****

**The Moorpark College**

**Participatory Governance Handbook**

**2020 – 2025**

**7075 Campus Road**

**Moorpark CA 93021**

**http://www.moorparkcollege.edu**

**Introduction**

**0.1 Moorpark College Mission, Vision, and Values**

**Moorpark College Mission Statement**

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

**Moorpark College Vision Statement**

* We make the following commitments to our students, our community, and each other:We will provide equitable educational opportunities through early intervention initiatives, accessible and clearly mapped curriculum, and robust student support services.
* We will help students explore, identify, and expediently fulfill their transfer and career goals.
* We will foster a love for learning across the broad areas of human knowledge and understanding.
* We will engage with our community and support the local economy.
* We will prepare our students for fulfilling careers and promote economic and social mobility.
* We will nurture a civically-minded campus dedicated to engaging and improving our community and democratic republic through a culture of civil discourse and practice.
* We will respect the Earth by cultivating an environmentally-responsible generation and pursuing campus initiatives that are mindful of our natural resources.
* We will provide a safe and secure learning environment on our campus.
* We will promote wellness through self-awareness, self-care, and support of one another to establish and maintain healthy lifestyles.

**Moorpark College Values Statement:**

Our actions and decisions are based on the following values:

* **Integrity**: Committing ourselves to honesty and ethics in all individual and institutional conduct.
* **Collegiality**: Cultivating a respectful campus culture that celebrates diversity and is built on a foundation of participatory governance, open dialogue, and varied perspectives.
* **Equity & Success**: 1) Providing ready access to a high-quality education, 2) Helping students identify and achieve their educational goals, and 3) Minimizing equity gaps and empowering students from all walks of life to thrive in our campus community.
* **Excellence**: Continuously improving our individual and collective efforts to help our campus community reach its full potential.
* **Creative & Innovation**: Supporting new approaches to problem solving, risk taking, and creative expression.

**0.2 Making Decisions at Moorpark College**

***The Moorpark College Decision-Making Handbook, 2020 – 2025,*** describes the structure and operating agreements for making decisions at Moorpark College. These processes put into practice the mechanisms through which the voices of the college’s constituent groups are heard.

This document describes the four primary facets of the college decision-making process:

* Chapter 1: The College Culture
* Chapter 2: Type and Structure of Groups that Develop Recommendations
* Chapter 3: Timelines and Sequences for Key College Decisions
* Chapter 4: College Planning and Assessment

The contents of this document represent the collegial consultation structure and procedures that have been agreed upon by the undersigned faculty, classified staff, student, and administrative representatives of Moorpark College:

College President

Academic Senate President

Classified Senate President

Associated Students President

The *Decision-Making Handbook* is reviewed every five years, conducted in concert by the Academic Senate, the Classified Senate, the Associated Student Government, and the College President. Needed updates can be made within the five-year term of this document upon recommendation to the College President by the appropriate constituent(s) and after consultation between these four bodies. Their signatures modify the handbook.

**Table of Contents**

**Introduction**

**0.1 Moorpark College Mission, Vision, and Values**

**0.2 Making Decisions at Moorpark College**

**Chapter 1: The College Culture**

1.1 Operating Agreements for Making Decisions

1.2 Roles of Faculty, Staff, Students, and Administrators in Making Decisions

**Chapter 2: Type and Structure of Groups that Develop Recommendations**

2.1 Governance Groups and Membership

2.1.1 Senates

2.1.2 College Governance Committees: Charters and Membership

2.1.2.1 Committee on Accreditation and Planning –Education (EdCAP)

2.1.2.2 Committee on Accreditation and Planning –Facilities and Technology (Fac/TechCAP)

2.1.2.3 Curriculum Committee

2.1.2.4 Professional Development Committee

2.1.2.5 Fiscal Planning Committee

2.1.2.6 Student Learning Outcomes Committee

2.1.2.7 Student Success and Equity Committee

2.1.2.7 Distance Education Committee

2.1.3 Route of a Proposal in Model Consultation

2.2 Operational Groups

2.2.1 President’s Council

2.2.2 Executive Council

2.2.3 Consultation Council

2.2.4 Administrative Council

2.2.5 Deans Council

2.2.6 Student Services Council2.3 Advisory Committees

2.3.1 Campus Environment

2.3.2 Honors

2.3.3 Wellness and Safety

2.3.4 Learning Support

2.3.5 Career Technical Education

2.3.6 Study Abroad

2.3.7 Vice-Presidents Advisory

2.3.8 Guided Pathways

2.3.9 Matriculation

2.4 Dual Enrollment

2.5 Project Groups

2.5.1 Multicultural Day

2.5.2 Year of . . . (college theme) and One Campus, One Book

2.5.3 Basic Needs Center

2.5.4 Emergency Fund Grant

**Chapter 3: Timelines and Sequences for Key College Decisions**

3.1 The Development and Review of Program Plans and Assessment

3.2 College Budget Development Timeline

3.3 Development of the Annual Full-time Faculty Priority List

3.4 Development of the Annual Classified Staff Priority List

3.5 Development of Annual Budget for Restricted General Fund Priorities other than Staffing

3.6 Development of Annual Priorities for Facilities and Technology resources

3.7 Development and Approval of Curriculum

**Chapter 4: College Planning and Assessment**

4.1 Planning Model

4.2 Assessment Model

4.3 Links between Planning, Program Plans, and Key College Decisions

**Appendices**

A.1 College Organizational Charts

A.2 California Code of Regulations for Collegial Consultation

Academic Senate (CCR Title 5, Section 53200)

College staff (CCR Title 5, Section 51023.5)

College students (CCR Title 5, Section 51023.7)

A.3 Senate Constitutions and Bylaws

A.3.1 Academic Senate

A.3.2 Classified Senate

A.3.3 Associated Students

A.4 The Ralph M. Brown Act

**Chapter 1: The College Culture**

* 1. **Operating Agreements for Making Decisions**

The college culture impacts decisions in both formal and informal ways. The following points describe the philosophy and practices that define the operating agreements of Moorpark College processes.

**Culture of Collegiality**

The college culture is marked by collegiality and respect for the role of others. This is demonstrated by the practice in which committees are co-chaired by a faculty and/or staff members and an administrator. The faculty or staff co-chairs are elected by the Senate Councils. Administrative co-chairs are appointed by the Executive Vice President or Vice President of Business Services.

**Culture of Dialogue**

Sharing ideas is valued. Meetings often begin with committee co-chairs presenting the issues to be resolved. Whether or not a solution is proposed, the second step in committee work is brainstorming. Committee members ask questions and suggest ideas with the expectation that other group members will withhold criticism until the final stages of developing a recommendation. Divergent views are fully explored in keeping with the belief that the best decisions are reached once the group has explored options. Final recommendations are typically reached by consensus rather than voting.

**Culture of Inclusiveness**

The college strives for transparency and a *no-secrets* approach to decision making, operations, and communication. Everyone who will be impacted by a decision is encouraged to be involved in shaping the recommendation.

The schedule for committee meetings is distributed college-wide at the beginning of each academic year and committee meetings are open to all members of the campus community. In addition, Standing Committee minutes are posted on the college webpage. Frequent all-users emails, postings on the Portal, and open discussion meetings are vehicles to keep the college community involved and updated on issues and decisions. Town Hall meetings are convened as needed, typically at least once, during the semester as a venue for general updates and discussions of current topics of interest. *Y’all Come* meetings are open invitation meetings to brainstorm about specific topics.

**Culture of Evidence**

The college relies on evidence to make decisions. This operating agreement to rely on evidence is institutionalized through two key mechanisms:

1. Standardized data for decision-making: Recommending groups use the annual *Institutional Effectiveness Report* and *The Program Planning Data Report* for foundational data in making recommendations. Since college groups rely on the same data, there is ease in transfer of information from one group to another and greater accuracy in the interpretation of the data.
2. Planning cycle of Standing Committees: Each committee establishes goals at the beginning of the year and documents progress toward those goals in an end-of-year report. The annual reports are sent to the College President each Spring and are archived on the College Webpage, to facilitate communication, and to provide the history of how/when/where decisions are recommended.

**Culture of Innovation**

The college community is proud of its reputation as an institution that supports innovation in instructional programs and student services. This support is evident in:

* An acceptance of change with an attitude of “Let’s try”; and
* A no-fault approach to the analysis of results produced by the innovations, articulated by reassuring those who experiment with, “It’s OK.”

**Culture of Student Learning and Success**

The organizational structure of Moorpark College is based on a goal of serving students more effectively by integrating instruction and student services. This student learning and success philosophy is drawn from several concepts in educational theory, research, and organizational theory:

* The student is the center of the learning enterprise.
* Institutions unwittingly create barriers for students by dividing a college into two houses: instruction and student services.
* The emphasis in education shifts from strategies to improve *teaching* to those that improve *learning and completion*.
* The responsibility for learning shifts to students while the institution remains accountable to document that the enriching activities and assignments truly result in student learning.
* To be maximally effective, colleges must be learning institutions both horizontally and vertically:
  + As administrators, instructional and student services faculty and staff become aware of many ways that students need to connect with the college for success, the college community is more likely to view students holistically;
  + As administrators assume new responsibilities they learn about previously unfamiliar aspects of the college; and
  + As colleagues interact they learn about previously unfamiliar aspects of the college.
  1. **Roles of faculty, staff, students, and administrators in making decisions**

Decisions at Moorpark College are shaped in an open structure that puts into practice the spirit and principles of participatory governance and a student-learning approach. Members of the college community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the college. The scope for each constituent group as outlined below is derived from the California Code of Regulations (CCR), the Ventura County Community College District Board Policy, senate constitutions, college/district practices, procedures, and job descriptions. The governance bodies created to fulfill this section of CCR Title 5 are summarized on the following pages. The relevant sections of the California Code of Regulations are included in Appendix 2 of this document.

