

Institutional Effectiveness
at
Moorpark College

Ventura County Community College District
Fall 2006

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Introduction: *Students First!*

"Students First!" and Institutional Effectiveness

Over the last decade, Moorpark College has pledged to put students first. Everything we do, we do with student learning in mind. Our Student Learning Organizational Model, our insistence on teaching excellence, and our efforts to engage and support our students exemplify the spirit of our Mission.

Even as we strive to enhance Student Learning, however, an equally urgent question arises: How do we know Learning is taking place? How do we know our planning, decisions, and strategies are enhancing student success?

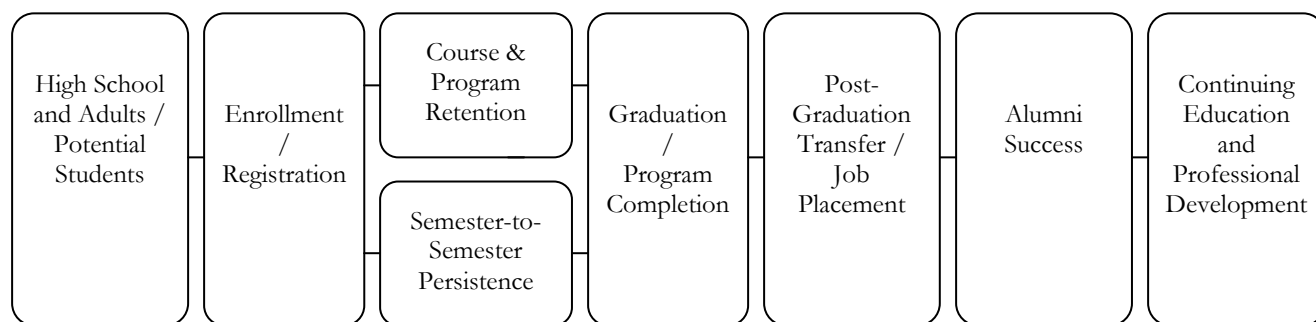
Part of the answer is to be found in the data we gather in the course of our work. Faculty and staff gauge learning effectiveness through interactions with students and measures of their performance. This formative assessment provides important information for continuous improvement.

A second perspective is presented by this *Institution Effectiveness 2006*, in which we offer a summative look at student success at Moorpark College. Data gathered over the last five years provide a trend for each student success indicator. This global look at student success frames our formative data, and assists us in answering the question: How do we know students are learning?

As we daily renew our pledge to *students first*, these success indicators give us critical points of reference for strategic and program planning.

Success Indicators in the Continuum of Student Learning

Institutional Effectiveness 2006 reflects the continuum of a student's experience at the College, and pinpoint as many indicators of success as possible. The continuum of student experience begins in our feeder high schools and community of adult learners, and is marked by key phases such as: application, enrollment, course and program completion, student engagement and persistence, graduation, post-graduate transfer and job placement, alumni successes over time, and continuing education/professional development.



As we learn more about key success indicators in our institutional research, other measures will be added to create an increasingly nuanced picture of student success at our college.

Your input is critical and welcomed. Through continuous assessment and action research in and outside the classroom, we as learning leaders can lower barriers, create pathways for student learning, and guide our students to success.

Moorpark College Mission Statement

As a public community college, Moorpark College offers programs and services accessible to the community. Drawing from a student-centered philosophy, Moorpark College creates learning environments that blend curriculum and services in providing to students:

- Introductions to the broad areas of human knowledge and understanding;
- Courses required for university transfer and career preparation or advancement;
- Skills in critical thinking, writing, reading, speaking, listening, and computing;
- Exposure to the values of diversity locally, nationally, and internationally;
- Extracurricular activities that promote campus community involvement and personal development;
- Preparation for the challenges and responsibilities of life and change in a free society and the global community.

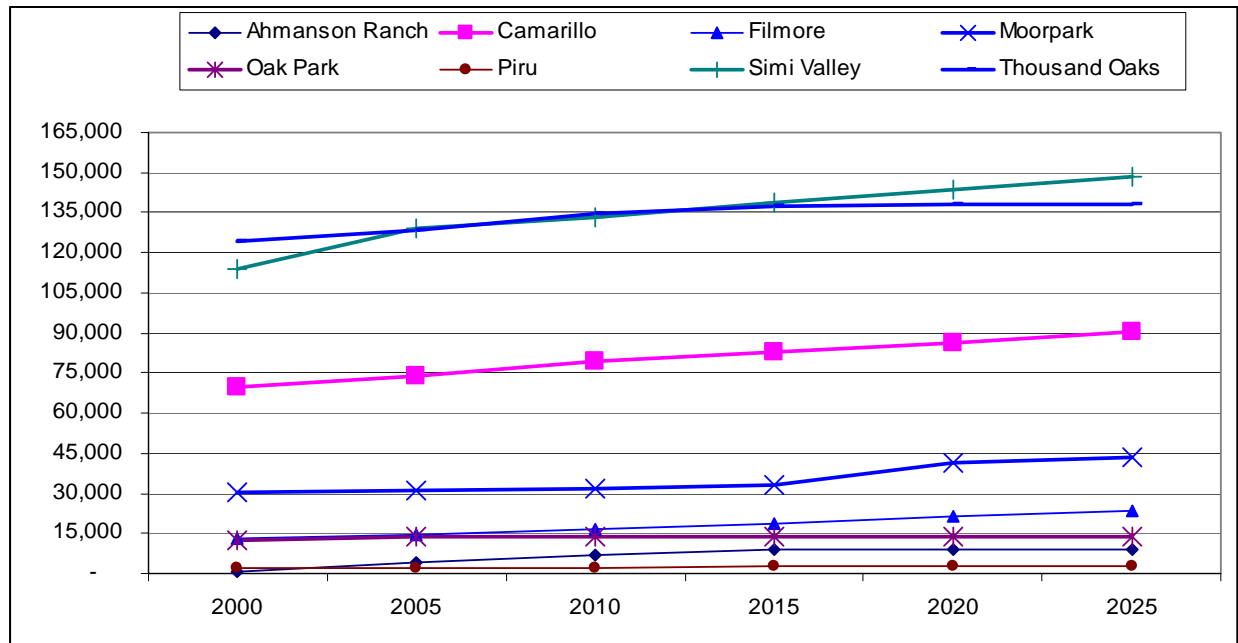
Chapter 1: Ventura County and Moorpark College

Moorpark College is the largest of the three colleges within the Ventura County Community College District. Moorpark College serves the cities of Moorpark, Simi Valley, and the Conejo Valley communities of Thousand Oaks and Oak Park.

Moorpark College is located in the eastern part of Ventura County, which is geographically and economically defined by a mixture of agricultural farm land and suburban housing. The region is anticipating a steady population growth from now to the year 2025. High school graduation rates have been steadily climbing since 1999. This climb is projected to peak in 2007, and remain between 9,000 and 9,500 per year through 2015. Since Moorpark College currently receives 40% of area high school graduates into its freshmen class, the rise and fall of graduation rates at local high schools will impact college enrollment.

Ventura County Population

Figure 1.1: Population Forecast – East Ventura County Areas¹



¹ 2000 Ventura Council of Government Forecasts. http://www.ventura.org/planning/information_docs_maps/ven_cncl.htm

High School Graduates

Figure 1.2: High School Graduates²

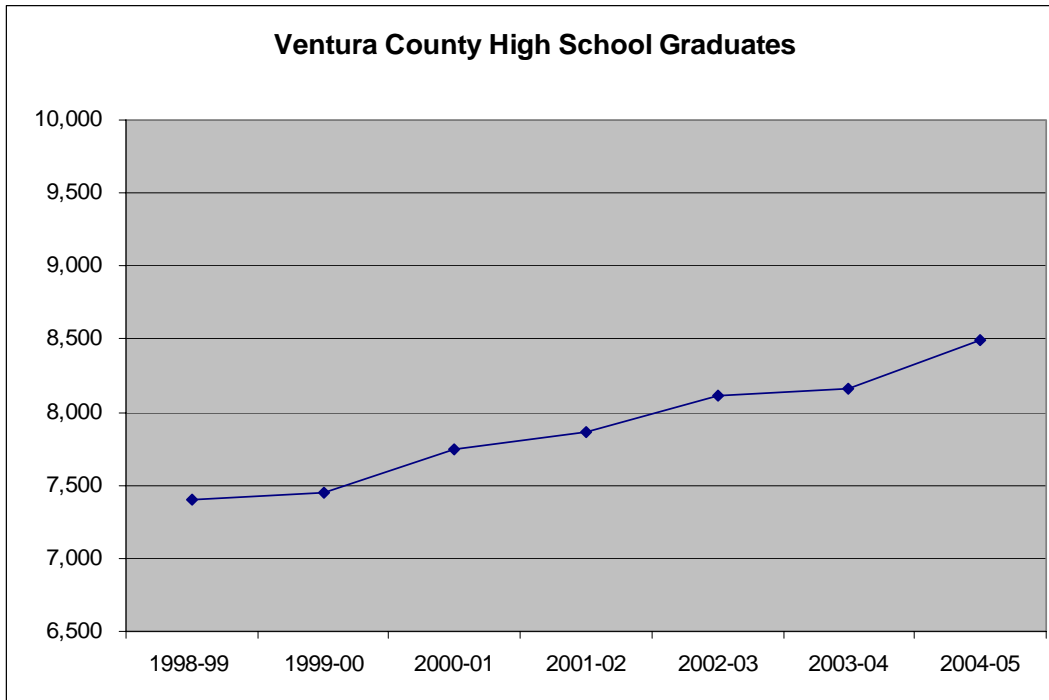
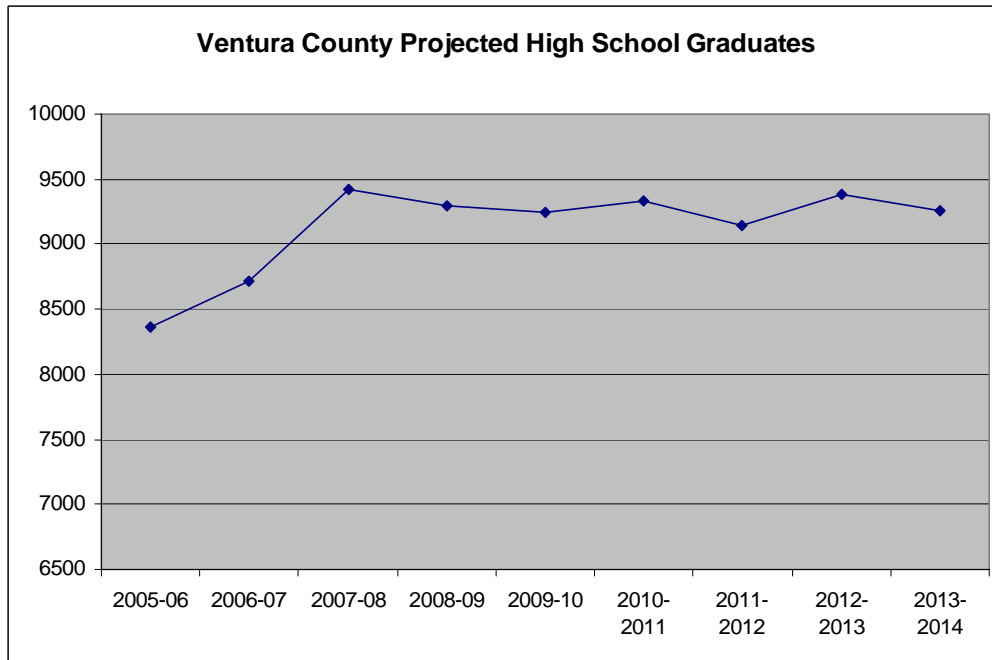


