



College Center Council Handbook

2011-2012



State Center Community College District

Preface

The College Center Council Handbook reflects the committee structure that facilitates the collaborative decision-making processes at State Center Community College District North Centers and will guide the transition from educational center to full-college status for the Willow International Center within the district.

The College Center Council Handbook is an evolving document that serves as a resource guide for North Center employees, providing a framework for the Centers' mission, goals, strategic planning, and decision-making processes and supports the district's strategic plan.

District organizational charts and North Centers' organizational charts through which shared decision-making takes place at the centers and district levels are included. This guide will be reviewed and updated on an annual basis.

The College Center Council Handbook is the foundation upon which the institution uses in the assessment of the progress made toward achieving the North Centers' planning goals and making decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

In terms of the assessing the effectiveness of the College Center Council, the ACCJC Western Association of Schools and Colleges Rubric for Evaluating Institutional Effectiveness – Part II: Planning is used as the basis for an annual evaluation. The expected outcome of the College Center Council is to be operating at the Sustainable Continuous Quality Improvement level.

The purpose of the College Center Council is to assess and improve upon the existing process of evaluation, planning, and improvement for the North Centers, with an emphasis on the North Centers' strategic planning and implementation processes. As a result, the planning cycle of evaluation, goal setting, resource allocation, implementation, and reevaluation will become part of the organizational culture of the centers as they continue to move towards the goal of reaching full college status.

North Centers Continuous Improvement Collaborative Decision Making Process

A process has been implemented at the North Centers which serves as the foundation for the continued improvement of student learning. The cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation has been institutionalized at the Willow International Center and Madera Center through the Collaborative Decision Making Process.

Mission, Vision, Values – at the core of the collaborative decision making process is the mission, vision and values of the institution, with all planning efforts revolving around these elements. As stated earlier, the communication of the mission of the WI Center to all constituents is a high priority for the center, as we feel that it is central to the governance and decision making processes that lead to institutional effectiveness.

Dialogue and Communication – extensive dialogue and communication is imbedded into the culture of the Willow International Center through the College Center Council, committees, Academic Senate, Classified Senate, Faculty Association, Vice Chancellor’s Cabinet, Division Representatives meetings, ASG, Duty Days, and the cycle of Program Reviews.

In terms of additional communication strategies, the Vice Chancellor sends out a monthly newsletter to all staff that includes the report given to the Board of Trustees as well as a message from the Vice Chancellor focusing on institutional improvement. Additional electronic messages and printed memos are sent when appropriate. Scheduled open forum meetings with the Vice Chancellor and senior administrators are also held throughout the academic period.

Five steps are being followed in terms of the process used in the collaborative decision making model:

One: Evaluation – the analysis of quantitative and qualitative data is the driving force behind the dialogue and integrated planning efforts of the college center. Examples of sources of data to be reviewed include: survey results, community input through advisory committees, program reviews, student learning assessments at the course, program and institutional levels, Accountability Reporting for Community Colleges (ARCC) reports, Educational Master Plan, SCCC Fact Book, etc.

The Willow International Center employs a full-time institutional researcher with Reedley College (50%) whose duties include the collection and management of data and information needed to support the evaluation component of the collaborative decision making model. Additional statistical support used in the evaluation process is provided by the SCCC Department of Institutional Research. The SCCC Department of Institutional Research website (www.ir.sccd.com) provides the college and community with accessible information about Willow International and the district. Also, the “SCCC Fact Book” that is issued annually contains summary information on the centers, colleges and district that is used as part of the data analysis for planning.

Two: Integrated Planning – key to the efforts of integrated planning are the relationships among the various planning efforts at the district and college center levels. The SCCCD Strategic Plan 2011 goals are directly connected to the college center’s plans as evidence of continuity between the district and its colleges and centers. In regards to the integration at the site level, instructional programs, student support programs and related support (e.g. library) are inter-connected with the overarching goal of continual improvement of student learning.

The Educational Master Plan for the Willow International Center was approved by the Board of Trustees on March 2, 2010. The process in developing the final plan was begun in April 2009 with input from students, faculty, staff, and administration through surveys, meetings, and open forums. The data collected as part of the planning process revolved around three major areas: 1) data research on the historic growth of student enrollment and weekly student contact hours (WSCH), 2) assessing the internal environment relative to the current composition/profile of the students served, and 3) conducting an external environmental scan which views the center in relationship to its service areas and external environment. As a result of the data analysis and dialogue, twelve recommendations were identified as the basis for assisting the North Centers in projecting educational programs and support services that will be needed through the year 2025.

Annual Strategic Plan goals are identified based upon the previous years’ efforts as well as the Educational Master Plan recommendations. Objectives are established to reach these goals through the College Center Council, with validation by the faculty, administration, and classified staff as part of the fall Duty Day activities. Baseline data has been established for the objectives as part of the evaluation of the progress made towards the respective goals. A listing of the committees and information on their respective roles is included in the College Center Council Handbook.

Additional functional plans which have resulted from the strategic planning process and are used for specific areas of improvement include Enrollment Management, Student Success, Matriculation, Technology, and Future Program/Facilities/Staffing. Annual Vice Chancellor goals are also identified as part of the planning process for the center. The goals are discussed at the College Center Council, and then approved by the Chancellor and Board of Trustees.

Three: Resource Allocation – a major step in the collaborative decision making process for the North Centers is the connection between planning and resource allocation. The funding process for the overall operation of the district and colleges/centers (unrestricted general fund budget) involves a series of meetings with the constituents followed by approval by the Board of Trustees. The process used by the North Centers for the allocation of resources for projects not covered by the general fund budget is through the College Center Council using an “Action Plan Funding Request” form. Lottery and grant funds (e.g., VTEA) use this process of having the individual faculty or staff member complete the action plan form which asks the writer to show how the funding will tie to specific planning documents (e.g., Educational Master Plan, Strategic Plan, Enrollment Management Plan, Technology Plan, Student Success Plan), and/or student learning outcomes and program review recommendations. Also included in the document is a work plan that outlines the specific activities or items desired, funding needed,

person responsible and timeline as well as organizational areas that will be impacted by the item/activity desired. Based upon the budget development calendar, the College Center Council (CCC) discusses the Action Plan Funding Requests and develops a prioritized list of funded plans each fall for the following academic year.

In terms of academic staffing, divisional representatives work collaboratively in prioritizing requests which are sent to the Vice Chancellor for his consideration. Classified staffing positions have been identified as part of the future programs/facilities/staffing plan document developed in response to the Educational Master Plan data and recommendations.

Externally funded grants and community partnerships (e.g., Workforce Investment Boards) are developed by the Deans of Instruction and Student Services in collaboration with the Vice President, Vice Chancellor and district grant personnel. The district foundation also provides mini-grants for instruction and student support projects as well as student scholarships.

Four: Implementation – once the plans and resources have been finalized, the implementation process involves collaboration among the administration, faculty, and staff, depending upon the nature of the project and funding. Oversight of the implementation of the plans is conducted by the CCC with regular updates on the projects conducted throughout the year.

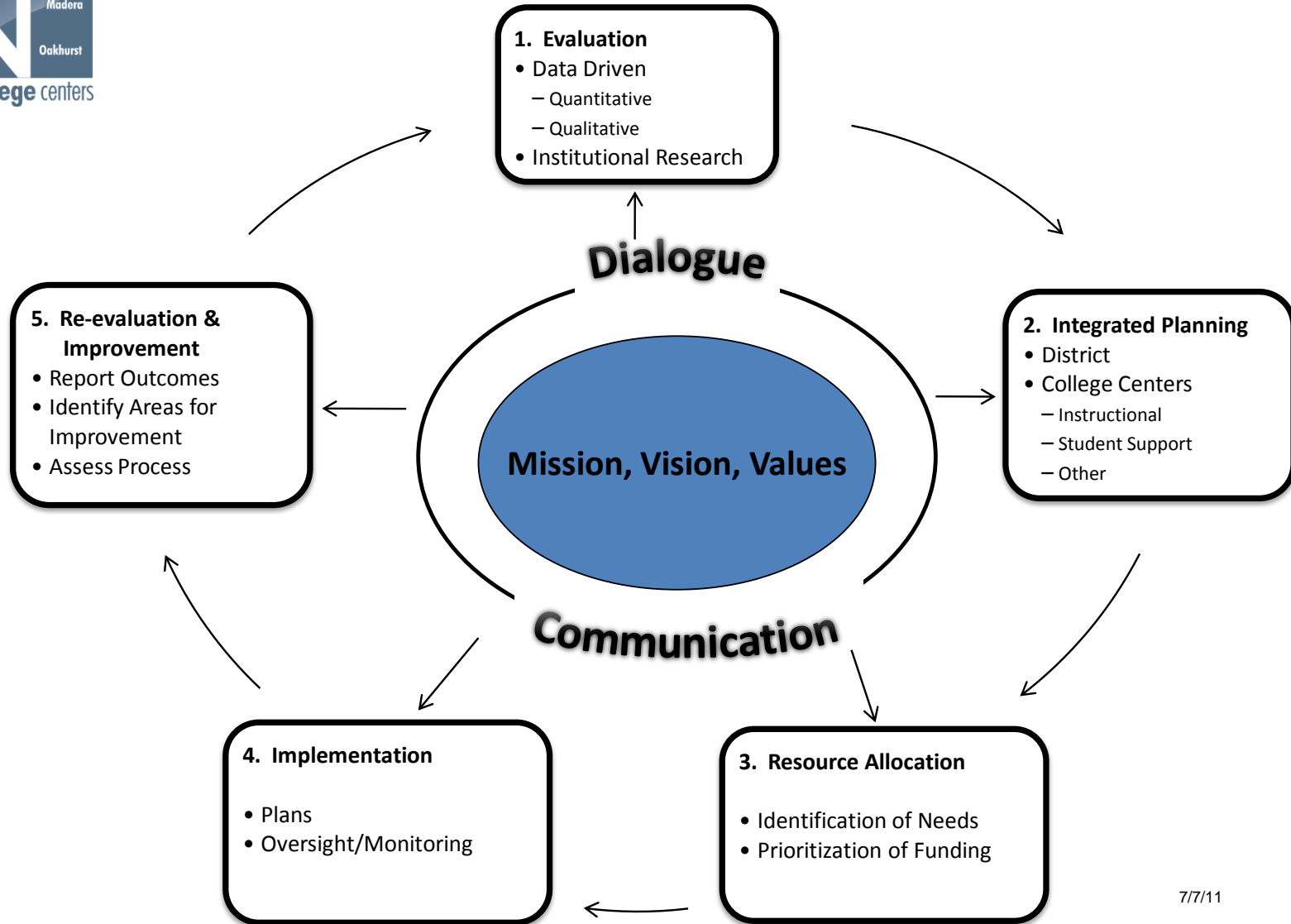
Five: Re-evaluation and Improvement – this final step includes the process of collecting data and reporting the outcomes relative to the degree at which the targeted planning goals were met, followed by the identification of areas for improvement. This information becomes the focus of dialogue and communication leading into step one (Evaluation) of the next cycle. Also, the CCC annually assesses the collaborative decision making process itself, leading to modifications and further improvements of this model.

If you would like additional information on this process feel free to contact me or a member of the College Center Council.

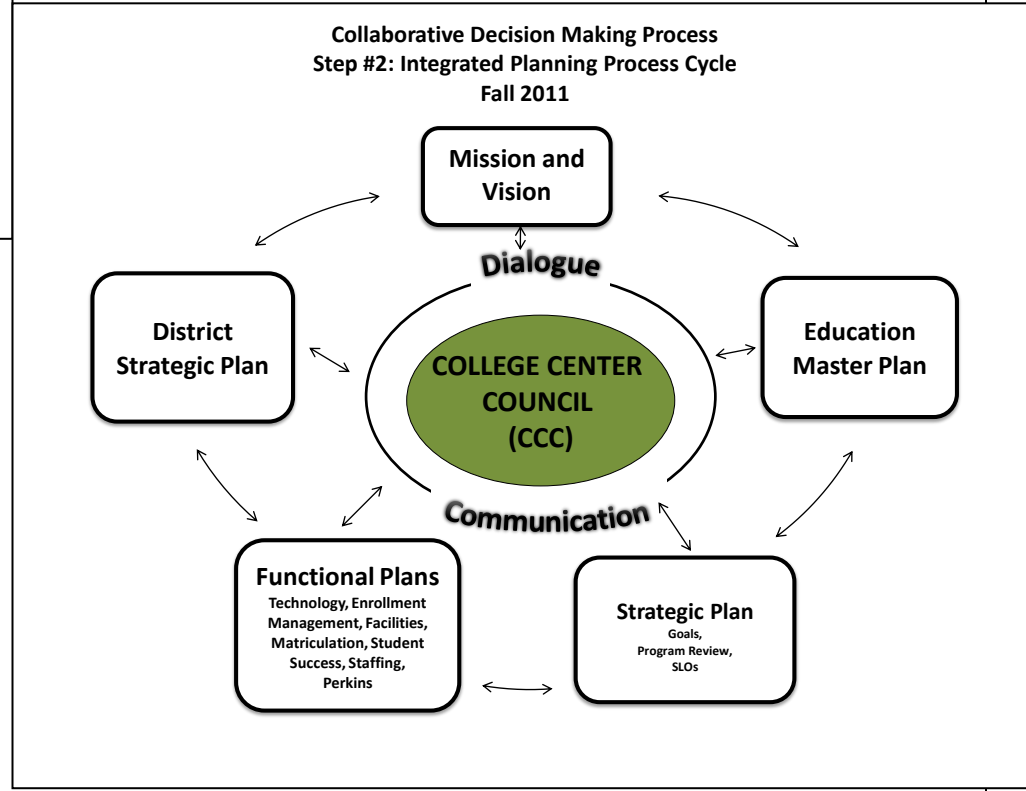
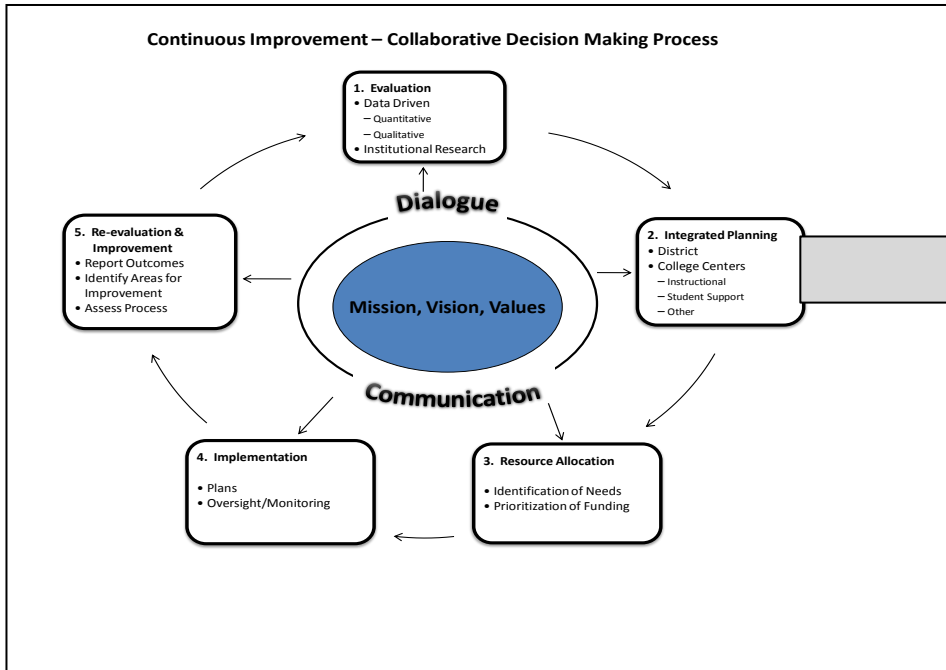
Terry Kershaw, Vice Chancellor
North Centers



Continuous Improvement – Collaborative Decision Making Process



North Centers Continuous Improvement – Collaborative Decision Making Process Products/Evidence





North Centers Continuous Improvement – Collaborative Decision Making Process Products/Evidence

Step One: Evaluation Using Qualitative and Quantitative Data

- Surveys
- Advisory Committees
- Program Reviews/Annual Reports
- SLO Assessments
- Planning Document Reports (e.g., Educational Master Plan, Strategic Plan)
- Reports (e.g., ARCC, Grants)
- SCCCD Fact Book
- Communication and Dialogue
 - Electronic and Printed Reports
 - College Center Council Meetings
 - Divisional Representatives/ Meetings
 - Duty Day, Flex Day
 - Committee Meetings/Open Forums

Step Two: Integrated Planning Products

- Educational Master Plan
- Strategic Plan
- Associated Plans (e.g., Technology, Enrollment Mgt., Matriculation, Future Programs/Facilities/Staffing)
- College Center Council Handbook
- Vice Chancellor Goals
- Communication and Dialogue:
 - Plans posted on website
 - Copies – Library and Administration Office
 - Committees and Council Meetings

Step Three: Resource Allocation

- Action Plan Funding Requests
- Staffing Requests
- Organizations
 - College Center Council
 - Divisional Representatives
 - Vice Chancellor’s Cabinet
 - Chancellor/Board of Trustees
 - State Center Foundation
- Communication and Dialogue:
 - Committee Meeting Minutes and Reports
 - Newsletters, Forums, Meetings

Step Four: Implementation

- Planning Committees
- Communication and Dialogue:
 - College Center Council Oversight

Step Five: Reevaluation & Improvement

- Data addressing plan goals and objectives
- Final Reports identifying areas for improvement
- College Center Council Review of Process
- Communication and Dialogue
 - Newsletters, Reports
 - Campus committees
 - Open Forums
 - Duty Day, Flex Day

North Centers 2011-2012 Integrated Planning Matrix

Strategic Plan Goals (Also Vice Chancellor's Annual Goals)	Educational Master Plan	2010-11 Strategic Plan Goals	Accreditation Planning Agendas	SCCCD 2011 Strategic Plan
1. <u>Accreditation</u> – complete the Self Study for Candidacy and prepare for the October 17-20, 2011 visit by the visiting team towards the goal of receiving candidacy status for the Willow International Center. Complete the Needs Study for the COCCC during the spring 2012 semester.	1. Expedite approval for Clovis Community College	Goal #1: College status for Willow International Center	II.A. Curriculum Committee II.B. College Catalog IV. New college committees, Academic Senate, Classified Senate	4. Ongoing planning process
2. <u>Communication</u> – improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty	8. Provide training for faculty and staff	Goal #2: Manage resources Goal #5: Student Services Goal #7: Continuous quality improvement	I. Improve communications III.A Faculty Orientation IV. Increase knowledge of operational functions	3. Workforce readiness and communication
3. <u>Diversity</u> – continue to increase the awareness, importance, and commitment to the recruitment and retention of a diverse workforce.	8. Provide training for faculty and staff	Goal #2: Manage resources	III.A. Increase diversity of applicant pools	5. Increase diversity of the District workforce
4. <u>Fiscal Oversight</u> – plan for the implementation of the district's resource allocation model which addresses the North Centers' budget in a responsible and timely manner.	10. District wide budget process	Goal #2: Manage resources	III.D. Training on budgeting process	5. Continue to be fiscally solvent
5. <u>Grants</u> – receive external funding through grants in order to develop new programs and expand services for the North Centers' students.		Goal #4: External funding		5. Increase external funding
6. <u>High School Partnerships</u> – support concurrent enrollment programs of high school students, coordinate Career Technical Education (CTE) programs between our feeder high schools, increase curriculum alignment between high schools and college center.	5. Identify signature programs	Goal #9: Partnerships		3. Expand current partnerships
7. <u>Library</u> – evaluate the effectiveness of library services.		Goal #5: Student Services	II.C. Increase collection & develop collection policy	4. Demonstrate that programs and services meet needs of students
8. <u>Planning</u> – align the North Centers Strategic Plan with the Educational Master Plan and SCCCDC Strategic Plan, complete the NC Master Facilities/Staffing Plan, and improve access to planning documents and communications.	3. Green facilities 5. Signature Programs 6. Curriculum review 7. OC programs 11. Future facilities	Goal #2: Manage resources Goal #3: Future programs and facilities	I. Improve ability to access data, expand office of institutional research, improve communications	4. System Effectiveness- Planning and Assessment
9. <u>Program Review</u> – continue to work with all constituents in maintaining the program review process at the Institutional Effectiveness, "Sustainable Continuous Quality Improvement" level as outlined by the ACCJC.	5. Signature Programs 6. Curriculum review	Goal #7: Continuous quality improvement	II.A. Student Learning and Program Learning Outcome development	2. Evaluation & assessment of the teaching process and learning outcomes
10. <u>Student Learning Outcomes</u> – work with the Reedley College and North Centers' faculty, staff, and administration in moving the SLOs progress from the current Institutional Effectiveness "Proficiency" level to the "Sustainable Continuous Quality Improvement" level.	4. Articulation Process 6. Curriculum review	Goal #7: Continuous quality improvement	I. SLO dialogue improvement II. A. Timeline for increased development	2. support teachers and students in the achievement of goals
11. <u>Student Success</u> – implement the activities that will lead to an increase in the numbers of students obtaining a certificate and associate degree.	4. Articulation Process 9. Standardized assessment process	Goal #2: Manage resources Goal #4: External funding Goal #5: Student Services Goal #6: Student success		2. Increase persistence rates, achievement rates and course completion rates
12. <u>Student Support Services</u> – continue to increase the student government and co-curricular activities at the North Centers.		Goal #5: Student Services		1. Improve student support services
13. <u>Technology</u> – implement the Technology Plan including evaluation of technical support, equipment replacement, and training; Blackboard utilization; online student support services; and communications among the centers and colleges.	8. Staff development training opportunities	Goal #2: Manage resources Goal #8: Technology	III. A. Increase technical support, plan for replacement of technology	4. Enhance educational processes and operations through technology

North Center's Mission Statement: The mission of the North Centers is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

North Centers Integrated Planning Matrix

The Integrated Planning Matrix depicts the relationships among the following planning documents:

1. Annual Strategic Plan goals (also annual Vice Chancellor goals)
2. Educational Master Plan goals
3. Previous Strategic Plan goals
4. Accreditation Self-Study Planning Agendas
5. SCCC Strategic Plan

Key to the development of these planning documents is the focus on the mission, vision, and values of the center; dialogue and communication among all constituents; analysis of data; and an evaluation of the planning process itself.

