 6.03](#)
[III.D.4.08 VCCCD BAM](#)
[III.D.4.09 MYP excerpt FY22 Adoption Budget Executive Summary BoT 9-14-21](#)
[III.D.4.10 FY23 January Budget Proposal Summary to EdCAP-Fiscal](#)
[III.D.4.11 EdCAP-Fiscal gap analysis email to president](#)
[III.D.5.01 BP 6300 Fiscal Management](#)
[III.D.5.02 AP 6300 Fiscal Management](#)
[III.D.5.03 BP 6400 Audits](#)
[III.D.5.04 AP 6400 Audits](#)
[III.D.5.05 22.01.06 DOC Agenda](#)
[III.D.5.06 2020.04.03 Budget Workshop](#)
[III.D.5.07 Item 4.01 ASC Dec 16, 2021](#)
[III.D.5.08 Item 15.01 BOT Jan 18, 2022](#)
[III.D.5.09 Item 16.02 BOT Jun 15, 2021](#)
[III.D.5.10 Item 6.03 BOT Sep 14, 2021](#)
[III.D.5.11 EdCAP-FP Agenda Apr 28, 2022](#)
[III.D.5.12 Item 3.02 DCAS Jan 20, 2022](#)
[III.D.5.13 Item 2.04 BOT Jan 22, 2022](#)
[III.D.5.14 BP 6330 Purchasing](#)
[III.D.5.15 Item 8.02 BOT Feb 15, 2022](#)
[III.D.6.01 VCCCD BAM](#)

[III.D.6.02 EdCAP-FP Agenda 4-28-2022](#)
[III.D.6.03 Faculty Prioritization summary 2021](#)
[III.D.6.04 FT-CAP Agenda 5-4-22](#)
[III.D.6.05 VCCCD Webpage Budget Documents](#)
[III.D.6.06 VCCCD Webpage State Reporting](#)
[III.D.6.07 VCCCD Website Financial Statements](#)
[III.D.7.01 BP 6400 Audits](#)
[III.D.7.02 Ventura County CCD 2021 Final Financials](#)
[III.D.7.03 Corrective Action Plan signed](#)
[III.D.7.04 Item 4.01 ASC Dec 16, 2021](#)
[III.D.7.05 Item 9.01 BOT meeting Feb 9, 2021](#)
[III.D.7.06 Item 15.01 BOT Jan 18, 2022](#)
[III.D.8.01 BP 6300 Fiscal Management](#)
[III.D.8.02 AP 6300 Fiscal Management](#)
[III.D.8.03 DOC Agendas](#)
[III.D.8.04 CCIA Conference Agenda Spring-2018](#)
[III.D.8.05 BP 6400 Audits](#)
[III.D.8.06 AP 6400 Audits](#)
[III.D.8.07 Ventura County CCD 2021 Final Financials](#)
[III.D.8.08 VCCCD Audit Excerpt-GAS](#)
[III.D.8.09 VCCCD Audit Excerpt UG](#)
[III.D.8.10 Corrective Action Plan signed](#)
[III.D.8.11 Item 4.01 ASC Dec 16, 2021](#)
[III.D.8.12 Item 9.01 BOT meeting Feb 9, 2021](#)
[III.D.8.13 Item 15.01 BOT Jan 18, 2022](#)
[III.D.9.01 BP 6200 Budget Preparation](#)
[III.D.9.02 AP 6305 Reserves](#)
[III.D.9.03 BP 6250 Budget Management](#)
[III.D.9.04 BP 6300 Fiscal Management](#)
[III.D.9.05 GF Revenue](#)
[III.D.9.06 BP 6540 Insurance](#)
[III.D.10.01 BP 6300 Fiscal Management](#)
[III.D.10.02 AP 6300 Fiscal Management](#)
[III.D.10.03 CCC BAM 2012](#)
[III.D.10.04 BP 6200 Budget Preparation](#)
[III.D.10.05 AP 6200 Budget Preparation](#)
[III.D.10.06 BP 6250 Budget Management](#)
[III.D.10.07 AP 6250 Budget Management](#)
[III.D.10.08 Item 11.06 BOT Jan 18, 2022](#)
[III.D.10.09 2020.04.03 Budget Workshop](#)
[III.D.10.10 Ventura County CCD 2019 Final Financials](#)
[III.D.10.11 Ventura County CCD 2020 Final Financials](#)
[III.D.10.12 Ventura County CCD 2021 Final Financial](#)
[III.D.10.13 Item 15.02 BOT Jan 18, 2022](#)
[III.D.10.14 MCF 2021-06-30 Financials](#)

[III.D.10.15 2021-2022 FISAP Submission](#)
[III.D.10.16 2020-2021 FSA EZ Audit Submission](#)
[III.D.10.17 BP 6330 Purchasing](#)
[III.D.10.18 AP 6330 Purchasing](#)
[III.D.10.19 Workflow Printscreens](#)
[III.D.10.20 BP 6320 Investments](#)
[III.D.10.21 AP 6320 Investments](#)
[III.D.10.22 21.12.03 RBOA meeting agenda](#)
[III.D.11.01 FY22 Adoption Budget Executive Summary BoT 9-14-21](#)
[III.D.11.02 Actuarial Study 2020](#)
[III.D.11.03 RBOA Annual Report](#)
[III.D.12.01 Actuarial Study 2020](#)
[III.D.12.02 RBOA Annual Report](#)
[III.D.12.03 21.12.03 RBOA meeting agenda](#)
[III.D.12.04 STRS-PERS designated reserve](#)
[III.D.12.05 Audit workload balance](#)
[III.D.12.06 Fund 691](#)
[III.D.13.01 VCCCD 2021 Final Financials](#)
[III.D.13.02 2022 Jan Debt Service Payment signed](#)
[III.D.14.01 Item 12.02 BOT meeting Sept 10, 2019](#)
[III.D.14.02 BP 6307 Debt Issuance and Management](#)
[III.D.14.03 AP 6307 Debt Issuance and Management](#)
[III.D.14.04 Bond Audit Item 9.01 BOT meeting Feb 9, 2021](#)
[III.D.14.05 AP 6740 Citizens Oversight Committee](#)
[III.D.14.06 BP 6740 Citizens Oversight Committee](#)
[III.D.14.07 FY21 MCF Annual Report Mar22](#)
[III.D.14.08 Board of Directors MCF](#)
[III.D.14.09 Foundation Audit Board Item 15.02 BoT Meeting 1.18.22](#)
[III.D.14.10 BP 3600 Auxiliary Organizations](#)
[III.D.14.11 AP 3600 Auxiliary Organizations](#)
[III.D.14.12 BP 3280 Grants](#)
[III.D.14.13 AP 3280 Grants](#)
[III.D.15.01 Moorpark College Default Rates](#)
[III.D.15.02 Moorpark College Monthly Snapshot, December 2021](#)
[III.D.15.03 Borrower Connect Information](#)
[III.D.15.04 Loan Videos](#)
[III.D.15.05 FISAP 2021](#)
[III.D.16.01 BP 6330 Purchasing](#)
[III.D.16.02 AP 6330 Purchasing](#)
[III.D.16.03 Form 100 Outreach-Retention grant AG JC JSOKENU signed](#)
[III.D.16.04 02-28-2022 Cabinet Notes](#)
[III.D.16.05 Grant Request - DAC VCCCD ETP](#)
[III.D.16.06 DAC VCCCD ETP Board Approval 4-12-2022](#)
[III.D.16.07 Workflow Printscreens](#)

STANDARD IV: Leadership and Governance

A. Decision-Making Roles and Processes

IV.A.1

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

Evidence of Meeting the Standard

Institutional culture supporting new ideas and diversity of thought is reflected in the Moorpark College Values of creativity, innovation, and excellence ([IV.A.1.01](#)). When social injustices reached national recognition in the Summer of 2020 amid the COVID pandemic, Moorpark College held Town Halls to discuss social and racial justice issues ([IV.A.1.02](#)). Under the leadership of President Sokenu, four Social Justice Workgroups were created around the themes generated from the Town Halls:

- Culturally responsive curriculum;
- Diversity in hiring;
- Advocacy and leadership in racial issues; and
- Culturally responsive student services and support.

Each of these Social Justice Workgroups involved participation from all constituents and had leads from each of the stakeholders: a student, an administrator (ranging from dean to vice-president), a classified professional, and a faculty member. Initial work was reported out from each workgroup at the Fall 2020 Convocation with students, administrators, classified, and faculty all speaking ([IV.A.1.03](#), [IV.A.1.04](#)). Continued work was presented at a November Town Hall with participants providing input on prioritizing main ideas from each group in terms of short-term and long-term goals ([IV.A.1.05](#)).

Many outcomes have come from the Social Justice Workgroups. For example, the group related to culturally responsive student services and support initiated a revision of the college mission statement that included an increased focus on diversity, equity, inclusion, and social justice ([IV.A.1.06](#)). Drafts of the mission statement were reviewed by a number of participatory governance groups, including the Academic Senate, and affirmed at the Spring 2021 Strategic Planning Retreat ([IV.A.1.07](#), [IV.A.1.08](#)). At the start of summer 2021, there was a “curriculum audit” professional development opportunity for faculty to learn about and develop culturally responsive curriculum ([IV.A.1.09](#)). In fall 2020, the College also offered advocacy training that was open to the entire campus community and attended by students, classified professionals, faculty,

and administrators ([IV.A.1.10](#)). Current efforts involve integrating the work of the Social Justice Workgroups into existing governance structures.

The Moorpark College Participatory Governance Handbook outlines the participatory processes at the College, and this handbook was updated most recently during the 2019-2020 academic year. Each committee updated its charter and membership. An increased inclusivity is evidenced through the increased number of classified professionals on committees, students receiving voting rights on many committees, and the tri-chair model (administrator, classified, and faculty co-leads) used on a number of committees.

One example of significant changes to college committee membership relates to the Committee on Accreditation and Planning – Education (EdCAP). It originally had no official classified representation but the co-chairs were approached by the Classified Senate President with a request to include classified representation at its February 2, 2020 meeting ([IV.A.1.11](#), [IV.A.1.12](#)). Associated Students also asked for a voting position at EdCAP instead of only an advisory role. The updated draft of the Participatory Governance Handbook included both a voting student member and two classified representatives and was approved unanimously at the March 24, 2020 EdCAP meeting ([IV.A.1.13](#), [IV.A.1.14](#)). A number of governance groups adopted changes to include voting student members and expanded classified representation. Final approval of the Participatory Governance Handbook includes endorsement by all constituent groups represented by the signatures of the College President, Associated Students President, Classified Senate President, and the Academic Senate President ([IV.A.1.15](#)).

Analysis and Evaluation

Moorpark College embodies its students first philosophy by always striving to provide a better student experience. This is, in part, reflected in its college values of creativity, innovation, and excellence, which are used for continuous improvement and represent the institutional culture. New ideas are routinely encouraged, discussed, debated, and refined through Moorpark College's governance and operational structures and processes. Increased inclusion and voice in governance structures that include students, classified professionals, administrators, and faculty provide opportunities for more diverse perspectives in discussions, always with the focus on students. Existing governance and operational structures are leveraged to facilitate discussions and implementation of new ideas as much as possible. When current techniques are insufficient, new structures are used for innovative ideas such as with the Social Justice Workgroups. Current efforts involve integrating the work of the Social Justice Workgroups into existing governance structures and involve the student, classified, faculty, and administrative leads from each group.

IV.A.2.

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

Evidence of Meeting the Standard

At the district level, BP 3250 describes the roles of groups in governance, planning, and budgets. BP 3100, BP 2425, and AP 2425 outline the organizational structure of all employees in the District ([IV.A.2.01](#), [IV.A.2.02](#), [IV.A.2.03](#), [IV.A.2.04](#)). The Moorpark College Participatory Governance Handbook outlines the composition of all committees and states the mission. As affirmed in the document, “The constituent groups of the College, i.e., Academic Senate, Classified Senate, Student Senate (Associated Students), Management, and individuals in the best position to understand the issues, are represented in membership on the College Standing Committees. This ensures the participatory nature of the College governance structure.” In addition, this document outlines the four types of governance groups. Finally, the Handbook’s “Route of a Proposal in Model Consultation” describes the process that a member of the College campus would take in order to put forward ideas ([IV.A.2.05](#)).

BP 2510 and AP 2510 Participation in Local Decision-Making outline the opportunity student representatives are given to sit on standing and advisory committees and to form part of the decision-making structure ([IV.A.2.06](#), [IV.A.2.07](#)). Student representatives serve on all Academic Senate standing committees and are full voting members on many of them. Student committee members are appointed by Associated Students based upon interest and availability. In addition, students serve on President’s Council where they can provide varied perspectives to the College President who evaluates recommendations and makes final decisions ([IV.A.2.08](#)).

Analysis and Evaluation

The College values the participative process, as can be seen in Board Policies and Administrative Procedures and as defined in The Moorpark College Participatory Governance Handbook. Participation in decision-making processes is strongly reflected in the college culture. The College has policies and procedures to ensure student participation and considers students’ views in matters in which students have a direct and reasonable interest. The College has an active Associated Student Government that supports student learning through their participation on standing and advisory committees and their ongoing dialogue about key topics.

IV.A.3.

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

Evidence of Meeting the Standard

BP 2510 Participation in Local Decision Making outlines the roles of constituency groups in decision-making, noting that “Each of the following [faculty, staff, and students] shall participate effectively as required by law (AB 1725) in the decision-making processes of the district” ([IV.A.3.01](#)). The corresponding AP 2510 affirms the role of each group in decision-making and links to the VCCCD Decision-Making Handbook, which provides a detailed description of how faculty, staff, students, and administrators participate in decision-making processes, as well as descriptions of how district and college governance intersects ([IV.A.3.02](#), [IV.A.3.03](#)).

The role of administrators, faculty, staff, and students in institutional governance is further described in The Moorpark College Participatory Governance Handbook 2020-2025, which is formally endorsed by all four stakeholder groups as represented by the College President, Associated Students President, Classified Senate President, and Academic Senate President ([IV.A.3.04](#)). In addition to a detailed description of the charge, membership, and specific tasks of each committee and group, it also highlights the approach that Moorpark College takes to institutional governance, emphasizing a culture of collegiality, dialogue, and inclusiveness. It specifies this inclusiveness in committee and group structural leadership: “The College culture is marked by collegiality and respect for the role of others. This is demonstrated by the practice in which committees are co-chaired by a faculty and/or staff member and an administrator. The faculty or staff co-chairs are elected by the Senate Councils. Administrative co-chairs are appointed by the Vice Presidents of Academic Affairs, Student Support, or Business Services.”

Planning processes integrate multiple constituencies and viewpoints. For example, one of the largest planning groups, the EdCAP/Fiscal Planning Joint Committee, has responsibility for oversight of program plans, the Educational Master Plan, the Strategic Plan, the Annual Work Plan, review of college resource recommendations, and accreditation. This committee is composed of divisional representation of faculty, all governance body presidents, all VPs, all deans, as well as staff and student representatives who give input on key planning initiatives and regularly review the budget and make recommendations on resource allocations ([IV.A.3.05](#)). Additional forums where administrators, faculty, and other constituent groups provide input on planning decisions include the Annual Strategic Planning Retreat ([IV.A.3.06](#)). Notably, members of the entire college community are invited to attend ([IV.1.3.07](#)).

