

**AGENDA #4: RESOURCES
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To use the college's developing strategic planning process for budget, staff, and facilities allocations.

To increase faculty and student access to computers and to develop a process and plan for computer replacement, inventory, and standardization of classroom presentation equipment across campus.

To develop and implement processes that result in the college effectively coping with extreme fluctuations in the general fund budget while simultaneously maintaining a focus on student needs and supporting campus collegiality and shared decision-making in uncertain times.

Like the other colleges in this district, Moorpark College is striving for student success with limited resources; the college is understaffed and underfunded. The passage of a capital construction bond issue has brightened the future, and technology advances were made in recent years before special funding decreased. The college strives to use the limited resources available optimally to achieve institutional effectiveness, with much of the credit going to its outstanding management, faculty, and staff. As Moorpark College continues to demonstrate, much can be accomplished with limited resources if dedication, commitment, and leadership are present.

Human Resources

Unquestionably, Moorpark College's most valuable resources are its human ones—a well-qualified, hard-working, dedicated group of faculty, staff, and managers who work effectively together to maximize student learning both inside and outside the classroom. Key to hiring and retaining a quality staff are staffing levels, hiring procedures, tenure review and evaluation procedures, professional development opportunities, and contractual agreements.

Staffing Levels

The level of staffing at the college is a source of great concern, especially for classified staff and managers. As a result of budgetary reductions, the classified staff, which once numbered over 200, is down to approximately 170, and workloads have increased proportionately, while enrollment remains high. Some division offices have only one staff member to support a dean, department chairs, and faculty—a near-impossible task. Maintenance department crews are sorely under-staffed and over-worked. Admissions and Records and Counseling office staffing levels have been similarly reduced by the college's inability to fill positions when they become vacant. Last year, in response to

severe mid-year budget reductions, three regular classified staff members and a supervisor were laid off, thus exacerbating both morale and workload problems. In the most recent employee survey of the work environment (R.1), insufficient staff was the highest-ranked dissatisfaction among both faculty and staff, and substandard working conditions (defined as “facilities, space, cleanliness”) was among the top five dissatisfactions for both groups—a direct result of custodial and maintenance understaffing.

Similar reductions have occurred in the management team: within the last two years one dean retired and another accepted promotion to vice president at another college, and neither has been replaced. As a result, workloads have increased dramatically among the seven remaining deans. In addition, a management intern position that was staffed for several years and provided relief to the other deans by taking on special projects and some department supervision was abandoned last year to avoid the additional expenditure.

On the other hand, Moorpark College had the rare opportunity of hiring 27 new full-time faculty in spring and summer 2004 for the 2004-05 academic year. Because the district had offered a Golden Handshake to faculty in 2002-03 and not replaced the retirees due to budget exigencies, it fell below the state-mandated full-time obligation and became subject to financial penalties. After requesting and receiving partial waivers from the State Chancellor’s Office in 2003-04, the district still paid fines exceeding \$350,000. To avoid further penalties and improve the full-time to part-time faculty ratio, 54 new faculty positions were added districtwide for 2004-05, in addition to mandatory replacement of any new retirees. Moorpark College committed to hiring 24 of the new positions, plus replacing three 2003-04 retirees, to join its 152 full-time and approximately 470 part-time faculty. Faculty members serving on the hiring committees volunteered their time, many working beyond the end of the academic year and into their summer vacations, to ensure selection of the most capable new faculty. The college community eagerly welcomed their new colleagues as the fall 2004 semester opened.

Hiring Procedures

The college follows the board-adopted hiring policy (R.2) in the advertising, recruitment, and hiring of all academic personnel, both full- and part-time, including managers. The district’s Human Resources department and trained staff diversity facilitators on the campus oversee the advertising, screening, interviewing, and hiring procedures, which involve broad-based committees including discipline experts for full-time positions (R.3). The staff diversity facilitators, faculty members themselves, are key players in ensuring equitable hiring processes while emphasizing the values of diversity. Hiring committees for full-time academic personnel are co-chaired by a faculty member and the appropriate manager (e.g., the dean of a division). After paper-screening applicants, the committee conducts

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interviews, generally including teaching demonstrations, and forwards finalists to the president, who conducts a second-level interview and oversees reference checking before forwarding hiring recommendations to the board for approval.

Hiring of part-time academic personnel follows very similar procedures on a somewhat smaller scale, with local rather than national advertising of positions and smaller hiring committees, comprised typically of discipline faculty, department chair, and dean. A human resources assistant is assigned to each campus but supervised by the district, and assists with coordinating hiring and assignments of part-time faculty.

In the hiring process for senior managers, the district and, in the case of presidents, the board becomes more involved. College selections for vice presidential positions are often interviewed by the chancellor before being recommended to the board, and the board conducts interviews for presidential finalists before appointments are made.

Classified support staff hiring policies (R.4) are governed by the Merit System, overseen by a three-member board-appointed Personnel Commission. The Ventura County Community College District is one of only a few remaining in the state that use the Merit System. All job classifications and titles, and all changes to either, are reviewed and approved by the Commission, which works closely with the associate vice chancellor of human resources and meets monthly to address both policy issues and individual concerns (R.5).

When a college moves either to create a new classified position or to fill a vacancy, paperwork is filed at the district and new positions are placed on a board agenda for approval. The district's Human Resources Department does all advertising and screening for positions and coordinates paper screening and interviewing panels. The result of the process is ranked lists of applicants that remain in place for one year. The top three names on a list, together with anyone requesting transfer from the same position in another office or district site, are then forwarded to the college supervisor for interviews and selection. The board approves all hires.

For both academic and classified positions, priorities for hiring are set through campus shared-governance processes.

Performance Evaluation

The evaluation processes for both faculty and classified staff are described in and governed by the respective collective bargaining agreements. Un-represented groups—classified supervisors and managers—discuss working conditions, including performance evaluation, with district staff through Classified Supervisors' Association and College Management Association representatives.

