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AGENDA 2: STUDENT LEARNING PROGRAMS AND SERVICES

To continue the campus spirit of student-focused program innovation in instructional programs, student services, and support services while implementing a model for program improvement based on the results of assessment of student learning outcomes.

Programs and services for students are the heart of the college—the reason for its existence. The challenge for Moorpark College in the past six years has been to develop and implement accountability measures while simultaneously honoring the college’s tradition of innovation and experimentation.

Preview of Agenda #2 Content

To directly connect the college’s programs and services to the college mission, this agenda is divided into four sections.

The first and largest section is devoted to student learning programs. This section describes and critiques the range of course offerings plus mechanisms for quality control. The first three specific components of the college mission shape the decisions about which courses the college offers:

1. Introductions to the broad areas of human knowledge and understanding;
2. Courses required for university transfer and career preparation or advancement;
3. Skills in critical thinking, writing, reading, speaking, listening, and computing.

The second section is student learning services. Services are offered at Moorpark College to support student academic success; this section describes and critiques these services.

The third section is accessibility. Certain services, programs, and publications are provided to ensure student access to the college’s programs and services; this college value is articulated in the first sentence of the college mission: “As a public community college, Moorpark College offers programs and services accessible to the community.”

The final section of this agenda is the development of life skills. In addition to the life lessons available to students in classrooms and student service offices, additional programs have been designed to fulfill these components of the mission:

4. Exposure to the values of diversity locally, nationally, and internationally;
5. Extracurricular activities that promote campus community involvement and personal development;
6. Preparation for the challenges and responsibilities of life and change in a free society and the global community.

Student Learning Programs

Moorpark College offers a variety of high-quality instructional programs designed to meet the instructional and service needs of the local student community. Courses that fulfill general education/transfer requirements are in greatest demand, consistent with the educational needs of traditional students between the ages of 17 and 24. The following table supports the college's focus on general education/transfer curriculum (S.1).

Table 2.1 Students' Educational Goals

	1994	1996	2000	2003
Transfer with or without earning Associate degree	72%	79%	75%	76%
Highest educational goal: Bachelor's	33%	32%	33%	31%
Highest educational goal: Master's	33%	38%	30%	39%
Highest educational goal: Doctorate	18%	20%	17%	19%

The curriculum includes a limited number of developmental courses and a comprehensive range of general education/transfer and occupational classes. Moorpark College offers an average of 1,500 sections a semester, with courses in 70 disciplines. Courses are offered on campus seven days a week, off campus in the evenings, and through alternative media, such as telecourses and online. As described in the college catalog (printed and online at www.moorparkcollege.edu), the completion of a defined series of courses leads to Associate degrees, certificates, transfer, permits, and licensure. The college offers 53 Associate degree majors and 45 certificates; occupational degree and certificate options are summarized in Summary Table 1 at the end of this agenda.

Decisions on which programs and courses to offer are based on faculty expertise and familiarity with norms of higher education; on faculty dialogue in both formal and informal settings; on input from transfer institutions, outside licensing agencies, advisory committees, and local businesses; and on research into the needs of students and the local community.

To ensure that new courses and programs are congruent with the college mission, the Curriculum Committee requires proposals for new courses and programs to include a statement of need related to the college mission and rationale based on external factors such as those identified above (S.2).

To ensure that existing courses and programs continue to be congruent with the college mission and to improve programs based on quantifiable feedback, the annual program plan requires each program to align itself with the college mission by establishing a program-

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specific mission with related student outcomes. Student outcomes are defined as clear statements of what students will learn or be able to do; these outcomes are to be stated as measurable knowledge, skills, or attitudes in order to document that the learning outcome has been achieved. Feedback gleaned from the measurement of these outcomes is used to improve student learning by adjusting the program as necessary (S.3).

To ensure that existing courses and programs continue to meet students’ needs, an annual program review is conducted as part of the college strategic and master planning process. This component of the annual program plans is data-driven, relying on student demographic and access data published in the institutional effectiveness reports and program review information provided in the Program Planning Data Report (S.4, S.5).

In developing the schedule of classes each semester, deans and department chairs collaborate on managing enrollment. Within the available resources, the goal is to offer sufficient courses in the time/place configurations that best fit students’ immediate schedules and as well as their two-year educational plans. In the annual program plans, a review of the success in these enrollment management decisions is required; short-term plans to correct program weaknesses often include adjustments to future schedules for a particular program (S.6).

The current processes appear to meet most students’ needs. Evidence for this claim is the college’s steady enrollment growth over the past decade, as documented in the Background Materials section of this self-study, and the number of students who rated themselves as “satisfied” to “very satisfied” on course-related questions in the past decade (S.1). In the past decade, students have reported high rates of satisfaction on scheduling-related questions:

Table 2.2 Student Perceptions of Course Availability

	1994	1996	2000	2003
Variety of courses offered	67%	81%	85%	86%
Hours/times of courses	not available	67%	66%	68%
Availability of courses offered	43%	59%	58%	58%

Developmental Courses

Given the extensive adult education programs in the surrounding service area communities, Moorpark College offers a narrow range of courses at the basic skills level in English, English as a Second Language, mathematics, and specialized courses for students with disabilities (assistive computer technology and life skills) (S.7). Most courses at the developmental level are designed to prepare students for success in college-level classes, and are therefore not degree-applicable.

For the past decade, a program of support courses, called essential skills courses, were also offered to support students' success at the lowest levels of collegiate coursework. Due to low enrollment in these courses, in 2002 most of these courses were either discontinued or incorporated into the primary disciplines.

General Education/Transfer Courses

General education requirements are presented in the catalog (pp.28-36) and on the college Web site: every Associate degree requires coursework in natural sciences, social sciences, humanities, language and rationality, health/physical education, and ethnic or women's studies. Most general education courses are transferable to the University of California and California State University systems as well as to private universities. The transfer status of each course is identified in the course description in the schedule of classes, both printed and online (S.8).

In keeping with the college value of innovation, faculty are encouraged to experiment with pedagogical strategies. Three of these are:

- Team-taught interdisciplinary courses: Courses such as "The Individual and Society" and "The Individual and the Arts" present related subject matter from the unique perspectives of different disciplines within the humanities.
- Learning Community Institutes: Programs in business, health sciences, media arts, and liberal studies offer team-taught and/or theme-based courses that connect academics with career applications in an environment of collaboration and community (S.9).
- Reliance on experiential learning in courses: Many faculty design curriculum and integrate activities based on learning theories that focus on the ways students learn by doing. For example, a recent college effort has been the integration of service learning projects into general education courses. In spring 2002, 20 faculty formalized service learning: a sociology class has helped an organization that combats domestic violence revise its volunteer training exit survey, and Spanish classes have worked with local elementary school students learning English as a second language (S.10).

These pedagogical strategies reflect a college culture that promotes teaching and learning as a scholarly activity, encourages interdisciplinary conversations about teaching and learning among all members of the college community, and supports a focus on teaching and learning through emphasis on pedagogical skills in faculty evaluations and fiscal support for faculty attendance at professional development activities both on and off campus.

The Honors Program was launched in spring 2000 to provide students with an opportunity to undertake more advanced work (S.11). Prospective honors courses are reviewed by the Honors Program Committee prior to review by the Curriculum Committee to ensure that they meet the following specific criteria:

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1. Reliance on primary rather than secondary sources;
2. Requirement of scholarship beyond the usual expectation, with additional reading, discussion, independent study and research, problem solving, and higher-level critical thinking;
3. Application of theories and concepts to real-world situations;
4. Oral and written assignments and/or examinations that require interpretation and analysis rather than simply recognition or summary;
5. Activities and assignments that require creativity appropriate to the discipline. These might include preparing group projects and presentations; creative writing; and creating an artistic or scientific project, film, computer model, or intellectual journal. Students are encouraged to present these products at appropriate community and professional events;
6. Enrichment opportunities specific to the discipline, such as field trips, computer simulation experiments, and creative arts projects.

Between 10 and 12 sections of honors courses are offered each semester in a range of disciplines. Three markers of success of this new option for students is the 122 to 158 students per semester who take honors courses, the 9 students who have graduated from the Honors Program to date, and the recent acceptance of the college's Honors Program as a member of the UCLA Transfer Alliance Program.

The effectiveness of the general education curriculum is evident in the high rate of students who transfer to universities (see *Background Materials: Distinguishing Features of Moorpark College*) as well as in students' perceptions of their skill improvement. In the spring 2003 survey, 26 percent of the students reported that their writing had improved "a great deal," and another 41 percent reported that it had improved "somewhat." Similar proportions of students reported that their analytical and critical thinking had improved "a great deal" (21 percent) or "somewhat" (44 percent) (S.1).

In 2001 the Curriculum Committee formed a General Education subcommittee to identify the criteria that general education courses must meet; these criteria are listed on a form, "Process for Granting General Education Status for Courses," submitted when a faculty member requests general education status (S.2). When this form is submitted, a Curriculum Committee subcommittee matches the course outline to the general education criteria and forwards a written recommendation regarding general education status to the Curriculum Committee along with the course outline.