**Role of Faculty**

All faculty members are provided with opportunities to participate in the formulation and development of college recommendations. This includes developing processes by which recommendations are given, carrying out these processes, and finally assessing the results for future improvements. To achieve this role all faculty , both full and part-time, are members of the **Academic Senate**.

For purposes of college and district governance, the Academic Senate elects representatives, “Senators,” to the **Academic Senate Council**, which represents the full faculty in making recommendations to the college administration and the Board of Trustees on academic and professional matters. These academic and professional matters are commonly referred to as the “10+1” and include:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic/professional matters, mutually agreed upon between the governing board and the academic senate

The constitution and by-laws of the Moorpark College Academic Senate, most recently reviewed and revised April 2015 and March 2020 respectively, are available on the college Academic Senatewebsite and in Appendix 3.1 of this document.

According to the stipulations in Title 5 the Academic Senate shall consult collegially with the administration and the Board of Trustees on the matters under its authority. The VCCCD Board of Trustees agrees in Board Policy 2510 to “**consult collegially**” with the colleges’ Academic Senates on academic and professional matters by “**mutual agreement**” through written resolutions, regulations, or policies. This means that faculty and administrators will work in good faith to reach agreement on academic and professional matters. In instances in which mutual agreement with an Academic Senate is not reached, the administration and Board commit that its decision will be based on a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate, and relevant context. The Academic Senate shall have a reasonable expectation of receiving a written explanation when mutual agreement is not reached.

For purposes of collective bargaining, faculty members are represented in collective bargaining by a chapter of the **American Federation of Teachers**, which operates under a contract negotiated and approved by its members. The two bodies that represent college faculty are compatible; the Academic Senate is responsible for professional and academic matters, while the chapter of the American Federation of Teachers responds to matters of salary, benefits, and working conditions.

**Role of Classified Staff**

Classified staff members are provided with opportunities to participate in the formulation and development of district and college recommendations. This includes developing processes by which recommendations are given, carrying out these processes, and finally assessing the results for future improvements. To achieve this role classified staff members have formed a **Classified Senate** to provide classified staff with an opportunity to participate effectively in district and college governance in the areas that are outside the scope of collective bargaining and that have or will have a significant effect on staff.

The Ventura County Community College District Governing Board agrees in Board Policy 2510 that recommendations and positions developed by classified staff be given every reasonable consideration prior to the Board’s taking action on a matter having a significant effect on classified staff.

Classified staff members are represented in collective bargaining by the **Service Employees International Union (SEIU)** which operates under a contract negotiated and approved by its members.

**Role of Students**

Moorpark College’s Associated Students is recognized by the college as the representative body of the students. In its role representing all students, it offers opinions and makes recommendations to the administration of the college and to the governing board with regard to district and college policies and procedures that have or will have a significant effect on students. The specific areas of their purview are:

* grading policies;
* codes of student conduct;
* academic disciplinary policies;
* curriculum development;
* courses or programs which should be initiated or discontinued;
* processes for institutional planning and budget development;
* standards and policies regarding student preparation and success;
* student services planning and development;
* student fees within the authority of the district to adopt; and
* any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

The Ventura County Community College District Governing Board agrees in Board Policy 2510 to provide students with an opportunity to formulate recommendations through council/committee participation and to give the recommendations and positions developed by students every reasonable consideration.

**Role of Administrators**

Moorpark College’s administrative staff includes vice-presidents, deans, and directors (classified managers). The organizational charts in the appendices outline the scope of responsibility for each position; specific job responsibilities of each position are available in the job descriptions housed in the District Human Resources Department.

Drawing from job descriptions approved by the Board of Trustees for each administrative position, and in addition to the supervision of budgets, personnel, and related operational responsibilities, college administrators are responsible to:

* provide leadership and expertise in assessing, identifying, formulating, and aiding in implementing the overall academic direction for the college in conjunction with the Chancellor;
* plan, organize, direct and evaluate the activities of the college pursuant to district and college mission and goals as set forth by the Board of Trustees; report on college achievement of district and college goals;
* plan and recommend the instructional and student services programs, college budget, and organizational structure of the college;
* prepare and maintain an educational master plan and support institutional research related to student learning, development, and outcomes;
* remain current on emerging services, methodologies, and technologies relevant to the college’s educational programs and student services;
* establish and maintain liaisons with business and community representatives as participants in the planning, development and modification of division curriculum and programs;
* serve as a resource to and collaborate with faculty and staff in developing, coordinating, and evaluating the college’s programs and services;
* ensure that the college’s educational programs and student services comply with the Education Code, state and federal regulations, accreditation standards, district policies, contractual agreements, and articulation agreements;
* serve as a resource to the Chancellor, the Board of Trustees, and college faculty and staff for college’s educational and student service programs; and
* promote the appropriate inclusion of students, faculty, and staff in participatory decision-making processes.

**Chapter 2: Type and Structure of Groups that Develop Recommendations**

The decision-making process at Moorpark College is grounded in respect for the roles and scope of authority of each of the college’s constituencies. This is most clearly demonstrated by the understanding and acceptance of committee members that their work product is a recommendation to a specific person or group.

At Moorpark College, groups that contribute recommendations to the decision-making processes are organized into four categories based on the group’s responsibilities and its source of authority. These categories are:

* Governance Groups
* Organizational Groups
* Advisory Committees
* Project Groups

The groups in all four categories are essential to the involvement of the college community in making decisions and being informed about issues of college-wide importance.

**2.1** **Governance Groups and Membership**

Governance groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses such authority.

AB 1725 (Education Code 53200 and Assembly Bill 1725) mandates a participatory governance process for California Community Colleges. It authorizes the formation of governance groups and appropriate venues to host governance conversations in a participatory manner. To actualize the mandate of AB 1725, the College has formed three senates and eight College standing committees to carry on its participatory governance work.

**2.1.1 Senates**

All members of the faculty, staff, and student body are members of their respective senates. The larger constituent group elects the officers of their respective senates. The voices of the faculty, staff, and students are heard in College/District conversations through their councils and the executive officers. The constitutions and bylaws of the senates are included in Appendix 3 of this document.

Further, AB 1725 identifies the primacy of faculty in academic matters. It identifies ten points of academic matters and additional professional matters as agreed to between the Academic Senate and the Board of Trustees. Commonly known as the “ten plus one,” this mandate is actualized at our college through the charge and the composition of the College Governance Committees, where academic and professional matters are discussed and faculty expertise is given voice.

**2.1.2 College Governance Committees**

To carry out the mandate of participatory governance in AB 1725, the college formed eight College Governance Committees, where matters concerning the work of the college are planned, monitored, and evaluated. Each constituent group of the College, i.e., Academic Senate, Classified Senate, Student Senate (Associated Students), Management, and individuals in the best position to understand the issues, is represented in membership on the College Governance Committees. This ensures the participatory nature of the college governance structure.

The **Academic Senate** recognizes and authorizes the eight College Governance Committees as appropriate venues to conduct discussions regarding academic and professional matters. As such, these College Governance Committees carry out their work in matters of the “ten plus one.” The primacy of faculty in these discussions is ensured through the composition of committee membership, where faculty holds the majority.

Governance Committee Co-Chairs:

It is the responsibility of the faculty co-chairs of the Governance Committees to ensure that their committee’s delegated authority from the Academic Senate is accountable, and the committee’s recommendations communicated. The Academic Senate Council ensures the integrity of these delegated activities in the College Governance Committees through the following procedure:

* Inclusion of the College Governance Committee faculty co-chairs as ex-officio members of the Academic Senate Council and Academic Senate Executive Council.
* Regular reporting and presentation of College Governance Committee recommendations by the faculty co-chairs at meetings of the Academic Senate Council or co-chair meetings with the Academic Senate President.
* Participation of the Academic Senate President in Consultation Council and the President’s Council to present concerns or endorsements regarding the recommendations of the College Governance Committees.

It is the responsibility of the classified co-chairs of the Governance Committees to ensure that their committee’s delegated authority is accountable, and the committee’s recommendations communicated to the Classified Senate.

All Governance Committee co-chairs should be appointed by the end of the Fall semester to enable them to shadow over the Spring and move into their chairships the following Fall Semester.

Governance Committee Membership

The membership of each College Governance Committee is outlined in the next section.

These members are selected as follows:

* Faculty members are elected by their department or division (depending on criteria established for the governance group) and recommended to Academic Senate for appointment.
* Administrators are appointed by the Vice Presidents of Academic Affairs, Student Support, or Business Services as stated.
* Staff members are selected by the position they hold in the college, when stated as such under the committee membership; otherwise they are elected by the Classified Senate, or SEIU if within the scope of the collective bargaining, and approved by the President.