Under the terms of the faculty contract (R.6), full-time faculty are evaluated every six semesters following tenure; part-time faculty are evaluated at least once every six semesters after being evaluated in their first semester. These evaluations are conducted by committees comprised of the appropriate dean and department chair, and a discipline peer selected by the evaluatee. The process includes a self-evaluation, classroom or site visits and reports, student evaluations, and a conference to provide feedback. Teaching standards and student learning objectives, as well as teaching philosophy and strategies, are common topics of discussion during this process. In addition, confidential student evaluations are gathered each semester and provided to the instructor after grades are submitted (R.7).

An even more thorough evaluation is done through the tenure review process for new full-time hires during a four-year period of employment before tenure is granted by board action. The process, described in detail in the AFT contract, is intensive, elaborate, and exhaustive; it is undertaken very seriously by committee members and tenure candidates alike.

Classified staff are evaluated annually under the terms of the SEIU contract (R.8) by their supervisors. Components include a structured self-evaluation, the supervisor's written evaluation, and a conference to review both documents. Evaluatees have the right to respond to any evaluation and have their response filed with the other documents. Classified supervisors have a slightly different evaluation process (R.9) than other classified employees and classified managers, but it includes the same basic components.

The evaluation process for managers, academic and classified (R.10), has been evolving over the past several years; a new process was first piloted and then adopted for deans (R.11), and discussions were underway in spring and summer 2004 on changes to the process for senior managers. These changes will be piloted in spring 2005. All managers are evaluated annually; components include a self-evaluation, supervisors' evaluation, peer/faculty/staff evaluations in certain years, and a review conference with the immediate supervisor and the president. The president is evaluated annually by the chancellor and the board, after submitting a self-evaluation and goals for the following year. Presidents' contracts are for a three-year period with an annual rollover, and all other academic managers have two-year contracts with annual rollover following satisfactory evaluations.

All personnel files, including evaluations, are maintained confidentially at the District Service Center, and employees have access to their own files, in accordance with law.

Professional Development

Moorpark College places a high value on professional development for faculty, staff, and managers, and supportive programs and activities have expanded significantly during the

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last few years. A staff development facilitator is typically selected annually to coordinate a wide range of professional development functions, some of which are funded and others voluntary. The program has been reduced by budget cuts beginning in 2003-04; although the stipend for a facilitator was eliminated, many activities have continued (R.12).

For faculty, continuing activities include an extensive 14-hour training program for new full-time faculty, co-led by the executive vice president and the staff development facilitator, designed to acquaint new faculty with the college, its programs and services, and performance expectations. A faculty mentoring program teaming an experienced mentor with a new or inexperienced colleague supports and extends the initial orientation. A series of Teaching and Learning Lunches scheduled monthly has been quite popular; each lunch has a pre-announced topic and presenters, and presents practical topics suitable for teaching faculty (“Meeting a Class for the First Time,” “Teaching with Your Mouth Shut”) or broader topics of interest to the campus community at large (“How to Handle Difficult People”) (R.13).

Flex days at the beginning of the fall semester offer opportunities for professional development ranging from adjunct faculty meetings and campus emergency training to teaching tips, and from small-group trainings to a gathering of the entire college community, co-hosted by the college president and Academic Senate president, that fills the Performing Arts Center’s main theater. In addition, technology training is offered to assist faculty and staff with specific software programs or individual problems at the campus level, including WebCT for online instruction. Flex workshops include feedback and evaluation for the facilitator and the staff development coordinator. District-level training is provided for those who use the Banner system for student or financial system access.

Faculty also have access to professional conference attendance (although funding has been severely reduced during the last two years), grant-funded conferences and travel, and, by contract, to sabbatical leaves; over the past five years, the number of faculty awarded sabbaticals has ranged from a low of three to a high of nine per year. Another useful tool for faculty is a Faculty Handbook (R.14), which is periodically updated and provided to all full-time faculty; it includes information on the college, a statement of ethics, teaching tips, policies and procedures, services for faculty, and student services information.

Professional development for classified staff focuses largely on technology and job-related training, which have been regularly identified in needs assessment surveys as the highest needs. Technology training includes software applications, college-specific applications such as Banner and WebStar, and college procedures and resources. Job-related training has included customer service, emergency response, and Teaching and Learning lunch topics suitable for staff as well as faculty (e.g., “Taking Care of Yourself”). Individually-focused

activities include contractual opportunities to take classes or engage in wellness activities during work time, a yoga/stretch class led by a faculty volunteer, and stress-reduction programs (“How to Use Laughter to Decrease Stress”). Some classified staff attend professional conferences related to their jobs; however, budget reductions have made this difficult for staff in non-categorical programs.

For managers, professional development activities include a mentoring program for new managers and those new to the college, appropriate technology training, and other job-related training, much of which has recently been focused on the college’s student learning model, student learning outcomes, facilities planning, and strategic planning. The College Management Association (CMA), a districtwide group, offers one or more training sessions annually on topics of general interest based on a needs assessment survey. CMA distributed copies of the Managers’ Policy and Operations Manual (R.10) to all managers at the beginning of the 2003-04 year and scheduled three professional development days for all managers, covering a variety of relevant topics, after surveying perceived needs. Two morale-boosting social occasions were also held for managers, sponsored by CMA.

Contractual Agreements

Collective bargaining agreements are in place to govern working conditions for all faculty (R.6) and non-supervisory classified staff (R.8). Both of the current contracts were scheduled to expire on June 30, 2004, and negotiations have been underway since early spring; in both cases, the full contracts were re-opened and subject to change. The faculty’s bargaining agent is the American Federation of Teachers, Local 1828, whose leadership is experienced and dedicated to supporting the faculty. Classified staff have been represented by the Service Employees International Union, Local 535, AFL-CIO (SEIU); however, a de-certification vote was scheduled in September 2004, the results of which are unknown at this writing. Negotiations with the classified staff regarding their current contract were stalled throughout the summer due to the uncertainty of ultimate representation.

Physical Resources

Moorpark College is justly proud of its attractive, well-maintained hillside campus. Because of steady enrollment growth and the recent emphasis on integrated planning (see Agenda #1: Planning), major facilities planning and development has been taking place. In all cases, the integrity and quality of programs is foremost among considerations of design, construction, and purchase of facilities and equipment. All physical resources are constructed and maintained to provide access, safety, security, and a healthful learning and work environment.