Although these criteria have been used to accept new courses as a general education option since 2002, the Curriculum Committee has not yet verified that the courses currently on the general education list are congruent with the recently approved criteria. This process is scheduled to be completed in January 2005, in time for a revised list to be published in the 2005-07 college catalog. A second task slated for completion by January 2005 is to print the general education philosophy in the catalog, as well as the general education requirements.

Occupational Courses and Programs

Moorpark College offers certificates in 45 areas and courses leading to permit or licensing examinations in 13 areas (catalog p.31). Occupational courses incorporate the specific competencies developed by the U.S. Department of Labor and Education Secretary's Commission on Achieving Necessary Skills (SCANS)(S.12). Occupational course outlines are reviewed for these practical, job-related competencies in the curriculum approval process.

The programs leading to permits or licensing are primarily within health sciences. The Nursing and Radiologic Technology programs prepare students for external licensure and are regulated by external accrediting agencies; students completing these degree programs demonstrate technical and professional competencies by passing State Board Licensure Examinations (S.13, S.14, S.15). Nursing students also take an Educational Resources Institute examination, standardized throughout the United States, to measure learning and prepare students for national licensing examinations. The Certified Nurse Assistant and Emergency Medical Technician programs prepare students for external certification; these students demonstrate technical competencies by passing certification examinations. The Computer Networking Systems Engineering program prepares students for various external certification examinations, such as the Cisco CCNA examination; course examinations incorporate sample certification examinations. The rest of the occupational programs offer internal certification or degrees and measure competency by successful completion of each course. Summary Table 1 at the end of this agenda presents summary information on the occupational certificates.

Moorpark College occupational programs enjoy support from four types of partnerships that link the college programs to the world of work:

1. College Committee on Occupational Programs: The Career Education Council (CEC) meets monthly and includes teaching faculty, deans, and counseling faculty. Review and recommendation of curriculum in occupational programs is a standing agenda item; occupational courses must be recommended by CEC prior to review by the Curriculum Committee (S.2).

In addition to curriculum development and review, CEC supports occupational programs by:

- collaborating on student recruitment;
- providing professional development on community, regional, state, and federal laws, issues, and requirements;
- coordinating college participation in the Vocational Technical Education Act (VTEA) funding, which provides about \$100,000 per year from the federal

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government. One requirement of this federal funding is the use of a Local Planning Team that meets annually to review the occupational program plans and annual report.

2. Advisory Committees: Most occupational programs receiving VTEA funds rely on advisory committees to ensure that the curriculum remains congruent with industry standards and community needs. These annual committee meetings are attended by faculty, staff, students, and industry representatives, and the resulting recommendations are incorporated into curriculum design. For example, in the 1998 Nursing Advisory Committee, industry experts affirmed that the health care industry was transitioning from hospitals to the community for both preventive and rehabilitative care. To facilitate this shift, the industry needed graduates who were able to provide care in an ambulatory setting. As a result, the Moorpark College nursing curriculum was revised to expand students' community care clinical experiences to include ambulatory care and thereby experience a broader scope of community healthcare.

As documented in Summary Table 1 in this agenda, some Moorpark College occupational programs do not currently use advisory committees. Aware that exclusive reliance on faculty expertise deprives these programs of an important source of external validation, beginning in 2004-05 occupational programs will incorporate feedback from advisory committees in their annual program plans.

3. Regional Partnerships with Other Colleges: Through state grant funding, Moorpark College provides leadership for the South Coast Regional Consortium, which consists of eight local community colleges whose representatives meet monthly to approve occupational programs as part of the state approval process, to share ideas and strategies for emerging occupational programs, and to provide professional development for faculty. The annual regional activities plan and report are submitted to the state funding agency (S.16).

Moorpark College has participated in several projects funded by state regional grants: biotechnology (S.17), distance learning (California Virtual Campus) (S.18), engineering technology (S.19), health information technology (innovative distance learning partnership with Santa Barbara City College) (S.20), nursing (S.21), and multimedia (S.22).

4. Tech Prep: Moorpark College has been actively involved for over ten years with Tech Prep at the state and national levels, even before the Act was formally adopted by the federal Office of Vocational Education. Tech Prep is a reform effort to bring high school and college students together in career pathways, starting in the junior

year of high school and extending through the first, second, or additional years of college, to help students earn certificates, degrees, and/or transfer related to future occupations. The college's efforts in Tech Prep have led to the formation of Learning Community Institutes connected to High School Academies. In addition to improving the high school/college partnership, several annual activities have been institutionalized as a result of this support for occupational programs: the Academic Faire (S.23), Transitions Conference (S.24), CyberSummer (S.25), Summer Seminar (S.26), and Ground Hog Job Shadow Day (S.27).

Technology-Mediated Courses

In accordance with the Accrediting Commission's Policy on Distance Learning, all curriculum, no matter where or how delivered, meets college standards and is approved by the Curriculum Committee. Courses offered through distance education meet further specific requirements as required by Title 5. Compliance with these additional requirements is verified by the initiating faculty member and dean, and this verification is recorded in the "Distance Learning Course Outline Addendum" (S.2).

In fall 2003 a College Online Advisory Committee designed guidelines for best practices for technology-mediated instruction. These guidelines provide standards to ensure consistent quality of instruction in all academic programs, regardless of delivery mode. Although the committee completed its work, including a review by the Deans' Council and Academic Senate president, further development of the guidelines has been postponed in order to incorporate the California Community Colleges Distance Education Regulations and Guidelines recently approved by the California Board of Governors.

Processes to Ensure Instructional Quality

The college has established five processes to ensure internal and external constituencies that it maintains high-quality instructional programs.

1. Process for Curriculum Development: Moorpark College follows state regulations regarding curriculum with an understanding that their purpose is to ensure quality of instruction. As a result, curriculum design is a comprehensive process involving various participants and committees at different levels (S.2).

Discipline faculty originate programs or courses in response to needs revealed by annual program planning; by external constituencies such as advisory committees, regional consortia, community/industry/business leaders, transfer institutions, and accrediting bodies; or by internal constituencies such as other instructional and service programs. Every course offered by the college follows a detailed, standardized Course Outline of Record form (S.2) that includes learning objectives, defined as "the skill(s) you expect students to demonstrate by the conclusion of the course." Working with department

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colleagues and administrators, faculty identify course objectives, content, assignments, and means of evaluation. The options for student evaluation for each course are listed in the course outline. The college does not use standardized or departmental examinations to place or assess students. A course submitted as a general education option, an honors course, an occupational course, or distance education requires additional information (S.2). Occupational courses are reviewed by the Career Education Council before advancing to the Curriculum Committee.

After approval within the department, course and program proposals are submitted to the Technical Review Committee for a review of accuracy and completeness. (The rationale for the development of this committee is described in Agenda #3: Governance.) The Technical Review Committee scrutinizes new course outlines to ensure that learning objectives are measurable, focused on student outcomes, and directly related to course content. Once cleared by the Technical Review Committee, the course outline or program proposal is forwarded to the Curriculum Committee, a subcommittee of the Academic Senate. The Curriculum Committee reviews new and revised courses and program proposals and deletions in the context of best-practice guidelines established by the state, the Brown Act, Academic Senate policies, and other regulations that govern standards in education. In addition to these regulations, the committee focuses on the need for the course or program proposal or discontinuance, its fit with the college mission and community or industry need, its pedagogical soundness, and the match between measurable learning objectives and course content. The Curriculum Committee works with the departments to ensure that each program and course has appropriate breadth, depth, and rigor and that the course is appropriately placed within a program's course sequence.

Programs and courses approved by the Curriculum Committee are forwarded to the District Council on Student Learning, then to the Chancellor's Cabinet and the board of trustees, and finally to the state. State-approved programs and courses are returned to the college for inclusion in the catalog and schedule of classes.

2. Process for the Review and Use of Course Outlines: Course outlines are the heart of the college curriculum; faculty specify course content, student learning objectives, methods of instructional delivery, and methods of course evaluation, such as essay exams, objective exams, problem solving exams, skill demonstrations, reports, papers, journals, classroom discussions, and projects. Course credit and degrees or certificates are awarded based on grades, which reflect instructors' evaluation of students' comprehension and competency as measured against the objectives in the course outline.

A content review of course outlines is due every three years; this schedule is intended to ensure that courses continue to be relevant. Significant changes in course objectives or

content resulting from this review require resubmission to the Technical Review and the Curriculum Committees.

Faculty base their syllabi on course outlines, ideally including the course outline learning objectives (S.28). Academic Senate policy, distributed during new faculty orientation and included in the faculty handbook, encourages faculty to distribute syllabi, including learning objectives, as a standard of good practice (S.29). Although such distribution is not required by board policy or the collective bargaining agreement, the practice of distributing syllabi and the content of syllabi appear to be fairly consistent across the campus.