Figure 1.3: Projected High School Graduates³



² Source: California Department of Education, <http://data1.cde.ca.gov/dataquest/>

³ Source: California Department of Finance, Demographic Research Unit, www.dof.ca.gov

Figure 1.4: High School Graduates in Moorpark College Service Area⁴

	Class of 2003	Class of 2004	Class of 2005
Moorpark Unified School District			
High School at Moorpark College	58	45	46
Moorpark Memorial High School	432	491	468
Conejo Valley Unified School District			
Newbury Park High School	405	356	355
Thousand Oaks High School	576	591	559
Westlake High School	485	477	498
Simi Valley Unified School District			
Apollo High School	56	60	59
Royal High School	487	535	520
Santa Susana High School	181	157	179
Simi High School	490	482	503
Oak Park Unified School District			
Oak Park High School	250	223	239
Total Area High School Graduates:	3,420	3,417	3,426

Figure 1.5: Percentage of High School Graduates Who Attend Moorpark College in the Fall Semester Following Graduation⁵

	Class of 2003	Class of 2004	Class of 2005
Moorpark Unified School District			
High School at Moorpark College	43%	71%	91%
Moorpark Memorial High School	44%	51%	50%
Conejo Valley Unified School District			
Newbury Park High School	33%	36%	30%
Thousand Oaks High School	38%	38%	36%
Westlake High School	25%	27%	31%
Simi Valley Unified School District			
Apollo High School	27%	25%	25%
Royal High School	43%	43%	47%
Santa Susana High School	36%	42%	38%
Simi High School	48%	54%	49%
Oak Park Unified School District			
Oak Park High School	30%	29%	28%
Total Area High School Graduates:	38%	41%	40%

⁴ Source: California Department of Education, <http://data1.cde.ca.gov/dataquest/>

⁵ Source: VCCCD IR Office, historical data captured at 4th week of the fall 2005 semester.

Internal Free-Flow: Distribution of County Residents within District Colleges⁶

Figure 1.6: Internal Free-Flow

Area of Residence	Total Students Attending VCCCD	Students Attending Moorpark College Fall 2005	Students Attending Oxnard College Fall 2005	Students Attending Ventura College Fall 2005
Simi Valley	4080	96.7%	1.6%	1.7%
Moorpark	1722	95.0%	2.5%	2.5%
Conejo Valley Area	4064	92.6%	3.4%	4.0%
Camarillo/Somis	2705	44.1%	18.8%	37.1%
Fillmore Area	2160	6.3%	5.5%	88.2%
Oxnard/Port Hueneme	8048	3.0%	59.8%	37.2%
Ventura	5019	2.2%	6.0%	91.8%
Ojai/Oak View	866	2.0%	5.8%	92.3%

External Free-Flow: Distribution of Non-County Residents within District Colleges⁷

Figure 1.7: External Free-Flow

Area of Residence	Total Students Attending VCCCD	Students Attending Moorpark College Fall 2005	Students Attending Oxnard College Fall 2005	Students Attending Ventura College Fall 2005
Los Angeles County/ San Fernando Area	1401	97.9%	0.9%	1.3%
Agoura Hills, Calabasis, and Malibu Areas	746	93.8%	3.8%	2.4%
Santa Clarita Area	85	71.8%	8.2%	20.0%
Santa Barbara Area	147	3.4%	32.0%	64.6%

⁶ Source: VCCCD IR Office, historical data captured at 4th week of the fall 2005 semester.

⁷ Source: VCCCD IR Office, historical data captured at 4th week of the fall 2005 semester.

County Economics in 2005-2006

State of the Workforce⁸

The Ventura County Workforce Investment Board reports a need to train Ventura County workers for jobs in high-wage sectors. Employers in many of the fast-growing, well-paid, sectors have experienced difficulty in finding workers. These businesses have found that most available Ventura County workers do not have the necessary skills and education. They have also had trouble attracting out-of-county workers because of high housing costs.

In contrast, Ventura County agriculture and retail trade sectors, which pay, on average, extremely low wages, account for about a quarter of all Ventura County jobs. The salaries in these sectors are barely above the federally defined poverty level, and they are certainly not enough to support a family in Ventura County. Furthermore these two sectors show the smallest salary gains of any other industry in Ventura County.

However, as Ventura County's economy grows there will be economic pressure to increase retail sales, retail outlets, and retail jobs. Retail sector growth is further encouraged because of the way local governments are financed in California. Retail sales tax revenues are critical to local governments. As the retail sector grows, residents of Ventura County will likely be able to find a job, but with a salary that is not high enough to support their family.

In contrast, some of Ventura County's well-paying sectors, including the services sector, the wholesale trade sector, and the finance, insurance and real estate sector, have shown strong growth. The irony is that these employers have reported a difficulty in finding workers due to the lack of skill and/or education.

Some of the projected increases in Ventura County employment over the next decade may be in the areas of⁹:

- Information Technology
- Health Care (Geriatrics, Complimentary Health, Wellness)
- Professional Services (Consulting, Scientific, Technical)
- Financial Services

The growth of these higher-wage sectors will be constrained by the lack of trained local workers and the impact of high housing costs on the ability of firms to attract out-of-County workers. So it is critically important that the County develop a well-educated workforce, ready for the challenges of 21st century economy.

⁸ *State of the Workforce, 2003*, prepared by the Ventura County Workforce Investment Board.

⁹ *California Economic Forecast*, M. Schniepp

Economic Factors and Moorpark College Enrollment

As described in the next section of this report, fall 2005 is the third consecutive semester of enrollment decline at Moorpark College. This enrollment decline is triggered by numerous factors.

The most obvious factor is two increases in per-unit student fees, first from \$11 to \$18 in fall 2003 and from \$18 to \$26 in fall 2004.

The overall economy of the county is another factor. In 2004-2005, the economy saw modest recovery with jobs open across the County, particularly in low-wage, entry-level, retail positions. True to the counter-cyclical nature of community college enrollment, students return to the workplace when such jobs are plentiful.

A third possible factor is the dramatic rise in gas prices, which may have discouraged students who now face a more expensive commute.

Figure 1.8: Ventura County Unemployment Rate¹⁰

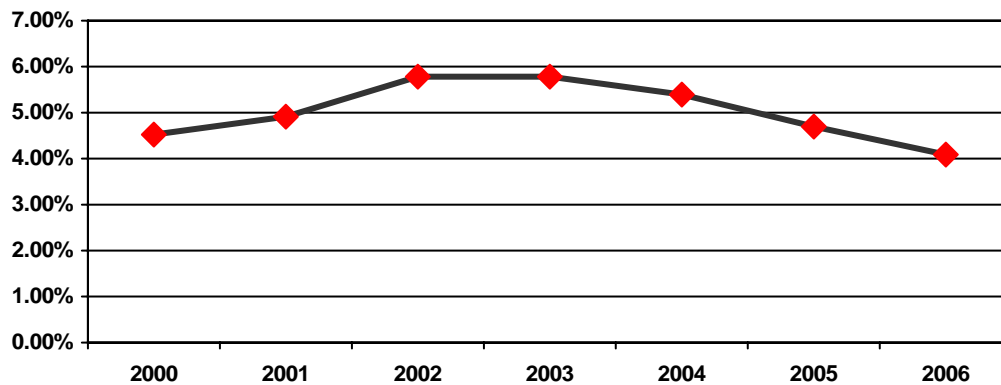
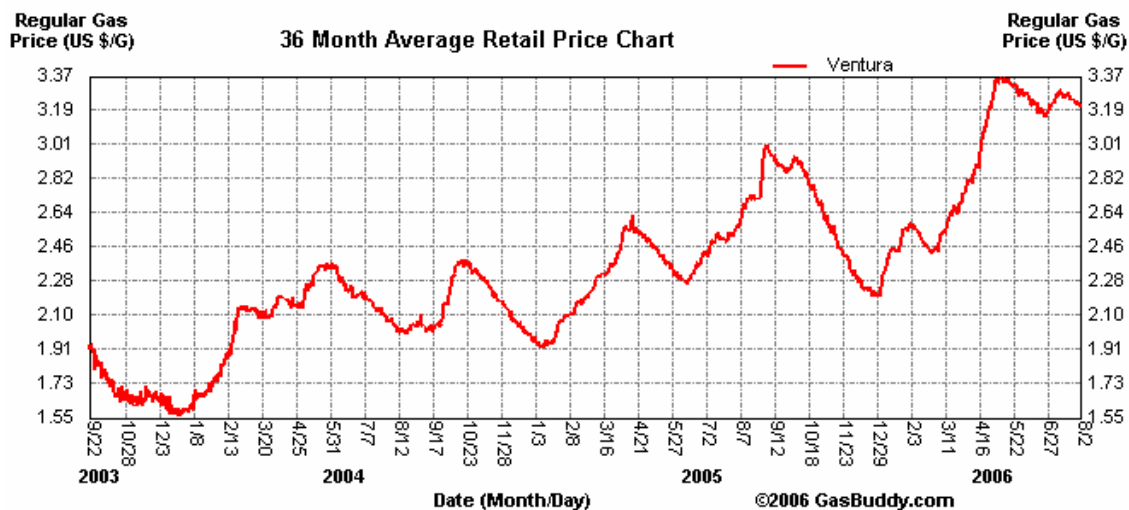


Figure 1.9: Ventura County Gasoline Prices



¹⁰ Source: <http://www.labormarketinfo.edd.ca.gov/>

Summary of Ventura County and Moorpark College

- Moorpark College's service area is well-defined by geography, including the Conejo Grade, the ridge of mountains separating the Moorpark Valley from the Santa Clara River Valley, and the preponderance of open agricultural land in the Camarillo and Moorpark areas.
- Ventura County is experiencing modest growth in population. The population in the city of Moorpark increased dramatically in the 90s, and is currently experiencing very little growth. The city of Moorpark is projected to experience population growth once again between 2015 and 2020.
- The population of Ventura County High School Graduates is expected to peak in 2007 and thereafter remain stable through 2014. Approximately 40% of local high school graduates attend Moorpark College in the fall following graduation.
- Students are sensitive to the geography of the County and the quality of their daily commute. These two factors often affect their choice of colleges. For example, a majority of students who reside in Fillmore chose Ventura College even though Moorpark College is closer in distance. The rough terrain from Fillmore to Moorpark College is clearly a factor in the students' choice of campus location.
- The cities of Moorpark, Simi Valley and Thousand Oaks are the primary service area of Moorpark College. Moorpark College serves, respectively, 95%, 97%, and 93% of the students from these cities who are attending college in the Ventura County Community College District.