Analysis and Evaluation

The roles of administrators, faculty, staff, and students are codified in policy and procedure, as well as in both district and college decision-making handbooks which outline in detail the purview of each constituent group and the venues in which their participation is formalized. Committee structures and governance group processes are highlighted in these documents and evidenced in the structure and content of committee agendas that include work on policy, planning, and budget-related decisions, including those regarding resource allocation. One of the standout practices of Moorpark College is its Annual Strategic Planning Retreat. The invitation to participate in this event is sent to the full list of all constituency groups and has broad attendance. This is an opportunity to come together to consider various strategic planning initiatives but is also a space for community building and ensuring that all members of the Moorpark community have an opportunity to voice their perspectives. Input from these meetings funnel back to decision-making bodies to complete the circle of collegial planning.

IV.A.4.

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

Evidence of Meeting the Standard

BP 4020 and AP 4020 Curriculum Development outline the primacy that faculty and the Academic Senate have in curricular matters, specifying that all curriculum is initiated by a faculty member ([IV.A.4.01](#), [IV.A.4.02](#)). The Moorpark College Curriculum Committee is chaired jointly by faculty and the Vice President of Academic Affairs (or designee) with membership that includes faculty representing each academic department as well as three deans ([IV.A.4.03](#)).

Curriculum initiated by faculty goes through a workflow that includes department and dean approval, technical review, Curriculum Committee approval, district curriculum committee review, and final approval by the Board of Trustees, before being forwarded to the California Community Colleges Chancellor's Office for chaptering and/or approval ([IV.A.4.04](#)). Faculty and administrators discuss proposed and updated curriculum in the Curriculum Committee and vote to approve curriculum and forward it to the Board of Trustees ([IV.A.4.05](#), [IV.A.4.06](#)). Parallel policies and structures exist for student services that involves faculty and administrators supporting students through both college committees (e.g., the Student Equity and Achievement Committee and the Student Services Council) and the District Student Services Committee ([IV.A.4.07](#), [IV.A.4.08](#), [IV.A.4.09](#)).

Analysis and Evaluation

Faculty and administrators have responsibility for recommendations about curriculum and student learning programs and services. Well-defined committees and workflows include input from faculty and administrators at both college and district levels.

IV.A.5.

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

Evidence of Meeting the Standard

Board Policy BP 2510 Participation in Local Decision Making and its associated AP outline the roles and responsibilities of the participatory governance groups within the district ([IV.A.5.01](#), [IV.A.5.02](#)). The VCCCD Decision-Making Handbook describes in detail how district committees link with the structures of each of the three colleges and the roles of constituent members ([IV.A.5.03](#)). At Moorpark College, all formal governance groups, college committees, and other sustained working groups are described in The Moorpark College Participatory Governance Handbook, 2020-2025, including specific guidance on ensuring collegial participation in decision-making structures. The timelines outlined in Chapter 3 guide standard annual review cycles ([IV.A.5.04](#)).

In addition to these formal documents, each major governance group maintains a public website which describes its charge, roles, and membership. Information includes agendas and minutes which demonstrate how various plans and policies are discussed and supported or modified by the Academic Senate, the Classified Senate, and the Associated Students ([IV.A.5.05](#), [IV.A.5.06](#), [IV.A.5.07](#)). In clarifying the expertise and responsibility of the Academic Senate, for example, the 10+1 areas of responsibility are listed on the Academic Senate website.

One of the primary committees which helps to establish, endorse, and assess college plans and practices is the Committee on Accreditation and Planning – Education (EdCAP), which is integrated with fiscal planning. The membership on this planning body represents faculty, staff, administrators, and students and provides input on planning issues ranging from review of institution-set standards to program planning to mission statement development ([IV.A.5.08](#)).

Other committees are composed of representatives most familiar with their particular focus area. For curriculum matters, BP 4020 Curriculum Development delineates the Academic Senate’s role in curriculum development and all processes related to curriculum review ([IV.A.5.09](#)). Another committee which is involved with planning around a specific area of need is the Distance Education Committee. This body works toward addressing strategic directions relevant to online learning and documents annual progress on defined goals. For example, in the 2020-2021 academic year, the goal of becoming a CVC-OEI Peer Online Course Review certified campus was achieved, as was the development of a regular and effective contact policy ([IV.A.5.10](#)).

Analysis and Evaluation

The District and College follow participatory governance processes that enable relevant perspectives to be considered. Policies, procedures, and district and college handbooks clarify the roles and responsibilities of the varied constituent groups that contribute to decision-making with defined areas that relate to the roles of faculty, students, staff, and administrators. College planning processes emphasize inclusivity with broad representation on such groups as the Committee on Accreditation and Planning – Education, while more specific expertise is tapped in other topic-specific committees related to curriculum and distance education. To assess timely progress on defined goals, an annual review of goals and progress toward them is documented at the end of each academic year, with a written record of achievements as well as any areas still requiring attention in the subsequent year. With specific, defined goals achieved within a year’s time, timely action can be taken to implement changes and refine actions as appropriate.

IV.A.6.

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

Evidence of Meeting the Standard

The process for decision-making is described in The Moorpark College Participatory Governance Handbook 2020-2025 and posted on the College’s website ([IV.A.6.01](#)). This document is reviewed at least every five years to ensure that it reflects an optimal decision-making process for the College and that all constituents are properly represented. Proposed changes to the Handbook are reviewed by appropriate governance committees, councils, and the Academic Senate, posted on the Academic Senate website, and posted to the portal to allow wide input ([IV.A.6.02](#)). One example of a widely-shared decision-making process is the faculty prioritization process, which is conducted as part of a public meeting, the results of which are also posted on the college website ([IV.A.6.03](#)).

The primary venues for decision-making are the standing committees and the annual program

planning process. Committee agendas and minutes are posted on each committee's website and shared via email with all employees and student representatives ([IV.A.6.04](#)). Decisions from these committees are communicated to departments and divisions by their standing committee representatives, web postings, and campus meetings such as Town Halls, Flex Days, and Convocation Day ([IV.A.6.05](#), [IV.A.6.06](#), [IV.A.6.07](#)). The results of resource allocation decisions made through the program planning process are posted on the Moorpark College Planning Webpage ([IV.A.6.08](#)).

Analysis and Evaluation

The Moorpark College Participatory Governance Handbook clearly defines the College's decision-making process. This process is well documented and widely communicated through committees and websites. The resulting decisions are communicated across the institution. Prioritization decisions have been centralized to the Moorpark College Planning webpage to enable unified access to all materials.

IV.A.7.

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

Evidence of Meeting the Standard

Decision-making processes and structures are summarized in The Moorpark College Participatory Governance Handbook that is reviewed on a five-year cycle with a mechanism for amendment within the five-year term ([IV.A.7.01](#)). The collegial consultation structures and procedures receive input from all stakeholder groups and are agreed upon by all constituents through the representatives of each group: College President, Associated Student President, Classified Senate President, and Academic Senate President.

The Academic Senate and its Standing Committees conduct participatory governance assessments every two years ([IV.A.7.02](#)). Results from these surveys are discussed by each group during open and public meetings with the goal of continuous improvement, and feedback is captured in meeting minutes ([IV.A.7.03](#), [IV.A.7.04](#)). Survey results are posted on public committee websites and inform changes to committee processes. For example, confusion about how to add an item to Academic Senate agendas came out of these assessments and led to adding a standing discussion item for all Senate agendas called "Future Agenda Items." During that part of each meeting, attendees are able to suggest items for future discussion ([IV.A.7.05](#)).

An example of an Academic Standing Committee is the Student Equity and Achievement Committee (SEA). The SEA Committee also reviewed its assessment results and discussed them in relation to completing its charge and goals ([IV.A.7.06](#), [IV.A.7.07](#)).

Analysis and Evaluation

Decision-making policies, procedures, and processes are well documented with input and sign-off from all stakeholder groups: administration, students, classified, and faculty. Participatory

governance group processes are assessed every two years and the results presented at open and public meetings of each committee. Committee discussions reflecting on survey results generate ideas and innovations to improve committee performance to better serve students in the mission of the College. The Participatory Governance Handbook that describes structures and processes for decision-making is reviewed regularly on a five-year cycle and has a mechanism for off-cycle amendments.

Conclusions on Standard IV.A Decision-Making Roles and Processes

Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness. Board policies and administrative procedures, in conjunction with The Moorpark College Participatory Governance Handbook, provide structure for meaningful input on a range of planning and decision-making processes. Moorpark College encourages broad and wide interaction in planning efforts and recently implemented a more inclusive tri-chair leadership model for many of its committees with leaders encompassing administrators, faculty, and classified professionals. In addition, major committees include student representatives. In support of innovation, excellence, and ongoing improvement, all members of the campus community are invited to participate in major planning events such as the Annual Strategic Planning Retreat. Agendas and minutes from committee and college-planning meetings are shared with the campus community and posted on the college website to ensure broad dissemination of information. The College actively seeks contributions of leadership from every constituency throughout the institution in order to inclusively promote student success, sustain academic quality, and contribute to continuous improvement.

Evidence

[IV.A.1.01 MC Mission, Values and Vision](#)

[IV.A.1.02 Town Hall Agenda 11-05-2020](#)

[IV.A.1.03 SJW 1 presentation Convocation 2020-08-14](#)

[IV.A.1.04 SJW 2 presentation Convocation 2020-08-14](#)

[IV.A.1.05 SJW Town Hall Survey Results](#)

[IV.A.1.06 BP 1200 Mission Statements](#)

[IV.A.1.07 Academic Senate minutes when reviewed mission statement](#)

[IV.A.1.08 Spring 2021 Strategic Planning retreat agenda](#)

[IV.A.1.09 Summer Sandbox Curriculum Audit](#)

[IV.A.1.10 MC Advocacy Workshop](#)

[IV.A.1.11 PG Handbook old EdCAP membership excerpt](#)

[IV.A.1.12 EdCAP Meeting Minutes Feb 2, 2020](#)

[IV.A.1.13 PG Handbook with updated EdCAP membership excerpt](#)

[IV.A.1.14 EdCAP Meeting Minutes Mar 24, 2020](#)

[IV.A.1.15 MC Participatory Governance Handbook \(complete and signed\)](#)

[IV.A.2.01 BP 3250 Institutional Planning](#)

[IV.A.2.02 BP 3100 Organizational Structure](#)

[IV.A.2.03 BP 2425 Board/District Planning](#)

[IV.A.2.04 AP 2425 Board/District Planning](#)

[IV.A.2.05 The Moorpark College Participatory Governance Handbook 2020-2025](#)
[IV.A.2.06 BP 2510 Participation in Local Decision Making](#)
[IV.A.2.07 AP 2510 Participation in Local Decision Making](#)
[IV.A.2.08 President's Council Agenda](#)
[IV.A.3.01 BP 2510 Participation in Local Decision Making](#)
[IV.A.3.02 AP 2510 Participation in Local Decision Making](#)
[IV.A.3.03 VCCCD Decision-Making Handbook](#)
[IV.A.3.04 The Moorpark College Participatory Governance Handbook 2020-2025](#)
[IV.A.3.05 EdCAP-FP Minutes, 8/24/21](#)
[IV.A.3.06 2021 Strategic Planning Retreat Agenda](#)
[IV.A.3.07 Invitation to 2021 Strategic Planning Retreat](#)
[IV.A.4.01 BP 4020 Curriculum Development](#)
[IV.A.4.02 AP 4020 Curriculum Development](#)
[IV.A.4.03 MC PG Handbook—Curriculum Committee Charter and Membership](#)
[IV.A.4.04 MC PG Handbook—Curriculum Workflow](#)
[IV.A.4.05 MC Curriculum Committee Minutes](#)
[IV.A.4.06 DTRW-I Minutes 2021-10-14 DRAFT](#)
[IV.A.4.07 BP 5050 Matriculation](#)
[IV.A.4.08 AP 5050 Student Success and Support Program](#)
[IV.A.4.09 MC PG Handbook—SEA and Student Services Council](#)
[IV.A.5.01 BP 2510 Participation in Local Decision Making](#)
[IV.A.5.02 AP 2510 Participation in Local Decision Making](#)
[IV.A.5.03 VCCCD Decision-Making Handbook](#)
[IV.A.5.04 The Moorpark College Participatory Governance Handbook, 2020-2025](#)
[IV.A.5.05 MC Academic Senate Website](#)
[IV.A.5.06 MC Classified Senate Website](#)
[IV.A.5.07 Associated Students of Moorpark College Website](#)
[IV.A.5.08 EdCAP Committee Minutes, 3-2-21](#)
[IV.A.5.09 BP 4020 Curriculum Development](#)
[IV.A.5.10 Distance Education Committee Goals and Accomplishments, 2020-2021](#)
[IV.A.6.01 Moorpark College Participatory Governance Manual 2020-2025](#)
[IV.A.6.02 EdCAP/Fiscal Planning Joint Committee Minutes – 8/24/21](#)
[IV.A.6.03 Faculty Prioritization Decision](#)
[IV.A.6.04 College Public Meeting Webpage](#)
[IV.A.6.05 Town Hall Agenda](#)
[IV.A.6.06 Flex Days Program](#)
[IV.A.6.07 Convocation Day](#)
[IV.A.6.08 College Planning Webpage](#)
[IV.A.7.01 Moorpark College Participatory Governance Handbook 2020-2025](#)
[IV.A.7.02 Participatory Governance Survey](#)
[IV.A.7.03 Senate Survey Results 2020](#)
[IV.A.7.04 Academic Senate Minutes 2020-09-15 \(survey results discussed\)](#)
[IV.A.7.05 Academic Senate Agenda](#)
[IV.A.7.06 Student Equity and Achievement Committee Survey Results 2020](#)
[IV.A.7.07 Student Equity and Achievement Committee Minutes 2020-09-23](#)

B. Chief Executive Officer

IV.B.1.

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

Evidence of Meeting the Standard

BP 2430 Delegation of Authority to Chancellor enables the Chancellor to delegate powers and responsibilities entrusted to them and ensures that “college presidents have primary authority for institutional quality and provide effective leadership in planning, organizing, budgeting, selecting, and developing employees and assessing campus effectiveness” ([IV.B.1.01](#)). The job description for the President expands on the responsibilities and duties of the position, providing more details for each component of planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness ([IV.B.1.02](#)). The President regularly communicates institutional values and goals to both internal and external stakeholders, reinforcing a culture of data-informed decision-making to further the mission of the College. Some examples are Campus Updates, where information is regularly shared along with a question-and-answer opportunity via Zoom, regular board reports distributed to the entire campus community, Town Halls, the Strategic Planning Retreat, and formal communications/responses to Senate and Standing Committees ([IV.B.1.03](#), [IV.B.1.04](#), [IV.B.1.05](#)).