Course outlines have not yet been tied to the recently approved strategic and master planning process. As described in Agenda #1: Planning, the college has used an annual program planning process since 1999. This process requires each program to analyze its strengths and weaknesses based on data from the Program Planning Data Report and institutional effectiveness reports, and to make short- and long-term plans to promote growth and address weaknesses. This annual program plan process has created an effective forum for departmental dialogue on the currency, relevance, and quality of programs and courses, and connects program review to resource allocation; however, the missing link is the connection between course outlines and student learning outcomes. During 2004-05, the Committee on Accreditation and Planning (CAP) and the Curriculum Committee will assume the challenge to develop and implement a process to forge this connection; a CAP retreat to begin this development is scheduled for January 2005.

3. Processes to Maintain Teaching Currency and Effectiveness: The development and use of effective pedagogical skills are the key factors in faculty selection, faculty evaluation processes, and the college's professional development activities.

- Selection of Faculty: The selection process screens candidates carefully for subject matter expertise and fit with the college ethos, which values student learning, innovation, and teaching methods that address the diversity of students' learning needs (S.30).
- Evaluation of Faculty: The collective bargaining agreement emphasizes that faculty evaluation is to focus on teaching expertise, effectiveness, and improvement (S.31). For full-time faculty, tenure involves four years of observation and mentoring by faculty peers and a dean to ensure quality of instruction and assist new instructors in adjusting to their assignments and environment. The Tenure Review Committee observes classes; reviews the candidate's portfolio of classroom activities, evaluations, and campus service; and offers suggestions for improvement. In the process, all participants discuss the criteria for excellence in their profession. Student evaluations are conducted in each preparation every semester for three out of the four years of tenure review.

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Following tenure, full-time faculty are evaluated every six semesters. Part-time faculty are evaluated in their first semester of teaching, and then on a schedule of at least once every six semesters. These evaluations are conducted by the appropriate dean, department chair, and a discipline peer selected by the faculty member. The evaluation involves classroom observations of delivery, consistency of content with course objectives and outline, and rapport with students; and an overall comment section for summary remarks on collegial behavior and participation in department activities, the instructor's self-appraisal, and student evaluations. As in tenure review, the resulting discussions cement departmental relationships and help define expectations of teaching at the college. The evaluation process is explicitly designed to create collegial dialogue, with the ultimate purpose of improving student learning.

All instructors are also evaluated by students in one course per semester through a questionnaire that asks about teaching effectiveness and the faculty support of students in their endeavor to learn; this feedback is returned to instructors after the end of the semester to allow them to improve instruction.

- Professional Development: Continued faculty development is a high priority for the college and is supported by sabbatical leaves, financial support for off-campus professional activities, and on-campus professional development activities. Sabbatical leaves are granted on the basis of relevance to teaching skills, currency within the discipline, and program improvement (S.31). To promote participation in off-campus conferences and professional activities, full-time faculty members are allotted \$100 per year by contract for conference and travel expenses (S.31). Although this allotment was eliminated in 2003-04 because of the budget crisis, it has been restored for 2004-05.

Despite the recent loss of the state-funded staff development categorical program, Moorpark College continues to offer activities on campus that are designed to encourage dialogue on teaching strategies (see also Agenda #4: Resources/Human Resources). These activities include:

- o College orientation for new full-time faculty: Seven two-hour orientation meetings for new full-time faculty, conducted in spring semesters, include a range of topics related to the development of pedagogical skills (S.32).
- o Flex activities: At the beginning of each academic year and throughout the semester these workshops address topics such as campus and student service orientation, teaching tips, classroom assessment techniques, and technology training (S.33).

- o Teaching and Learning Lunches. Faculty members meet to share their experiences and research on such topics as learning styles, classroom management, and teaching strategies (S.34).
- o The Faculty Connection Program. This program pays new or inexperienced faculty to pair with more experienced instructors to learn new subject matter or teaching techniques (S.35).
- o Learning Communities. Instructors from different disciplines team-teach courses, combining material from their respective fields. These courses enhance students' sense of continuity while allowing instructors to learn from each other's disciplines, pedagogical techniques, and attitudes (S.36). Workshops and guest speakers on learning communities are offered to faculty, especially to promote integration of academic and occupational education (S.37).
- o Summer Seminar. At the beginning of the summer, high school and college faculty meet for two days to learn new student-centered, learning community teaching strategies and to work on curriculum development (S.38).

4. Processes to Ensure Academic Freedom: Academic freedom helps ensure the quality of instruction by supporting individual faculty in raising controversial issues in the classroom. Academic freedom is guaranteed in the Board Policy Manual, the collective bargaining agreement, and the Faculty Handbook.

For example, the governing board policy states:

citizens in a free society should be afforded the opportunity to examine varying points of view regarding the major issues represented to them. In the discussion of controversial issues the colleges of the district shall provide suitable learning materials and relevant data in an atmosphere of objectivity and respect for others which will insure balanced presentations of these subjects. (S.39)

Instructors are expected to distinguish between professionally accepted views and personal convictions. The Faculty Handbook states, "an instructor is entitled to freedom in the classroom in discussing his or her subject, but should be careful not to introduce into his or her instruction controversial matter that has no relation to the subject" (S.29, p.17; also online at www.moorparkcollege.edu). The Moorpark College Academic Senate professional ethics statement, printed in the Faculty Handbook, refers to the importance of this distinction: "In communicating our knowledge to students, we accept an obligation to do so with self-discipline, good judgment, and intellectual honesty" (S.29, p.5).

5. Processes in Case of Program Change/Discontinuance: A recommendation for the significant change or elimination of a program may arise from the annual program planning process. As part of the program plan to discontinue a program, faculty members within

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the instructional department provide alternatives for students to complete their educational objectives. Counseling faculty advise students about these alternative means of satisfying academic goals when programs are eliminated.

For example, Moorpark College was in partnership with Santa Barbara City College to offer a regional, online, accredited Health Information Technology Associate Degree and a Certificate in Medical Coding and Medical Reimbursement. After seven years of this partnership, Santa Barbara City College was able to offer the entire program, prompting Moorpark College to eliminate the degree and certificate. In program review collaboration with Santa Barbara City College, provisions were made for all students currently in this program to complete the five Moorpark College courses prior to the program's discontinuance, thus allowing students to complete their educational objective.

When students petition to graduate, they select the catalog requirements either of their entering year or the year of their graduation; in this way, students who enter a program under one set of requirements may complete that program under those same requirements despite changes in program requirements (S.40).

Summary of Processes to Ensure Instructional Quality

Moorpark College maintains a focus on high-quality instruction even during difficult fiscal times. Faculty selection and evaluation are centered on teaching skills; during budget reduction discussion, there was collegewide consensus to continue a comprehensive array of programs for students. These decisions clearly send the message that work with students inside and outside of the classroom is the fundamental college value and purpose.

Moorpark College considers itself a learning institution, for staff as well as students, and as such provides high-quality staff development that is actively attended by faculty and staff, as well as using the evaluation process as a learning experience for all involved. This focus on continual learning and peer interaction is a key to maintaining instructional quality.

Students perceive and appreciate this focus, as evidenced by their responses to surveys administered in the past decade. Students rate instruction at Moorpark College above average; the following table shows the percentages of students who rated themselves as "satisfied" to "very satisfied" on instructional questions (S.1):

Table 2.3 Student Perceptions of Faculty

	1994	1996	2000	2003
Availability of instructors during office hours	67%	69%	67%	68%
Encouragement and motivation from instructors for your success	65%	67%	67%	70%
Encouragement from instructors for participation and sharing of different viewpoints	72%	72%	72%	73%
Overall quality of instruction	87%	84%	85%	86%

Assessing Institutional Effectiveness and Program Improvement

The strategic and master planning process for Moorpark College (described in Agenda #1: Planning) includes two strategies to improve instructional programs: institutional effectiveness measures and the assessment of student learning outcomes.

Institutional effectiveness measures included in the planning process are categorized into student access, student achievement, program review, and student and employee perceptions. These collegewide measures are used to set annual goals and to trigger program improvement.

The second instructional improvement process is to identify and assess student learning outcomes, and then to use that feedback to improve student learning and program delivery. This model was adopted by the college at the program level in January 2003. The continuous improvement cycle has been codified in the processes of the Committee on Accreditation and Planning, which is a standing committee. Certain occupational areas, such as Nursing Science, Radiologic Technology, and Child Development, have been using student learning outcomes to comply with requirements of outside licensing agencies (S. 41, S.42, S.43); these programs served as models for other programs at the beginning of the process.

Most college programs have developed student learning outcomes and are at the beginning stages of exploring strategies for assessing those outcomes. During the coming year, several professional development workshops will focus on this task to support faculty interest in and need for additional training on assessment of student learning outcomes. One approach that has sparked initial interest is the use of effective grading, which couples clear criteria and standards for grading with classroom assessment techniques as a way to assess student learning outcomes. Another approach is the use of the capstone experience, such as the fourth-semester preceptor class in the EATM and Nursing programs, in which students' skills are evaluated by an industry expert. The Honors Program is in the process

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of developing a student learning outcome measurement for which the student creates, writes, and verbally presents a capstone project demonstrating the four Honors Program criteria: critical thinking, research, application, and creativity. The faculty will evaluate the project and presentation based on a student's demonstration of scholarship using a faculty-developed rubric.