Implications for Planning

- Moorpark College will track, and prepare for, the fluctuations in student enrollment.
- Moorpark College will further define its role as a community college meeting the workforce needs within Ventura County.
- Moorpark College will analyze how the economic climate of Ventura County, geography and other external factors contribute to our students' educational decision-making, and bring these perspectives to our enrollment management dialogue.

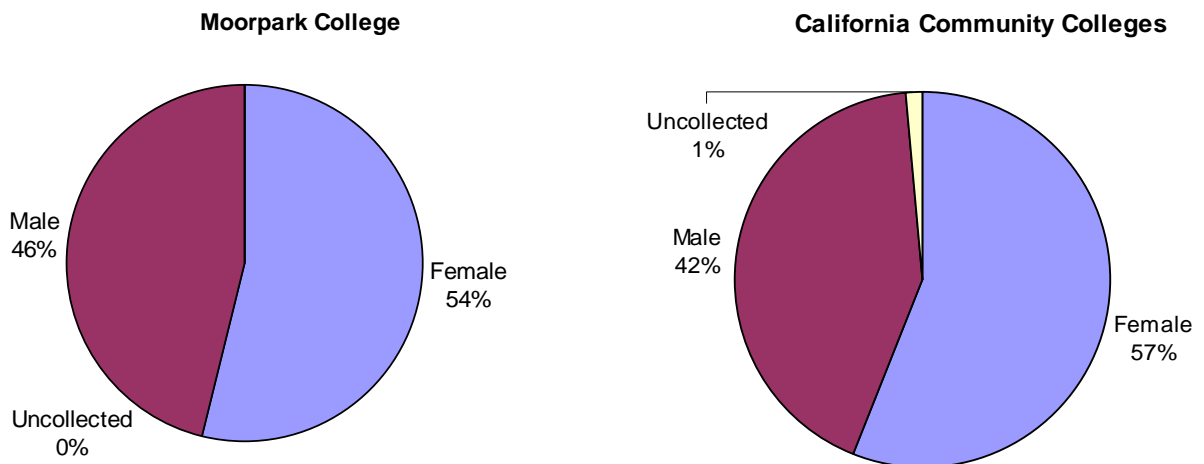
Chapter 2: Student Profile

This chapter profiles the Moorpark College student population over a five-year period. Comparisons are made to state-wide California Community College data where available.

Figure 2.1: Moorpark College Enrollment by Gender¹¹

Gender	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Female	55%	55%	54%	54%	54%
Male	44%	44%	46%	46%	46%

Figure 2.2: Moorpark College Enrollment by Gender Compared to California Community Colleges¹²



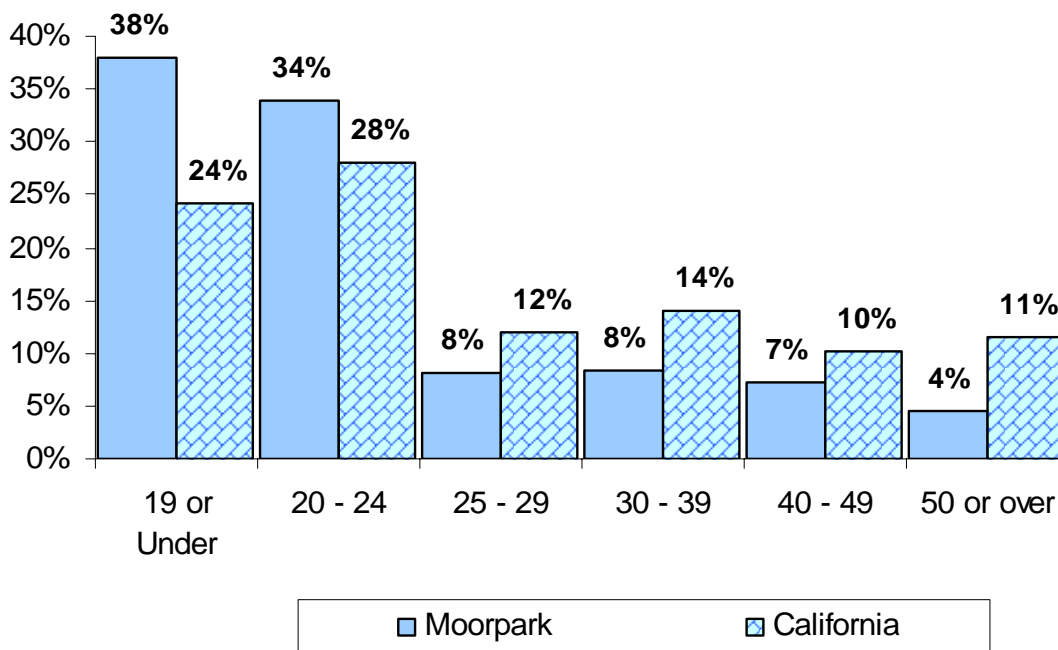
¹¹ Source: VCCCD IR Office, historical data captured at 4th week of the fall 2005 semester.

¹² Source: California Community Colleges Datamart, www.cccco.edu.

Figure 2.3: Moorpark College Age Distribution¹³

Age	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
19 or Under	35%	35%	36%	37%	38%
20 – 24	32%	32%	34%	35%	34%
25 – 29	9%	9%	9%	8%	8%
30 – 39	10%	10%	9%	8%	8%
40 – 49	9%	9%	8%	7%	7%
50 or Over	5%	5%	4%	4%	4%

Figure 2.4: Moorpark College Age Distribution Compared to California Community Colleges¹⁴



¹³ Source: VCCCD IR Office, historical data captured at the 4th week of the fall 2005 semester.

¹⁴ Source: California Community Colleges Chancellor's Office Datamart, www.cccco.edu, Fall 2005 semester data.

Figure 2.5: Ethnicity of Moorpark College Students¹⁵

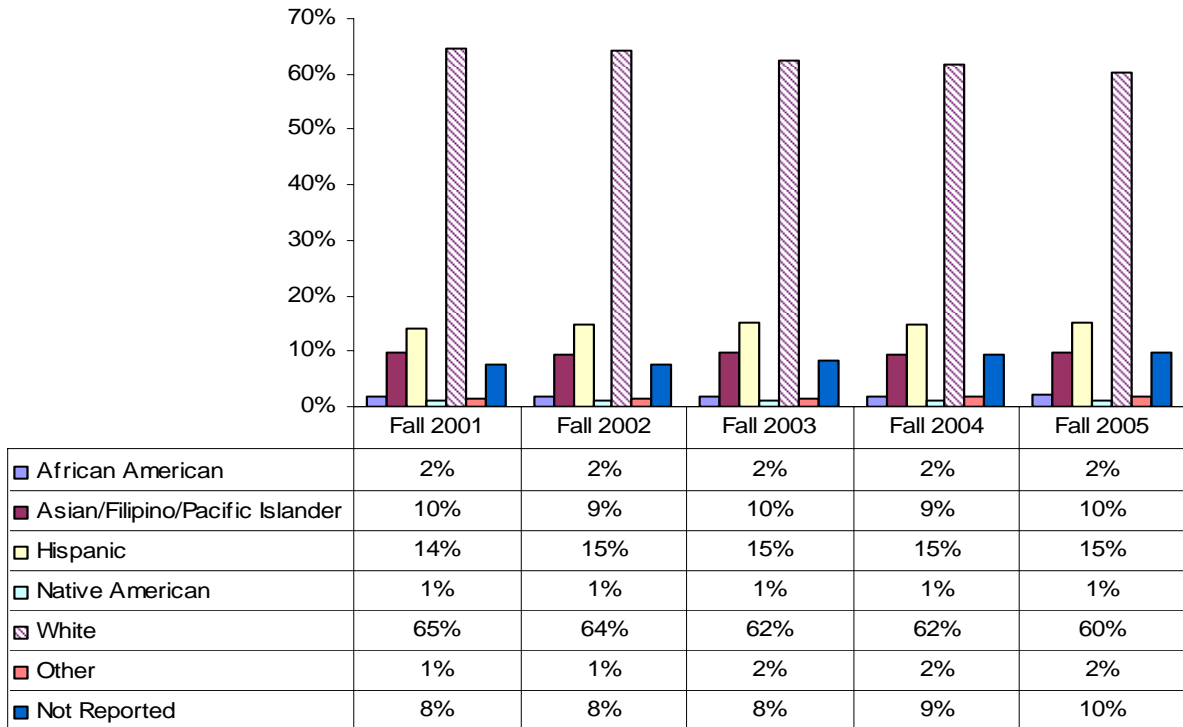
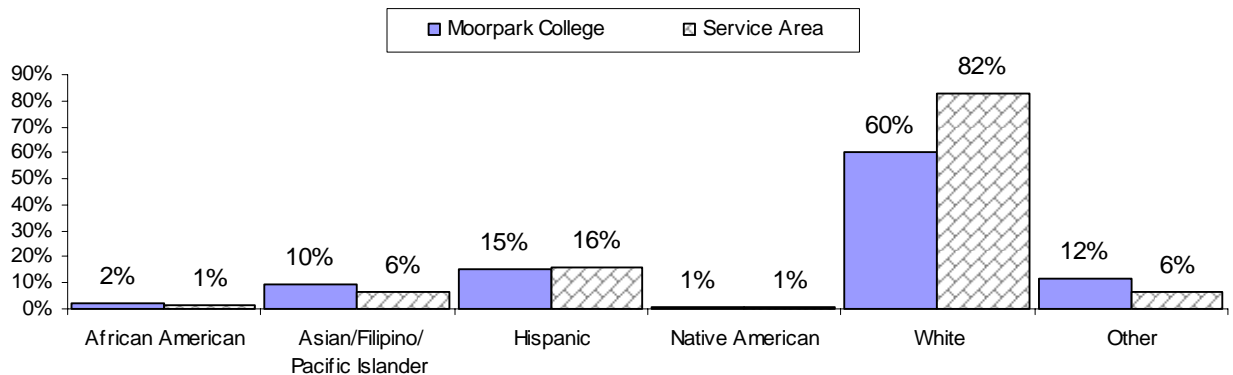


Figure 2.6: Ethnicity of Moorpark College Students Compared to College Service Area Adult Population

Please note that the percentages for the service area do not total 100 percent because the 2000 Census asked separate questions for race (White, African American, Asian, Native American, Pacific Islander, Multiracial, or Other) and ethnicity (Latino or not).



