



MOORPARK COLLEGE

**SUBSTANTIVE CHANGE PROPOSAL
CHANGE IN MODE OF DELIVERY
(DISTANCE EDUCATION)**

SUBMITTED BY:

MOORPARK COLLEGE
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SUBMITTED TO:

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

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A. Description of Proposed Change and Rationale

The purpose of this Substantive Change Proposal for Distance Education is to request approval for Moorpark College to offer 17 additional degrees and 11 additional certificates in which 50% or more of units can be taken via Distance Education (DE).

A brief description of the College: Moorpark College is one of three colleges in the Ventura County Community College District, which serves the 10 cities and unincorporated areas of the Ventura County community. Moorpark College is the largest of the three campuses, serving approximately 14,000 of the district's nearly 32,000 students.

The age of Moorpark College students has been slowly getting younger. In Fall 2014, nearly 80 percent of Moorpark College students were under the age of 25, as compared to Fall 2010 when 74 percent of the students were under the age of 25. Distance Education is one of the modes of delivery that Moorpark College employs to provide access to its diverse service area and student population, including its adult population.

A.1 Description of the Change

Since Moorpark College's last Substantive Change Proposal was submitted in 2009, the college has added an additional 17 Degrees and 11 Certificates of Achievement in which 50% or more of courses in a program are approved for Distance Learning offering. A list of the Degrees and Certificates is below.

Figure A.1_New Disciplines in which 50% or more of courses needed to earn a degree are offered online

<i>Discipline</i>	<i>DEGREES 2015-2016 College Catalog</i>	<i>Total # Courses (Units) Required</i>	<i>Total # of Course Options Approved for DE</i>	<i>50% or More Approved for DE</i>	<i>Obtainable 100% online</i>
Biotechnology	Associate in Science in Biotechnology	11 (39)	7	Yes	No
Business	Associate in Science in Business Administration for Transfer	8 (25-27)	9	Yes	Yes
Child Development	Associate in Science in Early Childhood Education for Transfer	10 (24.5)	8	Yes	No
Criminal Justice	Associate in Science in Administration of Justice for Transfer	6 (18)	8	Yes	Yes
Dance	Associate in Arts in Dance	9 (19)	11	Yes	No
Education	Associate in Arts in Elementary Teacher Education for Transfer	15-16* (50)	15	Yes	No
Environmental Science	Associate in Science in Environmental Science	7 (24-25)	6	Yes	No
Film, Television, Media	Associate in Science in Film, Television, and Electronic Media for Transfer	6 (18-19)	15	Yes	No
Graphic Design	Associate in Science in Graphic Design	12 (33)	16	Yes	No
Journalism	Associate in Arts in Journalism for Transfer	6 (18-24)	29	Yes	Yes
Multimedia	Associate in Science in Multimedia Design	11 (30-31)	12	Yes	No
Nutrition	Associate in Science in Nutrition and Dietetics for Transfer	7 (27-31)	13	Yes	Yes
Photography	Associated in Science in Photography	10 (27.5)	5	Yes	No
Political Science	Associate in Arts in Political Science for Transfer	6 (18-19)	14	Yes	Yes
Psychology	Associate in Arts in Psychology for Transfer	6 (19)	9	Yes	Yes
Sociology	Associate in Arts in Sociology for Transfer	6 (18-19)	12	Yes	Yes
Spanish	Associate in Arts in Spanish for Transfer	5 (21-24)	13	Yes	Yes

- Same as: Courses that are ‘same as’ courses such as BIOT M10 and BIOL M13 with identical course titles are counted as one course for purposes of courses required for the degree and DE approved. Rationale: Only one of the ‘OR’ courses may be taken for the degree.
- Honors: Courses that are designated as ‘H’ for Honors and their counterparts are counted as one course for purposes of courses required for the degree and DE approved. Rationale: Only one of the ‘OR’ courses may be taken for the degree.

- Education: Number of required courses varies depending on whether science is taken as a single 4-unit course, or as a 3-unit with corresponding 1-unit lab.

Figure A.2_New Disciplines in which 50% or more of courses needed to earn a Certificate of Achievement can be completed online

<i>Discipline</i>	<i>CERTIFICATES 2015-2016 College Catalog</i>	<i>Total # Courses (Units) Required</i>	<i>Total # of Course Options Approved for DE</i>	<i>50% or More Approved for DE</i>	<i>Obtainable 100% online</i>
Biotechnology	Biotechnology Certificate of Achievement	11 (39)	7	Yes	No
Biotechnology	Biotechnology Manufacturing Operator Certificate of Achievement	4 (12-13)	3	Yes	No
Child Development	Child Development Certificate of Achievement	10 (24.5)	8	Yes	No
Child Development	Child Development Associate Teacher Certificate of Achievement	4 (12)	14	Yes	Yes
Computer Network Systems Engineering	CNSE: Windows Engineering Certificate of Achievement	7 (16-20.5)	6	Yes	No
Computer Network Systems Engineering	CNSE: Technical Support Specialist Certificate of Achievement	6 (17-21)	8	Yes	No
Game Design	Game Design: Certificate of Achievement in Game Design	7 (21)	11	Yes	Yes
Graphic Design	Graphic Design Certificate of Achievement	12 (33)	16	Yes	No
Multimedia	Multimedia Design Certificate of Achievement	11 (30-31)	12	Yes	No
Photography	Certificate of Achievement in Photography	8 (21.5)	5	Yes	No
Pre-Allied Health	Certificate of Achievement in Pre-Allied Health	4 (17)	2	Yes	No

A.2 Evidence of a clear relationship to the institution's mission

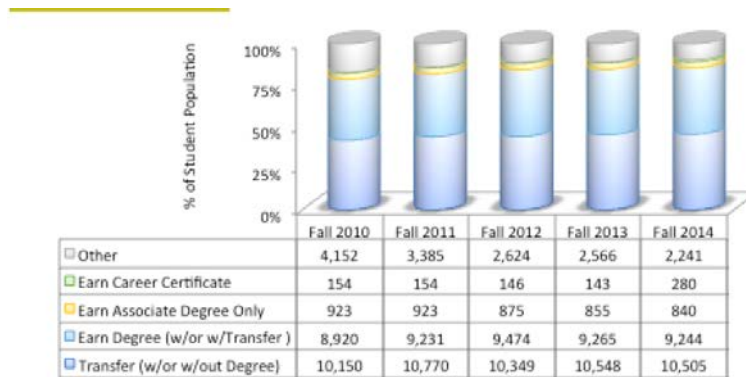
Moorpark College has just updated its mission statement. After a lengthy and inclusive college approval process, the new Mission Statement was approved by the VCCCD Board of Trustees on Dec. 8, 2015 (A.1) as follows:

With a “students first” philosophy, Moorpark College is dedicated to creating and serving a diverse community of global learners with innovative integration of instruction and student services. Through collaboration with local businesses and universities, Moorpark College is committed to student success and completion of basic skills, transfer, and career technical goals.

The new statement is the result of two years of collaboration by a workgroup made up of deans, faculty and staff. The statement was drafted and revised multiple times, based on campus-wide input, before it was presented at the campus-wide strategic planning retreat on Oct. 16, 2015 (A.2). The college mission incorporates Distance Education through its reference to ‘a diverse community of global learners,’ which is an inclusive term that indicates the college intends to provide access and education across geographical and technological distance.

Additionally, the mission statement acknowledges the diversity in the community of learners who make up our college’s distance education population. That population includes those who are working fulltime or working hours that are not conducive to college on-campus attendance, those who are parents of small children, or who are caring for their parents, those with physical disabilities for whom it is simpler to access courses from their homes, those who may have transportation considerations, and even those who simply prefer online education. The mission statement also references ‘creating’ community for all of our students, which includes onsite and online. Finally, distance education is a means to degree and goal completion and transfer in academic and career technical programs. Distance Education allows all students to access the institution and its courses regardless of time, transportation, physical or other constraints. In addition, Distance Education helps students complete their educational goals. More than 75% of Moorpark College students declare that their education goal is to earn a degree and/or transfer to a four-year institution.

Figure A.3_Declared Educational Goals 2010-2014



Source: Institutional Effectiveness Report, 2015

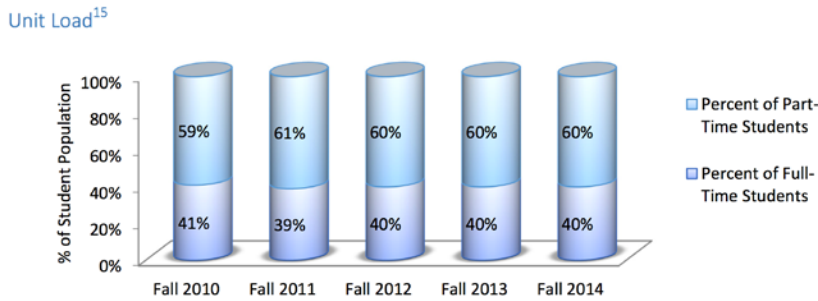
A.3 Discussion of the Rationale for Change

The decision to offer additional courses by Distance Education is the result of careful consideration of enrollment management strategies by the college. Division deans, department chairs and program faculty consider pedagogy, curriculum, student demand, and variety in scheduling offering times and delivery modes as they decide whether to seek Distance Education offering approval. Distance Education courses are offered as part of a planned course schedule to provide day, evening, and online options to ensure an appropriate selection of needed courses to enable students to sequentially progress

through degree programs.

Student population. The college continues to offer most of its courses (93%) in a traditional onsite delivery mode. However, there is continuing demand for online course offerings. Most Moorpark College students (60%) attend part-time, while 40% attend fulltime.

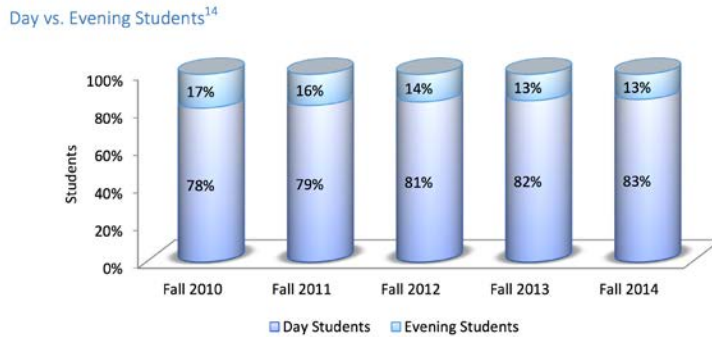
Figure A.4_Percentage of Part-time and Full-time students at Moorpark College



Source: Moorpark College’s Institutional Research report Summary of Fall 2015 Student Enrollments at Week 4

Additionally, more than a third (37.8%) of Moorpark College students attend both day and evening classes.

Figure A.5_Day vs. Evening enrollments



Source: Moorpark College’s Institutional Research report Summary of Fall 2015 Student Enrollments at Week 4

Figure A.6_Distance Education Courses Fall 2015

Moorpark College	DE Sections Offered Fall 15	Total sections Offered Fall 15	Percent of total offered online	Total Annual FTES*
	102	1436	.07%	18,647

Source: [Schedule of Courses, Fall 2015](#)

Moorpark College is located in Eastern Ventura County, and shares a border with Los Angeles County to the east and south. As a result, approximately 24% of our students commute from Los Angeles County. The areas of residence are documented in the [Moorpark College Institutional Effectiveness Report, 2015](#) (A.3). An additional benefit to increased online offerings is that it offers our students an additional opportunity to become more familiar with online technology, which addresses our College Mission to help our students become global learners.

Distance Education is an integral part of the [Moorpark College Educational Master Plan 2009 – 2019](#) as evidenced by numerous references to Distance Education in specific Program Projections. A focus on Distance Education is also included in the [Moorpark College Strategic Plan, 2013 - 2016](#) (A.4), with access listed as one of four overarching goals. Additionally, the Strategic Plan lists individual action items to ensure effective use of technology, establish benchmarks for success in Distance Education, and expand student services online.

Thoughtful and considered enrollment management practices have included Distance Education offerings in alignment with the College mission and its goals for student access, equity, and success. The College anticipates that the continued managed and gradual increase in Distance Education offerings will provide greater access to courses and degrees, resulting in higher rates of degree and certificate completion across the diverse student population.

Labor Market Data

The requested Substantive Change will help Moorpark College meet the needs of students seeking careers in a variety of fields. Of the degrees and certificates included in this report, 10 degrees and 11 certificates of achievement are in Career Technical Education fields. According to the California Community College's Chancellor's Office Occupational Employment and Career Technical Education in California Focus 2015 report, (A.5), the greatest demand for Career Technical groups will be for those with post-secondary non-degree awards, accounting for nearly 24,000 new jobs and nearly 45,000 replacement jobs in California. The same report states that another 24,000 jobs will be created with more than an additional 31,000 replacement jobs for those workers with an Associate's Degree.

B. A description of the program to be offered if the substantive change involves a new education program, or change in delivery method.

All courses and programs previously existed at the College and have been previously and appropriately approved. This Substantive Change proposal represents the addition of Distance Education as a mode of delivery within the 17 degrees and 11 certificates included in this report.

B.1 Educational purposes are clear and appropriate.

Educational purposes of each course are established in the Course Outlines of Record (CORs), which include Course Objectives that are mapped to the Course Student Learning Outcomes (SLOs). CORs and SLOs are identical for onsite and Distance

Education courses at Moorpark College, as documented in course syllabi and Course Outlines of Record housed in the CurricUNET program (B.1). The Distance Education courses and programs proposed in this report are intended to supplement existing programs, to provide additional means for students to complete associate degrees and certificates and to achieve their educational goals.

B.2 The proposed program meets Eligibility Requirements, Accreditation Standards, and Commission policies related to student learning programs and services and resources.

Eligibility Requirements

Courses approved for Distance Education must further satisfy the Distance Education Addendum (B.2). The Distance Education Addendum was created and designed to ensure that any courses offered through Distance Education will include regular, effective, and substantive instructor-initiated contact, along with graded opportunities for and encouragement of student interaction and collaboration, per the requirements of both VCCCD Board Policy and Administrative Procedure 4105 (B.3 and B.4) and California Code of Regulations, Title 5, Division 6, Chapter 6, SubChapter 3, [Section 55200](#) requirements on Distance Education, and ACCJC standards. The Addendum additionally requires that faculty include course-specific examples of how they will achieve regular and effective contact with their students in Distance Education classes.

Accreditation Standards

Distance Education courses and programs at Moorpark College adhere to the ACCJC Policy on Distance and Correspondence Education. Distance Education courses have equivalent quality, accountability and focus on student outcomes to our on-campus courses. Distance education courses are approved separately and offered in compliance with the District-approved Board Policy 4105 (B.3) on Distance Education, and its companion Administrative Procedure 4105 (B.4). Courses offered via Distance Education, and all courses at Moorpark College, are developed by faculty, approved by the Curriculum Committee, Academic Senate, the Executive Vice President, the President, the District Board of Trustees, and the California Community Colleges Chancellor’s Office, as outlined in AP 4020 (B.5).

Figure B.1 Development and Approval of Curriculum Process

Responsible Party	Process
Faculty Member	Initiates new course, course revision, new program, program revision. Curriculum reviewed on a five year cycle with CTE programs reviewed on a two year cycle.
Department and Division Review	Members of the department/discipline, the Division Dean, and an area counseling faculty are given an opportunity to review the proposed new course, course revision, new program, or program revision.
Specific Review Groups	Specific reviews are done in the following areas as appropriate: <ul style="list-style-type: none"> • General Education

	<ul style="list-style-type: none"> • Honors • Distance Education
Technical Review Task Force	<p>A Task Group of the Curriculum Committee meets semi-monthly to conduct a technical review of all proposals prior to the distribution of paperwork to the Curriculum Committee. The Technical Review Task Group includes the following individuals:</p> <ul style="list-style-type: none"> • Faculty Co-Chair • Executive Vice President or designee • Articulation Officer • Learning Resources Representative • Curriculum Technician • Instructional Data Specialist
Curriculum Committee	<p>The Curriculum Committee meets semi-monthly to review new course proposals, course revisions, new program proposals, program revisions, and graduation requirements. The committee is co-chaired by a faculty member appointed by the Academic Senate and by the Executive Vice President or administrative designee.</p>
Academic Senate President/ Designee and College President/ Designee	<p>Verify curriculum is ready to be presented at the District level for compliance.</p>
District Technical Review Workgroup (DTRW-I)	<p>District-wide Technical Review for regulations compliance. Membership includes:</p> <ul style="list-style-type: none"> • Chancellor's Representative • One of the following from each college: <ul style="list-style-type: none"> ○ Faculty Curriculum Chair ○ Academic Senate President or designee ○ Executive Vice President ○ Articulation Officer
Chancellor's Cabinet	<p>Verification of curriculum and placement on Board of Trustees Meeting Agenda.</p>
Consultation Council	<p>District-wide review of the Board of Trustees Agenda, in which curriculum to be presented to the Trustees is reviewed.</p>
Board of Trustees	<p>Curriculum is reviewed and approved at the monthly meetings.</p>
State Chancellor's Office	<p>Items for which authority is not delegated locally to the Board of Trustees are submitted to the State Chancellor's Office for approval.</p>

Source: *Making Decisions at Moorpark College, 2015-2017, Section 3.7*

Student learning programs

All courses are updated through Curriculum review every five years (B.6), and programs are reviewed through the Program Review process every year. Career Technical Education programs require an additional two-year review. Distance Education courses, and all courses at Moorpark College, have clearly defined and appropriate course-level Student Learning Outcomes and objectives, which are publicly available through the [CurricUNET program](#) (B.7, Sample SLOs on CurricUNET). Student Learning Outcomes assessments for Distance Education courses, and all courses, are evaluated and discussed

in annual Program Review. In addition, Moorpark College has a Student Learning Outcome Coordinator (20%) to support faculty and deans in SLO development, assessment, and application of results.

Student services

Moorpark College offers a wide variety of student services both onsite and online. The college has purposefully created a full range of online services to support our diverse student population, including online, day, and evening students. The College provides specific support services for its distance learners via online, telephone, email and onsite. Services include tutoring, math and writing help, counseling, physical and mental health services, financial aid, bookstore, admissions and records; orientation, assessment, transfer and career information, financial aid, scholarships, veterans services, disability resource services, library services, and a Help Desk supported by the District Information Technology Department (See Section D.1 for details).

Resources

Moorpark College has appointed a Dean of Student Learning with responsibility for Distance Education, a fulltime Instructional Designer/Technologist to support online faculty, and a 20% Distance Education Coordinator. The College also provides online and on-campus support for online students through a Student Help Desk, and provides technological support through College and District Information Technology. In Fall 2015, the College created a new standing committee for Distance Education with representatives from campus academic divisions and student services.

C. A description of the planning process that led to the request for the change.

Moorpark College has gradually increased its awareness of, emphasis on, and resource support for Distance Education over the last several years as the demand for this alternative mode of delivery became more evident. The College began planning for increased online offerings before its last Substantive Change Report in 2009. The [College Technology Plan](#), 2008, (C.1) set the following Strategic goals:

- An effective organizational structure for technology planning
- Sustainable technology standards
- A cost effective and sustainable technology refresh plan
- Verifiable and documented return on investment
- A protocol for Security and Disaster Recovery
- Adequate HR/Technology support
- Up-to-date Learning Resources for retention
- Flexible and progressive Distance Education expansion strategy and implementation plan
- Up-to-date Adaptive Technology for diversity needs
- An effective cycle of planning that involves all segments of IT constituents

Further, in the Strategic Plan 2013 - 2016 Moorpark College established Action Step 2.5 (C.2), as follows:

Evaluate online offerings and establish benchmarks for success

- examine and evaluate best practices for online courses
- analyze online offerings as part of enrollment management
- increase online course completion rates

Expanding Distance Education offerings was also established as a goal in several programs' programmatic projections in Ch. 3 of the [Moorpark College Educational Master Plan 2009 - 2019](#) (C.3), which included a district- and campus-wide planning process. "The Educational Master Planning is a key step in the integrated planning process of the college. The Educational Master Plan derives its planning parameters from the District Mission and Planning Objectives. The recommendations that result from the Educational Master Plan in turn drive the strategic plan, and subsequently, the action plans. This orderly and integrated process makes possible an ongoing cycle of planning that allows for the orderly identification of college priorities, resource allocation, implementation, evaluation, and program improvement" (C.4).

Campus Level

As part of its planning and implementation efforts, Moorpark College hired an instructional technologist/designer in Fall 2015 to replace an instructional technologist. The new position includes increased responsibilities to provide greater support for faculty, and by extension, for students in Distance Education classes. At the same time, the college created a 20% Distance Education Coordinator position, and appointed a faculty member to the position to help with professional development, training and support, and monitor success and completion rates. The college also added direct support for online students, with the hire of a part-time student worker who provides drop-in Help Desk support for Desire2Learn, in-person and online through email.