The implementation of the college strategic and master planning process requires continuing education for faculty and staff to complete the cycle outlined in the planning process. Moorpark College has demonstrated commitment to providing that continuing education in the staff development opportunities available to faculty and staff.

Student Learning Services

Moorpark College provides a comprehensive range of student-centered, accessible services to support student learning. Summary Table 2 at the end of this agenda summarizes these services, clustered according to the primary role each service plays in a student's matriculation through the college.

For students entering the college:

- Admissions
- Financial Aid
- International Students Program
- Matriculation (includes Orientation and Placement)
- Records
- Student Business Office

For students enrolled at the college:

- Accessibility Coordination Center and Educational Support Services (ACCESS)
- America's Teaching Zoo
- Art Gallery
- Bookstore
- Campus Police
- Child Development Center
- Counseling
- Extended Opportunity Program and Services (EOPS)
- Food Services
- Honors Program
- Intercollegiate Athletics
- Language Laboratory
- The Learning Center (TLC)
- Library
- Open-Access Computer Laboratories

Student Government and Activities
 Student Health Center
 Women’s Center

For students preparing for transfer or the workplace:

Articulation
 Career Services Center
 Scholarship Office
 Transfer Center

Student Use of and Satisfaction with Services

Students are informed of the services through the catalog (pp.12-20 and 230-235), schedule of classes, college Web site, online orientation, workshops, program brochures, and recommendations from faculty, staff, and other students. Students report that they learn about services most often from their instructors (S.1). This result underscores the importance of the student learning model’s focus on educating everyone on campus about both services and instructional programs, and the importance of viewing students holistically.

Table 2.4 Student Report of the Top Three Sources of Information about Campus Services

	1996	2000	2003
Instructors	58%	59%	62%
Friends	32%	27%	30%
Counselor	21%	21%	25%

Certain services, such as Admissions and Records, the bookstore, cafeteria, and Student Business Office, are basic to college functioning and are therefore used by most students. Students rankings of “satisfied” to “very satisfied” with these four basic services have been relatively consistent over the past decade for Admissions and Records, bookstore, and the Student Business Office, though ratings of the cafeteria have declined since 1996 (S.1). In 1998 the students approved a student center fee; these funds will be used to renovate the Campus Center and improve these facilities.

Table 2.5 Student Perceptions of Admissions and Records, Bookstore, and Cafeteria

	1994	1996	2000	2003
Admissions and Records	57%	59%	56%	61%
Bookstore	58%	60%	55%	58%
Cafeteria	58%	60%	42%	47%
Student Business Office	53%	50%	57%	58%

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Certain services are designed to meet needs of target groups, such as Extended Opportunity Program and Services (EOPS), Accessibility Coordination Center and Educational Support Services (ACCESS), Financial Aid, International Students Services, Matriculation, the Women's Center, and the Child Development Center. These programs support specific populations or respond to specific student needs by providing outreach, book vouchers, financial loans and grants, disability counseling, specialized tutoring, transfer information, health services, and career assessment. Student use of these programs varies from 15 percent to 40 percent of the students surveyed, and students are generally satisfied with the services provided (S.1). For programs that receive categorical or other dedicated funds, accountability is monitored by external agencies (S.45, S.46, S.47, S.48).

Some services create and maintain a sense of community by connecting students within the college to one another, and extending beyond the college to provide services to the local and state community. These services include America's Teaching Zoo, Intercollegiate Athletics, and Student Government and Activities.

Three remaining clusters of services provided to students at Moorpark College are library services, counseling, and learning skills support. Each of these is described individually in the next section of this agenda.

Overall, Moorpark College students report satisfaction with the availability and quality of services. The number of students who rated themselves as "satisfied" to "very satisfied" with services at Moorpark College are currently at a high point for this decade, with a dramatic increase between 2000 and 2003 (S.1).

Table 2.6 Student Satisfaction with Campus Services

	1994	1996	2000	2003
Overall satisfaction with campus services	60%	55%	51%	62%

A Focus on Three Services: 1. The Library

The Moorpark College Library is a primary student service that provides direct and broad support for the college instructional program. A separate document describes the details of the scope of the collection, facilities, and services for faculty and students (S.48). This section includes a brief evaluation of library services in three areas: library materials, library instructional services, and access to library services.

Library Materials: The library provides a sufficient and appropriate range of college-level material to support the instructional program and college mission. The materials are available in a variety of media: books, periodicals, videotapes, electronic resources, and access to the Internet. The Moorpark College Library maintains the security of library

materials by physical barriers and electronic devices. To expand student and faculty access to library materials, the library participates in cooperative agreements with other libraries (S.49).

The sufficiency of the library collection to meet students' needs can be assessed by comparison to external standards and users' perceptions of whether the collection satisfies college needs.

Association of College and Research Libraries developed one such external standard in 1994. Based on this measure, the Moorpark College Library collection was below the recommendation for volumes of books (72,386 versus 95,000) and serial subscriptions (346 versus 850), but exceeded the number of videotapes and films (1796 versus 1600). A significant change in library collections in the decade since these recommendations were formed is the use of online resources and electronic databases.

A second external standard compares the Moorpark College Library holdings with those of California community colleges of similar enrollment. Compared to Santa Barbara City College and Los Angeles Valley College, the Moorpark College collection includes approximately 25,000 to 50,000 fewer books and approximately 50 fewer periodicals than the collections of these comparable colleges.

Although there is no current external comparison available for the library's collection of non-print media, this resource has increased substantially in the past two years with an expansion of the videotape, audiotape, and CD collections.

One reason for the comparatively smaller book collection is the limited space for book stacks. This limitation capped the library's collection; the need for expansion was compelling enough to propel the Moorpark College library to the top of the State Chancellor's list for capital funding to build a larger library. Originally proposed in 1991, greater space for book stacks will be available with the opening of the new Library/Learning Resources building in fall 2004.

In the arena of users' perceptions, the Moorpark College library receives strong ratings from students, both in the number of students who use the services as well as those who report that they are "satisfied" or "very satisfied" (S.1).

Table 2.7 Student Use of and Satisfaction with the Library

	1994	1996	2000	2003
Students who used the library	71%	86%	82%	78%
Satisfaction with the library	62%	71%	66%	65%

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An assessment of faculty and staff satisfaction with the library's collection and services will be conducted during 2004-05 as a way to develop program plans for the short term. This survey will assess satisfaction with the library collection, library instruction, reference services, and the facility. The surveys will be distributed to students and faculty who are using library services as well as to students and faculty who have not used the services. The results of the survey will provide direction for the library's annual program plan to improve services and offerings.

Library Instructional Services: The Moorpark College library meets the standard of providing library users with ongoing education in information competency. This instruction is provided in five primary ways: class orientations, library assignments, reference desk service, printed materials to guide library use, and self-paced online instruction. In keeping with the collegewide goal to develop and assess student learning outcomes, the library's 2003-04 program plan includes two student learning outcomes related to student information competency in using the online catalog and databases. In the 2004-05 program plan, library faculty and staff will identify assessment tools to measure these outcomes and will then use those results to improve the effectiveness of information competency instruction.

Access to Library Services: Thanks to implementation of technology and student use of the Internet, Moorpark College provides students with access to the library collection and services regardless of the instructional location or means of delivery. Because of the state budget deficit, Saturday classes and parallel support services were reduced or eliminated, including the library and the open-access computer laboratory. When the budget allows, the college plans to return to a robust slate of Saturday classes supported by appropriate hours for student access to the library and computer laboratory.

A Focus on Three Services: 2. Counseling Services

At Moorpark College counseling is provided at a number of locations on campus: in the Administration Building, in counseling faculty offices located adjacent to division offices, in classrooms, online, and co-located with other support services, such as the Transfer Center, the Career Center, EOPS, and ACCESS. The Counseling Department offers a variety of counseling options to meet student needs, such as drop-by counseling, online counseling, standard counseling appointments, and group counseling sections for cohort programs, such as Nursing and Radiologic Technology. At all locations and with all delivery methods, counseling provides direct support for students to assist them in identifying and meeting their educational goals. As seen in the following summary of surveys over the past decade, student use of counseling services at all locations has increased, and the levels of satisfaction have remained fairly consistent at slightly over 50 percent (S.1).

Table 2.8 Student Use of and Overall Satisfaction with Counseling Services

	1994	1996	2000	2003
Students who use counseling services	67%	70%	70%	75%
Satisfaction with counseling services	55%	59%	54%	56%
Students who use the Transfer Center	31%	38%	42%	44%
Satisfaction with the Transfer Center	50%	55%	56%	56%
Students who use the Career Center	23%	26%	25%	33%
Satisfaction with the Career Center	47%	49%	56%	52%

Moorpark College prepares those responsible for advising students by providing each counselor with a personal computer to provide access to online and on-campus software programs that support student needs. In weekly departmental meetings, speakers present materials and information on topics and programs such as financial aid, the Foster Care and Kinship Program, and student activities. Other agenda items include relevant topics such as registration, probationary counseling procedures, software updates, and changes in transfer requirements.