¹⁵ Source: VCCCD IR Office, historical data captured at the 4th week of the fall 2005 semester.

Figure 2.7: Cities of Residence for Moorpark College Students¹⁶

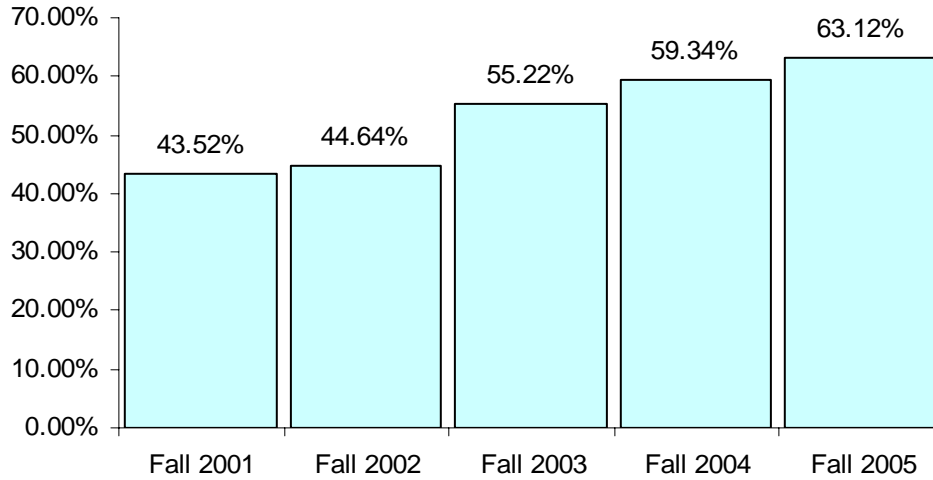
N= Number of Moorpark College students. % = Percentage of total Moorpark College students.

City	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Simi Valley	4,200	28	4,332	28	4,168	29	4,031	28	3,947	29
Thousand Oaks	2,333	16	2,412	16	2,273	16	2,132	15	2,073	15
Moorpark	1,573	11	1,634	11	1,622	11	1,665	12	1,632	12
Newbury Park	1,143	8	1,218	8	1,074	7	1,074	8	1,012	7
Westlake Village	427	3	445	3	414	3	386	3	386	3
Oak Park	246	2	277	2	301	2	276	2	292	2
Somis	68	1	63	0	53	0	53	0	58	0
In Service Area	9,990	68%	10,381	68%	9,905	69%	9,617	68%	9,400	68%
Camarillo	1,226	8	1,332	9	1,217	8	1,179	8	1,136	8
Oxnard	196	1	217	1	215	2	197	1	215	2
Ventura	121	1	105	1	117	1	109	1	112	1
Fillmore	100	1	102	1	111	1	103	1	103	1
Santa Paula	29	0	31	0	38	0	34	0	30	0
Port Hueneme	24	0	35	0	26	0	33	0	27	0
In Ventura County	1,696	11%	1,822	12%	1,724	12%	1,655	11%	1,623	12%
Agoura Hills	617	4	653	4	569	4	556	4	524	4
Northridge	255	2	272	2	295	2	312	2	300	2
Canoga Park	312	2	286	2	293	2	289	2	289	2
Reseda	77	1	72	1	87	1	95	1	91	1
West Hills	101	1	102	1	99	1	87	1	101	1
Chatsworth	250	2	240	2	246	2	248	2	185	1
Woodland Hills	141	1	140	1	125	1	141	1	141	1
Granada Hills	113	1	115	1	124	1	139	1	148	1
Calabasas	128	1	142	1	128	1	131	1	144	1
Malibu	16	0	22	0	21	0	36	0	32	0
Tarzana	27	0	21	0	29	0	30	0	37	0
Encino	18	0	28	0	39	0	24	0	36	0
Outside Service Area	2,055	16%	2,093	16%	2,055	16%	2,088	16%	2,028	14%
Total of Above Cities	13,741	93%	14,296	94%	13,684	95%	13,360	94%	13,051	95%
Total College Enrollments	14,789	100%	15,267	100%	14,453	100%	14,204	100%	13,704	100%

¹⁶ Source: VCCCD IR Office, historical data captured at the 4th week of the fall 2005 semester.

Figure 2.8: Educational Goal¹⁷

The proportion of students attending Moorpark College with the goal of transferring to a four-year institution has steadily increased over the past five years.



¹⁷ Source: VCCCD IR Office, historical data captured at the 4th week of the fall 2005 semester. The dramatic increase in the number students declaring an intention to transfer in fall 2003 could be the result of better and more systematic data collection rather than a sudden change in students' educational goals. Students are now asked to update their educational goal each semester they register.

Summary of Student Profile

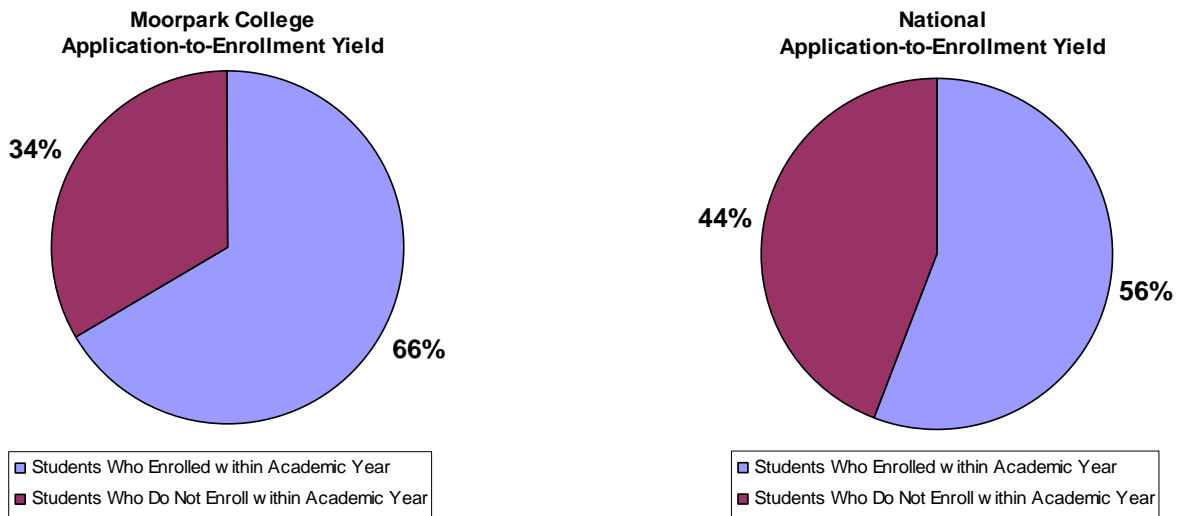
- The gender ratio for Moorpark College (54% female, 46% male) differs from the state gender ratio (57% female, 42% male).
- Moorpark College students are significantly younger than the state age distribution (72% of Moorpark College students are age 24 and younger) compared to a state average of 52%
- Enrollment percentage across ethnic groups is relatively consistent over the five-year period.
- The ethnic diversity at Moorpark College reflects the diversity of the college service area of Moorpark, Simi Valley, Somis, Thousand Oaks, and Oak Park with the exception of the proportion of white students. The college has a lower percentage of white students (60%) compared to the community (82%).
- In fall 2005, 63% of Moorpark College students declared a goal of transferring to a four-year institution. The dramatic increase in the number students declaring an intention to transfer in fall 2003 may be the result of better and more systematic data collection rather than a sudden change in students' educational goals. Students are now asked to update their educational goal each semester they register.

Chapter 3: Student Access

Moorpark College accepts admission applications on a rolling basis for fall, spring and summer semesters. Data in this chapter reflect a five-year trend.

Application Patterns

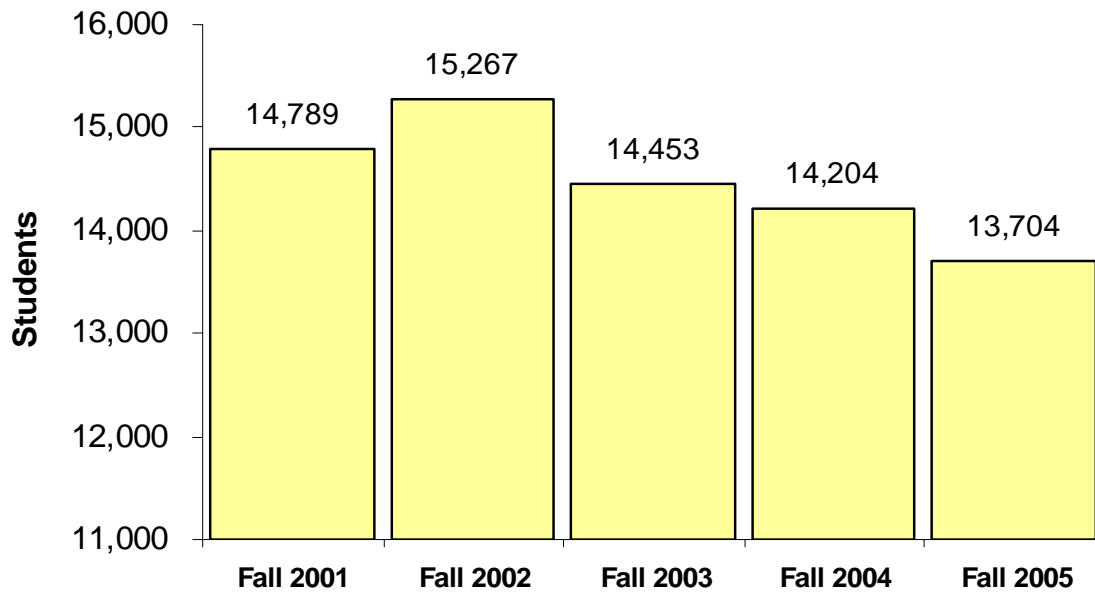
Figure 3.1: Moorpark College Application-to-Enrollment Yield Ratio¹⁸



¹⁸ Source: Historical data in Banner and National Center for Education Statistics, IPEDS Peer Analysis System.

