MOORPARK COLLEGE

The Moorpark College Participatory Governance Handbook

2020 – 2025

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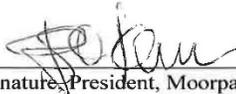**Moorpark CA 93021**
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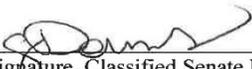
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By our signatures, we the undersigned certify that we have been included in the participatory governance processes to update this document as appropriate and indicate our commitment to adopt it fully in our work at Moorpark College.

Signature, President, Moorpark College	Julius O. Sokenu Printed Name	5/27/2020 Date Signed
Signature, Academic Senate President	NENAGH BROWN Printed Name	28 May 20 Date Signed
Signature, Classified Senate President	Gilbert Downs Printed Name	6/2/20 Date Signed
Signature, Associated Students President	Kristopher Hotchkiss Printed Name	6/4/20 Date Signed

Introduction

0.1   Moorpark College Mission, Vision, and Values

Moorpark College Mission Statement

Grounded in equity, social justice, and a students first philosophy, Moorpark College values diverse communities. We empower learners from local, national, and global backgrounds to complete their degree, certificate, transfer, and career education goals. Through the integration of innovative instruction and customized student support, our programs are designed to achieve equitable outcomes.

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:

- <u>Integrity</u>: Committing ourselves to honesty and ethics in all individual and institutional conduct.
- <u>Collegiality</u>: Cultivating a respectful campus culture that celebrates diversity and is built on a foundation of participatory governance, open dialogue, and varied perspectives.
- <u>Equity & Success</u>: 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.
- <u>Excellence</u>: Continuously improving our individual and collective efforts to help our campus community reach its full potential.
- <u>Creativity & Innovation</u>: Supporting new approaches to problem solving, risk taking, and creative expression.

0.2   Making Decisions at Moorpark College

The Moorpark College Participatory Governance 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
- Associates Students President

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

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Chapter 1:   The College Culture

1.1   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 Excellence
In 2015, Moorpark College was recognized by *The Huffington Post* as the fourth best community college in the nation. In 2017, BestColleges.com cited our college as the best community college in California. In 2019, Moorpark College was invited to apply for the Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance among America's community colleges. Our reputation for excellence is no accident. We pride ourselves on hiring employees who strive to be the best they can be, and who will not settle for mediocrity in fulfilling our mission to foster student success. We take to heart the value of continuous improvement, and we encourage each other to excel.

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 member and an administrator. The faculty or staff co-chairs are elected by the Senate Councils. Administrative co-chairs are appointed by the Vice Presidents of Academic Affairs, Student Support, or 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. <u>Standardized data for decision-making</u>: 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. <u>Planning cycle of Standing Committees</u>: 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 the 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.

1.2   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 purpose 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 Senate website and links 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 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

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 the 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:

- College Standing Committees
- Operational 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 Moorpark College through the charge and the composition of the College Standing Committees, where academic and professional matters are discussed and faculty expertise is given voice.

2.1.2 College Standing Committees

To carry out the mandate of participatory governance in AB 1725, the College formed eight College Standing Committees where matters concerning the work of the College are planned, monitored, and evaluated. These Standing Committees have a continued existence and function and each is responsible for a particular subject matter. The constituent groups of the College, i.e., Academic Senate, Classified Senate, Student Senate (Associates Students), Management, and individuals in the best position to understand the issues, are represented in membership on the College Standing Committees. This ensures the participatory nature of the College governance structure.

The **Academic Senate** recognizes and authorizes the eight College Standing Committees as appropriate venues to conduct discussions regarding academic and professional matters. As such, these College Standing 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.

Standing Committee Co-Chairs

It is the responsibility of the faculty co-chairs of the Standing 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 Standing Committees through the following procedure:
- Inclusion of the College Standing Committee faculty co-chairs as ex-officio members of the Academic Senate Council and Academic Senate Executive Council.
- Regular reporting and presentation of College Standing Committee recommendations by the faculty co-chairs at meetings of the Academic Senate Council and 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 Standing Committees.

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

All Standing 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.