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Facilities

Since the last accreditation visit, a new Life Science/Mathematics/Computer Science building has been constructed and opened, and the Physical Sciences and Humanities/Social Sciences buildings have been renovated. A new Library/Learning Resources building is nearing completion, with occupancy expected in late 2004, in time for the spring 2005 semester. Groundbreaking took place recently for a new Child Development Center, which has been operating from temporary, converted classroom facilities for years.

In addition, six major additional facilities projects are in the planning stages, as a result of the passage in March 2002 of Measure S, a \$356 million bond issue approved by county voters (R.15). Moorpark College's share of the bond is \$104,239,503, an amount which must be expended within 10 years by law. In preparation for the bond campaign, the college identified approximately 20 projects qualified for bond funding; these projects were publicly announced during the campaign (R.16).

The college was well prepared for the bond campaign, since an intensive three-year planning process (see Agenda #1: Planning) had resulted in Master Plan 2002, integrating educational and facilities planning. The master plan provided focus for a comprehensive planning process using annual program plans, enrollment data analysis, and growth projections for 2008 and 2015; it includes both an educational master plan and a facilities master plan (R.17). The latter, which addresses physical planning and facilities, also addresses the educational needs of the college; it was updated in 2004 (R.18) to incorporate changes resulting from the success of Measure S, including new facilities, renovations, and infrastructure upgrades.

Facilities planning oversight is provided by the Facilities Planning Steering Committee (R.19), a broad-based, open forum co-chaired by the presidents of the college and the Academic Senate. Through regularly scheduled and occasional special meetings, the Facilities Planning Steering Committee has reviewed, refined, and approved all bond projects and project budgets. The committee reached consensus on a list of planning assumptions (R.20), which were adopted as a means of ensuring stylistic consistency in the expansion of the college.

With the assistance of experienced consultants, project-specific committees, comprised of end-users and interested faculty and staff, worked to refine and define each of the new building projects and develop project descriptions (R.21). Pre-screened (by consultants) architectural firms made presentations to the committees for each of the six major new projects; committee choices were forwarded to a governing board sub-committee for additional interviews, followed by board approval. The committees have begun meeting with the architects to develop schematic designs for these campus projects:

- Library remodel into classrooms, once the college library is relocated into the new Library/Learning Resources building;
- Academic Center, a major general classroom building that will also house faculty offices and the High School at Moorpark College;
- Exotic Animal Training and Management building, housing classrooms, laboratories, and a multi-use lecture hall designed to function as a planetarium and accommodate astronomy classes;
- Arts Complex, which will unify the fine and performing arts in the same area of the campus for the first time, adding art studios and expanding music and dance facilities, as well as renovating the Communications building;
- Health Sciences, completing the three-building sciences complex and housing the Nursing, Radiologic Technology, and Biotechnology programs, as well as a second anatomy laboratory, multi-use lecture classrooms, and faculty offices;
- Physical Education expansion including new construction of a fitness center with aerobics and combatives rooms as well as major renovations of the main gymnasium.

In addition, the college and district are collaborating with the Conejo Unified School District to build a joint-use classroom and office facility on land owned by the Conejo District and adjacent to its offices in a central Thousand Oaks location. A Memo of Understanding has been approved by both boards (R.22), which outlines the concept and funding for this Conejo Educational Center; \$7 million of Measure S bond funds are committed to this project.

Related to these major building projects are infrastructure upgrades including parking lots, electrical capacity, exterior lighting, irrigation systems, telephone and intranet wiring, and renovations of areas in existing buildings which will be affected by new projects. An Environmental Impact Report (EIR) was completed (R.23), and the college's master architects have developed design standards for campus development for use by the various firms working on individual projects. These standards, which also address universal access and accessibility, have been reviewed and approved by the Facilities Planning Steering Committee (R.19).

It is already clear that the \$104 million available will be insufficient to fund all needed projects and upgrades. State funding will largely fund the Library/Learning Resources building and partially fund the Child Development Center and the Library remodel project. Additionally, the Moorpark Unified School District, through a successful bond campaign of its own, has allocated \$250,000 toward the high school facilities to be included in the Academic Center project, and a state funding application has been submitted for the Health Sciences building, believed to be a good candidate for state support.

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Another renovation project not addressed above is the expansion of the Campus Center into a Student Union; funds have been collected from students for several years through a Student Union fee, and the accumulated total is expected to exceed \$1 million by the time of construction. Minor renovations are being completed in summer 2004; bond monies, however, may be fully expended before this badly needed and important project is fully addressed.

Given that current bond funding is unlikely to meet the construction and renovation needs identified in the facilities master plan, once schematic plans for bond-funded projects are prepared and accurate construction estimates are possible, the college will be challenged to make some difficult facilities decisions: namely, which projects will be completed first and which will be delayed until future funding is found. Discussions have already begun at the district level about the need and prospects for a second bond issue to complete planned projects at all three colleges.

As the college community is challenged to wrestle with the gap between available funding for capital projects and the list of important renovation and construction projects described in the facilities master plan, considerations of the total cost of these new building must be brought into the dialogue. To initiate understanding of this broader view of capital projects, the college plans to create training opportunities on the total cost of ownership concept during the coming year.

Facilities Maintenance

In addition to planning for new projects designed to accommodate a projected 19,000 students by 2015, the college has an ongoing maintenance program and participates in the state's Scheduled Maintenance Program, which provides matching funds for essential maintenance needs. Recent projects completed with a combination of state, local, and bond funds have included re-roofing, fire alarm system replacement, heating/ventilation/air conditioning (HVAC) replacement, and re-paving projects (R.24). Another state funding source, for the removal of hazardous materials, has been tapped to assist with asbestos removal in some older buildings; the Federal Emergency Management Agency (FEMA) has also assisted in funding some projects to correct damage incurred during the 1994 Northridge earthquake and perimeter damage caused by wildfires that threatened the campus in fall 2003.