District Level

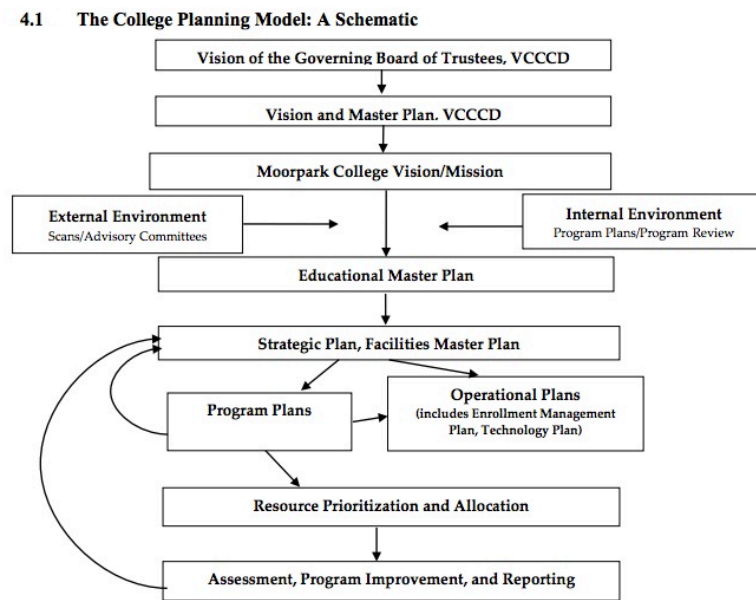
The college's district also increased its support for online learners and provides regular support to the campus through its Information Technology Department. The district recently upgraded its portal and its mobile application to facilitate access. Further, after a survey determined the need for additional support for students calling in with problems signing into the Course Management System, the District increased its Help Desk after-hours support in the Fall and Spring semesters during the week before classes and the first five weeks of instruction. The District also added student workers for enhanced phone coverage during the day.

The Associate Chancellor of IT meets regularly through the Instructional Technology Advisory Committee (ITAC) with administrators, faculty, and staff involved in Distance Education across the district. The committee facilitates two-way communication among the campuses and the district as it focuses on assessment and analysis of needs in technology and faculty support. The District plans ongoing improvements to support campus technology, communication, and distance education needs, as documented in the [Information Technology Strategic Plan, 2015 – 2018](#) (C.5).

C.1 The change's relationship to the institution's planning, evaluation, and stated mission.

The Substantive Change proposal is the outcome of Moorpark College's integrated planning model that begins at the program level with consideration for enrollment management, student demand, and access. That process leads to ongoing program planning with deans, chairs and faculty, and to [Program Review](#) with the Executive Vice President, Vice President of Business Services, as Academic Senate President, as described in [Making Decisions at Moorpark College, 2015-2017](#).

Figure C.1_The College Planning Model



Making Decisions at Moorpark College, 2015-2017 College-wide Final, Effective July 1, 2015

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Source: *Making Decisions at Moorpark College, 2015 – 2017*, P. 32

The entire planning process at Moorpark College is integrated to support its instructional programs, with links to budget allocation, staff and faculty resources, technology and facility needs. Annual program review includes discussion and assessment of course-level Student Learning Outcomes, which are successively linked to Program Level Outcomes and Institutional Level Outcomes, which are in turn linked to the mission. The process ensures that course offerings and programs are designed purposefully and support fulfillment of the College Mission and the District Mission, which are designed to serve students first and above all else.

An outcome of these processes, with their built-in model of collaboration and review, was a determination that additional Distance Education courses would be offered in accordance with our Mission to increase access to program completion and transfer for

our diverse community of learners. These additional Distance Education offerings lead to the current moment, in which more than 50% of courses in 17 additional degrees and 11 additional Certificates of Achievement are offered online.

C. 2 The assessment of needs and resources that has taken place.

Moorpark College and the Ventura County Community College District have been deliberative and inclusive in their planning processes to ensure that Distance Education faculty and students, and all faculty and students, are supported.

Campus Level

- a. In Fall 2012, during the College daylong strategic planning retreat (Fall Fling), Distance Education was identified in two strategic objectives as a means to support the College access and student success goals).
- b. ***Beginning Spring 2013***, as part of the College strategic planning and student success and equity efforts, the College examined program success rates for onsite versus online courses. This analysis revealed a lower completion and success rate for Distance Education classes than onsite classes across the campus. Based on this data, the college pulled back on Distance Education growth and placed a significant focus on understanding barriers to success and improving online success and completion rates across disciplines.
- c. In Fall 2013, after assessing needs for more purposeful planning of Distance Education based on completion and success rates and informal discussions with staff and faculty through the Program Review process, the Executive Vice President appointed a Distance Education Workgroup. The workgroup researched, analyzed and developed an updated Distance Education Addendum that would more thoroughly address the need for regular and effective instructor-initiated contact and student interaction.
- d. In Fall 2014, the Executive Vice President convened a Distance Education Advisory Committee with three main goals:
 - o Develop and Promote Best Practices
 - o Advise on Professional Development
 - o Monitor and document compliance with state regulations/accreditation
- e. During the 2014-15 academic year, the College conducted a gap analysis as part of its ongoing institutional effectiveness process. Gaps in Distance Education services and needs were assessed, leading the campus to determine a need for a Distance Education Coordinator. In Spring 2015, the position was created. In Summer, 2015 the College hired a 20% DE Coordinator.
- f. In Fall 2015, the College created a full standing Distance Education Committee authorized by the Academic Senate to more formally guide Distance Education at Moorpark College.

District Level

- a. The VCCCD Information Technology Advisory Committee (ITAC) meets monthly to assess, discuss and plan for technology needs across the district.

- The ITAC group includes the District's Associate Vice Chancellor of Information Technology, in addition to College administrators, faculty and instructional technologists/designers from across the district, including Moorpark College. After an assessment of needs at the District level, the District Help Desk expanded its hours to meet the needs of students calling in for help signing onto the portal. Students must be able to access the password-protected VCCCD portal to enter their classes through the Desire2Learn Learning Management System, so this support is critical to Distance Education. Students may also access the Desire2Learn LMS through a direct link, but the alternate route requires the same assigned VCCCC single-student sign-on and password.
- b. After assessing the needs of the many students who access our online classes through mobile technology, the District IT in consultation with ITAC, is currently (Fall 2015) in the process of rolling out a new mobile application for students to more easily access the District portal with mobile technology.
 - c. District and College administrators meet bimonthly to assess and plan for technology needs. The Administrative Technology Advisory Committee (ATAC) advises the Chancellor on technology planning and priority-setting for all technologies not used in the teaching/learning process, including Banner enhancements, with the exception of the distance learning platform. Such activities include, but are not limited to, evaluating and prioritizing tasks, including implementation timelines and the identification of needed resources; and setting priorities for fiscal and staff resources.
 - d. In 2010, Moorpark College began using Desire2Learn as its Course Management System, along with the other two colleges in the district. Currently, ITAC is assessing campus needs and desires to change to a new learning management system (LMS) in conjunction with a statewide move to the Canvas LMS that is supported by the state's Online Education Initiative. That move would provide a common course management system for students throughout much of the state. On Oct. 28, 2015, the Moorpark College Distance Education Committee voted to approve a move to Canvas. The proposal is currently moving through the college and district decision-making processes.

C.3 The anticipated effect of the proposed change on the institution.

The DE Committee Co-chairs, the DE Coordinator, and the Instructional Designer/Technologist work together to plan, implement, and monitor Distance Education. Moorpark College anticipates that the additional course offerings in Distance Education will increase access, course and degree completion and success.

The college anticipates that an increase in Distance Education courses and degrees will enable greater access for all students, including those with competing or special needs, working and parenting students, students with disabilities for whom it is difficult to physically come to campus, students with learning disabilities for whom a physical encounter with other students would be difficult and all students who seek more flexibility in their schedules. The college anticipates that greater access to courses at

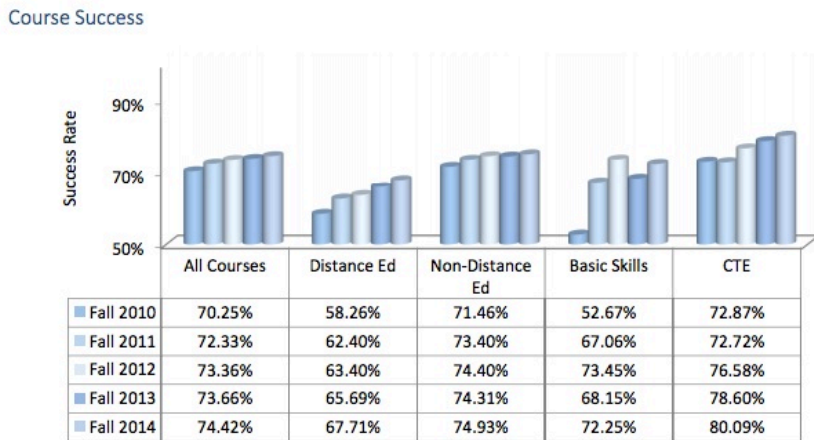
flexible times will lead to greater course success rates, degree completion, and educational goal achievement. Increased access to courses and programs offered online may also bring a small increase in campus overall growth, but that is not the primary motivation nor anticipated primary effect.

C.4 A clear statement of the intended benefits that will result from the change.

Moorpark College intends to provide greater access to courses and therefore achievement of student goals for completion and transfer by increasing online education offerings. As described above in section C.3, the addition of courses and programs offered via Distance Education will provide access to those to whom education might otherwise be denied, including working and parenting students, students with physical or learning disabilities, students who live outside the college service area, and all students who seek more flexibility in their schedules.

Between Fall 2010 and Fall 2014, success in Distance Education courses improved from 58% to 68%. That compares to a 3.5 % increase in success rates for non-Distance Education courses during the same period. It is anticipated that with the increased access to online courses after this Substantive Change, and with the College’s commitment to Student Success and Completion for Distance Education students and for all students, that Distance Education success rates will continue to improve and more students will be able to achieve their educational goals.

Figure C.2_Course Success Rates at Moorpark College



Source: Moorpark College 2015 Institutional Effectiveness

C.5 A description of the preparation and planning process for the change, i.e., when will the change go into effect.

The anticipated change is part of the integrated and ongoing planning processes at Moorpark College designed to facilitate and encourage student success. The increased

Distance Education course offerings are intended to supplement and not supplant education at Moorpark College, where the great majority of students attend onsite. Over the last several years, through the College's assessment and evaluation efforts, the college identified a 10-point gap in success in Distance Education vs. online classes. The College also identified gaps in online services for students. Since then, the college began a systematic process to increase campus and faculty awareness of the gap, to increase support for online faculty and students, and to improve student success.

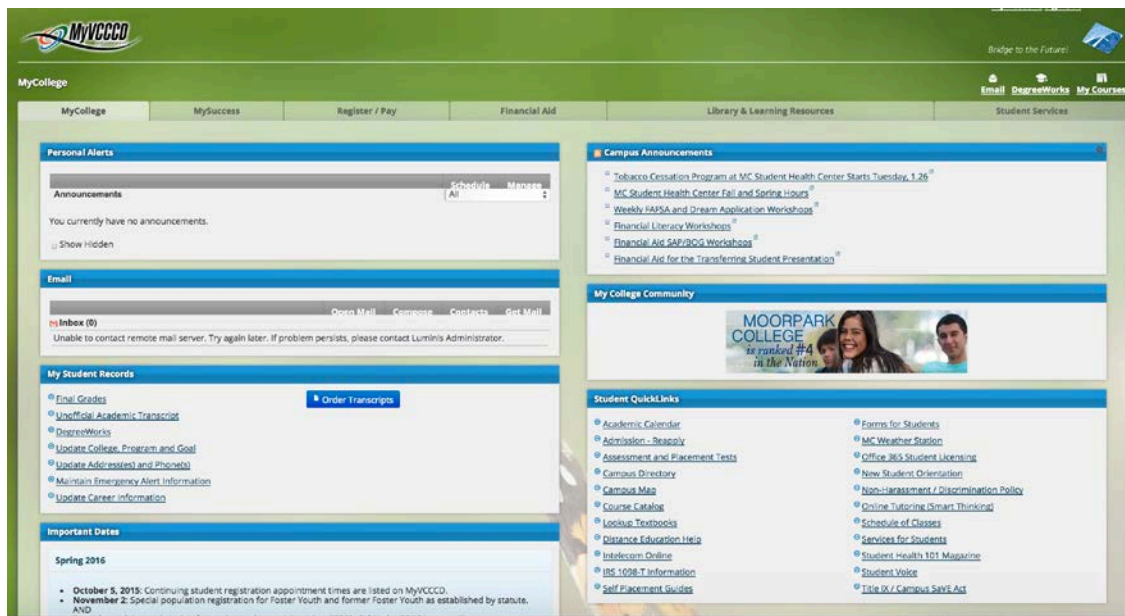
a. Since gaps were identified, the College has added processes, professional development opportunities, and resources that are documented with links provided in Section D1 below, and now include:

- SmarThinking online tutoring to supports students in multiple disciplines
- Expanded tutoring for English and Math online
- Counseling online
- An updated Distance Education Addendum to ensure regular and effective contact
- A Best Practices document approved by the Distance Education Committee
- A new instructional designer/technologist to provide faculty training and support
- Technical support for students studying online or using D2L in their classes
- A Distance Education Coordinator to assist with training and professional development, and to help monitor and maintain currency in distance education regulations, practices, and technologies
- Increased Professional Development in Distance Education, including workshops with the Online Education Initiative's director, professional development and accessibility coordinators
- Faculty attendance at the Online Teaching Conference in San Diego, June 2014 and June 2015
- Increased staff in the Institutional Research program, which now provides disaggregated data to discipline faculty on the success rates of their students by age, ethnicity and other demographic criteria. This effort continues to raise awareness of Distance Education faculty.

D. Evidence that the institution has analyzed and provided for adequate human, physical, technology, and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality.

Moorpark College has engaged in an ongoing and strategic assessment and implementation of action steps to allocate resources and improve Distance Education at Moorpark College. Through the my.vcccd college portal, students can now register, seek counseling, find tutoring, and seek health and assistive services, and receive help with the Learning Management System (D2L) or portal.

Figure D.1_My.Vcccd College Portal



D.1 Adequate and accessible student support.

Moorpark College Online services include:

College Enrollment, Admissions and Financial Aid

[Moorpark College](#)- Moorpark College's main website includes links to resources, student services, academic programs and campus news.

[Online Orientation and Assessment](#)- Students can attend a self-paced online orientation or take a math placement assessment.

[Apply for Admission](#)- Students can apply to Moorpark College online.

[Schedule of Classes](#) – Students can access schedules for past, current and future semesters online.

[Moorpark College Registration Guide](#)- Students can access a step-by-step guide on how to register at Moorpark College.

[Moorpark College Financial Aid list of services](#)- Students can access Financial Aid Online Appointments, Online Financial Aid Counseling and Online Workshops.

[Moorpark College Bookstore](#)- Through the online bookstore, faculty can order their books and students can buy or rent them, all online.

Academic Counseling, Advising, and Career Transfer Planning

Online Counseling and Education Plan Development- Using Google Hangouts, students can meet with counselors online, develop an Education Plan, and be advised on courses and programs.

[Moorpark College Online Academic Counseling](#)- Students can make an appointment for video online academic counseling through this link.

[The Career Transfer Center](#)- The Center counseling and administrative staff provide assistance with transfer planning, choosing majors, and finding careers. The Center provides multiple online services, and software programs for self-help and planning.

Disabled and Extended Opportunities Student Services

[Disabled Student Programs and Services](#)- Moorpark College Accessibility Coordination Center & Educational Support Services (ACCESS) provides online services that include information for students and faculty, as well as contact information.

[Extended Opportunity Programs and Services](#)- Students can access EOPS by telephone through this website.

Distance Education Assistance and Services

[Tutorials for Desire2Learn, the campus LMS](#)- Students and faculty can access this link for recorded archive tutorials on using the Desire2Learn learning management system.

[Moorpark College Distance Education Help](#)- Students can find a variety of resources to help them sign in, get started and choose a browser that is compatible with Desire2Learn.

[District Help Desk](#)- Students can call here for assistance with non-working sign-on for log-in and access issues.

Tutoring and Library Services for Students

[Moorpark College Writing Center](#)- Students can access e-mail consultations by sending a question, essay or paper. This service is not synchronous so students receive an answer in 2-3 days. The Writing Center also offers Online Drop-in hours with a live tutor available from 6-10 p.m. each Sunday, Tuesday, and Thursday evenings. Students can log in and have synchronous help on their writing needs during these hours.

[Moorpark College Math Center Online](#)- Students can receive help with math via online live real-time tutoring using www.cccConfer, a Blackboard Collaborate system supported by the state chancellor's office that allows synchronous interactive meetings at no cost.

[Library Electronic Resources](#)- Moorpark College provides extensive electronic and live online resources for students. Students can access the electronic library Research Assistance and Citation Guide, and live [research assistance](#) during library hours. The library provides support for faculty as well.

Health Services

[Moorpark College Health Center Online services](#)- Moorpark College Health Center offers several self-help resources online and provides forms needed for onsite care at the Campus Health Center.

[Mental Health Online Services](#)- Moorpark College Health Center provides tutorials for students experiencing test anxiety, phone numbers for students in crisis, and a means to contact the Center to set up appointments. The Center also provides online suicide prevention training for students and staff. Additionally, it offers training for Veterans' Needs, LGBTQ Students and Psychological Distress.

Disproportionately Affected Student Services

[Moorpark College Veterans Services](#)- Students can learn about the GI Bill, find out how to obtain military transcripts, even contact the Veteran's Club through the Veterans

Services Center.

[Foster Youth](#)- Former and current Foster Youth attending Moorpark College can access scholarship, financial aid and other service information. Students can also find other statewide resources as well.

D.2 Sufficient and qualified faculty, management and support staffing.

Moorpark College has consolidated its Distance Education program and services under one dean to ensure program continuity. All faculty, whether online or onsite, are subject to identical minimum qualifications in the hiring process.

- a. Management: The Dean of Distance Education oversees the instructional designer/technologist, and the 20% DE Coordinator. The Dean reports directly to the college Executive Vice President, and has responsibility for scheduling and oversight for the Distance Education.
- b. Faculty Training and Certification: To ensure that faculty receive adequate training in the Desire2Learn Learning Management System and online practices at Moorpark College, the College requires that all online faculty complete an online Certification Training Course conducted by the campus instructional technologist/designer prior to receiving an online course assignment (D.1). On a case-by-case basis, faculty may also receive training at the California Community College's training arm, [@OneForTraining](#), or other similarly rigorous programs. The training course offerings are ongoing, with several sections throughout the year to ensure that all faculty receive the training needed.
- c. The college currently has 153 certified online instructors. The distance education programs are afforded the same academic and technical support as all other programs on campus. The workload policies for online instructors are consistent with other programs system-wide and follow the District Board Policies for academic freedom as well as program, curriculum and course development.
 - a. The Distance Education Coordinator helps provide support and professional development for online faculty, monitoring state level activities and changes in regulations, and preparing accreditation reports related to Distance Education.
 - b. The Instructional Designer/Technologist supports online faculty through new online instructor training and direct faculty support.
 - c. A student employee provides Student Help Desk support for online students.
 - d. Campus Information Technology Department and the District Information Technology provide support for the Distance Education program and its learning management system.

D.3 Professional Development for faculty and staff to effect and sustain the change.

As course offerings online have increased, the college has similarly increased its opportunities for Faculty and Staff development in online education. Moorpark College faculty are currently contractually required to complete seven days of professional development per academic year, including one mandatory and six self-assigned days.

The [Professional Development Committee](#) provides online tutorials for self-guided development. It also funded off-campus opportunities for further training. The Committee has set guidelines and requirements for faculty and staff to qualify for Professional Development funds to travel to conferences and other learning opportunities throughout the year.

- a. In the past year, several faculty and administrators attended the Online Teaching Conference (June, 2015, San Diego), the Strengthening Student Success Conference (Oct. 2015, Oakland), the Academic Senate Institute (Jan. 2015, San Mateo), and others.
- b. Flex activities now routinely include [Distance Education](#). January 2015 Flex featured Online Education Initiative Director Pat James (D.2). The 2015 Summer Distance Education Institute included two full days of training for online faculty, including OEI coordinators for Professional Development and Accessibility (D.3). The January 2016 Flex activities included a workshop on high-impact practices to reach disproportionately impacted students (D.4).
- c. [Professional Development](#) provides links to archived seminars for online faculty from @One and other similarly known resources.
- d. Monthly Faculty Seminars provide a platform for informal idea-sharing. Faculty present or lead a discussion on a technique or tool used in their online classes.

D.4 Appropriate equipment and facilities, including adequate control over any off-campus site.