The survey results from 2000 reflected a disappointing decline from the 1996 results. A number of steps were taken to improve student access to services, reflected in the return to the earlier higher levels in the most recent student survey (S.1).

Table 2.9 Student Perceptions of Counseling Services

	1996	2000	2003
Clarity of information	45%	42%	45%
Accuracy of information	46%	44%	46%
Availability of appointment with counselor	49%	43%	49%
Staff Responsiveness to needs	48%	43%	48%

One such change was in the schedule for drop-by counseling. In 2003 the Counseling Department compared the drop-by counseling schedule with the number of students who took advantage of this service and the amount of time students had to wait to speak with a counselor. An impressive 7,175 students visited drop-by services during the year, but the average number of students per day and the wait time varied widely over the year. When counseling faculty used this information to increase counselor availability during the predictably peak times, students' wait time decreased from hours to minutes (S.50); students no longer waited extended periods of time to see a counselor to answer a quick question or have a form signed.

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As the Counseling Department moves forward with its program improvement assessment plans, such data on patterns of how and when students use services will be combined with qualitative information such as student perception surveys to provide a more meaningful assessment of both use and perceived usefulness.

One example of the interwoven nature of counseling services and instructional programs is the college's development and implementation of a self-placement process for English and mathematics. Spurred by the low correlation between the standardized testing results and success in the courses, as well as frustrated with the barriers created by requiring students to take assessment tests on campus prior to registration, faculty in both departments worked closely with counseling faculty and staff to develop and implement self-placement instruments (S.51). Initially paper-and-pencil, the processes are now totally online; students take a self-assessment at www.moorparkcollege.edu/assess. For English, results are automatically entered into the college's centralized software systems and students are cleared to register. For mathematics, students can register in mathematics courses without the self-assessment scores; however, students' scores are recorded for statistical purposes by the matriculation specialist, and the department uses the scores as a guide for students. All scores are archived in computer database for easy analysis. When the Matriculation Office compared success in subsequent classes of students at Moorpark College and students at Santa Barbara City College, which uses standardized testing, the results showed that there is virtually no difference. This demonstrates that both tools are effective for placement in English and mathematics (S.52).

A Focus on Three Services: 3. Learning Support Services

The mission of The Learning Center (TLC), located on the second floor of the Library, is to provide academic support programs and services supplementing the curriculum that promote student development of knowledge, skills, and attitudes necessary for college success. The focus is on skill development and content knowledge in the basics—reading, writing, mathematics, and study skills. Services are delivered in a variety of ways: class instruction, peer tutoring, supplemental instruction, and the use of learning support materials, such as videotapes and computer software. TLC's website (www.moorparkcollege.edu/tlc) describes the programs and services, hours of operation, lists of workshops, academic support materials, and tutoring opportunities. A separate document describes the details of the services and materials offered by TLC and data collected related to these services (S.53).

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TLC uses a computerized tracking system to capture the following data on use of TLC services:

Service	Semester	Students Served
Tutorial Services	Fall 2002	440
	Spring 2003	410
Supplemental Instruction	Fall 2002	466
	Spring 2003	450
Academic Support Materials (Video/CD)	Fall 2002 and Spring 2003 (combined)	200
Study Skills Workshops	Fall 2002 and Spring 2003 (combined)	50
Basic Skills Instruction (Essential Skills Classes)	Fall 2002 and Spring 2003 (combined)	480

Based on the student perception surveys, consistently about one-third of the college's students use TLC, and they are generally satisfied with the services (S.1).

Table 2.10 Student Use of and Overall Satisfaction with TLC Services

	1994	1996	2000	2003
Students who use Learning Center services	35%	37%	39%	34%
Satisfaction with Learning Center services	64%	64%	63%	57%

Student use data, summarized in the two charts above, are the primary means of assessing services; TLC will develop student learning outcomes in the coming academic year.

Most tutorial services provide support to mathematics, English, and general education courses with consistently high enrollments (S.54). Services to students enrolled in music and the arts are usually not offered because of lack of tutors and funding.

TLC will move into the new Library/Learning Resources building in fall 2004, with almost three times as much space as the current location. Contingent on additional staffing, this move will offer TLC the opportunity to expand services to evening and weekend students and to provide additional services such as online tutoring and self-paced instruction.

Processes to Ensure Quality in Student Learning Service Programs

Following the college's student learning model, service and instructional faculty and staff are members of the same team; therefore, quality is developed and maintained in the

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same ways for both service and instruction. There are both internal and external checks and balances to monitor and ensure quality in the programs that provide student services. Internally, the check-and-balance system relies on feedback from students, both in perception surveys and use of services, and mechanisms to ensure quality in the faculty and staff who provide services.

As cited throughout this section, students' use of services and their satisfaction with services have remained fairly constant over the past decade. The rate of satisfaction remains lower than the service providers would like, and as the college moves forward in program improvement assessment, a goal will be to increase rates of student satisfaction.

Selection and evaluation processes are the same for service and instructional faculty and staff. The selection process screens candidates carefully for subject matter expertise and fit with the college value of student learning across the campus and student-centered methods that address the diversity of students' needs (S.30). The evaluations of faculty and staff focus on expertise in the specific job and consistency in work performance (S.55, S.56). The tenure and evaluation processes for counseling, librarian, and other service faculty are the same as for instructional faculty, and are similarly focused on a student-centered approach to work performance.

Professional development opportunities, including sabbatical leaves and fiscal support for off-campus conferences, are open to all faculty members. On-campus professional development activities are open to all faculty and staff, and topics are designed to focus on students, such as orientation for new faculty, flex activities, and Teaching and Learning lunches. As one example of the collegewide approach to professional development opportunities, counseling faculty members have participated in learning communities (S.57).

Moorpark College maintains student records in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA) as well as the guidelines in Title 5 and the California Education Code. Disposable records are destroyed semi-annually in a sequence and timeline determined by regulation and after approval by the board of trustees. Records that are to be kept permanently are securely stored, either in hard copy or on microfiche, in a fireproof vault. Transcripts are produced from microfilm copies of archived records. The original archived records are housed in secure storage containers on campus, and a duplicate microfilm copy of these records is housed off-campus.

Students' privacy rights are published in the college catalog as well as on the college Web site. Policies and procedures are in place to ensure proper protection, storage, security, confidentiality, and access to student records. Computerized student records maintained in Banner include security systems as well as recovery and disaster back-up systems. Employees' job descriptions determine the data and record they can access. As part of an annual security review, the district Information Technology Department requires that network passwords be changed periodically.

Assessing Institutional Effectiveness and Program Improvement

Student learning service programs prepare annual program plans as a way to maintain strengths, address weaknesses, and justify requests for human and fiscal resources (see Agenda #1: Planning). As with instructional programs, the recently approved strategic and master planning process for Moorpark College includes two strategies to improve student learning service programs.

The first is an assessment of institutional effectiveness; the measures included in this component of the planning process are categorized into student access, student achievement, program review, and student and employee perceptions. Data gathered from such collegewide measures are used to identify emergent issues that can be addressed through specific services. For example, the 2003 survey of student perceptions alerted student services professionals to the amount of stress students report (S.1); in fall 2004, therefore, the Student Success Committee will design stress management techniques to be included in the student online orientation.

Student service must develop individual, program-specific strategies for data collection, whereas instructional programs have the advantage of standardized Program Planning Data Reports that provide section-by-section program review data. While categorical student services programs, such as the Extended Opportunity Program and Services, are experienced in providing annual data summaries (S.44) and some student service programs, such as the Student Health Center, have a history of providing data summaries (S.58), other student service areas will initiate this important task in 2004-05.

Currently, frequency of use is the most common data element in student service program plans. This can be a useful tool to assess the college's institutional effectiveness, answering the question of whether or not the college is providing students with services they are interested in and able to use. The college has purchased a campuswide site license for the computerized tracking system used in The Learning Center. Training in the use and possible applications of this software will be offered to all services through the Student Services Support Team. This system will provide student services a vehicle for collecting and comparing data for use in their annual program plans.

The second process to improve student service programs is to identify and assess student learning outcomes, and to use that feedback to improve services and program delivery. Like instructional programs, student service programs are at the beginning steps in developing student learning outcomes and measurements to evaluate and improve their programs. Faculty and staff from student learning service programs participated in workshops on the development and measurement of student learning outcomes. The 2004 annual program plans for services were required to align the program with the college mission and identify measurable student learning outcomes in terms of knowledge, skills, or attitudes (S.59).

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By 2005, student service programs will move forward with this process by identifying assessment criteria and procedures, and by 2006, student service programs will use assessment results to develop program improvement strategies. As the college's planning process continues to unfold, this continuous loop of assessment and improvement will drive program improvement.