Student members are selected by the Associated Students . . . . ??

All members of Governance Committees should be appointed by the end of the Spring semester in order for them to take their seats at the start of the academic year.

If a committee is unable to reach quorum due to representatives' absence, the committee co-chair shall inform the Academic Senate President of the committee's inability to conduct business.  In that case the Academic Senate President shall reach out to the various constituencies whose representatives have been absent for 2 or more meetings, including if relevant the Classified Senate President and the President of the Associated Students.  The Academic Senate President will inform them of their representatives' absences and request either new representatives be assigned or that the position is declared unfilled so quorum can be obtained

Governance Committee Operations

The primary functions of the College Governance Committees are to plan, monitor, and assess initiatives under their stated purview, as outlined in the next section.

Thus each committee engages in purposeful goal-setting and evaluation processes, as follows:

* Setting the following agenda items for the first meeting of the year-
* Review committee charge
* Review college-wide planning goals related to the committee
* Review prior-year committee goals and achievements
* Set goals for the coming year.
* Forwarding these committee goals to the Academic Senate, the Classified Senate and Associated Students (where appropriate), and the College President.
* Setting the following agenda item for the last meeting of the year-
* Review committee goals and record both achievements and what is as yet to be achieved.
* Forwarding this progress towards the committee goals to the Senates, as appropriate, and the College President.
* Carrying out an assessment of the committee’s effectiveness every two years, and reviewing and if appropriate acting upon the evaluation results.

College Governance Committees may form workgroups to perform particular organizational or data-gathering tasks as needed. Membership of a workgroup is drawn from current members of its parent committee and may include non-committee members as appropriate. No authority for recommendations is delegated to the workgroup by its parent committee except, through its findings, to inform discussions and the crafting of recommendations in the main forum of the College Governance Committee.

All meetings of the College Governance Committees are conducted under the Brown Act. All communications and records of the Governance Committees must be Americans with Disability Act (ADA) compliant.

Governance Committee Recommendations

Recommendations developed by governance groups must flow through on-campus processes in the prescribed sequence as delineated in the timeline/sequence for key college decisions referenced in Chapter 3. The College Governance Committees make recommendations to the College President only after following the on-campus process in the prescribed sequence before being forwarded to the College President.

The College President reviews the process and the recommendations, and either returns the recommendation for further consideration by the governance group or directs implementation of the recommendation. If the College President’s decision differs from the formal recommendation, the President’s final decision is communicated in writing, and includes the rationale for the final decision. When a recommendation has District-wide impact, the College President forwards the recommendation for review by the Chancellor.

**2.1.2.1 Committee on Accreditation and Planning – Education (EdCAP)**

Charter: The Education Committee on Accreditation and Planning makes recommendations on college-wide planning and accreditation issues related to educational programs and student services.

The planning component under the purview of the Education Committee on Accreditation and Planning includes:

* Program Plans: evaluating the program planning process and recommending modifications as needed;
* Educational Master Plan: defining the format for the Educational Master Plan, establishing and monitoring the timeline, and recommending approval of the final document;
* Strategic Plan: defining the strategic directions and goals of the Strategic Plan, establishing and monitoring the timeline, and recommending approval of the final document;
* Annual Work Plan: reviewing the goals and metrics of the Annual Work Plan and recommending approval of the final document; and

Annually with the Fiscal Planning Committee, reviewing college resource recommendations in relation to the Strategic Plan for gap analysis and recommendations.The accreditation component under the purview of the Education Committee on Accreditation and Planning includes:

* Monitoring and reviewing the preparation of Self-Evaluation Reports required by the Accrediting Commission for Community and Junior Colleges (ACCJC);
* Monitoring/evaluating/documenting progress on self-evaluation plans developed by the college as well as recommendations from the ACCJC; and
* Reviewing and analyzing the ACCJC Annual Report, including the Institution-Set Standards.

Co-chairs: Dean appointed by the Vice-Presidents of Academic Affairs and Student Support

Faculty member appointed by the Academic Senate Council

Members: Faculty Department Chair, Coordinator, or designee from each

department

All Deans

Two classified staff representatives recommended by the Classified Senate and

approved by the College President One student appointed by Associated Students

Vice President of Academic Affairs (ex-officio, non-voting)

Vice-President of Student Support (ex-officio, non-voting)

Vice-President of Business Services (ex-officio, non-voting)

Academic Senate President (ex-officio, non-voting)

Classified Senate President (ex-officio, non-voting)

**2.1.2.2 Committee on Accreditation and Planning – Facilities and Technology (F/TCAP)**Charter: The Facilities and Technology Committee on Accreditation and Planning makes recommendations on college-wide planning and accreditation issues related to facilities for educational programs and student service and those related to campus instructional and administrative digital technology.

The planning component under the purview of the Facilities and Technology Committee on Accreditation and Planning includes:

* Developing and monitoring Facilities Master Plan;
* Developing and annually updating the Technology Operations Plan;
* Developing and reviewing the Technology Master Plan every three years;
* Reviewing the Districtwide VCCCD Technology Strategic Plan as updated;
* Monitoring the annual technology inventory for the purposes of technology refresh;
* Prioritizing technology: review and prioritize technology-related issues and resources identified in annual program plans, make recommendations, and report results to programs and the general campus;
* Prioritizing facilities: review and prioritize facilities-related issues and resources identified in annual program plans, make recommendations, and report results to programs and the general campus; and
* Prioritizing secondary effect and space allocation issues identified by the Facilities and Technology Workgroups.

The accreditation component under the purview of the Facilities and Technology Committee on Accreditation and Planning is the development of plans to address any self-study advisement or visiting team recommendations that refer to facilities and/ or the needs of digital technology for students, faculty, and staff.

Co-chair: Vice President of Business Services  
Faculty member appointed by the Academic Senate Council

Members: Three faculty members from each Student Learning Division appointed by the

Academic Senate Council

Three Classified representatives appointed by the Classified Senate and approved

by the College President

Two Deans appointed by the Vice-Presidents of Academic Affairs and Student

Support

Three Business Service representatives selected by the Vice-President of

Business Services

One representative from Student Services Council appointed by the Vice-President

of Business Services

One representative (faculty or classified staff) from the Accessibility Coordination

Center and Education Support Services

One representative from Instructional Technology/Design

One representative from the CTE Workgroup

One student appointed by Associated Students

Vice-President of Academic Affairs (ex-officio, non-voting)

Vice-President of Student Support (ex-officio, non-voting)

Academic Senate President (ex-officio, non-voting)

**2.1.2.3 Curriculum Committee**

Charter: the Curriculum Committee reviews and recommends new courses, new programs, modifications to existing courses and programs, and graduation requirements, in support of the college mission. Curricular recommendations follow the prescribed on-campus processes . which may include presentation to the District Technical Review Workgroup- Instruction (DTRW-I), and thereafter submission to the Board of Trustees for approval. All revised and new curriculum is submitted to the State Chancellor’s Office for chaptering and/or approval.

The Curriculum Committee’s charge includes these academic and professional matters as identified in Education Code 53200(c):

* Curriculum, including establishing prerequisites and placing courses within disciplines;
* Degree, certificate requirements, proficiency awards; and
* Educational program development.

Participants make a minimum 2-year commitment to serve on the Curriculum Committee. Members are identified in the spring of each year. Members of the committee must satisfy training requirements on regulations and practices regarding course approval.

Co-chairs: Vice-President of Academic Affairs or designee

Faculty member(s) appointed by the Academic Senate Council

Members: One faculty member from each Academic Department, appointed by the Academic Senate Council

One faculty representative from the Accessibility Coordination Center and

Educational Support Services

The Articulation Officer

One faculty Librarian

Three Deans, appointed by the Vice-President of Academic Affairs

One faculty member appointed by AFT

CTE Faculty Liaison (non-voting)

One classified staff representative recommended by the Classified Senate and

appointed by the College (non-voting)

One student appointed by Associated Students who serves in an advisory role

Academic Senate President (ex-officio, non-voting)

The Curriculum Technical Review Wrokgroup, formed from members of the Curriculum Committee, meets regularly to review curriculum submissions for completeness before they come to the full Committee for review. See Chapter 3.7: Development and Approval of Curriculum.

**2.1.2.4 Professional Development Committee**

Charter: The Professional Development Committee makes recommendations on the direction of professional development activities for full-time and part-time faculty and staff, including:

* Planning, implementing, and assessing Fall and Spring faculty Professional Development (FLEX) Program activities;
* Planning, implementing, and assessing Classified Staff Professional Development opportunities;
* Coordinating, promoting, and assessing College-wide Professional Development activities;
* Evaluating applications and awarding professional development funds to full-time faculty; funds to be considered are limited to those monies identified in the AFT Collective Bargaining Agreement;
* Evaluating applications and awarding other funds provided to the professional development committee.