Moorpark College supports Distance Education by providing online, telephone, and physical resources for its Distance Education students, including library services, student services (counseling, admissions and records, financial aid, etc.), health services, and technical support for the Learning Management System and accessing the district portal at my.vcccd.edu.

- a. Network Infrastructure- Moorpark College Information Technology is currently replacing axis points to improve WiFi service and reception inside and outside of campus buildings, enabling students to more reliably access their online classes or online services while on campus.
- b. District Network- The District has installed a new server on the Moorpark College campus to house all district technology operations. The new hardware is faster and has increased capacity.
- c. Library- Moorpark College electronic library resources include [Library research assistance](#), access to numerous proprietary databases accessed through sign-in to the district portal, interlibrary loans, and general library assistance. Physical resources include the Library/Learning Resources complex that provides an [open access computer lab](#) with more than 300 connected computers available for student use [during LLR facility hours](#), Monday through Thursday from 8 a.m. to 8 p.m. and Friday from 8 a.m. to noon, as well as onsite research and general library assistance.
- d. Tutoring- Online students at Moorpark College have access to several means of academic assistance online. [The Writing Center](#) provides online tutoring in that discipline, while [Math Tutoring](#) is available as well. [Tutoring through the](#)

- [Teaching and Learning Center](#) is also available. Physical resources at the fully staffed Center are located on the third floor of the Library/Learning Resources building.
- e. Online Counseling- Students can submit questions to [online counseling](#) with a 72-hour turnaround. Physical resources are located inside Fountain Hall in the center of the campus.
 - f. Health Services- The [Moorpark College Health Center](#) includes numerous online services for students, including self-screenings for anxiety and stress, community resources for food and shelter, a suicide hotline link, a 24-hour Ask a nurse phone line, and more.
 - g. Electronic resources and support for the LMS: The [VCCCD Information Technology Department](#) supports the LMS, currently Desire2Learn, for the entire district of three campuses and the district office. The IT Department is responsive to faculty and staff needs, providing support throughout the weekend and outside of office hours when faculty or staff report problems with the LMS. A new student Help Desk also provides onsite, drop-in, email and online help for students.
 - h. Protected student privacy and user authentication: Students access the current LMS through their district-issued username with a student-selected individualized password. This password-protected site ensures user authenticity. Instructors are mindful of [FERPA regulations](#) as well, restricting all student identification and grading to sites either inside the LMS or restricted by password and unavailable to the public.

D.5 Sustainable fiscal resources, including the initial and long-term amount and sources of funding for the proposed change.

The proposed change is not expected to result in significant financial impact or the need for any new funds. The budget process is ongoing, and tied directly to annual program planning and review. As part of the process, faculty-identified budgetary and instructional needs are tracked to Student Learning Outcomes, and where appropriate, generate budget requests. According to the [Moorpark College Educational Master Plan 2009-2019](#), “Resources are allocated based on college-wide short-term strategic plans and unit-level program plans, thereby ensuring the college’s forward movement on the college’s strategic objectives that were drawn from the recommendation in the Educational Master Plan and articulated in the strategic planning process” (D.5).

D.6 A comparative analysis of budget, enrollment and resources; identify new or reallocated funds.

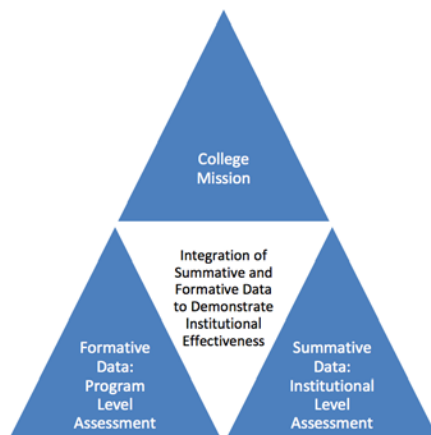
All resources for the Distance Education Program are supported by the College General Fund. No new or reallocated funds are required for the proposed change. The Distance Education Coordinator and Instructional Designer positions, along with online counseling, tutoring, registration, and health advising services, are part of existing budgetary allocations. Distance Education classes are scheduled and budgeted for as part of the College’s overall enrollment management planning and schedule development process to achieve its FTES goals. Continued development of Distance Education is included in the annual College planning and review process.

D.7 A plan for monitoring achievement of the desired outcomes of the proposed change.

Moorpark College is focused on students and their achievement. The College accomplishes its mission through program accessibility, and integration with the community and education partners to enable students to succeed in educational and workplace goals.

- a. To help students achieve their goals, management, faculty and staff focus on Student Learning Outcomes with assistance from the Student Learning Outcome Coordinator. These outcomes are documented in the College's online database (TracDat), and tracked directly to program goals, institutional goals and the College mission. The analysis of these results inform the annual program planning and review process. As part of program review, program faculty and staff assess and evaluate SLO goal achievement, as well as program retention and success.
- b. Moorpark College created a new standing committee for Student Learning Outcomes to ensure continuous monitoring, assessment and improvement. The College has adopted a 5-year assessment schedule anchored in the 5-year curriculum review cycle. For instructional programs, while assessment is on-going, all assessment results are gathered together and analyzed one year before the program is due to go through curriculum review. This timing supports data-driven decision-making process by allowing program faculty and staff time to reflect on all their course and program outcomes and then tie any needed curriculum changes to the on-going curriculum review process. For service and support programs, assessment tends to be completed annually, but it is agreed that programs will gather and analyze their assessment information at least once every five years. Assessment results and analyses inform program planning and curriculum development, as reported on the Annual Program Plans and illustrated in the assessment schematic.
- c.

Figure D.2_The College Assessment Model



Source: Making Decisions at Moorpark College, 2015 -2017

- d. The Distance Education Committee is also charged with monitoring student success rates online compared to onsite classes. The Distance Education Coordinator is also available to assist faculty in strategies to improve success online.
- e. All courses offered for Distance Education must first go through the standard Curriculum review process. DE courses must additionally include the Distance Education Addendum, which demonstrates how discipline faculty will provide regular, effective and substantive contact.
- f. Moorpark College division deans ensure that faculty assigned to online classes have been trained and certified prior to teaching online.

D.8 Evaluation and assessment of the desired outcomes of the proposed change.

The primary outcomes of the Proposed Change are 1) to improve access to education for students at Moorpark College, and 2) to increase student completion of educational goals for degree and transfer.

- a. **Improve Access:** As part of program review, program faculty and staff assess and evaluate student goal achievement, as well as program retention and success. The increased access to classes through online delivery is monitored by the College in annual reporting through the [Student Success Scorecard](#), [Strategic Planning](#), annual [Program Review](#), and as part of institutional enrollment management strategies, and IEPI. Additionally, reaching the college's working adults and underrepresented populations is articulated as a goal in the Educational Master Plan.
- b. **Improve Student Achievement, Retention and Completion:** Moorpark College has recently increased resources in Institutional Research to support data analysis for programs. The Dean of Institutional Research recently provided data showing that Distance Education course success rates are about 7% lower than onsite student success rates, which is also reported in the [Institutional Effectiveness Report 2015](#). This data reflect an upward trend at Moorpark College in online success rates, which lagged 10% behind just a few years ago. The College will continue to analyze course-level success and completion rates, etc. Beginning Fall 2015, all programs are reviewing success rates for online courses disaggregated by student demographics. These analyses will help inform college program improvement plans. In addition to examining disparities in online vs. onsite success rates, Institutional Research has also presented disaggregated data on special populations to each discipline. Institutional Research provided discipline faculty with disaggregated data showing special population success rates in online classes. The Dean of Institutional Research is available to help faculty examine the data and the Distance Education Coordinator is available to help faculty plan strategies to reach special population students and all online students before they drift or drop.

E. Evidence that the institution has received all necessary internal or external approvals.

E.1 A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained.

- a. At Moorpark College all new courses and proposed changes to curriculum receive a rigorous review and approval process, following the guidelines in the [VCCCD Decision-Making Handbook](#) and the District Administrative Procedure AP 4020 (B.5). Board Policies and Administrative Procedures are publicly posted and accessible from the District website at vccd.edu.
- b. Once proposed, the draft course or course revision must receive approval from the [Curriculum Committee](#) (E.1). The Academic Senate participates in the review and approval process prior to submission to the Board of Trustees. The District Technical Review Workgroup – Instruction (DTRW-I) provides technical review on all curriculum (E.2).
- c. Courses approved or revised to include Distance Education require a separate approval at Curriculum Committee and must further satisfy the Distance Education Addendum (B.2), which ensures that any courses offered through Distance Education will include regular, effective and substantive instructor-initiated contact, per the requirements of District AP 4105 (B.4). The practice is also in compliance with California Code of Regulations, Title 5, Division 6, Chapter 6, SubChapter 3, [Section 55200](#) requirements on Distance Education, and ACCJC standards. The Addendum, together with all other course information, is approved by the Curriculum Committee.
- e. As a College standing committee, the Curriculum Committee reports to the Academic Senate. The Curriculum Committee reports to the Academic Senate at each meeting. After review by DTRW-I, all curriculum is approved for Board of Trustee review by the President, the Academic Senate President, and the Curriculum Co-chairs. After approval by the Board of Trustees, appropriate notification and documentation is sent to the California Community College State Chancellors Office for state approval.
- f. All [Curriculum Committee](#), [Academic Senate](#), and [Board of Trustees](#) minutes are posted to College and District websites.

E.2 Legal Requirements have been met

All courses contained in certificate and degree programs comply with Title 5 requirements, and all courses taught through DE have been reviewed and approved separately by the Curriculum Committee in compliance with Title §55200 and §55206, Separate Course Approval. Moorpark College’s curriculum management system, CurricUNET, and the separate DE process are illustrated in all course outlines of record for courses that have been approved for Distance Education (B.1).

- a. Distance Education courses, and all courses at Moorpark College, require consideration and approval by the Curriculum Committee, the Academic Senate, and the Chief Instructional Officer who is the Executive Vice President. The Curriculum Committee, which is co-chaired by a faculty member and the Executive Vice President, is part of the 10+1 standing committee structure at Moorpark College. The Committee consists of representatives from each department, division deans, and student representatives. The Curriculum Committee reports to the Academic Senate.
- b. Courses offered by Distance Education, and by all other modes, have completed a rigorous evaluation process that includes, faculty proposal, and consideration and approvals by peers, curriculum technicians and administrators, according to Board Policy and Administrative Procedure 4020 (B.5).
- c. The course approval process at Moorpark College complies with Ventura County Community College District's Board Policy and Administrative Procedure on Curriculum, BP 4020 (B.5), and with the District BP and AP 4105 on Distance Education (B.3 and B.4). Before a course is approved for Distance Education offering, it has been examined to ensure that it meets the standards set by the board.
- d. The College maintains current on updates in law and practice through participation in the [Distance Education Coordinator monthly meetings](#) offered by the California Community Colleges Chancellor's Office.
- e. Moorpark College, according to the board and administrative policies, ensures the authenticity of each student through a secure log-on to the VCCCD portal. Each student has been issued a unique identification and log-on, with individually set passwords (B.3 and B.4). Additional security measures in place to safeguard student data include database encryption, multiple firewalls (perimeter and application), and industry standard password reset processes. The District and all its colleges adhere to all FERPA regulations, and work closely with the Admissions and Records offices to protect the privacy of all District students.

E.3 Governing Board action to approve the change and any budget detail supporting the change.

The Moorpark College Curriculum Committee, Academic Senate, and the VCCCD Board of Trustees have approved the courses and the degrees that make up the Substantive Change Proposal. There is strong backing for Distance Education throughout the campus, as evidenced by the Academic Senate's establishment of the District Education Standing Committee and the College's effort to provide resources to fully support this program. Moorpark College ensures that it has adequate budget allocated to support its Distance Education courses, and all courses, as well as related support, Student Services, and other budgetary needs through an annual program review process that links program needs to funding, as outlined in the Moorpark College Educational Master Plan 2009-2019.

F. Evidence that each Eligibility Requirement (ERs) will be fulfilled specifically related to the change.

F.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 of the Western Association of Schools and Colleges (ACCJC). ACCJC is an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. On February 7, 2014, Moorpark College received notification that the Accrediting Commission for Community and Junior Colleges (ACCJC) reaffirmed its accreditation. The decision to continue affirmation of accreditation was based on Moorpark College's Midterm Report that was submitted to the ACCJC in October 2013. The ACCJC action letter and Midterm Report are posted to the college website. The next comprehensive evaluation for accreditation is scheduled for October 2016.

F.2 Operational Status

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

Approximately 14,000 students enroll at Moorpark College each semester. The students, who attend day, evening and online classes, pursue a variety of courses that lead to associate degrees, certificates of achievement, and/or transfer to four-year institutions.

F.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 (F.1). The programs in which 50% or more of the courses required for a degree are available through Distance Education are identified in this Substantive Change.

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

F.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. Additional financial accountability for eligibility applicants: The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

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](#) (F.2).

In the most recent audit report, the district received an unqualified opinion, which demonstrates the integrity of the district's financial management system.

F.6 Mission

The institution's educational mission is clearly defined adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

The Moorpark College Mission is clearly defined, and identifies college priorities and commitments to student learning and achievement. The mission is available on the moorparkcollege.edu website and in the College Catalog. The updated Moorpark College Mission Statement was approved by the Board of Trustees on Dec. 8, 2015.

It states:

With a "students first" philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career technical education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.

F.7 Governing Board

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they 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. (Standard IV.C.1, IV.C.4, and IV.C.11)

The five-member Board of Trustees of the Ventura County Community College District

establishes policies, assures fiscal stability, and monitors institutional performance and educational quality consistent with the Mission and goals of the district, in accordance with Board Policy 2010 (F.3). The Board of Trustees is responsible for adopting policies that direct all activities relating to conducting the business of the district and its colleges. Each of the members is elected from a specific geographical district within the County of Ventura, although all trustees serve the district as a whole. The trustees are elected for four-year staggered terms. Board members may not be current employees or hold other incompatible offices. The Board also seats an elected student trustee as a non-voting member. The student trustee is elected by all students on all three college campuses.

F.8 Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

Moorpark College has a sufficient number of administrators to effectively manage the College's programs and services, including its Distance Education Program. All administrators are selected following District Administrative Procedure 7120-C (F.4) and have the education and experience to perform their assigned duties. The college senior management team includes a president, executive vice president of student learning, and vice president of business services. The mid-level management team includes eight division deans, including a dean whose duties include Distance Education. The college also employs a 20% faculty Distance Education Coordinator and a 100% Instructional technologist/designer, and a 100% Director of College Information Technology Services. All are qualified and are actively involved in the ongoing support and stability of the DE program at Moorpark College.

F.9 Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

The degree and certificate programs offered at Moorpark College are aligned with its Mission of transfer or degree education, Career Technical Education, and basic skills development, and meet the requirements of the California Education Code of Regulations, Title 5, Division 6, Chapter 6, Curriculum and Instruction.

The College offers associate degrees (including AS, AA, AS-T, AA-T degrees) and Certificates of Achievement. In 2014-15, Moorpark College conferred 1,630 associates' degrees, and 192 Career/Technical certificates.

Figure F.1_Degree Completion at Moorpark College**Degree Completion**

Institution Set Standard 2015-2018	Type of Degree	2010-11	2011-12	2012-13	2013-14	2014-15*
1000 Awards	All Degrees	1151	1187	1185	1288	1630
	Associate Degrees for Transfer		69	169	362	655
	Associate Degrees	1151	1118	1016	926	975

CTE Certificate Completion

Institution Set Standard 2015-2018	2010-11	2011-12	2012-13	2013-14	2014-15*
100 Certificates	167	206	111	198	192

* 2014-15 Graduation data has not yet been finalized with the California Community College Chancellor's Office. These data are based on graduation applications report in our local Banner system.

Source: ([MC Institutional Effectiveness, 2015](#), P. 32.)

All course outlines of record and degrees are available to the public through [CurricUNET](#), and have been reviewed and approved through the College Curriculum Committee's review and approval process. Student Learning Outcomes have been developed and assessed for all active courses and programs, and are available to the public on the [Moorpark College website](#) (F.5). Program faculty and staff analyze these results as part of the annual program review process to assess and improve programs. The same level of academic standards, quality, and rigor are required for Distance Education courses and programs as for those being offered on campus.

F.10 Academic Credit

The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Academic credit is based on The California Code of Regulations, Title 5, Division 6, Chapter 6, Subchapter 3, Section 55002.5. The Curriculum Committee and Faculty 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 Moorpark College credit courses are in compliance with Title 5 regulations. The official Course Outline of Record for each approved credit course identifies the academic credit to be awarded and is the same for each course, regardless of the method of delivery.

F.11 Student Learning and Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that

students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

Moorpark College has defined and identified student learning and achievement outcomes at the course, program, and institutional levels. These outcomes are the same for onsite and online instruction. The Student Learning Outcomes, General Education Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes (GELOs/PLOs/ILOs) are part of the ongoing Program Review and assessment process and are [publicly available on the college website](#). Student Learning Outcomes (SLOs) Assessment is an ongoing, evidence-based approach that indicates the extent to which programs, courses, services, and all college units, achieve their intentions. Assessment is part of a feedback loop that includes identifying desired results; collecting and analyzing relevant data, and using the findings to stimulate discussions, direct activities, and create action steps that lead to improved student learning, instructional delivery, curricula, programs, and/or services. Program achievement data, including course success rates for DE courses, are considered during annual Program Review and schedule preparation.

F.12 General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)

The College Catalog lists approved General Education (GE) requirements for the associate degree. As part of curriculum approval, all General Education courses are subject to an additional [General Education Curriculum Review](#) process to ensure that they meet appropriate academic standards and are consistent with statewide practices. The College has identified GE outcomes and assesses them on a regular basis (F.6).

F.13 Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)

The College's academic freedom standards are defined in Board Policy 4030 (F.7). The policy ensures that all students and faculty members are entitled to freedom of expression. Like all policies enacted by the Board of Trustees, this policy applies to onsite courses and instructors as well as Distance Education courses and instructors.

F.14 Faculty

The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

Moorpark College employs 165 full-time faculty and 344 part-time faculty as of Fall 2015. All faculty meet the minimum qualifications for program disciplines as defined by the California State Chancellor's Office. The names and degrees of full-time faculty are

published in the Moorpark College Catalog (F.8). Faculty are required to complete training prior to teaching online courses.

Figure F.2_Fall 2015 4th Week Snapshot Employees

VCCCD Fall 2015 4TH WEEK by Employee Classification					
	Moorpark	Oxnard	Ventura	District	Und. Total*
Full Time Faculty	165	88	149	0	402
Part Time Faculty	344	142	358	0	810
Classified	130	84	128	65	407
Manager	11	12	12	11	46
Supervisor	11	9	10	6	36
VCCCD	661	335	657	82	1701

*Und. Total is an unduplicated total.

Part Time Faculty may work at multiple Locations

Source: 4th Week Snapshot, Institutional Research

F.15 Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

Moorpark College offers a wide variety of student services both onsite and online. The college has purposefully created a full range of online services to support our diverse student population, including online and evening students, working and parenting students, and all populations. The College provides specific support services for its distance learners via online, telephone, email, and in-person. Services include tutoring, math and writing help, counseling, health services, financial aid, bookstore, admissions and records; orientation, assessment, transfer and career information, financial aid, scholarships, veterans services, disability resource services, library services, and a Help Desk supported by the Information Technology Department.

F.16 Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)

The College's admission policies and procedures for both DE and face-to-face students are consistent with its Mission Statement and conform to California State law and district policies. The qualifications for admission are stated in the [Moorpark College Catalog](#) and are available on the College website (F.9).

F.17 Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)

Moorpark College provides access to information and learning resources and services electronically and onsite through its physical library to all students, whether they are accessing the services online or onsite. The College Library and Learning Resources offer personalized online and telephone help by librarians during regular hours. In addition to help from reference librarians, the library also offers a proprietary electronic database for access to research materials. Librarians have online search and citation guides, and are available to help via phone during regular business hours. The library also

offers students access to an extensive catalog of online books and periodicals through its reference services. The college's technology infrastructure provides stable and reliable access to wireless and on-campus computer needs.

F.18 Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

Ensuring adequate and ongoing fiscal resources is part of the annual budget allocation and approval process. The Fiscal Planning Committee makes recommendations on college-wide fiscal processes. The specific tasks of this committee are to annually review the District Budget Allocation Model and make recommendations for changes as necessary, receive reports on the development of the college General Fund budget in alignment with District processes, review emergent budget needs and constraints, and implement the annual Classified Hiring Prioritization process.