Accessibility of Programs and Services

Like all California community colleges, Moorpark College follows a policy of open admission. The basic tenet of community colleges is to reach out into the community and meet adults' higher education needs. The first sentence of the Moorpark College mission echoes that purpose: the college goal is to provide programs and services that are readily accessible to community members. This broad goal for accessibility encompasses many components, such as making the campus inviting to all community members and ensuring that students have multiple avenues to pursue their higher education goals.

Although the college has implemented a variety of strategies to increase students' access to programs and services, the college has yet to assess the effectiveness of these programs in ensuring equity in access to all members of the surrounding community.

Equal Opportunity

The published statement of nondiscrimination in the catalog documents the college's intention to provide a positive educational and employment environment that encourages equal opportunity for all, regardless of race, color, religion, gender, sexual orientation, national origin, physical or mental ability, age, marital status, or veteran status.

To actualize this goal, Moorpark College offers programs and services designed to meet a range of diverse needs:

- ACCESS (for students with disabilities),
- Career services,
- Developmental courses in English and mathematics,
- English as a Second Language and American Sign Language courses,
- Extended Opportunity Program and Services,
- Financial aid,
- Honors program,
- Internships and work experience,
- Learning communities,
- Spanish-language online information about admission and enrollment, financial aid, academic programs, and student services,
- Student government, organizations, and activities,
- Women's Center.

Moorpark College student demographics are similar to national patterns for community college students; the student population is diverse in age, sex, and ethnicity. Moorpark College's population is lower in African-American and somewhat higher in male, Hispanic, and Asian students than the national average; however, the percentage of Hispanic students is somewhat lower than the percentage of Hispanic residents in some communities within the college service area. Based on this information in *Institutional Effectiveness 2003-04* (S.4), an outreach program was initiated in fall 2003 to recruit high school Hispanic students; counselors visited 13 high schools and one business, generating 475 student-interest cards from prospective students. Each student was sent follow-up information and was subsequently invited to an on-campus conference co-sponsored by the League of Latin American Citizens (LULAC) in October 2003. Over 600 students attended this day of leadership activities offered by Moorpark College faculty and staff along with members of the business community, designed to inspire and motivate students to include college in their plans for the future (S.60). The impact of these initiatives will be assessed once fall 2004 enrollment is completed.

A second aspect of equal opportunity addressed collegewide is the assistance provided to special-needs students by providing appropriate accommodations. The accommodations include specialized equipment available in the High Tech Center, class scribes, and special testing conditions. The coordinator of the Accessibility Coordination Center and Educational Support Services (ACCESS) regularly disseminates pertinent information campuswide to ensure compliance with American with Disabilities Act (ADA) standards. In the college facilities master planning process, universal access is a high-priority design value for new buildings and renovations (S.61).

A third aspect of equal opportunity addressed by a Moorpark College program is a middle college program, called The High School at Moorpark College. This program opened in 2000 to provide a unique educational experience for high school juniors and seniors. This collaboration with Moorpark, Simi, and Conejo Valley Unified School Districts is designed to attract creative, capable students who have become disengaged from the traditional high school environment and are therefore failing to achieve. Starting with 55 students, the program has more than doubled, with a potential capacity of 200 students. Research for this program is being conducted through a grant from the U.S. Department of Education (S.62). Students in The High School at Moorpark College are concurrently enrolled in both high school and college courses.

Delivery Systems

Moorpark College provides services on campus during the day and evening, off campus, and online in order to accommodate students' diverse learning styles and time commitments:

- Traditional classes in both full-term and condensed semesters;

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- Computer facilities in laboratories dedicated to specific disciplines as well as open-access computer facilities;
- Independent study programs in which students work one-on-one with faculty;
- Off-campus sites, with core courses taught at local high schools (S. 63). The college is also in the planning stages of building a shared facility with Conejo Valley Unified School District (S.64);
- Distance education. Currently, 12 to 15 sections per semester are offered online and by televideo. A number of courses are Web-enhanced, allowing students to complete some course requirements online;
- Learning communities, in which students enroll in two courses taught in one time block; the resulting course is theme-based and interdisciplinary.

The focus in the seven years since the last accreditation self-study has been to implement a variety of delivery strategies for instruction and student services. This process of implementation continues; for example, in spring 2004 two counselors used their sabbaticals to expand counseling services. One investigated a means of integrating computer software applications to streamline online student services. The other developed an educational plan template for students to use when registering and discussing goals with counselors; the template will link counseling resources to academic departments. In the coming semester, their recommendations will be presented to the appropriate campus groups for review and forwarded to the district Information Technology department. While these steps are important to ensure that the college keeps pace with technology, the primary focus in the next decade will be to improve these approaches by measuring the effectiveness of student learning with alternative delivery systems.

Information: Print and Online Publications

A primary mechanism for delivery of information about the college to the local and state community is the college catalog. The Moorpark College catalog is printed every other year, with updates online and an addendum to be published in off years. The catalog clearly states requirements for becoming a student, course descriptions, and requirements to complete degrees and certificates. The executive vice president updates the catalog annually, with input from faculty and staff of the individual programs. The relevant committees, such as the Student Success Committee, review policies affecting students. The catalog lists the board of trustee members and the names and degrees of academic administrators and full-time faculty.

Based on the number of catalogs sold in the bookstore, the catalog is used less than in the past, no doubt due to the increase of online access to this information (S.65). In the past five years, computer/technological upgrades provide students with direct access to their own academic information online as well as a way to communicate directly with college staff. The catalog and schedule of classes, including a downloadable version, is available on the

college Web site at www.moorparkcollege.edu. The schedule of classes is linked to real-time data so that students view the most current schedule information. During registration, a list of open classes guides students to available sections.

Before registering, new students are encouraged to complete online orientation, which includes information on student support services and evaluation questions, and to complete the English and mathematics self-assessment and placement processes. Students can apply and register online 24 hours a day. This has proven to be a popular choice for students, with 86 percent of students registering online for fall 2003 (S.66). Students can also use this system to check their grades, view and print unofficial transcripts, and contact counseling and faculty members. Through the Moorpark College website, students have the opportunity to view course offerings, the college catalog, admission and enrollment processes, student services and activities, faculty and department information, library services, bookstore, and business office. This site also presents a general description of the college and information in Spanish on admission and enrollment, financial aid, academic programs, and student services.

The next phase of using technology to better serve students will be the implementation of an online service that students can use to check their progress on completion of Associate degree requirements and the Intersegmental General Education Transfer Curriculum (IGETC). The college will also explore the feasibility of bringing more student services online, such as financial aid.

With the expanding reliance in online methods of delivering information to students, a challenge for the college during the coming years is to develop and implement a process for routine updates to the online information.

Development of Life Skills

The philosophical foundation of the student learning model is the belief that the most effective learning environment treats students holistically by creating teaching and learning experiences both inside and outside the classroom. As expressed in the college mission, this preparation “for life and change in the global community” includes exposure to the values of diversity, academic honesty, and campus involvement.

Valuing Diversity

The college strives to fulfill this facet of the college mission in both subtle and overt ways:

- Graduation requirements include one course in ethnic or women’s studies. Specific courses are designated as meeting this requirement and ensure that students who earn an Associate degree are exposed to course content in a discipline that appreciates the issues of diversity.

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- Multicultural Day, an alternative learning day, has been held each spring for the past decade. The activities on this day celebrate cultural diversity and educate the campus and local community on the history and resources of diverse cultures in the region and around the world (S.67).
- College selection committees are committed first to identifying the strongest candidates for positions; a secondary concern is to continue to expand the ethnic diversity of college employees. The proportion of each college employees group is monitored for progress on the goal of presenting students with models of ethnic diversity in the college faculty and staff (S.68).
- Student recruitment plans emphasize the match between the college student population and diversity in the college service area. Examples of these plans were cited earlier in this self-study. Another example of this value in student recruitment is the recent recruitment plan developed by the Exotic Animal Training and Management (EATM) program. At the 2004 annual EATM Advisory Committee meeting, zoo industry representatives voiced a concern that the program’s graduates did not reflect the diversity needed in the animal industry workforce (S.69). The committee suggested that the staff market the program through a videotape aimed at recruiting diverse applicants. As a result, EATM collaborated with the New Jersey Department of Labor to make a videotape for their career library and to be shown on a television program in South America. Currently, EATM is coordinating with the Ventura County Indian Education consortium to develop a booklet and PowerPoint presentation highlighting career opportunities to be used in Ventura County High schools with students of American Indian heritage.
- Study-abroad programs have taken Moorpark College students and faculty to England, France, Italy, Spain, and India. In 2002-03 a Study Abroad Advisory Committee met monthly to discuss the value and logistics of study-abroad programs. Moorpark College faculty value the global perspectives and international relationships that study-abroad programs offer students; the most recent revision of the mission statement includes the commitment to provide students with “exposure to the values of diversity locally, nationally, and internationally” (S.70).

Approximately 90 percent of students at Moorpark College report that they are free from racist, sexist, and other discrimination at the college; this proportion has remained constant over the past decade (S.1).