Co-chairs: Dean appointed by the Vice-Presidents of Academic Affairs and Student Support

Faculty member appointed by the Academic Senate Council and who is, therefore, a non-voting member of the Academic Senate Council

Classified Senate Vice-President or designee

Members: One Dean appointed by the Vice-President of Academic Affairs

Two faculty members from each Student Learning Division appointed by the Academic Senate Council

Two classified staff members recommended by the Classified Senate and

appointed by the College President

One faculty member appointed by AFT

One classified staff representative appointed by SEIU and approved by the College

President

One representative from Instructional Technology

One student appointed by Associated Students who serves in an advisory role

Professional Development Coordinator (ex-officio, non-voting)

Academic Senate President (ex-officio, non-voting)

**2.1.2.5 Fiscal Planning Committee**

Charter: The Fiscal Planning Committee makes recommendations on college-wide fiscal processes. The specific tasks of this committee are:

* Annually reviewing the District Budget Allocation Model and making recommendations for changes as necessary;
* Reviewingceiving reports on the development of the college General Fund budgets in alignment with District processes, and relaying information to constituent areas;
* Reviewing emergent budget needs and constraints;
* Implementing the annual Classified Hiring Prioritization process; and
* Annually with the Education Committee on Accreditation and Planning, reviewing college resource recommendations in relation to the Strategic Plan/Annual Work Plan for gap analysis and recommendations.

Co-chairs: Vice-President of Business Services

Academic Senate President or designee

Classified Senate President or designee

Members: All Faculty Department Chairs and Coordinators or designees

Director of Facilities, Maintenance, and Operations

Three Deans appointed by the Vice-Presidents of Academic Affairs and Student

Support

Five classified representatives recommended by the Classified Senate and

approved by the College President

One faculty member appointed by AFT

One classified staff representative recommended by SEIU and approved by

the College President

Two Classified Supervisor representatives recommended by the Vice-President of

Business Services

One student appointed by Associated Students

Vice-President of Academic Affairs (ex-officio, non-voting)

Vice-President of Student Support (ex-officio, non-voting)

**2.1.2.6 Student Learning Outcomes (SLO) Committee**

Charter: The Student Learning Outcomes Committee promotes campus-wide understanding and integration of Student Learning Outcomes, facilitating campus dialogue to enhance institutional effectiveness and the continuous improvement of student learning. The specific tasks of this committee are:

* Refining the plan and timeline for the ongoing development and assessment of Course and Program Outcomes, General Education Student Learning Outcomes, Student Service Outcomes, and Institutional Student Learning Outcomes as needed;
* Guiding the college through the ongoing process of developing, implementing, assessing, and evaluating outcomes;
* Monitoring and evaluating the process of assessing outcomes for courses, programs, and services; and
* Documenting all outcomes, processes and results for accreditation.

Co-chairs: Dean appointed by Vice-President of Academic Affairs

Faculty member appointed by the Academic Senate Council

Members: Faculty department Chair, Coordinator, or designee from each

department

Dean appointed by the Vice-Presidents of Academic Affairs and Student Support

One classified staff representative recommended by the Classified Senate and approved by the College President

One student appointed by Associated Students

Student Learning Outcomes Coordinator (ex-officio, non-voting)

Academic Senate President (ex-officio, non-voting)

**2.1.2.7 Student Equity and Achievement (SEA) Committee**Charter: The Student Equity and Achievement Committee makes recommendations on college-wide planning related to student success activities. The specific tasks of this committee are:

* Reviewing and evaluating campus-wide student success and equity data;
* Developing and monitoring the College Student Equity Plan, along with reviewing all related Plans;
* Recommending, coordinating, and initiating strategies which enhance student success at Moorpark College;
* Recommending, coordinating, and supporting programs and services that support diverse groups of students in order to promote student equity;
* Fostering communication and collaboration among campus student services and instructional programs in support of campus student success activities.

Co-chairs: Vice-President of Student Support or designee  
Faculty member appointed by the Academic Senate Council

Members: Three Deans appointed by the Vice-Presidents of Academic Affairs and Student Support

Two faculty members from each Student Learning Division appointed by the Academic Senate Council

Four Student Service representatives appointed by the Vice-President of Student Support

One Institutional Researcher

One representative from the Learning Support Advisory Committee

One representative from the Guided Pathways Workgroup

One representative from the Basic Needs Workgroup

Two classified representatives appointed by the Classified Senate and approved by the College President

One student appointed by Associated Students

Academic Senate President (ex-officio, non-voting)

Members of the committee may represent more than one constituent area but will only have one vote.

**2.1.2.8 Distance Education (DE) Committee**

Charter: The Distance Education Committee makes recommendations on college-wide planning and accreditation issues related to distance education activities. The specific tasks of this committee are:

* Reviewing and evaluating campus-wide student success and equity data related to distance education;
* Developing and promoting best practices that contribute to the quality and growth of distance education at Moorpark College;
* Providing guidance on professional development activities related to distance education; and
* Monitoring and documenting compliance with accreditation standards and state and national regulations.

Co-chairs: Dean appointed by the Vice-President of Academic Affairs

Faculty member appointed by the Academic Senate Council

Members: Two faculty members from each Student Learning Division appointed by the

Academic Senate Council

One Dean appointed by the Vice-Presidents of Academic Affairs and Student

Support

One Instructional Technologist/Designer

One representative (faculty or classified staff) from the Accessibility Coordination

Center and Educational Support Services

One representative from Student Services Council appointed by the Vice-President

of Student Support

One student appointed by Associated Students who serves in an advisory role

Distance Education Coordinator (ex-officio, non-voting)

Academic Senate President (ex-officio, non-voting)

**2.1.3 Route of a Proposal in Model Consultation**

|  |  |
| --- | --- |
| **Places and People** | **Actions** |
| Initiator | Issue/Proposal generated by individuals through the venue of a Governance Committee. |
| Governance Committee Agenda | Issue/Proposal placed on the GovernanceCommittee agenda and discussion is initiated. |
| Councils and Senate Councils | Issue/Proposal enters consultation.  Presentation/Information dissemination to councils and senate councils whose scope of responsibility covers the Issue/Proposal.  Comments and concerns gathered.  Consensus or majority/minority opinions clarified. |
| Governance Committee Agenda | Consultation results made part of the Standing Committee’s deliberation. Representatives consult with respective constituent groups. Faculty co-chairs consult with Academic Senate.  Governance Committee makes recommendation to Academic Senate Council.  Academic Senate Council reviews and then forwards final recommendation to College President .  In case of consensus, a single recommendation is forwarded. Should substantial divergent opinions emerge during the consultation process, the Governance Committee may choose to present its recommendation with minority opinions. |
| President’s Executive and Consultation Councils | Concerns or endorsements regarding the recommendations of the College Governance Committees are presented to the College President to inform final decision-making.  The College President is responsible for a final decision and provides to the recommending committee(s) a written response; if the decision departs from the recommendation this response should include her or his reasoning regarding that decision. |

**2.2 Operational Groups**

Six councils have been developed to coordinate and fulfill operational, procedural, and policy implementation at Moorpark College. The purpose of the groups is to assist the College President in implementing the Strategic Objectives of the College, and the policies of the Chancellor and the Board of Trustees. The authority for the members of each group is derived from appointment to positions within the college.

**2.2.1 President’s Council**

The College President meets with the Vice-President of Academic Affairs, Vice-President of Student Support, Vice-President of Business Services, the Academic Senate President, the Classified Senate President, and the Associated Students President at least bi-annually to receive comments, concerns, and endorsements regarding the recommendations of the College Governance Committees. The Council provides the College President with varied perspectives by which to evaluate recommendations and make final decisions.

**2.2.2 Executive Council**

The College President, Vice-President of Academic Affairs, Vice-President of Student Support, and Vice-President of Business Services meet weekly to prepare Board of Trustees’ actions, discuss issues of college-wide impact, and coordinate activities from various areas of responsibility. Others are invited to join the discussion and to provide information on particular items as appropriate.

**2.2.3 Consultation Council**

The Executive Council membership is joined by the Academic Senate President weekly and the Classified Senate President monthly to consult on all academic and professional matters (the 10+1), and to discuss any other matters for the good of the college.

**2.2.4** **Administrative Council**

All College managers (College President, Vice-President of Academic Affairs, Vice-President of Student Support, Vice President of Business Services, Deans, and Directors) meet monthly to review Board actions, discuss management issues of college-wide impact, and share news from various areas of responsibility. Others are invited to join the discussion and to provide information on particular items as appropriate.

**2.2.5** **Deans Council**

The Vice-Presidents of Academic Affairs and Student Support and Deans meet weekly to review operational issues and share news from various areas of responsibility.

**2.2.6** **Student Services Council**

The Vice-President of Student Support, lead faculty/staff in each student service program, Deans of Student Learning who supervise student service programs, and a representative of Associated Students meet bi-monthly to coordinate events, synchronize Program Plans as appropriate, and coordinate processes for program improvement.

**2.3** **Advisory Committees**

Advisory committees are a venue for college-wide conversations on topics chosen by the college as important and worthy of concentrated college-wide energy. These groups are not required by law or regulation. The groups are charged by the College President with performing specific functions that benefit the college community, and are dissolved upon completion of purpose. Membership is voluntary. These committees are generally representative of the college constituencies most appropriate to the charge of the group. Committees make recommendations to the appropriate Vice-President.