Standing Committee Membership

The membership of each College Standing 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 appointed by the Associated Students' Vice-President from its student-elected Board of Directors, according to their Associated Student role; after orientation by the Student Activities Specialist, the representatives are then introduced by the Specialist to the relevant co-chairs of the committees.
- The four constituent bodies may also appoint alternate members for their positions on the Standing Committees, according to the selection processes for each group as laid out above.

All members of Standing 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 may 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 relevant faculty, classified, administrative, and student constituencies whose representatives have been absent for two or more meetings and request either more effective representation or that they declare the position unfilled so quorum can be obtained.

Standing Committee Operations

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

To achieve this 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 Standing 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 Standing Committee.

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

Standing 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 Standing 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 the 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 staff representatives recommended 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 the 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 Instructional Technologist/Designer
              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 (non-voting)
	CTE Faculty Liaison (non-voting)
	One classified staff representative recommended by the Classified Senate and appointed
	by the College President (non-voting)
	One student appointed by Associated Students who serves in an advisory role
	(non-voting)
	Academic Senate President (ex-officio, non-voting)

The Curriculum Technical Review Workgroup, 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, and 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-President of Academic Affairs and Student Support
	Faculty member appointed by 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
      (non-voting)
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;
- Reviewing 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 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 staff 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 course, 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 staff representatives recommended 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
      (non-voting)
Distance Education Coordinator (ex-officio, non-voting)
Academic Senate President (ex-officio, non-voting)

2.1.3 Route of a Proposal in Model Consultation

Place and People	Actions
Initiator	Issue/Proposal generated by individuals through the venue of a Standing Committee.
Standing Committee Agenda	Issue/Proposal placed on the Standing Committee 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.
Standing 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. Standing 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 Standing Committee may choose to present its recommendation with minority opinions.
President's Executive and Consultation Councils	Concerns and endorsements regarding the recommendations of the College Standing 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 Directions 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 Collee 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 Standing 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 Collee 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:

- Reviewing and recommending new and revised honors curriculum as proposed by faculty;
- Reviewing and recommending academic standards as related to Honors Program eligibility and completion;
- Participating 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;
- Assisting 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

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 Vice-Presidents.

2.3.8 Guided Pathways

This group advises the Vice-Presidents on matters related to the implementation of the Guided Pathways 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 group 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 Study Equity and Achievement Committee.

2.3.9 Matriculation

This group advises the Vice-Presidents of Student Support and Academic Affairs on all matters related to matriculation. The purpose of the committee is to create a responsive, flexible, educationally-sound, research-based approach to enrollment management. The Matriculation Committee assists current, returning, and prospective students to complete all of the matriculation functions at Moorpark College.

2.3.10 Dual Enrollment

This group advises the Vice-President of Student Support on the College Dual Enrollment Program. It provides guidance to ensure that the charge of the Program is fulfilled: 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. It is dedicated to removing the barrier of accessibility 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. Its members include representation from all areas connected to Dual Enrollment.

2.4 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 and appropriate Vice President. The current project groups are:

2.4.1 Multicultural Day

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

2.4.2 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, it 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.

2.4.3 Basic Needs

This group advises the Vice-President of Student Support on the basic needs of students at Moorpark College and makes recommendations on how to best provide aid and resources to students with unmet basic needs to ensure the success of all our most vulnerable students.

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

2.4.4 Emergency Fund Grant

This group advises the Vice-President of Student Support on guidelines and processes for the running of the Emergency Fund Grant on behalf of the students at Moorpark College.

Chapter 3:   Timelines and Sequences for 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, Review, and Assessment of Program Plans

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 Outcomes assessment 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 Standing Committees. Distribute these extracts to relevant Standing 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) • Institutional-level data • Other	Prioritization for full-time faculty is completed by the Join Council (Academic Senate Council and Deans Council). Prioritization for new classified staff is completed by the Fiscal Planning Committee. Program Plan Evaluation meetings are held, 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

Months	Current Year Activities	Coming Year Activities

		2. Determine a status for each program per AP 4021:
		
		   1) No action needed
		
		   2) Strengthen the program
		
		   3) Reduce the program
		
		   4) Review for discontinuance
		
		3. 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.

Months	Current Year Activities	Coming Year Activities
	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 the 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. Update 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.