The resource allocation process is directly tied to these planning documents along with associated program review recommendations and functional plans (e.g., Technology, Matriculation, Enrollment Management, Student Success, and Future Facilities/Staffing).

Section 1

Introduction

North Centers' Mission Statement
(College Center Council gave direction that each committee review the mission statement at their first academic school year meeting.)

North Centers' Vision Statement

Core Values

Mission Statement Review & Revision Process
Mission Statement Evaluation Form

State Center Community College District North Centers Mission Statement

A mission statement defines the core purpose of the organization. The North Centers' mission statements are:

The mission of the **Willow International Community College Center** is to provide affordable and comprehensive educational opportunities to a diverse population of students, who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

The mission of the **Madera Community College Center** is to provide affordable and comprehensive educational opportunities to a diverse population of students, who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

The mission of the **Oakhurst Center** is to provide affordable and comprehensive educational opportunities to a diverse population of students, who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

North Centers Vision Statement

The North Centers will achieve independent college status with a broad, technology-based curriculum that meets the individual educational needs of our clients in a global environment. We will provide access to people from diverse economic, demographic, intellectual, and technological communities.

Our multi-faceted approach, including but not limited to, student contact, technological outreach, and building community partnerships, will provide a comprehensive system of learning opportunities and educational support service.

North Centers Core Values

The faculty and staff of the North Centers dedicate themselves to these core values:

Integrity
Respect
Flexibility
Cooperation, Collaboration
Initiative
Responsibility
Challenges
Supportiveness
Communication
Diplomacy
Mentorship
Empathy
Curiosity
Participation
Confidence

North Centers Mission Statement Review and Revision Process

In an effort to keep our mission statement up to date and comprehensive of all the programs and services offered at the State Center Community College District – North Centers, the faculty, staff, and students will do the following:

1. All standing committees, upon meeting for the first time during each school year, will read and review the mission statement of the district and of the North Centers. Each committee is to determine whether the North Centers mission statement is in line with the district mission statement. In addition, each committee will determine if any changes or modifications are needed. Any recommendations will be noted on a "North Center Mission Statement Evaluation" form and returned to the College Center Council co-chairs for review and consideration.

The College Center Council will create an ad hoc committee to rewrite the mission statement within one year:

1. Of when the district mission statement is rewritten.
2. If the College Center Council deems it necessary after receiving the yearly North Centers Mission Statement Evaluation forms.

The ad hoc committee will consist of a broad range of representatives from all constituent groups (faculty, staff, students, and administrators). The committee is charged with rewriting the mission statement to address any and all comments by the campus standing committees who reviewed the mission statement.

After the ad hoc committee determines the new draft mission statement(s), a review and approval process will take place in which all constituents will have input on the mission statement(s) with final approval being made by the College Center Council and the Board of Trustees.

North Centers Mission Statement Evaluation Form

SCCCD Mission Statement: *State Center Community College District provides quality, innovative, and accessible educational programs and services that enhance student learning and global citizenship.*

North Centers Mission Statement: *The mission of the North Centers is to provide affordable and comprehensive educational opportunities to a diverse population of students, who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.*

Rate each question on a 1 to 10 scale with 10 being the best possible score.

1. How well will the North Centers Mission Statement be as a companion mission statement to the SCCC Mission Statement?
2. How effective is the North Centers Mission Statement at explaining the core values of the North Centers?
3. How effective is the North Centers Mission Statement at representing the student body of the North Centers?
4. How effective is the North Centers Mission Statement at representing the educational opportunities available at the North Centers?
5. How well does the North Centers Mission Statement represent the purpose and culture to the community?

In what ways can the North Centers Mission Statement better represent the SCCC Mission Statement?

In what ways can the North Centers Mission Statement better reflect the core values of the North Centers, the student body, and educational opportunities at the North Centers?

Additional comments:

Section 2

Committee Structure

College Committee Structure

North Centers Committees List

Committee Roles

Committee Definitions and Glossary

**SCCCD – North Centers
Standing Committee Structure
2011-2012**

Committee Name
Classified Association
College Center Council
Commencement
Distance Education (a committee with Reedley College)
Division Representatives
Enrollment Management & Student Retention
Environmental Health & Safety
Facilities
Faculty Association
Faculty Association Council
Faculty Association Executive Council
Honors Program Advisory
Library Liaison
Literary Art Journal
MCCAP Advisory
NCCAP Advisory
Scholarship
Speakers Forum
Staff Development
Student Success/Basic Skills
Technology Advisory
WI Accreditation Steering Committee

**SCCCD – North Centers
Management Group Structure
2009-2010**

Group Name

Vice Chancellor's Cabinet

Vice Chancellor's Augmented Cabinet

**SCCCD – North Centers
Reedley College Committees with
North Center Representation
2009-2010**

Committee Name

Academic Senate

Academic Standards (sub-committee)

Curriculum (sub-committee)

Equivalency (sub-committee)

Flex Day (sub-committee)

Classified Senate

Distance Education

Program Review Evaluation/Hearing

Sabbatical Leave

Salary Advancement

Strategic Planning Council

North Centers Committees List

2011-2012

Updated 9/26/11

North Centers' Committees

Committee Name	Area or Position	Member Name	Term Length	Term Expires	Meeting Day
<u>Classified Association</u>	President	Leslie Rata			
	Vice President	John Grasmick			
	Secretary/Treasurer	Veronica Jury			
	Area 1 Rep - Facilities	Sergio Salinas			
	Area 2 Rep - Instructional	Be Moua			
	Area 3 Rep - Student Services	Lynne Walke			
	Area 4 Rep - Business Services	Alison Rasmussen			
	Area 5 Rep - Other Services	Michelle Johnson			
<u>College Center Council</u>	Co-Chair	Terry Kershaw	Standing Member		<u>Every other Friday</u>
	Co-Chair	Janell Mendoza	Standing Member		
	VP of Inst. & Student Serv.	Deborah Ikeda	Standing Member		
	Dean of Inst. MC	Jim Chin	Standing Member		
	Dean of St. Serv. MC	Monica Cuevas	Standing Member		
	Interim Dean of Inst. WI	Tom Mester	Standing Member		
	Dean of St. Serv. WI	Doris Griffin	Standing Member		
	Business Div. Rep.	Jose Castaneda	Standing Member	2012	

Humanities Div. Rep.	Nancy Vagim	Standing Member	2013
Math/Sci/Engr Div. Rep.	Russell Hickey	Standing Member	2013
Soc Sci/Couns Div. Rep.	Erica Johnson	Standing Member	2012
Faculty Assn. President	Harold Seymour	Standing Member	2012
Faculty Assn. Past President	Joe Libby	Standing Member	2012
Adjunct Faculty MC	Gail Spadafore	Standing Member	
Adjunct Faculty WI	Ron Noricks	Standing Member	
RC Liaison to NC	Javier Renteria	Standing Member	
Classified Association President	Leslie Rata	Standing Member	
Classified Senate MC	Clara Marchbanks	Standing Member	
Classified Senate WI	Brian Shamp	Standing Member	
CSEA Rep WI	Karen Ainsworth	Standing Member	
CSEA Rep MC	Barbara Shipley	Standing Member	
Institutional Researcher	Michelle Johnson	Standing Member	
ASG Student Rep MC	Manuel Andaverde	1 year	2012
ASG Student Rep WI	Hayden Lollis	1 year	2012
<i>RC Strat Plan Council Liaison</i>	<i>David Richardson</i>	<i>Standing Member</i>	

Commencement Committe

Co-Chair - Dean of St. Serv (WI)	Doris Griffin	Standing Member	
Co-Chair - Dean of St. (MC)	Monica Cuevas	Standing Member	
Assoc. Business Manager	Janell Mendoza	Standing Member	
Faculty	David Richardson	Standing Member	
Counseling	Gracie Spear	Standing Member	
Counseling	Maria Ensminger	Standing Member	
Adjunct Counseling	Donna Fujioka-Hatfield	Standing Member	
Classified	Pattie Fitzgerald	Standing Member	
Classified	Veronica Jury	Standing Member	

Scheduled as ne

Classified	Linda Little	Standing Member	
Classified	Dan Rivera	Standing Member	
Classified	Margee Loya	Standing Member	
Classified	Jittapaun Inthavong	Standing Member	
Classified	David Navarro	Standing Member	
Classified	Allisha Ross	Standing Member	
Building Services	Sergio Salinas	Standing Member	
Custodial	Fernando Jimenez	Standing Member	
Public Information Officer	Cris Monahan-Bremer	Standing Member	
Dean of Instruction (WI)	Thomas Mester	Standing Member	
Dean of Instruction (MC)	Jim Chin	Standing Member	
ASG Representative (MC)	Luis Melgoza	1 year	2012
ASG Representative (WI)	Vacant	1 year	2012

Division Representatives

Chair	Deborah Ikeda	Standing Member	
Administration	Terry Kershaw	Standing Member	
Administration	Jim Chin	Standing Member	
Administration	Monica Cuevas	Standing Member	
Administration (Interim)	Tom Mester	Standing Member	
Administration	Doris Griffin	Standing Member	
Faculty Assn. President	Harold Seymour	Standing Member	2012
Business	Jose Castaneda	Standing Member	2012
Humanities	Nancy Vagim	Standing Member	2013
Math/Sci/Engr	Russell Hickey	Standing Member	2013
Soc Sci/Counseling	Erica Johnson	Standing Member	2012

Every other Friday

Enrollment Management &**Student Retention**

Chair	Deborah Ikeda	Standing Member	
Administration	Monica Cuevas	Standing Member	
Administration	Doris Griffin	Standing Member	
Administration	Jim Chin	Standing Member	
Administration (Interim)	Tom Mester	Standing Member	
Administration	Janell Mendoza	Standing Member	
Public Information Officer	Cris Monahan-Bremer	Standing Member	
DSPS Director	Lynn Samuelian	Standing Member	
Financial Aid Manager	Candy Cannon	Standing Member	
Oakhurst Center Coordinator	Vikki Piper	Standing Member	
Certificated	Ralph Munoz	Standing Member	
Certificated	Lalo Mata	Standing Member	
Classified	David Navarro	Standing Member	
Classified	Dan Rivera	Standing Member	
Classified	Allisha Ross	Standing Member	
Classified	Veronica Jury	Standing Member	
ASG Representative (WI)	<u>Vacant</u>	1 year	2012
ASG Representative (MC)	<u>Vacant</u>	1 year	2012

Mondays - 3:00

Environmental Health &**Safety Committee**

Chair	Janell Mendoza	Standing Member	
Administration	Deborah Ikeda	Standing Member	
Administration - MC	Jim Chin	Standing Member	
Administration - WI (Interim)	Tom Mester	Standing Member	
Chemistry Rep - MC	Derek Dormedy	Standing Member	

Quarterly

Chemistry Rep - WI	Shawn Fleming	Standing Member	
Biology Rep - WI	Tom Mester	Standing Member	
Biology Rep - MC	Frank Yancey	Standing Member	
Oakhurst Coordinator	Vikki Piper	Standing Member	
DSPS Director	Lynn Samuelian	Standing Member	
Inst. Technician - MC	Matt Hurst	Standing Member	
Inst. Technician - WI	Brian Shamp	Standing Member	
College Nurse - MC & WI	Naomi Bianco	Standing Member	
General Utility Worker - MC	Fernando Jimenez	Standing Member	
General Utility Worker - WI	Tony Romero	Standing Member	
Building Generalist - MC	Dan Vanderpool	Standing Member	
Building Generalist - WI	Dan Hoffman	Standing Member	
Math/Sci/Engr Div. Rep	Russell Hickey	Standing Member	
Soc Sci/Counseling Div. Rep.	Erica Johnson	Standing Member	
Humanities Div. Rep.	Nancy Vagim	Standing Member	
Business Div. Rep.	Jose Castaneda	Standing Member	
AFT Rep	Erik Hanson	Standing Member	
Dist. Police Representative	Callahan/Gaines	Standing Member	
Dist. Dir. Env. Health & Safety	Darren Cousineau	Standing Member	
ASG Student Rep.	Dallas Owen	1 year	2012
Faculty Rep	Lee Brown	1 year	2012
CSEA Rep (employee elected)	Jennifer Brodeur	1 year	2012

Facilities Committee

Chair	Terry Kershaw	Standing Member	<u>Annually</u>
VP of Instr & Student Serv.	Deborah Ikeda	Standing Member	

Assoc. College Business Mgr	Janell Mendoza	Standing Member	
DSP&S Director	Lynn Samuelian	Standing Member	
Director of Technology	Gary Sakaguchi	Standing Member	
Faculty Assn. President	Harold Seymour	Standing Member	
Faculty Representative (WI)	Becky Allen	3 year	2013
Faculty Representative (WI)	Sallie Turpen	3 year	2013
Faculty Representative (MC)	Jim Druley	3 year	2013
Faculty Representative (MC)	Kristen Mattox	3 year	2013
Faculty Representative (OC)	Bill Kastanes	3 year	2013
Classified Representative (WI)	Dan Hoffman	3 year	2013
Classified Representative (MC)	Clara Marchbanks	3 year	2013
Counselor Rep. (MC)	Gracie Spear	3 year	2013
Counselor Rep. (WI)	Tasha Hutchings	3 year	2013
ASG Student Rep. (MC)	Luis Melgoza	1 year	2012
ASG Student Rep. (WI)	Vacant	1 year	2012
Assoc. VC Business & Oper.	Brian Speece	Standing Member	
Dir. Maintenance & Oper.	Carl Simms	Standing Member	
Grounds Service Manager	Glen Foth	Standing Member	
Dist. Dir. Env. Health & Safety	Darren Cousineau	Standing Member	
Construction Services Mgr.	Christine Miktarian	As needed	
Architect	Bob Petithomme	As needed	

Faculty Association

President	Harold Seymour	1 year	2012
President Elect	Jay Leech	1 year	2012
Past President	Joe Libby	1 year	2012

Scheduled as ne

Secretary	Jon McPhee	1 year	2012
Treasurer	Ray Tjahjadi	1 year	2012
Faculty Association	All certificated personnel	Standing Members	

Faculty Association Council

President	Harold Seymour	1 year	2012	<u>Monthly</u>
President Elect	Jay Leech	1 year	2012	
Past President	Joe Libby	1 year	2012	
Secretary	Jon McPhee	1 year	2012	
Treasurer	Ray Tjahjadi	1 year	2012	
Oakhurst Representative	Bill Kastanes	1 year	2012	
Math/Sci/Engr Rep - WI	Arla Hile	1 year	2012	
Math/Sci/Engr Rep - MC	Courtne LaTorraca	1 year	2012	
Humanities Rep - WI	Karen Hammer	1 year	2012	
Humanities Rep - MC	Gregory Ramirez	1 year	2012	
Soc Sci/Counseling Rep - WI	Sallie Turpen	1 year	2012	
Soc Sci/Counseling Rep - MC	Gloria DeLaCruz-Pulido	1 year	2012	
Business Representative - WI	Matthew Alanis	1 year	2012	
Business Representative - MC	Brent Nabors	1 year	2012	

Faculty Association

President	Harold Seymour	1 year	2012	<u>Monthly</u>
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Executive Council

President Elect	Jay Leech	1 year	2012
Past President	Joe Libby	1 year	2012
Secretary	Jon McPhee	1 year	2012
Treasurer	Ray Tjahjadi	1 year	2012

Honors Program Advisory**Committee**

Chair/Faculty, English (WI)	Jeff Burdick	2 years	2013
Dean of Instruction - MC	Jim Chin	Standing Member	
Interim Dean of Instruction - WI	Tom Mester	Standing Member	
Dean of Students - MC	Monica Cuevas	Standing Member	
Dean of Students - WI	Doris Griffin	Standing Member	
Counseling/Honors Advisor	Gracie Spear	Standing Member	
Counseling/Honors Advisor	Tasha Hutchings	Standing Member	
Oakhurst Coordinator	Vikki Piper	Standing Member	
Faculty, English (WI)	Cynthia Elliott	1 year	2012
Faculty, English (WI)	Dede Mousseau	1 year	2012
Faculty, English (MC)	Jay Leech	1 year	2012
Faculty, Math/Sci/Engr (WI)	Arla Hile	1 year	2012
Faculty, Math/Sci/Engr (MC)	Ann Fallon	1 year	2012
Faculty, Chemistry (NC)	Shawn Fleming	1 year	2012
Faculty, Philosophy (WI)	Michael Stannard	1 year	2012
Faculty, Business (WI)	Jose Castaneda	1 year	2012
Faculty, History (WI)	David Richardson	1 year	2012
Faculty, Speech (WI)	Vacant	1 year	2012
Faculty, Speech (MC)	Brad Millar	1 year	2012
Faculty, Psychology (WI)	Diane Schoenburg	1 year	2012

Once per semester(October & March)

Faculty, Philosophy (MC)	Jim Druley	1 year	2012
School Relations	David Navarro	1 year	2012

Library Liaison Committee

Chair/Librarian	Cynthia MacDonald	Standing Member		<u>Once per semester</u>
Library Services Assistant - WI	Susan Hansen	Standing Member		
Library Services Assistant - MC	John Hirstein	Standing Member		
Dean of Instruction	Jim Chin	Standing Member	Annual Alternate WI/MC	2012
Counseling	Tasha Hutchings	2 year	2013	
Health Science	Becky Allen	2 year	2012	
Child Development	Sallie Turpen	2 year	2013	
Math/Science/Engineering	Chris Glaves	2 year	2013	
Math/Science/Engineering	Courtne LaTorraca	2 year	2013	
Social Science	Lee Brown	2 year	2013	
Social Science	Robin Huigen	2 year	2013	
Humanities	Cynthia Elliott	2 year	2013	
Humanities	Stephen Dent	2 year	2013	
Business	Jose Castaneda	2 year	2013	
Business	John Cusaac	2 year	2013	
ASG Student Rep	Vacant	1 year	Annual Alternate WI/MC	MC until 2012

Literary Art Journal

Faculty	Melanie Sanwo	Member
Dean of Instruction - MC	Jim Chin	Member
Faculty	Steve Dent	Member
Faculty	Cynthia Elliott	Member
Faculty	Norma Kaser	Member
Faculty	Kirtley King	Member
Faculty	Jay Leech	Member
Faculty	Dede Mousseau	Member
Faculty	Steve Norton	Member
Faculty	Loren Palsgaard	Member
Faculty	Sheryl Young-Manning	Member
College Center Assistant	Allisha Ross	Member