Routine maintenance is performed by a well-qualified staff of classified employees in the Maintenance and Operations department, supervised by a classified manager. Grounds, custodial, warehouse, and operations personnel and their supervisors do an outstanding job of maintaining the buildings and grounds. Recent budget reductions have resulted in an understaffing in this area (as in many others), but efficiencies such as a team approach

to custodial coverage have been implemented successfully. It is a tribute to the value the college places on these services that when the annual classified prioritization process is undertaken by the Fiscal Planning Committee, custodial and grounds positions routinely rank very high; in the spring 2004 prioritization cycle, a new custodial position was actually ranked #1 by the committee, despite all the other needs advanced (R.25).

Safety and Security

Safety issues at the college are addressed by a Safety Committee, coordinated through the Student Health Center (SHC) and co-chaired by the SHC coordinator and the director of Maintenance and Operations; the committee meets monthly to review reports and observations on safety hazards and accessibility issues, working closely with both the campus police and the district's risk management officer. Safety, earthquake duck-and-cover, and fire drills are conducted at least annually, both day and evening. Annual disaster preparedness drills include building evacuations, rehearsing staff assignments and reporting, and evaluating effectiveness of planning and execution. A standard emergency management (SEMS) plan is in place (R.26), and training in SEMS, hazardous materials, and CPR is offered to faculty, staff, and managers. College Safety Committee representatives also participate in a districtwide Safety Committee to discuss common issues and share information; the district group is chaired by the risk manager.

In another effort to ensure a safe working and learning environment, the district's risk manager, insurance carrier, and the college's Maintenance and Operations department schedule a yearly comprehensive facilities inspection to identify any hazardous or unsafe conditions and building code violations. An Annual Safety and Loss Prevention Report (R.27) is issued by building area, and the appropriate managers and staff are required to correct cited conditions. Corrections are validated at the next inspection visit.

To address security issues for students and staff, the district operates a police department, with a chief and three lieutenants in addition to both full-time and part-time officers. Moorpark College has 24-hour, 7-day-a-week coverage of buildings, grounds, and parking lots provided by a minimum of one officer on duty per shift. During the week, student police cadets supplement the sworn officers. The City of Moorpark Police Department, through the Sheriff's Office, provides service to the areas immediately adjacent to the campus and is available by radio to assist on campus if needed. Blue-light emergency phones are installed around campus, primarily in parking lots, and all public phones on campus provide immediate access to campus police and 911 services at no cost. The Associated Students provides an escort service during evening hours, using electric carts to convey students or staff to and from parking lots as needed.

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The Exotic Animal Training and Management (EATM) program presents some unique security issues, both in terms of keeping the public out and the animals in. Because of a change in policy designed to safeguard students, students are no longer assigned on duty in the EATM compound 24 hours a day; instead, a security system with cameras and alarms has been installed and is regularly monitored both on and off campus during hours (primarily overnight) when no staff or students are on site.

A unique situation occurred in fall 2003 when brush fires threatened the campus, including the EATM compound. Students and staff rose to the occasion, evacuating most animals and monitoring the safety of those—like the big cats and water buffalo—that could not be moved quickly. Many of the evacuees spent the evening in a nearby shopping center parking lot; the birds were relocated to an alumnus' bird sanctuary until the air quality improved; and neighbors, friends, and families of students and staff all pitched in to protect the animals.

Campus Environment

The college is committed to providing a healthy and safe working environment, as well as an attractive and welcoming one. A shared-governance Campus Environment Committee meets monthly to address issues from safety to aesthetics; the committee also recommends expenditures from a Campus Improvement Fund, supported by bookstore revenues and used primarily to fund aesthetic and/or functional improvements to the campus's outdoor environment; new lighting, benches, and outdoor seating area furniture are among recent examples.

Off-Campus Facilities

The college has traditionally used high school classrooms in Newbury Park and Simi Valley to offer evening classes, and compensates the local high school districts for use of the rooms and custodial costs. These outreach efforts have served students who prefer not to or cannot attend evening classes on campus; however, the facilities are less adequate than campus classrooms, and providing media services can be an issue. To ensure safety of students and faculty at these locations, student workers equipped with cellular phones are assigned, and an evening facilitator on campus maintains communication and addresses issues that arise. Due to budgetary constraints, no off-campus classes were scheduled in the past two years; however, a reduced offering of courses is again available in fall 2004 at Newbury Park High School, with an on-site college evening facilitator present.

Equipment

Instructional equipment is funded primarily by state Instructional Equipment and Library Materials (IELM) allocations, and one-third of all available IELM funds is set aside, by college consensus, to support technology equipment needs (see Technology Resources,

below). In the last two years, very little general fund money has been allocated to equipment, because of budget reductions. Available funds are allocated after discussions at the discipline, department, and division level, which set priorities carried b the dean to meetings of the Deans' Council facilitated by the vice president of business services. At those meetings, divisional needs and priorities are reviewed and funding allocations determined, which are forwarded as recommendations to the president. All requests and decisions are linked to program plans.

During 2003-04, IELM money was not distributed through the process described above, to preserve the funding for emergency needs and as a precautionary measure to ensure adequate budgets to purchase equipment for new projects and renovations.

State funding of new buildings provides a major opportunity for the acquisition of new equipment; equipment for the Library/Learning Resources building nearing completion is funded at the level of \$2.7 million, which has made possible the purchasing of all-new office, classroom, and library furniture, 450 computers, and other technology equipment suitable for a state-of-the-art facility. Equipment allocations will also be included within all bond projects.

Overall, classrooms, laboratories, and offices are well equipped and contribute to a positive learning and work environment for students and staff. Results from the last two student surveys show a rise in the percentage of students who rate themselves "satisfied" or "very satisfied" with classroom facilities and equipment (R.28).

Table 4.1 Student Satisfaction with Classroom Facilities and Equipment

	1994	1996	2000	2003
Overall satisfaction with classroom facilities/equipment	66%	65%	68%	71%

Financial Resources

Financial resources are used to maximum advantage to support student learning programs and services and to improve institutional effectiveness, consistent with the college's mission statement and institutional goals. Financial planning is integrated with institutional planning, and reserves held at the district level are adequate to ensure long-term financial stability. It is clear, however, that resources are insufficient to achieve college goals.