Month	District-wide Activity	College Budget Activity
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.
October	Begins to monitor state budget forecast for coming year.	Begins to monitor state budget forecast for coming year.
November	Continues to monitor state budget forecast for coming year.	Continues 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/October	Compile requests for full-time faculty positions from Program Plans. 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 Join Council 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 hired from Restricted General Funds.

Month	Activities
October/November	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 documentation and a 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 Council 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 Executive 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. The full-time Faculty Priority lists are forwarded to the joint meeting of the Fiscal Planning Committee and EdCAP for review and alignment with the College Strategic Plan.

3.4 Development of the Annual Classified Staff Priority List

Month	Activities
September/October/ November/December	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. The members of the Fiscal Planning Committee review the requests for new 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 new classified positions to be hired from Unrestricted General Funds, and ratifies requested classified positions to be hired 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 documentation and a 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. The Classified Staff Priority Lists are forwarded to the joint meeting of the Fiscal Planning Committee and EdCAP for review and alignment with the College Strategic Plan.
April/May/June	The College President determines the number and timing of positions to be announced.

3.5   Development of the 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 distributed 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/ October	Implement or purchase approved items for current year.	Programs submit Annual Program Plans. Requests for facilities and technology resources are extracted from Annual Program Plans, and forwarded to F/TCAP 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 F/TCAP with recommendations for review and vote.
February	Implement or purchase approved items for current year.	Upon completion of review and prioritization, F/TCAP recommendations for funding prioritization are forwarded to the President for review and final approval. Recommendations communicated to the Academic Senate 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.

Months	Current Year Activities	Coming Year Activities
March	Implement or purchase approved items for current year.	Planning and allocation work of the Standing 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-Instruction (DTRW-I)	District Technical Review Workgroup-Instruction reviews for regulations compliance. Membership includes:
	• Chancellor's Representative
	• One of the following from each college:
	    o Faculty Curriculum Chair(s)
	    o Academic Senate President or designee
	    o Vice-President of Academic Affairs
	    o Articulation Officer

Chancellor's Cabinet	Verification of curriculum and placement of Board of Trustees Meeting Agenda

Responsible Party	Process
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 first developed and approved college-wide in Spring 2004 and have continued to evolve. In Fall 2012 the Planning and Assessment Models were enhanced by the creation of the Strategic Plan, which addresses mid-term planning and assessment in the overall planning process. The Educational Master Plan and Strategic Plan were rewritten during the 2018-2019 academic year with full participation from across the college and its community, and an Annual Work Plan is now drawn from them as a further operational improvement.

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 programs 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

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│   Vision of the Governing Board of Trustees, VCCCD        │
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┌──────────────────────────────────────────────────────────┐
│              Vision and Master Plan, VCCCD                │
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                            ▼
┌──────────────────────────────────────────────────────────┐
│          Moorpark College Vision/Mission/Values          │
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External Environment	Internal Environment
Scans/Advisory Committees	Program Plans/Program Review

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┌──────────────────────────────────────────────────────────┐
│                  Educational Master Plan                 │
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Technology Master Plan	Strategic Plan	Facilities Master Plan

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│                     Annual Work Plan                     │
│           Includes Enrollment Management Plan            │
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│                      Program Plans                       │
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│           Resource Prioritization and Allocation         │
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│               Evaluation of the Planning Model           │
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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 academic 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 Master Plan and the Facilities Master Plan
- is brief, balanced in perspective, and broad in scope
- provides a snapshot of the college's instruction, student services, and support systems; and
- 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 Facilities Master Plans – provide the strategic planning framework for the College. This integration of the plans keeps the College on a consistent course guided by the needs of the College's future students.

The Educational Master plan includes three key sections:
- An overview, including college planning model, leading and lagging indicators, how goals were set and will be tracked, disaggregation by special populations, and implications for facilities and technology planning;
- Strategic Directions (2019-20 – 2028-29); and
- Strategic Plan Goals (2019-20 – 2023-24).

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

Moorpark College Strategic Plan
The Strategic Plan sets five-year goals derived from/based on the Educational Master Plan recommendations:
- Goals are stated within the Strategic Directions of the Educational Master Plan in order to define a process for implementing the Educational Master Plan recommendations and identify specific measurable outcomes (quantitative and qualitative).
- Each Goal is further operationalized by Metrics, which
  o Identify indicators of success and timelines;
  o Guide the development of programs as evidenced in the Program Plans;
  o Provide information about the goal-setting and the writing of College-level Operational Plans such as the Annual Work Plan and the Enrollment Management Plan; and
  o Reflect the governance structure of the College.

