

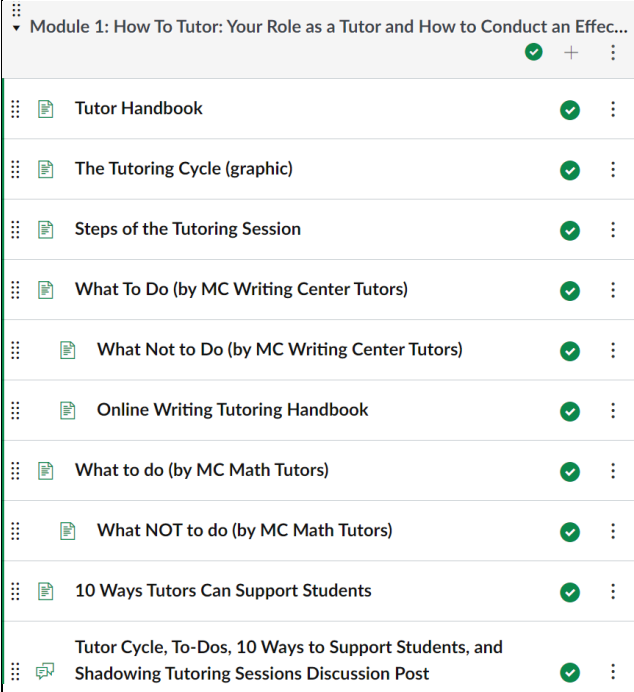
List the Standard(s) that needs further information to confirm it is being met <i>(the list below should match what you noted in your conclusions statement as noted in Part 3)</i>	Question(s) You Need Addressed	Based on your analysis & evidence, indicate or describe potential gap, or identify what needs clarification	Evidence Request (if applicable)	MC Response and Evidence Links
1B (general)	Does the college have a planning handbook that outlines the integrated planning and evaluation process?	I don't think there's a gap. The College appears to be meeting the standard. This could be a potential area of commendation.	Planning handbook (if available) or planning website information	Moorpark College's integrated planning model and evaluation processes are detailed in its participatory governance handbook —see chapter 4. The key elements of this process are also described in a video created by the IE Office. Please also see the college's planning website for additional planning documents.
I.B.5	In addition to SLO assessment and analyses, does the college assess and evaluate Service Area Outcomes (SAOs) and Administrative Unit Outcomes (AUOs)?	The College seems to meet the standard when it comes to SLO assessments. It is not clear how area or unit effectiveness is assessed, or how that information is used.	SAO/AUO assessments, if available	<p>As detailed in Standard I.B.2, the college assesses SLOs for all instructional programs and student and learning support services.</p> <p>In addition to assessing SLOs, service and administrative units assess effectiveness through a variety of methods such as satisfaction surveys and task completion data generated by project management software such as Trello. For example, the IE Office measures its effectiveness by the volume of annual projects it closes out in Trello. The Teaching and Learning Center measures program effectiveness through a survey that includes questions on satisfaction.</p> <p>Service and administrative areas reflect on this data through the program planning process which prompts programs to reflect on their strengths and areas for improvement. For example, in reflecting on usage data in their program plan, the IE office found that “the greatest challenge we had was a vacancy in the technical data specialist position which we were able to fill and now are fully staffed with ongoing cross training. As a result, we were able to complete 344 data requests and projects..[up from 221 the prior year]”.</p>

				<p>In reflecting on survey data in their program plan, the Teaching and Learning Center found that 98% of students agreed to the statement “I felt welcomed, supported, and encouraged by my tutor”.</p> <p>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. Programs are expected to address feedback from the VPs.</p>
I.C.5	How frequently are college handbooks reviewed and updated?	The narrative doesn't clarify how operational/procedural handbooks are reviewed and updated	A list of college handbooks, along with information about how frequently they're reviewed and updated.	<p>Most of the college's operational procedures for student, faculty, and staff are embedded into the robust catalog which is reviewed annually. The appendix of the catalog contains all the administrative procedures.</p> <p>The college's operational philosophy is to minimize the use of additional handbooks if the information can be embedded into the catalog to avoid duplication of information which needs to be updated in more than one place each time there is a revision.</p> <p>With that said, the college was able to identify five additional operational handbooks. The below four handbooks are reviewed annually: English Department Handbook SLO faculty handbook Online tutoring handbook Writing center handbook</p> <p>The Participatory Governance Handbook is reviewed every five years, conducted in concert by the Academic Senate, the Classified Senate, the Associated Student Government, and the College President. Needed amendments can be made within the five-year term of this document upon recommendation to the College President by the appropriate constituent(s) and after consultation between these four bodies. Their signatures modify the Handbook. The appendices to the Handbook are updated annually as needed.</p>
I.C.14	How does the College ensure that Board	Evidence in IV.C.7 suggests that board	Is there evidence of work being done to	Board Policy 2710 Conflict of Interest addresses prohibited activities of board members that would be “inconsistent with, incompatible with, in