Budget Development Process

The District Council of Administrative Services, comprised of both college and district faculty and staff in a shared-governance distribution, annually reviews budget assumptions and guidelines developed initially by district business services staff, and shares its recommendations with the colleges. At Moorpark College these recommendations are reviewed by the Fiscal Planning Committee, by the Deans' Council, the Academic Senate, and senior management. The budget assumptions and guidelines are ultimately forwarded to the Chancellor's Cabinet, adopted by the governing board, and made a part of the public record in the board's minutes (R.29).

Once budget assumptions and guidelines are in place, the colleges begin developing their tentative budgets, guided by the board's direction and data provided by the district fiscal staff, under the direction of the associate vice chancellor for business services and financial management.

Generally, the budget begins with a rollover from the previous year. First, salaries and health benefits of permanent faculty, staff, and managers are entered into the tentative budget in Banner at the District Service Center and reviewed and corrected by each college. Next, new positions are budgeted, using mid-range salary estimates until actual amounts are known after hiring. Incremental increases in these non-discretionary areas, such as medical/dental/vision re-rates and upward movement on the salary schedules, are factored into the budget modeling tools and funded during the budget development process. Only then are discretionary dollars budgeted, in faculty and student hourly accounts with related benefits, supplies, services, and equipment accounts. These discretionary dollars have been shrinking significantly over recent years, so there is little freedom in developing the tentative budget. When possible, non-general fund sources in the form of state and federal contracts, grants, and restricted allocations are used to supplement budgeted amounts to further the college's mission and goals.

The district's primary long-term obligations consist of retiree benefits, which are budgeted annually on a "pay as you go" basis, and bond repayments, which are supported by local property taxes. The district has established a self-insurance reserve fund to cover self-retention. Building maintenance needs are being addressed through state scheduled maintenance funding, matched by bond proceeds. Moorpark College has no long-term indebtedness. Ongoing college obligations, such as insurance premiums, building maintenance, medical/dental/vision plan re-rates, are addressed in the annual budget process.

The tentative budget is adopted by the board annually in June, based upon the most complete information then known about the state's budget (R.30). The budget is then finalized once the state budget is adopted, and the adopted budget is approved by the board

at a September meeting. The budget document is prepared at the district level (R.31); copies are available on campus and accessible online at www.vcccd.net.

Integrating the Budget with Institutional Planning

Moorpark College's master plan, supported by annual program plans, forms the basis for long-range planning; these documents also provide the basis for short-range financial planning namely, the annual budget. Long-term planning in areas other than capital construction has been restricted in recent years by the state's economic problems and the resultant impact on education in general and community colleges in particular. Thus, much operational planning has been short-term in focus, with an emphasis on preserving as much of the central core of student learning activities as possible. Capital planning has been able to maintain a long-term focus because of the facilities construction bond (Measure S).

The college master plan, encompassing both educational and facilities planning, was developed by a collegewide shared-governance process over an 18-month period concluding in December 2001 and presented to the governing board in March 2002. In 2003-04, updates and revisions of the master plan were undertaken after substantial dialogue. The changes were greatest in the facilities area because of the passage of Measure S. The revised plan was finalized during summer 2004 and submitted to the district for board approval. The Fiscal Planning Committee addresses the college's mission and vision statements in the budget development process (R.25). The college's motto of *Students First!* reflects the student learning focus of all planning documents and processes.

The annual program planning process, which supports institutional planning activities, is described more fully in Agenda #1: Planning. Financial planning decisions are closely tied to the annual program plans; in spring 2004 those plans were used to develop the prioritized lists of new faculty and classified staff positions. The institutional planning process is the only method by which needs for additional personnel are addressed.

Information Sharing

Information about budget, fiscal conditions, financial planning, and audit results is broadly disseminated throughout the college: discussions occur both in the Fiscal Planning Committee and at open collegewide forums. The Deans' Council and the president's executive team regularly address fiscal issues during their weekly meetings. The vice president of business services also distributes occasional "For Your Information" newsletters to all faculty and staff by both email and hard copy (R.32). Information from the State Chancellor's Office and other state agencies regarding the state's fiscal condition and its potential local impact is available electronically, and is provided and reviewed at Fiscal Planning Committee meetings monthly as appropriate. In addition, the Banner management information system used by the district for the past four years is a fully integrated, real-time, client-server and Web-based system;

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budget managers and their support staff are trained in basic financial management information, evaluation, and reporting, and have access to this management information at any time.

To date, the financial information presented by the district has been sufficient to provide for appropriate financial planning and management locally. The greatest difficulty with financial planning and management has been the vast uncertainty of state funding. The mid-year budget reductions in 2002-03 and the changes and delays in the 2003-04 budget led to much speculation and ambiguity as the colleges tried to hit an ever-moving financial target. Further, the lack of timely information from the state prevented the colleges from creating a rational plan of action. However, once the district had firm information upon which to plan, the colleges were able to react and stabilize their operations.

State and district financial information, as well as external funding sources such as grants and contracts, are monitored regularly both by the vice president of business services and the Fiscal Services technical staff. The Fiscal Planning Committee oversees the budgetary processes and makes recommendations to the president. The vice president reports to the Fiscal Planning Committee on all available college resources, which establishes funding priorities and expenditure requirements during the budget development process (R.25). Important new information or ideas are discussed in collegewide open meetings or widely announced regular meetings of the Fiscal Planning Committee. Overall, guidelines and processes for financial planning and budgeting are well established and observed carefully as the college develops its annual budget and evaluates all available resources. All college constituencies have appropriate opportunities to participate in the development of institutional plans and budgets.