Integrated planning links all program plans to the students first mission of the college, focused on equity and student success. The program planning process involves each program analyzing its program data, guided by questions that link to strategic directions of the College and approved by the President ([IV.B.1.06](#)). Resource requests from program plans are distributed to appropriate governance groups on campus for prioritization, each with its own rubric. For example, technology requests are prioritized based on impact on student learning and number of students that would benefit ([IV.B.1.07](#)). The results from all prioritization processes are publicly available on the Moorpark College Planning website ([IV.B.1.08](#)). Program evaluation meetings bring together program faculty and staff, area dean or manager, the Vice Presidents, and the Academic Senate President for discussion and feedback. Discussion includes a review of resource requests and fiscal impacts and the status of each program (no action, strengthen, reduce, review for discontinuance) ([IV.B.1.09](#)). These meetings are documented, and a final summary report of the program plan evaluation process is produced annually, including a summary of common themes, and the process is discussed at Ed-CAP ([IV.B.1.10](#), [IV.B.1.11](#)). In addition, this information is used to inform the subsequent year’s Annual Work Plan that operationalizes the Educational Master Plan ([IV.B.1.12](#)).

Analysis and Evaluation

Primary responsibility for overseeing the quality of the institution lies with the college President. Policies and the job description provide details on how the President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The President regularly communicates institutional values and goals to both internal and external stakeholders. The President consistently reinforces a culture

of data-informed decisions through various means such as Town halls, campus-wide email, the strategic planning retreat, and formal communications with the Academic Senate and its Standing Committees. Data-informed decisions drive the planning and budgeting processes. The program planning process relies on data as a key source of information for programs to analyze, linking their plans and resource requests to strategic directions of the college. Information from the program planning process includes a summary of themes from across all areas of the college and is, in turn, used to inform the planning cycle and operations for the following year.

IV.B.2.

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

Evidence of Meeting the Standard

College President responsibilities include the organizational structure of the College and coordinating a system of evaluation that appraises the effectiveness of programs and personnel as outlined in BP 2430 Delegation of Authority to Chancellor and the job description ([IV.B.2.01](#), [IV.B.2.02](#)). The Moorpark College Participatory Governance Handbook describes the structures and operating agreements for making decisions at the College, including operational groups to assist the College President in implementing the strategic directions of the College and district policies with delegation of authority to members of each group ([IV.B.2.03](#)). Organizational charts outline the delegation of authority and appropriate areas of responsibilities and scope to fulfill the college mission ([IV.B.2.04](#)).

Analysis and Evaluation

The President plans, oversees, and evaluates an administrative structure to fulfill the college mission. Authority is delegated to administrators and others with appropriate responsibilities which are outlined in organizational charts and The Participatory Governance Handbook.

IV.B.3.

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

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves achievement and learning; and**

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

Evidence of Meeting the Standard

BP 2430 establishes the authority of the Chancellor to ensure that college presidents have primary authority for quality standards and outcomes, including delegation of tasks to appropriate college personnel ([IV.B.3.01](#)). The Moorpark College Participatory Governance Handbook defines the collegial relationships and responsibilities necessary to support the campus community in achieving the mission and improving the teaching and learning environment ([IV.B.3.02](#)). The President collegially leads the College's establishment of values, goals, and priorities through the annual Strategic Planning Retreat, and by facilitating regular meetings of the President's Council, Consultation Council, Executive Council, and Administrative Council. The President engages in establishing the College's Institution-Set Standards and reviews and approves the Student Equity and Achievement Plan. The President also reviews student achievement data such as outcomes for ADT completion.

In addition, the President provides leadership for social justice and equity work. For example, in 2020, with input from various constituency groups, the President established four Social Justice Workgroups which convened to help modify the college mission and make recommendations on a range of key leadership components, including diversification of curriculum and hiring, as well as focusing on culturally responsive student services and enhancing opportunities for students to share their voice and promote civic engagement ([IV.B.3.03](#), [IV.B.3.04](#)). In 2021-2022, work to integrate these workgroup recommendations and themes into existing governance structures to ensure sustainability was facilitated by the DEI Coordinator, a new position advocated for by the President ([IV.B.3.05](#)).

The President also participates in the program planning process and reviews the program plan executive summary to ensure that resource allocation and planning decisions are targeted to the improvement of learning and student achievement ([IV.B.3.06](#)). He provides feedback to the Joint EdCAP/Fiscal Committee regarding recommendations for closing gaps on progress for metrics related to college strategic directions and on new program plan requests ([IV.B.3.07](#), [IV.B.3.08](#)). During the COVID-19 pandemic, the President worked closely with the Vice Presidents, the Dean of Institutional Effectiveness, and all constituency groups to meet student needs as identified in numerous student surveys.

Analysis and Evaluation

The President leads a collegial process that sets values, goals, and priorities and delegates responsibility for achieving identified outcomes to administrators as appropriate to their roles. The President ensures that the College sets institutional performance standards for student achievement and regularly reviews data to ensure that the allocation of college resources and the organizational structure of the College support those standards, and to ensure that all college plans are aligned with the college mission.

IV.B.4.

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

Evidence of Meeting the Standard

The College President responsibilities include coordinating projects and activities related to program and college accreditation, articulation, and matriculation as listed in the job description ([IV.B.4.01](#)). The President delegates authority for accreditation to the Vice President of Academic Affairs (VPAA) who acts as the Accreditation Liaison Officer of the College ([IV.B.4.02](#)). The VPAA appoints members of a core team to help guide planning for institutional self-evaluation ([IV.B.4.03](#)).

The President ensures collegewide involvement of all stakeholders in the accreditation process. The Committee on Accreditation and Planning – Education (EdCAP) is the participatory governance group that oversees accreditation as part of its charge and has representatives from all constituent groups: students, classified staff, faculty, and administration ([IV.B.4.04](#)). EdCAP has a standing agenda item on accreditation and the ISER ([IV.B.4.04](#)). Faculty, classified staff, administrators, and students all participate on accreditation teams that interpret standards, collect evidence, and write standards, performing a gap analysis that identifies areas for improvement ([IV.B.4.05](#)). To solicit feedback from the larger campus community, the draft ISER was discussed at the Strategic Planning Retreat on April 22, 2022 ([IV.B.4.06](#)). The ISER was also discussed at many campus committees, including the Academic and Classified Senates and the new Integrated Planning Committee that replaces EdCAP, and brought to Associated Students for additional student perspective ([IV.B.4.07](#), [IV.B.4.08](#), [IV.B.4.09](#), [IV.B.4.10](#)). The college President also ensures the timely submission of the ISER to ACCJC, after review by the college community and the Board of Trustees.

Analysis and Evaluation

The college President leads the accreditation effort ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. The Vice President of Academic Affairs serves as the Accreditation Liaison Officer with the President delegating authority to the VPAA to oversee the accreditation process. Responsibility for evaluating standards is shared by teams that include students, administrators, classified staff, and faculty, and input from the larger campus community at various venues such as the Strategic Planning Retreat also informs development of the final ISER.

IV.B.5.

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

Evidence of Meeting the Standard

The Moorpark College President actively participates in district-level governance and is involved in the implementation of statutes, regulations, and policies ([IV.B.5.01](#)). The President serves on the Board's Policy Planning and Student Success Committee and Chancellor's Cabinet and provides input on policies, statutes, and regulations that affect the College ([IV.B.5.02](#)). He is also one of the campus representatives on the District Consultation Council ([IV.B.5.03](#)). The Moorpark College President co-chaired the District Remote Work Workgroup charged by the Chancellor to recommend remote work policies and practices as well as investigate the future of remote work in the college district ([IV.B.5.04](#)). The Mission, Vision, and Values statements are reviewed annually at the Strategic Planning Retreat that includes participation of students, classified professionals, faculty, and administrators and provides an opportunity for all constituents to provide input on college priorities aligned with the mission ([IV.B.5.05](#)).

The President meets with the Vice President of Business Services at least weekly to discuss budget matters. Budget discussions with the President also occur at the weekly Executive Council with senior leadership and at Consultation Council meetings that include senior leadership and the Academic Senate President ([IV.B.5.06](#)). Discussions about the budget encourage input from all stakeholder groups and occur in the joint EdCAP/Fiscal participatory governance committee that helps ensure alignment with the college mission ([IV.B.5.07](#)). Budget information is also broadly shared at the annual Town Hall to which all members of the campus community are invited ([IV.B.5.08](#)). Information about other major college initiatives, such as the Institutional Effectiveness Partnership Initiative Institutional Innovation and Effectiveness Plan, are also shared at the Town Hall ([IV.B.5.09](#)).

Analysis and Evaluation

The President is especially attentive to interpretation and implementation of statutes, regulations, and Board policies, as well as their alignment with the College's mission and their implications for budget and expenditures. The college and district missions are aligned and inform the allocation of resources and budget expenditures. The annual Strategic Planning Retreat offers an opportunity for the campus to reaffirm the mission, vision, and values as well as establish priorities to which resources are allocated.

IV.B.6.

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

Evidence of Meeting the Standard

The CEO regularly engages the communities that Moorpark College serves even when the College faced the unprecedented challenges created by a global pandemic. While general operations of the College were being severely disrupted and realigned for a multi-modality configuration, Dr. Sokenu continued to prioritize the College's need for greater community engagement. One of the first steps that he took at the outbreak of COVID-19 was to write a letter to the community that surrounds the Moorpark College campus and to mail it to the homes of those families to explain what was happening on campus and the parameters that would be in place for access to the campus grounds while instruction had moved online ([IV.B.6.01](#)).

More broadly, the range of activities that the Moorpark College President has engaged in consists of revitalizing the Moorpark College Foundation; speaking at local Rotaries and Chambers of Commerce, City Council meetings, local charities and foundations; as well as participating on the year-long General Planning Advisory Committee (GPAC) for the City of Moorpark as they generate the City Plan for the next 50 years ([IV.B.6.02](#), [IV.B.6.03](#), [IV.B.6.04](#), [IV.B.6.05](#), [IV.B.6.06](#), [IV.B.6.07](#)).

In March of 2020, just as the College was transitioning to a fully online modality, Dr. Sokenu, along with Foundation Board Chair Jill Haney, followed through on the College's commitment to the Moorpark College Foundation (MCF) to bring in consultant Kathy Kraas of K2 Consulting to assist in the reorganization and revitalization of the MCF ([IV.B.6.08](#)). These activities included reorganizing the Board of the MCF and developing a Board Development Committee as well as developing and launching an Annual Campaign to raise funds for the Rising Scholars program, the Basic Needs Center (Raider Central), and ongoing student scholarships ([IV.B.6.09](#)). These efforts have resulted in diversifying the Board of the MCF and bringing in five new Board members: Samantha Sale, Paul Aguilar, Anita Venkataraman, Eckhard Walter and Melissa Miller. These new Board Members all have ties to local businesses in the community and have either attended Moorpark College or have a family member attending now. Samantha Sale of Takeda Pharmaceuticals and Paul Aguilar of Thermo-Fisher Pharmaceuticals have secured sponsorship funding and have developed and taken lead on a series of Job Ready Alumni Forums that spotlight various career education programs on campus. As these new Board members are in the Biotechnology sector, two of the first three Alumni Forums focused on the Biotechnology program ([IV.B.6.10](#), [IV.B.6.11](#), [IV.B.6.12](#)).

Furthering his commitment to community outreach and engagement, in March of 2020 the President hired an Interim Director of Institutional Advancement, Community Relations and Marketing, a position that had been vacant for more than 6 months; a Foundation Coordinator, a position that had been vacant for longer than a year; and a Marketing Coordinator, a position that had not existed at Moorpark College in more than ten years.

The President has spoken at many different Rotary and Chamber of Commerce organizations over the last several years as well as other City Councils and community organizations. A list of a few of those speaking engagements and presentations are included from President Sokenu's calendar ([IV.B.6.13](#)). The President has also been a participant on the GPAC for the last year. That group has developed a mission and vision statement for the planning department for the City of Moorpark as well as identified and prioritized growth sectors as identified by the community and helped to develop planning or land usage in all areas of opportunity as identified by the City of Moorpark. Dr. Sokenu's involvement on this committee has sparked many conversations with city personnel and has resulted in a team of city personnel coming to the College in August 2021 to discuss the college plans and accommodations that were being set in place for the fall semester of 2021. The City also invited the President and the other members of the Executive team to present annually to the City of Moorpark starting in 2019 ([IV.B.6.14](#), [IV.B.6.15](#)). Under the leadership of the college President, the Vice Presidents participate in presentations to the city councils and have built meaningful working relationships with industry and K12 partners. Dual Enrollment and collaboration with manufacturing and biotech sectors have been facilitated by deans with the supervision of the vice presidents.

President Sokenu also interfaces with many local businesses and grant administrators in his capacity as both college President and MC Foundation Board Member. He was critical in securing the Project Impacto grant, the AIMS grant, and the Internship partnership for Engineering students with the Naval Base in Port Hueneme ([IV.B.6.16](#)). Additionally, Dr. Sokenu's community outreach and engagement with Prodigiq, a leading aviation technology company headquartered in Thousand Oaks, helped to secure a \$10,000 donation for Raider Central, the new Basic Needs Center on campus ([IV.B.6.17](#)).

Finally, President Sokenu's efforts in conjunction with MCF Board Chair, Jill Haney, and MCF Board member, Kathryn Styles, have secured a partnership agreement with Adventist Health in Simi Valley that will benefit the College with more than \$500,000 in cash and in-kind donations to the Nursing and Athletics programs and the Health and Basic Needs Centers. The funding will provide scholarships and internships to many other programs on campus ([IV.B.6.18](#)). This agreement with Adventist forms a model that can be utilized with other local businesses and industries. Partnerships such as this are only possible when the CEO is engaged not only as a visible and approachable presence in the community, but also as a dedicated leader for the Foundation.

Analysis and Evaluation

The CEO has considerably increased Moorpark College's visibility and accessibility in the community through his communications and presentations in various forms; be it in Zoom presentations during Covid and now in person as more and more organizations are meeting in person. This personal outreach on the part of the CEO as the ambassador for Moorpark College is critical to the ongoing success of the Moorpark College mission of community engagement and service. Under the leadership of the President, the entire administration is involved in building and maintaining meaningful relationships with community stakeholders. Frequent and effective communication is essential to sustaining these relationships.

Conclusions on Standard IV.B Chief Executive Officer

The Moorpark College President has primary responsibility for ensuring the quality of the institution and providing effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness with all decision-making in alignment with the College's mission. The President delegates authority to administrators as appropriate and works with his leadership team to support collegial processes focused on student achievement, institutional excellence, and ongoing improvement. In addition, he holds responsibility for oversight of the accreditation process with the liaison role delegated to the Vice President of Academic Affairs. The President also represents the College with numerous community organizations and industry partners, encouraging active engagement of his leadership team with other partner institutions. His community alliances have resulted in significant financial commitments that directly support student success initiatives and build ongoing partnerships that serve the students, the College, and the community.