	Conflict of Interest statements are adhered to?	interference may be an issue, and that the board is sometimes inconsistent in following board policies.	address this concern?	<p>conflict with, or inimical to their duties as an officer of the District.” This policy was updated December 13, 2022, after full governance review:</p> <p>Governance Review 2022 09.08 District Council on Human Resources 2022 09.19 Chancellor’s Cabinet 2022 09.22 Administrative Services Committee</p> <p>BP2710 delegates to the chancellor authority to establish corresponding Administrative Procedures. These are detailed in AP2710 (revised February 3, 2023) and AP 2712 (revised September 8, 2020).</p> <p>The college is not aware of any incidents of board member conflicts of interest. If there was an incident, AP2712 Section 12. Violations notes, “This code has the force and effect of law. Designated employees violating any provision of this code are subject to the administrative, criminal and civil sanctions provided in the Political Reform Act, Government Code sections 81000 - 91014. In addition, a decision in relation to which a violation of the disqualification provisions of this code or of Government Code sections 87100 or 87450 has occurred may be set aside as void pursuant to Government Code section 91003.”</p> <p>The college is in support of board training and education efforts. For example, the board engaged with the Collaborative Brain Trust (CBT) during a the Mid-Year Strategic Planning Session on January 22, 2022. Most recently, the February 25, 2023 Board Retreat and Training included training on teamwork using content from Patrick Lencioni.</p> <p>Board meetings consistently end with each board member providing a personal reflection on how the meetings went with regard to staying on agenda and focusing on the role of the board.</p>
II.A.14		Understand it can be difficult to gather information that relies on students self-reporting.	Is there evidence of actions taken following review of the CTE Outcomes Survey?	While CTEOS survey results are reviewed annually, the college has not been able to take action on these results based on the inconsistent response rates and inherent self-selection bias in these types of surveys. The state of California would benefit from an integrated education data system like other states.

II.A.16		There doesn't appear to be any differentiation among program types, delivery, or locations.	Is there data related to success of students in CTE for example?	<p>Program data is provided to all programs by modality, see IB5: . Each program is required to review quantitative and qualitative data on student learning and student achievement. 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.</p> <p>Here are a couple examples of program plans where CTE data is analyzed:</p> <p>Business CNSE</p>
II.B.1	Is there any separate evidence for the Math and Science Center and Reading and Writing Center?	The potential gap is that the Math and Science Center and Writing Center are not described in the ISER.	Evidence of the Math and Science Center and Writing Center.	The TLC is the organizational structure that includes the Math and Science Center and the Writing Center. Here is the most recent TLC Program Plan which includes analysis of the Math and Science Center and Writing Center, as well as other components of the TLC.
II.B.1	MC indicates that they have embedded counselors included in 30 courses per semester, but didn't list the subjects. What course included the tutoring?	Is there a list of the courses? Is this information advertised in the class schedule?	A list of courses with embedded counselors and/or evidence contained in class schedule.	<p>In fall 2022, course embedded tutors were added to 34 sections of the following courses:</p> <ul style="list-style-type: none"> • Math M05 & M05S • Math M12 • Math M15 • Math M11S • Chem M01 • BIOT M10 • CS M10P • CS M135 • ENGR Tech M04 • ENGR M12 & M12L • ENGR M16 • ANAT M01 • CNSE M01

				Starting fall 2023, the college will be notating in the schedule of classes which courses have course embedded tutors. This idea was initially discussed fall 2022 during the TLC program plan VP evaluation meeting, and the college has identified an appropriate mechanism to make this notation.
II.B.1	The TLC offers workshops to help students with transfer essays and resume writing. Is this duplicating service provided by the transfer and/or career center?			There are no duplication of efforts, rather these events are in collaboration between these centers. For example, the Career Transfer Center promotes the transfer essay workshops that are run and hosted in the TLC. In addition, the CTC promotes and designed the Resume Rally , which takes place in the TLC with support from tutors.
II.B.1	The TLC only provides two days per week of on-campus tutoring.		Evidence of student demand or modifications in days/hours for on-campus tutoring to support students.	As the campus has re-opened post-pandemic, we have added on-campus tutoring hours. Here is the current spring 2023 schedule of hours . Of note, the schedule continues to be updated throughout the term if data shows an increase demand from students.
II.B.3	Tutoring is predominately offered online. Is this equitable for students?	How does the institution ensure all students have 24-hour access to technology? Are laptops provided/loaned out to students? Are students with different learning styles needs addressed with through online education?		<i>Tutoring is predominately offered online. Is this equitable for students?</i> Tutoring is no longer predominately offered online – see schedule in II.B.1. In support of high quality online tutoring, tutors receive training for best practices for tutoring online. <i>How does the institution ensure all students have 24-hour access to technology?</i> from III.C.1 “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” <i>Are laptops provided/loaned out to students?</i>