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 and the strategies and actions for achieving them. The Plan is a set of interconnected activities over a period of one year that accomplish the College's Strategic Plan outcomes. It promotes continual improvement over time through:

- the prioritization of a reasonable number of strategic directions and activities for College-wide concentration each year;
- the description of the specific Actions that will be taken to achieve the Goals and Metrics of the Strategic Plan;
- the provision of a clear framework of accountability with responsible parties identified; and
- the production and distribution of an annual report of progress on the strategic directions to Education Committee on Accreditation and Planning and the Academic and Classified Senate Councils.

Example:

<u>*Educational Master Plan*</u>

Identify long-term and medium-term goals for the continuing need for learning support across academic programs within the five Strategic Directions of the College (see Strategic Direction 3: Student Success).

<u>*Strategic Plan*</u>

Within this Strategic Direction align work of the Teaching and Learning Center to the Goal of improving and expanding educational support programs and set Metrics to be achieved by the Center over the five years of the Strategic Plan (see Goal 3.B).

<u>*Annual Work Plan*</u>

State the Actions of the Teaching and Learning Center planned for the year to move this Goal forward, with the responsible parties named (see 3.B.1 – Actions, Point Persons and Leads).

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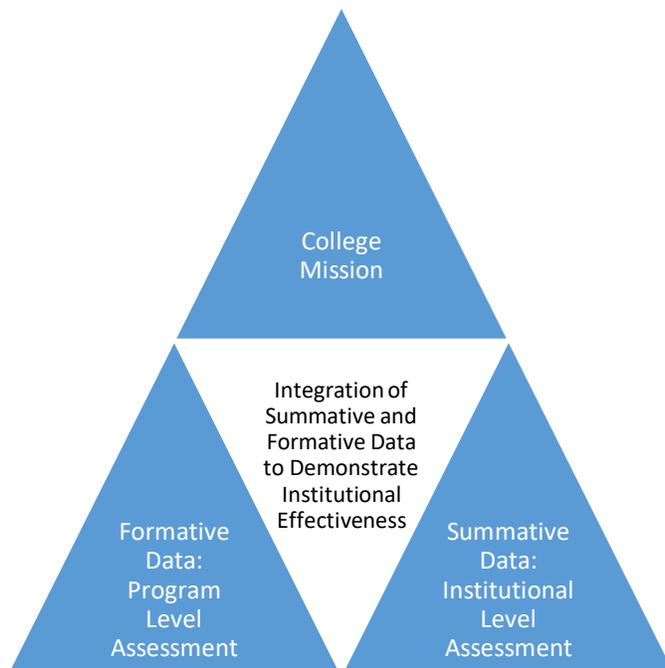
The triangle-schematic represents the college assessment model. The narrative that follows explains each element within the model. The primary components of the Assessment Model are:

- 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 Spring 2021, 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.

College Mission
- Why does the College exist?

Core Purposes or Core Competencies
- Core Purposes (Services): Why does this service cluster exist?
- Core Competency (Instruction): What literacy skills will students gain by completing work within this learning division?