Evidence

[IV.B.1.01 BP 2430 Delegation of Authority to CEO](#)

[IV.B.1.02 College President Job Description](#)
[IV.B.1.03 MC BOT Report 2021-11-09](#)
[IV.B.1.04 Town Hall Agenda 2021-10-28](#)
[IV.B.1.05 Email to Academic Senate on Faculty Hiring](#)
[IV.B.1.06 Sample Program Plan—Health Science](#)
[IV.B.1.07 TRAWG Responsibilities and Prioritization Criteria](#)
[IV.B.1.08 Planning at MC Webpage](#)
[IV.B.1.09 PG Handbook Program Planning Process](#)
[IV.B.1.10 Annual Summary from Program Plan Evaluation Meetings](#)
[IV.B.1.11 EdCAP Agenda where Program Plan Annual Summary is discussed: 2021-05-11](#)
[IV.B.1.12 Annual Work Plan 2021-2022](#)
[IV.B.2.01 BP 2430 Delegation of Authority to CEO](#)
[IV.B.2.02 College President Job Description](#)
[IV.B.2.03 MC PG Handbook](#)
[IV.B.2.04 MC Organizational Charts](#)
[IV.B.3.01 BP 2430 Delegation of Authority to Chancellor](#)
[IV.B.3.02 Moorpark College Participatory Governance Handbook](#)
[IV.B.3.03 Town Hall Agenda with SJ Workgroups](#)
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[IV.B.3.08 President’s Response on New Program Plan Requests](#)
[IV.B.4.01 College President Job Description](#)
[IV.B.4.02 VPAA Job Description](#)
[IV.B.4.03 Accreditation Core Team Meeting Agenda/Notes](#)
[IV.B.4.04 EdCAP Agenda with Accreditation Update](#)
[IV.B.4.05 Accreditation Team Leads and Members](#)
[IV.B.4.06 Strategic Planning Retreat Spring 2022 Agenda with ISER/Accreditation](#)
[IV.B.4.07 Academic Senate Agenda with Draft ISER](#)
[IV.B.4.08 Classified Senate Agenda with Draft ISER](#)
[IV.B.4.09 IPC Agenda with draft ISER](#)
[IV.B.4.10 ASMC Agenda with draft ISER](#)
[IV.B.5.01 President job posting](#)
[IV.B.5.02 PPSS Minutes](#)
[IV.B.5.03 District Consultation Council Minutes](#)
[IV.B.5.04 District Remote Workgroup Agenda](#)
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[IV.B.5.08 Spring 2021 Town Hall Agenda](#)
[IV.B.5.09 IEPI PRT Plan with Budget](#)
[IV.B.6.01 Letter to Neighbors](#)
[IV.B.6.02 Simi Rotary Presentation](#)
[IV.B.6.03 Thousand Oaks Rotary Presentation](#)

[IV.B.6.04 Moorpark Rotary Presentation](#)
[IV.B.6.05 Simi City Council](#)
[IV.B.6.06 GPAC Handbook](#)
[IV.B.6.07 GPAC Visioning Package](#)
[IV.B.6.08 K2 Consulting for MCF](#)
[IV.B.6.09 Foundation Campaign](#)
[IV.B.6.10 Biotech Forum, 12-17-20](#)
[IV.B.6.11 Biotech Forum, 04-22-22](#)
[IV.B.6.12 Nursing Forum, 09-02-20](#)
[IV.B.6.13 CEO Event Attendance](#)
[IV.B.6.14 City of Moorpark, 11-04-20](#)
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[IV.B.6.17 ProDIGIQ Grant](#)
[IV.B.6.18 Adventist Health Partnership Agreement](#)

C. Governing Board

IV.C.1.

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

Evidence of Meeting the Standard

The Ventura Community College District is governed by an elected board of five trustees ([IV.C.1.01](#)). BP 2200 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 ([IV.C.1.02](#), [IV.C.1.03](#)). 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 ([IV.C.1.04](#), [IV.C.1.05](#)). 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 ([IV.C.1.06](#), [IV.C.1.07](#)).

Analysis and Evaluation

The VCCCD Board of Trustees has authority over and responsibility for policies related to the quality and effectiveness of both academic and student services programs, as well as the financial health of the institution. Relevant board policies codify those specific responsibilities and also ensure regular review of board policies.

IV.C. 2.

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

Evidence of Meeting the Standard

BP 2715 and AP 2715(A) cover the Board of Trustees Ethics and Standards and affirm each trustee's status as a member of a legal entity that is strongest and most effective when acting as a unit, not as a group of individuals ([IV.C.2.01](#), [IV.C.2.02](#)). AP 2715(A) Board Code of Ethics affirms that trustees will support and maintain ethical principles including the imperative to "Recognize that individual Board members have no legal authority outside the meetings of the Board and fully support Board actions as a unit once taken."

The Board Ground Rules agreed to during the August 4, 2020 Board of Trustees Meeting outline trustees' commitment to working as a transparent, effective, and respectful entity and appear on every board meeting agenda ([IV.C.2.03](#)). One ground rule, in particular, 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."

Analysis and Evaluation

BP 2715 and AP 2715(A) provide guidance to the Board regarding acting as a collective entity. The Board has reaffirmed its understanding of trustee roles and responsibilities through the establishment and review of Board Ground Rules.

IV.C.3.

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

Evidence of Meeting the Standard

The Board of Trustees oversees the hiring and evaluation of the Chancellor. BP 2431 CEO Selection outlines the framework for recruiting a Chancellor ([IV.C.3.01](#)). The most recent CEO hiring took place in 2022, and the timeline and process were broadly distributed. 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 time lines ([IV.C.3.02](#), [IV.C.3.03](#), [IV.C.3.04](#), [IV.C.3.05](#)).

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 ([IV.C.3.06](#)). 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.3.07](#)).

The Board is responsible for adhering to the evaluation cycle and process, conducting its evaluation of the Chancellor on an annual cycle, typically in June ([IV.C.3.08](#)). The Board completes the evaluation process with the Chancellor.

Analysis and Evaluation

The VCCCD Board of Trustees has established policies for selecting and evaluating the Chancellor and follows these policies as described, including an annual evaluation of the Chancellor's performance.

IV.C.4.

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

Evidence of Meeting the Standard

Members of the Board of Trustees are elected by the electorate in five designated trustee areas, as outlined in BP 2100 Board Elections ([IV.C.4.01](#)). 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 ([IV.C.4.02](#)). 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.

Several board policies and administrative procedures clearly state board organization, duties, and authority. BP 2200 Board Duties and Responsibilities, BP 2201 Board Participation in District and Community Activities, BP 2205 Delineation of System and Board Function, and BP 2430 Delegation of Authority to Chancellor provide the board with guidelines of their roles, responsibilities, and limits to their role in district operations ([IV.C.4.03](#), [IV.C.4.04](#), [IV.C.4.05](#), [IV.C.4.06](#)).

BP 2710 Conflict of Interest, BP 2715 Board Code of Ethics/Standards of Practice, BP 2716 Political Activity, and BP 2717 Personal Use of Public/District Resources further clarify the roles of board members in their handling of district and personal business as related to the District's educational quality ([IV.C.4.07](#), [IV.C.4.08](#), [IV.C.4.09](#), [IV.C.4.10](#)).

Analysis and Evaluation

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

Evidence of Meeting the Standard

BP 2200 Board Duties and Responsibilities provides broad categories of board responsibility, including "establishment of policies consistent with the district's mission statement," "the improvement in the quality, integrity, efficiency, and effectiveness of district student learning programs and services," and "final accountability for the district's educational quality, legal matters, and financial integrity" ([IV.C.5.01](#)). The Board of Trustees has policies for engaging in district wide strategic planning and establishes district strategic goals that are consistent with the district mission to ensure the quality, integrity, and improvement of academic and service programs ([IV.C.5.02](#), [IV.C.5.03](#), [IV.C.5.04](#)). BP 6300 Fiscal Management ensures the ongoing fiscal stability of the District by the board ([IV.C.5.05](#)). The Board of Trustees regularly reviews, discusses, and approves the budget allocation model, as well as tentative and adopted budgets ([IV.C.5.06](#), [IV.C.5.07](#)).

The Board of Trustees develops policy and provides broad oversight for the District ([IV.C.5.01](#)). BP 2510 Participation in Local Decision Making establishes that "The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations," which includes educational quality, legal matters, and financial integrity and stability ([IV.C.5.08](#)).

Analysis and Evaluation

The Board of Trustees has established policies that align with the district mission and ensure the quality, integrity, and improvement of student learning programs and services. The board engages in district wide strategic planning, establishing district strategic goals consistent with the district mission. Regular review, discussion, and approval of district finances, including the budget allocation model and tentative and adopted budgets, enables oversight of fiscal integrity and stability. The Board of Trustees has oversight on matters related to educational quality, legal matters, and financial integrity and stability.

IV.C.6.

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

Evidence of Meeting the Standard

The 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 ([IV.C.6.01](#)). 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 ([IV.C.6.02](#), [IV.C.6.03](#)). In addition, the Board includes one student member serving a one-year term with an advisory vote, elected by the student body ([IV.C.6.04](#), [IV.C.6.05](#)). 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 ([IV.C.6.06](#)). Officers of the Board are the chair, vice-chair, and secretary. The chair and vice-chair are elected annually, while the Chancellor serves as the secretary to the Board, each with respective duties ([IV.C.6.07](#)). Additional responsibilities of the chair are designated in BP 2215 Role of the Board Chair ([IV.C.6.08](#)). BP 2220 Committees of the Board summarizes committee responsibilities and meeting frequency ([IV.C.6.09](#)). Board Policies are regularly reviewed and updated ([IV.C.6.10](#)).

Policies describe regular board meetings, special and emergency meetings, and the annual organizational meeting ([IV.C.6.11](#), [IV.C.6.12](#), [IV.C.6.13](#)). Additional operating procedures are found in several additional policies such as BP 2340 Agendas, BP 2330 Quorum and Voting, BP 2350 Speakers that describes the procedure for the public to address the Board, and BP 2360 Minutes that describes the public record of the meetings ([IV.C.6.14](#), [IV.C.6.15](#), [IV.C.6.16](#), [IV.C.6.17](#)).

Analysis and Evaluation

The Board of Trustees publishes policies about its size, duties, responsibilities, structure, and operating procedures and makes them readily available to the public on the district BoardDocs site.

IV.C.7.

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

Evidence of Meeting the Standard

The board regularly assesses its policies and ground rules for effectiveness in fulfilling the district and colleges' missions and revises them as necessary ([IV.C.7.01](#)). 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 ([IV.C.7.02](#)). Consistent review is conducted through existing colleges and district governance bodies as outlined in the VCCCD Participatory Governance Handbook ([IV.C.7.03](#)).

The board conducts an annual self-assessment, which takes place during the strategic planning meeting ([IV.C.7.04](#)). In addition, the board provides verbal feedback at the conclusion of each board meeting to remind all members to continue to conduct business according to policies and procedures and VCCCD Board of Trustees Ground Rules ([IV.C.7.05](#)).

Although the review of policies and procedures is taking place, the board does not always adhere to its published policies and procedures. Trustees sometimes do not consistently follow their own ground rules that appear as a standing agenda item, including ground rules 4 and 5 ([IV.C.7.06](#)). Ground Rule 4 states that “*...All other Trustees' requests for data or information shall be made at Board meetings and directed to the Board Chair. The Board Chair will then informally poll the Board to see if a majority supports the request....*” Requests for information and data often come from a minority of trustees and do not have full board support. Ground Rule 5 states that “*Trustees avoid backtracking; 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 Board respects the requests of members to revisit issues when based on new information.*” The board sometimes revisits items after voting on the same item.

As one example, BP 5530 and AP 5530 Student Rights and Grievances were on the agenda for action to adopt having completed the appropriate participatory governance review ([IV.C.7.07](#)). Discussion took place and a single trustee wanted changes to the AP and requested the policies be brought back to the relevant board committee for further discussion ([IV.C.7.08](#)). Although APs do not fall within board purview, and the board voted to adopt BP 5530, both BP and AP 5530 were on the agenda at the next board committee meeting ([IV.C.7.08](#), [IV.C.7.09](#)).

Analysis and Evaluation

The District has a process and timeline for reviewing and revising all policies and procedures for their effectiveness in fulfilling the district mission. Although the review of policies and procedures is taking place, the board does not consistently adhere to its published policies and procedures.

IV.C.8.

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

Evidence of Meeting the Standard

The District, along with the three colleges, presents data on student success to the Board of Trustees at the mid-year strategic planning sessions and periodically on focused topics. BP and AP 2425 Board/District Planning ensure that data are presented and assessed at the June strategic planning session as evidence of meeting district goals and objectives ([IV.C.8.01](#), [IV.C.8.02](#)). Institutional plans, such as college Educational Master Plans, are presented to the board for approval before adoption ([IV.C.8.03](#), [IV.C.8.04](#)). The VCCCD Annual State of the District is presented to the board and includes an institutional effectiveness section; the data presented includes course completion rates, course success rates, retention rates, degrees and certificates awarded, transfer rate to four-year institutions, licensure and certification pass rate, productivity rates, and student learning outcomes/student service unit outcomes ([IV.C.8.05](#), [IV.C.8.06](#), [IV.C.8.07](#), [IV.C.8.08](#)).

The mid-year planning focuses on enrollment projections, budget updates, budget strategies, and review of board goals and objectives. The VCCCD Strategic Plan serves as guidance for accomplishing the goals for student success ([IV.C.8.09](#)). The strategic goals were developed and adopted by the Board of Trustees at their July 7, 2021, meeting, becoming the core of the VCCCD Strategic Plan ([IV.C.8.10](#)). The strategic goals include 1) Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee; 2) Increase equitable access and success for all students; 3) Support the closing of academic achievement and support services equity gaps across racial, ethnic, socioeconomic, and gender groups; and 4) Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.

Analysis and Evaluation

The board is regularly and effectively informed on key indicators of student learning and achievement. There is often discussion on these 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.9.

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

Evidence of Meeting the Standard

BP 2740 Trustee Professional Development expresses the board's commitment and active participation in professional development activities that include new member orientation ([IV.C.9.01](#)). During the July 10, 2021 Annual Board of Trustees Strategic Planning Session, Trustees reviewed a list of proposed local, state, and national professional development activities ([IV.C.9.02](#)). A board agenda calendar is agendaized as a standing Board of Trustees meeting agenda item to track requested and planned study sessions ([IV.9.03](#)). Trustees provide a report on professional development activities within a standing Board of Trustees meeting agenda item ([IV.C.9.04](#)).

Following the election of a trustee, the Chancellor, board chair, and vice chair conducted the New Trustee Orientation on December 17, 2020 with the newly elected trustee ([IV.9.05](#)). BP 2100 addresses board elections, including staggered terms of office ([IV.C.9.06](#)).

Analysis and Evaluation

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 agendaized Board of Trustee Meeting Reports to report on completed training and professional development.

IV.C.10.