Program and college needs are assessed during program review and incorporated into college budget planning. The majority of the College's funding comes from property taxes and state apportionment generated by FTES. Additional funding is obtained from federal, state, and private sources. All funds coming to the College are carefully tracked and documented. The College maintains 1% reserve levels for contingencies and for expansion, and the District maintains a reserve of 18%, of which 4.6% is undesignated. The College maintains conservative financial management policies and practices that ensure continued fiscal stability. Moorpark College is committed to following its Resource Allocation Model and Integrated Planning Model to improve institutional effectiveness. The gradual growth of Moorpark College's Distance Education program is not expected to substantially impact college resources.

F.19 Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes.

The institution provides evidence

planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

Moorpark College has an ongoing integrated planning, evaluation, and resource allocation decision-making cycle. The [Making Decisions at Moorpark College, 2015-2017](#) describes an inclusive process in which faculty, staff and students all play a role. The Integrated Planning Model (IPM) joins together long-, mid-, and short-range planning and evaluation. The Resource Allocation Model (RAM) allows for planning to influence the distribution of resources. A [three-year Strategic Plan](#) is developed as a result of a comprehensive evaluation that includes internal and external scans, review of long- and short-range planning, and discussion of student learning outcomes and achievement. The Strategic Plan includes institutional goals and objectives that identify plans for improving structures and processes, student achievement of educational goals, and student learning. Through the Resource Allocation Model, Strategic Planning Priority Funds (SPPF) are allocated to implement the goals and objectives of the Strategic Plan. Strategic Plan Goals and action plans are reviewed annually, and the plan is updated every three years. Additionally, every program develops annual program plans that tie to the College Strategic goals. These plans drive resource allocation. The planning for

Distance Education is a part of the strategic planning and annual program planning processes.

F. 20 Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information:

Official Name, Address(es), Telephone Number(s), and Website Address of the Institution

Educational Mission

Representation of accredited status with ACCJC and with programmatic accreditors, if any

Course, Program, and Degree Offerings

Student Learning Outcomes for Programs and Degrees

Academic Calendar and Program Length

Academic Freedom Statement

Available Student Financial Aid

Available Learning Resources

Names and Degrees of Administrators and Faculty

Names of Governing Board Members Requirements

Admissions

Student Fees and Other Financial Obligations

Degree, Certificates, Graduation and Transfer Major Policies Affecting Students

Academic Regulations, including Academic Honesty

Nondiscrimination

Acceptance and Transfer of Credits

Transcripts

Grievance and Complaint Procedures

Sexual Harassment Refund of Fees Locations or Publications where Other Policies may be Found

(Standard I.C.2)

The College mission is articulated in the [College Catalog](#) and in the [Educational Master Plan](#). It is also listed on the [Moorpark College website](#). The College Catalog and the College website provide current information on degrees and curricular offerings, student fees, financial aid, refund policies, admissions policies, transfer requirements, hours of operation and appropriate contact information. The College issues press releases and purchases radio advertisements to make the public aware of important dates and special events.

F.21 Integrity in Relations with Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is

sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and I.C.13)

The College is in good standing with the Commission. The College consistently and promptly submits all required ACCJC reports.

G. Evidence that each Accreditation Standard will be fulfilled specifically related to the change and that all relevant Commission policies are addressed.

All Accreditation Standards must be addressed, and those that are particularly impacted by the change should be addressed in detail. There should be a description of the process for monitoring and evaluating the effectiveness and learning outcomes expected through the proposed change.

Standard I – Institutional Mission and Effectiveness

1A. Mission

The Moorpark College mission statement is reviewed and updated on a regular basis to ensure that it is aligned with the district mission. The most recent update was approved by the Ventura County Community College District Board of Trustees on Dec. 8, 2015. The courses and programs offered via Distance Education, and all courses and programs at Moorpark College, are aligned with the College's Mission. Students enroll in online courses, and all courses, to make progress toward completing educational goals that may include transfer, degree completion or Career Technical certificates or degrees. In compliance with Title 5; Section 55601, Moorpark College requires the completion of General Education courses.

1B. Institutional Effectiveness

Moorpark College engages in a robust and continuous planning, evaluation, and resource allocation decision-making process that is designed to improve institutional effectiveness and ensure that the College meets its Mission. The [*Making Decisions at Moorpark College, 2015-2017*](#) describes the structure and operating agreements for making decisions at Moorpark College. These processes put into practice the mechanisms through which the voices of the college's constituent groups are heard.

In 2004, the College Planning and Assessment Models were developed and approved college-wide. These models have continued to evolve each year, and continue to guide the annual integrated planning process. The College is currently completing the third year of the 2012-2015 Strategic Plan, and has developed the 2013-2016 Strategic Plan. The Planning Model and Assessment Model contain products from two decades of work by members of the college community. Over the years, this work has culminated in the creation of structures and processes for planning and assessment that are comprehensive enough to meet college demands.

The College has also defined Student Learning Outcomes at the institution-level, program-level, and course-level. A variety of assessment data is analyzed, shared with constituent groups, and documented on a regular basis. Distance Education data is assessed and analyzed at all levels, such as the recent focus on improving completion

rates. Based on this analysis, programs have made numerous changes to curriculum, teaching techniques, and student service offerings to improve online student support and course completion rates.

Assessment at the institutional-level effectiveness includes quantitative and qualitative summative measures that create snapshots of the college at specific points in time. The following describe the six categories of these institutional measures:

1. Data on Student Access: Quantitative evidence that the college is serving all students in the service area.
2. Data on Student Achievement: Quantitative evidence that students move through and complete college programs, e.g., rates of course completion, retention, persistence, transfer, jobs, degrees, and certificates.
3. Program Review Data: Quantitative evidence on program productivity and student enrollment.
4. Data on Strategic Objectives: Quantitative evidence at the college level and program levels of progress on addressing the Strategic Objectives as outlined in the 3-year Strategic Plan.
5. Surveys of Perceptions: Qualitative evidence from primary stakeholders on the college's effectiveness.
6. Evaluation of Process Effectiveness: Qualitative and quantitative evidence that college processes are effective in directing and maintaining the college's efforts to produce and support student learning

Standard II – Student Learning Programs and Services

Moorpark College's commitment to its students first above all is exemplified in the quality of its academic programs combined with the inclusion of student services under the academic umbrella of the Executive Vice President (Chief Instructional and Student Services Officer), ensuring that the entire institution is working together to meet needs of the whole student.

IIA. Instructional Programs

The quality of Moorpark College's Instructional Programs is ensured through the college commitment to the comprehensive and ongoing Program Review process that considers all aspects of each program, from course offerings in Distance Education and all modes of delivery, to student completion data to program improvement action steps and resource allocation.

The process includes an individual program-by-program review and analysis of student achievement data in Distance Education courses, and all courses, to ensure on-going monitoring of student success. The annual Program Review begins with faculty meetings with department chairs and deans before it moves to an individual review by the Executive Vice President with the Academic Senate President and the Vice President of Business Services. The Integrated process is designed to consider and incorporate all services and resources needed to support the students in each program. The collegial dialog concludes with a question from administration on what college services and resources faculty believe they need to support the program. That review culminates the year-long process, but doesn't end it. Resource requests are reviewed by the appropriate group (Academic Senate, Fiscal Committee, and Facilities/Technology Committee).

Individual programs also develop Action steps to continue program improvement, and the process continues.

The College relies on the expertise of the faculty to develop and teach curricula that are college level and meet the educational standards, practices, and excellence set forth by the discipline and the transfer institutions. Distance Education offerings, which must be reviewed and approved separately as part of the Curriculum Committee approval process, are part of [Moorpark College's Strategic Plan](#) to improve student access to learning. The availability of Distance Education as a mode of delivery for any given course is included in the official Course Outlines of Record, which are housed for Distance Education, and all courses, in the CurricUNET database, which is accessible to the public at <http://www.curricunet.com/moorpark>.

Offering a course via Distance Education as a mode of delivery is permitted only after the Distance Education Addendum has been completed and approved through the curriculum process.

This separate review of courses to be taught through Distance Education is in compliance with Title 5, §55206 (Separate Course Approval), and Ventura County Community College District Board Policy 2015 and Administrative Procedure 4105 on Distance Education, adopted by the Board in May 2015 (B.3 and B.4). This AP sets standards for course quality, instructor-initiated contact and regular and effective contact, verification of student identity and online student services.

The academic credit awarded for all courses, regardless of the method of delivery, is the same and aligns with generally accepted norms in higher education. All courses and programs are reviewed and updated at least every five years; career/technical education programs are reviewed and updated every two years (G.1).

IIB. Student Support Services

Moorpark College strives to provide parallel essential and supplement services to all students, both online and on campus. As explained in Section D1 and D4, students enrolled in Distance Education classes, and all classes at Moorpark College, have access to online services and programs that include, Admissions and Records, Orientation and Assessment, Counseling, Advising and Educational Planning, Transfer and Career Information, Tutoring, Library Services, Financial Aid, Scholarships, Health Services, Disability Resources Services, Bookstore, Veterans Services, District IT Help Desk, and Moorpark College Student Help Desk for assistance with the LMS. Services are available via the Internet (webpages), telephone, and/or e-mail. These essential services continue to be evaluated and improved through regular feedback as part of the Student Learning Outcomes assessment and Program Plan and Review processes.

IIC. Library and Learning Support Services

Moorpark College's extensive online and on-campus services support students enrolled in Distance Education, and all courses. The library's extensive online database subscriptions, catalog, e-books, periodicals, and remote access to reference librarians assists students in their research and other library needs. The library provides extensive self-help information on how to cite, search and use its databases. It also provides live

help during library hours for off-campus students by phone or email. Additional Learning Support services include general tutoring, tutoring in mathematics, English, and reading, as detailed in Section D1 and Section D4.

Standard III – Resources

Moorpark College is committed to providing all necessary resources to support quality Distance Education, and all education at Moorpark College.

IIIA. Human Resources

All faculty hired to teach Distance Education classes, and all classes, at Moorpark College, must meet discipline-specific minimum qualifications as required by the California Community Colleges Chancellor's Office. Full-time faculty recommended for tenure following a rigorous four-year probationary evaluation period are subsequently evaluated every three years. The priorities for full-time faculty hiring are determined based on Program Plan requests that are evaluated at a joint meeting of Academic Senate and Deans' Council, with a recommendation to the Moorpark College President.

Part-time faculty, who also must meet minimum qualifications specific to their discipline, are hired on an as-needed basis by departments and are evaluated in their first four semesters of assignment. The evaluation criteria for all faculty is the same, with questions considering both on-campus and Distance Education courses and learning environments. Student evaluations are the same for both onsite and online instruction.

As stated earlier, the College has invested significant resources to support Distance Education, including a Dean with responsibility for DE, a DE Coordinator, an Instructional Design/Technologist, and Help Desk staff.

IIIB. Physical Resources

The College's physical resources meet requirements for safety and are sufficient to support the quality and integrity of its Distance Education and all academic programs and essential campus services. The [Moorpark College Facilities Master Plan 2005 – 2015](#) was developed in conjunction with the [Educational Master Plan 2009 – 2019](#) to oversee the sustainability and growth of the physical campus to support its programs. The plan was updated in 2014.

Under the deliberate and orderly process developed in the plan, the college has added a new classroom building, a new Health Sciences building, an auditorium and classrooms for the Exotic Animal Training and Management Program, and others. The current Substantive Change in Distance Education is not expected to impact Physical Resources. All consideration for student population and physical campus growth is integrated into the campus integrated planning, budget development and resource allocation models.

IIIC. Technology Resources

Moorpark College is committed to using technology to enhance learning and support for students attending on-campus and online. College identification of technology needs is

conducted through the annual program plan process. District-wide identification of needs is conducted through the VCCCD Information Technology structure, which includes a managerial committee, and participatory advisory groups that are dedicated to specific technology components.

At the District level, the Instructional Technology Advisory Committee (ITAC) advises the Chancellor on technology planning and priority setting for all technologies used in the teaching/learning process. Such activities may include, but are not limited to, evaluating and prioritizing tasks, including implementation timelines and the prioritization of needed resources, and making recommendations to develop, review, and revise instructional technology processes and practices to improve student learning. A separate committee, the Administrative Technology Advisory Committee (ATAC), advises the Chancellor on technology planning and priority setting for all technologies to support the work of the colleges. At Moorpark College, the Facilities/Technology Committee on Accreditation and Planning plans, monitors, and evaluates institutional technology needs, including hardware, software, and training needed to support student learning.

The VCCC District has a current license with the Desire2Learn Learning Management System, but is considering a move to Canvas by Instructure, which was chosen by the Online Education Initiative as the statewide system. To date, two of three campuses through their Distance Education Committees have voted to move to the Canvas system. Once the decision has gained input from all the required constituent groups, the District will make a decision regarding the use of the Canvas system. All resources for Distance Education are supported by the General Fund and will support this Change Proposal.

Standard IV. Leadership and Governance

IVA. Decision-Making Process

Moorpark College has an established annual integrated planning cycle that is documented in [Making Decisions at Moorpark College, 2015-2017](#). The College follows a participatory governance model in which administrators, faculty, and staff serve on shared governance committees and together contribute to the culture of collegiality, evidence, inclusiveness, dialog, innovation and student learning and success. The Curriculum Committee and Distance Education Committee are standing committees and report to the Academic Senate. The DE Committee meets once per month and publishes their minutes online. The Curriculum Committee meets twice per month, in addition to Technical Review workgroup and General Education workgroup meetings. These meetings are scheduled to meet the timelines for Board approval of new and revised curriculum.

IVB. Board and Administrative Organization

The Ventura County Community College District Board of Trustees is responsible for establishing Board Policies and Administrative Procedures to ensure the quality of education at each college in the district. The Board has approved policies and procedures for course, program, and degree approval, as well as for Distance Education. The Chancellor and College President are responsible for implementing the Board Policies and Administrative Procedures.

[Making Decisions at Moorpark College, 2015–2017](#) outlines the organizational structure as well as the collaborative and participatory governance culture at the college. The College President reports to the District Chancellor, who reports to the Board of Trustees. At the College, the Executive Vice President (EVP), reports to the President, and is responsible for all academic programs and student services departments. Deans of Student Learning report to the EVP, and oversee college programs and student services. The Vice President of Business Services also reports directly to the President, and responsible for all Business Services (G.1 and G.2).

TABLE OF EVIDENCE

A.1. Board Approval of Moorpark College Mission

BoardDocs® Meeting: Special Meeting of the Board of Trustees Tue, Dec 8, 2015

12/4/15, 1:37 PM

[5.pdf \(63 KB\)](#)

A.2 Strategic Planning Retreat (Fall Fling) October 16, 2015

The Fall Fling Strategic Planning Retreat

American Jewish University, Brandeis-Bardin Campus
House of the Book Facility
1101 Peppertree Lane
Simi Valley, CA 93064

***Friday, October 16, 2015
8:00 a.m. – 2:00 p.m.***

AGENDA

8:00 AM	Continental breakfast
8:15 AM	Welcome from the President
8:25 AM	Welcome from the Academic Senate President
8:30 AM	Welcome from the Classified Senate President
8:35 AM	Welcome from the Associated Students Vice President
8:40 AM	The Planning Environment
9:10 AM	Mission/Vision/ Values
10:00 AM	Break
10:15 AM	Great Ideas and Game-Changers for Student Success
11:15 AM	Photograph
11:30 AM	Lunch (Announcements, Title IX, Cleary)
12:15 PM	Strategic Plan
1:30 PM	Wrap up

A.3 Areas of Residence

Moorpark College between Fall 2010 and Fall 2014.

City / Area	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	N	%	N	%	N	%	N	%	N	%
Simi Valley	4,421	29	4,214	27	3,947	27	3,930	28	3,916	28
Thousand Oaks	2,187	14	2,097	14	1,838	13	1,768	12	1,717	12
Moorpark	1,558	10	1,485	10	1,357	9	1,250	9	1,262	9
Newbury Park	1,038	7	1,012	7	922	6	852	6	923	7
Westlake Village	351	2	336	2	373	3	353	2	343	2
Oak Park	358	2	338	2	294	2	286	2	249	2
Somis	62	0	65	0	62	0	52	0	47	0
Total In Service Area	9,975	65 %	9,577	62 %	8,793	60 %	8,491	59 %	8,457	60 %
Camarillo	1,204	8	1,184	8	1,127	8	1,027	7	983	7
Ventura	173	1	173	1	148	1	124	1	105	1
Fillmore	114	1	119	1	89	1	98	1	98	1
Oxnard (North)	173	1	157	1	154	1	137	1	146	1
Oxnard (South)	89	1	62	0	60	0	84	1	71	1
Oxnard (Beach)	60	0	54	0	54	0	48	0	49	0
Ojai Valley	16	0	17	0	20	0	16	0	16	0
Santa Paula	44	0	45	0	31	0	28	0	45	0
Port Hueneme	19	0	26	0	24	0	28	0	34	0
Piru	6	0	7	0	15	0	11	0	7	0
Total In Ventura County	1,898	12 %	1,844	11 %	1,722	11 %	1,601	11 %	1,554	11 %
Los Angeles County	2,896	19	3,341	22	3,490	24	3,571	25	3,339	24
Other Areas; California	244	2	229	2	161	1	156	1	146	1
Outside California	288	2	311	2	316	2	345	2	422	3
Outside USA	78	1	83	1	94	1	90	1	88	1
Total Outside Service Area	3,506	22 %	3,964	27 %	4,0615	28 %	4,162	29 %	3,995	29 %

A.4_Moorpark College Strategic Plan Goals

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A.5 Career Technical Field Demands

Career Technical Education and Employment Outlook | 2013 to 2015

In total, of the more than 1.3 million openings projected for California through 2015, CTE-relevant occupations account over 175,000 jobs.⁴

Employment Outlook | 2013 to 2015

another employer.

Centers of Excellence for Labor Market Research | March 2014

[2]

B.1_Sample- Jour M01 Course Outline of Record with DE Addendum

I. CATALOG INFORMATION

• Discipline: JOURNALISM

• Subject Code and Number: JOUR M01

C.

D. Credit Course units: Units: 3

lecture Hours: 3 Lab Hours: 0

E. Student Learning Hours: Lecture Hours:

Classroom hours: 52.5 - 52.5

Laboratory/Activity Hours 0 - 0 **Total Combined Hours** in a 17.5 week term: 52.5 - 52.5

F. Non-Credit Course hours per week

G. May be taken a total of: 1 2 3 4 time(s) for credit

H. Is the course co-designated (same as) another course: No Yes If YES, designate course Subject Code & Number: FTVM M01

I. Course Description:

Survey of the mass communication media

including history, structure, and trends in a global digital age. Explores theory of mass communication, media effects, economics, gender and cultural diversity, and examines media law, ethics, technology, and social issues with an emphasis on media literacy.

Course Title: Introduction to Mass Communications

J. Entrance Skills *Prerequisite:

*Corequisite:

Limitation on Enrollment: Recommended Preparation:

No Yes Course(s) No Yes Course(s) No Yes No Yes Course(s) No Yes

K. Other Catalog Information: (Same course as FTVM M01.)

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

Methods of evaluation will be consistent with, but not limited by, the following types or examples.

1 identify the various media of mass communication and, through mass communication theory, evaluate their impact, influence, and interrelationships with society.

Weekly discussions on the media, written assignments evaluating media literacy, oral and group presentations, quizzes and exams.

2 critically analyze and evaluate the messages and influence of mass communication to become media literate.

Weekly discussions on the media, written assignments evaluating media literacy, oral and group presentations, quizzes and exams.

3 appraise the origin, development, history, trends, and roles of the information, entertainment and persuasive media of mass communication.

Weekly discussions on the media, written assignments evaluating media literacy, oral and group presentations, quizzes and exams.

4 identify and analyze ethical standards and issues in today's mass communication media.

Weekly discussions on the media, written assignments evaluating media literacy, oral and group presentations, quizzes and exams.

5 describe and analyze media law, including the First Amendment and case law, in the areas of libel and slander, obscenity, copyright, privacy and freedom of information.

Weekly discussions on the media, written assignments evaluating media literacy, oral and group presentations, quizzes and exams.

6 analyze the challenges, technologies, and trends facing media in today's changing and global society.

Weekly discussions on the media, written assignments evaluating media literacy, oral and group presentations,

quizzes and exams.

7 critique media effects theory, examining media's effects as they pertain to gender, cultural diversity, youth and societal values.

Weekly discussions on the media, written assignments evaluating media literacy, oral and group presentations, quizzes and exams.