MCCAP Advisory Committee

Chair/Counselor	Maria Ensminger	Standing Member
Dean of Students - MC	Monica Cuevas	Standing Member
Counselor/Madera High	Eduardo Pena	Standing Member
TRiO Counselor - MC	Monica Nolasco	Standing Member
Counselor/Madera South High	Lori Dugan	Standing Member
Counselor/Madera South High	Sara White	Standing Member
Counselor/Liberty High	Karie Hannigan	Standing Member
Coord Curric/Instr/Assmt - MUSD	Bert Puente	Standing Member
MCCAP Instructors		Standing Invitation
VP Instr & St. Services - NC	Deborah Ikeda	Standing Invitation
Vice Chancellor	Terry Kershaw	Standing Invitation

1st Wednesday -

NCCAP Advisory Committee

Chair/Counselor	Erica Johnson	Standing Member
Dean of Students - WI	Doris Griffin	Standing Member
Counselor/Clovis North	Carol Shanahan	Standing Member
Principal/Clovis North		Standing Member
School Relations Specialist	David Navarro	Standing Member
Interim Dean of Instruction - WI	Tom Mester	Standing Member
NCCAP Instructors		Standing Invitation
VP Instr & St. Services - NC	Deborah Ikeda	Standing Invitation
Vice Chancellor	Terry Kershaw	Standing Invitation

Scholarship Committee

Co-Chair/Dean of Students - WI	Doris Griffin	Standing Member	<u>Mid-May</u>
Co-Chair/Dean of Students - MC	Monica Cuevas	Standing Member	
Financial Aid Manager	Candy Cannon Gloria De La Cruz	Standing Member	
Counselor	Pulido	2 year	2013
Counselor	Maria Ensminger	2 year	2013
Faculty - WI	David Richardson	2 year	2013
Faculty - WI	Melanie Sanwo	2 year	2013
Faculty - WI	Dede Mousseau	2 year	2013
Faculty - MC	Todd Kandarian	2 year	2013
Faculty - MC	Tina Luera	2 year	2013
Faculty - MC	Jennifer Gray	2 year	2013
Classified - WI	Lynne Walke	2 year	2013
Student Rep appointed by AGS	Vanessa Sue	1 year	2012

Spring Speakers Series

Chair/College Center Assistant	Allisha Ross	Standing Member
Dean of Students - MC	Monica Cuevas	Standing Member
Dean of Students - WI	Doris Griffin	Standing Member
Faculty	Jay Leech	Standing Member

1st Thursday as n

Staff Development Committee

Chair/VP Instr & St Serv - NC	Deborah Ikeda	Standing Member	
Dean of Instruction - MC	Jim Chin	2 year	2013
Dean of Students - WI	Doris Griffin	2 year	2013
CSEA Representative	Bob Gafford	2 year	2012
Classified Representative	Vacant	2 year	2013
Classified Representative	Lorrie Hopper	2 year	2013
Classified Management	Candy Cannon	2 year	2013
Business Rep	John Cusaac	2 year	2012
Business Rep	Ray Tjahjadi	2 year	2013
Humanities Rep	Brad Millar	2 year	2013
Humanities Rep	Dede Mousseau	2 year	2013
Math/Science/Engr Rep	Todd Kandarian	2 year	2012
Math/Science/Engr Rep	Becky Allen	2 year	2013
Soc Science/Counseling Rep	Monica Nolasco	2 year	2012
Soc Science/Counseling Rep	Diane Schoenberg	2 year	2012
Soc Science/Counseling Rep	Gracie Spear	2 year	2012

3rd Thursday as

**Student Success/Basic Skills
Committee**

VP of Instr & Student Services	Deborah Ikeda	Standing Member	
Dean of Students	Doris Griffin	2 yr alternate MC/WI	2012
Dean of Instruction	Jim Chin	2 yr alternate MC/WI	2012
College Researcher	Michelle Johnson	Standing Member	
Faculty Rep appointed by Faculty Assn.	Gregory Ramirez	2 year	2013
Counselor Rep appointed by Faculty Assn.	Erica Johnson	2 year	2012
Soc Science Rep appointed by Faculty Assn.	Monica Nolasco	2 year	2012
Math Developmental Instructor appointed by Faculty Assn.	Jim Esquivel	2 year	2012
English/Reading Developmental Inst appointed by Division	Ann Brandon	2 year	2013
English/Reading Developmental Inst appointed by Division	Jeff Burdick	2 year	2013
English/Reading Developmental Inst appointed by Division	Norma Kaser	2 year	2013
Business Faculty Rep appointed by Faculty Assn.	Francine Underwood	2 year	2013
CSEA Representative	Peggy Marks	2 year	2012
Classified Senate Rep	Evelyn Thieme	2 year	2012
ASG Student Rep	Vacant	1 year	2012

1st Wednesday -

**Technology Advisory
Committee**

Chair/Dir. Of Technology RC/NC	Gary Sakaguchi	Standing Member	<u>Once per semester</u>
Vice Chancellor - NC	Terry Kershaw	Standing Member	
VP Inst & Student Services	Deborah Ikeda	Standing Member	
Dean of Instruction - MC/OC	Jim Chin	Standing Member	
Interim Dean of Instruction - WI	Tom Mester	Standing Member	
Dean of Students - MC	Monica Cuevas	Standing Member	
Dean of Students - WI	Doris Griffin	Standing Member	
Oakhurst Coordinator	Vikki Piper	Standing Member	
Micro Comp Resource Tech - MC	William Bolin	Standing Member	
Micro Comp Resource Tech - WI	Bob Gafford	Standing Member	
Librarian - NC	Cynthia MacDonald	Standing Member	
Director of DSPS	Lynn Samuelian	Standing Member	
Business Rep - MC	John Cusaac	Standing Member	
Business Rep - WI	Brent Nabors	Standing Member	
Business Rep - WI	Francine Underwood	Standing Member	
Humanities Rep - WI	Kirtley King	Standing Member	
Humanities Rep - MC	Steve Norton	Standing Member	
Humanities Rep - MC	Loren Palsgaard	Standing Member	
Humanities Rep - MC	Sheryl Young-Manning	Standing Member	
Math/Science/Engr Rep - WI	Jason Gardner	Standing Member	
Math/Science/Engr Rep - WI	Roger Hitchcock	Standing Member	
Math/Science/Engr Rep - WI	Thomas Mester	Standing Member	
Soc Sci/Counseling Rep - WI	Joseph Libby	Standing Member	
Soc Sci/Counseling Rep - WI	Erica Johnson	Standing Member	
Soc Sci/Counseling Rep - WI	Reg Spittle	Standing Member	

Vice Chancellors Cabinet

Chair/Vice Chancellor - NC	Terry Kershaw	Standing Member
VP Inst & Student Services - NC	Deborah Ikeda	Standing Member
Dean of Instruction - MC	Jim Chin	Standing Member
Interim Dean of Instruction - WI	Tom Mester	Standing Member
Dean of Students - MC	Monica Cuevas	Standing Member
Dean of Students - WI	Doris Griffin	Standing Member
Assoc. College Business Mgr	Janell Mendoza	Standing Member
Oakhurst Center Coordinator	Vikki Piper	Standing Member
VP A&R & Instit.Research	John Cummings	Standing Member

Tuesdays - 2:00

Augmented Cabinet

Financial Aid Manager	Candy Cannon	Standing Member
Director of DSPS	Lynn Samuelian	Standing Member
Director of Technology RC/NC	Gary Sakaguchi	Standing Member
Dir Marketing & Communications	Cris Monahan-Bremer	Standing Member
Interim Director EOPS RC/NC	Anastasia Klimek	Standing Member

2nd Tuesday - 2:

WI Accreditation Steering Committee

Vice Chancellor - North Centers	Terry Kershaw	Standing Member
President - Reedley College	Mitjl Capet	Standing Member
VP of Instruction - Reedley College	Marilyn Behringer	Standing Member
Assoc. College Business Manager	Janell Mendoza	Standing Member
VP Instr. & St. Serv. - NC Co-chair	Deborah Ikeda	Standing Member
Math/Engr Instructor - Co-Chair	Chris Glaves	Standing Member
Institutional Researcher	Michelle Johnson	Standing Member

Every Other Friday
pm

Interim Dean of Instruction - WI	Tom Mester	Standing Member	
Dean of Students - WI	Doris Griffin	Standing Member	
Dir. Of Technology - NC	Gary Sakaguchi	Standing Member	
Financial Aid Manager	Candy Cannon	Standing Member	
Physical Resources	Lynn Samuelian	Standing Member	
Faculty Association President	Harold Seymour	Standing Member	
Art Faculty	Kirtley King	Standing Member	
Business Faculty	Jose Castaneda	Standing Member	
NC Faculty Association	Cynthia Elliott	Standing Member	
Adjunct Faculty Rep	Roger Oraze	Standing Member	
Classified Senate Rep	Brian Shamp	Standing Member	
CSEA Rep (WI)	Lynne Walke	Standing Member	
ASG Student Rep (WI)		1 year	2012
ASG Student Rep (WI)		1 year	2012
RC Academic Senate President	Bill Turini	Standing Member	

Reedley College Committees

(Most of these committee appointments must be approved through Reedley College's Academic Senate Executive President)

Academic Senate

Business Rep (1)	Vacant	Standing Member
Counseling (1)	Tasha Hutchings	Standing Member
Comp/Lit & Comm (2)	Cynthia Elliott	Standing Member

	Jeff Burdick	Standing Member
VP for Curriculum	Sheryl Young-Manning	Standing Member
Reading/Language (1)	Ann Brandon	Standing Member
Fine Arts & Soc. Science (2)	David Richardson	Standing Member
	Joseph Libby	Standing Member
Physical & Health Ed (1)	Vacant	Standing Member
Math & Technology (2)	Jason Gardner	Standing Member
	Roger Hitchcock	Standing Member
Science Technology (2)	Thomas Mester	Standing Member
	Derek Dormedy	Standing Member
Auxiliary	Cynthia MacDonald	Standing Member

Subcommittees

<u>Academic Standards</u>		Bill Allen	1 year	2012
		Tasha Hutchings	1 year	2012
<u>Curriculum Committee</u>	NC Academic Senate Rep	Sheryl Young-Manning	2 year	2013
		Robin Huigen	1 year	2012
<u>Equivalency Committee</u>		Anthony Abbott	Standing Member/Chair	
		Karen Hammer	2 year	2012
		Roger Hitchcock	2 year	2013
<u>Flex Day Committee</u>	Member	Vacant		
	Member	Vacant		

Classified Senate

Willow Rep	Brian Shamp	Standing Member
	John Grasmick	Standing Member
Madera Rep	Clara Marchbanks	Standing Member
	Vacant	Standing Member

Distance Education Committee

Math/Science/Engr Div	Jason Gardner	Standing Member
Humanities Div	DeDe Mousseau	Standing Member
Business Div	Ray Tjahjadi	Standing Member
Social Science Div	Vacant	Standing Member
Student Services Div	Erica Johnson	Standing Member
Library/St Learning Support Serv	Cynthia MacDonald	Standing Member
TAC Member or Rep	Brent Nabors	Standing Member
Dean of Instruction - NC	Jim Chin/Kelly Fowler	Standing Member
Director of Technology RC/NC	Gary Sakaguchi	Standing Member
ASB Student Rep	Lauren Bentson	Standing Member

Twice per semester

Program Review Evaluation/

Hearing Committee

Vice Chancellor - NC	Terry Kershaw	Standing Member
VP Inst & Student Serv	Deborah Ikeda	Standing Member
Member	Sheryl Young-Manning	Standing Member
Member	Thomas Mester	Standing Member

Sabbatical Leave Committee

VP Inst & Student Serv	Deborah Ikeda	Standing Member
Dean of Instruction - MC	Jim Chin	Standing Member
Interim Dean of Instruction - WI	Tom Mester	Standing Member
Dean of Students - MC	Monica Cuevas	Standing Member
Dean of Students - WI	Doris Griffin	Standing Member
Member	Bill Allen	Standing Member
Member	Vacant	Standing Member

**Salary Advancement
Committee**

Member	Chris Glaves	2 year	2013
Member	Vacant	2 year	2012

Strategic Planning Council

Member	Sheryl Young-Manning	Standing Member
Faculty Association Rep	Cynthia Elliott	Standing Member

District Committees

Common Catalog Committee

VP Inst & Student Services	Deborah Ikeda	Standing Member
Dean of Instruction - MC/OC	Jim Chin	Standing Member
Dean of Students - WI	Doris Griffin	Standing Member
Faculty	Bill Kastanes	Standing Member
Faculty	Sheryl Young-Manning	Standing Member
Counseling	Erica Johnson	Standing Member

Diversity Task Force (District Master Plan)

Chair (Dean of St. - WI)	Doris Griffin	Standing Member
Member	Norma Kaser	Standing Member
Member	Gregory Ramirez	Standing Member

IS Priority Committee

Member	Deborah Ikeda	Standing Member
Member	Janell Mendoza	Standing Member
Member	Clara Marchbanks	Standing Member

International Education

Member	Cynthia Elliott	Standing Member
Member	Karen Hammer	Standing Member
Member	Bill Kastanes	Standing Member
Member	Jay Leech	Standing Member
Member	Reg Spittle	Standing Member
Member	Dede Mousseau	Standing Member

Committee

**Pre-Educational Coordinating
and Planning Committee**

Member	Deborah Ikeda	Standing Member
Member	Sheryl Young-Manning	Standing Member
Member	Erica Johnson	Standing Member

Shared Governance

Member	Cynthia Elliott	Standing Member
Member	Norma Kaser	Standing Member

**Technology Coordination
Committee**

Member	Deborah Ikeda	Standing Member
Member	Jim Chin	Standing Member

Committee/Council Roles***

Chair: Person responsible for leadership to the committee in the accomplishment of its purpose; works with administrator and recorder to ensure the committee's success; sets meeting agenda and plans meeting in collaboration with committee; and manages the agenda and time of the meetings.

Member: Attends committee meetings and participates regularly on committee business; prepares by reviewing meeting materials and solicits input from constituents in advance of meeting; keeps constituents informed by disseminating information after the meeting; follows committee ground rules.

Recorder: Records committee meetings, creates minutes from the meetings, and assists chair person in preparing and distributing meeting agendas, minutes, and information.

*****Committees will review at their first meeting of the academic year the North Centers' Mission Statement and their committee Purpose Statements, submitting changes to the College Center Council recorder. Committees will also review at their first meeting the North Centers' Strategic Plan and identify activities they will carry out to implement the plan, submitting those activities to the Vice President of Instruction & Student Services.**

Glossary of Terms

Ad hoc: A committee that addresses one subject, topic, or question. Once the ad hoc committee fulfills its purpose, the committee will disband.

Committee: A representative body of the campus selected to consider and act or report on issues/matters confronting the campus or district.

Consensus: A decision making process where the committee comes to a unanimous, collective agreement, judgment, or opinion without taking a vote; general agreement.

Constituent: Serving as part of a whole; one that authorizes another to represent him/her; a person entitled to vote for a representative.

Council: A representative body of the campus whose purpose is to provide oversight for assessing and improving upon the existing process of evaluation, planning, and improvement for the North Centers, with an emphasis on the North Centers' strategic planning and implementation processes.

Dialogue: A group discussion among colleagues, often facilitated (that is designed) to explore complex issues, create greater group intelligence, and facilitate group learning.

Evaluation: Focuses on student achievement, student learning, and the effectiveness of processes, policies, and organization.

Improvement: Achieved through an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation.

Member: An individual with a specified representation term limit working cross-functionally together with other members on a committee.

North Centers: State Center Community College District (SCCCD) educational sites located in the northern area of the district geographically, and affiliated with Reedley College. The Willow International (WI) Center is located at the intersection of Willow and International Avenues in Fresno; the Madera Center (MC) is located on Avenue 12 one mile east of Highway 99 in Madera; and the Oakhurst Center (OC) is located off of Highway 41 in the City of Oakhurst. The North Centers also support an evening program at educational sites in the City of Kerman.

Planning Cycle: Begins with evaluation of student needs and college programs and services. This evaluation in turn informs the college about where it needs to improve, and the college identifies improvement goals campus-wide. Resources are distributed in order to implement these goals. When resources are insufficient to support improvement goals, the college adjusts its resource

decisions to reflect its priorities or seeks other means of supplying resources to meet its goals. Once improvement plans have been fully implemented, evaluation of how well the goals have been met ensues. Thus, the planning cycle is comprised of evaluation, goal setting, resource distribution, implementation, and re-evaluation.

Program Review: Assesses instructional programs, student support services, and administrative services; assesses the degree to which programs and services effectively implement the district's and North Centers' mission and philosophy and strategic plan; focuses on evidence of student learning and program performance; and contributes directly to the integrated planning, resource allocation and decision-making processes.

Quorum: The number of members required to be present for business to be transacted, usually 50% plus 1 of total membership.

Standing Member: An individual without a specified representation term limit working cross-functionally together with other members on a committee.

Standing Committee: A cross-functional team of standing members and members convened for an ongoing purpose.

Strategic Planning (Plan): Comprehensive planning that delineates the major areas in which to place time, energy, and resources toward the goal of continual growth and improvement of the North Centers. The one-year strategic plan is a formal document modified annually and is closely aligned with the overarching SCCCD Strategic Plan as well as those of Reedley College and Fresno City College. It relies on the formulation, implementation, and evaluation of cross-functional decisions that enables the North Centers organization to achieve its objectives.

Student Learning Outcomes: Are defined in terms of the knowledge, skills, abilities, understanding, attitudes, beliefs, opinions, and values that students have attained as a result of their involvement in a particular set of educational experiences at the course, program, and institutional levels.

Section 3

Standing Committees and Management Group Purpose Statements

Standing Committee Purpose Statements

- Classified Association
- College Center Council
- Commencement Committee
- Distance Education Committee (a committee with Reedley College)
- Division Representatives
- Enrollment Management Committee
- Environmental Health & Safety Committee
- Facilities Committee
- Faculty Association
- Faculty Association Council
- Faculty Association Executive Council
- Honors Program Advisory Committee
- Library Liaison Committee
- Literary Art Journal Committee
- MCCAP Advisory Committee
- NCCAP Advisory Committee
- Scholarship Committee
- Speakers Forum
- Staff Development Committee
- Student Success/Basic Skills Committee
- Technology Advisory Committee
- WI Accreditation Steering Committee

Management Group Purpose Statements

- Vice Chancellor's Cabinet
- Vice Chancellor's Augmented Cabinet

<p style="text-align: center;">Classified Association – North Centers Operating Policies & Procedures 2011-2012</p>
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Purpose

The North Centers' Classified Association Constitution and By-Laws specifies the Purpose, Membership, and responsibilities of the North Centers' Faculty Association Council. The North Centers' Classified Association participates in the joint governance of the North Centers' while deferring to the Reedley College Classified Senate in college matters. The North Centers' Classified Association will become the Classified Senate upon attainment of full college status.

Special Guidelines

The North Centers' Classified Association is comprised of elected officers and five area representatives.

Reporting Relationship

North Centers' Classified Association with links to Reedley College Classified Senate.

Communication

Agenda and minutes of the meetings are distributed to Association members.

Operations

At their first meeting annually, the Classified Association will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder.

Quorum

Majority of members present.

Recommendations

The Classified Association President meets regularly with the Vice Chancellor to discuss areas of interest and recommendations for improvement.

Classified Association Membership

Name	Area or Position	Term
Leslie Rata	President	One Year
John Grasmick	Vice President	One Year
Veronica Jury	Secretary/Treasurer	One Year
Sergio Salinas	Area 1 – Facilities representative	One Year
Be Moua	Area 2 – Instructional representative	One Year
Lynne Walke	Area 3 – Student Service Representative	One Year
Alison Rasmussen	Area 4 – Business Serv. Representative	One Year
Michelle Johnson	Area 5 – Other Service Representative	One Year

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – <u>Communication</u> : Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#3 – <u>Fiscal Oversight</u> : Plan for the implementation of the district’s resource allocation model which addresses the North Centers’ budget in a responsible and timely manner.
#8 – <u>Planning</u> : Align the North Centers Strategic Plan with the Educational Master Plan and SCCCD Strategic Plan, complete the NC Master Facilities/Staffing Plan, and improve access to planning documents and communications.
#9 – <u>Program Review</u> : Continue to work with all constituents in maintaining the program review process at the Institutional Effectiveness, “Sustainable Continuous Quality Improvement” level as outlined by the ACCJC.

<p style="text-align: center;">College Center Council Operating Policies & Procedures 2011-2012</p>
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Purpose

The purpose of the North Centers' College Center Council (CCC) is to assess and improve upon the existing process of evaluation, planning, and improvement for the North Centers, with an emphasis on the North Centers' strategic planning and implementation processes. As a result, the planning cycle of evaluation, goal setting, resource allocation, implementation and reevaluation will become part of the organizational culture of the centers as they continue to move towards the goal of reaching full college status.