Moorpark College Budget: Specifics

The college's budget allocation has fluctuated over the last five years, and particularly in the last three. The tentative budget for Moorpark College for 2004-05 is \$38,346,638. One year previously (2003-04), the adopted budget was \$35,554,638; mid-year budget adjustments directed by the board reduced financial resources by an additional \$576,000. The 2003-04 budget had been reduced by 9 percent from 2002-03, a reduction of slightly over \$3.6 million. The picture is somewhat brighter in 2004-05, but the additional cost of 24 new faculty members has reduced still further the number of discretionary dollars in the budget; approximately 96 percent of all general fund dollars is devoted to salaries and benefits, leaving an absurdly small number of discretionary dollars available for operational expenditures (R.31).

The college has lost faculty, staff, and managers, and budgets have been reduced to subsistence levels to maintain existing programs. Although revenues are not sufficient for many educational improvements, planning processes continue to support student learning programs and services, and available resources have been focused on furthering

the college's mission and goals. Shared-governance processes establish funding priorities for adding faculty, staff, and equipment—the latter utilizing state Instructional Equipment/Library Materials (IELM) allocations—as resources allow.

Current Financial Situation of District and College

In 1997-98, after two years of deliberation and exploration involving an expanded shared-governance process, the board adopted a new budget allocation model in an effort to distribute funding more equitably to better achieve the institutional goals of all three colleges. The new model (R.33) shifted from a revenue-driven to an FTES-driven approach, rewarding the colleges for enrollment growth and productivity. This model worked well for Moorpark College, and to some extent protected the other two colleges during a period when Moorpark College was growing more rapidly than its sister colleges. When the state's declining fiscal condition was reflected in a lower apportionment to the district in 2002-03, however, the District Council of Administrative Services agreed to recommend suspending the existing model and allocating funds to the colleges based on the same proportional share as the prior year. This "frozen" allocation model has been used for developing budgets in 2002-03, 2003-04, and again in 2004-05. Identifying and reaching agreement on a new, equitable allocation model that includes standards for accountability will be a major focus and challenge in 2004-05.

Moorpark College has made every effort to minimize the impact of budget reductions on student learning. However, only because of several retirements and staff eliminations was the college able to balance its 2003-04 budget. Further, in order to operate within its allocation, the college eliminated its early summer sessions in 2003 and 2004, reduced the remainder of its summer offerings, and cut fall 2003 classes by about seven percent and spring 2004 classes by nine percent from 2002-03 levels, including the elimination of Saturday and off-campus classes. As a result, enrollments dropped significantly (see Agenda #2: Student Learning Programs and Services).

The district's ending balance of unrestricted (general) funds for fiscal years 2000-01, 2001-02, and 2002-03 were \$5.7 million, \$4.4 million, and \$3.2 million respectively. These amounts do not meet the state-recommended 5 percent reserve level, because of state budget reductions and the predominance of college budget earmarked for salaries and benefits; these two factors persuaded the board to reduce the reserve to 4 percent in 2001-02 and 3 percent in 2002-03. The board approved beginning the 2003-04 budget year with a 3 percent reserve, intending to increase the reserve during the year through additional cost-saving measures and salary savings, which in fact occurred as the result of the \$1.5 million mid-year adjustment. The budget assumptions for 2004-05 included a minimum of 5 percent in reserves, with a goal of increasing the reserve by 0.5 percent per year until a reserve of 7 percent is achieved (R.29).

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As with most California community college districts, revenue from the state and local property taxes comes too late to meet the district's cash requirements. In order to ensure sufficient and timely cash balances, the district participates in the Community College League of California's Tax and Revenue Anticipation Notes program each year. This short-term borrowing, fully repaid within 12 months of issuance, provides the necessary cash flow throughout the fiscal year.

The district is a member of a statewide Joint Powers Agreement providing all liability and property insurance, as well as workers' compensation. The district maintains a small self-insurance reserve to provide coverage for the minor self-insurance retention portion of the policies. The reserve has been adequate to handle all retention requirements, the level of which is estimated annually by the Joint Powers Agreement.

Oversight of Finances

District personnel, under the direction of the deputy chancellor/CBO, the associate vice chancellor for business services and financial management, and their staffs, provide oversight and support services, ensuring the integrity of the financial management system. Financial controls, assessments, and evaluations are in place and operational. Financial results are compared to budget as part of fiscal planning and appropriate adjustments are made.

Both the colleges and district also oversee management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and foundations. Financial aid funding from all sources districtwide (CalGrants, CARE, EOPS, PELL, SEOG, and NSL) total an estimated \$10,599,306 for the fiscal year ending 2005. These funds are distributed to students at all three colleges, and to support services for these students.

The Career Education Council (CEC) coordinates about \$100,000 year in funding for occupational programs, with narrowly prescribed mandates for fulfillment. Extensive documentation has been collected yearly through the VTEA budget request process, as well as reports on how fully requirements are met. Faculty make their initial requests at the April CEC meeting; approvals are made by consensus. The approved requests are integrated into an annual plan, which is sent to the state, as well as a subsequent annual final report. The plan guides the work of each occupational program.

Other external funding sources include state categorical funds such as Matriculation, as well as those mentioned above, and State Chancellor's Office grants in the areas of Foster Care Education, Associate Degree Nursing Enrollment Growth, Middle College High School, and AmeriCorps. While not heavily engaged in contracting with external

agencies, Moorpark College has been active particularly in the areas of nursing education and child development; Moorpark College is the fiscal agent for the Simi Valley/Moorpark Neighborhoods for Learning grant and thereby fiscally responsible for the expenditure of approximately \$1.5 million per year to support pre-school education and services to infants and parents.

Prior to seeking or accepting a contract or grant, each project is reviewed for consistency with the mission and goals of the institution. The district's Office of Special Funding provides financial oversight and support services for these college-generated contracts. This office also acts as a liaison with funding agencies to ensure compliance with the agreements, each of which is presented to the board for approval. Most contracts are approved on an annual basis and can be terminated prior to completion if deemed appropriate.

Financial Audit

All financial resources of the district and its colleges are audited in the district's annual external independent audit (R.33), which includes monies from auxiliary activities such as bookstores, cafeterias, student health centers, child care centers, trust and agency accounts (such as student and athletic team fund-raising accounts), categorical programs, and contracts and grants. The audit includes an opinion on the financial statements and the financial management system, as well as issues related to federal and state compliance and recommendations to strengthen internal controls or to improve financial procedures. This "management letter" to the district gives findings and recommendations regarding internal controls, sound business practices, and efficiencies. These reports and the follow-up work to evaluate and, where appropriate, to implement recommendations ensure that all funds are used appropriately and within the mission and goals of the college.