Program Purpose
- Why does this program exist?
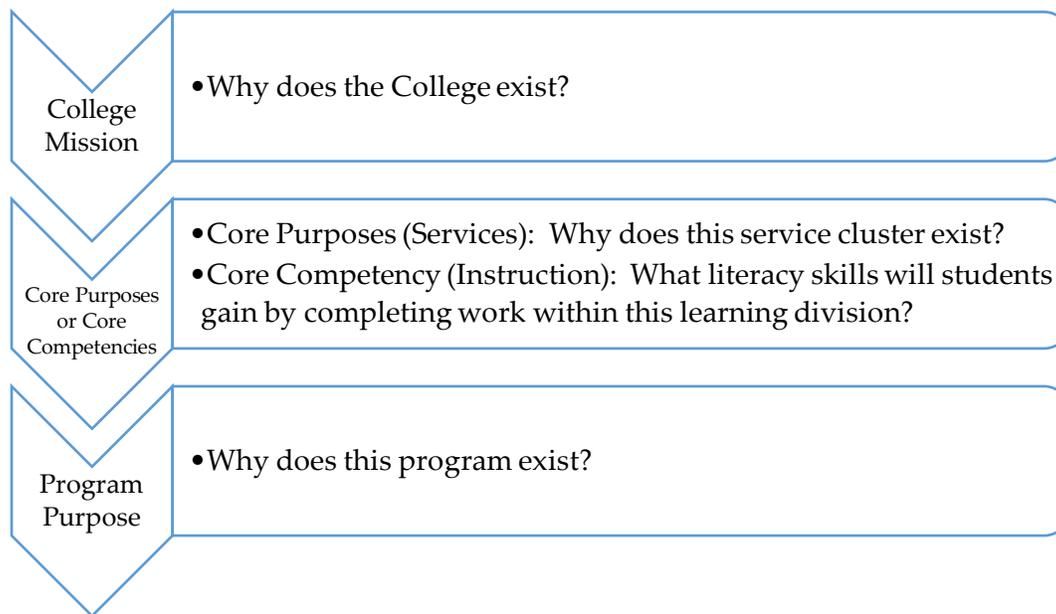
- Identifies measurable outcomes in terms of the knowledge, skills, or attitudes students must evidence to document that the outcome has been achieved.
  How do students demonstrate that they are achieving the purpose of the program?

- 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.

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

3. **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 Directions and the environment in the field.

4. **Assessment of Program Effectiveness**
   Uses the research on student learning outcomes for program improvement.

5. **Resource Requests**
   Lists the human, material, and facilities resources needed based on program plans to improve quality of instruction and services, 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 Vice- Presidents of Academic Affairs, Student Support, and Business Services, the 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-President of Academic Affairs prepares 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 Student Equity and Achievement 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 Directions
 Quantitative evidence at the college level and program levels of progress on addressing the Strategic Directions as outlined in the five-year *Strategic Plan*.

 Sample question: Has the Strategic Direction 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 Student Equity and Achievement 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, is now 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
    1.1. Office of the President
    1.2. Office of Academic Affairs
    1.3. Office of Student Support
    1.4. 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)

3. Senate Constitutions
    3.1. Academic Senate
    3.2. Classified Senate
    3.3. Associated Students

4. The Ralph M. Brown Act

1   College Organization Chart

1.1   Office of the President

Ventura County Community College District

MOORPARK COLLEGE
2021-2022

President

Dr. Julius Sokenu

Executive Assistant to the President (Confidential)

Linda Resendiz

Interim Director of Institutional Advancement, Community Relations, and Marketing

John Loprieno

Administrative Assistant

VACANT

Foundation Coordinator

Alicia Hoffman

Marketing, Communications, and Webdesign Coordinator

Dina Pielaet

Vice President

Academic Affairs

Mary Rees (Interim)

Vice President

Business Services

Jennifer Clark

Vice President

Student Support

Amanuel Gebru

1.2   Office of Academic Affairs

Ventura County Community College District

MOORPARK COLLEGE
2021-2022

Vice President - Academic Affairs
Mary Rees (Interim)

Senior Administrative Assistant	Academic Data Specialists
Gabby Chacon	Alan Courter / Dean Tran / Curriculum Technician / Ana Barcenas

Dean of Student Learning	Dean of Student Learning	Dean of Student Learning	Dean of Student Learning	Dean of Student Learning
ACCESS, Athletics, Kinesiology, Library, Math, Distance Education and Teaching & Learning	Arts, Media and Communication Studies	Career Education & Physical Sciences	EATM, Health & Life Sciences	Institutional Effectiveness, Grants, Planning and PACE
Matt Calfin	Priscilla Mora	Robert Cabral (Interim)	Carol Higashida	Oleg Bespalov

1.3   Office of Student Support

Ventura County Community College District

MOORPARK COLLEGE
2021-2022

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                        ┌──────────────────────────────────┐
                        │  Vice President - Student Support │
                        │        Dr. Amanuel Gebru          │
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Vice President - Student Support
Dr. Amanuel Gebru

Senior Administrative Assistant
Ann Marie McCarthy

Dean of Student Learning
Counseling, EOPS, Student Health Center, and Student Life & Support
Khushnur Dadabhoy