Meetings

Meetings will be scheduled every other Friday during the semester with the meeting being held at 3:00 p.m.

Decision Making

Consensus of a quorum of the committee membership is required to validate reports and recommendations. A quorum will be a simple majority of the membership of the committee (12 members). Reaching consensus is the top priority as compared to voting.

Operations/Action Items

The following action items will be addressed by the College Center Council for the 2011-2012 academic period:

1. Strategic Planning Oversight –2010-2011 Plan and 2011-2012 Plan
2. Program Review Oversight
3. Budget Oversight
4. Educational Master Plan (Facilities and Staffing)
5. Meeting materials (e.g., minutes, agendas, records) storage and distribution procedures
6. Resource allocation and funding process
7. Assessment of the Evaluation, Planning, and Improvement processes
8. Other items as identified by the committee

At their first meeting annually, the CCC will review the North Centers' Mission Statement and the suggested changes from other committees. If changes are needed, an Ad Hoc committee will be formed to rewrite the mission statement. The committee's Purpose Statement will also be reviewed at the first meeting, submitting changes to the CCC Recorder. The CCC will also review at their first annual meeting the North Centers' Strategic Plan and identify activities to be carried out to implement the plan, submitting those activities to the Vice President of Instruction & Student Services.

Recommendations

Actions by the Council are communicated to the Chancellor by the Vice Chancellor and Associate Business Manager (co-chairs).

College Center Council Membership

Name	Area or Position	Term
Terry Kershaw	Vice Chancellor (Co-Chair)	Standing Member
Janell Mendoza	Assoc. Business Manager (Co-Chair)	Standing Member
Deborah Ikeda	VP of Instruction & Student Services	Standing Member
Tom Mester	Interim Dean of Instr/Tech – WI	Standing Member
Jim Chin	Dean of Instruction – MC	Standing Member
Monica Cuevas	Dean of Students – MC	Standing Member
Doris Griffin	Dean of Students – WI	Standing Member
Russell Hickey	Div Rep – Math/Science/Engineering	Standing Member
Erica Johnson	Div Rep – Social Studies	Standing Member
Harold Seymour	Faculty Association President	Standing Member
Joe Libby	Past President – Faculty Association	Standing Member
Nancy Vagim	Div Rep – Humanities	Standing Member
Jose Castenada	Div Rep – Business	Standing Member
Gail Spadafore	Adjunct Faculty Rep – MC	Standing Member
Ron Noricks	Adjunct Faculty Rep – WI	Standing Member
Leslie Rata	Classified Association President	Standing Member
Clara Marchbanks	Classified Senate Rep – MC	Standing Member
Brian Shamp	Classified Senate Rep – WI	Standing Member
Karen Ainsworth	CSEA Rep – WI	Standing Member
Barbara Shipley	CSEA Rep – MC	Standing Member
Michelle Johnson	Institutional Researcher	Standing Member
Gary Sakaguchi	Technology Representative	Standing Member
Manuel Andaverde	ASB Student Rep – MC	1 Year – (2012)
Hayden Lollis	ASB Student Rep – WI	1 Year – (2012)
Javier Renteria	RC Academic Senate Pres or Designee	Standing Member

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – <u>Communication</u> : Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#4 – <u>Fiscal Oversight</u> : Plan for the implementation of the district’s resource allocation model which addresses the North Centers’ budget in a responsible and timely manner.
#8 – <u>Planning</u> : Align the North Centers Strategic Plan with the Educational Master Plan and SCCC Strategic Plan, complete the NC Master Facilities/Staffing Plan, and improve access to planning documents and communications.
#9 – <u>Program Review</u> : Continue to work with all constituents in maintaining the program review process at the Institutional Effectiveness, “Sustainable Continuous Quality Improvement” level as outlined by the ACCJC.

<p style="text-align: center;">Commencement Committee Operating Policies & Procedures 2011-2012</p>
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Purpose

The purpose of the Commencement Committee is to plan and execute the annual Commencement Ceremony held in May.

Meetings

Meetings will be scheduled monthly as needed. Meetings may be held bi-weekly in April and May, leading up to Commencement.

Operations

The Commencement Committee will be responsible for completing tasks outlined in a "Graduation Planning and Task List". At their first meeting annually, the Commencement Committee will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder.

Communication

Agenda and minutes of the meetings are distributed to the committee members. Committee members will communicate commencement plans and tasks with their respective constituent groups.

Recommendations

Decisions and recommendations made by the committee are reached by consensus of the committee members. Recommendations from the committee are sent to the North Centers' Vice Chancellor for review and approval. Issues for further study or clarification are returned to the committee with the Vice Chancellor's comments and recommendations.

Commencement Committee Membership

Name	Area or Position	Term
Doris Griffin	Dean of Students, WI (Co-chair)	Standing Member
Monica Cuevas	Dean of Students, MC (Co-chair)	Standing Member
David Navarro	College Relations Specialist	Standing Member
Dan Rivera	Educational Advisor	Standing Member
Janell Mendoza	Associate Business Manager	Standing Member
Jim Chin	Dean of Instruction, MC	Standing Member
Thomas Mester	Interim Dean of Instruction, WI	Standing Member
Cris Monahan-Bremer	Public Information Officer	Standing Member
Veronica Jury	Student Services Specialist	Standing Member
Allisha Ross	College Center Assistant	Standing Member
Linda Little	Secretary to Vice Chancellor	Standing Member
Pattie Fitzgerald	Administrative Aide	Standing Member
Margee Loya	Administrative Aide	Standing Member
Jittapaul Inthavong	Administrative Aide	Standing Member
Sergio Salinas	Building Services	Standing Member
Fernando Jimenez	Custodial	Standing Member
Gracie Spear	Counselor	Standing Member
Maria Ensminger	Counselor	Standing Member
Donna Fujioka-Hatfield	Adjunct Counselor	Standing Member
David Richardson	Instructional Faculty	Standing Member
Luis Melgoza	ASG Representative (MC)	1 yr. – 2012
<u>Vacant</u>	ASG Representative (WI)	1 yr. – 2012

**Reedley College/North Centers
Distance Education Committee
Operating Agreement – 2011-12**

Duties and Functions of the Committee

1. The Distance Education Committee shall report and make periodic recommendations to The Academic Senate, The North Center's CCC, and The Reedley College Council on all matters related to Distance Education under each constituency organization's purview (consistent with those of the Western Association of Schools and Colleges' Accrediting Commission for Community and Junior Colleges, Title 5, and the California Education Code).
 - a. Policies and procedures related to the development of and support for programs, degrees, and courses in distance education.
 - b. Standards of proficiency that will be recommended to teach a distance education course.
 - c. Policies and procedures that provide technical, administrative, and academic support to ensure distance learner success.
 - d. Policies and procedures that provide technical, administrative, and professional support for faculty who elect to teach distance education courses.
 - e. Development of outcomes assessment measures that evaluate the success of distance education.
 - f. Periodic review and assessment of past, current, and future facilities, equipment, and software needs.
 - g. Development and accessibility of student services to online students.
2. The Distance Education Committee shall meet at least twice a semester as announced by the chair during the academic year.
3. The Distance Education Committee shall develop, write, evaluate, and update the Reedley College/North Centers Distance Education Plan.
4. The Distance Education Committee shall report and make periodic recommendations to appropriate College Committees on relevant Distance Education matters.

Membership

1. The Committee shall be constituted of faculty, staff, administrators, and students. It is recommended that committee members have previously taught a distance education course and/or are informed about distance education issues.

2. The members of the Committee shall be certificated staff, elected by their peers to serve two-year (staggered) terms:
 - a. Reedley Campus Math & Technology/ Science & Technology
 - b. Reedley Campus Composition, Literature, and Communication/Reading and Languages
 - c. Reedley Campus Fine Arts & Social Sciences/Business
 - d. Reedley Campus AG, NR & Manufacturing/ Health & PE
 - e. North Centers Math, Science, and Engineering Division
 - f. North Centers Fine Arts & Humanities Division
 - g. North Centers Business Division
 - h. North Centers Social Science Division
 - i. Reedley Campus Student Services
 - j. North Centers Student Services
 - k. Library and Student Learning Support Services.
3. Members from other constituencies shall include (where applicable may be represented by faculty already elected to the committee):
 - l. Academic Senate Curriculum Committee Member or Representative
 - m. North Centers Technology Advisory Committee Member or Representative
 - n. Reedley Campus Technology Advisory Committee Member or Representative
 - o. State Center Federation of Teachers
 - p. North Centers Dean of Instruction
 - q. Reedley Campus Dean of Instruction
 - r. Director of Technology
 - s. Admissions, Records, and Classified Professionals
 - t. Associated Student Government
4. Any recommendation for change in the structure of the faculty, student, staff, or administrative representatives on the Committee must be made prior to the last Academic Senate meeting of the academic year. Such changes will take effect at the beginning of the next fall semester.
5. If a new academic department or division is created, a new representational structure will be considered.

Management

1. The Committee shall be chaired by a member elected by the Committee at the last scheduled meeting of the academic year.
2. The chair shall develop an agenda for each meeting, disseminate meeting minutes summarizing the discussion and action items, and maintain communication with the FCC Distance Education committee.
3. The members of the Committee shall be collaborative, engage in collegial discussions, be respectful of other members and their different points of view,

and consider the college and community as a whole, not just the constituent group that the member represents.

4. The committee can only vote on issues with a quorum of at least 51% of its members.

Distance Education Committee Membership

Name	Area or Position	Term
Vacant	RC Math & Tech/Science & Tech	Standing Member
Vacant	RC Comp.Lit/& Comm/Reading & Languages	Standing Member
Vacant	RC Fine Arts & Soc Sci/Business	Standing Member
Vacant	RC AG, NR, & Mfg/Health & PE	Standing Member
Jason Gardner	NC Math/Science/Engineering	Standing Member
Dede Mousseau	NC Fine Arts & Humanities	Standing Member
Ray Tjahjadi	NC Business	Standing Member
Vacant	NC Social Science	Standing Member
Vacant	RC Student Services	Standing Member
Erica Johnson	NC Student Services	Standing Member
Cynthia MacDonald	NC Library/St. Learning Support Serv.	Standing Member
Vacant	Curriculum Committee Rep	Standing Member
Brent Nabors	NC Tech Advisory Committee Rep	Standing Member
Vacant	RC Tech Advisory Committee Rep	Standing Member
Vacant	State Center Federation of Teachers	Standing Member
Jim Chin/Kelly Fowler	NC Dean of Instruction	Standing Member
Marilyn Behringer	RC Dean of Instruction	Standing Member
Gary Sakaguchi	Director of Technology RC/NC	Standing Member
Vacant	A & R and Classified Professionals	Standing Member
Lauren Bentson	ASB Student Rep	Standing Member

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – <u>Communication</u> : Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#10 – <u>Student Learning Outcomes</u> : Work with the Reedley College and North Centers’ faculty, staff, and administration in moving the SLO’s progress from the current Institutional Effectiveness “Proficiency” level to the “Sustainable Continuous Quality Improvement” level.
#11 – <u>Student Success</u> : Implement the activities that will lead to an increase in the numbers of students obtaining a certificate and associate degree.
#13 – <u>Technology</u> : Implement the Technology Plan including evaluation of technical support, equipment replacement, and training; Blackboard utilization; online student support services; and communications among the centers and colleges.

**Division Representatives
Operating Policies & Procedures
2011-2012**

Purpose

The Division Representative Committee's goal is to provide recommendations to the Vice President on issues affecting the instructional and student service programs.

Composition

Committee members shall serve for two years and may serve an additional two years if appointed by their Division. Committee membership shall consist of one representative (unless otherwise noted) from the following groups:

VP of I and SS, Chair *	Business Faculty Rep
Vice Chancellor*	Humanities Faculty Rep
Deans of Instruction*	Math/Science Faculty Rep
Deans of Students*	Social Science Faculty Rep
Faculty Association Pres.	

*Standing Members

Meetings

Meetings are scheduled every other Friday afternoon (the time may vary depending on other meetings).

Operations/Action Items

- A. The Division Representative Committee makes recommendations on policies, procedures, and budget allocations affecting the instructional and student service program. This committee provides a recommendation on new staffing needs to the Administration and budget allocation needs affecting the instructional program.
- B. Recommendations and/or action plans from this Committee will be forwarded to the Vice Chancellor. The Vice Chancellor will review and forward to the College Council for information or action as appropriate.
- C. At their first meeting annually, the Division Representatives will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder. The Division Representatives will also review at their first annual meeting the North Centers' Strategic Plan and identify activities to be carried out to implement the plan, submitting those activities to the Vice President of Instruction & Student Services.

Division Representatives Membership

Name	Area or Position	Term
Deborah Ikeda	VP of Instruction & Stu. Serv. (Chair)	Standing Member
Terry Kershaw	Vice Chancellor	Standing Member
Jim Chin	Dean of Instruction – MC	Standing Member
Monica Cuevas	Dean of Student Services – MC	Standing Member
Tom Mester	Interim Dean of Instr & Tech – WI	Standing Member
Doris Griffin	Dean of Student Services – WI	Standing Member
Harold Seymour	Faculty Association President	2011-2012
Jose Castaneda	Business Faculty Representative	2010-12
Nancy Vagim	Humanities Division Representative	2011-13
Russell Hickey	Math Science Division Representative	2011-13
Erica Johnson	Social Science Division Representative	2010-12

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – <u>Communication</u> : Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#4 - <u>Fiscal Oversight</u> : Plan for the implementation of the district’s resource allocation model which addresses the North Centers’ budget in a responsible and timely manner.
#9 – <u>Program Review</u> : Continue to work with all constituents in maintaining the program review process at the Institutional Effectiveness, “Sustainable Continuous Quality Improvement” level as outlined by the ACCJC.
#10 - <u>Student Learning Outcomes</u> : Work with the Reedley College and North Centers’ faculty, staff, and administration in moving the SLOs progress from the current Institutional Effectiveness “Proficiency” level to the “Sustainable Continuous Quality Improvement” level.
#11 – <u>Student Success</u> : Implement the activities that will lead to an increase in the numbers of students obtaining a certificate and associate degree.

Enrollment Management Committee

Operating Policies & Procedures

2011-2012

Purpose

The purpose of the Enrollment Management Committee is to develop enrollment management strategies to manage the student population at the North Centers and to coordinate execution of those strategies. The committee will update the Enrollment Management Plan annually.

Meetings

Meetings are held weekly on Mondays at 3:00 p.m.

Operations

The following items will be addressed by the Enrollment Management Committee:

- Fresno Area College Night
- High School Counselors Conference
- Extreme registration
- Reg-to-Go as a district effort
- Reg-to-Go at selected feeder high schools
- RegExpress at Madera, Willow International, and Oakhurst
- New Student Welcome
- Communication with students via letters, postcards, and SARS Call (an automated calling system)
- Advertising/marketing/publicity
- Target populations (potential grads, potential transfers, high school juniors and seniors) and how best to contact them
- Oakhurst Center
- Kerman Center
- Adult schools
- Alternative high schools
- CELSA test for ESL students
- Student Activities as recruitment effort
- Placement Testing
- Financial Aid
- Orientation
- Admissions

In addition, at their first meeting annually, the Enrollment Management Committee will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder. They will also review at their first annual meeting the North Centers' Strategic Plan and identify activities to be carried out to implement the plan, submitting those activities to the Vice President of Instruction & Student Services.

Communication

Minutes of the meetings and the updated plan are distributed to the committee members. Committee members will communicate information with their respective constituent groups.

Recommendations

Recommendations from the committee are sent to the North Centers' Vice Chancellor for review and approval. The current year Enrollment Management plan will be used as a template for the subsequent year.

Enrollment Management Committee Membership

Name	Area or Position	Term
Deborah Ikeda	VP Instruction & Student Services (Chair)	Standing Member
Doris Griffin	Dean of Students, WI (Co-chair)	Standing Member
Monica Cuevas	Dean of Students, MC	Standing Member
Jim Chin	Dean of Instruction, MC	Standing Member
Tom Mester	Interim Dean of Instruction, WI	Standing Member
Janell Mendoza	Associate College Business Manager	Standing Member
Vikki Piper	Oakhurst Center Coordinator	Standing Member
Lynn Samuelian	DSPS Director	Standing Member
Candy Cannon	Financial Aid Manager	Standing Member
Ralph Munoz	Counselor, MC & WI	Standing Member
Lalo Mata	Instructional Faculty, MC	Standing Member
David Navarro	College Relations Specialist (Classified)	Standing Member
Dan Rivera	Educational Advisor (Classified)	Standing Member
Cris Monahan-Bremer	Public Information Officer	Standing Member
Veronica Jury	Student Services Specialist	Standing Member
Allisha Ross	College Center Assistant	Standing Member
Vacant	Willow Student	
Vacant	Madera Student	

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – <u>Communication</u> : Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#11 – <u>Student Success</u> : Implement the activities that will lead to an increase in the numbers of students obtaining a certificate and associate degree.
#12 – <u>Student Support Services</u> – continue to increase the student government and co-curricular activities at the North Centers.

Environmental Health & Safety Committee

Operating Policies & Procedures

2011-2012

Purpose

The Environmental Health and Safety Committee (EHSC) reviews safety and health inspection reports to help correct safety hazards, evaluates the accident investigations conducted since the last meeting to determine if the cause(s) of the situation was identified and corrected if necessary, and evaluates workplace accident and illness prevention program (IIPP) and discusses recommendations any improvements needed. The EHSC will document attendance and record meeting business in minutes.

Special Guidelines

The EHSC represents all constituent groups of the North Centers. The committee must have employee selected and employer selected members. The number of employee selected members must equal or exceed the number of employer selected members. The terms of employee elected members must be a maximum of one year (there is no limit to the number of terms a representative can serve).

Operations

The EHSC will be responsible for review of safety and health inspection reports, review of accident investigations, and evaluation of the IIPP. The EHSC will make recommendations as needed for correction of safety hazards and changes needed to the IIPP.

At their first meeting annually, the EHSC will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder.

Meetings

Meetings will be held on a quarterly basis.

Quorum

Majority of members present.

Communication

Agenda and minutes of the meetings are distributed to the committee members. Committee members will communicate EHSC findings and recommendations with their respective constituent groups.

Recommendations

Recommendations from the EHSC are sent to the North Centers' Associate College Business Manager. Issues for further study or clarification are returned to the committee with comments and recommendations.

Procedure

Voting structure will be 1 person/1 vote regardless of whether that person holds more than one seat on the committee.

Environmental Health and Safety Committee Membership

Name	Area or Position	Term
Janell Mendoza	Associate Business Manager (Chair)	Standing Member
Deborah Ikeda	VP of Instruction & Student Services	Standing Member
Tom Mester	Interim Dean of Instruction - WI	Standing Member
Jim Chin	Dean of Instruction – MC/OC	Standing Member
Erik Hanson	AFT Representative	Standing Member
Lee Brown	Faculty Representative	1 Yr. Term – 2012
Jennifer Brodeur	CSEA Representative	1 Yr. Term – 2012
Derek Dormedy	Chemistry Representative - MC	Standing Member
Shawn Fleming	Chemistry Representative – WI	Standing Member
Tom Mester	Biology Representative - WI	Standing Member
Frank Yancey	Biology Representative – MC	Standing Member
Vikki Piper	Oakhurst Coordinator	Standing Member
Lynn Samuelian	DSPS Director	Standing Member
Darren Cousineau	Dist. Dir. Envir Health & Safety	Standing Member
Joe Callahan/Richard Gaines	Dist. Police Representative	Standing Member
Matt Hurst	Instructional Technician - MC	Standing Member
Brian Shamp	Instructional Technician – WI	Standing Member
Naomi Bianco	College Nurse – MC & WI	Standing Member
Fernando Jimenez	General Utility Worker - MC	Standing Member
Tony Romero	General Utility Worker – WI	Standing Member
Dan Vanderpool	Building Generalist - MC	Standing Member
Dan Hoffman	Building Generalist – WI	Standing Member
Russell Hickey	Division Representative - WI	Standing Member
Erica Johnson	Division Representative – MC	Standing Member
Nancy Vagim	Division Representative – MC	Standing Member
Jose Castaneda	Division Representative – WI	Standing Member
Dallas Owen	Student Representative	1 Yr. Term - 2012

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – <u>Communication</u> : Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#4 – <u>Fiscal Oversight</u> : Plan for the implementation of the district’s resource allocation model which addresses the North Centers’ budget in a responsible and timely manner.
#8 – <u>Planning</u> : Align the North Centers Strategic Plan with the Educational Master Plan and SCCC Strategic Plan, complete the NC Master Facilities/Staffing Plan, and improve access to planning documents and communications.