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

Evidence of Meeting the Standard

The VCCCD Board of Trustees has an established process for board evaluation outlined in BP 2745 Board Evaluation and the corresponding procedure ([IV.C.10.01](#), [IV.C.10.02](#)). The procedure calls for the appointment of two trustees to an Ad Hoc Committee on Board Evaluation who review the evaluation tool and recommend updates to the full board, as needed ([IV.C.10.03](#)). Board Evaluations are usually distributed in spring; results from the performance evaluation are posted publicly and reviewed in a public meeting by trustees. Results are used to improve board performance, academic quality, and institutional effectiveness. Evaluation results are reviewed during the Board of Trustees Annual Strategic Planning Session.

The board uses a meeting evaluation form at the conclusion of each regular board meeting. The agenda item includes the completed summary form from the previous meeting and a blank form to complete for the current meeting. The new evaluation process provides an opportunity for trustee assessment and discussion of areas for improvement ([IV.C.10.04](#)). As a result of evaluation in 2021, the board organized training for members to include an overview of board roles and practices ([IV.C.10.05](#), [IV.C.10.06](#)). Paper copies of the evaluation form are also made available at meetings for any attendee to complete for board consideration.

Analysis and Evaluation

The board has a board 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.

IV.C.11.

The governing board upholds a code of ethics and conflict of interest policy, and individual

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

Evidence of Meeting the Standard

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 behavior for all board members as well as avenues for responding to any concerns regarding those standards ([IV.C.11.01](#)). “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 ([IV.C.11.02](#)). The Chancellor and board chair are responsible for monitoring adherence to the code of ethics.

Several additional policies prohibit conflicts of interest among board members. BP 2710 Conflict of Interest defines conflicts of interest and designates appropriate responses should a conflict of interest be suspected: consulting legal counsel if it is unclear if a conflict of interest exists and complying with the California Code of Regulations regarding conflicts of interest ([IV.C.11.03](#)). AP 2710 Conflict of Interest further defines prohibited activities, including being involved in incompatible activities, holding a financial interest in any contracts voted upon (unless recusing themselves from the vote), or accepting gifts in excess of allowable amounts and types as defined in law ([IV.C.11.04](#)).

Each board member submits a Form 700 Statement of Economic Interest annually, and these forms are retained by the district office to document the holdings of board members and as resources should potential conflicts of interest need to be reviewed ([IV.C.11.05](#)). If a conflict of interest exists, the affected board member abstains from the vote related to that item ([IV.C.11.06](#)). BP 2717 Personal Use of Public/District Resources further prohibits the use of district resources, except where allowable by law ([IV.C.11.07](#)).

Analysis and Evaluation

To ensure compliance, a Statement of Economic Interest must be submitted annually by each board member. Policies outline actions that will be taken if violations are suspected or have occurred. The majority of board members do not hold an economic interest in the District or its colleges.

IV.C.12.

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

Evidence of Meeting the Standard

Authority to operate and control district business is delegated to the Chancellor by the Board of Trustees as outlined in BP 2430 Delegation of Authority to the Chancellor ([IV.C.12.01](#)). 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" ([IV.C.12.02](#)). 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 ([IV.C.12.03](#)).

The board discussions of operational details have, at times, impeded the Chancellor's ability to implement and administer board policies and the operations of the district. For example, BP 5530 Students Rights and Grievances, and the corresponding AP 5530 as information, have come to the board for approval twice: on April 13, 2021 and June 15, 2021 ([IV.C.12.04](#), [IV.C.12.05](#)). No action was taken at either meeting due to repeated requests to change an administrative procedure, lying outside board purview, that escalated student grievances to the Chancellor and board rather than to the college President, contrary to recommended practice and recommendation of the Chancellor ([IV.C.12.06](#), [IV.C.12.07](#)).

The percentage of on-ground classes for the fall 2021 and spring 2022 schedules was a frequent topic of discussion at board meetings ([IV.C.12.08](#), [IV.C.12.09](#)). Operational decisions regarding course modality had been vetted and discussed at the college and district level with employee and student input, but some trustees still advocated for higher numbers of in-person classes. The Board did not reach any formal recommendations or take any action regarding modality percentages, but some trustees' comments suggested that operational changes had been directed by the board, but were not being implemented.

Another example of interference by the board occurred when a college president verbally shared with two trustees a proposal and requested funding that benefitted the specific interest of one college, bypassing the district participatory governance review process, including chancellor review ([IV.C.12.10](#)). A third example occurred when Trustees proposed to provide input on use of federal funds ([IV.C.12.11](#)).

The board chair and vice chair met with the Standard IV.C writing team members and the Chancellor in September 2021 to review standards where there were areas of concern, including those discussed above. The Board contracted the Collaborative Brain Trust consultant, Dr. Brice Harris, who provided a summary report that included strategies for improvement after viewing meeting recordings and interviewing individuals across the District ([IV.C.12.12](#)). As follow-up, the Board had two sessions with Collaborative Brain Trust consultant, Dr. Helen Benjamin, on January 8, 2022 and on January 22, 2022 to implement some of the suggested strategies for improvement ([IV.C.12.13](#), [IV.C.12.14](#)). Outcomes from the two sessions included increased

understanding of the standards and the development of a Board Vision Statement ([IV.C.12.13](#)). Dr. Benjamin will have another session with the board for review and assessment of progress and adherence to the action steps.

Analysis and Evaluation

The Board of Trustees has several policies that delegate responsibility and authority to the Chancellor to implement and administer board policies and hold the Chancellor accountable for the operation of the District. Sometimes the board veers into operations interfering with the Chancellor's ability to implement and administer board policies and the operation of the District. The board has been working with an external consultant to address areas of concern.

IV.C.13.

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

Evidence of Meeting the Standard

BP 3200 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 ([IV.C.13.01](#)). 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 ([IV.C.13.02](#), [IV.C.13.03](#)). The board is kept informed of reports due to the Commission; for example, ACCJC Mid-Term reports are reviewed by the board ([IV.C.13.04](#)). 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 ([IV.C.13.05](#), [IV.C.13.06](#), [IV.C.13.07](#)). When made aware of possible areas of concern for accreditation, the Board contracted with the Collaborative Brain Trust for assessment and help developing strategies for improvement, working with Dr. Helen Benjamin ([IV.C.13.08](#)).

Analysis and Evaluation

Members of the Board of Trustees receive information about Accreditation Standards, Eligibility Requirements, accreditation status, and various accreditation processes throughout the accreditation cycle. The board receives training about accreditation and regularly receives updates on current accreditation progress as well as reviews accreditation documents such as mid-term reports and ISERs. When learning about possible areas of concern for accreditation, the board contracted with external consultants to help develop strategies for improvement.

Conclusions on Standard IV.C. Governing Board

The Ventura County Community College District Board of Trustees has policies and procedures which document and guide its work to assure that each college in the District has high quality student learning programs and services. It ensures that these programs and services support the

mission of the institution, and that key indicators of student learning and achievement are reviewed periodically in support of improving academic quality. The board also ensures the financial integrity and stability of the District and colleges and adheres to its code of ethics.

However, in the areas of delegation of authority to the Chancellor and adherence to board policies, the board has sometimes been inconsistent in its actions. There have been isolated instances where the board has interfered in college decision-making processes. It has had direct communication with and support for particular college initiatives prior to those proposals being fully vetted by the appropriate participatory governance committees. In addition, the board has tried to direct operational decisions despite the Chancellor's and other college leadership's stated intentions.

In 2021, the board identified areas of needed improvement regarding its processes, contracted with a consultant to receive guidance on areas to address, and began board training in January 2022 in order to clarify and recommit to recommendations regarding improvement of its practices. Ongoing assessment and training will help to further augment progress being made on these measures.

Improvement Plan(s)

The board will undergo professional development training within six months of the ISER submission date. This professional development will reiterate the roles and responsibilities required of an independent, policy-making body. The board will further demonstrate actions consistent with its roles and responsibilities as evidenced through its annual evaluation process.

Evidence

[IV.C.1.01 BP 2010 Board Member](#)

[IV.C.1.02 BP 2200 Board Duties and Responsibilities](#)

[IV.C.1.03 BP 1200 Mission Statements](#)

[IV.C.1.04 BP 2205 Delineation of System and Board Function](#)

[IV.C.1.05 VCCCD Participatory Governance Handbook January 2022](#)

[IV.C.1.06 BP 2410 Board Policy](#)

[IV.C.1.07 AP 2410 Board Policy](#)

[IV.C.2.01 BP 2715 Board Code of Ethics/Standards of Practice](#)

[IV.C.2.02 AP 2715\(A\) Board Code of Ethics](#)

[IV.C.2.03 VCCCD Board Ground Rules, August 4, 2020 Minutes](#)

[IV.C.3.01 BP 2431 CEO Selection](#)

[IV.C.3.02 Board of Trustees Special Meeting, 12-20-2021](#)

[IV.C.3.03 Board of Trustees Minutes, 01-22-22](#)

[IV.C.3.04 Board of Trustees Special Meeting, 02-02-2022](#)

[IV.C.3.05 Press Release Regarding Chancellor Forum, 05-04-2022](#)

[IV.C.3.06 AP 2435 Evaluation of the Chancellor](#)

[IV.C.3.07 BP 2430 Delegation of Authority to Chancellor](#)

[IV.C.3.08 Board of Trustees, 6-21-21 Agenda](#)

[IV.C.4.01 BP 2100 Board Elections](#)

[IV.C.4.02 BP 2105 Election of Student Member](#)

[IV.C.4.03 BP 2200 Board Duties and Responsibilities](#)

[IV.C.4.04 BP 2201 Board Participation in District and Community Activities](#)

[IV.C.4.05 BP 2205 Delineation of System and Board Function](#)
[IV.C.4.06 BP 2430 Delegation of Authority to Chancellor](#)
[IV.C.4.07 BP 2710 Conflict of Interest](#)
[IV.C.4.08 BP 2715 Board Code of Ethics/Standards of Practice](#)
[IV.C.4.09 BP 2716 Political Activity](#)
[IV.C.4.10 BP 2717 Personal Use of Public/District Resources](#)
[IV.C.5.01 BP 2200 Board Duties and Responsibilities](#)
[IV.C.5.02 BP 2425 Board/District Planning](#)
[IV.C.5.03 BP 3250 Institutional Planning](#)
[IV.C.5.04 Board of Trustees Minutes for 2021-07-10 Planning Session](#)
[IV.C.5.05 BP 6300 Fiscal Management](#)
[IV.C.5.06 BP 6200 Budget Preparation](#)
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[IV.C.5.08 BP 2510 Participation in Local Decision Making](#)
[IV.C.6.01 Screenshot of VCCCD BoardDocs Policies](#)
[IV.C.6.02 BP 2010 Board Member](#)
[IV.C.6.03 BP 2100 Board Elections](#)
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[IV.C.6.11 BP 2310 Regular Meetings of the Board](#)
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[IV.C.7.03 VCCCD Participatory Governance Handbook](#)
[IV.C.7.04 BOT Strategic Planning Session Minutes 2021-01-10—Item 3.01](#)
[IV.C.7.05 BOT Minutes 2022-05-11—BOT Meeting Evaluation Item 20.02](#)
[IV.C.7.06 BOT Ground Rules on Agenda](#)
[IV.C.7.07 BOT Agenda 2021-08-10](#)
[IV.C.7.08 BOT Minutes 2021-08-10—Item 15.09](#)
[IV.C.7.09 PPSS Agenda 2021-08-26—Item 6.04](#)
[IV.C.7.10 PPSS Minutes 2021-08-26—Item 6.04](#)
[IV.C.8.01 BP 2425 Board/District Planning](#)
[IV.C.8.02 AP 2425 Board/District Planning](#)
[IV.C.8.03 BOT Minutes 2019-05-14—MC EMP First Read](#)
[IV.C.8.04 BOT Minutes 2019-06-11—MC EMP Second Read](#)
[IV.C.8.05 BOT Minutes 2021-06-21—Item 4.01](#)

[IV.C.8.06 State of the District June 2021](#)
[IV.C.8.07 State of the District June 2022](#)
[IV.C.8.08 BOT Minutes 2022-06-14 June 2022 \[Will need to upload these after July BOT\]](#)
[IV.C.8.09 VCCCD Strategic Plan 2021-27](#)
[IV.C.8.10 BOT Minutes 2021-07-10—Adoption of Strategic Goals](#)
[IV.C.9.01 BP 2740 Trustee Professional Development](#)
[IV.C.9.02 Board of Trustees Strategic Planning Session 7-10-21](#)
[IV.C.9.03 Board of Trustees Future Agenda Items](#)
[IV.C.9.04 Board of Trustees Meeting Minutes 05-11-21](#)
[IV.C.9.05 New Trustee Orientation Agenda 12-17-20](#)
[IV.C.9.06 BP 2100 Board Elections](#)
[IV.C.10.01 BP 2745 Board Evaluation](#)
[IV.C.10.02 AP 2745 Board Evaluation/Board Evaluation Survey](#)
[IV.C.10.03 Board of Trustees Meeting Agenda 03.10.20, Item 10.09](#)
[IV.C.10.04 Board Evaluation Form](#)
[IV.C.10.05 BOT Meeting Minutes 2022-01-08 Items 2.01, 2.02, 2.03, 2.04](#)
[IV.C.10.06 BOT Meeting Minutes 2022-01-22 Item 2.01](#)
[IV.C.11.01 BP 2715 Board Code of Ethics/Standards of Practice](#)
[IV.C.11.02 AP 2715\(A\) Board Code of Ethics](#)
[IV.C.11.03 BP 2710 Conflict of Interest](#)
[IV.C.11.04 AP 2710 Conflict of Interest](#)
[IV.C.11.05 VCCCD 2020 Log - Statement of Economic Interests](#)
[IV.C.11.06 Board of Trustees Meeting Minutes 09-08-20](#)
[IV.C.11.07 BP 2717 Personal Use of Public/District Resources](#)
[IV.C.12.01 BP 2430 Delegation of Authority to Chancellor](#)
[IV.C.12.02 BP 2434 Chancellor’s Relationship with the Board](#)
[IV.C.12.03 BP 2200 Board Duties and Responsibilities](#)
[IV.C.12.04 BP 5530 Student Rights and Grievances](#)
[IV.C.12.05 AP 5530 Student Rights and Grievances](#)
[IV.C.12.06 BOT Meeting Minutes 2021-04-13 Item 11.15](#)
[IV.C.12.07 BOT Meeting Minutes 2021-06-15 Items 9 and 13.03](#)
[IV.C.12.08 BOT Meeting Minutes 2021-05-25 Item 3.07](#)
[IV.C.12.09 BOT Meeting Minutes 2021-04-13 Item 8.05](#)
[IV.C.12.10 BOT Meeting Minutes 2021-08-10 Item 14.01](#)
[IV.C.12.11 BOT Meeting Minutes 2021-05-11 Item 8.02](#)
[IV.C.12.12 CBT Summary and Strategies for Improvement Report](#)
[IV.C.12.13 BOT Meeting Minutes 2022-01-08 Items 2.01, 2.02, 2.03, 2.04](#)
[IV.C.12.14 BOT Meeting Minutes 2022-01-22 Item 2.01](#)
[IV.C.13.01 BP 3200 Accreditation](#)
[IV.C.13.02 BOT Meeting Minutes 2021-06-21](#)
[IV.C.13.03 ACCJC Presentation to BOT 2021-06-21](#)
[IV.C.13.04 BOT Meeting Minutes 2020-03-10](#)
[IV.C.13.05 BOT Agenda 2022-05-11 Accreditation Update](#)
[IV.C.13.06 BOT Accreditation Update 2022-02-15](#)
[IV.C.13.07 BOT Meeting Minutes 2022-03-8](#)
[IV.C.13.08 BOT Meeting Minutes 2022-01-08 Items 2.01, 2.02, 2.03, 2.04](#)

D. Multi-College Districts or Systems

IV.D.1

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

Evidence of Meeting the Standard

The Ventura County Community College District consists of the Chancellor's Office, District Administrative Center and three colleges: Moorpark College, Oxnard College, and Ventura College as stated in BP 1100: Ventura County Community College District ([IV.D.1.01](#)). The District employs a Chancellor, who is the CEO of this multi-college system and provides leadership in setting and communicating expectations of educational excellence and integrity through Chancellor's Forums, Town Halls, Flex Day presentations, and meetings with various committees, councils, and task forces ([IV.D.1.02](#), [IV.D.1.03](#)). BP 2430 Delegation of Authority to Chancellor affirms that the Chancellor is appointed by the Board of Trustees which delegates to the Chancellor full authority to operate and control District business consistent with law and California regulations. The Chancellor has the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action ([IV.D.1.04](#)). As stated in BP 3100: Organizational Structure, the Chancellor "shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District" ([IV.D.1.05](#)). AP 7120-B Recruitment and Hiring: College President asserts that the Chancellor is also responsible for making the final decision of whom to select for the College President positions ([IV.D.1.06](#)).