III. COURSE CONTENT

Estimated %

Topic

Learning Outcomes

Lecture (must total 100%)

10.00%

Impact: How various media and messages affect society

1, 2, 3, 4, 5, 6, 7

20.00%

Analysis: Developing analytical skills and knowledge to become a critical, informed consumer; understanding the need for multiple sources in multiple media; discerning attempts to persuade or sell from

attempts to inform

1, 2, 3, 4, 7

10.00%

Media Law: The laws governing media and their impact on today's media

4, 5

5.00%

Media Messages: Messages as a force in shaping society or as a reflection of society in its current form

1, 2, 3, 4, 6, 7

5.00%

Internet: Origin, history, development, ethics, challenges and current status of the Internet as a medium of mass communication

1, 2, 3, 4, 5, 6, 7

5.00%

Books: Origin, history, development, ethics, challenges and current status of books as a medium of mass communication

1, 2, 3, 4, 5, 6, 7

Newspapers: Origin, history, development, ethics, challenges and current status of newspapers as a medium of mass communication

1, 2, 3, 4, 5, 6, 7

5.00%

Magazines: Origin, history, development, ethics, challenges and current status of magazines as a medium of mass communication

1, 2, 3, 4, 5, 6, 7

5.00%

Sound Recording: Origin, history, development, ethics, challenges and current status of sound recording as a medium of mass communication

1, 2, 3, 4, 5, 6, 7

5.00%

Radio: Origin, history, development, ethics, challenges and current status of radio as a medium of mass communication

1, 2, 3, 4, 5, 6, 7

5.00%

Television: Origin, history, development, ethics, challenges and current status of television as a medium of mass communication

1, 2, 3, 4, 5, 6, 7

5.00%

Film: Origin, history, development, ethics, challenges and current status of film as a medium of mass communication

1, 2, 3, 4, 5, 6, 7

5.00%

Public Relations: Origin, history, development, ethics, challenges and current status of public relations as a medium of mass communication

1, 2, 3, 4, 5, 6, 7

5.00%

Effects: Who or which conglomerates own which media of communications and how that ownership impacts the message

1, 2, 4, 6, 7

5.00%

Advertising: Origin, history, development, ethics, challenges and current status of advertising as a medium of mass communication

1, 2, 3, 4, 6, 7

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	Individual Assignment: compare and contrast news; pick a single story on a single day to track through three mediums; evaluate which you prefer.
2	Group Assignment regarding public relations: develop a public relations campaign for a fictional candidate running for a national office; hypothesize which type of campaign best suits the audience or constituency.
3	Individual or Group Assignment regarding sound recording: pick an artist and select a two-minute media clip of his/her music; analyze stereotypes, music/video content compatibility and value to society.
4	Group Assignment: Television: write a pitch for a television sitcom, drama or reality show and analyze how it will be different from current shows.

5	Individual Assignment: compare and contrast public versus private radio; compare and analyze the way a commercial and entertainment, talk, music, and advertising; state your preference and why.
---	---

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	watch three reality television programs and identify and discuss the use of product placement, comparing it to any of the s
2	view contemporary and relevant films and analyze concepts related to media and society.
3	evaluate a website on its ease of navigation and its accessibility.
4	create your own blog, podcast or video.
5	write an essay analyzing the difference between mass communication and the individual/alternative media.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:

- 1 using the 5-step Critical Process, (Describe, Analyze, Interpret, Evaluate, and Engage), explain in an essay the concept of an informed media consumer, and the importance of this concept in a democracy.
2. choose an issue about public interface with the Internet today, such as over-sharing, cyber bullying, net neutrality or other issues, research with cited sources from the EBSCO data base, analyze and explain the issue and its relevance.
3. critique and evaluate the role, issues and dangers of online communities in today’s society.
- 4 compare and contrast the watchdog role of the news media and individual bloggers, and discuss trustworthiness, immediacy and other advantages and disadvantages of each.
- 5 analyze and discuss in an essay whether the media speak in one voice or in many and justify with examples and evaluation.
- 6 write an essay analyzing the difference between mass communication and the individual/alternative media.
7. Analyze and discuss in an essay whether the media speak in one voice or in many and justify with examples and evaluation.
- 8 discuss and evaluate the successes of electronic communities.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

Lecture/Discussion

Laboratory/Activity

Other (Specify)

Present examples of online blogs, v

Optional Field Trips Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation m

Essay Exam

Problem Solving Exam

Objective Exams

Classroom Discussion

Reports/Papers/ Journals

Projects

Skill Demonstration Participation

Other (specify)

Group presentations and student-led discussion.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Campbell, Richard, Christopher Martin, and Bettina Fabos. Media and Culture: An Introduction to Mass Communication. 9th ed. Bedford/St. Martin's, 2013.

Biagi, Shirley. Media/Impact: An Introduction to Mass Media . 11th ed. Cengage, 2014.

Dominick, Joseph R. The Dynamics of Mass Communication: Media in Transition. 12th ed. McGraw-Hill, 2012.

VIII. STUDENT MATERIALS FEES

No Yes

IX. PARALLEL COURSES

X. MINIMUM QUALIFICATIONS

XI. ARTICULATION INFORMATION

A. Title V Course Classification: 1. This course is designed to be taken either: Pass/No
 Pass only (no letter grade possible); or Letter grade (P/NP possible at student
 option) 2. Associate Degree Applicable; or
 Non-associate Degree Applicable

B. Moorpark College General Education:

the Associate Degree section(s)?
 Physical Science
 History/Institutions
 Science C1 - Humanities - Fine or Performing Arts
 Humanities
 and Rationality - Communication and Analytical Thinking
 Education

General Education list?

Physical Science and Behavioral

1. Do you recommend

Yes:
 A1 - Natural Sciences - B
 B2 - Social and Behavioral
 C2 - Humanities - Other
 D1 - Language and Rationality
 E1 - Health/Physical
 E2 - PE or Dance F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

transfer credit to CSU? Yes: No:

1. Do you recommend this

College	Course Number	Course Title
CSU Los Angeles	TVF 220	Introduction to Broadcasting
CSU Dominguez Hills	COMM 100	Mass Media & Society
San Francisco State	JOUR 205	Social Impact of Journalism
CSU Chico	JOUR/CDES 101	Introduction to Communication

Courses Requiring a Masters Degree:

Master's degree in journalism or communication with a specialization in journalism OR bachelor's degree in either of the above AND master's degree in English, history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR the equivalent.

2. If YES do you recommend this course for inclusion on the CSU General

Education list? Yes: If YES, which area(s)?

A1 A2 A3 B1 B2 B3 B4

C1 C2 D1 D2 D3 D4 D5

D6 D7 D8 D9 D10 E D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: No:

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum

(IGETC)? Yes: No:

Composition
 Mathematical Concepts and Quantitative Reasoning
 Mathematical Concepts
 Arts and Humanities
 Fine Arts
 Humanities
 Anthropology and Archaeology
 Economics
 Ethnic Studies
 Gender Studies
 Geography
 History
 Interdisciplinary, Social & Behavioral Sciences
 Political Science,
 Government & Legal Institutions
 Psychology
 Social Criminology
 Physical and Biological Sciences (mark all that apply)

IGETC Area 1: English Communication
 Critical Thinking-English
 IGETC Area 3:
 IGETC Area 4: Social and Behavioral Sciences
 IGETC Area 5:
 Physical Science Lab

Lab only (none- sequence)
 Physical Science Courses Physical Science Lab or Biological Science Lab Only (non-
 sequence)

Physical Science Lectur

Biological Science Courses
 Second Science course in a Special Sequence

Biological Science Lab o

Laboratory Activity Physical Sciences

IGETC Area 6: Language other than English

Languages other than English (UC Requirement Only)

U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

A. What planned assignment(s) will require library resources and use? The following assignments require library resources: resources, compare and contrast news stories across three media and decide which is better; analyze the difference between mass media and alternative media.

Using the Library's print a

B. Are the currently held library resources sufficient to support the course assignment?

YES: NO:
 this course.

If NO, please list addi

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION
 Applicable

JO UR M 01: Not

XIV. WORKPLACE PREPARATION

JO UR M 01: Not Applicable

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

A. Mode of Delivery examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite) will be held online and the remaining percentage of instruction will be held onsite) Lab activities will be conducted onsite) Teleconference orientation will be held onsite) Teleconference

Online (course will be de

Online/Hybrid (a perc

Other

B. Need/Justification Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students. Faculty will initiate regular chat rooms, discussion, substantive assignment feedback, social media, or instant messaging. Faculty will design and require assignments and projects that promote collaboration among students. They will maintain an active instructor presence throughout the semester, monitoring student progress and providing guidance several times a week.

Faculty will initiate regular online interactions w

4. Describe how instructors teaching this course will involve students in active learning. post responses to instructor discussion prompts as well as comment on other students' posts.

Students will

Students will have on-going interaction with instructor and peers. Students will work collaboratively on group assignments.

5. Explain how instructors teaching this course will provide multiple methods of content representation. Instructors will post video, live lectures and recorded lectures over PowerPoint presentations rich in photo and/or graphic representation, and/or podcasts.
6. Describe how instructors teaching this course will evaluate student performance. Instructors will post weekly graded quizzes and discussion prompts based on assigned readings and lecture content. Instructors will require three to four longer, written individual and/or group assignments per semester, and provide feedback and grades based on the assignment rubric.

Instructors will post

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

General Education D

Learning [check all applicable boxes]:

- Natural Sciences Biological Science
- Physical Science Social and Behavioral Sciences
- American History/Institutions
- Other Social Science Humanities
- Fine or Performing Arts
- Other Humanities Language and Rationality
- English Composition
- Communication and Analytical Thinking Health/Physical Education
- Ethnic/Women's Studies

Check either Option 1 or Option 2

OPTION #1: Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.

OPTION #2: Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

XVII. STUDENT MATERIALS FEE ADDENDUM

JOUR M 01: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041 Applicable

JOUR M 01: Not

XIX. CURRICULUM APPROVAL

A. Course Information:
JOUR M01

1. Discipline: JOURNALISM
3. Course Revision Category: Outline Update

B. Course Proposed By: g E Only in Tina Miller 01/26/2014

2. Faculty Peer:

Joanna Miller 01/26/2014

3. Curriculum Rep: Tim Sam

Department Chair: Lydia Etman 02/12/2014
5. Division Dean: Lisa Putnam
02/07/2014

C. Approved By: Curriculum Chair: Jerry Hensley 01/06/2014
President: Lori Bennett 04/17/2014
Articulation Officer: Letrisha Mai 03/04/2014
Librarian: Mary LaBarge 03/03/2014

D. Implementation Term and Year: Fall 2014

E. Approval Dates: /08/2014 Approved by Moorpark C
2. Approved by Board of Trustees (if applicable):
3. Approved by State (if applicable):

B.2 Distance Education Addendum

DISTANCE EDUCATION ADDENDUM FALL 2013 (revisited Fall 2014)

1. Please indicate the mode(s) of delivery for this course.

- Online (course will be delivered 100% online)
- Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
- Lab activities will be conducted onsite
- Televideo (Examinations and an orientation will be held onsite)
- Teleconference
- Other:

2. Please explain the need and/or justification for offering this course via distance education in accordance with your department's enrollment management plan.

3. In accordance with the Carnegie unit formula, instructors are required to provide one lecture hour per course unit or three lab hours per course unit. Please indicate which methods the instructor of this course will employ throughout the semester to ensure regular and effective faculty-initiated contact with students. For each selected method, provide a detailed explanation and/or example. For further explanation of the term "Regular and Effective Faculty-Initiated Contact" please see the attached document. Possible methods of regular and effective faculty-initiated contact may include, but are not limited to:

- Announcements/News/Bulletin Board Posts
- Discussion Boards
- Lectures (CCC Confer, live lecture with voice over presentation, Power Points, lecture with audio, text, etc.)
- Assignment Feedback
- Webcasts/Podcasts/Listserv
- Chat Rooms
- Email Communication
- Social Media (Twitter, Facebook Pages, Google+ Groups, Tumblr, etc)
- Collaboration Sites (Blogs, Wikis)
- Online Office Hours (Chat rooms, Instant messaging or Pager in D2L, CCC Confer, Microsoft Lync, Google Hangouts, etc.)
- Interactive Videoconferencing (CCC Confer, Microsoft Lync, Google Hangouts, etc.)
- Scheduled Face-to-Face Meetings (Orientations, Review Periods, Office Hours, etc.)
- Telephone Communication

- Other

***Each option includes a box for course-specific explanations and details*

4. Please indicate which methods the instructor of this course will employ throughout the semester to ensure students are engaged in active learning. For each selected method, provide a detailed explanation and/or example. For further explanation of the term “Active Learning,” please see the attached document. Possible methods of engaging students in active learning may include, but are not limited to:

- Group assignments in which students are assigned to or form a group that will work together to complete an assigned project, paper, or other goal.
- Faculty-led discussions
- Peer-determined discussion topics and peer facilitated discussions
- Peer assessments of group partners
- Peer critiques of student work by pre-assigned pairs
- Individual student assignment requiring application of material or concept to real world examples or personal experiences or situations
- Individual student assignment requiring action outside of course based on student findings or conclusions on research assignment
- Opportunities for student feedback on course learning objectives
- Technology with interactive components
- Other

***Each option includes a box for course-specific explanations and details*

5. Explain how instructors teaching this course will provide multiple methods of content representation; for each selected method, provide a detailed explanation and/or example. Possible methods of content representation may include, but are not limited to:

- Text
- Audio
- Photos and Graphic Elements
- Video
- Interactive Technology Programs
- Other:
- ***Each option includes a box for course-specific explanations and details*

6. Describe how instructors teaching this course will evaluate student performance; for each selected method, provide a detailed explanation and/or example. Possible methods of evaluation may include, but are not limited to:

- Rubrics
- Instructor and/or Peer Critiques

- Exams and/or Quizzes
- Discussions
- Assignments and/or Projects
- Experiments, lab work, or fieldwork
- Group work
- Presentations
- Other:
- **Each option includes a box for course-specific explanations and details

Guidelines for Implementing Regular Effective Contact at Moorpark College

The following are examples of how to implement regular and effective contact:

Faculty-Initiated Interactions

- Include tools for multiple types of interaction in the course design, such as chat rooms, interactive video conferencing, social media, or instant messaging.
- Design assignments and projects that promote collaboration among students.
- Model course netiquette in faculty and student interactions.
- Model interaction at the beginning of the semester with self-introduction and instructor-guided student introductions.
- Pose questions in discussion boards to encourage interaction and critical thinking skills.
- Monitor and respond to discussion activity to ensure that students participate fully and discussions remain on topic.
- Create a virtual space for student questions and comments.
- Ask students for feedback about the course and revise content as appropriate, such as following completion of major units or exams.
- Establish a regular online office hour.
- Provide opportunities for face-to-face meetings, such as campus office hours, review sessions, or campus activities.
- Provide a course orientation during the first week of classes

Frequency & Timeliness of Interactions

- Establish guidelines for frequency of contact comparable to onsite classroom.
- Establish response times for student inquiries and feedback, such as 24-48 hours for emails.
- Maintain an active instructor presence throughout the semester, monitoring student progress and providing guidance several times a week.
- Give prompt and substantive feedback on assignments and student work throughout the course.

Expectations for Interactions

- Specify in the syllabus course policy regarding frequency and timeliness of all contact initiated by the instructor.
- Specify in the syllabus the course policy regarding student-initiated contact,

including how to contact the instructor and other students.

- Specify in the syllabus and model netiquette in all course interactions.
- Clarify important dates, such as assignment and assessment deadlines.
- Specify the expected turn-around time for assignment feedback and grades.

Absences from Interactions

- Inform students immediately of any instructor absences and inform students when instructor contact will resume.
- Inform students of any expected delays in response time for assessments.

Title V DE Policy Guidelines	What this means @ Moorpark College
<p>In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:</p> <ul style="list-style-type: none"> • Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. • Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. 	<p>Instructor-initiated contact and interaction with students is integral in the course design and explicit in the course syllabus.</p> <p>Regular at Moorpark College means that an instructor teaching a three-unit class is online and available three hours per week at regular intervals.</p> <p>Effective at Moorpark College means instructor-initiated interaction, in which the instructor provides the opportunity for interaction through a discussion prompt, assignment or other interactive contact (in addition to reacting or responding to student inquiries)</p> <p>Contact means that instructors must keep in contact with students on a consistent and timely basis to both ensure the quality of instruction and verify their performance and participation status. Lack of activity in the course such as in the LMS indicates a lack of regular effective contact.</p>
<p>Active Learning described in research, literature & Best Practices at other colleges Students participate actively in their own learning, through interaction in regular</p>	<p>Active learning at Moorpark College means that Students critically evaluate and apply the course concept or material to the real world or to their own lives through assignments, discussions or</p>

discussion in which instructors act as facilitators, group work, peer critiques or other required, graded student interaction. (Compiled and adapted from policies at UC Davis, Pasadena City College, and other college online policies.

other assessed work, or
Students interact regularly with each other with instructor guidance and facilitation through work in discussions, assigned groups, peer-led activities and discussions, peer critiques, or other graded interaction.

B.3_Board Policy 4105 DISTANCE EDUCATION VCCCD



Book
VCCCD Board Policy Manual

Section
Chapter 4 Academic Affairs

Title
BP 4105 DISTANCE EDUCATION

Number
BP 4105

Status
Active

Legal
[ACCJC Guide to Evaluating Distance Education and Correspondence Education](#)
[29 U.S. Code, Section 794d](#)
[42 U.S. Code, Sections 12100 et seq.](#)
[Programs under Title IV of the Higher Education Act of 1965, as amended 34 Code of Federal regulations part 600](#)
[Title 5, Section 55200 et seq.](#)
[U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid](#)

Adopted
May 12, 2015

Last Reviewed
May 12, 2015

The Chancellor will establish procedures that ensure distance education courses, training, and activities comply with applicable regulations and are consistent with District colleges' missions and goals.

See [Administrative Procedure 4105](#).

B.4_ Administrative Procedure 4105 DISTANCE EDUCATION



Book
VCCCD Administrative Procedure Manual

Section
Chapter 4 Academic Affairs

Title
AP 4105 DISTANCE EDUCATION

Number
AP 4105

Status
Active

Legal
[ACCJC Guide to Evaluating Distance Education and Correspondence Education](#)
[42 U.S. Code, Sections 12100 et seq.](#)
[29 U.S. Code, Section 794d](#)
[Programs under Title IV of the Higher Education Act of 1965, as amended 34 Code of Federal regulations part 600](#)
[Title 5, Section 55200 et seq.](#)
[U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid](#)

Adopted
May 12, 2015

Last Reviewed
May 12, 2015

Definition

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. This definition includes both hybrid and fully online courses.

Course Approval

Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of instruction in a course replaces face-to-face time, or if an entire section of a course, is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in [Administrative Procedure 4020](#), Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification

When approving distance education courses, the Curriculum Committee (CC) will certify the following:

- A. Course quality standards: The same standards of course quality are applied to distance education courses as are applied to traditional classroom courses.
- B. Course quality determinations: Determinations and judgments about the quality of distance education courses are made in accordance with all CC course approval criteria and procedures.
- C. Instructor contact: Each section of a course that is offered through distance education will include regular effective contact between instructor and students. Distance Education includes the following specifications of instructor/student contact:
 1. Instructor-initiated interaction: In hybrid or fully online courses, ensuring regular effective instructor/student contact guarantees the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning.

In a face-to-face instructional format, instructors are present at each class meeting and interact via class announcements, lectures, activities, and discussions, which take a variety of forms. In hybrid and online instructional formats, instructors will regularly initiate interaction with students to assess if they are doing all of the following:

- a) Accessing and comprehending course material
- b) Participating regularly in course activities

Faculty office hours are not included as fulfilling the regular effective contact requirement and are a separate requirement. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.

Instructor-initiated interaction will create an environment of academic integrity that discourages fraud in the form of student misrepresentation and constitutes a means for the following:

- a) Monitoring satisfactory progress, defined as earning grades consistent with a final course grade of a "C" or "Pass"
- b) Tracking student attendance
- c) Determining the last day of attendance for students who drop the course via the following methods:
 - Prior to the first census date, the instructor will initiate an activity that requires student participation
 - The instructor will include various robust assessments and assignments on a frequent basis throughout the semester

2. Frequency of interaction: Distance education courses are considered the virtual equivalent of traditional classroom courses; thus, the frequency of instructor/student interaction in a distance education course will be at least the same as would be established in its face-to-face counterpart. At the very least, the number of instructor contact hours per week that would be available for face-to-face students will also be available, in asynchronous and/or synchronous mode, with students in the distance education format (based on the Carnegie unit). Given the nature of asynchronous instructional methodologies, contact shall be

distributed in a manner that ensures regular instructor/student contact is maintained over the course of a week and the duration of the term and should occur as often as is appropriate for the course.

3. Establishing expectations and managing unexpected instructor absence: An instructor and/or department established policy describing the frequency and timeliness of instructor-initiated contact and instructor feedback will be posted in the syllabus and/or other course documents made available to students when the course officially opens each semester. This information will also refer students to the section in the college catalog on student rights and responsibilities.

During the course, instructors will notify students and the Department Chair when they must be out of contact beyond what is described in the course documents as mentioned above. This notification will include when students can expect regular effective contact to resume.