*(Note: These Advisory Committees are to be differentiated from CTE Advisory Committees, which are connected to career-technical programs at the College, and are mandated by CCR Title 5.)*

The current Advisory Committee groups are:

**2.3.1 Campus Environment**

This group monitors campus-wide issues relating to campus use, development, and environment. It makes recommendations to the Vice-President of Business Services. Recommendations from this group are dedicated to:

* Campus aesthetics
* Operations and maintenance of facilities
* Best uses of the Campus Improvement Fund
* Responsible environmental practices

**2.3.2 Honors**

This group monitors campus-wide issues relating to the Honors program standards and curriculum. It makes recommendations to the Curriculum Committee in matters concerning curriculum, to the Academic Senate in matters concerning academic standards, and to the Vice-President of Academic Affairs in matters concerning program implementation, program effectiveness assessment, and external approvals and accreditations by outside agencies and institutions. Recommendations from this group are related to:

* Review and recommendation of new and revised honors curriculum as proposed by faculty
* Review and recommendation of academic standards as related to Honors Program eligibility and completion
* Participate in the compilation and review of self-study processes for the Honors Program as required by the approval or accreditation processes of external agencies and institutions
* Assist the lead faculty of the Honors Program in developing processes to assess program effectiveness

**2.3.3 Wellness and Safety**

This group monitors campus-wide issues relating to health, wellness and safety issues affecting college faculty, staff and students. It makes recommendations to the Vice-President of Business services in areas concerning health, wellness and safety. Concerns regarding instructional and student services areas will be presented by the Vice-President of Business Services to the Vice-President of Academic Affairs and the Vice-President of Student Support at Executive Council.

Recommendations from this group are related to:

* Health, wellness, and safety issues identified by the college community
* Emergency preparedness issues relating to the college community
* Education of campus community regarding health, wellness and safety issues

**2.3.4      Learning Support**

This group monitors campus-wide issues related to Learning Support.  It makes recommendations to the Vice President of Academic Affairs to:

* Plan, implement, and assess strategies to help Moorpark College students successfully acquire the basic skills necessary to succeed in college-level coursework;
* Serve as a central forum for campus dialog on topics related to learning support;
* Promote basic skills best practices throughout the institution.

To facilitate effective inclusion of its work in the governance process this Advisory Committee has a representative on the Student Equity and Achievement Committee.

**2.3.5**    **Career Technical Education**

This group monitors campus-wide issues related to Career Technical Education initiatives.  It makes recommendations to the Vice-President of Academic Affairs. Recommendations from this group are related to:

* Providing labor market information and data resources to CTE faculty and administration;
* Tracking CTE program student success data and promoting best practices;
* Providing guidance to the college on potential CTE growth areas, career pathways, and

trends in the regional economy, including Advisory Boards and the Regional

Center of Excellence;

* Providing recommendations regarding CTE-related funding including Perkins Grant and

the Strong Workforce Program;

* Providing collaborative strategies related to marketing, community outreach, and

strengthening partnerships related to education, employment, and student

internships/apprenticeships; and

* Providing a CTE Faculty Liaison to serve as a representative to the Academic Senate and

Regional Consortium.

**2.3.6 Study Abroad**

This group monitors campus-wide issues relating to study-abroad. It makes recommendations to the Vice-President of Academic Affairs related to:

* Consideration of Study Abroad proposals
* Analysis of balance of offerings over time
* Proposals of assessment process for the Study Abroad program
* Consideration of the creation of a standardized process for study abroad proposals

**2.3.7 Vice-Presidents Advisory**

This group advises the Vice-Presidents on matters related to enrollment management, professional development needs, and student success. This group also serves as a mechanism for communication between the Vice Presidents and the Department Chairs. The Workgroup is composed of Department Chairs and others at the invitation of the VPs.

**2.3.8 Guided Pathways**

This group advises the Vice Presidents on matters related to the implementation of the Guided Pathway Initiative. It provides guidance to steer college-wide communication, input and decisions regarding the implementation of the Guided Pathways framework. This committee provides guidance for the transparent cross-functional work-teams which have been created to provide the Guided Pathways effort with momentum and regularly provides opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide. Membership of this group shall strive to represent staff, faculty across disciplines and counselors, administrators and students.

To facilitate effective inclusion of its work in the governance process this Advisory Committee has a representative on the Student Equity and Achievement Committee.

**2.3.9 Matriculation**

The purpose of the Matriculation committee is to create a responsive, flexible, educationally sound, research based approach to enrollment management. The Matriculation committee intends to assist current, returning and prospective students to complete all of the matriculation function at Moorpark College (MC).

The Matriculation committee intends to ensure the following:

1. The achievement of enrollment targets in order to obtain maximum resources available to MC;

2. Maintain student access and pathways consistent with educational quality;

3. Offer a well-balanced and varied schedule responsive to the needs of our students and community;

4. Maintain a comprehensive educational program that is responsive to the needs of our students and community.

MC has and will continue to focus on enrollment growth while the State is funding FTES growth and the growth incentives are available. The strategies of growth are a direct way of increasing revenue to meet the needs of 2-year college degree and/or certificate attainment goals, college staffing plans to serve increased student populations and on-going operating expenses.

To grow, MC will continue to maintain its strong general education, transfer and occupational program offerings, while simultaneously enhancing educational opportunities utilizing the following strategies: • Online Degree / Certificate • Evening / PACE College Program • Noncredit ESL Program • Off-Site locations • Dual / Concurrent Enrollment / AB288 • AB540 Student Populations • Increased Efficiency

**Members:**

Chairs: Academic Senate Representative Vice President, Instruction Vice President, Student Services

Members: Academic Senate (1) Classified Senate (1) Student Senate (1) Registrar (1) Student Equity Director (1) Dean of Student Learning: Academic, Student Services and Institutional Effectiveness (3) Marketing & Public Relations (1) Career and Technical Programs Director (1) Director of Outreach & International Services (1) Athletic Director (1) Chair of Counseling (1) Financial Aid Director (1)

**2.4 Dual Enrollment**

The charge of the Dual Enrollment Program is to provide K-12 students in our community, both college-bound and underserved/underrepresented, the opportunity to begin their college career while still enrolled in high school, increasing their access to college and offering opportunities for improving degree attainment. The barrier of accessibility is removed so that students of all socio-economic backgrounds can partake in attending college courses on their high school campus, and in turn, spend less time and less money on obtaining their college degree. Dual Enrollment courses prepare students to transition seamlessly into college-level courses by increasing confidence and belief in their own college-readiness. Enrolling themselves in the courses teaches the students how to steer through a college enrollment process, providing them s sense of composure when it comes time to attend college after high school, something many first-time college students don’t possess. Dual Enrollment increases community building with our post-secondary schools by offering student support services on the high school campus, as well. Most importantly, Dual Enrollment reinforces, for both students and parents, that Moorpark College (MC) is the right college for them.

We serve five (5) local school districts: Conejo Valley Unified School District, Las Virgenes Unified School District, Moorpark Unified School District, Oak Park Unified School District, Simi Valley Unified School District, and the California Youth Authority.

To grow the Dual Enrollment Program, our team will continue to maintain and expand relationships with our five local school districts, hire qualified high school teachers to teach the Dual Enrollment courses on the high school campus, and offer student support services to these students, all while simultaneously offering a variety of General Education and major specific introductory college courses.

**Members**: Vice President of Student Support

Dean of Student Learning, Student Services

Dual Enrollment Coordinator

Counselor

Faculty Liaison

**2.5 Project Groups**

Project groups are formed to complete a specific task that has college-wide impact and benefits the college community. They are established by the College President according to need, and are dissolved upon the completion of purpose. Membership is voluntary. Project Groups make recommendations to the College President or appropriate Vice President. The current project groups are:

**2.5.1 Multi-Cultural Day**

This group plans and implements an alternative learning day that is presented in mid-April to expand multi-cultural awareness and education. It makes recommendations to the Vice- President of Student Support.

**2.5.2** **Year of . . . (college theme) and One Campus, One Book**

This group coordinates college projects and speakers focused on the annual college theme. In keeping with the theme is also coordinates campus involvement in selecting a ‘One Campus, One book’ for use across the curriculum as well as activities related to the selected book. It makes recommendations to the President.

2.5.3 Basic Needs

To facilitate effective inclusion of its work in the governance process this Advisory Committee has a representative on the Student Equity and Achievement Committee.

2.5.4. Emergency Fund Grant Group

To facilitate effective inclusion of its work in the governance process this Advisory Committee has a representative on the Student Equity and Achievement Committee.

**Chapter 3: Timeline and Sequences in Key College Decisions**

The charts in this section present the sequences in key college decisions and a timeline for the processes.

**Definitions**

* **Current Year** is the current fiscal year, running from July 1 to June 30.
* **Coming Year** is the next fiscal year in planning.