As evidenced in BP 2425 Board/District Planning, the Chancellor will ensure that the Board is engaged in District-wide Strategic Planning and that the Chancellor will prepare appropriate administrative procedures to ensure the board participates effectively in District-wide Strategic Planning. The board will conduct an annual assessment of its district strategic planning goals and objectives and their implementation to assess effectiveness in support of student learning and organizational operations. Per BP 2425, Board/District Planning, the Chancellor is also responsible for developing a multi-year District Strategic Master Plan prepared with input from Consultation Council, the representative body designed to facilitate cross-district communication, support the governance processes at each College, and assist in district governance as described in the accreditation standards. The members of the Consultation Council include all Vice Chancellors, Director of Public Affairs and Marketing, one College Chief Instructional Officer (appointed by the Chancellor), one District Classified Representative, one College President, all Academic Senate Presidents or designees, Classified Senate Presidents or designees, one Associated Student Government Representative, and both Collective Bargaining Unit representatives. This Strategic Plan provides general direction for subsequent board planning activities. During the board's annual June strategic planning meeting, the board, in conjunction with district constituents, establishes, modifies, or eliminates strategic planning goals and objectives based upon

demographic, economic, technological, legislative, and other changes impacting the District ([IV.D.1.07](#), [IV.D.1.08](#)).

This plan further outlines the districtwide Measures of Achievement that align with the VC-CCD Strategic Goals and the CCCCCO's Vision for Success Goals, incorporates and identifies major strategies to obtain the measures of achievement, and maps the districtwide measures of achievement to each of the college's strategic goals and metrics/objectives. Districtwide Tableau dashboards and reports, published on the District's institutional effectiveness websites, provide ongoing student success and institutional effectiveness data to the College and public stakeholders ([IV.D.1.09](#)). The Chancellor establishes clearly defined roles, authority, and responsibility between the colleges and the District ([IV.D.1.10](#)).

Analysis and Evaluation

The Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District through regularly scheduled district and college meetings. Clearly defined roles, authority, and responsibilities have been established between the colleges and the District. Established Board Policies and Administrative Procedures delineate the roles and responsibilities of the District and the College, as outlined in the VCCCD Strategic Plan, Participatory Governance Handbook, District Functional Map, the District's and College's websites, and within organizational charts.

IV.D.2.

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

Evidence of Meeting the Standard

Revisions to the District Functional Map have been ongoing to reflect the organizational changes that have taken place and more clearly define roles and responsibilities and link these responsibilities to the mission and accreditation standards ([IV.D.2.01](#), [IV.D.2.02](#)). The updated Participatory Governance Handbook, which is reviewed by Consultation Council, reflects the board's policies and procedures related to the roles and responsibilities of the District and the colleges to ensure that responsibilities are clarified and delineated ([IV.D.2.03](#)). The District serves as the coordinating agency, working collaboratively with the leadership of the three colleges, to provide specific centralized services that support the colleges in achieving their missions.

Operational responsibilities and functions are coordinated through cross-functional districtwide participatory governance committees such as the Chancellor's Cabinet, the District Council on Human Resources (DCHR), the District Council on Administrative Services (DCAS), the Information Technology Administrative Committee (ITAC), the District Council on Enrollment Man-

agement (DCEM) and the Institutional Effectiveness Advisory Committee (IEAC) ([IV.D.2.03](#)). These committees work to ensure that the District provides needed services to support the colleges' missions and the District's strategic goals. District committees are assessed via a yearly survey; this self-assessment is used to redefine goals for the upcoming year. District services have been evaluated regarding their support to the colleges via surveys distributed to the colleges through the program review process ([IV.D.2.03](#), [IV.D.2.04](#)). The District Council on Accreditation Planning (DCAP) reviews these responsibilities and functions as they related to the accreditation standards ([IV.D.2.03](#)).

Functions specifically conducted by District staff include ([IV.D.2.01](#)):

- Institutional Effectiveness ([IV.D.2.03](#), [IV.D.2.05](#), [IV.D.2.06](#)),
- Human Resources ([IV.D.2.07](#), [IV.D.2.08](#)),
- Business and Administrative Services ([IV.D.2.09](#), [IV.D.2.10](#), [IV.D.2.11](#)),
- Instructional Technology ([IV.D.2.12](#)),
- Educational Support Services ([IV.D.2.06](#), [IV.D.2.10](#)), and
- Public Affairs and Marketing ([IV.D.2.13](#)).

The District has expanded its level of service with the addition of positions such as the Vice Chancellor of Institutional Effectiveness and the Director of Public Affairs and Marketing ([IV.D.02.14](#)). This expansion is intended to support the efforts of the colleges in meeting their mission and institutional effectiveness goals.

Analysis and Evaluation

District staff work to support the activities at the colleges and to provide the needed resources for the colleges to meet their established missions in accordance with the accreditation standards. There is a balance of responsibility of service and support activities between the District and the colleges. Functional Maps and the District Participatory Governance Handbook have been developed and refined by District committees with broad representation. DCAP, in planning the Institutional Self-Evaluation Report, has reviewed the District's processes for allocation of resources and planning to ensure the District's performance is reflected in the accredited status of the institution.

IV.D.3.

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

Evidence of Meeting the Standard

BP 6200 Budget Preparation outlines eight budget development criteria that must be integrated

in the budget planning process, including a commitment to supporting individual college institutional planning in alignment with the College’s educational master plan as well as the requirement that “Unrestricted general fund reserves shall be no less than 5% of the current year unrestricted and designated general fund budgeted expenditures” ([IV.D.3.01](#)). The board policy provides a framework for the more detailed procedures that appear in AP 6200 Budget Preparation ([IV.D.3.02](#)).

The Chancellor and the Vice Chancellor of Business and Administrative Services work with the leadership at the colleges on budget preparation and allocation to ensure effective operations and sustainability of the colleges and the District. The District uses a Budget Allocation Model ([IV.D.3.03](#)) and an Infrastructure Funding Model ([IV.D.3.04](#)) that address the distribution of resources and are not prescriptive of how funds are to be spent at the colleges and District Administrative Center ([IV.D.3.03](#)). These models are reviewed annually ([IV.D.3.05](#), [IV.D.3.06](#)). To ensure these processes are well-understood across the District, the budget and resource allocation is reviewed and discussed at the District Council for Administrative Services (DCAS), which is a districtwide participatory governance group ([IV.D.3.01](#)).

The District prepares an annual Adoption Budget ([IV.D.3.07](#)) and provides regular updates to the board on the budget and financial status of the District ([IV.D.3.07](#), [IV.D.3.08](#)). The district budget and expenditures are audited annually, and these audits are reviewed, discussed, and approved by the Board of Trustees ([IV.D.3.09](#), [IV.D.3.10](#)).

Analysis and Evaluation

The District has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the District. The District uses approved allocation models to allocate resources, and it ensures effective control of expenditures through the budget review process. The District operates in a financially solvent position with an adequate level of reserves. The District employs a conservative approach to allocating funded growth dollars through the allocation model.

IV.D.4

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

Evidence of Meeting the Standard

BP 2430 Delegation of Authority to Chancellor establishes 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” ([IV.D.4.01](#)). AP 7120-C Recruitment and Hiring: Academic Managers further provides that the college president has authority over processes for hiring those in college leadership positions. The president conducts final interviews and ultimately is the signatory for final hiring decisions at the college level ([IV.D.4.02](#)). The scope of the President’s authority is further delineated in the most recently revised Functional Map which provides roles and respon-

sibilities as well as guidance for how tasks are identified for the respective functions to be administered by the colleges ([IV.D.4.03](#)).

The Participatory Governance Handbook provides the roles and responsibilities of the various constituency groups and their role in the overall operational schemes at both the college and district levels ([IV.D.4.04](#)). Due to the pressures of the COVID pandemic, additional responsibilities have been focused with the Chancellor and delegated to the college presidents. Consistency and standardization in response to the pandemic and working conditions are balanced with the need for local campus decision-making ([IV.D.4.05](#)).

Accountability of each college president is integrated in regular meetings with the Chancellor, as well as part of the annual evaluation process, in which goals for the year are established and mutually agreed upon. The Chancellor assesses performance on these measures through the formal evaluation process ([IV.D.4.06](#)).

Analysis and Evaluation

College presidents are delegated with the responsibility and authority to serve as the CEO for their college. This includes the selection and management of their management team, accountability for budget development and fiscal status, short and long-term planning, and daily operations. The presidents ensure that the colleges meet and maintain accreditation standards, provide quality programs and support services, and that resources are managed to provide for long-term operation. The District continues to value college autonomy in order to meet the different student and community needs and align with their mission. Through goal setting and evaluations, the Chancellor holds the college presidents accountable for their performances and the operations of the colleges.

IV.D.5.

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

Evidence of Meeting the Standard

The VCCCD Strategic Plan confirms the alignment of the State Chancellor’s Office Vision for Success Goals with the Ventura County Community College District (VCCCD) Strategic Goals developed by the Board of Trustees ([IV.D.5.01](#), [IV.D.5.02](#)). The Strategic Plan allows the colleges to align their strategic plans accordingly, based on their respective planning cycles. During the colleges’ planning cycle, they establish and/or update their own strategic goals and metrics/measures, in alignment with the District’s strategic goals and measures of achievement framework according to the educational, workforce, and cultural needs of the communities they serve. This process allows for alignment with the VCCCD (and CCCCCO) as they determine the metrics they will focus on and establish their college-specific targets ([IV.D.5.03](#), [IV.D.5.04](#)).

To collect feedback on the metrics included in the VCCCD Strategic Plan, the VCCCD Strategic Measures of Achievement, the Strategies, the alignment with the CCCCCO’s Vision for Success Goals, and the newly formed VCCCD Strategic Goals were placed into an easy-to-read “cross-

walk” with correlating data and reasoning behind the metrics and baseline determination. Distribution throughout the District occurred between the months of August 2021 and October 2021 for review and comment ([IV.D.5.05](#), [IV.D.5.06](#), [IV.D.5.07](#), [IV.D.5.08](#)).

Although the VCCCD Strategic Plan defines the Strategic Measures of Achievement that will be used for the district as a whole, in order to create a uniform methodology, the plan only includes districtwide targets, with the understanding that each of the colleges establishes metrics that maximize their growth in alignment with these targets. This strategic plan serves as a planning framework for the colleges, allowing them the autonomy and responsibility for implementing the goals and measures of achievement of the district plan through their own college-based strategic or educational master plans ([IV.D.5.09](#)).

Annually, the VCCCD Chancellor reviews the progress made on each strategic measure of achievement, provides an update of accomplishments, and recommends areas of improvement to prioritize for continuous improvement at the Board of Trustees Strategic Planning Session(s) ([IV.D.5.10](#)).

The District Institutional Effectiveness teams’ creation of Tableau Dashboard visualizations allow transparency while providing ongoing progress made toward the VCCCD Strategic Plan’s measures of achievement ([IV.D.5.11](#)). Tableau provides the tool to disaggregate data by ethnicity, gender, age, location, and multiple additional filters to identify success, diversity, and equity gaps among the various student populations. The VCCCD Strategic Plan’s measures of achievement are subject to regular review and revision, while remaining responsive to the needs of the students and the community ([IV.D.5.12](#), [IV.D.5.13](#)).

The Institutional Effectiveness Advisory Council (IEAC) maintains a “survey calendar” which identifies the various surveys, participants, and timelines that are ongoing throughout the academic year ([IV.D.5.14](#)). These surveys offer insight as to what is working and perhaps what needs to be improved. The IEAC is a participatory governance committee comprised of representation across the district ([IV.D.5.15](#)).

In addition, there are ongoing discussions throughout the District at other participatory governance committees, such as the District Council Enrollment Management, on priorities related to the Strategic Plan, with an emphasis on identifying those common activities that all three colleges can work on toward the achievement of desired VCCCD goals and strategic measures of achievement ([IV.D.5.16](#)). In addition, it offers the opportunity to have discussions to improve and/or support the enhancement of district support systems (business services, human resources, institutional effectiveness, marketing etc.) to promote the accomplishment of the strategic measures of achievement districtwide.

By creating districtwide measures, colleges will be able to compare their progress with the District as a whole. By utilizing data throughout the strategic plan cycle to refine and improve the support of all groups involved, it supports the continuous improvement of the District, and in turn, supports the success of all students at each of the colleges and within our community ([IV.D.5.17](#), [IV.D.5.18](#)).

Analysis and Evaluation

District and College planning are integrated with a framework and workflow that also ensures that the missions of the district and colleges align. The missions focus on student learning and achievement and involve institutional effectiveness for sustainability in providing quality educational opportunities throughout the county. Data on student learning and achievement are regularly evaluated at the colleges and presented to the board to inform the development of new goals and objectives by the board as part of continuous quality improvement. The Strategic Plan serves as the framework for bringing together and integrating the goals of the California Community College Chancellor's Office, the VCCCD Board of Trustees, and the three community colleges. The strategic plan focuses on realizing the full potential of each college within the District and meeting the future workforce needs of the region.

IV.D.6.

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

Evidence of Meeting the Standard

BP 3250 Institutional Planning describes a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research ([IV.D.6.01](#)). The VCCCD Participatory Governance Handbook is a comprehensive guide to collaborative decision-making and participatory governance processes between and among faculty, staff, and student representatives at each of the District's four sites. The purpose of this handbook is to clarify the participatory governance process used within our District. The relationship of college committees to district committees is mapped, and the respective role and authority of the various governing bodies are defined. All District groups report to the Chancellor ([IV.D.6.02](#)).