4. Quality of contact: Regarding the type of contact that will exist in all Ventura County Community College District (VCCCD) distance education courses, instructors will use a variety of means to initiate contact with students, such as the following:

- a) Threaded discussion forums (with appropriate instructor participation)
- b) "Questions for the instructor" forums
- c) General email
- d) Weekly announcements
- e) Timely and frequent feedback for student work
- f) Instructor prepared electronic lectures or introductions in the form of electronic lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, create the virtual equivalent of the face-to-face class.

In addition, instructors shall enable effective instructor/student interaction in distance education course by doing all of the following:

- a) Allocating sufficient hours per week for contact. This may include informing students of the option to meet on a face-to-face basis or via web conferencing or via telephone.
- b) Conducting student/instructor interaction with similar care and attention to students as that which occurs during face-to-face office hours and meetings.
- c) Responding to student emails, postings, phone calls, etc., in a timely manner.
- d) Duration of approval: All distance education courses approved under this procedure will continue to be in effect unless substantive changes are made to their official course outlines of record.

Verification of Student Identity

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Chief Instruction Officer shall ensure the institution utilizes one or more of these methods to authenticate or verify student identity:

- A. Secure login and password to enable authenticated access to student information and course management system.
- B. Proctored examinations.
- C. New or other technologies and practices that are effective in verifying student identification.

Student Support Services

The Colleges will assure that distance learners have reasonable access to student support services that are comparable to those services provided to on-campus learners.

B.5_ Administrative Procedure 4020 PROGRAM, CURRICULUM



Book

VCCCD Administrative Procedure Manual

Section

Chapter 4 Academic Affairs

Title

AP 4020 PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT

Number

AP 4020

Status

Active

Legal

California Education Code, Section 78016

California Education Code, Sections 70901, 70902(b)

Title 5, Section 51022

Title 5, Section 55001

Title 5, Section 55002.5

Title 5, Section 55100

Title 5, Section 55130

Title 5, Section 55150, 55150.5

Title 5, Section 58023

U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended

Adopted

May 12, 2009

Last Reviewed

September 9, 2014

College Curriculum Committees

All curriculum shall be initiated by the faculty at each college. The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. The faculty, acting through discipline areas within the academic divisions and through each college's Curriculum Committee, a sub-committee of their Academic Senate, shall be responsible for instructional program and curriculum development.

All new instructional program proposals shall be evaluated for appropriateness to the mission of the college, adherence to all Title 5 Regulations, and will be designed so that successful completion of the program requirements will enable students to fulfill the program goal and objectives.

Approval of new courses, modifications to existing courses, new programs and modifications to existing programs rests first with each college's Curriculum Committee that includes representation from appropriate segments of faculty, administrators, and students.

Courses and instructional programs are reviewed and updated by faculty in the discipline area regularly. This review occurs, at a minimum, every five years for all courses and instructional programs and every two years for career technical education (CTE) courses and instructional programs. Courses and instructional programs are reviewed for their relevance, appropriateness to mission, achievement of learning objectives, currency and potential for future needs.

Nothing in this AP shall preclude Curriculum Committees from reviewing courses on a more frequent basis in order to meet legally mandated changes or to reflect the input of advisory committees or for other reasons related to the maintenance of high quality curriculum.

The following criteria will be reviewed in regards to course offerings:

- A. Title and course number
- B. Hours
- C. Units
- D. Prerequisites/co-requisites/advisories on recommended preparation
- E. Limitations on enrollment
- F. Repeatability
- G. Credit basis
- H. Degree and/or transfer applicability
- I. Catalog description
- J. Field trips
- K. Course content
- L. Course Objectives
- M. Distance education
- N. Minimum qualifications
- O. Methods of instruction
- P. Methods of evaluation
- Q. Textbooks

Relationship of Hours to Units

In determining the number of units to be awarded for courses, colleges must consider total lecture, outside study, and/or laboratory hours. The combination of these hours is referred to as "student learning hours." A course for which three units is awarded may meet four hours a week over a semester and still be in compliance with Title 5 Regulations (55002.5) if it is assumed that the increased classroom time serves to decrease outside study time. Thus, a

course that seemingly meets for more hours per week than the units awarded may be in compliance, as opposed to a course that simply requires an excess of total classroom hours for the units awarded.

- One credit hour of community college work (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system.
- A course requiring 96 hours or more of lecture, study, or laboratory work at colleges operating on the semester system shall provide at least 2 units of credit.
- The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study, or laboratory work in half unit increments.
- Colleges of the District may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study, or laboratory work in increments of less than one half unit.

Consistent with federal regulations applicable to federal financial aid and eligibility the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

For purposes of federal financial aid eligibility, a “credit hour” shall be not less than:

One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately [15 weeks for one semester or trimester hour of credit], [or 10 to 12 weeks for one quarter hour of credit], or the equivalent amount of work over a different amount of time; or

At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

District Technical Review Workgroup – Instructional (DTRW-I)

The VCCCD Decision Making Handbook prescribes the membership and responsibility of District Technical Review Workgroup - Instructional (DTRW-I). DTRW-I serves in an advisory capacity and makes appropriate recommendations on curricular and other related matters.

All new and substantially revised courses and instructional programs and deleted instructional programs approved by the College Curriculum Committees are forwarded to the District Technical Review Workgroup (DTRW-I) for legal compliance review.

Board of Trustees Program and Curriculum Approval

The Board of Trustees must approve all new and substantially revised courses and instructional programs, and deleted programs. Once approved by the Board of Trustees, new and substantially revised courses and instructional programs, and deleted instructional programs must be sent to the California Community College Chancellor’s Office for final approval.

Maintenance of Records

- A Course catalog and inventory is maintained in the District’s Banner Information System which serves as the reporting mechanism to the California Community College Management Information System (MIS). The Course Outline of Record (COR) and program requirements are maintained in the District Colleges’ CurricUNET system. All approved courses and programs are also maintained in the California Community College Curriculum Inventory.

The College Catalog, in both print and electronic formats, is the official publication of college curriculum. The Schedule of Classes serves as the semester record of courses offered.

B.6_Moorpark College Curriculum Review Schedule

Moorpark College Curriculum Review Schedule

2010-2011			
Due	Discipline	#	Yr
Sept	Anthropology	22	2010
Sept	Work Experience	10	2010
Oct	Chicano Studies	7	2010
Oct	Photography - CTE	15	2010
Nov	History	27	2010
Dec	Geography	10	2010
Dec	Geology	9	2010
Dec	Geographic Information Sys	1	2010
Jan	Graphic Design/ Multimedia	28	2011
Feb	Counseling	9	2011
Feb	Environmental Science	10	2011
Mar	Economics	7	2011
Apr	Dance	50	2011
TOTALS		205	

2011-2012			
Due	Discipline	#	Yr
Sept	ACT	1	2003
Sept	Sociology	21	1996
Oct	Animal Science/EATM	53	2003
Nov	Interior Design	15	1998
Nov	College Strategies	10	2004
Nov	Multimedia	7	1992
Nov	Multimedia - CTE		
Dec	Computer Network Sys/Engineering	47	2005
Jan	Dualing	18	1992
Jan	Computer Science	17	2005
Jan	Education	4	2004
Jan	Library	1	2001
Feb	English	51	2001
Mar	Child Development	41	2003
Mar	Child Development - CTE		
TOTALS		286	

2012-2013			
Due	Discipline	#	Yr
Sept	Professional Development	6	2008
Sept	Nursing	26	2007
Sept	Nursing - CTE		
Sept	English as a Second Language	3	2006
Sept	Photography - CTE		
Oct	Health Information Management	11	2007
Oct	Chemistry	11	2007
Oct	Political Science	9	2007
Nov	Art	48	2005
Dec	Journalism	18	2007
Dec	Business	28	2006
Dec	Business - CTE		
Jan	Theatre	37	2007
Feb	Mathematics	29	2007
Mar	Philosophy	23	2007
TOTALS		249	

2013-2014			
Due	Discipline	#	Yr
Sept	Biological Sciences	29	2008
Oct	Biotechnology	8	2008
Oct	Humanities	5	2008
Nov	Computer Information Sys	1	2008
Dec	Film Television Media	18	2008
Dec	Film Television Media - CTE		
Dec	Physics	14	2001
Jan	Criminal Justice	17	2001
Jan	Criminal Justice - CTE		
Jan	Kinesiology	49	2010
Jan	Kinesiology Exerc Science - CTE		
Jan	Health Education	7	2010
Feb	GNSE - CTE		
Feb	Music	40	2008
Feb	Health Science	8	2008
Feb	Nutritional Science	1	2008
Mar	Radiologic Technology	34	2008
Mar	Radiologic Technology - CTE		
Mar	Biomedical Device Manufacturing-CTE		
TOTALS		231	

2014-2015			
Due	Discipline	#	Yr
Sept	Nursing - CTE		
Sept	Photography - CTE		
Oct	EATM - CTE		
Oct	Child Development - CTE		
Oct	Multimedia - CTE		
Oct	Graphics - CTE		
Oct	Biotechnology - CTE		
Oct	Psychology	21	2009
Nov	Learning Skills	13	2009
Dec	Engineering	8	2009
Dec	Journalism - CTE		
Jan	Technical Theatre - CTE		
Jan	World Languages	24	2009
Jan	Astronomy	5	2009
Feb	Film Studies	8	2008
Feb	Communication Studies	16	2009
Feb	Business - CTE		
Mar	Pharmaceutical Sales Tech PNJ - CTE		
TOTALS		95	

GRAND TOTAL 1066

Due Month review is due
 # Number of courses in a discipline
 YR Year most recently reviewed

7/22/2014

B.7_Sample Student Learning Outcomes on CurricUNET_Psychology M01

The screenshot shows the CurricUNET interface for editing course outcomes. The main content area is titled "Course Outcomes" and includes a "Done" button. It displays two sample outcomes:

- Course Outcome ID: 22283**
Course Outcome: Students will be able to demonstrate an understanding of perspectives, theories, and core concepts in Psychology.
Assessment: See Tracdat
- Course Outcome ID: 20187**
Course Outcome: Referencing core concepts, perspectives, and/or theories examined in this course, students will be able to discuss ways that the content from this course can apply to their lives.
Assessment: See Tracdat

The right sidebar contains a "Course Checklist" with the following items checked:

- ✓ Main
- ✓ Cover
- ✓ Units/Hours
- ✓ Requisites
- ✓ Course Objectives
- ✓ Course SLO
- ✓ Course Content
- Lab Content
- ✓ Typical Assignments
- Methods of Instruction
- ✓ Methods of Evaluation
- ✓ Representative Texts
- ✓ Parallel Courses
- ✓ Minimum Qualifications
- Articulation
 - ✓ GE Addendum for CSU GE
- ✓ Library Resources
- Workplace Preparation
- Distance Education
- New Distance Education
- Attached Files

The "Help" section at the bottom right of the sidebar states: "In the 'Outcome' box, enter the course Student Learning Outcome(s). Course SLOs are available from TracDat. In the 'Assessment' box, type 'See Tracdat.'"

Action Step 2.3

Evaluate effectiveness of technology in support of student success

Elements to include:

- expand opportunities for students to develop on-line career and education plans
- develop, implement, and assess online orientation
- update collection of MIS data reporting to accurately reflect required data
- assess online placement and early alert data

Timeframe: Year 1-3

Responsible Party:

Primary: Deans of Student Services
Team: Dean for Distance Education and Technology, Math and English Faculty, Student Services Council

Assessment: Institutional Effectiveness Data collected and analyzed, MIS data collected

Action Step 2.4

Analyze success rates and develop a plan to monitor and improve student equity.

Elements to include:

- identify pedagogical barriers for effective teaching to ensure student equity

Timeframe: Year 2-3

Responsible Party:

Primary: Office of Student Learning
Team: Student Success Task Force, Office of Institutional Research, Deans, Department Chairs and Faculty/Staff

Assessment: Institutional Effectiveness Data collected and analyzed, Student Equity Report completed

Action Step 2.5

Evaluate online offerings and establish benchmarks for success

Elements to include:

- examine and evaluate best practices for online courses
- analyze online offerings as part of enrollment management
- increase online course completion rates

Timeframe: Year 1-3

Responsible Party:

Moorpark College Strategic Plan 2013-2016, page 8

C.3_Sample-Nutritional Science Programmatic Projections

- learn the strategies necessary to become life-long self advocates.

C.4_Educational Master Plan, P.6

Moorpark College Educational Master Plan 2009-2019 Executive Summary

The Moorpark College Educational Master Plan is a source document that provides a ten-year projection on the state of the college based on analyses about the external and internal environments. The plan identifies challenges over time. It also proposes general recommendations to guide the college strategic planning process that occurs every three years.

The Educational Master Planning is a key step in the integrated planning process of the college. The Educational Master Plan derives its planning parameters from the District Mission and Planning Objectives. The recommendations that result from the Educational Master Plan in turn drive the strategic plan, and subsequently, the action plans. This orderly and integrated process makes possible an ongoing cycle of planning that allows for the orderly identification of college priorities, resource allocation, implementation, evaluation, and program improvement.

C.5_MC_Technology Plan Strategic Goals, P.5

2.0 Strategic Goals

The strategic goals of the MC Technology Plan are the following:

- An effective organizational structure for technology planning
- Sustainable technology standards
- A cost effective and sustainable technology refresh plan
- Verifiable and documented return on investment
- A protocol for Security and Disaster Recovery
- Adequate HR/Technology support
- Up-to-date Learning Resources for retention
- Flexible and progressive Distance Education expansion strategy and implementation plan
- Up-to-date Adaptive Technology for diversity needs
- An effective cycle of planning that involves all segments of IT constituents

D.1_Moorpark College Faculty Online Certification Course

Introduction

1. Create a “Welcome/Introduction” discussion board
2. Create an “Introductory Email” discussion board
3. Create a “Netiquette Strategies” discussion board
4. Create an “Expectations” discussion board

Week 1

5. Create a Welcome Message in the content section AND in the News Section.
6. Create an “Introductions” discussion board.
7. Create a discussion board for “General Questions (Q&A)”

Week 2

8. Add your syllabus to the Content Overview section. (View the Best Practices for Online Instruction at Moorpark College).
9. Create three Course Modules that replicate your style and pace for the course.
10. Upload logical content to those modules.
11. Apply dates to three modules and/or content to show up on your calendar.
12. Create a quicklink directly to any item.
13. *Embed* a YouTube video with relevant content for your subject.

Week 3

14. Organize your gradebook to parallel your syllabus.
15. Set up three categories in your gradebook.
16. Add three assignments (one assignment per category)
17. Manually add grade(s) for your test student
18. Create a dropbox/assignment.
19. Impersonate the “Test Student”, upload a document as the “Test Student” then grade the dropbox/assignment.

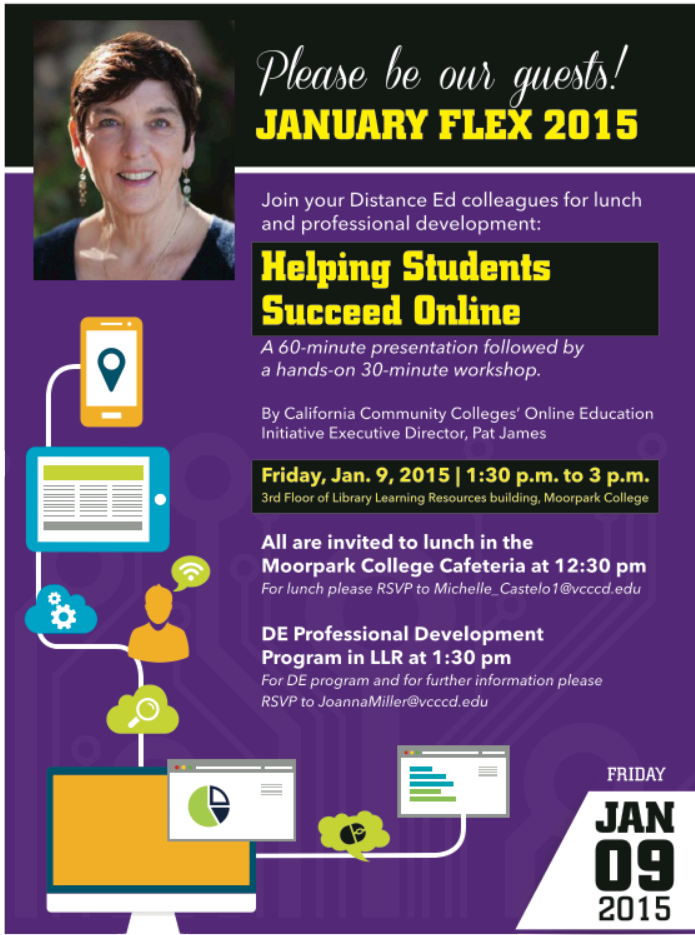
Week 4

20. Take a demo quiz.
 21. Create a Quiz including a...
 - a. true / false question.
 - b. multiple choice question.
 - c. fill in the blank question.
 - d. short answer question.
22. Grade the short answer portion of the quiz.
23. Associate the above quiz in the gradebook.

Optional

- Integrate Multimedia into course
- Create Groups

D.2_Distance Education Flex_Jan.2015



Please be our guests!
JANUARY FLEX 2015

Join your Distance Ed colleagues for lunch and professional development:

Helping Students Succeed Online

A 60-minute presentation followed by a hands-on 30-minute workshop.

By California Community Colleges' Online Education Initiative Executive Director, Pat James

Friday, Jan. 9, 2015 | 1:30 p.m. to 3 p.m.
3rd Floor of Library Learning Resources building, Moorpark College

All are invited to lunch in the Moorpark College Cafeteria at 12:30 pm
For lunch please RSVP to Michelle_Castelo1@vcccd.edu

DE Professional Development Program in LLR at 1:30 pm
For DE program and for further information please RSVP to JoannaMiller@vcccd.edu

FRIDAY
JAN 09 2015

D.3_Distance Education Institute

FINISH PREPARING YOUR FALL ONLINE CLASSES AT THE 2015 DE SUMMER INSTITUTE!

2015 SUMMER DISTANCE ED INSTITUTE

Outcomes: Faculty who complete this two-day Institute will learn and apply effective practices to engage students across all populations, ensure accessibility, eliminate structural barriers, create a community of learners, and implement regular and effective instructor-initiated contact to meet accreditation standards. Best of all, these practices build student success!

- Sessions are designed for learning and applying.
- Every session includes a lab for implementing practices.
- Sessions are held in a PC lab, but laptops are welcome, too.
- Bring your electronic materials (assignments, discussion topics, etc.) so that you can build your class! You will have time and help!