**3.1 Development and Review of Program Plans and Assessment**

|  |  |  |
| --- | --- | --- |
| **Months** | **Current Year Activities** | **Coming Year Activities** |
|  |  |  |
| August/  September/  October | **Assessment Cycle:**  Deans and program leaders with support of the Office of Institutional Research:   1. Review the status of **Current Year** plans on program improvement 2. Review program data provided by Office of IE to prepare for updated Program Plan document; 3. Document the analysis of program data, including Student Learning Outcome assessment results, retention and success data, equity data, and other relevant program data that support resource requests and program plans. | Program Plans due before September 30.  Update Program Plans in college program plan software.  Begin extraction of requests from Program Plans for prioritization of resources in Governance Committees.  Distribute these extracts to relevant Governance Committees for use in prioritizing faculty hiring, classified staff hiring, technology equipment, and facilities projects. |
| October/  January | Ongoing program data analysis and documentation, including (but not an exhaustive list):   * SLOs (IO, GELO, SSO, PLO, CLO) * Success and equity data * Labor Market data (CTE programs) * Institution-level data * Other | Hold Program Plan Evaluation meetings, with each program being evaluated at least once during a three-year cycle:  The appropriate Vice-Presidents, joined by the Academic Senate President, area Dean or Manager, and faculty or staff, conducts a Program Evaluation and a budget request review. Elements of the evaluation include:   1. Provide feedback on the Program Plan 2. Determine a status for each program per AP 4021: 3. No action needed 4. Strengthen the program 5. Reduce the program 6. Review for discontinuance 7. Discuss resource needs and fiscal impacts of the Program Plan.   4. Decide when program should  return for Program Plan  Evaluation meeting (1 – 3  years). Should a program receive an evaluation status of “Reduce the Program” or “Review for Discontinuance,” the College President shall review the findings, the accompanying Program Plan, and the recommendations emerging from the Program Plan Evaluation.   If the College President recommends a program for discontinuance based on this review, the process for AP 4021 Program Discontinuance will be initiated.  A summary report on the Program Plan Evaluation process, including the status of the programs reviewed, is prepared by the Vice-President for Academic Affairs. The Vice-President presents the document to the EdCAP Co-chairs to agendize the document for review and acceptance.  Prioritizatation for full-time faculty is completed by the Joint Council (Academic Senate and Deans Councils).  Prioritization for new classified staff is completed by the Fiscal Planning Committee. |
| February/  April | Ongoing program data analysis and documentation | EdCAP completes the Program Plan evaluation process by reporting the findings to the Academic Senate and Administrative Council.  The President distributes the summary college-wide and then forwards the report to the Chancellor.  EdCAP reviews the ACCJC Annual Plan and Institution-Set Standards in line with the data reported by the Program Plans.  Prioritization for technology and facilities requests is completed by F/TCAP.  Jointly EdCAP and Fiscal Planning review the recommendations for all resource prioritizations extracted from the Program Plans for alignment with the college Strategic Plan and forward recommendations to College President.  EdCAP reviews and revises as necessary the template and process for the coming year Program Plans.  EdCAP presents template and process changes, if any, to Academic Senate for review. Final recommendations for changes, if any, are made to the President for next implementation cycle. |

**3.2 College Budget Development Timeline**

|  |  |  |
| --- | --- | --- |
| **Month** | **District-wide Activity** | **College Budget Activity** |
| January | Governor’s state budget proposal made public | Monitors state budget forecast.  Begin Budget Updates for Programs. |
| February | Monitors state budget forecast and continues district planning for Tentative Budget. | Conduct Town Hall meeting to apprise College of current forecast and implications.  Updates Fiscal Planning Committee on the current forecast and implications.  Discusses College priorities and College objectives.  Begin planning for Tentative Budget.  Continue Budget Updates for Programs. |
| March | Work on Tentative Budget continues. | Work on Tentative Budget continues.  Review Program Resource and Budget Requests made during Update meetings at Executive Council. |
| April | Work on Tentative Budget continues. | Work on Tentative Budget continues.  College budget planning synchronized with District budget planning operationally through the VP of Business and consultatively through the District Council on Administrative Services (DCAS). |
| May | Governor’s May Budget Revise  The Tentative Budget is reviewed at various levels at the College and the District, including a review by the College President, Executive Council, DCAS, and the Chancellor’s Cabinet prior to being submitted for Board subcommittee, and full Board approval. | VP of Business balances and finalizes the Tentative Budget.  Fiscal Planning Committee receives updates of Tentative Budget discussions as affected by the May Revise.  Conduct Town Hall meeting to apprise College of changes in forecast and implications, if needed. |
| June | Tentative Budget approved by the Board of Trustees. State law requires the Tentative Budget be in place by the beginning of the new fiscal year on July 1. |  |
| July | Preparation for the District Adoption Budget begins | VP of Business begins preparation of the Adoption Budget. |
| August | Preparation for the District Adoption Budget continues |  |
| September | DCAS reviews final drafts of the Adoption Budget.  Board Committee for Administrative Services reviews Adoption Budget  Adoption Budget approved by the Board of Trustees. | Conduct Town Hall meeting to apprise College of final changes to the current budget, and forecast implications, if needed.  College receives Adoption Budget from District and Board of Trustees. |
|  |  |  |
| November | Begins to monitor state budget forecast for coming year | Begins to monitor state budget forecast for coming year. |
| December | Continues to monitor state budget for the coming year | Continues to monitor state budget for the coming year. |

**3.3 Development of the Annual Full-time Faculty Priority List**

|  |  |
| --- | --- |
| **Month** | **Activities** |
| September | Compile requests for full-time faculty positions from Program Plans. |
| September/October | The Academic Senate Council reviews and updates the criteria and assumptions to be used for the prioritization process; the finalized document is placed on the Academic Senate webpage.  Copies of all Program Plans that include requests for full-time faculty positions are distributed to the Academic Senate Council and the Deans Council.  All requests for full-time faculty positions are reviewed by the members of the Academic Senate Council and the Deans Council within the context of that program’s overall plan and college-wide needs.  In early/mid October, a Joint Committee of the Academic Senate Council and the Deans Council prepares a recommended priority list of full-time faculty positions to be hired from Unrestricted General Funds, and ratifies requested full-time faculty positions to be funded from Restricted General Funds. |
| October | The joint recommendation is presented to the College President by the Academic Senate President and the Vice-President for Academic Affairs for review and approval. The joint recommendation memorandum includes a documentation and review of the process that engendered the recommendation.  For requests from Unrestricted General Funds, if the College President’s ranking of full-time faculty positions differs from that of the Joint Committee the College President reviews and discusses the differences with the Academic Senate Council and Deans Council prior to making a final decision.  The President’s final decision is communicated in writing, and includes the rationale for the final prioritization.  For requests from Restricted General Funds, the College President brings the ratified list to Exec Council for a review of fiscal implications with the relevant Vice-Presidents.  The President’s final decision is communicated in writing, and includes the rationale for the final decision.  The College President determines the number and timing of positions in compliance with the Full-time Faculty Obligation Number (FON) required by the State. The final list is announced and released for recruitment as soon as possible for Fall hires in the next academic year. |

**3.4 Development of the Annual Classified Staff Priority List**

|  |  |
| --- | --- |
| **Month** | **Activities** |
| September | Requested new classified staff positions (positions that are permanent and ongoing, and may be full-time, part-time, or seasonal) are compiled from Program Plans, divided into those financed through Unrestricted as well as Restricted General Funds. |
| October/November/ December | The members of the Fiscal Planning Committee review the requests for classified positions within the context of each program’s overall plan and college-wide needs.  Deans, Directors, and representatives of faculty and staff from each program requesting new positions present justifications to the Fiscal Planning Committee.  The Fiscal Planning Committee reviews requests and prepares a prioritized list of classified positions to be hired from Unrestricted General Funds, and ratifies requested classified positions to be funded from other sources. |
| January/February/ March | The priority list and the ratification list are presented by the Co-chairs of the Fiscal Planning Committee to the College President for review and approval. The recommendation memorandum includes a documentation and review of the process that engendered the recommendation.  The President’s final decision is communicated in writing, and includes the rationale for the final prioritization. |
| April/May/June | The College President determines the number and timing of positions to be announced. |

**3.5** **Development of Annual Budget for Restricted General Fund Priorities Other Than Staffing**

|  |  |  |
| --- | --- | --- |
| **Months** | **Current Year Activities** | **Coming Year Activities** |
| September | Implement approved initiatives identified and funded through the process. | College Programs submit Annual Program Plans. Deans, Directors, faculty, and staff in their respective areas participate in developing and reviewing plan elements. |
| October | Implement approved initiatives identified and funded through the process. | The process of Program Planning and budget planning begins. |
| November | Implement approved initiatives identified and funded through the process. |  |
| December | Implement approved initiatives identified and funded through the process. |  |
| January | Implement approved initiatives identified and funded through the process. | Evaluation of current budget allocations reviewed: documented through budget changes.  In all programs Deans, Directors, faculty, and staff collaboratively verify that the fiscal needs identified in the Annual Program Plans still reflect programmatic needs and are in line with expected budget appropriations.  Begin developing Budget Updates. |
| February | Implement approved initiatives identified and funded through the process. |  |
| March | Implement approved initiatives identified and funded through the process. |  |
| April | Implement approved initiatives identified and funded through the process.  College spending for the fiscal year concludes on April 15. | VP of Business Services prepares tentative operating budgets based on District-wide budget discussions and local needs as validated in the Program Plans and Budget Updates. |
| May/June | VP of Business Services posts list of completed initiatives. | VP of Business Services distributes Operating budgets to Deans/Department Chairs and Directors/Supervisors. Budgets are discussed, and changes are made in areas of agreement. Operating budgets are then distributed to Divisions/ Departments/Programs. |