Enrollment Trends

Figure 3.2: Total Moorpark College Enrollment by Unduplicated Headcount¹⁹

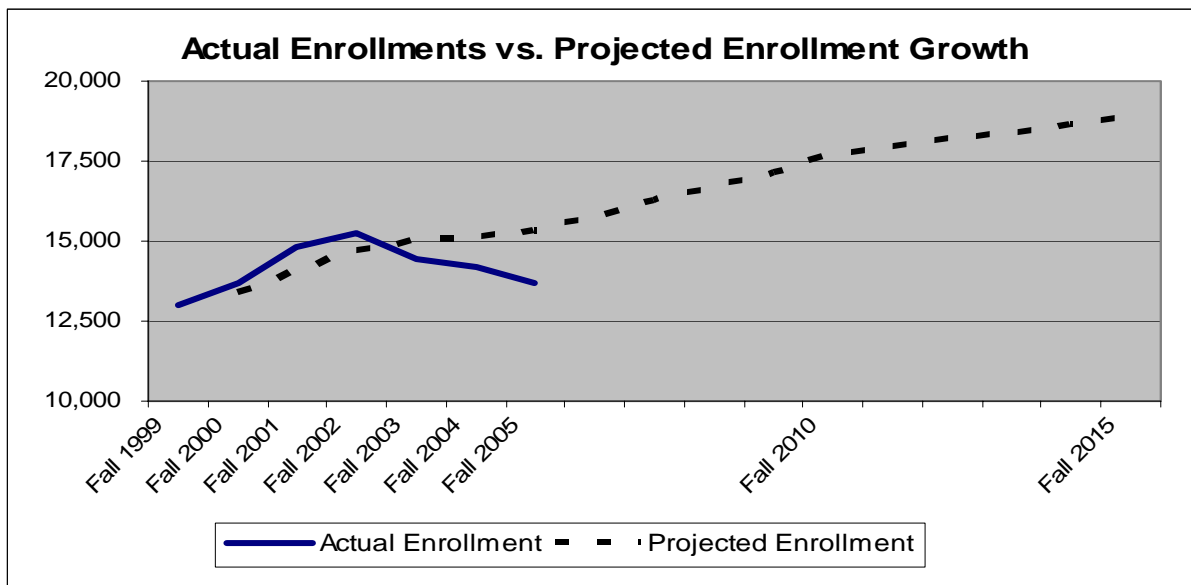


¹⁹ Data source: District Institutional Research Office, utilizing historical data captured in Banner.

Figure 3.3: Percentage of Moorpark College Enrollment Growth

% of Change	
Fall 2000 to Fall 2001	8%
Fall 2001 to Fall 2002	3%
Fall 2002 to Fall 2003	-5%
Fall 2003 to Fall 2004	-2%
Fall 2004 to Fall 2005	-4%
Average Growth	0%

Figure 3.4: Actual Moorpark College Enrollments Compared to Projected Enrollment Growth²⁰



²⁰ Source: Historical data in Banner, and *Moorpark College Educational and Facilities Master Plan*, March 2002. The projected enrollment is based on Ventura County population data collected in the 2000 Census.

Figure 3.5: Moorpark College Student Enrollment Status²¹

Enrollment Status %	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
First Time College Student	25%	25%	22%	21%	23%
First Time Transfer-Student (transferred from another college)	5%	5%	6%	8%	8%
Returning Student (more than one year interruption in enrollment)	16%	15%	13%	14%	14%
Continuing Student	50%	51%	55%	53%	52%
HS Student/Adv Placement	4%	4%	4%	4%	3%
Total:	100%	100%	100%	100%	100%

Figure 3.6: Moorpark College Student Unit Load ²²

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
% of Full-Time Students (a minimum of 12 units)	38%	41%	42%	43%	41%
% of Part-Time Students	62%	59%	58%	57%	59%

²¹ Source: Historical data in Banner.

²² Source: VCCCD IR Office.

Summary of Student Access

- Of all students who apply for admission to Moorpark College, 66% enroll within the same academic year. This is higher than the national norm of 56%.
- Moorpark College surpassed its capacity of 15,000 students in fall 2002, sooner than projected.
- Enrollment at Moorpark College in fall 2005 declined, returning to the fall 2000 enrollment level, following the peak in fall 2002. (See Chapter 1 for factors that may have impacted enrollment.)
- The percentage of full-time students (minimum of 12 units) at Moorpark College in fall 2005 is consistent with fall 2002.

Implications for Planning

- While growth is projected for Moorpark College until 2015, year-to-year enrollment has fluctuated. Factors affecting these short-term fluctuations include current economic climate and annual population changes in the feeder community and high schools. Moorpark College must manage the immediate annual fluctuation while planning for projected growth in the future.
- The Student Outreach office will contact 2005-2006 students who applied for admission but did not register for fall 2006.

Chapter 4: Student Success

Student Success and Retention Rates

Figure 4.1: Course Completion Rate²³

The course completion rate is defined as the percentage of students who earned a grade of A, B, C or CR in a course.

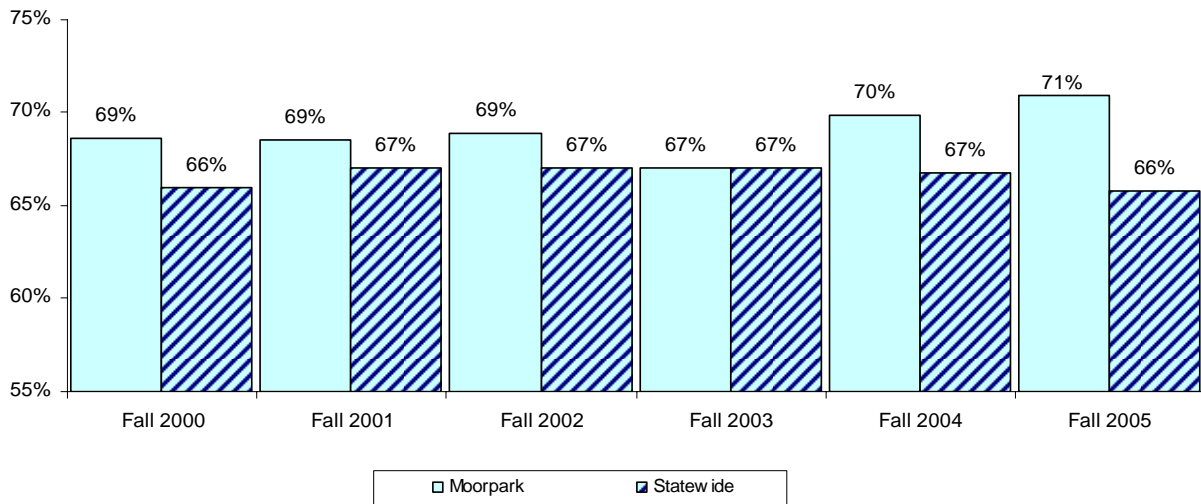
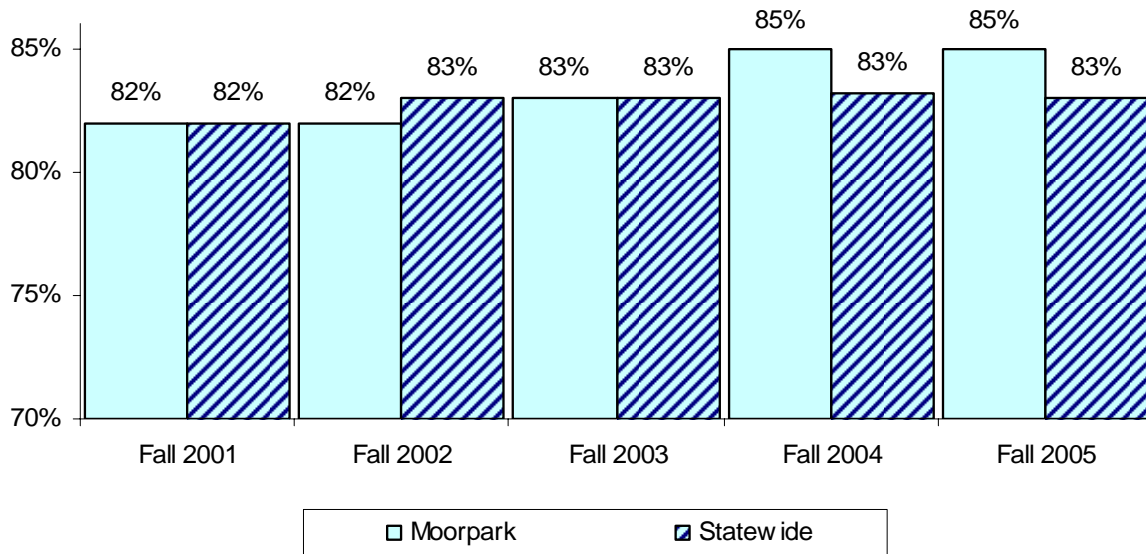


Figure 4.2: Course Retention Rate²⁴

The retention rate is defined as the percentage of students retained through the conclusion of the class regardless of grade received.



²³ Source: California Community Colleges Chancellor's Office Datamart: www.cccco.edu.

²⁴ Source: California Community Colleges Chancellor's Office Datamart: www.cccco.edu.

Persistence Rates of First-time Students

Figure 4.3: Moorpark College Fall-to-Spring Persistence

Fall-to-Spring persistence is defined as the percentage of first-time students enrolling in the subsequent spring term.