The VCCCD Decision-Making Handbook is located on the district website and referenced in BP 2205 Delineation of System and Board Functions, BP 2510 Participation in Local Decision Making, and AP 2510 Participation in Local Decision Making ([IV.D.6.03](#), [IV.D.6.04](#), [IV.D.6.05](#)). Some of the key committees outlined in the handbook are:

- Chancellor's Cabinet
- Chancellor's Presidents Council
- Chancellor's Administrative Council
- District Consultation Council
- District Council on Administration Services
- District Council on Accreditation and Planning
- District Council on Human Resources

- Institutional Effectiveness Advisory Committee

Minutes from district and college council/committee meetings are shared publicly and available on BoardDocs ([IV.D.6.06](#), [IV.D.6.07](#)). District governance committees provide a forum for sharing information with college and district constituent groups. Each group consists of the colleges and District administrators and constituent group representatives and meets regularly to ensure that information for decision-making is provided. At the initial meeting of each academic year, each governance committee reviews the committee charge and membership to ensure that the roles and responsibilities remain pertinent. This also serves as an orientation for new committee members about their role in serving as a constituency representative and the responsibility of sharing information and action items with their constituency group.

A recent example of a communication cycle which illustrates how information is shared to inform students, employees, and the community about operational decisions relates to COVID-19 communications. The item has been regularly discussed during the Chancellor's Cabinet and Consultation Council meetings and agendaized during Board of Trustees meetings ([IV.D.6.06](#)). District and college communications are distributed to students and employees with information on district and college decisions, protocols, policy, and other related information ([IV.D.6.07](#)). The district and college websites are also updated regularly with information on decisions impacting students, employees, and the community ([IV.D.6.08](#)).

Analysis and Evaluation

There are multiple processes for sustaining timely, accurate, and complete information between the District and colleges. Regular meetings take place with the Chancellor's leadership team, Chancellor's Cabinet, district councils and committees, as well as task forces and workgroups, to ensure that timely, accurate, and complete communication is provided about their decision-making processes. Meeting records are recorded and posted on the District's website and BoardDocs, which connects district decision-making information to employees, students, and the public.

IV.D.7

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

Evidence of Meeting the Standard

Board Policy 3225 Institutional Effectiveness identifies the VCCCD Board of Trustees' commitment to developing a framework of indicators designed to measure the ongoing condition of the District's operational environment ([IV.D.7.01](#)). The District's Institutional Effectiveness Advisory Committee (IEAC), which is a districtwide participatory governance committee, facilitates collaboration with relevant stakeholders across the District to improve the availability and accuracy of data (quantitative and qualitative) as well as the communication and sharing of districtwide resources assuring the linking of research, data collection, planning strategies, program development, and assessment ([IV.D.7.02](#)). The IEAC also maintains an annual survey calendar,

identifying the ongoing surveys throughout the District, updated on an ongoing basis at IEAC meetings ([IV.D.7.03](#)).

Systemwide, the Participatory Governance Handbook includes the District Governance Evaluation process for each participatory governance committee ([IV.D.7.04](#)). Each participatory governance committee throughout the District is evaluated annually, and results are utilized to inform the modification of the committee's charge as well as the development of new goals for the upcoming year ([IV.D.7.05](#), [IV.D.7.06](#)). Participatory Governance minutes, which include the committee's reflection on the outcomes, are publicly posted ([IV.D.7.07](#)).

Planning processes and communication about institutional effectiveness are also shared at meetings of the Board of Trustees. For example, at the June 21, 2021 Board of Trustees' Strategic Planning Session, the Chancellor presented the State of the District Update and responded to trustee questions. The overview included a year-in-review, which integrated an overall assessment of the District's COVID-19 response, discussion of the District's student success support systems, and a statewide-VCCCD comparative review of data trends. These trends included five-year course success rates, disaggregated by ethnicity, five-year college level Math and English completion rates disaggregated by ethnicity, as well as hiring demographics to include a three-year trend of ethnicity percentages by employee groups. The Chancellor also presented multiple examples of the VCCCD's partnerships and service to the community, highlighting ongoing partnerships and activities across the three colleges. An examination of the financials related to HEERF COVID relief funding, unrestricted general fund resources, and tentative budget discussions was also provided; along with discussions focusing on districtwide sustainability, website redesign, information technology security, and employee development and support ([IV.D.7.08](#)).

In follow-up, a discussion ensued, correlating the CCCCCO's Vision for Success and the VCCCD Strategic Goals. Each strategic goal was fine-tuned, based on the discussions at the Strategic Planning session which included the Chancellor's presentation to the Board of Trustees during this planning session. As a result of the strategic planning session, a draft crosswalk was developed that identified the correlating CCCCCO Vision for Success Metric, VCCCD Strategic Goal, the Measures of Achievement, and the Major Strategies to facilitate the obtainment of the measure ([IV.D.7.09](#)). These VCCCD Strategic Measures and Strategies were vetted at all three colleges and the District through the Classified Senates, Academic Senates, Chancellor's Cabinet, and Consultation Council ([IV.D.7.10](#), [IV.D.7.11](#)). The creation of a regularly updated public VCCCD Tableau dashboard facilitates the communication, identifies progress, and provides an on-going status update relative to achieving the measures of achievement that directly correlate to the VCCCD Strategic Goals and the CCCCCO's Vision for Success goals ([IV.D.7.12](#)). During the January 22, 2022 Board of Trustees meeting, the VCCCD Strategic Plan was reviewed which incorporated the Strategic Measures of Achievement and the Major Strategies ([IV.D.7.13](#), [IV.D.7.14](#), [IV.D.7.15](#)).

A regularly scheduled Institutional Effectiveness Update at the Board of Trustees' Strategic Planning Session meetings includes information and data relative to the VCCCD Strategic Measures of Achievement ([IV.D.7.16](#)).

Analysis and Evaluation

Governance and decision-making policies, procedures, and processes are routinely evaluated on an annual basis with a focus on evaluating effectiveness and making improvements as warranted. Under the Chancellor's leadership, the District implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness data and evaluation support. The most recent revision of the District's strategic planning process included alignment of the District's goals with the California Community Colleges Chancellor's Office (CCCCO) Vision for Success goals. This fostered a planning environment with greater clarity to monitor outcomes using Tableau dashboards to assess and evaluate progress. The public Tableau dashboard is the tool utilized to widely communicate outcomes with data used as a basis for improvement.

Conclusions on Standard IV.D. Multi-College Districts or Systems

The Chancellor provides leadership to set and communicate expectations regarding educational excellence and integrity throughout the District while delineating operational responsibilities and functions which are the responsibility of each college. The Chancellor delegates full authority to the Moorpark College President for implementing and administering delegated district policies. In order to ensure effective district planning, system planning is integrated with both the CCCCCO's Vision for Success as well as with individual college planning. Plans, policies, and goals are broadly shared with all relevant constituencies across the District in a timely manner to ensure that colleges have sufficient information to make decisions effectively. District committees undergo regular evaluation which includes feedback from stakeholders in order to ensure consistency with committee goals. Input is broadly shared with a focus on implementing improvements. As part of its planning processes, the District adheres to policies for allocation of resources to adequately support and sustain Moorpark College, while decision-making regarding the best use of allocated resources remains with the College.

Evidence

[IV.D.1.01 BP 1100: Ventura County Community College District](#)

[IV.D.1.02 Flex Day Presentation Fall 2020](#)

[IV.D.1.03 College Forums Presentation February 2020](#)

[IV.D.1.04 BP 2430: Delegation of Authority to Chancellor](#)

[IV.D.1.05 BP 3100: Organizational Structure](#)

[IV.D.1.06 AP 7120-B: Recruitment and Hiring: College President](#)

[IV.D.1.07 Minutes from BoT July 10, 2021](#)

[IV.D.1.08 BP 2425: Board/District Planning](#)

[IV.D.1.09 2021 12.01 Participatory Governance Handbook](#)

[IV.D.1.10 Functional Map](#)

[IV.D.2.01 BP 2205 Delineation of System and Board Functions](#)

[IV.D.2.02 Functional Map 2016](#)

[IV.D.2.03 Participatory Governance Handbook approved at Consultation Council](#)

[IV.D.2.04 2021 05.13 IEAC Meeting Notes – Self Appraisal Reference](#)

[IV.D.2.05 BP 3225 Institutional Effectiveness](#)

[IV.D.2.06 2021 02.09 Institutional Effectiveness Update to BoT](#)
[IV.D.2.07 BP 7120 Recruitment and Hiring](#)
[IV.D.2.08 BP 7140 Collective Bargaining](#)
[IV.D.2.09 AP 6200 Budget Preparation](#)
[IV.D.2.10 AP 6250 Budget Management](#)
[IV.D.2.11 AP 6300 Fiscal Management](#)
[IV.D.2.12 AP 3720-A Computer and Network Use](#)
[IV.D.2.13 Public Affairs and Marketing Board of Trustees Report October 2020](#)
[IV.D.2.14 Approval of the Director of Public Affairs Position BoT](#)
[IV.D.3.01 BP 6200 Budget Preparation](#)
[IV.D.3.02 AP 6200 Budget Preparation](#)
[IV.D.3.03 Budget Allocation Model 2021-2022](#)
[IV.D.3.04 2022 Infrastructure Funding Model](#)
[IV.D.3.05 BoT Budget Allocation Model Approval 2020 03.10](#)
[IV.D.3.06 BoT Infrastructure Funding Model Approval 2021 03.23](#)
[IV.D.3.07 2019-2020 Adoption Budget](#)
[IV.D.3.08 BoT Adoption Budget 09.11.18](#)
[IV.D.3.09 BoT Audit Approval 2021 03.09](#)
[IV.D.3.10 2020 Ventura County CCD Report](#)
[IV.D.4.01 BP 2430 Delegation of Authority to Chancellor](#)
[IV.D.4.02 AP 7120-C Recruitment and Hiring: Academic Managers](#)
[IV.D.4.03 Functional Map](#)
[IV.D.4.04 2021 12.01 Participatory Governance Handbook](#)
[IV.D.4.05 March 2, 2020 email](#)
[IV.D.4.06 Administrator – Supervisor Evaluation 10.17 fill-in form](#)
[IV.D.5.01 Board of Trustees Strategic Planning Session Minutes 06.21.21](#)
[IV.D.5.02 Board of Trustees Strategic Planning Session Minutes 07.11.21](#)
[IV.D.5.03 VCCCD Strategic Plan 2021-2027](#)
[IV.D.5.04 Final Strategic Plan Presentation to the Board January 22, 2022](#)
[IV.D.5.05 Draft VCCCD Strategic Goals, Measures of Achievement and Strategies Revised 07.29.21](#)
[IV.D.5.06 Strategic Measures of Achievement & Strategies PowerPoint Classified Senate](#)
[IV.D.5.07 Strategic Measures of Achievement & Strategies PowerPoint DCEM Sept 10](#)
[IV.D.5.08 Strategic Measures of Achievement & Strategies PowerPoint Academic Senate](#)
[IV.D.5.09 Oxnard College Strategic Plan 2018 - 2023](#)
[IV.D.5.10 2021 06 VCCCD State of the District Chancellor](#)
[IV.D.5.11 Tableau Dashboard Data](#)
[IV.D.5.12 VCCCD Board of Trustees Mid-Year Strategic Planning Session January 22, 2022 Minutes](#)
[IV.D.5.13 VCCCD Board of Trustees Mid-Year Strategic Planning Session January 22, 2022 Video](#)
[IV.D.5.14 IEAC Survey Calendar 03.02.21](#)
[IV.D.5.15 VCCCD Survey Strategy Plan v2 03.02.21](#)
[IV.D.5.16 2021 12.10 DCEM Meeting Notes](#)
[IV.D.5.17 2021 09.10 DCEM Meeting Notes](#)

[IV.D.5.18 2022 01.14 DCEM Meeting Notes](#)
[IV.D.6.01 BP 3250 Institutional Planning](#)
[IV.D.6.02 VCCCD Participatory Governance Handbook](#)
[IV.D.6.03 BP 2205 Delineation of System and Board Functions](#)
[IV.D.6.04 BP 2510 Participation in Local Decision-Making](#)
[IV.D.6.05 AP 2510 Participation in Local Decision-Making](#)
[IV.D.6.06 10.01.21 Consultation Council Meeting Notes](#)
[IV.D.6.07 2021 10.14 IEAC Meeting Notes](#)
[IV.D.6.08 2021 12.06 FY22 Marketing Communications Outreach Calendar](#)
[IV.D.7.01 BP 3225 Institutional Effectiveness](#)
[IV.D.7.02 Institutional Effectiveness Advisory Committee Charge](#)
[IV.D.7.03 Mar 11, 2021 - Institutional Effectiveness Advisory Committee Meeting Update: Survey Planning](#)
[IV.D.7.04 See page 8 Participatory Governance Handbook](#)
[IV.D.7.05 2021 DTRW-SS Self-Appraisal Results](#)
[IV.D.7.06 2020 DTRW-I Self-Appraisal Results](#)
[IV.D.7.07 2020 06 04 ATAC Meeting Notes](#)
[IV.D.7.08 VCCCD State of the District Chancellor Updates June 21, 2021](#)
[IV.D.7.09 Draft VCCCD Strategic Goals, Measures of Achievement and Strategies July 29, 2021](#)
[IV.D.7.10 Strategic Measures of Achievement, Strategies PowerPoint MC Classified Senate](#)
[IV.D.7.11 Strategic Measures of Achievement & Strategies PowerPoint Academic Senate](#)
[IV.D.7.12 Tableau Dashboard Strategic Measures of Achievement – Data](#)
[IV.D.7.13 VCCCD Strategic Plan 2021-2027](#)
[IV.D.7.14 Final Strategic Plan Presentation to the Board January 22, 2022](#)
[IV.D.7.15 VCCCD Board of Trustees Mid-Year Strategic Planning Session January 22, 2022 Video](#)
[IV.D.7.16 Institutional Effectiveness Quarterly Report to Board of Trustees](#)

H. Quality Focus Essay

Moorpark College has always centered student success in its planning and, foundationally, as the premise from which all conversations about projects and goals derive. “Students first” has been a core part of the college’s mission statement since 2016, consistent through a tidal wave of changes witnessed in state planning efforts. The last two years, 2020-2022, have been particularly marked by bellwether social issues that have impacted all aspects of higher education: social justice movements that brought into stark relief disparities in educational outcomes for diverse student populations and the COVID-19 pandemic that forever changed California higher education in March 2020 by spotlighting the role of distance education. Those two factors became interwoven in planning efforts at Moorpark College and undergird the two QFE projects the college has identified to focus on over the next five years:

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.

Both projects developed and evolved over time with input from a range of participatory governance groups that were part of overall college planning efforts and building on work the college had previously started as part of its 2016 Quality Focus Essay. That prior QFE had highlighted steps to build the college’s research capacity to access and use data to support its planning processes and to use data more proactively in program planning. Having developed that capacity, with a particular focus on examining disaggregated data, disparities in student achievement by population became more evident. As documented in several different Standards in the Institutional Self-Evaluation Report, Moorpark College has identified gaps in achievement that exist among disproportionately impacted populations, as well as lower overall success rates in online courses compared to those that meet in person.