**3.6 Development of Annual priorities for Facilities and Technology Resources**

|  |  |  |
| --- | --- | --- |
| **Months** | **Current Year Activities** | **Coming Year Activities** |
| September | Implement or purchase approved items for current year. | Programs submit Annual Program Plans. |
| October | Implement or purchase approved items for current year. | Requests for facilities and technology resources are extracted from Annual Program Plans, and forwarded to Fac/TechCAP for review and prioritization in accordance with program needs and correlation to the College’s Strategic Plan.  Facilities Resource and Technology Resource Advisory Work Groups start reviewing requests FRAWG and TRAWG). |
| November | Implement or purchase approved items for current year. | Review and prioritization process from October is continued until completed.  Planning items from FRAWG and TRAWG forwarded to Planning Advisory Work Group for review (PAWG). |
| December | Implement or purchase approved items for current year. | Review and prioritization process from October is continued until completed. |
| January | Implement or purchase approved items for current year. | Review and prioritization process from October is continued until completed . FRAWG, TRAWG and PAWG report back to committee with recommendations for review and vote. |
| February | Implement or purchase approved items for current year. | Upon completion of review and prioritization, Facilities/Tech CAP recommendations for funding prioritization are forwarded to the President for review and final approval.  Recommendations communicated to campus and departments.  President approves final list for implementation and purchase for the coming fiscal year.  The Office of Business Services sets up tentative spending budgets as part of College Tentative Budget. |
| March | Implement or purchase approved items for current year. | Planning and allocation work of the Governance Committees are completed.  Facilities, Technology and Planning priority lists are posted/documented.  Facilities, technology and planning priority lists are forwarded to the joint meeting of Fiscal Planning Committee and EdCAP for review and alignment with Strategic Plan. |
| April | Spending from the Current Year budget is completed by April 15. |  |
| July |  | Spending begins for this fiscal year. |
| August |  | Spending continues for this fiscal year. |

**3.7 Development and Approval of Curriculum**

|  |  |
| --- | --- |
| **Responsible Party** | **Process** |
| Faculty Member | Initiates new course, course revision, new program, program revision. Curriculum reviewed on a five-year cycle with CTE programs reviewed on a two year cycle. |
| Department and Division Review | All members of the department/discipline and the Division Dean are given an opportunity to review the proposed new course, course revision, new program, or program revision. |
| Specific Review Groups | Specific reviews are done in the following areas as appropriate:   * General Education * Honors * Distance Education |
| Technical Review Workgroup | A Workgroup of the Curriculum Committee meets semi-monthly to conduct a technical review of all curriculum proposals prior to being made available to the Curriculum Committee for approval. The Technical Review Workgroup includes the following individuals:   * Faculty Co-Chair(s) * Vice-President of Academic Affairs or designee * Articulation Officer * Faculty Librarian * Curriculum Technician * Additional instructional faculty |
| Curriculum Committee | The Curriculum Committee meets semi-monthly to review new course proposals, course revisions, new program proposals, program revisions, and graduation requirements. The committee is co-chaired by one or more faculty member(s) appointed by the Academic Senate and by the Vice-President of Academic Affairs or administrative designee. |
| Academic Senate President/ Designee and College President/ Designee | Review and verify curriculum is ready to be presented at the District level for compliance. |
| District Technical Review Workgroup (DTRW-I)-Instruction | District Technical Review Workgroup-Instruction for regulations compliance. Membership includes:   * Chancellor’s Representative * One of the following from each college:   + Faculty Curriculum Chair(s)   + Academic Senate President or designee   + Vice-President of Academic Affairs   + Articulation Officer |
| Chancellor’s Cabinet | Verification of curriculum and placement on Board of Trustees Meeting Agenda. |
| Chancellor’s Consultation Council | District-wide review of the Board of Trustees Agenda, in which curriculum to be presented to the Trustees is reviewed. |
| Board of Trustees | Curriculum is reviewed and approved at the monthly meetings. |
| State Chancellor’s Office | All revised and new curriculum is submitted to the State Chancellor’s Office for chaptering and/or approval. |

**Chapter 4: College Planning and Assessment**

The College Planning Model and the College Assessment Model were developed and approved college-wide in Spring 2004 and continued to evolve through Spring 2007. In Fall 2012, the Planning and Assessment Models were further enhanced by the creation of the Strategic Plan, which addressed mid-term planning and assessment in the overall planning process. The Strategic Plan was updated during the 2013-2014 academic year.

The Planning Model and the assessment model contain products from a decade of work by members of the college community. That work included faculty, staff, and administrators attending workshops and conferences, discussing the issues on campus, and fostering a culture of evidence by encouraging a shift toward data-driven decision-making in program plans. Over time, this work culminated in the creation of structures and processes for planning and assessment that are comprehensive enough to meet college needs, yet flexible enough to fit the college culture. A schematic of the Planning Model is as follows:

**4.1 The College Planning Model: A Schematic**

**Strategic Plan, Facilities Master Plan**

**Vision of the Governing Board of Trustees, VCCCD**

**External Environment**

Scans/Advisory Committees

**Internal Environment**

Program Plans/Program Review

**Vision and Master Plan, VCCCD**

**Moorpark College Vision/Mission**

**Educational Master Plan**

**Operational Plans**

**(includes Enrollment Management Plan, Technology Plan, Annual Work Plan)**

**Resource Prioritization and Allocation**

**Assessment, Program Improvement, and Reporting**

**Program Plans**

**College Planning Model: A Glossary**

The schematic summarizes the College Planning Model. The following glossary explains each element in the model.

***Vision of the Governing Board of Trustees, VCCCD***

The Board of Trustees of VCCCD communicates its Mission and Vision through Board Imperatives and Objectives that provide guidance to the district-wide planning.

***Strategic Plan of Ventura County Community College District***

Through a district-wide planning process, the Chancellor of VCCCD translates Board Imperatives and Objectives into a District Strategic Plan that provides guidance to the constituent colleges in their campus planning process.

***Moorpark College Mission/Vision***

The College Mission/Vision, which flows from the Vision of the Governing Board, guides dialogue and decision-making in the planning process.

***External Environment***

External scans include feedback from economic forecast reports, community reports, and advisory committees. This information is summarized for the college in the *Institutional Effectiveness Report* and incorporated into the planning dialogue at the Annual Strategic Planning Retreat.

***Internal Environment***

Each program at the College completes a Program Plan that includes the following elements:

1) Program health and productivity data analysis,

2) Environmental scans, advisory committee reports, and future projections,

3) Resource needs in connection with future projections, and

4) Program assessment and program improvement.

The Program Plans provide information on the College’s internal environment and receive external feedback through external advisory groups. The Program Plans provide the primary link to the budget allocation process. They also guide the formation of Action Plans (college and program level) for the College.

***Moorpark College Educational Master Plan***

Ten-year plan which charts the district’s long-term course based on internal scans, external scans of the community, and enrollment projections. This Educational Master Plan defines the cademic direction of the college and makes general recommendations to address current and foreseeable challenges. These recommendations create a framework for organizational growth and change.

The Educational Master Plan:

* focuses on change and improvement to address identified challenges
* serves as the umbrella for district short-term planning
* serves as the foundational document for the Technology Plan and the Facilities Plan
* is brief, balanced in perspective, and broad in scope
* provides a snapshot of the college’s instruction, student services, and support systems
* may be updated if warranted by a major change of conditions or when its term expires.

This master plan and its companion plans – the Strategic, Technology and Facility Master Plans – provide the strategic planning framework for the college. This integration of the three master plans keeps the college on a consistent course guided by the needs of the college’s future students.

*The Moorpark College Educational Master Plan 2009-2019* has been developed to:

* guide planning and long-term program and service development
* Internal and External Environmental Scans
* Summary and Projections for Programs
* Challenges and Recommendations for Strategic Planning

*The Educational Master Plan* includes four sections:

* Background and Introduction
* Internal and External Environment Scans
* Summary and Projections for Programs
* Challenges and Recommendations for Strategic Planning

The Facilities Master Plan links projections for the growth of each college program to the college’s physical plan. Additionally, the Technology Operational Plan links projections for growth of each college program to needs for supporting technology.

***Strategic Plan***

* Sets five-year goals derived from/based on the Educational Master Plan recommendations
* Goals are stated as strategic directions, which
  + define a process for implementing the Educational Master Plan recommendations, and identify specific measurable outcomes (quantitative and qualitative)
* Each strategic direction is further operationalized by action steps, which
  + describe the specific steps that will be taken to achieve the strategic objectives;
  + identify indicators of success, timelines, and responsible parties;
  + are reflected in the governance structure of the college, and infuse all levels of Action Plans.
  + guide the development of programs as evidenced in the Program Plans.
  + provide information about the goal-setting and the writing of college-level plans such as the Enrollment Management Plan
* Promotes continual improvement over time through
  + the prioritization of a reasonable number of strategic objectives for college-wide concentration each year, and
  + the production and distribution of an annual report of progress on the strategic objectives to EdCAP
* The college will call for the next five-year strategic plan when the term of the strategic plan expires or all strategic directions have been achieved.

***Annual Work Plan***

**The Annual Work Plan identifies the College’s goals for the next year, strategies for achieving them and provides a clear framework for accountability. The annual work plan is a set of interconnected activities over a period of one year that accomplish the college’s strategic plan outcomes.**

***Example***

***Educational Plan Recommendation***

Identify long-term and medium-term goals for the continuing work of the Learning Support Committee.