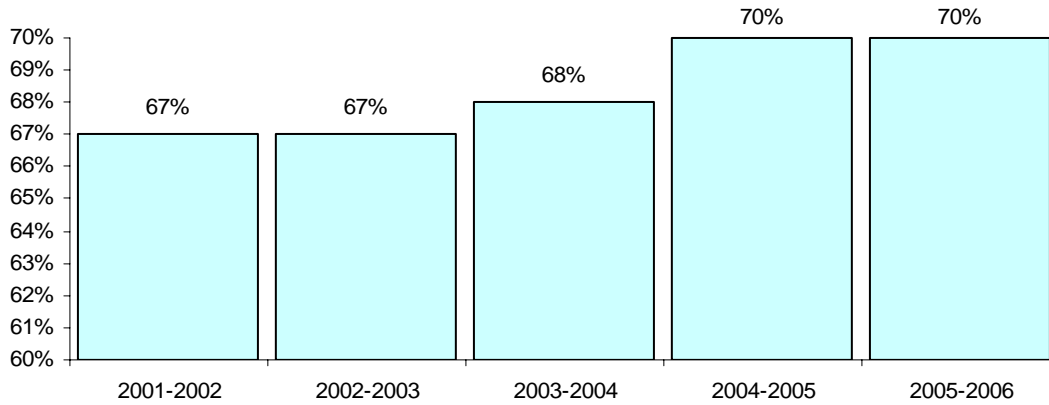
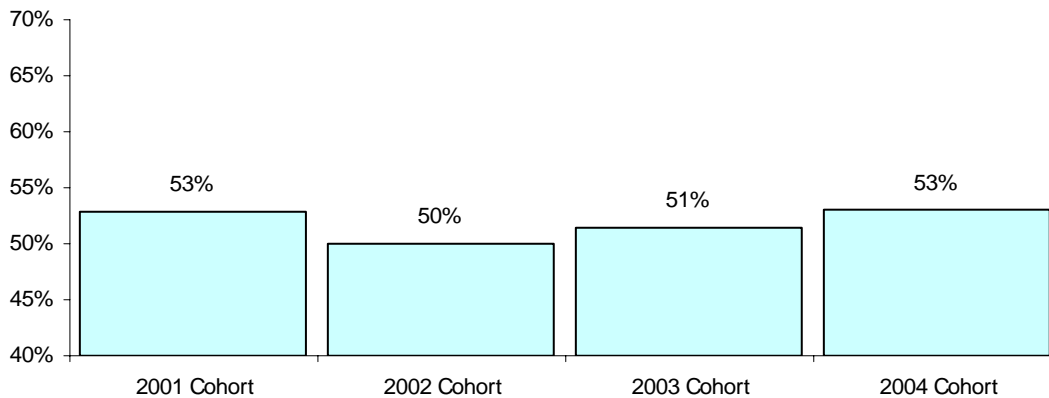


Figure 4.4: Moorpark College Fall-to-Fall Persistence

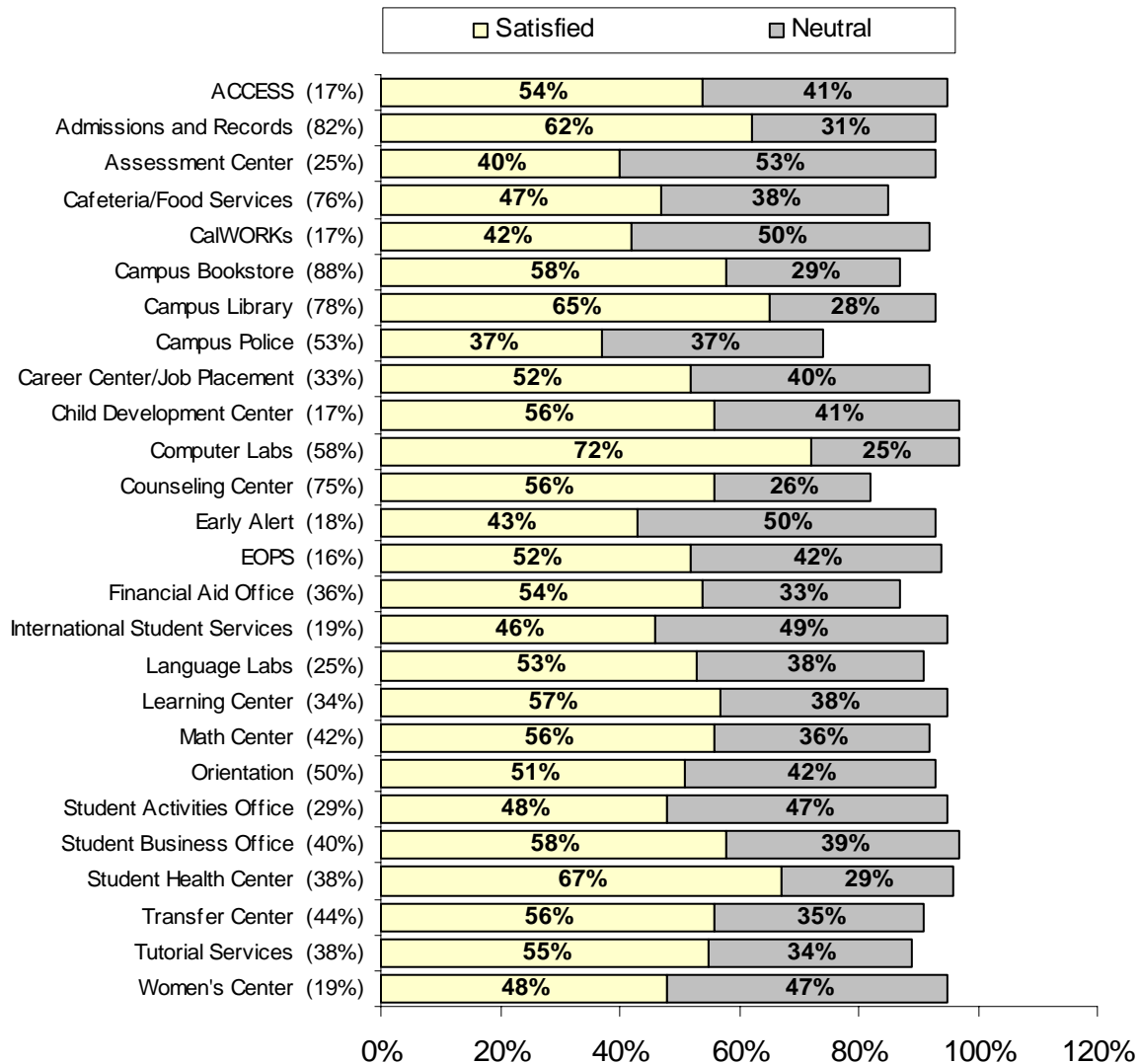
Fall-to-Fall persistence is defined as the percentage of first-time students returning for the Fall Semester following their initial entry into College in the prior year.



Student Engagement and Student Satisfaction

Student engagement and student satisfaction have shown to be key indicators of student success. Each campus service rated is listed below. The percentage of students participating in the survey that rated the campus service is shown in parentheses.

Figure 4.5: Satisfaction with Campus Services at Moorpark College²⁵



²⁵ Data source: Student Perceptions Survey, Spring 2003, prepared by District Institutional Research Office (6.5 % participation rate at Moorpark College. The usual rate of return associated with surveys is less than 1 %.)

Graduation Rate

Moorpark College awards Associate Degrees and Certificates. All students must achieve an overall GPA of 2.0 to graduate.

Figure 4.6: Degrees and Certificates Awarded²⁶

Degrees & Certificates	2001-02	2002-03	2003-04	2004-05	2005-06
Associate Degrees Awarded	995	1155	1190	1256	1235
Certificates Awarded	167	229	228	214	202
Total Enrollment Fall Semester	14,789	15,267	14,453	14,204	13,704

²⁶ Data Source: Historical data in Banner.

Figure 4.7: Associate Degrees and Certificates Awarded by Discipline

Discipline	AA/AS	2002-03	2003-04	2004-05	2005-06
GENERAL LIBERAL ARTS & SCIENCE	AA / AS	838	840	894	746
	CERT	2	1	--	2
ANTHROPOLOGY	AA / AS	--	--	--	1
	CERT	--	--	--	--
ART	AA / AS	4	11	4	5
	CERT	--	1	--	--
ASTRONOMY	AA / AS	--	--	--	3
BEHAVIORAL SCIENCE	AA / AS	9	10	14	20
BIOLOGY	AA / AS	2	5	2	5
BIOTECH	AA / AS	11	9	5	5
	CERT	2	1	1	1
BUSINESS	AA / AS	33	30	23	46
	CERT	18	16	37	21
CHEMISTRY	AA / AS	1	2	1	3
CHILD DEVELOPMENT	AA / AS	20	10	31	20
	CERT	6	6	10	9
COMMUNICATIONS	AA / AS	--	--	--	1
COMPUTER INFORMATION SYSTEMS	AA / AS	21	10	10	10
	CERT	32	35	11	5
COMPUTER NETWORK SYSTEMS ENGINEERING	AA / AS	--	--	1	5
	CERT	--	--	--	7
COMPUTER SCIENCE	AA / AS	4	1	--	--
	CERT	--	--	--	--
CRIMINAL JUSTICE	AA / AS	7	11	10	5
	CERT	--	--	2	--
DANCE	AA / AS	3	5	2	3
DRAFTING	CERT	7	12	6	8
ENGINEERING	AA / AS	5	3	--	3

Discipline	AA/AS	2002-03	2003-04	2004-05	2005-06
ENVIRONMENTAL SCIENCE	AA / AS	1	--	1	--
EXOTIC ANIMAL TRAINING AND MANAGEMENT	AA / AS	100	114	133	111
	CERT	151	137	139	138
GEOGRAPHY	AA / AS	--	2	--	1
GEOLOGY	AA / AS	--	--	1	--
GRAPHICS	AA / AS	--	5	1	5
	CERT	1	--	1	--
INTERIOR DESIGN	AA / AS	8	9	14	8
	CERT	7	19	16	11
INTERNATIONAL AND INTERCULTURAL STUDIES	AA / AS	--	1	--	--
JOURNALISM	AA / AS	--	--	--	--
MATHEMATICS	AA / AS	4	4	1	5
MULTICULTURAL AND GENDER STUDIES	AA / AS	--	--	--	--
MULTIMEDIA	AA / AS	--	--	--	--
MUSIC	AA / AS	1	2	2	2
	CERT	2	--	1	1
NURSING SCIENCE	AA / AS	51	64	65	77
PHILOSOPHY	AA / AS	--	--	1	1
PHOTOGRAPHY	AA / AS	1	--	1	--
	CERT	--	--	--	--
PHYSICAL EDUCATION	AA / AS	--	--	--	1
PHYSICS	AA / AS	2	5	2	7
RADIO / TELEVISION	AA / AS	9	9	7	
RADIOLOGIC TECHNOLOGY	AA / AS	18	17	32	28
SPANISH	AA / AS	--	1	--	--
SPEECH	AA / AS	--	--	--	--
THEATRE ARTS	AA / AS	2	4	--	--
	CERT	1	--	--	--

Transfer and Transfer Readiness

The California Postsecondary Education Commission (CPEC) tracks the number of students transferring from California Community Colleges to the University of California (UC) and California State University (CSU) systems.