				<p>Laptops, headsets, mobile hotspots, and Chromebooks are available for student checkout 24/7 through the “Reserve Equipment” link on the Online Student Support Desk webpage.</p> <p><i>Are students with different learning styles needs addressed with through online education?</i></p> <p>The various learning styles of students are addressed in the TLC Tutor’s Handbook on pages 31-32. The handbook is available online in in the Canvas Training Shell under Module 1 (see screenshot).</p>  <p>The screenshot shows a list of items under 'Module 1: How To Tutor: Your Role as a Tutor and How to Conduct an Effective...' with green checkmarks indicating completion:</p> <ul style="list-style-type: none"> Tutor Handbook The Tutoring Cycle (graphic) Steps of the Tutoring Session What To Do (by MC Writing Center Tutors) What Not to Do (by MC Writing Center Tutors) Online Writing Tutoring Handbook What to do (by MC Math Tutors) What NOT to do (by MC Math Tutors) 10 Ways Tutors Can Support Students Tutor Cycle, To-Dos, 10 Ways to Support Students, and Shadowing Tutoring Sessions Discussion Post
II.B.3	Where are the Student Learning Outcomes and assessment results?	A potential gap is SLOs or SAOs were not completed for the Library and TLC.	Evidence of SLOs or SAOs for the Library and TLC.	As detailed in Standard I.B.2, the college assesses SLOs for all instructional programs and student and learning support services, including the Library, and TLC (broken out into course embedded tutors, math center, and writing center).

II.C.2	The electronic syllabus, CALWORKS and MC Dreamers newsletter appears random. Was this service developed as a result of an identified need?	It's not clear how this newsletter is effective.	A brief summary of how students access the electronic syllabus and newsletter. How many students access or read it?	In the past year, the college has conducted a communications study to gauge what methods are most effective in reaching students about key information. Based on the results of that study, Moorpark College is transitioning away from newsletters towards just-in-time two-way text message communications. Moorpark's work in this area will be covered by insidehighered.com on 3/16. Here's the pre-publication version .
II.C.3	How many dual enrollment students actually go to MC to access these student services?	It's not clear if or how many students utilize or benefit from this.	A total percentage of dual enrollment students who use these services.	On-campus and online services are available to all dual enrollment students. As with the general student population, not all dual-enrollment students choose to utilize these services, though they are available. In Spring of 2022, 178 dual-enrolled students (19% of the total dual-enrolled population) represented 2.5% of the total traffic in the Counseling Center, 1 dual-enrolled student (less than 1% of the total dual-enrolled population) represented 0.18% of the total traffic in the Health Center, and 50 dual-enrolled students (5% of the total dual-enrolled population) represented 5.23% of the total traffic in the Tutoring Center.
II.C.4	What are the names and details of the cultural events?	The events are listed as themes not events.	A description of events. How is student participation documented?	Each themed month has associated planned events. See for example the scheduled events for Black History Month. While the college takes an estimate of attendance for in person events, it does not require students to check-in which can create bottlenecks. Rather, the college encourages students to pop into the event if they're just passing through the quad, even if to observe part of an event. For online events, attendance is easier to calculate based on Zoom participant numbers.
II.C.5	What services are offered by counselors versus academic advisors? Does this confuse students?	It's not clear how academic advisors support counseling and students.	A description of services provided by academic advisors?	Academic Advisors are technically called Counseling Support Specialists at Moorpark and are sometimes referred to as Counseling Assistants at other colleges. Counselor Services Specialists provide general information, while counselors provide comprehensive education planning; career, academic and personal counseling; and transcript evaluation. There is no evidence that students are confused between Counselor and Counselor Services Specialist roles. When students make appointments, it's with counselors.