Dean of Student Learning
Business, Child Development, Languages, and Behavioral & Social Sciences
Howard Davis

Dean of Student Learning
English, Student Conduct/BIT & Student Life
Monica Garcia

1.4   Office of Business Services

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
MOORPARK COLLEGE
2021-2022

Vice President, Business Services
Jennifer Clark

Senior Administrative Assistant
Cynthia Osuna

College Services Specialist
Lynda Dobson

College Fiscal Services Supervisor
Susan Michele Perry

Director of College Information Technology Services
Dan McMichael

Director, Facilities, Maintenance & Operations
John Sinutko

Administrative Assistant
Katharine Boyd

Senior Accounting Technician
Jennifer Beveridge
Kelly Petrash
Banea Sumpter

Accounting Technician
Allam Elhussini
Brandon Fullner

Bookstore Manager
Michael Harnden

Bursar
Lindy Chau

Business Office Assistant I
Lynn-Nora Yao

Seasonal Business Office Assistant I
Rebecca Hernandez

Graphic Artist
Janeene Nagaoka
(District)

Graphic Communication Tech
VACANT

Scholarships
Maria Perez-Medeiros

Financial Aid Officer
Kim Korinke

Senior Program Analysts (50%)
Sunny Le
Lynn Twang

FA Spec
Anaisa Alonzo
Rosleen Aurora
Ramona Luna
Rowella Stofka
Alicia Trejo
Maria Urenda

Information Technology Specialist III
Brian Derderian
John Wolfe

Information Technology Specialist II
Guy Campbell
Aaron Kay
Ivan Small

Maintenance & Operations Supervisor
Scott Colvin

Maint. Asst. II Painter
VACANT

Plumber
Gregory Sayles

Carpenter
Ian Reves

Electrician
Jeremiah Burns
John Smithson

HVAC Mechanic
Armando Magallanes

Maint. Asst. II/ Locksmith
Jason Judy

Maint. Asst. II
Nathan Roth

Warehouse Operator
Geoffrey Freedman

Warehouse Assistant
Ramiro Hurtado

Grounds Supervisor
Steve Timmons

Grounds Maintenance Workers
Osbaldo Barajas-Galindo
Alberto Galvez
Hugo Galvez
Policarpio Flores
Gerardo Gonzalez
Everett Lee

Sprinkler Repair Technician
Brian Sherman

Grounds Equipment Operator
Pete Finfrock

Custodial Supervisor II
Eric Lopez

Custodians
Hosey Pette III - Lead
Edgar Almazan
Richard Bentrup
Jason Dodds
Charlotte Farley
Frank Figueroa
Robert Gabino
Jesus Hinojosa
Tim Johnson
Robert Landeros
Dennis Luther
Joseph Magallanes
Monica McClure
Francisco Navarro
Scott Reeder
Carlos Romo Gonzalez
Richard Serros

Director of FMO Areas
Custodial
Grounds
Maintenance
Operations

2 California Code of Regulations for Collegial Consultation

2.1 Academic Senate (CCR Title 5, Section 53200)

For the purpose of this Subchapter:

(a) "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

(b) "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."

(c) "Academic and professional matters" means the following policy development and implementation matters:

    (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; and
    (11)   other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

(d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:
    (1) relying primarily upon the advice and judgment of the academic senate; or
    (2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. Amendment of NOTE filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
2. Amendment of NOTE filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).
4. Relocation of article 2 heading filed 5-15-93; operative 6-4-93 (Register 93, No. 25).
5. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

This database is current through 10/23/20 Register 2020, No. 43
5 CCR § 53200, 5 CA ADC § 53200

2.2   College Staff (CCR Title 5, Section 51023.5)

§ 51023.5. Staff.

(a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:

   (1) Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non-management positions or groups of positions shall be separately defined or categorized.
   (2) Participation structures and procedures for the staff positions defined or categorized.
   (3) In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.
   (4) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.
   (5) Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.
   (6) The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
   (7) When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:
   (A) The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.
   (B) Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.

(C) When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.

(D) In all cases, representatives shall be selected from the category that they represent.

(b) In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

(c) Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.

(d) The governing board of a community college district shall comply substantially with the provisions of this section.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70901.2 and 70902, Education Code; and Sections 3540 et seq., Government Code.