September 27, 2011

Facilities Committee

Operating Policies & Procedures

2011-2012

Purpose

The facilities committee (FC), representing all constituent groups of the North Centers, recommends, monitors, and has implementation oversight of the facilities master plan. The FC works cooperatively with District Operations in carrying out its duties and responsibilities. The FC evaluates and recommends revisions of plans and standards and communications with the respective groups involved. The planning process and subsequent facilities master plan and goals guide budget priorities. Recommendations made by the FC reflect SCCCD and the North Centers values and support the mission of the North Centers, with the ultimate goal of improving student success, achieving student learning outcomes, and serving the community as a whole. The FC develops implements, evaluates, and revises if necessary, the FC plans, projects, and initiatives, both long-term and short-term within the continuous strategic planning process of the North Centers and the district. The Facilities Committee advises both North Centers and district operations, maintenance, and grounds regarding needs, concerns, and projects pertaining to existing facilities, as well as new construction. The FC reviews scheduled maintenance plans and projects, on-going maintenance plans and schedules, grounds services plans and schedules, and building services plans and schedules. The FC will address diversity in all planning and implementation processes as appropriate. Facility issues will include but are not limited to access, use, learning experience, and indoor/outdoor environment.

Operations

The Facilities Master Plan, review of scheduled maintenance projects, review of plans and schedules for on-going maintenance, grounds, and building services.

At their first meeting annually, the Facilities Committee will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder. The FC will also review at their first annual meeting the North Centers' Strategic Plan and identify activities to be carried out to implement the plan, submitting those activities to the Vice President of Instruction & Student Services.

Meetings

Meetings will be held annually or as needed; day and time TBA.

Quorum

Majority of members present.

Communication

Agenda and minutes of the meetings are distributed to the committee members. Committee members will communicate FC findings and recommendations to their respective constituent groups.

Recommendations

Facilities Committee submits its recommendation(s) to the College Center Council.

Procedure

Voting structure will be 1 person/1 vote regardless of whether that person holds more than one seat on the committee.

Facilities Committee Membership

Name	Area or Position	Term
Terry Kershaw (Chair)	Vice Chancellor	Standing Member
Deborah Ikeda	VP of Instruction/Student Services	Standing Member
Janell Mendoza	Assoc. College Business Manager	Standing Member
Harold Seymour	Faculty Association Officer	Standing Member
Becky Allen	Faculty Representative (WI)	2010-2013 – (3 yr.)
SallieTurpen	Faculty Representative (WI)	2010-2013 – (3 yr.)
Jim Druley	Faculty Representative (MC)	2010-2013 – (3 yr.)
Kristen Mattox	Faculty Representative (MC)	2010-2013 – (3 yr.)
Bill Kastanes	Faculty Representative (OC)	2010-2013 – (3 yr.)
Dan Hoffman	Classified Representative (WI)	2010-2013 – (3 yr.)
Clara Marchbanks	Classified Representative (MC)	2010-2013 – (3 yr.)
Gracie Spear	Counselor Representative (MC)	2010-2013 – (3 yr.)
Tasha Hutchings	Counselor Representative (WI)	2010-2013 – (3 yr.)
Luis Melgoza	Student Representative (MC)	2011-2012 – (1 yr.)
<u>Vacant</u>	Student Representative (WI)	2011-2012 – (1 yr.)
Lynn Samuelian	DSP&S Director (NC)	Standing Member
Gary Sakaguchi	Director of Technology (NC)	Standing Member
Brian Speece	Assoc. Vice Chancellor Business & Oper	Standing Member
Carl Simms	Director of Maintenance & Operations	Standing Member
Glen Foth	Grounds Service Manager	Standing Member
Darren Cousineau	Director of Environmental. Health & Safety	Standing Member
Christine Miktarian/Bob Petithomme	Constructions Services Manager/Architect	As needed

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – <u>Communication</u> – improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#4 – <u>Fiscal Oversight</u> – plan for the implementation of the district’s resource allocation model which addresses the North Centers’ budget in a responsible and timely manner.
#8 – <u>Planning</u> – align the North Centers Strategic Plan with the Educational Master Plan and SCCCD Strategic Plan, complete the NC Master Facilities/Staffing Plan, and improve access to planning documents and communications.

Faculty Association – North Centers Operating Policies & Procedures 2011-2012

Purpose

The North Centers' Faculty Association is comprised of all certificated faculty, counselors, librarians, college nurse, etc. The North Centers' Faculty Association Constitution and By-Laws have been approved by the Reedley College Senate. The Constitution and By-Laws specifies the Purpose and Membership.

Operations

At their first meeting annually, the Faculty Association will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder.

Quorum

50% plus 1 of total membership.

Communication

Agenda and minutes of the meetings are distributed to association members.

Membership

Name	Area or Position	Term
Harold Seymour	President	One Year
Jay Leech	President-Elect (becomes President the following year)	One Year
Joe Libby	Past President	One Year
Jon McPhee	Secretary	One Year
Ray Tjahjadi	Treasurer	One Year
All Certificated Faculty, Counselors, Librarians, College Nurse, etc;	Faculty Association	Standing Members

<p style="text-align: center;">Faculty Association Council – North Centers Operating Policies & Procedures 2011-2012</p>

Purpose

The North Centers' Faculty Association Constitution and By-Laws specifies the Purpose, Membership, and responsibilities of the North Centers' Faculty Association Council. The North Centers' Faculty Association Council participates in the joint governance of the North Centers' while deferring to the Reedley College Senate in college matters. The North Centers' Faculty Association Council will become the Faculty Senate upon attainment of full college status.

Special Guidelines

The North Centers' Faculty Association Council is comprised of all elected officers, a faculty representative for the Oakhurst Center and a representative from each Division. Divisions with more than 10 full-time members shall have 2 representatives. The Executive Council is comprised of all elected officers.

Reporting Relationship

North Centers' Faculty Association with links to Reedley College Faculty Senate.

Communication

Agenda and minutes of the meetings are distributed to Association Council members. Association Council members will communicate with the association members.

Operations

At their first meeting annually, the Faculty Association Council will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder.

Quorum

Majority of members present.

Recommendations

The Faculty Association President meets regularly with the Vice Chancellor to discuss areas of interest and recommendations for improvement.

Faculty Association Council Membership

Name	Area or Position	Term
Harold Seymour	President	One Year
Jay Leech	President-Elect (becomes President the following year)	One Year
Joe Libby	Past President	One Year
Jon McPhee	Secretary	One Year
Ray Tjahjadi	Treasurer	One Year
Bill Kastanes	Oakhurst Representative	One Year
Arla Hile	Math, Science, & Engineering – WI	One Year
Courtnie LaTorraca	Math, Science, & Engineering – MC	One Year
Karen Hammer	Humanities – WI	One Year
Gregory Ramirez	Humanities – MC	One Year
Sallie Turpen	Social Science & Counseling – WI	One Year
Gloria DeLaCruz-Pulido	Social Science & Counseling – MC	One Year
Matthew Alanis	Business – WI	One Year
Brent Nabors	Business – MC	One Year

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – <u>Communication</u> : Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#3 – <u>Fiscal Oversight</u> : Plan for the implementation of the district’s resource allocation model which addresses the North Centers’ budget in a responsible and timely manner.
#8 – <u>Planning</u> : Align the North Centers Strategic Plan with the Educational Master Plan and SCCCD Strategic Plan, complete the NC Master Facilities/Staffing Plan, and improve access to planning documents and communications.
#9 – <u>Program Review</u> : Continue to work with all constituents in maintaining the program review process at the Institutional Effectiveness, “Sustainable Continuous Quality Improvement” level as outlined by the ACCJC.

<p style="text-align: center;">Faculty Association Executive Council – North Centers Operating Policies & Procedures 2011-2012</p>

Purpose

The North Centers' Faculty Association Executive Council is comprised of all elected officers, President, President Elect, Past President, Secretary, and Treasurer. The North Centers' Faculty Association Constitution and By-Laws specifies the Purpose, Membership, and responsibilities of the North Centers' Faculty Association Executive Council. The North Centers' Faculty Association Executive Council will become the Faculty Senate Executive Committee upon attainment of full college status.

Operations

At their first meeting annually, the Faculty Association Executive Council will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder.

Quorum

Majority of members present.

Communication

Agenda and minutes of the meetings are distributed to Executive Council members. Executive Council members will communicate with the association members.

Reporting Relationship

North Centers' Faculty Association Council with links to Reedley College Faculty Senate.

Membership

Name	Area or Position	Term
Harold Seymour	President	One Year
Jay Leech	President-Elect (becomes President the following year)	One Year
Joe Libby	Past President	One Year
Jon McPhee	Secretary	One Year
Ray Tjahjadi	Treasurer	One Year

Honors Program Advisory Committee Operating Policies & Procedures 2011-2012

Purpose

The purpose of the Honors Program Advisory Committee is to develop criteria by which student eligibility is determined, handle any problems or decisions of continuing student eligibility, choose field trips, select Honors seminar titles and instructors, and to recruit new students. The committee members, at a meeting (by point-to-point audio and video communication) in October and March review marketing materials, develop a program application, discuss scheduling and identify potential instructors for the honors courses. The committee also decides who will review the applications submitted for admission and ultimately make the final decisions on who will be admitted to the program. In order to develop a collaborative program, the committee includes faculty, staff, and administrators.

Special Guidelines

School Relations staff will coordinate with appropriate personnel to update the North Centers' website with Honors Program information.

Standing members may designate voting substitutes.

Meetings

The committee chair will call a minimum of one meeting per semester, in October and March, in order to maintain a standard of operation for the Honors Program. Meetings are scheduled by the Honors Program Chair to review the status of the program, review applications for admission, and other related program items.

Operations

At their first meeting annually, the Honors Program Advisory Committee will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder.

Quorum

Majority of members present.

Communication

All documents produced for the Honors program will be disseminated to all committee members for review and approval. An agenda will be provided at each meeting and minutes will be taken.

Recommendation

Recommendations are forwarded to the Vice Chancellor's Cabinet.

Honors Program Advisory Committee Membership

Name	Area or Position	Term
Jeff Burdick	Faculty, English – WI (Chair)	2011-13
Jim Chin	Dean of Instruction - MC	Standing Member
Tom Mester	Interim Dean of Instruction – WI	Standing Member
Monica Cuevas	Dean of Students – MC	Standing Member
Doris Griffin	Dean of Students – WI	Standing Member
Gracie Spear	Counselor/Advisor – WI (Co-chair)	Standing Member
Tasha Hutchings	Counselor/Honors Advisor	2011-12
Vikki Piper	Oakhurst Center Coordinator	2011-12
Cynthia Elliott	Faculty, English (WI)	2011-12
Dede Mousseau	Faculty, English (WI)	2011-12
Jay Leech	Faculty, English – MC	2011-12
Shawn Fleming	Faculty, Chemistry – NC	2011-12
Arla Hile	Faculty, Math/Sci/Engr – WI	2011-12
Ann Fallon	Faculty, Math/Sci/Engr – MC	2011-12
Jose Castaneda	Faculty, Business – WI	2011-12
David Richardson	Faculty, History – WI	2011-12
Vacant	Faculty, Speech – WI	2011-12
Brad Millar	Faculty, Speech – MC	2011-12
Michael Stannard	Faculty, Philosophy – WI	2011-12
Diane Schoenburg	Faculty, Psychology – WI	2011-12
Jim Druley	Faculty, Philosophy – MC	2011-12
David Navarro	School Relations	2011-12

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – <u>Communication</u> : Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#11 – <u>Student Success</u> – implement the activities that will lead to an increase in the numbers of students obtaining a certificate and associate degree.
#12 – <u>Student Support Services</u> – continue to increase the student government and co-curricular activities at the North Centers.

Library Liaison Committee Operating Policies & Procedures 2011-2012

Purpose

The Library Liaison committee shall exist as a consultative body of faculty, staff, and students who would work with the North Centers' librarian and library staff in the support and development of the library collections and services.

Collection Development

(The process of planning and purchasing a balanced collection of library materials in various formats, including books, periodicals, online resources, and other media, to meet the instructional and research needs of the campus within the current fiscal environment and resource sharing opportunities.)

All of these members will provide subject expertise in the following areas:

- Book, periodical, multimedia, and database selection
- Subject specific reference queries and research activities (assignments)
- Weeding or deselection of outdated materials
- Identification of new materials in support of new curriculum and programs

In addition, these members will encourage and coordinate participation in the recommendation of library materials among all their colleagues within their divisions and departments.

Information Competency

(Information competency is the ability to: a) recognize the need for information, b) acquire and evaluate information, c) organize and maintain information, and d) interpret and communicate information.)

All of these members will contribute to the identification and inclusion of library instructional support services that build information competency skills and abilities among students, which are essential to student success.

- Information competency skills are developmental; effective student learning of skills and abilities requires repetition and practice.
- Information competency skills and abilities are needed across the curriculum; IC instruction and practice must exist in more than one course and discipline.

Operation

At their first meeting annually, the Library Liaison Committee will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder. The Library Liaison Committee will also review at their first annual meeting the North Centers' Strategic Plan and identify activities to be carried out to implement the plan, submitting those activities to the Vice President of Instruction & Student Services.

Composition

Two (2) Liaison members will be selected from each of the four divisions:

- Humanities
- Math/Science/Engineering
- Business
- Social Studies

One (1) Liaison member will be selected from each of these areas:

- Counseling & Guidance
- Health Services
- Child Development Center
- ASB Student representative

Standing members of the committee will include:

- Librarian for the North Centers
- Library Services Assistant for Madera Center

- Library Services Assistant for Willow International Center
- Dean of Instruction, alternating between WI and MC annually

The status of participation among the members will be reviewed annually, with the maximum term per member set at two years. Encouraging participation among a broad-based and regularly rotated body of members builds awareness of the library's integral role as the hub of our academic community, while instilling a sense of ownership among those who have contributed to its growth.

Meetings

The librarian will communicate with Library Liaison members and all classroom faculty and staff, through email and face-to-face discussions throughout the academic year in order to foster collaboration in the collection building and instructional support services among our North Centers libraries. There will be one formal meeting each semester of the Library Liaison committee members. The librarian will make one presentation each semester at the Division Representatives and College Center Council meetings.

Action Items

The following action items will be addressed by the Library Liaison committee for the 2011-2012 academic year:

- Library Liaison members selected and two meetings, fall and spring, scheduled.
- Identification and implementation of process for the dissemination of resources to be considered for purchase in library collections, with an emphasis new Willow International Center library.
- Explore instructional support opportunities and venues to implement in North Centers' courses and programs.

Membership

Name	Area or Position	Term
Cynthia MacDonald	Librarian	Standing Member
Susan Hansen	Library Services Assistant - WI	Standing Member
John Hirstein	Library Services Assistant - MC	Standing Member
Jim Chin	Dean of Instruction WI/MC alternating (2012)	Standing Member
Tasha Hutchings	Counseling	2011-2013
Becky Allen	Health Sciences	2010-2012
Sallie Turpen	Child Development	2011-2013
Chris Glaves	Math/Science/Engineering	2011-2013
Courtne LaTorraca	Math/Science/Engineering	2011-2013
Lee Brown	Social Science	2011-2013
Robin Huigen	Social Science	2011-2013
Cynthia Elliott	Humanities	2011-2013
Stephen Dent	Humanities	2011-2013
Jose Castaneda	Business	2011-2013
John Cusaac	Business	2011-2013
<u>Vacant</u>	ASG Student Rep WI/MC alternating – (MC)	2011-2012

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – <u>Communication</u> : Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#7 – <u>Library</u> : Evaluate the effectiveness of library services.

**Madera Center College Advantage Program – MCCAP
Advisory Committee
Operating Policies & Procedures
2011-2012**

Purpose

The purpose of the MCCAP Advisory Committee is to review and recommend policies and procedures related to the coordination and smooth operation of the MCCAP Program. The MCCAP is designed to help high school seniors with the transition from high school to having a successful college experience. The MCCAP Program assists the student with matriculation, class selection, college orientation and educational planning.

Operations

- The MCCAP Advisory committee will develop the dates for the various activities related to the MCCAP Program including but not limited to: orientation (fall & spring), registration, field trip, testing, board presentations, MCCAP parent-student information nights, and recognition program.
- The Chair will be responsible for following through with related MCCAP advisories.

Meetings

The MCCAP Advisory meetings are held monthly at the Madera Community College Center – President’s Conference Room, the first Monday of the month during the academic calendar (August to May) at 8:00 a.m.

Communication

The chair will provide an agenda for each meeting, take notes and distribute notes to all concerned stakeholders.

Recommendations

Recommendations are forwarded to the Vice Chancellor’s Cabinet.

Membership

Name	Area or Position	Term
Monica Cuevas	Dean of Students – MC	Standing Member
Maria Ensminger	Counselor – MC (Chair)	Standing Member
Eduardo Pena	Counselor – Madera High School	Standing Member
Monica Nolasco	TRiO Counselor – MC	Standing Member
Sara White	Counselor – Madera South High	Standing Member
Lori Dugan	Counselor – Madera South High	Standing Member
Karie Hannigan	Counselor – Liberty High School	Standing Member
Bert Puente	Coord Curric/Instr/& Assmt – MUSD	Standing Member
MCCAP Instructors	Always welcomed to attend & provide input	Standing Invitation
Deborah Ikeda	VP of Instruction & Student Serv – NC	Standing Invitation
Terry Kershaw	Vice Chancellor – NC	Standing Invitation

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#6 – <u>High School Partnerships</u> – support concurrent enrollment programs of high school students, coordinate Career Technical Education (CTE) programs between our feeder high schools, increase curriculum alignment between high schools and college center.

September 27, 2011

**North Center College Advantage Program – NCCAP
Advisory Committee
Operating Policies & Procedures
2011-2012**

Purpose

The purpose of the NCCAP Advisory Committee is to review and recommend policies and procedures related to the coordination and smooth operation of the NCCAP Program. The NCCAP is designed to help high school seniors with the transition from high school to having a successful college experience. The NCCAP Program assists the student with matriculation, class selection, college orientation and educational planning.

Operations

- The NCCAP Advisory committee will develop the dates for the various activities related to the NCCAP Program including but not limited to: orientation (fall & spring), registration, field trip, testing, board presentations, NCCAP parent-student information nights, and recognition program.
- The Chair will be responsible for following through with related NCCAP advisories.

Meetings

The NCCAP Advisory meetings are held monthly at the Willow International Community College Center.

Communication

The chair will provide an agenda for each meeting, take notes and distribute notes to all concerned stakeholders.

Recommendations

Recommendations are forwarded to the Vice Chancellor's Cabinet.

Membership

Name	Area or Position	Term
Doris Griffin	Dean of Students – WI	Standing Member
Erica Johnson	Counselor – WI (Chair)	Standing Member
David Navarro	School Relations Specialist	Standing Member
Tom Mester	Interim Dean of Instruction - WI	Standing Member
Carol Shanahan	Counselor – Clovis North High School	Standing Member
	Principal – Clovis North High School	Standing Member
NCCAP Instructors	Always welcomed to attend & provide input	Standing Invitation
Deborah Ikeda	VP of Instruction & Student Serv – NC	Standing Invitation
Terry Kershaw	Vice Chancellor – NC	Standing Invitation

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#6 – <u>High School Partnerships</u> – support concurrent enrollment programs of high school students, coordinate Career Technical Education (CTE) programs between our feeder high schools, increase curriculum alignment between high schools and college center.

September 27, 2011

Scholarship Committee Operating Policies & Procedures 2011-2012

Purpose

The purpose of the Scholarship Committee is to review and recommend policies and procedures for the scholarships and awards available for North Centers' students. The committee reviews scholarship applications and recommends finalists as needed.

Operations

- The scholarship filing deadline will coincide with the Reedley College filing deadline, approximately May 1 of each year.
- Applications will be available to students beginning January 2nd.
- Scholarships will be advertised throughout the North Centers during the intake period, January 2 through April 15.
- In May, the committee will screen scholarship applications in accordance with criteria set by donors.
- The committee will rank all applicants and select finalists for each of the available scholarships.
- At their first meeting annually, the Scholarship Committee will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder.

Meetings

The chair will schedule meetings in mid May to review scholarship applications and recommend finalists.