***Strategic Plan and Strategic Objectives***

Align Learning Support with student success and campus community needs.

***Strategic Plan/Action Steps***

1. integrate Learning Support “best practices” into the full campus community
2. pilot accelerated program for Learning Support

**4.2 Assessment Model: Assessment and Program Improvement**

A major goal of all planning is program effectiveness and program improvement. The Assessment Model established by the College closes the circle of planning, assessment, and program improvement.

There are three primary components of the assessment model: the college mission, the assessment of institutional effectiveness, and the assessment of program effectiveness. The assessment model includes quantitative and qualitative summative measures of institutional effectiveness, as well as formative measures of student learning outcomes.

**The College Assessment Model**

The triangle-schematic represents the college assessment model. The narrative that follows explains each element within the model. The primary components of the Assessment Model are:

* The College Mission
* The Formative Measures for Program-Level Effectiveness
* The Summative Measures for Institutional-Level Effectiveness
* The Integration of Formative and Summative Assessment Results

**The College Mission**

Most recently reviewed in Fall 2014, the college mission is the guide for all assessments.

**The Formative Data: Program-Level Effectiveness**

The formative measures and resulting data assess program and unit-level effectiveness. This includes the formative measures of student learning outcomes. These assessments are conducted to determine if students are learning specifically what departments intend to teach. The assessment results are used to guide program improvement.

Moorpark College uses an outcome assessment model that:

* Establishes a program purpose derived from the college mission and the appropriate core purpose or competency.
* Identifies measurable outcomes in terms of the knowledge, skills, or attitudes students must evidence to document that the outcome has been achieved.

*How do students demonstrate that they are achieving the purpose of the program?*

* States the exact means of assessment, including the audience, behavior, assessment tool, and desired degree of success.

*How do we know that students are moving toward or achieving the program’s purpose?*

* Summarizes the data.
* Applies the results from the assessment to improve student learning in the next cycle of planning and assessment.

*How will this information be used to improve the courses/programs/services?*

The assessment of program effectiveness is on-going, with the results of one assessment serving as a starting point for another series of assessments, all with the goal of providing quantifiable bases for guiding program improvement.

**Annual Program Plans**

Program Plans, instituted in 1999, incorporate program review and the program improvement process. Annual Program Planning is the key event that links planning to resource allocations.   
  
The College makes two key assumptions in the Program Planning process:

* “Program” refers to all college instructional disciplines and programs and support services. Support services include services to students (e.g., Registration and Records, Student Business Office), services to faculty (e.g., copy center), and facilities (e.g., maintenance and grounds).
* Each college program reviews its services, strengths, and needs annually in order to accurately assess the college and create plans that link resources to areas that need support to maintain or improve excellence or that have potential to grow.

**The five components of the Program Plan are**:

1. **Program Productivity**

Provides a summary report of 3-year trends in productivity data for instructional programs and requires various measures for student services.

1. **Environmental Scans**

Calls for a summary of relevant data from external scan sources, including feedback from industry advisory committee for career technical programs.

1. **Program Review**

Analyzes the prior two sections with the goal of identifying program strengths and weaknesses. Discusses the development of the program in view of Strategic Objectives and the environment in the field.

1. **Assessment of Program Effectiveness**

Uses the research on student learning outcomes to improve programs.

1. **Resource Requests**

Lists the human, material, and facilities resources needed based on program plans to improve quality of instruction, expand program, or correct weaknesses identified in the Program Review and Assessment sections.

The Program Planning Data Report provides standardized program review data for instructional programs. This resource provides consistent information across disciplines, such as census enrollments, retention, faculty load information (full-time to part-time ratios), and program efficiency. Student and administrative services gather and report data on effectiveness tailored to their unique role in the college.

**4.3 Links between Planning, Program Plans, and College Decisions**

Program Plans integrate program review and planning, and therefore serve as the foundational documents for allocating college resources. See Chapter 3 of this document for the timelines and sequences for budget development, material resource allocations, and establishing hiring priorities for faculty and classified staff.

In addition, Program Plans are used to determine each program’s status. The Executive Vice President, Vice President of Business Services, Academic Senate President, the Dean, the Department Chair, and interested faculty/staff meet to:

* validate the budget requests in the Program Plan, and
* determine each program’s status

The program status is categorized as no action needed, strengthen the program, reduce the program, or review for discontinuance based on analysis of these factors:

* Three-year trends in program review data elements:
  + student enrollment - number of sections offered
  + productivity (WSCH/FTEF)
  + full-time/part-time faculty ratio
* Environmental scans of data relevant to the specific program
* Need for facilities rated as
  + impacted facilities with plans to accommodate, or
  + impacted facilities with no plans to accommodate
* Need for equipment rated as
  + major needs with plans to meet
  + major needs with no plans to meet
  + minor needs

For example, using this rubric, a program categorized as strengthen the program would demonstrate an upward or downward trend in program review data elements with wide margins. Such a program may have growth potential, and the college may consider allocating additional resources and/or facilities to support that growth.

The Vice-Presidents prepare a summary of the college program evaluations which is then presented to key college committees and councils, the Academic Senate, the College President, the Chancellor, and the Board of Trustees.

This program evaluation process was piloted in 2006-2007, and institutionalized in 2007-2008. Since 2007-2008, the evaluation rubric has been refined several times to reflect greater nuance in the understanding of elements impacting program performance, and to include service-area productivity data for student services, business services, and administrative services.

**The Summative Data: Institutional-Level Effectiveness**

The Summative measures and resulting data assess institutional level effectiveness.

The Assessment at the institutional-level effectiveness includes quantitative and qualitative summative measures that create snapshots of the college at specific points in time. These are useful benchmarks for comparisons across time within the institution as well as the national and state trends.

**The following describe the six categories of these institutional measures:**

**1. Data on Student Access**

Quantitative evidence that the college is serving all students in the service area.

***Sample question:*** Do the demographics of the Moorpark College student population match the demographics of our surrounding community?

Documentation found in Institutional Effectiveness Report.

**2. Data on Student Achievement**

Quantitative evidence that students move through and complete college programs, e.g., rates of course completion, retention, persistence, transfer, jobs, degrees, and certificates.

***Sample question:*** Do most first-time Moorpark College students who enroll in the fall return to the college in the spring?

Documentation found in Score Card, IEPI Institutional Effectiveness Indicators, ACCJC Institutional Effectiveness Indicators, and Integrated Plan.

**3. Program Review Data**

Quantitative evidence on program productivity and student enrollment.

***Sample question:*** How do our college programs compare to standard indices for instructional and student service programs?

Documentation found in Program Evaluation Report to the President.

**4. Data on Strategic Objectives**

Quantitative evidence at the college level and program levels of progress on addressing the Strategic Objectives as outlined in the 3-year *Strategic Plan*.

***Sample question:*** Has the Strategic Objective to increase student completion of certificates and degrees been achieved and to what degree?

Documentation found in Score Card, IEPI Institutional Effectiveness Indicators, ACCJC Institutional Effectiveness Indicators, and Integrated Plan.

**5. Surveys of Perceptions**

Qualitative evidence from primary stakeholders on the college’s effectiveness.

***Sample question:*** *Does this college encourage critical thinking in required assignments?*

Documentation of primary stakeholder Perception of Institutional Effectiveness found in

CCSSE, Student Services Perception Survey, and Business Survey.

In spring 2008 the college administered the national Community College Survey of Student Engagement (CCSSE) for the first time. The Institutional Effectiveness Report 2008 compares the results with national norms as well as with local surveys on student perceptions and employee perceptions administered in 2003. CCSSE, along with local surveys, will be administered on a planned and periodic basis for trend data.

**6. Evaluation of Process Effectiveness**

Qualitative and quantitative evidence that college processes are effective in directing and maintaining the college’s efforts to produce and support student learning.

***Sample question:*** If you served on a college committee or made a presentation to a college committee this year, how would you rate that committee’s work product in terms of being productive and a valuable use of your time?

Documentation found in surveys administered by Standing committees to their members.

**Integration of Summative and Formative Data to Demonstrate Institutional Effectiveness**

The use of Summative and Formative data provides a view of continuous unit/program assessment against an annual evaluation of institutional progress. The Summative and Formative processes are iterative within themselves, and mutually informing and reinforcing.

The Institutional Effectiveness Report, which captures and analyzes the Summative Data, provides an annual view of institutional performance, and a framework for further unit planning and improvement.

The Program Planning process, which anchors Formative assessment, depends upon the Summative data to provide the wide perspective, and receives its planning framework from the objectives of the Strategic Plan. The field data from the Program Planning process, in rounding the cycle, feed back into the Summative analysis, and continuously informs the revision and implementation of the Strategic Plan.

**Appendices**

1. College Organization Charts
   1. Office of the President
   2. Office of Academic Affairs
   3. Office of Student Support
   4. Office of Business Services
2. California Code of Regulations for Collegial Consultation

2.1. Academic Senate (CCR Title 5, Section 53200)

2.2. College Staff (CCR Title 5, Section 51023.5)

2.3. College Students (CCR Title 5, Section 51023.7)

1. Senate Constitutions
   1. Academic Senate
   2. Classified Senate
   3. Associated Students

4. The Ralph M. Brown Act