Once the audit is complete, district staff meets with any parties or operating sub-units that have been cited in the audit's findings and recommendations. During those meetings, appropriate corrective actions are reviewed and the district provides a response to the auditor before the audit report is released. The board's audit subcommittee reviews the report, recommendations, and responses in detail and forwards that report to the full board. The corrective actions are implemented and, to ensure compliance, the board sub-committee reviews progress mid-year; the auditors specifically review those areas of concern during their next audit. Once the audit process is complete, all findings are disseminated throughout the district and to the press. The college's budget committee, the Fiscal Planning Committee, then addresses any relevant findings.

The most recent audit report, for the fiscal year ending June 30, 2003, states, "In our opinion, the financial statements referred to above present fairly, in all material respects, the financial

Agenda #4: Resources

position of Ventura County Community College District as of June 30, 2003 and its revenues, expenditures and changes in fund balance for the year then ended” (p.1). This unqualified opinion demonstrates the integrity of the district’s financial management system.

Several years ago the district received a qualified opinion, as did many California community college districts, because it did not have an appropriate system of accounting for fixed assets, such as buildings and land. With the implementation of the current Banner management information system, the district has implemented the necessary accounting for those fixed assets and now receives an unqualified opinion.

The Foundation

The Moorpark College Foundation is a non-profit, tax-exempt 501(c)(3) corporation designated to receive gifts for the college from individuals, corporations, and foundations. Established in 1980, the volunteer board of community members broadens the educational opportunities of Moorpark College students through scholarships, program grants, and capital projects. In May 2004, the Moorpark College Foundation distributed more than \$130,000 in scholarships to students.

The Moorpark College Foundation is also independently audited annually, to ensure that its financial management complies with all applicable regulations and professional standards. Audit findings are reviewed by the auditors with the Foundation’s board of directors and the college’s president. No findings or recommendations were submitted in the most recent Foundation audit, thus demonstrating the integrity of its financial management practices.

Summary: Financial Resources

Overall, college personnel believe that the financial challenges facing the college and district are primarily caused by insufficient resources, not by a lack of appropriate planning, control, or oversight processes. The Governor’s 2004-05 budget proposal for community colleges provided some hope for improvement in the financial situation, although the 2004-05 district budget, while reflecting additional resources, includes financial commitments in excess of those new resources, resulting in yet another reduction of discretionary dollars for the colleges.

Technology Resources

Dramatic improvements have been made in providing technology resources to the students and staff of Moorpark College over the last several years, in each of the resource areas described above—human, physical, and financial. Partially as a result of college goals developed after the last self-study, the press of technology, and the availability of funding, the college has been able to add technology staffing, infrastructure and equipment, and

financial resources to support the college's mission, student learning, and administrative services. In addition, the Moorpark College Web site has been greatly expanded and enhanced.

Staffing

The last accreditation included a recommendation that the college develop a plan addressing "infrastructure, software standards, technical support, training needs, and budgetary considerations necessary to support network access, for faculty, staff and students" and "provide for network connections for all College computer labs and smart classrooms." Since then, a campus Information Technology (IT) staff has been built, headed by a supervisor of network technical support services, a computer specialist, a computer/communications technician, a media specialist, and a computer maintenance technician. (A sixth full-time position, an instructional aide stationed in the college's largest open-access computer lab, was lost during the budget cuts to balance the 2003-04 budget.) The availability of the well-trained staff on campus means the college is no longer dependent on the availability of district IT staff, and service response times have improved dramatically. The campus IT personnel service all campus computers, including classroom laboratories, open-access labs, and faculty and administrative office machines, in addition to multimedia and "smart classroom" equipment, networks and infrastructure, and wireless technology. Under the direction of the vice president of business services, the team is the primary resource for supporting all campus technology, related initiatives, deployments, and requests.

The college IT team also supports and is supported by the district IT department, led by the associate vice chancellor of information technology; the district has the responsibility for developing, implementing, and overseeing all districtwide infrastructure, systems, and software. The college team oversees and updates the Moorpark College Web site, while district staff maintain the district site that links the three colleges and the District Service Center.

Physical Resources

Moorpark's computing environment has expanded greatly in the last five years. Every full-time faculty member and every classified staff member who uses one has a computer; faculty are given the choice of desktop or laptop, and PC or MacIntosh. Part-time faculty have access to computers in the Staff Resource Center, open-access labs, and in group offices set aside for their use. Fifty smart classrooms have been created on campus, equipped with permanently mounted LCD projectors and screens to facilitate technology-enhanced instruction. In addition, several portable "smart carts" are available for use in classrooms that have not yet been fully equipped. The IT staff oversees the purchase and servicing of this equipment and the infrastructure to maintain it. All future classrooms built in new facilities will be smart classrooms, fully equipped to support the college's mission of student learning.

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Students' increasing use of campus computer laboratories, and the high percentages of students who rate themselves "satisfied" or "very satisfied" with them, are reflected in the following table (R.28):

Table 4.2 Student Use of Computer Laboratories

	1996	2000	2003
Students who use computer laboratories	29%	57%	58%
Student satisfaction with computer laboratories	64%	74%	72%

College priorities for equipment acquisition and replacement are established by the Technology Advisory Committee, which meets periodically to receive reports and updates from the IT department, review expressed needs and requests, and recommend funding allocations (R.35). Regularly attended by faculty, staff, and several deans, and chaired by the vice president of business services, this committee has functioned on an ad hoc basis, unlike other college committees with regularly scheduled monthly meetings. Two primary funding sources have been used for technology improvements: the college has committed a minimum of one-third of all Instructional Equipment & Library Materials (IELM) funding to technology, and for several years the state-funded Telecommunications and Technology Infrastructure Program (TTIP) provided resources for specific purposes, including infrastructure development and the acquisition of equipment. Over the last six years, the college received over \$1.5 million in IELM allocations, ranging from a high of \$436,718 in 1999-00 to a low of \$153,840 in 2001-02. TTIP funding over the same period ranged from a high of \$187,603 in 2000-01 to a low of approximately \$36,000 in each of the last three years, including 2004-05 (R.36).