DAY & Session	Title/ Theme	Practical application and take-away
DAY 1	Student Success, Equity and Accessibility	Participants learn and implement practices to engage students from diverse populations and make content accessible.
9 a.m.	Coffee, pastry & fruit	
Day 1: 9:15-9:35 Morning	Student success & Equity Online: <i>Setting the stage and Addressing the Gap</i> Welcome & Why it Matters: Moorpark College EVP Dr. Lori Bennett	Presentation addresses: <ul style="list-style-type: none"> • Why quality Distance Ed is important • What's the problem? • Which students fare best and worst? • Breakdown by discipline and course LAB Session: Implementing practices
9:35 – 9:50	Proven techniques that work to keep students in special populations, and all online students, connected to help boost success in DE. Break	<ul style="list-style-type: none"> • Initiating pre-course contact (sample to adopt/modify) • Online college readiness quiz to embed and how to use results • Building the Welcome Week with letter, orientation, Start Here, intro video, contact policy, etc.
9:50 – 10	Implementing now in D2L DE Faculty	<ul style="list-style-type: none"> • Embedding links to help, library, tutoring, institutional site, etc.
10 – 11:45	Implementing now in D2L Instructors work individually in their classes to implement desired practices, with help and support from presenters and DE faculty on hand.	<ul style="list-style-type: none"> • Using analytics early and often to contact drifting students • Samples of complete online syllabus • Using simple navigation and content modules so students can't get lost
12 - 1	Lunch	(College-sponsored)
1- 1:15	Mindfulness	15-minute mindfulness and stretch with MC Health Educator Allison Barton

1:15 – 1:45	<p>ADA Regulations <i>Building the ramp to accessibility:</i> <i>Ready on arrival.</i> Jayme Johnson, OEI Disability Access Coordinator</p> <p><i>Implementing now in D2L</i> Instructors work individually in their classes to implement desired practices, with help and support from presenters and DE faculty on hand.</p> <p>Questions/Wrap-up</p>	<p>Presentation addresses:</p> <ul style="list-style-type: none"> • Why it matters: • The population it helps • How to make your course accessible • How to make specific content accessible <p>Lab Session:</p> <ul style="list-style-type: none"> • Making .pdfs accessible • Making documents legible for screen readers • Using html in the course LMS • Adapting photos • Captioning videos • Using color (or not)
1:45 - 3		
3- 3:15		
DAY 1 4-6 p.m.	Lee and Joanna and other faculty provide recap of day sessions.	If requested, this session is designed for adjunct or other faculty who could not come during day session.
DAY 2	<i>Regular & Effective Contact and Communities of Learning</i>	Participants learn the philosophy behind state requirements for instructor contact and student interaction, as well as practical, implementable practices to achieve them.
9:05 – 9:30	<p><i>Applying the OEI Course Rubric to meet ACCJC standards for Regular & Effective Contact</i> Michelle Pilati, OEI Director of Professional Development</p>	<p>Presentation addresses:</p> <ul style="list-style-type: none"> • Also required by Title V (state) • Required by Fed Gov for financial ad qualification • Required for ACCJC accreditation
9:30 – 9:50	<p><i>What Reg & Effective Contact means at Moorpark College</i> DE Faculty</p>	<p>Tips to ensure instructor presence and implement instructor-initiated contact.</p>
9:50 – 10	Break	
10 – 12:00	<p><i>Implementing now in D2L</i> Instructors work individually in their classes to implement desired practices, with help and support from presenters and DE faculty on hand.</p>	<p>Lab Session: Implementing in D2L</p> <ul style="list-style-type: none"> • Orientation • Home page posts • Participation in discussions • Online synchronous meetings • Emails • Instructor-produced videos & lecture • Video notes to explain assignments • Email, social media, other contact
12 – 1	Lunch	(College-sponsored)
1- 1:15	Mindfulness	15-minute mindfulness and stretch with MC Health Educator Allison Barton
1:15-1:35	<i>Student Success & Connection:</i>	Presentation addresses:

<p>Afternoon 1:35 – 2:45</p>	<p><i>Building a sense of Learner Community</i></p> <p><i>Implementing now in D2L</i> Instructors work individually in their classes to implement desired practices, with help and support from presenters and DE faculty on hand.</p>	<p>Creating student-to-student connections</p> <ul style="list-style-type: none"> • Building strong discussions with Instructor participation • Different approaches to discussions: Guidance without dominating • Structuring the question • Small group or student-led discussions • Using groups and group work online to require and encourage interaction • Requiring peer editing <p>Lab Session:</p> <ul style="list-style-type: none"> • Setting up group discussions in D2L • Setting up and monitoring group assignments in D2L • Using synchronous online meetings with CCCConfer or CCCZoom
<p>2:45 -3</p>	<p><i>Questions & Wrap up</i></p>	
<p>3- 3:15</p>	<p><i>Certifications of DE Institute completion</i></p>	<p>Conclusion</p>

D.4_Jan. 2016 Distance Education Flex

Please plan to join us for our exciting DE FLEX on Thursday, Jan. 7 from 10 a.m. - noon online and in LLR 124 at Moorpark College with nationally known educator and speaker Dr. Michelle Pacansky-Brock presenting on Humanizing Online Learning. (See her bio below.) We invite all of our DE faculty at all of our sister campuses!

In addition to sharing research and pedagogy with us on how to reach Latino students and others in special populations, Dr. Pacansky-Brock will share a few tricks using external applications. I've heard great things about her from multiple sources, so this should be very interesting! Just to give you an idea of who she is and what's she's doing, here's a [link to one of her syllabi.](#)

Other notes on our DE FLEX:

- Coffee and continental breakfast beginning at 9:30 with a light lunch to follow. (RSVP requested for food arrangements only.)
- Please feel free to attend even if you have not sent an RSVP
- Workshop to implement some of Dr. Pacansky-Brock's techniques will follow her presentation.
- If you can't join us onsite, but would like to attend online, please attend by using the info and link below.

To attend presentation online, go to:

<https://cccconfernow.zoom.us/j/287535974>

Topic: Moorpark College DE FLEX with Michelle Pacansky-Brock on Humanizing Online Learning

Time: Jan 7, 2016 9:30 AM (GMT-8:00) Pacific Time (US and Canada) (Session begins at 10 but link is open at 9:30)

D.5_Moorpark College Educational Master Plan Summary, P.6, Resource Allocation

Moorpark College Educational Master Plan 2009-2019 Executive Summary

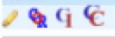
The Moorpark College Educational Master Plan is a source document that provides a ten-year projection on the state of the college based on analyses about the external and internal environments. The plan identifies challenges over time. It also proposes general recommendations to guide the college strategic planning process that occurs every three years.

The Educational Master Planning is a key step in the integrated planning process of the college. The Educational Master Plan derives its planning parameters from the District Mission and Planning Objectives. The recommendations that result from the Educational Master Plan in turn drive the strategic plan, and subsequently, the action plans. This orderly and integrated process makes possible an ongoing cycle of planning that allows for the orderly identification of college priorities, resource allocation, implementation, evaluation, and program improvement.

Profile of the College's Service Area and Its Students

The Moorpark College service area comprises the Eastern portions of Ventura County, more specifically, the Conejo Valley, Thousand Oaks, Simi Valley, and Moorpark. As depicted in the data and analyses in Chapter 2, this is a slow growth portion of the county due to a variety of socio-economic factors. These factors also contribute to an aging population and a flattening trend in the number of high school graduates over the next decade. Given the large base of traditional age students currently enrolled, and the college's dependence on local high school graduates for at least 1/3 of its freshman class each year, this shift in demographics within the service area will have substantial impact over time. Many of the college's traditional characteristics, including the high number of full-time students, the tradition of transfer success, and the vibrancy of student life, is tied to the characteristics of its student base.

E.1_CurricUNET Sample Approval Process

ANTH M01 Biological Anthropology		Curriculum Specialist	
Launch	2015-09-02 13:46:38.0	Jerry Mansfield	4 (required) Done
Process Version	Outline Update Course	Action: Approve	09/18/2015
Visual	Visual		
			
Originator	1 (required)	Librarian	4 (required)
Rachel Messinger	Done	Mary LaBarge	Done
Action: Pre-Launch	09/02/2015	Action: Reviewed, Changes Needed.	09/15/2015
		Nice job. Minor edits. Could we please add a specific assignment to sections A and B under Typical Assignments?	
Curriculum Rep	2 (required)	Articulation Officer	4 (required)
Sandy Bryant	Done	Letrisha Mai	Done
Action: Approve	09/09/2015	Action: Approve	09/16/2015
Curriculum Specialist	2 (required)	Data Specialist	4 (optional)
Jerry Mansfield	Done	Data Specialist	Awaiting Approval
Action: Approve	09/10/2015		
Dean	2 (required)	Tech Review Co-Chair 2	4 (optional)
Norman Marten	Done	Wade Bradford	Done
Action: Approve	09/08/2015	Action: Approve	09/16/2015
ANTE M01			
V Methods of Instruction-Labs Checked - not a lab course.		Tech Review Co-Chair 1	4 (optional)
VI Several of the Other Assessments are repetitive with standard assessment boxes e.g. 1 class discussions, 2 writing projects, 5 journal reviews 6 other writing projects 7 exams		Julius Sokenu	Done
		Action: Approve	09/15/2015
		Good job. Christine Aguilera	Done
		Action: Approve	09/11/2015
		Sec. V. Remove check for Lab, usually reserved for Lab courses and may be confusing. Can list activities under "Other".	
Department Peer Faculty	2 (required)	General Ed (take 2)	4 (optional)
John Baker	Done	General Education Committee Chair	Awaiting Approval
Action: Approve	09/04/2015		
Department Chair	2 (required)	Originator	4.5 (required)
Andrew Kinkella	Done	Originator	Awaiting Approval
Action: Approve	09/03/2015		
Approve.		Curriculum Specialist	4.75 (required)
Originator	2.5 (required)	Jerry Mansfield	Done
Originator	Awaiting Approval	Action: Approve	09/25/2015
SLO Assessments Review	3 (optional)	Curriculum Committee Co-Chair EVP	5 (required)
SLO Coordinator	Awaiting Approval	Lori Bennett	Done
		Action: Approve	10/21/2015
Curriculum Specialist	3 (required)		
Jerry Mansfield	Done		
Action: Approve	09/10/2015		

E.2_VCCCD Decision-Making Handbook

District Technical Review Workgroup - Instructional

The purpose of the District Technical Review Workgroup - Instructional (DTRW-I) is:

- To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and substantively revised courses and programs approved by each College's Curriculum Committee; and
- To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.

The DTRW-I is an advisory group to the Chancellor through Cabinet and the District Consultation Council. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantively revised courses and programs prior to submission through Cabinet and Consultation Council to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum.

In addition to the general operating agreements for District groups included previously in this Handbook, DTRW-I follows these additional operating agreements:

- Membership in DTRW-I for the following academic year will be chosen in the spring to ensure:
 - The members are prepared to meet as early as needed in the fall;
 - There is sufficient time for summer training on curriculum; and
 - There is sufficient time for members' schedules to be adjusted, if needed, to accommodate the DTRW-I meeting schedule.
- The Colleges' Curriculum Committees forward new and substantively revised courses, degrees, and certificates to the DTRW-I for review no later than 5:00 p.m. on the third Friday of each month during the regular school year. Each College will submit one packet via the DTRW-I email address. Revisions to this packet made after the submission date will be deferred to the following DTRW-I meeting.
- Substantively revised courses are presented to the DTRW-I in conventional legislative format, with each College's current catalog as the foundational document. If there is a proposed revision to a course that is

F.1_Moorpark College Degrees College Catalog_2015-2016

CURRICULUM: COURSES, DEGREES, CERTIFICATES, AND AWARDS

COURSES = C **ASSOCIATE DEGREE FOR TRANSFER = ADT** **ASSOCIATE DEGREE = AA/AS** **CERTIFICATE = COA** **PROFICIENCY AWARD = PA**

Awarded to transfer students who have successfully completed CSU transferable 60 semester units; in general education (CSU GE or IGETC-CSU pattern), specified major, and/or elective courses.

Awarded to students who have successfully completed a minimum of 60 semester units in general education courses with at least 18 units in one curriculum area.

Awarded to students who have successfully completed specified units in a curriculum area.

Awarded to students who have successfully completed a course or series of courses in a specified curriculum.

CURRICULUM	C	ADT	AA/AS	COA	PA	CURRICULUM	C	ADT	AA/AS	COA	PA	CURRICULUM	C	ADT	AA/AS	COA	PA
ACCOUNTING	X					CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION - BREADTH (CSU GE-BREADTH)				X		HISTORY	X	X			
ANTHROPOLOGY	X	X	X			DANCE	X		X			HUMANITIES	X				
• ARCHAEOLOGY			X			ECONOMICS	X	X				INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)				X	
ART	X		X			EDUCATION	X					ITALIAN	X				
• ART HISTORY	X	X				ENGINEERING	X		X			JAPANESE	X				
• STUDIO ARTS		X				ENGLISH	X	X				JOURNALISM	X	X			
ASTRONOMY	X					ENGLISH AS A SECOND LANGUAGE	X					KINESIOLOGY	X	X			
BIOLOGICAL SCIENCES			X			ENVIRONMENTAL SCIENCE	X					• EXERCISE SCIENCE			X		
• ANATOMY	X					• ENVIRONMENTAL STUDIES			X			• EXERCISE SCIENCE: FITNESS SPECIALIST				X	
• ANATOMY/PHYSIOLOGY	X					• PHOTOVOLTAIC TECHNOLOGY					X	• INTERCOLLEGIATE ATHLETICS	X				
• BIOLOGY	X					EXOTIC ANIMAL TRAINING MANAGEMENT	X		X	X		LEARNING SKILLS	X				
• BOTANY	X					FILM STUDIES	X					MATHEMATICS	X	X			
• MICROBIOLOGY	X					FILM TELEVISION MEDIA (FTVM)	X		X			MULTIMEDIA	X		X	X	
• PHYSIOLOGY	X					• FTVM PRODUCTION				X		MUSIC	X	X			
• ZOOLOGY	X					• FTVM: DIRECTING					X	NURSING SCIENCE	X		X		
BIOTECHNOLOGY	X		X	X		• FTVM: EDITING					X	NUTRITIONAL SCIENCE	X				
• BIOMEDICAL DEVICE MANUFACTURING				X		FRENCH	X					PHILOSOPHY	X	X			
• BIOTECHNOLOGY - MANUFACTURING OPERATOR				X		GENERAL STUDIES: ARTS & HUMANITIES (PATTERNS 2/3)			X			PHOTOGRAPHY	X		X	X	
BUSINESS	X					GENERAL STUDIES: HUMANITIES (PATTERN 1)			X			• COMMERCIAL PHOTOGRAPHY	X				
• BUSINESS ADMINISTRATION		X	X	X		GENERAL STUDIES: LIBERAL STUDIES (PATTERNS 2/3)			X			PHYSICAL SCIENCE	X				
CHEMISTRY	X		X			GENERAL STUDIES: NATURAL SCIENCES (PATTERN 1)			X			PHYSICS	X	X			
CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION	X	X	X	X		GENERAL STUDIES: NATURAL SCIENCE OR MATHEMATICS (PATTERNS 2/3)			X			POLITICAL SCIENCE	X	X			
• ASSOCIATE TEACHER				X		GENERAL STUDIES: SOCIAL & BEHAVIORAL SCIENCES (PATTERN 1)			X			PSYCHOLOGY	X	X			
CHINESE	X					GENERAL STUDIES: SOCIAL & BEHAVIORAL SCIENCES (PATTERN 1)			X			RADIOLOGIC TECHNOLOGY	X		X		
COLLEGE STRATEGIES	X					GENERAL STUDIES: SOCIAL & BEHAVIORAL SCIENCES (PATTERNS 2/3)			X			• NUCLEAR MEDICINE				X	
COMMUNICATION STUDIES	X	X				GEOGRAPHIC INFORMATION SYSTEMS	X					SOCIOLOGY	X	X			
COMPUTER INFORMATION SYSTEMS	X					GEOGRAPHY	X	X				SPANISH	X	X			
COMPUTER NETWORK SYSTEMS ENGINEERING	X		X			GEOLOGY	X	X	X			THEATRE ARTS	X	X			
• ADVANCED NETWORK SPECIALIST				X		GERMAN	X					• ACTING			X	X	X
• BASIC NETWORK SPECIALIST				X		GRAPHIC DESIGN	X		X	X		• AUDIO					X
• CISCO SYSTEM NETWORK ASSOCIATE				X		HEALTH EDUCATION	X					• COSTUMES					X
• WINDOWS ADMINISTRATION				X		HEALTH INFORMATION MANAGEMENT	X					• DIRECTING				X	
• WINDOWS ENGINEERING				X		HEALTH SCIENCES	X					• LIGHTING					X
COMPUTER SCIENCE	X											• MAKE-UP					X
COUNSELING	X											• PERFORMING ARTS MANAGEMENT					X
CRIMINAL JUSTICE/ADMINISTRATION OF JUSTICE	X	X	X	X								• PLAYWRITING					X
												• TECHNICAL THEATRE	X		X	X	X
												WORK EXPERIENCE AND INTERNSHIPS	X				

F.2_Page 62, Ventura County Community College District Final Audit Report

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2015

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Number	Total Expenditures
U.S. DEPARTMENT OF EDUCATION			
HIGHER EDUCATION ACT			
Title V, Hispanic Serving Institutions - CCRAA STEM Pathways	84.031C		\$ 1,256,296
Title V, Hispanic Serving Institutions	84.031S		<u>1,402,979</u>
Total Higher Education Act			<u>2,659,275</u>
STUDENT FINANCIAL ASSISTANCE CLUSTER			
Federal Supplemental Educational Opportunity Grant (FSEOG)	84.007		472,058
Federal Direct Student Loans (Direct Loans)	84.268		4,638,438
Federal College Work Study (FWS)	84.033		485,408
Federal Pell Grant (PELL)	84.063		35,682,638
Student Financial Aid Administrative Costs	84.063		121,607
Total Student Financial Assistance Cluster			<u>41,400,149</u>
CAREER AND TECHNICAL EDUCATION ACT			
Passed through from California Community Colleges			
Chancellor's Office			
Perkins IV, Title I, Part C	84.048	14-C01-065	654,002
Career Technical Education (CTE) Transitions	84.048A	14-112-681,682,683	<u>116,953</u>
Total Career and Technical Education Act			<u>770,955</u>
VOCATIONAL REHABILITATION ACT CLUSTER			
Passed through from Department of Rehabilitation			
Workability III	84.126A	28827	<u>189,631</u>
Total Vocational Rehabilitation Act Cluster			<u>189,631</u>
TOTAL U.S. DEPARTMENT OF EDUCATION			
<u>45,020,010</u>			
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Passed through from California Community Colleges			
Chancellor's Office			
Foster Kinship Care Education	93.658	[1]	159,905
Passed through from California Community Colleges			
Chancellor's Office			
Temporary Assistance for Needy Families (TANF)	93.558	[1]	147,870
Passed through from Yosemite Community College District			
Child Care and Development Grant	93.575	14-15-609571	62,740
Passed through from Chabot-Las Positas Community College District			
CA Early Childhood Mentor Program-Chabot	93.575	CN130165;CN14009	6,372
TOTAL U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			<u>376,887</u>

[1] Pass-Through Number not available.

** Research and Development Grant

F.3_Board Policy_ Board Member

BP 2010

Legal

California Education Code, Section 72104

California Education Code, Section 72103

California Education Code, Section 72023

Adopted

November 8, 2005

Last Revised

March 8, 2011

Last Reviewed

February 10, 2011

The Board shall consist of five (5) members elected by the eligible voters of the District. Members shall be elected by trustee area as defined in Board Policy 2100.

Any person who meets the criteria contained in law is eligible to be elected or appointed a member of the Board. An employee of the District may not be sworn into office as an elected or appointed member of the governing board unless he or she resigns as an employee. Attorney General Opinion 01-112 (8/3/01) clarified employment of a Board member as a part-time or substitute instructor. Education Code Section 72103(b)(2) makes an exception for individuals who are usually employed in an occupation other than teaching and who are employed by the District to teach no more than one course per semester or quarter in the subject matter of the individual's occupation. The Attorney General Opinion states that this exception applies only when the contract to teach has already been executed at the time of the election to the Board.

No member of the Governing Board shall, during the term for which he or she is elected, hold an incompatible office.

No administrative procedure is required.

F.4 Administrative Procedure AP 7120-C Hiring Academic Managers



Book
VCCCD Administrative Procedure Manual

Section
Chapter 7 Human Resources

Title
AP 7120-C Recruitment and Hiring: Academic Managers

Number
AP 7120-C

Status
Active

Legal
Accreditation Standard III.A
California Code of Regulations, Title 5, Section 53000 et seq.
California Education Code Section 87100 et seq.

Adopted
April 14, 2009

Last Reviewed
January 22, 2013

SELECTION PROCEDURES FOR ACADEMIC MANAGERS

The following practices shall be followed for all academic management positions.

I. Notification of Vacancy/Recruitment Strategy

Upon formal notification of an academic manager vacancy, the hiring manager informs the Director of Employment Services of his/her plans to fill the position. Vacancy notification occurs upon the Chancellor's acceptance of the manager's resignation, retirement, contract non-renewal, or the receipt of information regarding death or departure for special circumstances. During the two weeks following the formal notification date, the responsible

manager reviews the existing job description with the Director of Employment Services and makes any necessary changes. In the event substantial changes need to be made or there is a restructuring of the college's functions, the new or revised job description must be presented to Chancellor's Cabinet for approval. Unless substantial changes are made to the job description, the Director of Employment Services begins the recruitment process two weeks following the formal notification date.

II. Committee Composition

Academic, classified, and student appointments to the Selection Committee are made by the Chancellor or designee from recommendations from the groups/individuals listed below. The recommended persons forward two (2) names for each seat on the committee to the Director of Employment Services for consideration. When subject matter expertise is necessary, committee members may be commissioned from outside the District.

<u>ACADEMIC COLLEGE-BASED MANAGEMENT POSITIONS</u>	
Committee Composition	Recommendation
ment/Supervisors - 5 e in which vacancy occurs and 1 from one of the other two	College President(s)
itive Center Representative - 1	Chancellor's Cabinet
with the vacancy)	College President (following the Academic Senate Presid
of Student Learning at the discretion of the President, Dean of and EVP) - 1	College President (following Associated Student Governr
ee Representative (from the college with the vacancy) - 1	College President
ttee Facilitator - non-voting	Director of Employment Ser

III. Management Screening Committee Guidelines

A. Committee Appointments

The Director of Employment Services reviews the membership recommendations to ensure the diversity of representation within the Screening Committee. The Director of Employment Services appoints the chair from among the membership, and the chair convenes the committee.

B. Timelines for Screening/Selection Process

Timelines for the Organizational Meeting (where applicable), Application Screening, Application Tally, Oral Interviews, and Oral Interview Tally will be approved by the Director of Employment Services. Timeline approval may be completed after the

committee has set the calendar for the screening process.

