



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CORE INQUIRIES

Moorpark College
7075 Campus Road
Moorpark, CA 93021

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

Sean C. Hancock, Ed.D.
Team Chair

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Moorpark College

Peer Review Team Roster

Team ISER Review

March 22, 2023

Dr. Sean Hancock, Team Chair Cerro Coso College President	Dr. Denise Whisenhunt, Vice Chair Grossmont College President
ACADEMIC MEMBERS	
Ms. Judith Benavidez Irvine Valley College Counseling Faculty	Dr. Shelley Gaskin Pasadena City College Instructor, Business Education Division
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ADMINISTRATIVE MEMBERS	
Dr. Claudia Lee Golden West College Vice President, Student Services	Mr. Anthony Djedi College of San Mateo Vice President Of Administrative Services
ACCJC STAFF LIAISON	
Dr. Catherine Webb, Vice President	

Summary of Team ISER Review

INSTITUTION: Moorpark College

DATE OF TEAM ISER REVIEW: March 22, 2023

TEAM CHAIR: Dr. Sean Hancock

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

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

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

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

Core Inquiries

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

<p>College Core Inquiry 1: The team would like a deeper understanding of how the program planning process helps the college align with the mission.</p>
<p>Standards or Policies: I.A.3</p>
<p>Description:</p> <ul style="list-style-type: none">a. The team reviewed the ISER and evidence, noted a description of the planning process, and noted the Facilities and Technology Committee on Accreditation and Planning as an example.b. The team would like to see additional examples of how the college's planning, decision-making, and resource allocation processes are aligned with the college mission.
<p>Topics of discussion during interviews:</p> <ul style="list-style-type: none">a. The team would like to discuss additional examples of program planning processes, especially in student services and instruction.b. Examples of decisions, resource allocation decisions, stemming from aligning with mission.
<p>Request for Additional Information/Evidence:</p> <ul style="list-style-type: none">a. Representative examples of institutional plans that are informed by the college's institutional priorities, such as the Student Equity and Achievement Plan, the Guided Pathways Plan, the college Strategic Plan, and/or the Educational Master Plan.
<p>Request for Observations/Interviews:</p> <ul style="list-style-type: none">a. College leads associated with each respective institutional plan.b. Dean of Institutional Effectiveness and relevant committee membersc. Others who can address questions related to this inquiry.

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

Standards or Policies: I.A.4

Description:

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

Topics of discussion during interviews:

- a. Processes for informing and implementing mission statement and design
- b. Examples of how the college engaged the governance structures

Request for Additional Information/Evidence:

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

Request for Observations/Interviews:

- a. Constituency group leaders
- b. Dean of Institutional Effectiveness
- c. College President and executive team

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

Standards or Policies: I.B.1

Description:

- a. The ISER provided detailed evidence about how the college engages in integrated planning, the robust level of engagement in this process, and the alignment of the college's integrated planning and resource allocation process to the college mission.
- b. The team would like further clarification about the college's engagement in the integrated planning process and the ways in which these processes are communicated to the college.

Topics of discussion during interviews:

- a. Community-building and communication around the planning process
- b. Decision-making and improvements stemming from planning dialogues

Request for Additional Information/Evidence:

- a. No specific evidence is requested
- b. However, if there is additional evidence the college would like to share beyond what was provided in the ISER, the team is happy to review it

Request for Observations/Interviews:

- a. Dean of Institutional Effectiveness
- b. Participatory governance group leaders and members, including constituency groups and cross-constituency committees

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

Standards or Policies: II.A.14

Description:

- a. The team reviewed the ISER and noted that evidence in this standard focused primarily on the health sciences.
- b. The team is seeking more current information (later than 2019 if possible) to demonstrate the college's other CTE courses and programs reflect the demands of the current job market and prepare graduates to meet employment standards.

Topics of discussion during interviews:

- a. The alignment of program SLOs in CTE courses with industry standards with examples other than those in Health Sciences.
- b. Processes for CTE Program Review

Request for Additional Information/Evidence:

- a. CTE program reviews
- b. Outcomes data for CTE
- c. Job placement data if available

Request for Observations/Interviews:

- a. Dean for CE/CTE or equivalent
- b. Chair of the CTE Advisory Committee
- c. Department Chairs and/or Program Directors in CE/CTE areas

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

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

Description:

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

Topics of discussion during interviews:

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

Request for Additional Information/Evidence:

- a. Evidence related to board trainings
- b. Evidence related to board retreats
- c. Examples showing how board self-evaluations are used to improve Board effectiveness

Request for Observations/Interviews:

- a. Governing Board members
- b. College CEOs
- c. Members of Chancellor's senior staff/cabinet

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

Standards or Policies: IV.C.12

Description:

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

Topics of discussion during interviews:

- a. Relationship between Board and its CEO
- b. Delegation from Board to CEO

Request for Additional Information/Evidence:

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

Request for Observations/Interviews:

- a. Board members
- b. Chancellor
- c. College Presidents and other senior staff

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

Standards or Policies: III.A.5

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

Topics of discussion during interviews:

- a. Determining compliance with stated evaluation intervals
- b. Monitoring/tracking compliance/completion of evaluations for all constituencies

Request for Additional Information/Evidence:

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

Request for Observations/Interviews:

- a. Administrator(s) responsible for managing/tracking evaluation processes