The influx of TTIP dollars over five years and the continuation of IELM funding has enabled the college to create open-access computer laboratories for students in the Life Science/Mathematics/Computer Studies and Library buildings. This funding also made possible the creation of a well-equipped Staff Resource Center, which serves both faculty and staff and offers training opportunities through workshops offered by the Staff Development Committee and individual training offered by individual faculty and staff members, both volunteering and compensated for their time. Since the TTIP funding has diminished, most training is done by volunteers and by a faculty member given reassigned time to offer training via scheduled one-on-one and small-group appointments. The District Service Center provides training primarily on the Banner software system and LotusNotes, the districtwide email system that has improved communication across the campus and throughout the district.

The Banner system was purchased and installed districtwide in 1999; it is an integrated course/student/human resources/finance MIS database. The finance system was the first in use, followed by others. The last module, financial aid, is not yet in place and active. Banner has significantly increased the consistency of service to students and the college's ability to gather data for program planning. Students use the system to view their records online, register and pay fees, do online orientation and assessment, update personal information, validate current enrollment, and retrieve unofficial transcripts. Faculty have online access to grades, drops, census certification, rosters, and enrollment data. Classified staff and managers perform administrative functions, including real-time enrollment data, data reports for program planning, and demographic data for institutional planning and enrollment management.

In terms of infrastructure, the college adheres to a districtwide standard for cabling and equipment, which ensures compatibility as well as efficient operation, optimizing performance. Again largely through TTIP funding, infrastructure improvements have included installing inter-building fiber, completing cabling for offices and classrooms, providing network equipment, using redundant WAN links and OC-3 ATM backbone, and providing dedicated Internet access, PBX, and voicemail connections. The IT department has presented an infrastructure plan (R.37) that outlines the current state and future needs of the college's network, servers, and network management software; the plan is under review by management.

Security management is another infrastructure issue addressed by the IT team, which works to ensure that all networks, telephones, servers, cameras, and other technology-related devices are secure, that virus protection upgrades are maintained and anti-virus software installed on campus workstations and servers, and that networks are optimized and segregated into separate divisions (administrative, classroom/instructional, and wireless). In addition, the team monitors firewalls to block unauthorized access and ensure data security.

Software licensing agreements are purchased with new equipment for all collegewide installations, a data information system on each PC installed on campus tracks the use of licensing agreements, and the "cloning" of workstations simplifies and guarantees the integrity of software.

Financial Resources

As stated above, much of the financial support for the college's technology advances over the past several years has come from IELM and TTIP sources and the college's commitment to spend those funds to expand and maintain its technology resources. In addition to those major funding sources, general funds have been used for faculty and administrative computers (since IELM funds are limited to instructional uses only), and some programs and grants

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have included funds to update technology in specific areas. In particular, a partnership with Cisco Systems to create and equip a Computer Networking Systems Engineering program and classroom has been mutually beneficial and resulted in a successful new student learning initiative.

Summary: Technology Resources

Despite all the improvements referenced above and in supporting documentation, the college does not have a comprehensive technology plan in place to address the issues facing it. A plan to finance routine upgrading of technology equipment and infrastructure is not in place, nor are there sufficient general fund dollars available to fund such a plan if it existed. Some instructional computing labs and a considerable amount of smart classroom equipment should be replaced in the very near future, and resources to accomplish this necessary task have not been identified.

Still, the college has advanced remarkably in the last several years, building and staffing an IT department, adding or upgrading several computer laboratories including an open-access laboratory for students, upgrading and enhancing the infrastructure, and committing to a high level of technology in future building projects and renovations. When asked in the most recent employee survey whether “technology resources, support staff, and services enhance the operations and effectiveness of the institution,” 58 percent of respondents agreed and only 18 percent disagreed (the rest expressing neutrality). Among classified staff respondents, technology (computers, email, voicemail) was listed among the top five areas of satisfaction with the job and work environment (R.1).

**Documents for
Agenda #4: Resources**

- R.1 Employee Survey of the Work Environment 2004
- R.2 VCCCD selection policy, procedures, and process
- R.3 Full-time position announcements and hiring forms
- R.4 Classified hiring policy (Classified Employment Handbook)
- R.5 Personnel Commission meeting minutes
- R.6 AFT Contract
- R.7 Student Reaction and Teaching Effectiveness Form
- R.8 SEIU Contract
- R.9 Supervisors' evaluation process and forms
- R.10 College Management Association Manual: Managers' Evaluation Process
- R.11 Deans' evaluation process
- R.12 Staff development/flex booklets for 2003-04 and 2004-05
- R.13 Teaching and Learning Lunch announcements
- R.14 Faculty Handbook (also online at www.moorparkcollege.edu)
- R.15 Measure S information
- R.16 Measure S Campaign information: Moorpark College projects
- R.17 Master Plan 2002
- R.18 Facilities Master Plan 2004
- R.19 Facilities Planning Steering Committee meeting notes
- R.20 Facilities Guidelines
- R.21 Building project descriptions
- R.22 Conejo Unified School District Memorandum of Understanding
- R.23 Environmental Impact Report
- R.24 Scheduled Maintenance plan and budget
- R.25 Fiscal Planning Committee meeting minutes
- R.26 SEMS Manual
- R.27 Annual Safety and Loss Prevention Report
- R.28 Survey of Student Perceptions 1994, 1996, 2000, 2003
- R.29 Budget Assumptions and Guidelines 2004-05
- R.30 Tentative budget 2004-05
- R.31 Adopted budget 2003-04
- R.32 "For Your Information" newsletters
- R.33 Budget allocation model
- R.34 Most recent audit report, 2002-03
- R.35 Technology Advisory Committee notes
- R.36 TTIP files—Reports
- R.37 IT infrastructure plan