HISTORY

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b), (Register 91, No. 23).

2. Editorial correction of printing error in subsection (b) and HISTORY 1. (Register 91, No. 43).

3. Amendment of subsections (a)(1), (a)(3), (a)(5), (a)(7), (b), (c) and (d) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

4. Amendment of section and Note filed 5-16-2003; operative 6-15-2003. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2003, No. 27).

This database is current through 10/23/20 Register 2020, No. 43

5 CCR § 51023.5, 5 CA ADC § 51023.5

2.3   College Students (CCR Title 5, Section 51023.7)

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

(1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

(2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

(3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

(4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

(b) For the purposes of this Section, district and college policies and procedures that have or will have a "significant effect on students" includes the following:

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

(c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

(d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.

(e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.

Note: Authority cited: Sections 66700 and 70901(b)(1)(E), Education Code. Reference: Sections 70901 (b)(1)(E), 70902(b)(7) and 76060, Education Code.

HISTORY

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 91, No. 23).
2. Editorial correction of printing errors in subsections (a) and (b) and HISTORY 1 (Register 91, No. 43).
3. Amendment of subsections (a)(2), (a)(4), (b), (b)(10), (d) and (e) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

This database is current through 10/23/20 Register 2020, No. 43
5 CCR § 51023.7, 5 CA ADC § 51023.7

3 Senate Constitutions

3.1 Academic Senate

CONTITUTION OF THE MOORPARK COLLEGE ACADEMIC SENATE

Passed by Academic Senate Council and adopted by general membership April/May 2015

[Academic Senate Constitution (PDF link)](#)

3.2 College Staff

CLASSIFIED SENATE CONSTITUTION

Approved & Adopted 12/3/2009 Rev. 5/27/10, 6/21/10, 9/16/10, 12/3/20

[Classified Senate Constitution (PDF link)](#)

3.3 College Students

ASSOCIATED STUDENTS OF MOORPARK COLLEGE CONSTITUTION

Last revised May 2021, per majority vote of the ASMC Board of Directors

[Associated Students of Moorpark College](#)

[Constitution & Standing Rules (PDF link)](#)

4   The Ralph M. Brown Act

What is the Brown Act?

The Ralph M Brown Act ("Act"), set forth in California Government Code ("GC") §§ 54950 through 54963, requires that meetings of public bodies be "open and public." The goal of the Act is to increase government transparency.

Violations of the Act: Violations may result in an invalidation of the action. Individual members of the legislative body who violate the Act may be charged with a misdemeanor if: (1) the member intends to deprive the public of information, and (2) the public is entitled to that information (GC §§ 54950 1, 54959)

Key Terms

- Local Public Agency – includes counties, cities, schools, and special districts
- Legislative Body – a local agency's governing body (e.g., city council) and "covered boards" (permanent and temporary boards, commissions, task forces, or other advisory bodies created by the local agency).
- Quorum – the number of members needed to take valid action (usually a majority of members of the legislative body or other group covered under the Act)
- Regular Meeting – meetings at the dates, times, and location set by resolution, by-law, or other formal action by the legislative body
- Special Meeting – meetings called by the presiding officer or majority of the legislative body to discuss specific items on the agenda
- Emergency Meeting – meetings called by the majority of the legislative body during an emergency (crippling activity, strikes, public health, public safety impairments)
- Dire Emergency Meeting – meetings called by the majority of the legislative body during a dire emergency (crippling disasters, terrorism, public health or safety threats)
- Adjourned Meeting – regular or special meetings adjourned or re-adjourned to a time and place specified in the order of adjournment
- Closed Session – private sessions held during meetings for limited purposes.

Who is covered by the Brown Act?

Covered

- Local public agencies (GC § 54951)
- Legislative bodies and covered boards of local public agencies (GC § 54952)
- Standing committees of a covered board, regardless of number of members (GC § 54952)
- Governing bodies of any private organization meeting certain requirements (GC § 54952)

Not Covered

- Ad hoc advisory committees with less than a quorum of the covered board (GC § 54952)
- Most other non-profit corporations
- All other government agencies (e.g., state agencies) are covered under the Bagley-Keene Open Meeting Act (GC §§ 11120-11132)

What is a meeting? (GC § 54952.2)

Any gathering of a majority of the members of a legislative body at the same time and location (including those who are teleconferencing in) to hear, discuss, deliberate, or take action on any matter under the local public agency's jurisdiction. (Example: 3 of 5 councilmembers meet to discuss an ordinance.)