Communication

- The chair will maintain records of committee recommendations.
- The chair will communicate with donors regarding finalist information in accordance with their instructions. (Some want the names of three candidates and they will make the final selection; others want to review all applications and select the finalists themselves.)
- The chair will notify all scholarship applicants of their status. The chair will notify all committee members and the RC Financial Aid Office regarding the names of the award finalists.

Recommendations

Recommendations are forwarded to the Vice Chancellor's Augmented Cabinet.

**Scholarship Committee
Membership**

Name	Area or Position	Term
Doris Griffin	Dean of Students – WI (Co-chair)	Standing Member
Monica Cuevas	Dean of Students – MC (Co-chair)	Standing Member
Candy Cannon	Financial Aid Manager – NC	Standing Member
Gloria Delacruz-Pulido	Counselor – WI	2 year (2013)
Maria Ensminger	Counselor – MC	2 year (2013)
Lynne Walke	Classified Rep – WI	2 year (2013)
David Richardson	Faculty Rep – MC	2 year (2013)
Melanie Sanwo	Faculty Rep – WI	2 year (2013)
Dede Mousseau	Faculty Rep – WI	2 year (2013)
Todd Kandarian	Faculty Rep – MC	2 year (2013)
Tina Luera	Faculty Rep – MC	2 year (2013)
Jennifer Gray	Faculty Rep – MC	2 year (2013)
Vanessa Sue	Student Rep – appointed by AGS	1 Year (2012)

(Above list includes two faculty (2 year term each) and one faculty from designated discipline, if applicable.)

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – <u>Communication</u> : Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#11 – <u>Student Success</u> : Implement the activities that will lead to an increase in the numbers of students obtaining a certificate and associate degree.
#12 – <u>Student Support Services</u> – continue to increase the student government and co-curricular activities at the North Centers.

<p style="text-align: center;">Speakers Forum Committee Operating Policies & Procedures 2011-2012</p>
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Purpose

The purpose of the Speakers Forum Committee is to recommend and plan for speakers for all events related to the campus mission of the college.

Meetings

Meeting will be scheduled the first Thursday of the month as needed

Decision Making

Consensus of a quorum of the committee membership is required to validate recommendations. A quorum will be a simple majority of the membership committee. Reaching consensus is the top priority as compared to voting.

Operations/Action Items

- Topics will be prioritized and the number of speakers will be determined.
- Prioritize when the speakers should present on topics.
- Cultural and Co-curricular speakers will be considered.
- Fiscal budgeting will be taken into consideration.
- At their first meeting annually, the CCC will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder.

Communication

An agenda will be provided at each meeting and minutes will be taken. Minutes of the meetings will be disseminated to all committee members. Committee members will communicate decisions with their respective constitute groups.

Recommendations

Recommendations from the committee are to be sent to the North Centers Vice Chancellor's Cabinet for review and approval.

Membership

Name	Area or Position	Term
Monica Cuevas	Dean of Students – MC	Standing Member
Doris Griffin	Dean of Students – WI	Standing Member
Jay Leech	Faculty Rep	Standing Member
Allisha Ross	College Center Assistant	Standing Member

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – <u>Communication</u> : Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#3 – <u>Diversity</u> – continue to increase the awareness, importance, and commitment to the recruitment and retention of a diverse workforce.
#12 – <u>Student Support Services</u> – continue to increase the student government and co-curricular activities at the North Centers.

August 17, 2011

Staff Development Committee

Operating Policies & Procedures 2011-2012

Purpose

To review and recommend requests for employee development and training.

Operations

Staff Development requests must be submitted by the first Thursday of each month to be reviewed at the third Thursday of each month meeting. Staff must submit all appropriate paperwork to their Dean for posting on the Staff Development Blackboard site by the first Thursday of the month. The Dean is responsible for sending out an email to the committee asking them to review the proposal. The committee member may vote yes or no on the proposal on the Blackboard discussion board. Once a proposal receives a majority of yes votes, the Dean will contact the staff person and forward paperwork for signatures. If an affirmative decision cannot be made, the committee will meet on the third Thursday of the month to discuss and review the proposal in person.

At their first meeting annually, the Staff Development Committee will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder. The Staff Development Committee will also review at their first annual meeting the North Centers' Strategic Plan and identify activities to be carried out to implement the plan, submitting those activities to the Vice President of Instruction & Student Services.

Meetings

Meetings will be scheduled the third Thursday of each month as needed.

Composition

VP Instruction and Student Services (Standing)
Four Faculty Representatives (one from each Division)
One Faculty Representative (appointed by the academic senate president)
Two Administrative Representatives (appointed by the VP)
One Classified Management Representative (appointed by VP)
One Classified Representative (appointed by the Classified Professionals)
One CSEA Representative (appointed by CSEA)

Recommendations

Recommendations are forwarded to the Vice Chancellor of the North Centers for approval.

Staff Development Committee Membership

Name	Area or Position	Term
Deborah Ikeda	VP Instruction & Student Services (Chair)	Standing Member
Doris Griffin	Administration – WI	2011-13
Jim Chin	Administration – MC	2011-13
Bob Gafford	CSEA Representative	2010-12
Lorrie Hopper	Classified Professionals Representative – WI	2011-13
Vacant	Classified Professionals Representative – MC	2011-13
Candy Cannon	Classified Management Representative	2011-13
John Cusaac	Faculty Rep – Business	2010-12
Ray Tjahjadi	Faculty Rep – Business	2011-13
Brad Millar	Faculty Rep – Humanities	2011-13
Dede Mousseau	Faculty Rep – Humanities	2011-13
Todd Kandarian	Faculty Rep – Math/Science/Engineering	2010-12
Becky Allen	Faculty Association Representative	2011-13
Monica Nolasco	Faculty Rep – Social Science/Counseling	2010-12
Gracie Spear	Counseling Rep – Social Science/Counseling	2010-12
Diane Schoenberg	Counseling Rep – Social Science/Counseling	2010-12

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – <u>Communication</u> : improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#11 – <u>Student Success</u> : implement the activities that will lead to an increase in the numbers of students obtaining a certificate and associate degree.
#13 – <u>Technology</u> : implement the Technology Plan including evaluation of technical support, equipment replacement, and training; Blackboard utilization; online student support services; and communications among the centers and colleges.

Student Success/Basic Skills Operating Policies & Procedures 2011-2012

Purpose

The Student Success Committee's goal is to increase student success across the curriculum by developing and implementing effective and sensible improvements to basic skills instruction and services across the campus. When necessary to achieve that goal, the Committee will recommend improvements to practices and procedures based on needs identified by analysis of institutional research.

Mission

The North Centers recognize that basic skills is not a designation for a set of classes in Math, Reading, and Writing; instead, basic skills is a cross-cultural issue that involves services and classes throughout the college. As such, the goals and objectives need to be clearly communicated across the institution, and all levels of support should be elicited. The North Centers are committed to a comprehensive and supportive basic skills program that integrates students into the larger college community and prepares them for success in transfer-level, certificate, and degree programs.

This will be accomplished through a multi-tiered approach addressing instruction, course and program structure(s), student support, and institutional design.

The areas of the committee's emphasis are as follows:

Instruction

- increase faculty awareness about Basic Skills through workshops, in-service opportunities, white papers publication and presentations by experts in the field
- recommend modifications to staff development policies to encourage Basic Skills-related Staff Development opportunities (District Level)

Course and Program Structures

- gather information on good practices in program design and college integration
- review and make recommendations regarding curriculum content, structure, and alignment in these areas (among Colleges and Centers)
- recommend methods for ensuring student competencies and prerequisite skills for movement through the sequences of courses
- assess student outcomes and integrate recommendations (close the loop)

Student Support Structures and Services

- gather information on best practices in providing support services to Basic Skills students
- develop basic study skills and critical thinking skills across the curriculum

Institutional Design

- review policies and practices related to meeting the needs of under-prepared community college students
- entry-level placement policies and procedures
- related academic and student development policies and procedures
- review strategic planning documents for Basic Skills integration opportunities

Composition

Committee members shall serve for two years. Committee membership shall consist of one representative (unless otherwise noted) from the following groups:

VP of I and SS	College Researcher
Academic Senate (6), <i>at least one counselor</i>	CSEA Representative
ASG	Dean of Instruction
Classified Senate	Dean of Student Services

This committee shall act as a steering committee for four ad-hoc committees each with four to five members, and each corresponding with a section of the RP Group's March 2007 report on Basic Skills. Each will include a member of the Instructional Administrator:

Organizational and

Administrative Practices

Monica Cuevas

Program Components

Doris Griffin

Staff Development

Tom Mester
(Interim)

Instructional Practices

Jim Chin

Meetings

Meetings are scheduled the 1st Wednesday of the month from 2:00 – 4:00 p.m. A meeting may be cancelled by the Chair(s) if there is no Student Success Committee business to consider.

Operations/Action Items

- A. The Student Success Committee created by this agreement is an advisory committee to the Vice Chancellor. The committee will develop a 5 year plan and update it annually. This committee will develop action plans, to include a prioritized spending plan for funds allocated to the committee.
- B. Recommendations and/or action plans from the Student Success Committee will be forwarded to the Vice Chancellor. The Vice Chancellor will review and forward to the College Center Council for information.
- C. The committee will recommend to the Vice Chancellor administrative practices, facilities needs, and institutional priorities consistent with identified Basic Skills needs.

D. The committee will make recommendations to the Vice Chancellor for strategic and long-range faculty and staff development planning as it relates to the needs of under-prepared community college students.

E. At their first meeting annually, the Student Success/Basic Skills Committee will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder. The Student Success/Basic Skills Committee will also review at their first annual meeting the North Centers' Strategic Plan and identify activities to be carried out to implement the plan, submitting those activities to the Vice President of Instruction & Student Services.

**Student Success/Basic Skills
Membership**

Name	Area or Position	Term
<u>Vacant</u>	Associated Student Government	2012
Evelyn Thieme	Classified Senate	2010-12
Michelle Johnson	College Researcher	Standing Member
Peggy Marks	CSEA	2010-12
Francine Underwood	Bus. Div. Faculty Rep appointed by Faculty Association	2011-13
Ann Brandon Jeff Burdick Norma Kaser	English/Reading Developmental instructor appointed by Division or Faculty Association	2011-13
Jim Esquivel	Math Developmental instructor appointed by Faculty Association	2010-12
Monica Nolasco	Social Science Rep appointed by Faculty Association	2008-10
Erica Johnson	Counselor Rep appointed by Faculty Association	2008-10
Gregory Ramirez	Faculty Rep appointed by Faculty Association	2009-11
Jim Chin	Dean of Instruction (WI & MC will rotate)	Rotate 2012
Doris Griffin	Dean of Students (WI & MC will rotate)	Rotate 2012
Deborah Ikeda	VP of Instruction & Student Services	Standing Member

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – <u>Communication</u> : Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#11 – <u>Student Success</u> : implement the activities that will lead to an increase in the numbers of students obtaining a certificate and associate degree.

Technology Advisory Committee Operating Policies & Procedures 2011-2012

Purpose

The purpose of the Technology Advisory Committee is to:

- develop, review, and update the North Centers Technology Plan
- identify technology needs across the campuses
- integrate with the district's strategic plan
- recommend technology direction to the Director of Technology, Vice Chancellor of the North Centers, and District Information Systems.

Operations

The committee chair will call meetings when the committee is needed to review and update the Technology Plan, no less than once a semester. Prior to the meeting, the committee chair will distribute an agenda to members via the district email system.

The meetings will be used to discuss current technology needs and to update the plan. The committee chair will take notes during the meetings. Following the meeting, the committee chair will update the plan based upon feedback in the meeting and distribute it electronically to committee members.

At their first meeting annually, the Technology Committee will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder. The Technology Committee will also review at their first annual meeting the North Centers' Strategic Plan and identify activities to be carried out to implement the plan, submitting those activities to the Vice President of Instruction & Student Services.

Meetings

Meetings will be scheduled by the Chair at least once a semester. Meetings will be held via Distance Learning in order to accommodate and limit travel for committee members.

Communication

The committee chair will distribute an agenda to members via district email prior to the meeting. Following the meeting, the committee chair will update the Technology Plan based upon meeting discussions and distribute it, as well as the minutes, electronically to committee members.

Recommendations

The updated Technology Plan is used to develop strategic plan objectives and identify resource allocations to support the plans.

Technology Advisory Committee Membership

Name	Area or Position	Term
Gary Sakaguchi	RC/NC Technology Coordinator (Chair)	Standing Member
Terry Kershaw	Vice Chancellor – NC	Standing Member
Deborah Ikeda	VP Instr & Student Services – NC	Standing Member
Jim Chin	Dean of Instruction – MC/OC	Standing Member
Tom Mester	Interim Dean of Instruction & Tech – WI	Standing Member
Monica Cuevas	Dean of Students – MC	Standing Member
Doris Griffin	Dean of Students – WI	Standing Member
Vikki Piper	Oakhurst Coordinator	Standing Member
William Bolin	Micro Computer Resource Tech – MC	Standing Member
Bob Gafford (CSEA)	Micro Computer Resource Tech – WI	Standing Member
Cynthia MacDonald	Librarian – NC	Standing Member
Lynn Samuelian	Director of DSP&S	Standing Member
John Cusaac	Business Rep – MC	Standing Member
Brent Nabors	Business Rep – WI	Standing Member
Francine Underwood	Business Rep – WI	Standing Member
Kirt King	Humanities Rep – WI	Standing Member
Steve Norton	Humanities Rep – MC	Standing Member
Loren Palsgaard	Humanities Rep – MC	Standing Member
Sheryl Young-Manning	Humanities Rep – MC	Standing Member
Jason Gardner	Math/Science/Engr. Rep – WI	Standing Member
Roger Hitchcock	Math/Science/Engr. Rep – WI	Standing Member
Tom Mester	Math/Science/Engr. Rep – WI	Standing Member
Joseph Libby	Soc. Sci./Counseling Rep – WI	Standing Member
Erica Johnson	Soc. Sci./Counseling Rep – WI	Standing Member
Reg Spittle	Soc. Sci./Counseling Rep – WI	Standing Member

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#2 – Communication: Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#8 – Planning: Align the North Centers Strategic Plan with the Educational Master Plan and SCCCD Strategic Plan, complete the NC Master Facilities/Staffing Plan, and improve access to planning documents and communications.
#13 – Technology: Implement the Technology Plan including evaluation of technical support, equipment replacement, and training; Blackboard utilization; online student support services; and communications among the centers and colleges.

<p style="text-align: center;">Willow International Accreditation Steering Committee Operating Policies & Procedures 2011-2012 (Draft)</p>

Purpose

The purpose of the Willow International Accreditation Steering Committee is

Meetings

Meetings will be scheduled every other Friday during the semester with the meeting being held at 2:00 p.m.

Decision Making

Consensus of a quorum of the committee membership is required to validate reports and recommendations. A quorum will be a simple majority of the membership of the committee. Reaching consensus is the top priority as compared to voting.

Operations/Action Items

The following action items will be addressed for the 2011-2012 academic period:

At their first meeting annually, the committee will review the North Centers' Mission Statement submitting changes to the CCC Recorder. The committee will also review at their first annual meeting the North Centers' Strategic Plan and identify activities to be carried out to implement the plan, submitting those activities to the Vice President of Instruction & Student Services.

Recommendations

Actions by the Willow International Accreditation Steering Committee are communicated to the College Center Council and the Vice Chancellor.

**Willow International Accreditation Steering Committee
Membership**

Name	Area or Position	Term
Deborah Ikeda	VP Instr & Student Serv – Co-Chair	Standing Member
Chris Graves	Math/Engr Instructor – Co-Chair	Standing Member
Terry Kershaw	Vice Chancellor, NC – Ex-Officio	Standing Member
Barbara Hioco	President, RC – Ex-Officio	Standing Member
Marilyn Behringer	VP Instruction, RC	Standing Member
Janell Mendoza	Assoc. College Business Mgr.	Standing Member
Michelle Johnson	Institutional Researcher	Standing Member
Tom Mester	Interim Dean of Instruction/Technology	Standing Member
Doris Griffin	Dean of Student Services	Standing Member
Gary Sakaguchi	Director of Technology	Standing Member
Candy Cannon	Financial Aid Manager	Standing Member
Lynn Samuelian	Physical Resources	Standing Member
Joe Libby	History Faculty	Standing Member
Kirtley King	Art Faculty	Standing Member
Jose Castaneda	Business Faculty	Standing Member
Cynthia Elliott	English Faculty	Standing Member
Roger Oraze	Adjunct Faculty	Standing Member
Brian Shamp	Classified Senate Rep – WI	Standing Member
Lynne Walke	CSEA Rep – WI	Standing Member
Ryan Anderson	ASB Student Rep	Standing Member
Tino Alanis	Student	Standing Member
Bill Turini	RC Academic Senate	Standing Member

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#1 – <u>Accreditation</u> : complete the self-study for candidacy and prepare for the October 17-20, 2011 visit by the visiting team towards the goal of receiving candidacy status for the Willow International Center. Complete the Needs Study for the COCCC during the spring 2012 semester.

September 27, 2011

Vice Chancellor's Cabinet Operating Policies & Procedures 2011-2012

Purpose

The purpose of the Vice Chancellor's Cabinet is to assess, discuss and make recommendations to the Vice Chancellor relative to the general management and oversight of the Willow International, Clovis, Madera, and Oakhurst Centers; along with the satellite site in Kerman. Examples of topics for discussion include collaborative planning and resource allocation processes, personnel, staffing, policies and procedures, curricula and instructional issues, program reviews, student services issues, safety, annual goals and objectives, and the assessment and implementation of on-going projects.

Meetings

Meetings are held weekly during the normal college semester, with summer meetings held when necessary. Distance learning audio-visual equipment is used to broadcast the meeting between the Willow International, Madera and Oakhurst Center sites so the respective administrators and coordinator can remain at their primary worksite during the meetings. Occasionally a special "workshop" is held (usually during the break between semesters) in which the cabinet members focus solely on planning and major project implementation.

Decision Making

Based upon advice from the cabinet members based upon collaboration and consensus, final decisions are made by the Vice Chancellor, who will forward his/her recommendation(s) to the Chancellor for consideration when appropriate (e.g., staffing priorities).

Operations/Action Items

As mentioned above, the major action items involve personnel and the overall management and operation of the North Centers as well as policies and procedures for the State Center Community College District.

At their first meeting annually, the Vice Chancellor's Cabinet will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder. The Vice Chancellor's Cabinet will also review at their first annual meeting the North Centers' Strategic Plan and identify activities to be carried out to implement the plan, submitting those activities to the Vice President of Instruction & Student Services.

Vice Chancellor's Cabinet Membership

Name	Area or Position	Term
Terry Kershaw	Vice Chancellor, North Centers	Standing Member
Deborah Ikeda	VP, Instruction & Student Services, NC	Standing Member
Janell Mendoza	Associate Business Manager, NC	Standing Member
Jim Chin	Dean of Instruction, MC, OC, & Kerman	Standing Member
Tom Mester, Interim	Dean of Instruction & Technology, WI	Standing Member
Monica Cuevas	Dean of Student Services, MC	Standing Member
Doris Griffin	Dean of Student Services, WI	Standing Member
Vikki Piper	Coordinator, Oakhurst Center	Standing Member
John Cummings	VP, Admissions, Records, & Institutional Research, SCCC	Standing Member

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#1 – <u>Accreditation</u> : Complete the Self Study for Candidacy and prepare for the October 17-20, 2011 visit by the visiting team towards the goal of receiving candidacy status for the Willow International Center. Complete the Needs Study for the COCCC during the spring 2012 semester.
#2 – <u>Communication</u> : Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#3 – <u>Diversity</u> : Continue to increase the awareness, importance, and commitment to the recruitment and retention of a diverse workforce.
#8 – <u>Planning</u> : Align the North Centers Strategic Plan with the Educational Master Plan and SCCC Strategic Plan, complete the NC Master Facilities/Staffing Plan, and improve access to planning documents and communications.

August 17, 2011

Vice Chancellor's Augmented Cabinet Operating Policies & Procedures 2011-2012

Purpose

The purpose of the Augmented Vice Chancellor's Cabinet is to maintain constant and effective communications and when appropriate, make recommendations to the Vice Chancellor regarding issues surrounding the general management and oversight of the Willow International, Clovis, Madera and Oakhurst Centers; along with the satellite site in Kerman. Membership in the Augmented Vice Chancellor's Cabinet include those individuals serving on the Vice Chancellor's Cabinet, along with managers with oversight responsibilities for associated operations including public relations, Disabled Student Programs and Services (DSPS), Financial Aid, Equal Opportunity Programs and Services (EOPS), and Informational Systems. The managers provide updates on their respective areas and discuss issues that need addressing. Examples of items typically discussed include: marketing and outreach activities, financial aid policies and activities, DSPS policies, EOPS activities, and technology/information system management.