Table 2.11 Student Perceptions of Discrimination

	1994	1996	2000	2003
Observed racism, sexism, or other discrimination	9%	13%	9%	9%
Personally experienced racism, sexism, or other discrimination	6%	8%	6%	6%

Academic Honesty

Moorpark College faculty and staff are united in conveying the expectation that students will exercise academic integrity. Consequences for dishonesty are published in the catalog in a section titled “Succeeding as a Student” on page 23, as well as in the Student Conduct Code that expressly prohibits “dishonesty, such as cheating” on pages 244-246; this code establishes possible formal disciplinary actions and due process, including the establishment of a Student Hearing Committee. The Faculty Handbook also includes informal courses of action that faculty may take against cheating or plagiarism (S.29, p.26). In addition, the bylaws of Alpha Gamma Sigma, the honor society, state, “Alpha Gamma Sigma members shall at all times represent, maintain, and promote academic and personal integrity” (S.71).

Many instructors include statements against student dishonesty in course syllabi, with definitions and consequences for cheating and plagiarism. While cases may rise to the level of a Student Hearing Committee, most are handled informally at the classroom level or through collaboration with the faculty member, a dean, and on occasion, the executive vice president.

In 1996 concerned faculty formed a Civility Committee, which met regularly for several years. One consequence of this dialogue was to pilot the use of an online anti-plagiarism service (turnitin.com) by nine instructors in fall 2002. A survey by the Associated Students confirmed broad acceptance of the use of turnitin.com by its student users (S.72). In its second year, 20 full- and part-time faculty from 10 disciplines used this service. During 2004-05, staff development training will be offered as a way to encourage other faculty to use this tool.

Campus Involvement

As described earlier in this self-study, the college values student involvement, as demonstrated by the range of performance opportunities linked to instructional programs and the focus on experiential learning in classes. However, students do not readily move from this class-related involvement to extracurricular involvement. The number of students who are “satisfied” or “very satisfied” with opportunities for campus involvement over the last decade has increased, but is consistently below 40 percent (S.1).

Table 2.12 Student Perception of Opportunities for Campus Involvement

	1994	1996	2000	2003
Opportunity for campus involvement and extracurricular activities	30%	39%	37%	39%

Given that the majority of the students who responded to this survey work (80 percent), their interest in extracurricular involvement may be limited. This guess is supported by the large number of students who reported that they were neutral about the opportunities for campus involvement (54 percent); only 8 percent of the students surveyed in 2003 reported that they were “dissatisfied” with college extracurricular options.

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In addition to the class-related performance opportunities described earlier, two primary types of extracurricular opportunities are student government and student clubs.

All students belong to the Associated Students organization. In elections each spring, a ten-member board of directors is selected to represent Moorpark College students on campus, in the district, and on statewide committees. For example, Associated Students has lobbied for ten years in Sacramento and four years in Washington, D.C. for community college student rights. In addition, Associated Students is responsible for the appropriate use of several campus fees to fund campus events such as speakers, seminars, cultural shows, and live entertainment. The overt objectives of these activities are to support diverse student needs and views and to ensure that students' voices are heard on issues affecting student life: students involved in student government serve on shared-governance committees such as the Curriculum Committee, Fiscal Planning Committee, Career Education Council, the VTEA Local Planning Team, and the Academic Senate (S.3). The unofficial curriculum for the Associated Students is to create experiences in which students practice leadership skills such as strategies for facilitating meetings, negotiation, budget management, and the fine art of compromise (S.73).

Campus clubs provide a similar venue for student leadership and collegial experiences as well as life lessons on the importance of volunteerism. For example, Alpha Gamma Sigma requires that students contribute a certain number of hours of campus and community service to maintain membership and qualify for scholarships (S.74). A total of 27 student organizations are active on campus (S.75), a 50 percent increase in the past five years.

The annual college Academic/Career Faire brings college faculty and staff together for two days and one evening to be available to talk to students about their courses, programs, and career options. High school students and their families are the focus of the first day and evening, while the second day focuses on college students and potential employers along with college instructional and student service (S.20).

Summary

The student learning model at Moorpark College, reflected in the college mission, integrates accessible, student-centered instructional and student service programs in the college organizational structure. Processes are in place to ensure instructional quality through curriculum development, review and use of course outlines, maintenance of teaching effectiveness, academic freedom, and support of students in case of program change or discontinuance.

The same continuous loop of ongoing assessment and improvement ensures that the college provides high-quality student support services dynamically responsive to cultural, environmental, social, community, and institutional changes.

Moorpark College ensures that all students have access to the same quality of programs and services regardless of means of delivery. It publishes clear and accurate information in both printed and online documents. The college also provides students with opportunities to develop the life skills needed to appreciate diversity, integrity, and engagement with the campus and community.

Extrapolating from surveys of students over the past decade, the majority of the students value their experiences at Moorpark College and the relationships they build with other students, faculty, and staff.

Table 2.13 Student Satisfaction with Relationships on Campus

	1994	1996	2000	2003
Overall relationships with other students	72%	77%	73%	73%
Overall relationships with faculty	71%	73%	70%	70%
Overall relationships with staff	58%	61%	59%	60%
Overall experience at this college	78%	79%	76%	79%

Agenda #2: Student Learning Programs and Services

Summary Table 1: Moorpark College Occupational Programs

Program	Degree	Certificate		Permit	Licensure	Advisory Committee		SCANS in Course Outline	SLOs
		Internal	External			Active	Inactive		
Biotechnology	X	X				X		X	X
Business	X					X		X	X
• Accounting Procedures	X	X				X		X	
• Business Communication		X				X		X	
• Management	X	X				X		X	
• Marketing		X				X		X	
• Marketing/Sales	X	X				X		X	
• Sales		X				X		X	
• Small Business		X				X		X	
Child Development	X					X		X	X
• Infant/Toddler		X				X		X	
• Preschool		X				X		X	
• School Age Child Care		X				X		X	
• Child Dev. Assistant		X		X		X		X	
• Child Dev. Associate Teacher		X		X		X		X	
• Child Dev. Teacher		X		X		X		X	
• Child Dev. Master Teacher		X		X		X		X	
• Child Dev. Site Supervisor		X		X		X		X	
• Child Dev. Program Director		X		X		X		X	
Computer Information Systems	X	X	X	X			X	X	
• Microcomputer Applications		X	X	X			X	X	X
• Microcomputer Systems	X	X	X	X			X	X	X

Agenda #2: Student Learning Programs and Services

Program	Degree	Certificate		Permit	Licensure	Advisory Committee		SCANS in Course Outline	SLOs
		Internal	External			Active	Inactive		
Computer Network Systems Eng.	X	X				X		X	X
• Basic Network Specialist		X							
• CISCO Systems Network Assc.		X							
• Windows 2000 Administration		X							
• Advanced Network Specialist		X							
• Microsoft Cert. Systems Adm. (new)		X							
Science	X								X
• Computer Programming		X					X		
Criminal Justice	X						X		
Drafting Tech./CAD/Auto CAD		X					X	X	
Electronics Technology							X		
Environmental Science	X						X		
Exotic Animal Training and Management (EATM)	X	X					X	X	X
Graphics	X						X		
• Graphic Design	X	X					X		
• Computerized Composition	X						X		
• Desktop Publishing	X	X					X		
• Print Technology	X	X					X		
Health Science									X
• Certified Nurse Assistant			X	X	X		X	X	X
• Emergency Medical Technician			X	X	X		X	X	X
• Nursing Science			X				X	X	X
• Radiologic Technology	X				X		X	X	X
• Health Information Technology	X				X		X		

Agenda #2: Student Learning Programs and Services

Program	Degree	Certificate		Permit	Licensure	Advisory Committee		SCANS in Course Outline	SLOs
		Internal	External			Active	Inactive		
Interior Design	X	X				X		X	X
Journalism: Print and Broadcast	X						X		
Multimedia							X		
• Animation		X					X		
• Broadcast		X					X		
• Business		X					X		
• Communications		X					X		
• Visual Design		X					X		
• WWW Design		X					X		
Music	X	X					X		X
Photography	X	X					X		X
• Photo-journalism	X	X					X		
Radio/Television	X						X		
Theatre Arts									
• Acting	X	X					X		
• Directing	X	X					X		
• Technical Theatre	X	X					X		

Summary Table 2: Moorpark College Student Service Programs

For Students Entering the College

Admissions	<ul style="list-style-type: none"> --processes student admissions --participates in CCCApply, the CCC Chancellor's Office sponsored statewide online application for admission --processes student enrollment received online, by telephone, and on campus --ensures college compliance with Title 5 guidelines on residency and other enrollment regulations
Financial Aid	<ul style="list-style-type: none"> --administers state and federal financial aid programs through grants, loans, and work study
International Students Program	<ul style="list-style-type: none"> --provides assessment, orientation, INS compliance, personal guidance services to approximately 350 students per semester
Matriculation	<ul style="list-style-type: none"> --coordinates services to promote student success, such as online orientation, self-placement, testing, and early alert notices --provides online orientation, including introduction to programs and services, students' rights and responsibilities, tips on academic success --maintains online self-placement process to guide students to the appropriate level of English and mathematics courses --administers the Ability to Benefit Test and supports assessment testing for the International Student Program
Records	<ul style="list-style-type: none"> --maintains student records and privacy rights in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), Title 5 guidelines, and the California Education Code, relying in part on the security and recovery/disaster backup systems for computerized student records --stores permanent records securely in a fireproof vault --destroys disposable records semi-annually
Student Business Office	<ul style="list-style-type: none"> --oversees student and staff financial services --processes phone registration and payments --serves as an alternative box office for the Performing Arts Center