C. Announcement/Advertising

The Director of Employment Services or designee prepares the vacancy announcement including a description of duties and responsibilities, qualifications, and application procedures. The closing date for the announcement will ensure sufficient time to recruit a diverse pool of well-qualified applicants. The Director of Employment Services or designee is responsible for the recruitment, identification of advertising sources and applicant targets, ad placement, and web posting. If the District selects a recruitment firm to assist in any aspect of the selection process, these responsibilities may be reallocated to the firm.

Vacancy announcements, at a minimum, will be distributed to the community colleges in California. Advertisements will be placed, at a minimum, in *The Chronicle of Higher Education*, Association of California Community College Administrators (ACCCA), the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, and VCCCD.edu.

D. Organizational Meeting

The Human Resources Department provides the Screening Committee with confidentiality policies and notification that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. In order to ensure consistency in the process, each Screening Committee member must be available for all committee meetings.

The Screening Committee, under the direction of the chair and the Screening Committee Facilitator, identifies and discusses application screening criteria, creates oral interview questions and criteria, discusses the basis of the questions in relationship to the job announcement, and determines the relative weighting. All criteria and questions must be based upon the requirements listed in the vacancy announcement.

E. Prescreening

All members of the prescreening committee confer and determine which applicants meet minimum qualifications. The members forward the results of these deliberations to the Screening Committee Facilitator. The Screening Committee Facilitator forwards the information to the Human Resources Department. The Human Resource Department deactivates (in ORAP) those who fail to meet minimum qualifications or those who fail to meet requirements.

F. Screening

The Human Resources Department forwards the guest user ID and the password for the particular vacancy to the all Screening Committee members. Committee members have an opportunity to review any applicant file which was determined to be unqualified in the prescreening whether based on minimum qualifications or equivalency determination. Each committee member screens the application materials independently and submits their results to the chair. Committee members complete the applicant screening forms emphasizing the following:

- Screening evaluation forms must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Screening evaluation forms must document a recommendation for oral interview (5 - Highly Recommend for interview, 3 – Recommend for interview, 2 – Consider for Interview, 0 - Do Not Recommend).
- Screening Committee members sign and date the screening evaluation forms.

G. Application Tally

All committee members must participate in the application tally meeting and have completed their screening of applicants. Any absences or exceptions must be approved by the Director of Employment Services.

1. Chair and the Screening Committee Facilitator tally the results.
2. The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the individuals' identity. "Natural breaks" in the tally total should be the determining factor.
3. The committee determines if additional candidates are to be interviewed in the event interview invitations are refused by the selected candidates. Additional candidates will be considered for interview based on their rank and may be considered only if invitations are refused by the original invited candidates.
4. The Screening Committee Facilitator notifies the Human Resources Department of the candidates who were selected for an interview. The Human Resources Department e-mails the individuals who were not selected for interview.
5. The Screening Committee Facilitator assigns dates and times for oral interviews taking into consideration distance and time of travel of the applicants.

H. Oral Interview

The Screening Committee Facilitator discusses guidelines pertinent to the interview process, appropriate follow up questions, guidelines for written comments on oral interview forms, District's diversity policy, and procedures for discussion following each candidate's interview. The committee reviews each question and discusses, in general, an appropriate answer. At the oral interview, follow-up questions may be asked and should be based on information presented by the applicants. All follow-up questions must be for purposes of clarification and expansion of an applicant's response. Follow-up questions may not deviate from the intent of the original questions.

1. At the conclusion of each oral interview, the Screening Committee Facilitator facilitates a discussion process that will generally consist of the following:
 - a. Each committee member shares a brief summary of each applicant's strengths and limitations that may include the following:
 - (1) Clarification of technical questions asked during the interview.

(2) Favorable and unfavorable impressions concerning the manner in which the candidate responded to questions asked during the interview.

(3) Strengths and weaknesses of each candidate, including professional impact.

(4) Impressions concerning the manner in which the candidate responded to questions asked during the interview.

b. Among those items which are inappropriate for discussion are the following:

(1) Advocacy or opposition for a particular candidate based on information obtained outside the interview process.

(2) Comments based on rumor or unsubstantiated knowledge of a candidate.

(3) Any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics.

2. The Oral Interview Record Form is used for oral interview rating. Ratings must be supported by clearly written comments. Final ratings should be representative of the candidates' performance across all questions.

3. The committee rates each candidate (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend). The committee reviews the ratings to consider high/low discrepancies. The discussion focuses on information provided in the interview as well as information provided in the candidates' applications. Any committee member may change or remain with original rating after considering the information discussed.

I. Oral Tally

1. The Chair and Screening Committee Facilitator tally the oral interview ratings and display the ratings to the entire committee with candidates' names redacted for the purpose of determining the natural break in ratings.

2. After determining the natural break, candidates' names are displayed to the committee for the purpose of determining who should be forwarded to the College President for final interview. The committee as a whole may decide if candidates below the natural break should be forwarded to the College President. The committee determines the number of candidates to be forwarded to the College President based on the candidates' performance and president's preference. If no candidates are deemed to be acceptable to the Screening Committee, the College President has the option of interviewing the candidates and/or reopening the recruitment. The Human Resources Department e-mails the individuals who were not selected for interview.

3. The committee summarizes, in writing, the strengths and weaknesses of the

candidates forwarded to the College President for review prior to interviewing the candidates.

J. President Interview

The College President conducts final interviews from an unranked list of candidates forwarded from the committee. The College President may interview without the presence of the Screening Committee Facilitator.

K. Reference Checks and Offer of Employment

1. The College President directs the responsible manager (first-line supervisor) to conduct reference checks on the identified individuals in accordance with the VCCCD reference checking procedure.
2. The responsible manager forwards the references for the selected candidate to the Director of Employment Services for review.
3. Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services notifies the hiring manager that an official employment offer may be made. The Director of Employment Services and the hiring manager discuss the salary offer.
4. The Screening Committee Facilitator completes the Record of Interview form indicating which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the candidate selected. The College President signs the form and forwards the original form to the Human Resources Department.
5. The Screening Committee Facilitator forwards all screening files, forms, and related notes and records to the Human Resources Department.

F.5_SLOs_Sample_Anthropology from Institutional Research Program Review

2013 Program Level Outcomes based on Course Results (Cumulative)

SLOs - Anthropology

A student that completes the AA in Anthropology will be able to demonstrate an understanding of the perspectives, theories, methods, and core concepts of anthropology as a social science and scientific discipline.

201203 - Spring 20	Target Met:	Yes	ANTH M02 Result:	Aggregate score for 4 sections, 172 students: 79%
201107 - Fall 2011	Target Met:	Yes	ANTH M02 Result:	Aggregate score for 6 sections: 82%
200903 - Spring 20	Target Met:	Yes	ANTH M02 Result:	The average score on this assessment was 87% (with all sections reporting)
201203 - Spring 20	Target Met:	Yes	ANTH M03 Result:	Aggregate score for 3 sections, 104 students: 84%
201107 - Fall 2011	Target Met:	Yes	ANTH M03 Result:	87.1%
201207 - Fall 2012	Target Met:	No	ANTH M12 Result:	Class is currently being taught in F12, and results will be reported in December, 2012.
201203 - Spring 20	Target Met:	Yes	ANTH M01 Result:	Aggregate score for 13 sections, 647 students: 81%
201203 - Spring 20	Target Met:	Yes	ANTH M01L Result:	Aggregate score for 8 sections, 178 students: 81%
201107 - Fall 2011	Target Met:	Yes	ANTH M01 Result:	Aggregate score for 15 sections, 621 students: 81.3%
201107 - Fall 2011	Target Met:	Yes	ANTH M01L Result:	Aggregate score for 8 sections, 183 students: 77.1%
201007 - Fall 2010	Target Met:	Yes	ANTH M01 Result:	259 (57.2%) answered all 5 questions correctly, 129 (28.5%) answered 4 correctly, 44 (9.7%) answered 3 correctly, 18 (4%) answered 2 correctly, 3 (0.7%) answered 1 correctly, and no one did not answer any correctly. Thus, 85.7% of the 453 students who com
201003 - Spring 20	Target Met:	Yes	ANTH M01 Result:	242 (62.1%) answered all 5 questions correctly, 75 (19.2%) answered 4 correctly, 36 (9.2%) answered 3 correctly, 30 (7.7%) answered 2 correctly, 6 (1.5%) answered 1 correctly, and 1 (0%) did not answer any correctly. Thus, 81.3% of the 390 students who co
200903 - Spring 20	Target Met:	No	ANTH M01 Result:	103 (34.22%) answered all 5 questions correctly, 113 (37.54%) answered 4 correctly, 59 (19.6%) answered 3 correctly, 19 (6.31%) answered 2 correctly, 4 (1.32%) answered 1 correctly, and 3 (1%) did not answer any correctly. Thus, only 71.76% of the student
200803 - Spring 20	Target Met:	No	ANTH M01 Result:	122 (47.47%) answered all 5 questions correctly, 21.01% answered 4 correctly, 42 (16.34%) answered 3 correctly, 32 (12.45%) answered 2 correctly, and 7 (2.7%) answered 1 correctly. No student answered all 5 correctly. Thus, only 68.48% of the students wh
201203 - Spring 20	Target Met:	Yes	ANTH M11 Result:	Aggregate score for 1 section, 63 students: 76%

F.6_Sample Notes General Education Approval

_____ (Letrisha's Office)

F.7_Board Policy 4030_Academic Freedom



VCCCD Board Policy Manual
 Section
 Chapter 4 Academic Affairs
 Title
 BP 4030 ACADEMIC FREEDOM

Number
 BP 4030

Status
 Active

Legal
Accreditation Standard II.A.7
Title 5, Section 51023

Adopted
 April 18, 2006

Last Reviewed
 April 9, 2013

The primary purpose of a college is to promote the exploration of ideas and the discovery and dissemination of knowledge and understanding. The college is to be an open forum for ideas and issues to be raised, challenged, and tested.

Academic freedom is the cornerstone of a college. Intellectual ferment is absolutely dependent upon academic and intellectual freedom. Freedom in teaching is fundamental for the protection of both faculty and students in teaching and learning. Freedom in research is fundamental to the advancement of knowledge.

The 1940 AAUP Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Comments* from the American Association of College Professors provides a nationally recognized definition of academic freedom, its protections and its responsibilities.

Academic Freedom

(a) Academic employees are entitled to freedom in the classroom in discussing their subject, but they should be conscientious regarding teaching subject matter which has no relation to their subject.

(b) Academic employees are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(c) Academic employees are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and institution by their utterances. Hence, they should at all times be accurate, should show respect for the opinions of others, and indicate that they are not speaking for the institution.

It is the policy of VCCCD that all academic employees, regardless of their employment status, should enjoy the privileges and exercise the responsibilities inherent in academic freedom as defined by the AAUP statement. In addition, all VCCCD employees enjoy the same protection and responsibilities within the context of their obligations. Furthermore, faculty tenure constitutes the strongest procedural safeguard of academic freedom and individual responsibility, and as such, is essential for the maintenance of intellectual liberty and high standards in teaching and scholarship.

* The footnote from the 1970 Interpretative Notes on the AAUP Statement reads: "The intent of this statement is not to discourage what is 'controversial.' Controversy is at the heart of free academic inquiry which the entire statement is designed to focus. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to the subject."

Reference: this policy has been adapted almost verbatim from the California State University System's statement on Academic Freedom, which is in turn substantially based on AAUP's 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Comments.

See [Administrative Procedure 4030](#).

F.8_MC Faculty and Administrators

FACULTY AND ADMINISTRATION

A

ABRAMOFF, PHIL (2001)
Professor, Mathematics
B.S., Marquette University, Wisconsin
M.A., M.S., Michigan State University

AGUILERA, CHRISTINE RUIZ (1972)
Professor, Mathematics/Computer Science
B.A., University of California, Irvine
M.A., University of California, San Diego
M.S., University of California, Los Angeles

ALDANA, GUADALUPE (1991)
Professor, Radiologic Technology
A.A., Los Angeles City College
B.S., California State University, Northridge

ALLEN, TRACI (2007)
Professor, Counseling
B.A., M.S., California Lutheran University

ALMEIDA-BOWIN, KRISTI (2001)
Professor, Child Development
A.A., Antelope Valley Community College
B.A., M.S., California State University, Northridge

B

BACA, JOSEPHA (2014)
Assistant Professor, Business
A.A., Ventura College
B.A., University of California, Berkeley
M.B.A., California Lutheran University

BAKER, JEFFREY (2000)
Professor, English
B.A., Indiana University of Pennsylvania
M.A., Ph.D., Purdue University

BAKER, JOHN (1990)
Professor, Anthropology
B.A., Pepperdine University
Ph.D., University of Hamburg

BALLESTERO, LEE (2007)
Professor, Political Science
B.A., California State University, San Marcos
M.A., University of California, Riverside
M.A., Ph.D., University of California, Irvine

BARNETT-SHELBY, CYNTHIA (1992)
Professor, Sociology
B.A., M.A., Bowling Green State University

BASMAJIAN, LYDIA (2011)
Professor, Counselor
A.A., Los Angeles Valley College
B.A., M.S., California State University, Northridge

BASSI, SILE (2007)
Professor, Learning Disabilities
B.S., M.A., California Polytechnic State University, San Luis Obispo

BENASSI III, AUGUST (2008)
Associate Professor, Communication Studies
B.S., Bradley University
M.A., Illinois State University

BENNETT, BARRELL (PERRY) (2004)
Professor, Modern Languages
B.A., McGill University, Quebec, Canada
M.A., A.B.D., University of California, Santa Barbara

BENNETT, LORI (1996)

Executive Vice President, Student Learning
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Ed.D., California State University, Northridge

BENNINGTON, RUTH (2015)

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BERG, WENDY (2013)

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BERNAL, JOLIE (2015)

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BIRCHMAN, DAVID (2001)

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BOWEN, NATHAN (2009)

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BROWN, NENAGH (1999)

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CAPLAN, JERROLD (2004)

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M.A., Ph. D., The Catholic University of
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CHEN, AUDREY (2011)

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Ph.D., Albany Medical College

CHETLEN, MARTIN (1999)

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M.S.N., University of Phoenix

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DARWIN, ROBERT (2006)

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M.A., Mount Saint Mary's College
Ph.D., Claremont Graduate School

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M.A., Claremont Graduate University

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NOTE: Year indicates date of hire at Moorpark College

Moorpark College - Faculty and Staff 2015-2016

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B.S., CSU Dominguez Hills
A.A., Moorpark College

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M.S., Pennsylvania State University
Ph.D., University Park

HIGASHIDA, CAROL (1998)

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JOY, JENY (2015)

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M.S.N./ED., University of Phoenix, Arizona

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KALFSBEEK-GOETZ, JENNIFER (2015)

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B.S., University of Minnesota
M.A., University of Maryland
Ph.D., Capella University

KAPRELIAN, DANIELLE (2012)

F.9 Admissions Policy from Catalog

ADMISSIONS AND REGISTRATION

Eligibility for Admission

The right of any person to attend any college in the Ventura County Community College District is conditioned by certain admission and residency qualifications as provided by state and federal law.

Admission to the colleges of the Ventura County Community College District is open to any California resident who possesses a high school diploma or equivalent (certificate of proficiency, GED), any adult 18 years of age or older who may benefit from instruction offered, and any California resident who is an apprentice as defined in Section 3077 of the Labor Code.

For the purpose of admission to the colleges of the Ventura County Community College District, students' self-certification may serve as proof of high school attendance and graduation or its equivalent. Students may be required to provide verification of high school graduation; or in the case of home schooled students, verification from an accredited high school district that the home school curriculum completed meets the criteria for exemption from California Compulsory Attendance Laws, for financial aid eligibility or other purposes.

Persons who are attending an accredited public or private K-12 school may be eligible for admission under special admission provisions noted elsewhere in this catalog. Persons who are attending a non-accredited K-12 school or home school may petition for admission under special admission provisions noted elsewhere in this catalog. Special admission provisions apply to minors, and to persons 18 years of age and older if they are still attending a K-12 educational institution as defined above.

Persons entering any of the public community colleges of California are subject to the residency requirements as determined by the State of California. Persons whose legal residence is determined to be in another state (nonresidents) or in a foreign country (International Students) may be admitted under conditions stipulated by the governing board on payment of specified tuition and fees. Additional information regarding residency requirements may be found under the "Residency" section in this Catalog, on the College website or by contacting the campus **Admissions** and Records Office.

The right of a student to attend any community college in this District is conditioned by certain admission and residency qualifications as provided by law.

Further information is listed under the Residency Requirements section in this catalog.

General Procedures

Other first time students may submit an online application, set up their MyVCCCD student portal as directed in the responding email, complete online assessments, and complete the online or an in-person orientation. Students will also be prompted to submit an educational plan. See "Student Success and Support Services" for more information.

Returning students who have not attended one of the VCCCD colleges in the last year:

- Must reapply for admission.
- Must reactivate their MyVCCCD Student Portal if necessary.
- May be required to complete orientation, assessment and counseling to develop or revise their educational plan.

Returning students who have attended other colleges should make a counseling appointment to have their other college transcripts evaluated for the educational plan.

All requirements must be completed before returning students can register for classes.

Applications for admission to the colleges of the Ventura County Community College District become the property of the colleges once they are submitted. Applications are submitted under penalty of perjury, whether submitted online or in written form. Falsification of information provided therein may result in disciplinary measures up to and including dismissal, termination of eligibility for programs and/or services as appropriate, and/or the retroactive assessment of nonresident tuition charges if warranted. Falsification of information that results in fraud or other crimes may result in legal penalties.

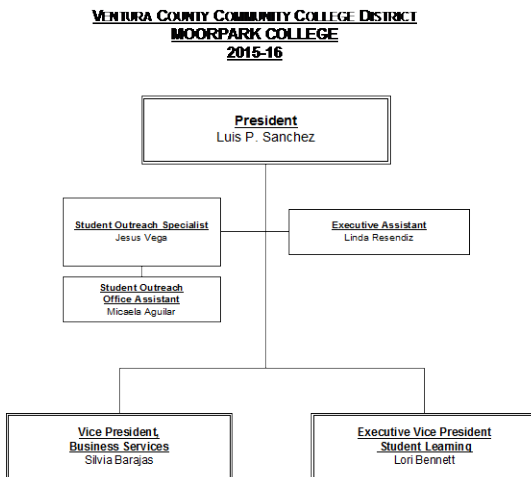
Moorpark College participates in an array of federal and state financial aid programs. All students are encouraged to apply for financial aid. You can do this by either completing the Free Federal Application for Student Aid (FAFSA) at www.fafsa.gov or if you are an AB540 student completing the California Dream Application at dream.csac.ca.gov. Apply early as some funds may be limited. For further information and deadlines, please visit the financial aid office website at www.moorparkcollege.edu/finaid or stop by the office located in Fountain Hall.

Admission of Minors

In accordance with the California Education Code, minors may be permitted to take college courses under very specific circumstances. The intent of Special **Admissions** is to provide minors who can benefit from advanced scholastic and vocational education the opportunity to take college-level courses that are not available through their primary school or other alternatives.

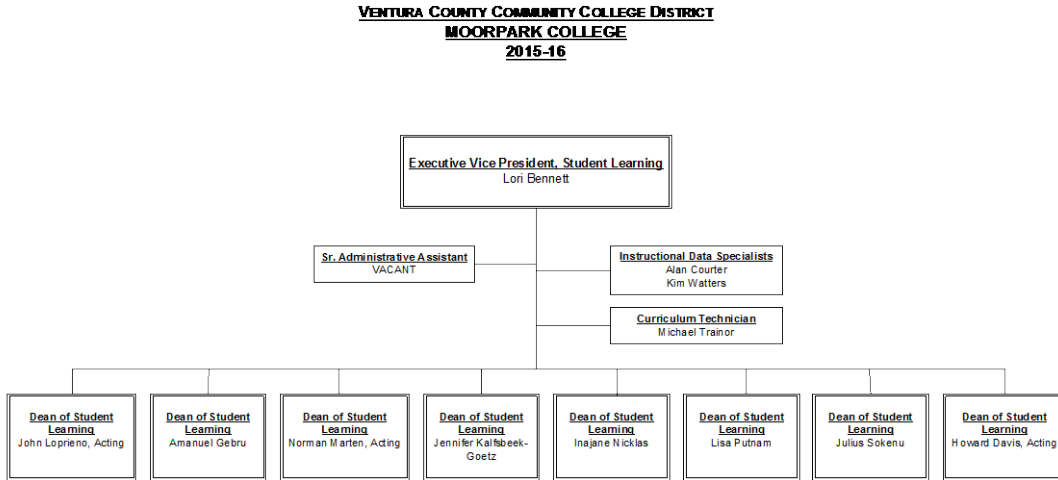
Students admitted as part-time special admission students may enroll

G.1_Office of Student Learning Organizational Chart



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G.2_Office of Student Learning Organizational Chart



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