Meetings

Meetings are held each month prior to the weekly Vice Chancellor's Cabinet meeting.

Decision Making

When appropriate, recommendations are made to the Vice Chancellor through a consensus process involving all members of the augmented cabinet. The decisions are then communicated to the respective individuals and groups via meetings or written/electronic memos.

Operations/Action Items

As mentioned above, major action items involve primarily communication regarding the management of the DSPS programs, public information office, financial aid, EOPS, and information systems and technology for the North Centers.

At their first meeting annually, the Vice Chancellor's Augmented Cabinet will review the North Centers' Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder. The Vice Chancellor's Augmented Cabinet will also review at their first annual meeting the North Centers' Strategic Plan and identify activities to be carried out to implement the plan, submitting those activities to the Vice President of Instruction & Student Services.

**Vice Chancellor's Augmented Cabinet
Membership**

Name	Area or Position	Term
Terry Kershaw	Vice Chancellor, North Centers	Standing Member
Deborah Ikeda	VP, Instruction & Student Services, NC	Standing Member
Janell Mendoza	Associate Business Manager, NC	Standing Member
Jim Chin	Dean of Instruction, MC, OC, Kerman	Standing Member
Tom Mester, Interim	Dean of Instruction & Technology, WI	Standing Member
Monica Cuevas	Dean of Student Services, MC	Standing Member
Doris Griffin	Dean of Student Services, WI	Standing Member
Vikki Piper	Coordinator, Oakhurst Center	Standing Member
Lynn Samuelian	Director, DSPS, WI	Standing Member
Candy Cannon	Financial Aid Manager, NC	Standing Member
Gary Sakaguchi	Director of Technology, RC and NC	Standing Member
Cris Monahan-Bremer	Director, Marketing & Communications, FCC and NC	Standing Member
John Cummings	VP, Admissions, Records, & Institutional Research, SCCC	Standing Member
Anastasia Klimek	Interim Director of EOPS, RC	Standing Member

North Centers 2011-2012 Strategic Plan Goals

NC Goal
#1 – <u>Accreditation</u> : Complete the Self Study for Candidacy and prepare for the October 17-20, 2011 visit by the visiting team towards the goal of receiving candidacy status for the Willow International Center. Complete the Needs Study for the COCCC during the spring 2012 semester.
#2 – <u>Communication</u> : Improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty.
#3 – <u>Diversity</u> : Continue to increase the awareness, importance, and commitment to the recruitment and retention of a diverse workforce.
#8 – <u>Planning</u> : Align the North Centers Strategic Plan with the Educational Master Plan and SCCC Strategic Plan, complete the NC Master Facilities/Staffing Plan, and improve access to planning documents and communications.

September 27, 2011

Section 4

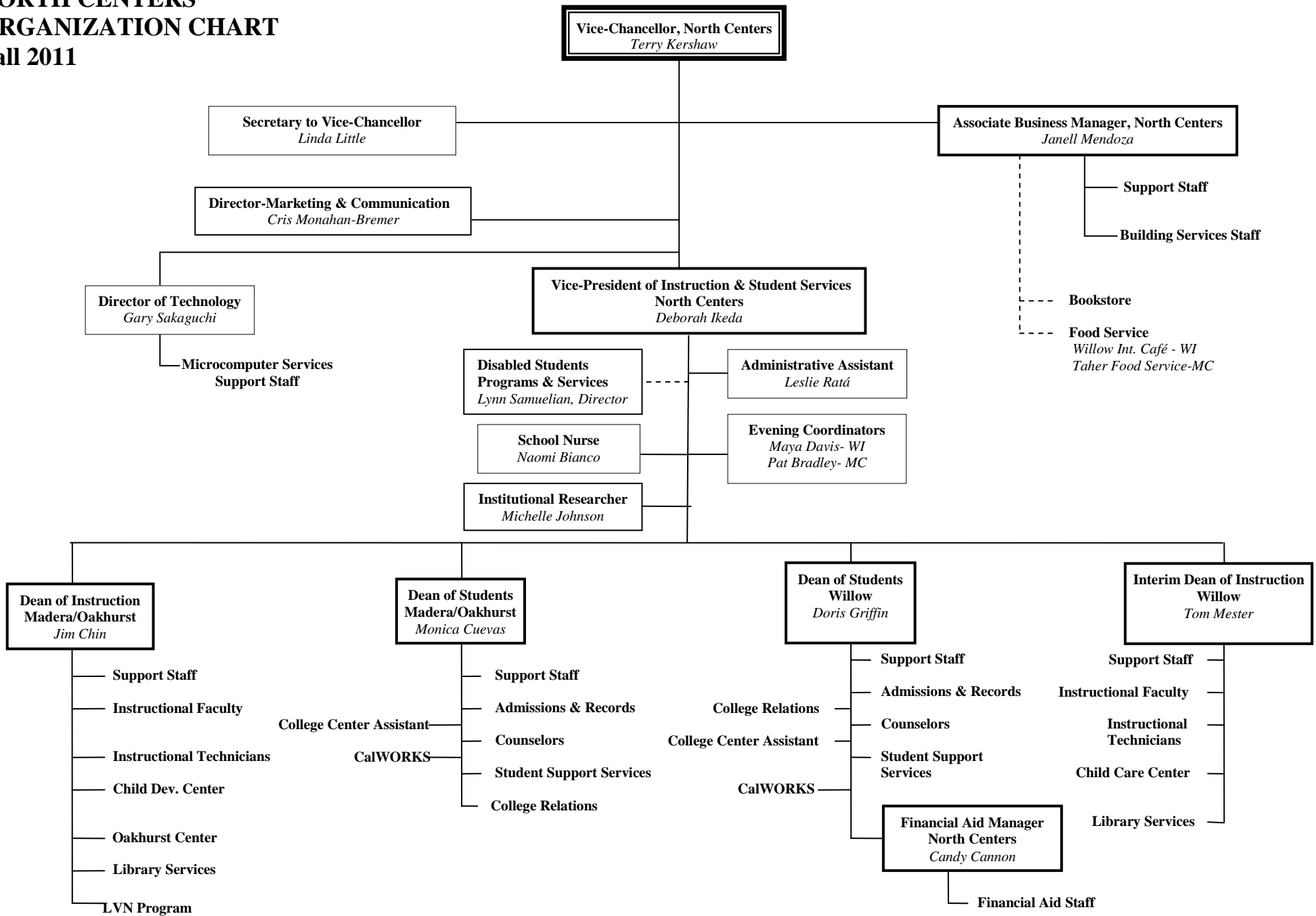
North Centers Organizational Structure

North Centers Organizational Chart

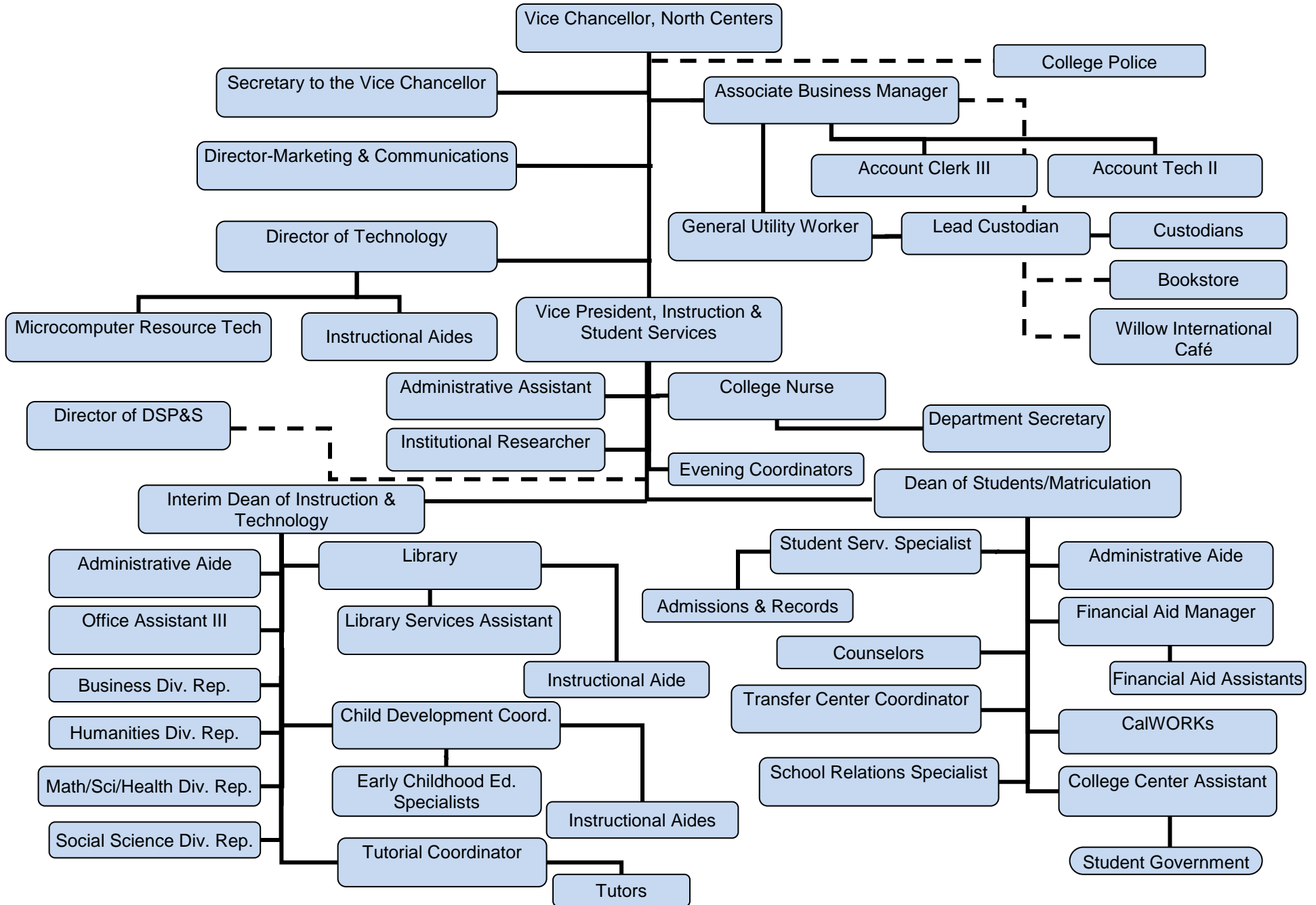
Willow International Center Organizational Chart

Madera Center Organizational Chart

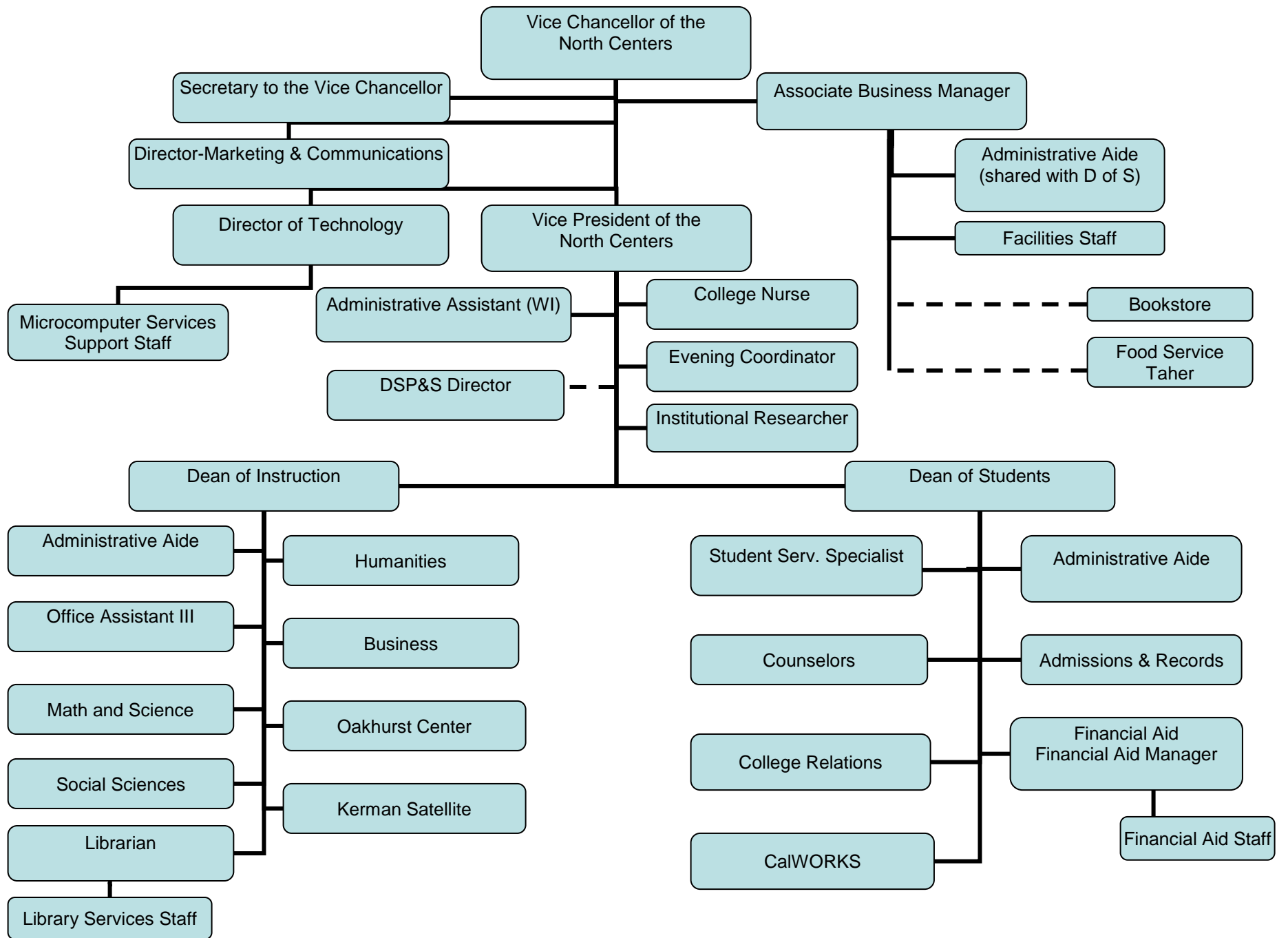
NORTH CENTERS ORGANIZATION CHART Fall 2011



Willow International Community College Center Organizational Chart



Organizational Chart – Madera Center – Fall 2011



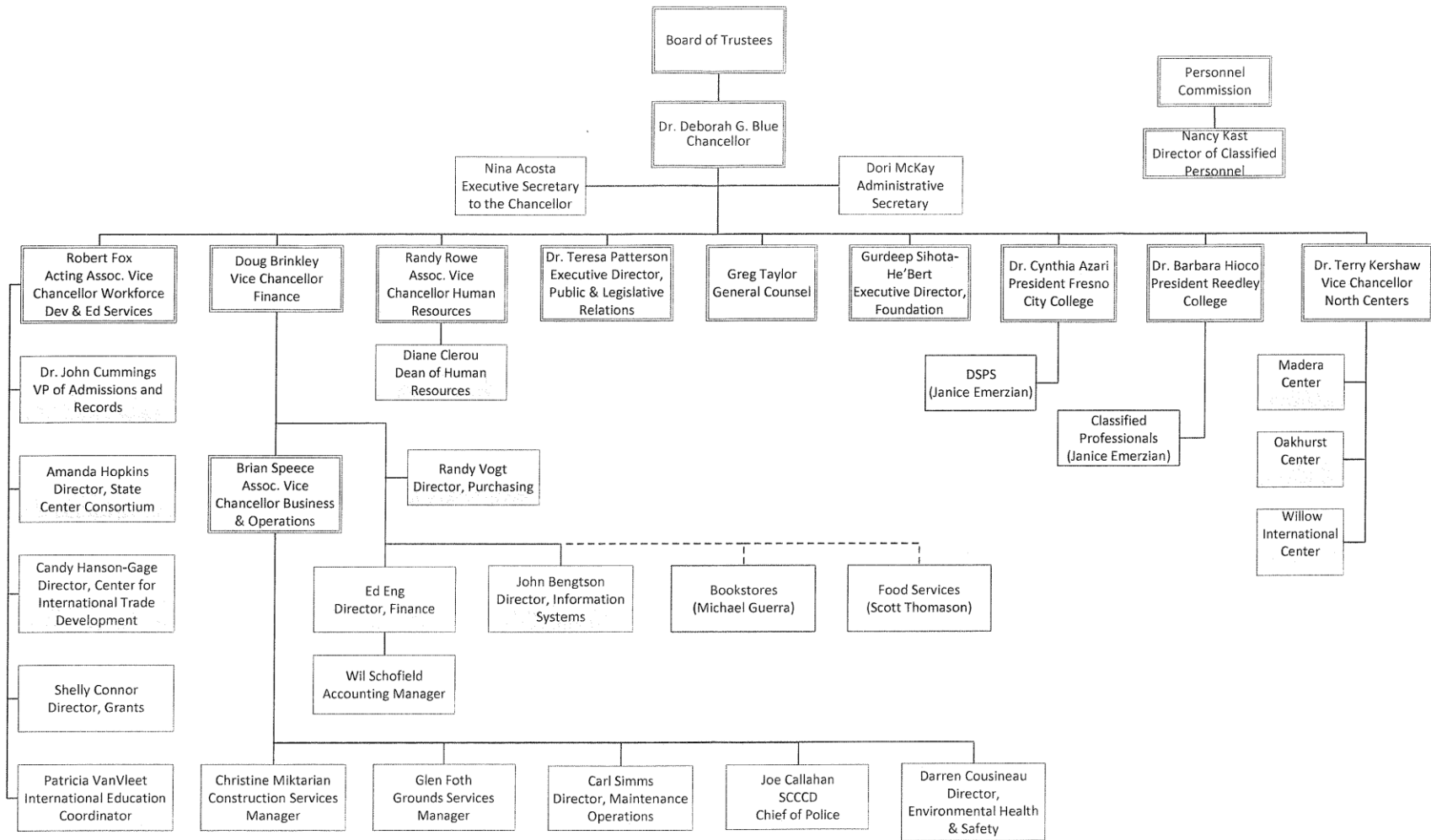
Section 5

District Information

SCCCD Organizational Chart



State Center Community College District



Section 6

Program Review

Handbook

Program Review & Student Learning Outcomes WASC Rubric

Cycle Three Timeline

Program Review Goals and Recommendations

Annual SLO Report Form

Annual Recommendations Form

Other

Reedley College Program Review Handbook for Cycle Three is posted on Blackboard under the RC Program Review section.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review
(See attached instructions on how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	<ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	<ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program review are integrated into institution- wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

(See attached instructions on how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	<ul style="list-style-type: none"> • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • Results of assessment are being used for improvement and further alignment of institution-wide practices. • There is widespread institutional dialogue about the results. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

JP;DB: cg 8/2007

Program Review Cycle Three timeline is posted on Blackboard under the RC Program Review section.

Program Review Goals & Recommendations forms are posted on Blackboard under the RC Program Review section.

Annual Student Learning Outcomes report forms are posted on Blackboard under the RC Program Review section.

Program Review Summary Sheet is posted on Blackboard under the RC Program Review section.

Section 7

Resource Allocation

Budget Process and Timelines

Action Plan Funding Request

Budget Orientation Information

Accounting and Budget Terms

Other

NORTH CENTERS
Budget Development Process
FY 11/12

The annual General Fund base budget, which is rolled forward each year, development cycle for the State Center Community College District-North Centers involves essentially five major components and processes. The processes are as follows:

1. Budget Development Calendar and Intra-District Allocations—District Office
2. Allocation Development Process—North Centers
3. College Center Council Committee, Strategic Plan, Educational Master Plan, Program Review, Student Learning Outcomes, Technology Plan and Vice Chancellor’s Cabinet consultation and recommendations
4. The North Centers Approval Process – goes through College Center Council, both operational and academic
5. The District Adoption Process-Board of Trustees

The Budget Development Calendar and Intra-District Allocations

The budget calendar is prepared by the District Office (DO), reviewed and approved by the Chancellor’s Cabinet, and distributed to the colleges and centers. It closely resembles the previous years’ timetable with dates adjusted to the current fiscal year calendar. The Intra-District college and center allocations are prepared by the District Office and distributed to the Presidents and Vice Presidents of Administration and Finance, and the Associate College Business Manager-North Centers.