Summary Table 2: Moorpark College Student Service Programs (continued)

For Students Enrolled at the College

ACCESS (Accessibility Coordination Center and Educational Support)	<ul style="list-style-type: none"> --provides assessment for learning disabilities --provides appropriate accommodations for special-needs students, including tutoring, ASL interpreters, class note-takers, special testing conditions, accessible parking --offers computer access and training in Assistive Computer Technology Laboratory (room AA132) --offers precollegiate Learning Skills classes to prepare students for college-level coursework
America’s Teaching Zoo	<ul style="list-style-type: none"> --offers a living laboratory experience for students in animal science and Exotic Animal Training and Management --provides a wildlife education facility for the campus and the community
Art Gallery	<ul style="list-style-type: none"> --displays student, faculty, and community art in lobby of Administration Building --holds receptions to introduce artists to campus community
Bookstore	<ul style="list-style-type: none"> --sells textbooks, course materials, and incidentals --buys back used textbooks
Campus Police	<ul style="list-style-type: none"> --provides 24/7 security and assistance to students and staff
Child Development Center	<ul style="list-style-type: none"> --provides childcare for students and staff in a nationally accredited program
Counseling	<ul style="list-style-type: none"> --performs outreach and recruitment activities --offers academic advisement, career counseling, personal counseling --offers personal growth classes --delivers services through appointments, drop-by, online, and group counseling for cohorts --maintains counseling Web site --monitors academic and progress probation students --offers internship for graduate students selected through application and interview

Agenda #2: Student Learning Programs and Services

EOPS (Extended Opportunity Program and Services)	--offers financial assistance and educational support services to students from low-income families
Food Services Honors Program	<ul style="list-style-type: none"> --operates the food court, a concession trailer, and vending machines across campus --offers learning experiences that emphasize independent and creative thought in several disciplines --offers transfer opportunity to UCLA through the Transfer Alliance Program
Intercollegiate Athletics	<ul style="list-style-type: none"> --offers intercollegiate athletic competition in 17 men's and women's sports --coordinates schedules, transportation, and support systems for competitions on and off campus --oversees compliance with Commission on Athletics regulations
Language Laboratory	--offers practice in listening and speaking to support coursework in modern languages and ESL
TLC (The Learning Center)	--offers tutoring, study skills workshops, independent study materials, supplemental instruction to support academic success
Library	<ul style="list-style-type: none"> --provides books, audiovisual materials, and electronic materials to support the curriculum --offers library orientations and instruction
Open-Access Laboratories	<ul style="list-style-type: none"> --offers free student use of 48 networked stations in LMC building 5 days per week from 8 a.m. until 9 p.m. and Computer half-day on Saturday --offers access to additional student computer laboratories in Library and Physical Sciences buildings
Student Government and Activities	<ul style="list-style-type: none"> --advises Associated Students Board of Directors --manages student organizations and clubs that promote diversity and student involvement --develops extracurricular activities --issues college photo identification --operates Campus Escort service --publicizes information on housing, employment, transportation, and campus services

Agenda #2: Student Learning Programs and Services

Student Health Center	<ul style="list-style-type: none"> --offers health care services to students: nursing services, self-care center, emergency care, immunizations, testing/screening, plus appointments with specialists --offers limited services to staff --provides educational materials through brochures and bulletin board --leads Crisis Intervention Team and Wellness Committee --coordinates the Campus Health Fair
Women's Center	<ul style="list-style-type: none"> --presents lectures and discussions on topics that affect women --maintains library of books and information --maintains meeting and rest space for all students --offers annual scholarships

For Students Preparing for Transfer or the Workplace

Articulation	<ul style="list-style-type: none"> --assists faculty with curriculum development --develops articulation and guaranteed transfer agreements with four-year schools --serves on Technical Review and Curriculum Committees --represents the college at state and regional associations
Career Services Center	<ul style="list-style-type: none"> --offers computerized career exploration and assessments --offers Internship and Volunteer Service Programs to give students practical work and service experience --assists CalWORKs students with occupational planning and case management --maintains career information bulletin board and Web site
Scholarship Office	<ul style="list-style-type: none"> --provides scholarship information and applications through bulletin board, newsletter, and workshops --coordinates annual Awards Ceremony and Moorpark College Foundation Scholarship Reception
Transfer Center	<ul style="list-style-type: none"> --coordinates guaranteed transfer programs --assists students in transferring to four-year institutions through printed materials, online services, and workshops --sponsors annual Transfer Day --hosts representatives from four-year schools --conducts visits to UC and CSU campuses

**Documents for
Agenda 2: Student Learning Programs and Services**

- S.1 Survey of Student Perceptions 1994, 1996, 2000, 2003
- S.2 Moorpark College Curriculum Handbook
- S.3 *Making Decisions at Moorpark College 2004-05*
- S.4 *Institutional Effectiveness at Moorpark College 2003-04*
- S.5 Program Planning Data Report Fall 2003
- S.6 Annual Program Plans for 2003-04
- S.7 Report: Moorpark College Basic Skills Course List Fall 2004
- S.8 Fall 2004 Schedule of Classes
- S.9 Learning Communities Institutes brochures
- S.10 Service learning projects information
- S.11 Honors Program brochure
- S.12 U.S. Department of Labor and Education Secretary's Commission on Achieving Necessary Skills competencies
- S.13 Board of Registered Nursing Self-Study 2002
- S.14 National League of Nursing Self-Study 2003
- S.15 Radiology Technology Self Study 2003
- S.16 South Coast Regional Consortium Annual Report 2003-2004
- S.17 Information on state regional grant in biotechnology
- S.18 Information on state regional grant in distance learning
- S.19 Information on state regional grant in engineering technology (Project CREATE)
- S.20 Information on state regional grant in health information technology
- S.21 Information on state regional grant in nursing
- S.22 Information on state regional grant in multimedia
- S.23 Academic Faire flyer
- S.24 Transitions Conference information
- S.25 CyberSummer information
- S.26 Summer Seminar information

Agenda #2: Student Learning Programs and Services

- S.27 Ground Hog Job Shadow Day information
- S.28 Examples of class syllabi and corresponding course outlines
- S.29 Faculty Handbook
- S.30 Recent interview questions and teaching demonstration used in selecting new faculty
- S.31 AFT/VCCCD Agreement with sections on evaluation, sabbatical leave, and travel stipend identified
- S.32 Outline of new faculty orientation
- S.33 Staff development flex booklets and flyers on workshops offered throughout the semester
- S.34 Teaching/Learning Lunches flyers 2003-04
- S.35 Faculty connections contract
- S.36 Learning Communities flyers
- S.37 Information on workshops on learning communities
- S.38 Information on Summer Seminar
- S.39 VCCCD Board Policy Manual (located on the district Web site: www.vcccd.net)
- S.40 Petition for graduation under earlier program requirements
- S.41 Nursing program student learning outcomes
- S.42 Radiologic Technology program student learning outcomes
- S.43 Child Development program student learning outcomes
- S.44 EOPS state report
- S.45 ACCESS state report
- S.46 Financial Aid report
- S.47 International students report
- S.48 The Library: Summary of Services and Programs Fall 2004
- S.49 Library cooperative agreements
- S.50 Counseling report showing study on wait times and drop-by counseling
- S.51 Self-placement instruments for English and mathematics
- S.52 Matriculation study on the effectiveness of the self-placement process
- S.53 The Learning Center: Summary of Services and Programs Fall 2004
- S.54 The Learning Center: Report on tutoring by discipline

Agenda #2: Student Learning Programs and Services

- S.55 Evaluation forms for faculty
- S.56 Evaluation forms for classified staff
- S.57 Learning community with counseling faculty
- S.58 Student Health Center annual report for several years
- S.59 Student Learning Outcomes in Student Services: folder of samples
- S.60 Flyer from October 2002 campus conference for high school students co-sponsored by LULAC
- S.61 Guiding principles for facilities planning
- S.62 US Department of Education grant to evaluate The High School @ Moorpark College
- S.63 Program review of off-campus program
- S.64 Memorandum of understanding with Conejo Unified School District
- S.65 Report: Number of catalogs printed and sold for past three years
- S.66 Report on means of student registration for fall 2004
- S.67 Multicultural Day booklet
- S.68 Employee diversity charts
- S.69 Minutes of EATM advisory committee meeting 2004
- S.70 Study abroad advertisements
- S.71 Alpha Gamma Sigma bylaws
- S.72 Associated Students survey of turnitin.
- S.73 Associated Students leadership retreat materials
- S.74 Alpha Gamma Sigma brochure
- S.75 List of clubs for 2003-04