Figure 4.8: Moorpark College Student Transfers to UC and CSU²⁷

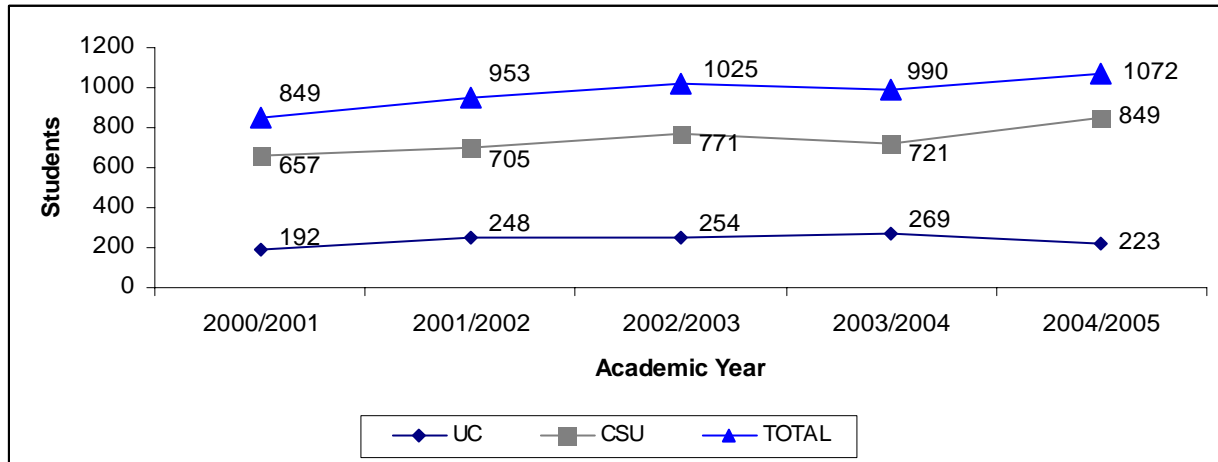
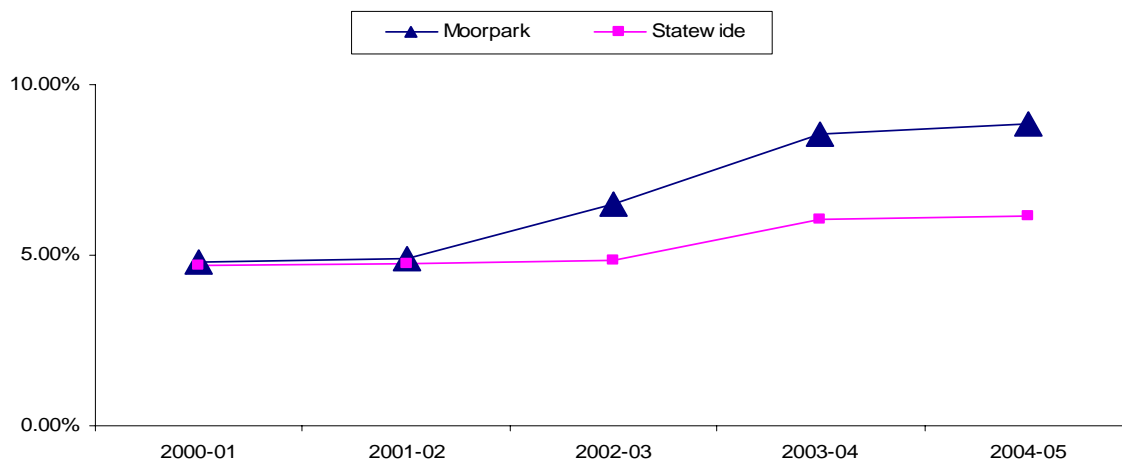


Figure 4.9: Transfer-Readiness²⁸

A transfer-ready student is defined as a student who has earned 56+ transferable units with a minimum 2.00 G.P.A. as of the spring term. Overall transfer-readiness of Moorpark College students is 2% higher than the statewide rate.



²⁷ Source: California Postsecondary Education Commission website: <http://www.cpec.ca.gov/OnLineData/TransferPathwayChart>

²⁸ Source: *System Performance on Partnership for Excellence Indicators*, Chancellor's Office, California Community Colleges. Website: http://www.cccco.edu/divisions/tris/rp/rp_doc/pfe_system_report_2006.pdf

Summary of Student Success

- The percentage of Course Completion and Course Retention of Moorpark College students have shown to be consistent in the 5-year trend data. Moorpark College is above the national norm in all categories.
- The number of degrees awarded increased in the 5-year trend data; this is in contrast with enrollment decline over the past three years.
- Transfer rate decreased 17% to the UC system, and increased 18% to the CSU system in 2004-2005.

Implications for Planning

- Moorpark College will examine disaggregated data in the transfer rate to further assess student success rate within the various demographic groups, including ethnicity, economic level and other nationally recognized categories.
- Moorpark College will update the major codes used in Banner to better document associate degrees and certificates awarded each year to students. This corrected data will be distributed to departments for inclusion in the program plans.
- Moorpark College will utilize the National Clearinghouse to access student data on post-graduation activities, including transfer, career placement, and other relevant indicators of long-term student success.
- Moorpark College will capture post-graduation information in order to better delineate long-term student success at Moorpark College

Chapter 5: Review of Programs

A key element in the college's planning process is the annual analysis of program effectiveness. *Program* is defined at Moorpark College as all college support services and instructional disciplines and programs. Support services include services to students (e.g., A&R and the Business Office), services to faculty (e.g., the copy center), and facilities (e.g., maintenance and grounds). Each of the college's programs participates in a review of its services, strengths, and needs annually in order to assess the college's strengths and needs. These reports are the foundation of strategic plans that link resources to areas (a) in need of support to maintain excellence and (b) with the potential to grow.

Each campus program prepares an Annual Program Plan. These short-term plans include three key elements:

- A review of program-specific data to identify strengths and weaknesses,
- Strategies to ameliorate identified weaknesses, and
- Justification for budget augmentations in supplies, equipment, space, and additional faculty and staff members.

The Annual Program Plans, therefore, are the essential link between planning and budget allocation. The Educational Master Plan is up-dated every three years based on these Annual Program Plans.

In spring, 2004, the Annual Program Plans added a new element: program improvement plans developed from assessments of Student Learning Outcomes. Due to this new element, the cycle for the Annual Program Plans has moved from a spring process to a fall process.

Figures 4.1 and 4.2 summarize Fall 2005 data used in the college's Annual Program Plans for instructional programs. These Program Planning Data represent a variety of traditional data elements used to describe the instructional programs. (See the glossary of terms for the operational definitions of these data elements.)

Service programs generate program-specific data to benchmark services provided to students.

The relevance of including data on programs in this Institutional Effectiveness report is to demonstrate the role such data play in our college's Assessment Plan.

Program Planning Data: Glossary of Terms

Subject: Discipline of the courses.

% CNTCT: The total number CRNs taught by full-time faculty as part of their contracted load divided by the total number of CRNs offered within the discipline.

Total Units Offered: Total units offered within the discipline.

Census Enrl: The total census enrollment for discipline, which calculates the number of students enrolled in the each course in the discipline as of the census day (4th week for Full Term classes, 20% of Short-Term classes.)

Ret w/ Grade: Retention, a measure of students who completed the course earning a grade.

% Ret: Percentage of retention, a measure of student persistence, and is calculated by dividing the number of students who complete a course by the number of students enrolled on the census day.

Total FTES: Total Full Time Equivalent Students. The means by which we report student information to the state, and the basis for allocation from the state to the college. This calculation is derived from dividing the number of contact hours the instructor has with each student multiplied by the number of students at census, multiplied by 17.5 weeks, and then divided by 525. For example:

$$\frac{3 \text{ hours per week} \times 26 \text{ students} = 78 \times 17.5 \text{ weeks}}{\text{divided by } 525} = 2.60 \text{ FTES}$$

AGG WSCH/FTEF This is the key measure of instructional productivity. This ratio compares the number of hours faculty are with student in class each week with the number of equivalent full time faculty (FTEF = Full Time Equivalent Faculty). The product of this ratio is best understood when compared to some other standard, such as the state 525 goal. 525 represents one faculty member teaching five 3-unit lecture classes per semester with 35 students in each class.

$$35 \text{ students} \times 3 \text{ hours per week} = 105$$

$$105 \times 5 \text{ classes} = 525$$

$$525 \text{ divided by } 1 \text{ FTEF} = 525 \text{ goal}$$

% 525 Goal This is a comparison of the program's AGG WSCH/FTEF with the 525 goal. The goal of 35 students in every class on campus is unlikely given the constraints of lower average enrollment in second-semester classes and the physical constraints of some laboratory classes. In order to offer a comprehensive program college-wide and in order to allow for the necessarily lower WSCH/FTEF ratio in some classes, 525 WSCH/FTEF college-wide is only possible with higher enrolled classes balancing lower enrolled classes. The college-wide WSCH/FTEF number indicates the extent to which that balance has been achieved.