Serial Meeting
Definition: A series of individual contacts, which results in information regarding members' thoughts on agency matters communicated to a quorum of legislative body members, is a meeting. Serial meetings are prohibited.

Examples
- (1) Daisy Chain Meeting: "A" talks to "B" who talks to "C," who then talks to "D".
- (2) Spoke and Wheel Meeting: A third person "X" is at the center of the communication. The members never talk to each other; they all talk individually to "X."

What are NOT meetings? (GC §§ 54952.2, 54953.1)

- Briefings regarding public agency business, if the content is informative and does not involve communicating the position or comments of any other legislative body member
- Conversations between legislative body members not regarding public agency business
- Conferences open to the public involving issues of interest to the legislative body
- Other public meetings (e.g., an organization hosts an open and publicized meeting on a topic of local community concern)
- Meetings of other bodies of the public agency (e.g., councilmembers attending a planning commission meeting)
- Social or ceremonial occasions
- Public meetings of a public agency's standing committee, if the legislative body members, who are not members of the standing committee, attend only as observers
- Legislative body members may testify in private before a grand jury.

Rules for Public Meetings

Meetings Must
- Be open and public (including teleconferenced meetings) (GC § 54953)
- Comply with the American with Disabilities Act (GC § 54953.2)
- Permit the public to audio or video record the meeting (GC § 54953.5)
- Permit broadcasting of the meeting (GC § 54953.6)
- Permit criticism of public policies, procedures, programs, or services, and the legislative body's acts (GC § 54954.3)
- Permit public testimony and inspection (GC § 54954.3)
- Pertain only to agenda items (GC § 54954.2)

Meetings Must Not
- Be held in any facility with discriminatory policies (GC § 54961)
- Require the public to give personal information, answer questions, or fulfill any condition to participate in meetings (GC § 54953.3)

The Legislative Body May
- Prohibit public recordings of broadcasts if the noise, illumination, or obstruction of view is persistently disruptive (GC §§ 54953.3-54953.6)
- Set reasonable limits on public testimony (GC § 54954.3)
- Clear the meeting room, except for press or news media, if individuals willfully interrupt the meeting in a way that order cannot be restored by removing the disruptive individuals (GC § 54957.9)

Agenda Requirements (GC §§ 54954.2)

Basic Requirements
- Brief description of items to be discussed
- Time and location of meeting
- Procedure for obtaining disability-related modifications or accommodations.

Notice Requirements

Basic Requirements
- Provide agenda to all whom request it and in an appropriate format
- Mail when posted or when distributed to majority of the legislative body
- Post in location freely accessible to public and on agency's website.

Generally (GC § 54953)
- No secret ballots
- Publicly report all actions, votes, and abstentions

Regular (GC §§ 54954-54954.2)
- Must hold in public agency's jurisdiction, with exceptions

Special (GC § 54945)
- No business may be considered except that for which the meeting is called
- Closed session permitted
- Cannot use for discussion of salaries, salary schedules, compensation through fringe benefits, or local agency executive
- Must hold in public agency's jurisdiction, with exceptions.

Emergency (GC §§ 54954, 54954.2, 54956.5) Notice: 1 hr. before
- Closed session requires 2/3 vote of body, unanimous if less than 2/3 of body is present
- Certain reports required at future meetings
- Hold elsewhere if unsafe to meet at set location.

Dire Emergency - Notice: depends*
- *When members are notified or ASAP if phones are down
- Requirements are the same as those under "Emergency"

Continued (GC § 54955.1) – Notice: none**
- **For items continued from prior meeting set not more than 5 days prior to date action taken on item

Adjourned (GC § 54955)

Notice Requirement
- Post order of adjournment at place meeting was held within 24 hours of the time of adjournment

Teleconference (GC § 54953)

Notice Requirements
- Post agenda at all teleconference locations
- Notice and agenda must identify teleconference location
- Must conduct in manner which protects statutory and constitutional rights of parities or public appearing before the legislative body
- Votes taken by roll call
- Requires quorum of the legislative body to be in public agency jurisdiction