The two tables below illustrate the success gaps for the most recent completed semester that data are available: the first for overall success and the second differentiating success by modality.

Table 25: Overall Retention and Success, Fall 2020

California Community Colleges Chancellor’s Office Credit Course Retention/Success Rate Summary Report					
	Fall 2020 Credit Enrollment Count	Fall 2020 Credit Retention Count	Fall 2020 Credit Success Count	Fall 2020 Credit Retention Rate	Fall 2020 Credit Success Rate
Moorpark Total	38,225	34,278	30,277	89.67 %	79.21 %
African-American	705	605	494	85.82 %	70.07 %
American Indian/Alaskan Native	101	85	74	84.16 %	73.27 %
Asian	3,088	2,857	2,636	92.52 %	85.36 %
Hispanic	13,794	12,121	10,169	87.87 %	73.72 %

Multi-Ethnicity	2,133	1,926	1,725	90.30 %	80.87 %
Pacific Islander	85	74	67	87.06 %	78.82 %
Unknown	1,407	1,290	1,193	91.68 %	84.79 %
White Non-Hispanic	16,912	15,320	13,919	90.59 %	82.30 %

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Table 26: Retention and Success by Modality, Fall 2020

California Community Colleges Chancellor's Office Credit Course Retention/Success Rate Summary Report					
	Fall 2020 Credit Enrollment Count	Fall 2020 Credit Retention Count	Fall 2020 Credit Success Count	Fall 2020 Credit Retention Rate	Fall 2020 Credit Success Rate
Moorpark Total	38,225	34,278	30,277	89.67 %	79.21 %
Delayed Interaction (Internet Based) Total	27,406	24,565	21,428	89.63 %	78.19 %
African-American	528	461	374	87.31 %	70.83 %
American Indian/Alaskan Native	81	67	60	82.72 %	74.07 %
Asian	2,170	2,019	1,862	93.04 %	85.81 %
Hispanic	10,172	8,931	7,346	87.80 %	72.22 %
Multi-Ethnicity	1,498	1,356	1,200	90.52 %	80.11 %
Pacific Islander	64	55	50	85.94 %	78.13 %
Unknown	1,019	929	860	91.17 %	84.40 %
White Non-Hispanic	11,874	10,747	9,676	90.51 %	81.49 %
Non Distance Education Methods Total	10,819	9,713	8,849	89.78 %	81.79 %
African-American	177	144	120	81.36 %	67.80 %
American Indian/Alaskan Native	20	18	14	90.00 %	70.00 %
Asian	918	838	774	91.29 %	84.31 %
Hispanic	3,622	3,190	2,823	88.07 %	77.94 %
Multi-Ethnicity	635	570	525	89.76 %	82.68 %
Pacific Islander	21	19	17	90.48 %	80.95 %
Unknown	388	361	333	93.04 %	85.82 %
White Non-Hispanic	5,038	4,573	4,243	90.77 %	84.22 %

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Once identified, in academic years 2019-2020 and 2020-2021, several committees took the lead in addressing the gaps.

Foundational Work to Address Equity Gaps

In the 2019-2022 Moorpark College Student Equity Plan, the Student Equity and Achievement Committee had documented positive improvements in access, retention, completion, goal attainment, and transfer for disproportionately impacted populations: a measure of the efforts the college had already been implementing through Guided Pathways, AB 705, Zero Textbook Cost initiatives, and other student learning and student success efforts ([QFE.01](#)). While great strides

had been made on the California Community Colleges Chancellor's Office Vision for Success goals, with the sudden transition to mostly online learning in 2020, the need for a deeper focus specifically on distance education became apparent: a charge consistent with the work of the Distance Education Committee.

The DE Committee took up the mantle of re-examining, re-envisioning, and re-shaping distance education in light of the expanded role of distance education within the college curriculum and programs of study. With the need to be ready to contract or expand its online offerings, focusing more deliberately on key distance education issues, coupled with the identified equity gaps outlined in the Student Equity Plan and through program planning processes, became the clearest path forward for positively impacting student equity and achievement.

As part of its annual identification and assessment of goals, the Distance Education Committee identified a key goal for 2020-2021: the reduction of the gap in success rates “between on-ground, hybrid, and online classes to 2.0 percentage points by 2023-2024” ([QFE.02](#)). This goal is also aligned with the same goal in the Educational Master Plan, Goal SD3.G2 for distance education success rates. Related to this goal, the committee had identified the need to “Participate and support [the] IEPI Grant to enhance [the] DE Plan and Equity in the online classroom.”

A Maelstrom of Events: Drivers of Change

When the COVID-19 pandemic forced the movement of most classes into an online format, a much larger data set related to distance education became available—and one different in important ways from previous data for students in online courses. Whereas most students taking online courses prior to 2020 did so out of choice, with the transition to primarily online learning in 2020, nearly all students needed to adapt to the online modality if they remained in school. Challenges of online learning became more apparent, and the differential outcomes experienced by different equity populations as well as across disciplines highlighted the need to address equity concerns in broad ways while also more specifically looking at changes to distance education that would impact student success among disproportionately impacted students.

The process for defining these two projects for the QFE had both a traditional and non-traditional approach to their development. The social justice movement around equity that had begun years earlier but been most strongly rekindled after the murders of Ahmaud Arbery in February 2020, Breonna Taylor in March 2020, and George Floyd in May 2020, among other racially motivated acts of violence such as those against Asian-Americans after COVID-19 had been identified, highlighted the need to address concerns and planning which did not conform to the traditional academic calendar. There was also increased awareness of the systemic and historical nature of racism and racist practices on a national level which contribute to equity gaps. Recognizing structural challenges, the need to act toward change was further amplified.

Although a number of groups on campus were working on issues related to distance education, student success, and equity in Spring 2020, the painful rending brought about by growing awareness of social and educational disparities made it clear that putting those conversations on hold until Fall 2020 would not serve the communities the college serves. After initial discussions in Spring 2020, the college convened a Town Hall for students during the Summer of 2020. From

those Town Halls, the vision for four social justice workgroups was born: grassroots workgroups organized and populated by staff, faculty, administrators, and students that met throughout the 2020-2021 academic year to define and work on specific tasks that would then feed into existing shared governance structures. The broad charges of those four workgroups were:

- 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
- Providing culturally responsive student services such as counseling, tutoring, and mental health

Recommendations from these workgroups then came to a range of relevant committees, including Curriculum, Student Equity, Guided Pathways, and EdCAP, the committee responsible for major college planning, including accreditation. With feedback from these committees, formalized recommendations then were shared at the Spring 2021 Strategic Planning Retreat on April 21, 2021. One primary topic on the Retreat agenda was Planning with a Racial and Social Justice Lens which served as a foundational conversation to inform the development of the Institutional Effectiveness Partnership Initiative Institutional Innovation and Effectiveness Plan the college was in the process of writing.

The college's application for an IEPI Partnership Resource Team visit and project funding integrated with other planning processes to help define and move forward identified needs as defined through data analysis, workgroup efforts, and input from participatory governance committees. In particular, the four Racial and Social Justice Workgroups greatly expanded the amount, diversity, and depth of input from groups across campus, as they were open to all who were interested and had no limits on total size. Over the year, more than 75 participants were able to actively provide input on issues of concern related to how to improve and address barriers to student success and achievement. The Town Hall was also attended by over 100 members: students, staff, faculty, and administrators, and links to all Town Hall information was shared with all users of these groups: all faculty, all classified staff, all managers, and all provisional employees, as well as available to students. The planning processes that formed the basis for the PRT plan had a number of feeders, ultimately forming the basis for this Quality Focus Essay and the plans laid out below.

Anticipated Impact of Project

The focus of the two QFE projects is on improving student learning and achievement in both direct and indirect ways: some which will be evident in the near-term and some which will take longer to demonstrate outcomes. For example, elements of the project which are projected to have more immediate evidence of outcomes include diversifying the curriculum and developing a policy for regular, effective contact in online courses. Per the Distance Education Committee goals, the college plans to reduce the gap between outcomes in on-ground, hybrid, and online classes to 2.0 percentage points by 2023-2024. Analysis of outcomes will be supported by providing training to online faculty about how to analyze equity data and develop plans to improve metrics in courses and programs. Outcomes will also be broadly shared with the Academic Senate,

Distance Education Committee, Board of Trustees, and other relevant governance groups. Although complete closure of equity gaps is the desired goal, with recognition that systemic external social and structural issues continue to exist, significant improvement in student success outcomes is the most immediate goal.

Project elements which may take longer to show direct impacts include diversification of hiring and encouragement of classified professionals from across the college to participate in equity-related committees, workgroups, and professional development opportunities. Long-term approaches which harness human resources in support of shared goals may take longer but are essential commitments to ensure that efforts are sustained, ongoing, and directed.

Anticipated Measurable Outcomes

In addition to closing the gap in student achievement across course modalities so that online course success is within a 2% point range of other modalities by 2023-24, other progress measures include:

1. Development of best practices for faculty and staff hiring process.
2. Curriculum audit performed and expanded to additional cohorts of faculty.
3. Implementation of recommendation for inclusion of diversity in syllabi, as approved by appropriate groups.
4. Implementation of recommendation for embedding social justice in Program Learning Outcomes, as approved by appropriate groups.
5. Proactive, systematic support teams utilized to actively monitor all disproportionately impacted groups with services provided as appropriate.
6. Assessment of impact of camera and regular and effective contact policies with improvements implemented as appropriate.
7. Assessment of professional development offerings on all topics assessed to see how equitable practices and approaches can be more deeply incorporated with changes implemented as needed.

Detailed Description of Two Projects

The individual elements of these two QFE projects are ambitious, befitting the urgency of the need and the level of commitment. A detailed description of the two projects is outlined in the tables below with QFE Project 2 listed in the subsequent table. However, because both projects include an equity focus, there is some degree of overlap between the two, with an overarching goal of advancing social justice, anti-racism, and anti-hate work.

QFE Project 1: Create an Inclusive Campus and Culture

Activities	Action Steps	Responsible Parties	Resources Needed	Timeline for Completion
Diversify hiring.	<p>Complete the work of the 2020-21 Social Justice Hiring Group by developing and implementing best practices for hiring process, both faculty and staff, to include the following steps:</p> <ul style="list-style-type: none"> • Review current local hiring practices • Research hiring practices at similar colleges that have reached this objective • Create a local definition/goal of diversity in hiring • Develop and implement best practices to achieve the locally defined goal 	DEI Coordinator	Funds to pay DEI Coordinator	Summer 2023
Diversify curriculum.	<ul style="list-style-type: none"> • Perform curriculum audit and expand to additional cohorts of faculty • Continue the development and implementation of recommendations for inclusion of diversity in syllabi, as approved by appropriate groups. • Develop and implement recommendations for embedding social justice in Program Learning Outcomes, as approved by appropriate groups. 	VPAA, AS President, and DEI Coordinator	Time needed to conduct review	Project has started; work will be ongoing as curricula are modified and new curricula are developed.
Provide culturally responsive student services.	Utilize proactive, systematic support teams to actively monitor all disproportionately impacted students and provide responsive services as appropriate.	VPSS	Allocation of funding from SEA and/or other sources	May 2022 and ongoing
Ensure a focus on equity and the student journey in student services.	Consider applying for an Umoja program.	VPSS	Assessment of space and funding	May 2022 and ongoing
Employ systematic strategies to encourage and deepen dialogue around anti-racism and equity.	<ul style="list-style-type: none"> • Require cultural competence training for new employees. • Provide regular, consistent professional development opportunities to deepen dialogue around anti-racism and equity for faculty, staff, and administrators. 	DEI Coordinator	PD time	May 2022 and ongoing

QFE Project 2: Reduce the Equity Gap in Student Outcomes, Particularly Related to DE

Activities	Action Steps	Responsible Parties	Resources Needed	Timeline for Completion
Establish regular and effective reporting of online and college-wide equity data.	Provide online course outcomes and equity data to the Academic Senate, Distance Education Committee, Board of Trustees, and other relevant governance groups.	Dean of Institutional Effectiveness and DE Coordinator/ Director	Staff time for data compilation	Spring 2022 and annually thereafter
Establish regular and transparent assessment of equity data in online course and program offerings.	Offer training to online faculty on how to analyze equity data and develop plans to improve metrics in courses and programs.	Dean of Institutional Effectiveness and DE Coordinator/ Director	Staff time for training	Spring 2022 and annually thereafter
Broadly share existing online learning policies which address student equity and modify and implement online learning policies that further address student equity.	<ul style="list-style-type: none"> • Develop and implement a policy regarding camera usage for synchronous online courses. • Develop and implement a policy for regular, effective contact in online courses. • Assess impact of camera and regular and effective contact policies and recommend improvements as the findings warrant. • Examine microphone requirement or other elements of the virtual learning environment that impact student engagement. 	Dean of Distance Education	Staff time	Spring 2022
Integrate equity planning and processes into existing committee and workgroup structures.	Committees and workgroups related to online instruction and services examine charges and goals, and make changes as needed to ensure a focus on equity.	AS President and DEI Coordinator	Committee time	May 2022
Encourage and ensure classified professionals from across the college are able to effectively participate in equity-related committees, workgroups, and professional development opportunities.	<ul style="list-style-type: none"> • Assess committee and workgroup membership structures and modify committee membership as appropriate to include classified professional viewpoint. • Provide professional development opportunities to classified professionals regarding equity and diversity at least once per semester. • Assess professional development offerings on all topics to see how equitable practices and approaches can be more deeply incorporated, and implement improvements as the findings warrant. 	VP of Business Services and Classified Senate President	Staff time	May 2022 and ongoing

The two QFE projects described above address two primary themes that emerged most prominently between 2019-2022: the necessity of creating a more inclusive campus and culture and the importance of addressing equity gaps in student achievement.

Moving Through; Moving Forward

Though these projects were rooted in traditional planning processes and carried forward broadly across a range of committees and college events, the depth and scope of the vision in this planning would not have been possible without the work of the four social justice workgroups that convened throughout the 2019-2020 academic year in response to twin, propulsive movements. The impact of social justice, particularly around issues of race and equity, and that of COVID-19, inextricably linked to online education, dramatically changed our students, employees, and the institution.

Students, faculty, staff, and management worked together to define the most pressing issues regarding the experiences and outcomes of students within these multiple contexts, resulting in the IEPI PRT Plan that became the basis for this QFE ([QFE.03](#)).

As the college moves into its next planning cycles, building capacity within all components of learning and support—particularly for disproportionately impacted populations and online education—will ensure that student achievement remains at the heart of Moorpark College. “Students first” is still the mission, even as the landscape shifts, dissolves, and transforms.

Evidence:

[QFE.01 2019-2022 Moorpark College Student Equity Plan](#)

[QFE.02 Distance Education Committee Goals and Accomplishments](#)

[QFE.03 IEPI PRT Plan](#)