Program Planning Data

Figure 5.1: Program Planning Data Report, Moorpark College: Fall 2005

SUBJECT	% Classes taught by FT Faculty	Total Units Offered	Census Enrl	Ret w/ Grade	% Ret	Total FTES	AGG WSCH /FTEF	% 525 Goal
Anatomy	30	28.0	168	136	80.95	42.7	442	84
Anatomy /Physiology	100	5.0	28	23	82.14	8.4	504	96
Animal Science	60	17.5	404	367	90.84	31.9	717	137
Anthropology	46	90.0	1358	1167	85.94	135.8	624	119
Art	28	135.0	1008	795	78.87	164.5	469	89
Astronomy	37	44.0	908	774	85.24	90.7	656	125
Biology	27	202.0	1057	871	82.40	215.0	426	81
Botany	100	5.0	18	9	50.00	5.4	324	62
Business	31	171.0	1921	1537	80.01	192.6	497	95
Child Development	50	79.0	860	784	91.16	71.7	371	71
Chemistry	36	142.0	651	481	73.89	165.1	470	90
Chicano Studies	100	12.0	102	89	87.25	10.2	383	73
Computer Information Systems	30	92.5	880	751	85.34	89.1	567	108
Criminal Justice	71	42.0	404	342	84.64	40.3	432	82
Computer Network Systems Engineering	38	63.5	386	288	74.61	54.7	342	65
College	0	3.0	34	22	64.71	3.4	510	97
Counseling	0	0.5	55	50	90.91	0.7	673	128
Computer Science	44	41.5	181	128	70.72	30.0	270	51
Dance	18	48.0	880	752	85.45	100.6	596	114

Data continued on next page.

SUBJECT	% Classes taught by FT Faculty	Total Units Offered	Census Enrl	Ret w/ Grade	% Ret	Total FTES	AGG WSCH /FTEF	% 525 Goal
Drafting	51	30.0	204	177	86.76	33.1	317	60
Exotic Animal Training								
Management	69	33.0	690	678	98.26	90.1	901	172
Economics	67	54.0	661	515	77.91	65.6	547	104
Education	0	3.0	29	21	72.41	3.0	447	85
English	31	504.0	3712	3073	82.79	433.4	376	72
Engineering	0	7.0	47	42	91.49	7.1	398	76
Environmental Science	0	11.0	139	115	82.73	13.9	463	88
French	43	19.0	86	71	82.56	13.5	281	54
Geography	35	42.0	452	392	86.73	44.8	471	90
Geology	45	29.0	302	251	83.11	30.2	431	82
German	61	7.0	50	37	74.00	6.9	407	78
Graphics	35	39.0	219	188	85.84	30.9	323	62
Hebrew	0	4.0	16	12	75.00	2.7	257	49
Health Education	28	64.0	1440	1267	87.99	80.2	564	108
History	47	171.0	2295	1881	81.96	227.5	599	114
Health Science	7	35.0	393	323	82.19	39.0	410	78
Humanities	88	37.0	662	564	85.20	73.9	692	132
Interior Design	58	26.0	263	212	80.61	22.0	383	73
Italian	0	7.0	63	44	69.84	8.8	515	98
Japanese	0	11.0	88	60	68.18	13.3	512	97
Journalism	100	30.0	217	189	87.10	24.4	407	77
Learning Skills	74	35.5	273	217	79.49	23.0	305	58

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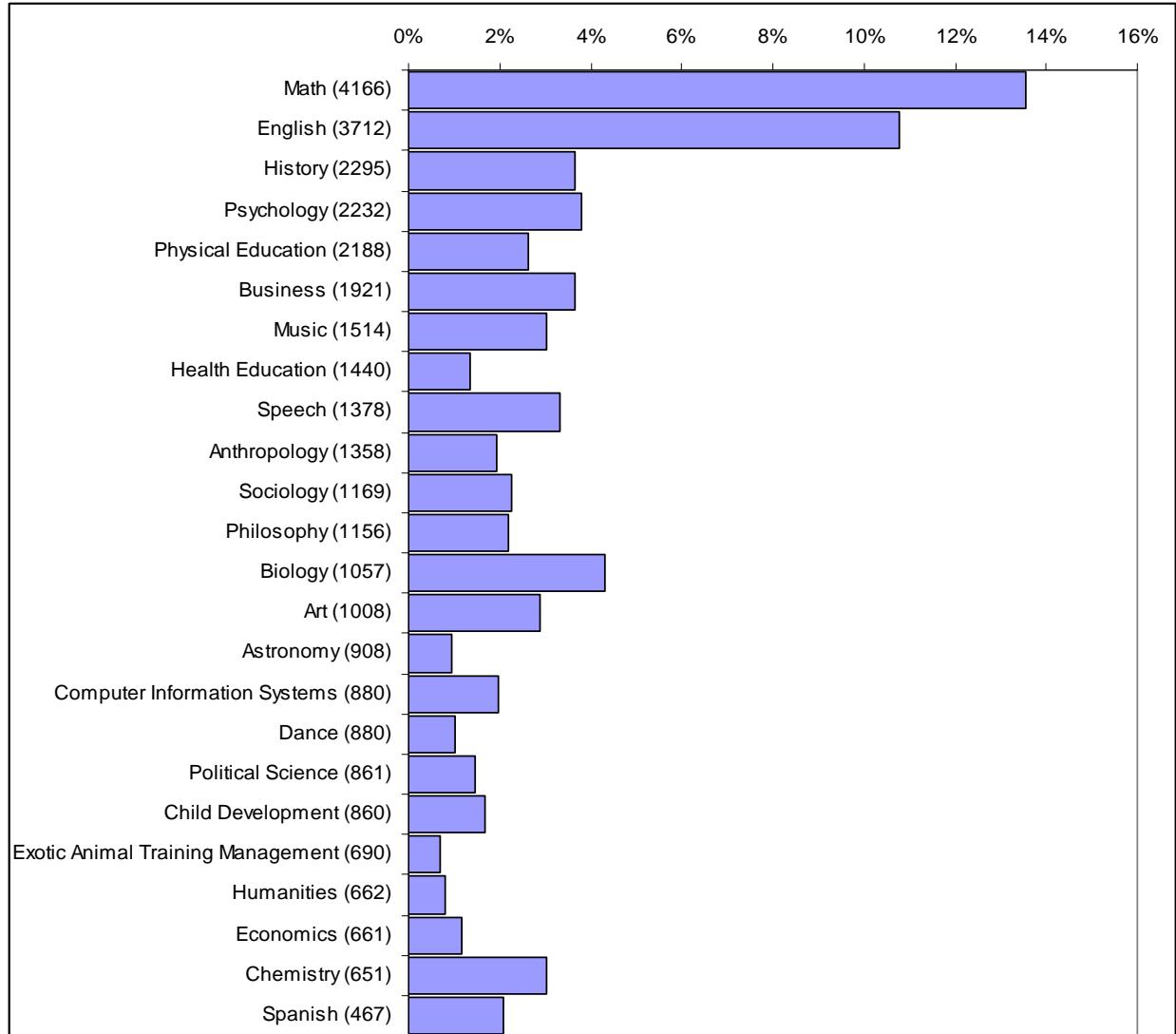
SUBJECT	% Classes taught by FT Faculty	Total Units Offered	Census Enrl	Ret w/ Grade	% Ret	Total FTES	AGG WSCH /FTEF	% 525 Goal
Math	46	634.0	4166	3130	75.13	624.2	443	84
Microbiology	67	15.0	68	61	89.71	20.4	408	78
Multimedia	60	15.0	68	56	82.35	11.3	255	49
Music	51	141.0	1514	1295	85.54	167.4	430	82
Nursing Science	64	184.0	466	416	89.27	119.1	292	56
Nutritional Science	0	12.0	98	82	83.67	9.8	368	70
Physical Education	33	123.0	2188	1916	87.57	262.1	478	91
Philosophy	38	102.0	1156	982	84.95	114.2	504	96
Photography	31	42.0	242	194	80.17	40.3	356	68
Physical Science	0	10.5	79	62	78.48	7.6	252	48
Physiology	60	40.0	189	152	80.42	42.6	412	78
Physics	43	35.0	371	298	80.32	43.1	431	82
Political Science	33	69.0	861	697	80.95	85.2	473	90
Psychology	32	177.0	2232	1815	81.32	219.8	563	107
Radiologic Technology	100	129.0	230	211	91.74	55.9	1027	196
Radio/Television	37	53.0	322	278	86.34	40.1	347	66
Sign Language	0	21.0	265	234	88.30	26.5	568	108
Sociology	43	105.0	1169	1003	85.80	115.9	497	95
Spanish	41	97.0	467	349	74.73	77.2	358	68
Speech	51	156.0	1378	1168	84.76	136.9	388	74
Theater Arts	20	50.0	379	343	90.50	68.6	487	93
Work Experience	0	43.0	413	319	77.24	22.2	na	100
GRAND TOTALS	41	4,673.5	41,925	34,757	82.90	5050.6	457	87

Data continued on next page.

Course Enrollments by Subject Area

These data summarize the number of students enrolled in each discipline at census (shown in parentheses) and the ratio of units taken within each discipline as compared to total number of units taken campus wide.

Figure 5.2: Top 25 Course Enrollments by Subject Area: Fall 2005²⁹



²⁹ Data Source: Historical data in Banner.

Chapter 6: Human Resources

The District Institutional Research Office captures employee figures on September 30 of each year. Employee figures include general and categorically funded positions, excluding provisional, limited term, special services, professional experts, and student employees.

Figure 6.1: Faculty

Faculty figures include both instructional and non-instructional faculty, and all faculty coordinators. Managers and classified staff who also teach part-time are not included in the part-time faculty counts.

The 10% reduction in full-time faculty in fall 2003 is due to many of the founding faculty members retiring at the end of the 2002-2003 academic year.

To meet the needs of increased and diverse course offerings, Moorpark College responds by adding part-time faculty when full-time faculty employment is not possible. The increase in part-time faculty corresponds to the steadily increasing enrollment between fall 2000 and fall 2002. The decrease in part-time faculty in 2003 and 2004 corresponds with the reduced enrollment for those years.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Full-Time Faculty	173	174	157	180	175
Part-Time Faculty	442	447	437	401	415

Figure 6.2: Classified Staff

Classified staff figures include both full-time and part-time staff. The number of classified staff peaked in fall 2002, but declined in fall 2003 and then again in fall 2004 and 2005. The decreased number in classified employees is directly related to the reduced budget in those years.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Classified Staff	174	183	156	151	141
Classified Supervisors	12	12	12	11	9

Figure 6.3: Management

Academic managers decreased in fall 2003 and 2004 as a result of retirement and budget reductions.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Classified Managers	2	2	2	2	2
Academic Managers	11	12	11	10	10