				<p>Counselor Services Specialist provide students answers to quick questions, explain policies and procedures, show students how to use our various software, assist with matriculation and registration, and deliver workshops. They work on projects that support the counseling department’s work with disproportionately impacted students. These activities support student and counselors. Counselors have more time to provide academic, career and personal counseling, education plans, and transcript evaluation to students</p> <p>Counselor Services Specialists provide enrollment and registration assistance to students. They clear prerequisites using established processes. They are able to review programs of study with students. They assist students with form submissions, provide workshops on orientation, matriculation and transfer. They may assist with academic notice workshops, outreach activities and projects as assigned.</p> <p>Additional info:</p> <ul style="list-style-type: none"> • New Student Workshop Wednesdays, virtual drop-in • List of counseling faculty and staff. Note that Counselor Services Specialists are listed in their own category
II.C.7	MC does not provide a Math placement or math challenge option. Does this put F1 visa students and students with international credit at a disadvantage?	It’s not clear what alternative Math placements are available for students with international credit?	Alternative math placement Options for students with International credit.	For international high school graduates the lack of assessment does not put F1 students at a disadvantage as they usually have taken higher math in their countries but the way math is taught in the US is quite different, so the students benefit from retaking the same level math they might have already taken as it helps with their English skills. University students with transfer credits can have their transcript evaluated by a NACES-recognized evaluator in order to transfer any credit.
IV.A.1	What was covered in the Advocacy training?	It wasn’t clear what was covered?	A brief description of the training?	<p>Please see below links:</p> <ul style="list-style-type: none"> • Description of the training • PPT slides from the training

IV.A.3	This section emphasizes a culture of collegiality, what is the evidence?	It's not clear if the governance process is being used as evidence.	Clarification for the culture of collegiality.	<p>Yes, the governance structure is evidence of the culture of collegiality.</p> <p>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.</p> <p>In addition, classified representation has been increased on several standing committees in support of a tri-chair model (i.e. Integrated Planning Committee and Professional Development).</p>
IV.A.4	What is the district Committee review?	Not a concern, just not familiar.	Brief clarification.	<p>The District Council on Curriculum and Instruction (DCCI) is the current name of the district curriculum review committee.</p> <ul style="list-style-type: none"> • Reviews curricular proposals for compliance, while safeguarding the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs; • Collaborates with faculty and administration to ensure the technical and legal accuracy of new and substantially revised courses and programs, and program inactivation approved by each College's Curriculum Committee; • Reviews and develops Board policies, administrative procedures, and standard operating practices in the instructional area prior to submission through Cabinet and the District Consultation Council to the Chancellor and Board of Trustees; and <p>Serves as a body to provide operational and procedural advice to Cabinet and the District Consultation Council for issues that impact instruction Districtwide</p>
IV.A.6	Some of the committee websites lacked recent agendas, minutes, and/or goals.		It would be helpful to have additional evidence of the contents of the individual committees and councils websites, and the email distribution	<p>Moorpark College has transitioned its committees to BoardDocs. To see specific committee details, please click the drop down on the upper right hand corner and select a committee that begins with "MC".</p> <p>Some specific links:</p> <ul style="list-style-type: none"> • FT-CAP (Facilities/Technology-Committee on Accreditation Planning) • Integrated Planning Committee (IPC) • SLO Committee

			referenced in the report.	
IV.A.7	Since communications are made available on the individual committee websites, where would a person find recent/current agendas and minutes for participatory governance committees?	Have committees moved to BoardDocs? This question would also apply to IV.A.6 above.	Location of updated committee minutes and agendas widely available to stakeholder groups.	See above
IV.D.7	Is there any evidence of changes made to participatory governance committee and/or leadership structures based on surveys related their effectiveness?		Changes made to participatory governance committee and/or leadership structures based on survey results (or evidence of no need for any changes).	<p>Survey results, in combination with reflective discussions, have led to various changes to participatory governance structures and processes.</p> <p>For example, recent EdCAP committee evaluations (page 4) included comments about the helpfulness of the EdCAP and Fiscal committees working together, solidifying the new Integrated Planning Committee (IPC) that replaced both those committees to more closely connect planning and budget.</p> <p>Another example in the same evaluation (page 8) are requests for more participatory governance training. To address these concerns, the college has created additional training. At the start of the academic year each committee reviews the college mission, its charter, and academic and professional matters. As an example, IPC discussed item 1.06 participatory governance at Moorpark College at its first meeting of the academic year on Aug 23, 2022 and included summary presentation material. In addition, Academic Senate provided expanded participatory governance training at its first regular meeting of this academic year on Aug 16, 2022, to which the entire campus and community are invited.</p> <p>Training included:</p> <ul style="list-style-type: none"> • 7.01 Participatory Governance and the Academic Senate Purview • 7.02 Roles and Responsibilities of Senators and Committee Members • 7.03 The Brown Act

				<ul style="list-style-type: none">• 7.04 Robert's Rules Primer
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