The North Centers Allocation Development Process

The North Centers operational budget (XX0) development process is relatively stable with the prior years base budget brought forward with incremental adjustments for anticipated COLA, contractual salary adjustments, and any applicable and approved program changes, etc. except in years of atypical fiscal conditions (e.g. State, DO and/or College base budget adjustments, etc.).

College Center Council Committee, Strategic Plan, Educational Master Plan, Program Review , Student Learning Outcomes, Technology Plan, and Vice Chancellor’s Cabinet consultation and recommendations

- A. College Center Council Committee (CCC) and Vice Chancellor’s Cabinet are advised of the proposed State Budgets and any anticipated or forecast impacts on the district, colleges and centers.
- B. The CCC works with their constituents to identify budget need. Action plans are prepared and submitted to request funding from various sources (LT0/LT5, VATEA, etc). The CCC members participate in assigning priority to the Action Plan funding requests.
- C. Budget recommendations are made by the CCC, the College Deans, the Vice President and the NC’s Vice Chancellor.
- D. Budget managers may review previous year’s budgets and may re-allocate within their budget responsibility area. Requests for allocation adjustments that are outside of the established guidelines are submitted to the appropriate Deans. The Deans and Vice President review these proposals, prioritize and may submit to the next review level, the Vice Chancellor.

- E. The North Centers Collaborative Decision Making Model is used throughout the budget development process for evaluation, integrated planning, resource allocation, implementation, and re-evaluation and improvement.

The North Centers Approval Process

The Vice Chancellor establishes priorities for preliminary budget allocations taking into consideration the recommendations from the North Centers Strategic Plan, Program Review, Educational Master Plan, Student Learning Outcomes, Technology Plan and accreditation plan in addition to the recommendations from the CCC, and Vice Chancellor's Cabinet.

The Vice Chancellor may, at his/her discretion, elect to have specific budget proposals reviewed for comment and input by the CCC and or the Vice Chancellor's Cabinet

The District Adoption Process-Board of Trustees

The North Centers tentative budget is submitted to the District Vice Chancellor of Administration and Finance for review and comment.

The Vice Chancellor of Administration and Finance forwards the tentative budget to the Chancellor for review before submission to the Board of Trustees for final budget approval.

NORTH CENTERS

LOTTERY BUDGET DEVELOPMENT CALENDAR FOR FISCAL YEAR 2012-2013

<u>On or Before Due Date</u>	<u>Responsibility</u>	<u>Action Needed</u>
10/07/11	Requestor of Funding	Complete Action Plan and submit to College Business Manager- Sorts and Distributes to Deans and Division Reps
10/14/11	Division Representatives and Deans	Review of Action Plans for completeness and clarification of requests
11/01/11	Vice Chancellor Cabinet	Vice Chancellor cabinet reviews Action Plans for identification of all sources of funding pending CCC approval of Action Plan request
11/18/11	College Center Council	First review of Action Plan requests and related discussion
12/02/11	College Center Council	Final review and recommendation for funding of Action Plan requests to Vice Chancellor, North Centers
12/05/11	College Business Manager	Preparation of Lottery Budget-Packages begins for submission to District Vice Chancellor Administration and Finance, and
Chancellor		
TBD	District Vice Chancellor Administration and Finance	Review and submission to Board of Trustees and Chancellor for final approval

8/16/11
Action Plan Funding Request

Submit to College Business Manager by October 7, 2011

Proposed by:

1. Discipline/Program Submitting: [REDACTED]

Funding Year: 12/13

2. Action Plan Title: [REDACTED]

3. Resource allocation tied to planning:

Educational Master Plan ___ Strategic Plan ___ Enrollment Mgmt Plan ___ Technology Plan ___ Student Success Plan ___

Student Learning Outcomes _____ Accreditation Planning Agenda _____ Other _____

[REDACTED]

4. Program Review (Indicate how the action plan relates to Program Review recommendations if applicable:

WORK PLAN

Activities/Items	Resources Required to Implement	Costs	Person(s) Responsible	Timeline

Total Anticipated Costs: \$ [REDACTED]

5. Organizational areas possibly impacted by project (check all that apply):

Facilities ___ Technology ___ Student Services ___ Instructional Equipment ___ Instructional Supplies/Materials (Less than \$200 per item) ___
Library ___ Staff Development ___ Other ___

Office Use Only:

Date Business Manager Received: _____ Date Dean Received: _____ Date of College Council Review: _____
Amount Allocated: _____ Funding Source: _____

NORTH CENTERS ACTION PLAN FUNDING REQUEST PROCESS FISCAL YEAR 2012-2013

This Packet Contains:

- I. 2012-2013 Funding Areas & Sources
- II. Instructions for Completing a 2012-2013 Action Plan Funding Request and accessing the Action Plan Funding Request from North Centers website
- III. 2011-2012 North Centers Planning Matrix
- IV. Accreditation Planning Agenda's-Willow International Institutional Self Study Report
- V. 2012-2013 Action Plan Funding Request Template
- VI. 2012-2013 Action Plan Funding Request Sample

I. 2012-2013 FUNDING AREAS AND SOURCES

Lottery Allocation (Lottery Decision Package funding for FY 2011-12 -\$570,780)

Lottery funds can be used for the following purposes:

- Instructional Supplies-Consumables for student use. Restriction of less than \$200 per item
- Outreach, School Relations, Enrollment Management
- Technology-software license agreements, non- instructional computer equipment
- Staff Development
- Instructional Software/Equipment
- Cultural Events and Student Activities
- Non Instructional Operation Supplies/Equipment/Facilities Projects

Perkins (VTEA)

Perkins funds are restricted to Career Technical Education Programs (CTE). Please see Dr. Chin or Dr. Mester for the Perkins spending plan.

II. INSTRUCTIONS FOR COMPLETING AN ACTION PLAN FUNDING REQUEST:

All members of the campus community are invited to submit a request for funding. The Action Plan Funding Request will be emailed to all staff. The plan is also available in the Faculty Handbook and on the North Centers website www.northcenters.com by clicking “Faculty and Staff” → “Planning and Resource Allocation” → “Action Plan Funding Request.” Open the form and save to your WORD documents. Current North Center plans are also available on this link.

Instructions for completing Action Plan Funding Request:

- 1) Complete name of Person/Discipline/Program submitting proposal
- 2) Identify the Action Plan title
- 3) List the 2011-12 College plan(s) that ties directly to the funding request and describe the connection
- 4) Indicate how the funding request relates to Program Review recommendations if appropriate
- 5) Detail the Work Plan and specific activities/items that will be funded
- 6) Grand total of anticipated costs
- 7) Identify Organizational areas that will be impacted by project
- 8) Submit electronic version or hard copy of the Action Plan Funding Request to College Business Office-Janell Mendoza.

All Action Plan Funding Requests will be reviewed by Division Representatives, Vice Chancellor Cabinet, and College Center Council. Final recommendations will be forwarded to North Center’s Vice Chancellor.

Notification of funding allocations awarded to the Action Plan Funding Requests will be emailed to all North Center’s staff after State Center Community College District Trustee approval.

III. NORTH CENTERS 2011-2012 INTEGRATED PLANNING MATRIX

Strategic Plan Goals	Educational Master Plan	2010-11 Strategic Plan Goals	Accreditation Planning Agendas	SCCCD 2011 Strategic Plan
1. <u>Accreditation</u> – complete the Self Study for Candidacy and prepare for the October 17-20, 2011 visit by the visiting team towards the goal of receiving candidacy status for the Willow International Center. Complete the Needs Study for the COCCC during the spring 2012 semester.	1. Expedite approval for Clovis Community College	Goal #1: College status for Willow International Center	II.A. Curriculum Committee II.B. College Catalog IV. New college committees, Academic Senate, Classified Senate	4. Ongoing planning process
2. <u>Communication</u> – improve communications throughout the centers in terms of institutional research data, allocation of resources, improvements for institutional effectiveness, student learning, budget access, and institutional planning. Implement a faculty orientation process for new full time faculty	8. Provide training for faculty and staff	Goal #2: Manage resources Goal #5: Student Services Goal #7: Continuous quality improvement	I. Improve communications III.A Faculty Orientation IV. Increase knowledge of operational functions	3. Workforce readiness and communication
3. <u>Diversity</u> – continue to increase the awareness, importance, and commitment to the recruitment and retention of a diverse workforce.	8. Provide training for faculty and staff	Goal #2: Manage resources	III.A. Increase diversity of applicant pools	5. Increase diversity of the District workforce
4. <u>Fiscal Oversight</u> – plan for the implementation of the district's resource allocation model which addresses the North Centers' budget in a responsible and timely manner.	10.District wide budget process	Goal #2: Manage resources	III.D. Training on budgeting process	5. Continue to be fiscally solvent
5. <u>Grants</u> – receive external funding through grants in order to develop new programs and expand services for the North Centers' students.		Goal #4: External funding		5. Increase external funding
6. <u>High School Partnerships</u> – support concurrent enrollment programs of high school students, coordinate Career Technical Education (CTE) programs between our feeder high schools, increase curriculum alignment between high schools and college center.	5. Identify signature programs	Goal #9: Partnerships		3. Expand current partnerships
7. <u>Library</u> – evaluate the effectiveness of library services.		Goal #5: Student Services	II.C. Increase collection & develop collection policy	4. Demonstrate that programs and services meet needs of students
8. <u>Planning</u> – align the North Centers Strategic Plan with the Educational Master Plan and SCCCDC Strategic Plan, complete the NC Master Facilities/Staffing Plan, and improve access to planning documents and communications.	3. Green facilities 5. Signature Programs 6. Curriculum review 7. OC programs 11. Future facilities	Goal #2: Manage resources Goal #3: Future programs and facilities	I. Improve ability to access data, expand office of institutional research, improve communications	4. System Effectiveness- Planning and Assessment
9. <u>Program Review</u> – continue to work with all constituents in maintaining the program review process at the Institutional Effectiveness, "Sustainable Continuous Quality Improvement" level as outlined by the ACCJC.	5. Signature Programs 6. Curriculum review	Goal #7: Continuous quality improvement	II.A. Student Learning and Program Learning Outcome development	2. Evaluation & assessment of the teaching process and learning outcomes
10. <u>Student Learning Outcomes</u> – work with the Reedley College and North Centers' faculty, staff, and administration in moving the SLOs progress from the current Institutional Effectiveness "Proficiency" level to the "Sustainable Continuous Quality Improvement" level.	4. Articulation Process 6. Curriculum review	Goal #7: Continuous quality improvement	I. SLO dialogue improvement II. A. Timeline for increased development	2. support teachers and students in the achievement of goals
11. <u>Student Success</u> – implement the activities that will lead to an increase in the numbers of students obtaining a certificate and associate degree.	4. Articulation Process 9. Standardized assessment process	Goal #2: Manage resources Goal #4: External funding Goal #5: Student Services Goal #6: Student success		2. Increase persistence rates, achievement rates and course completion rates
12. <u>Student Support Services</u> – continue to increase the student government and co-curricular activities at the North Centers.		Goal #5: Student Services		1. Improve student support services
13. <u>Technology</u> – implement the Technology Plan including evaluation of	8. Staff development	Goal #2: Manage	III. A. Increase technical	4. Enhance educational

technical support, equipment replacement, and training; Blackboard utilization; online student support services; and communications among the centers and colleges.	training opportunities	resources Goal #8: Technology	support, plan for replacement of technology	processes and operations through technology
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IV. WILLOW INTERNATIONAL ACCREDITATION PLANNING AGENDAS

Planning Agenda's are available in the Institutional Self Study Report in Support of Application for Candidacy-"Abstract" Tab

Standard I: Institutional Mission and Effectiveness:-Improving Institutional Effectiveness-Abstract-Page 29, 30

IB.1-The Student Learning Outcomes Coordinator and Student Learning Outcomes Assessment Committee will be responsible to maintain ongoing dialogue about continuous improvement of student learning.

IB.2-The Center will improve communication on funding request processes through the development of a guide.

IB.3-The center will explore ways to expand the Office of Institutional Research services in order to keep up with the need to document assessment results and continue to use the analysis of data as the driving force behind the dialogue and integrated planning efforts of the Center.

Standard IIA: Student Learning Programs and Services-Instructional Programs-Abstract-Page 30

IIA.1-All departments will achieve a proficiency level in the use of SLOs by the Fall 2012 semester.

Standard IIB: Student Learning Programs and Services-Student Support Services-Abstract-Page 31

IIB.1-Develop a college catalog for the new Clovis Community College.

IIB.2-The proposed staffing plan will be followed to provide additional student services support once the Willow International Center becomes Clovis Community College.

IIB.3-Increase awareness of the Willow International Center's Health Services.

Standard IIC: Student Learning Programs and Services-Library and Learning Support Services-Abstract-Page 31

IIC.1-The library will work with the administration to support the growth of the library and increase the collection as we move towards college status and additional revenue becomes available.

IIC.2-A collection development policy specific to Willow International Center will be developed in preparation for college status.

IIC.3-The proposed staffing plan will be followed to provide additional library support once Willow International becomes Clovis Community College.

WILLOW INTERNATIONAL ACCREDITATION PLANNING AGENDAS (CON'T)

Standard IIIA: Human Resources-Abstract-Page 32

IIIA.1-Once Willow International Center is accredited as Clovis Community College and additional funding becomes available, the staffing plan will be utilized to identify positions that need to be filled.

IIIA.2-Increase the awareness, importance, and commitment to the recruitment and retention of a diverse workforce.

IIIA.3-The Willow International Center, in cooperation with Reedley College and Fresno City College, will develop a Classified Employee Handbook.

IIIA.4-Increase staff development opportunities and develop and implement a new full-time employee orientation process.

Standard IIIB: Physical Resources

None

Standard IIIC: Technology Resources-Abstract-Page 33

IIIC.1-The proposed Future Staffing Plan will be followed to provide additional technology support staff once Willow International becomes Clovis Community College.

IIIC.2-Implement the Technology Plan objective to develop a system to provide faculty and staff with appropriate technology training.

IIIC.3-Implement the Technology Plan objectives to ensure a reliable environment for the network and classroom and address the computer hardware, software, networking and peripheral needs of the campus.

Standard IIID: Financial Resources-Abstract-Page 34

IIID.1-The district will assess and revise its current resource allocation practices to ensure that resources are adequately distributed to support the effective operations of the colleges and centers.

IIID.2-Improve communication of the results of the Action Plan Funding Request process.

IIID.3-Provide training for deans and support staff, which is also open to general center population, in order to enhance understanding of budgeting process and how to access and interpret budget information.

IIID.4-While financial information is readily available, it has been determined that more training is necessary to facilitate access and understanding of financial information. This training would be targeted for budget managers and support staff but would also be open to the general center population.

WILLOW INTERNATIONAL ACCREDITATION PLANNING AGENDAS (CON'T)

Standard IV: Leadership and Governance-Decision Making Roles and Processes-Abstract-Page 35

IVA.1-The College Center Council should determine which new college committees will be needed upon receiving initial college accreditation status and have operating agreements in place for implementation once college status is accomplished.

IVA.2-Once candidacy has been approved, the Faculty Association leadership will draft a College Academic Senate Constitution and By-Laws, an operating agreement for a College Academic Senate Curriculum Committee, and operating agreements for any other College Academic Senate Standing Committees. The North Centers Faculty Association Executive Committee has established a timeline and framework for the transition from Faculty Association to Academic Senate.

IVA.3-The Classified Senate will develop a Constitution and By-Laws and operating agreements once initial accreditation status is given.

Standard IV: Leadership and Governance-Board and Administrative Organization-Abstract-Page 35

IVB.1-The district, in consultation with all its constituent groups, will review and revise, as appropriate, its resource allocation model to ensure that the educational facilities throughout the district have the resources necessary to support their programs.

IVB.2-The district will assess and revise its current resource allocation practices to ensure that resources are adequately distributed to support the effective operations of the colleges and centers.

V. ACTION PLAN FUNDING REQUEST TEMPLATE

Action Plan Funding Request

Submit to College Business Manager-Janell Mendoza October 7, 2011

Proposed by:

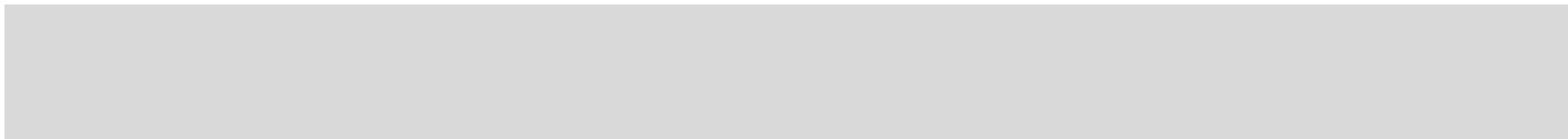
1. Discipline/Program Submitting:

Funding Year: **2012-2013**

2. Action Plan Title:

3. Resource allocation tied to planning:

Educational Master Plan ___ Strategic Plan ___ Enrollment Mgmt Plan ___ Technology Plan ___ Student Success Plan ___ Student Learning Outcomes _____ Accreditation Planning Agenda _____ Other _____



4. Program Review (Indicate how the action plan relates to Program Review recommendations if applicable):

WORK PLAN:Activities/Items	Resources Required to Implement	Costs	Person(s) Responsible	Timeline

Total Anticipated Costs: \$

5. Organizational areas possibly impacted by project (check all that apply):

Facilities ___ Technology ___ Student Services ___ Instructional Equipment ___ Instructional Supplies/Materials (less than \$200 per item) ___
 Staff Development ___ Library ___ Other (List) ___

Office Use Only:

Date that Division Representative Received: _____ Date Dean Received: _____ Date of College Council Review: _____

Amount Allocated: _____ Funding Source: _____

VI. ACTION PLAN FUNDING REQUEST SAMPLE DOCUMENT

Action Plan Funding Request

Submit to College Business Manager-Janell Mendoza October 7, 2011

Proposed by:

1. Discipline/Program Submitting: Instruction: PE and Health- WI Funding Year: 2012-2013

2. Action Plan Title: Annual Supplies to operate the PE/Health program

3. Resource allocation tied to planning:

Educational Master Plan Strategic Plan #2 Enrollment Mgmt. Plan Technology Plan Student Success Plan Student Learning Outcomes XX Accreditation Planning Agenda _____ Other: _____

SLO: Health 1- 1) Assess and analyze one's own personal wellness to be able to integrate positive health changes in lifestyle . SLO PE 19-Assessment of Body Mass Index (pre/post)
STRATEGIC PLAN: Theme #2 Excellence in teaching and learning. Goal 2.4 Insure adequate resources to implement programs and services

4. Program Review (Indicate how the action plan relates to Program Review recommendations if applicable: Instructional Program Review identified the need for equipment and supplies for the physical education and health programs.

WORK PLAN:Activities/Items	Resources Required to Implement	Costs	Person(s) Responsible:	Timeline July 1, 2012
PE 15 PE 18 Health 1-purchase 10 fat analyzers and 20 tape measures.	Teaching facilities	\$ 500	Becky Allen	
PE and Dance classes-Fitness Center-itunes card	Fitness Center and dance room	\$ 100	Becky Allen	July 1, 2012

Total Anticipated Costs: \$ 600

5. Organizational areas possibly impacted by project (check all that apply):

Facilities Technology Student Services Instructional Equipment Instructional Supplies/Materials (less than \$200 per item) XX
Staff Development Library Other (List)

Office Use Only:

Date that Division Representative Received: _____ Date Dean Received: _____ Date of College Council Review: _____

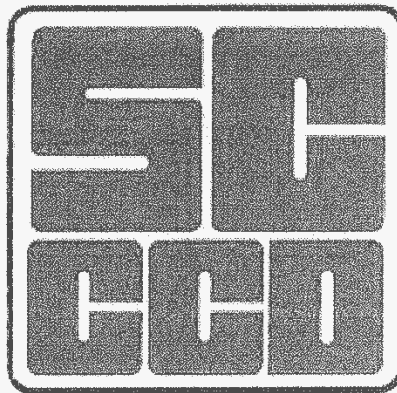
Amount Allocated: _____ Funding Source: _____

Purchasing Pointers



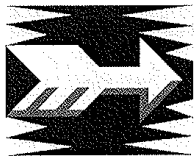
Purchasing "How to" Handbook for

State Center Community College District



BEING KNOWLEDGEABLE AND UNDERSTANDING OF THE DISTRICT PURCHASING POLICIES AND PROCEDURES CAN BE CHALLENGING. WE HAVE PROVIDED THE PURCHASING "HOW TO" HANDBOOK TO ADMINISTRATORS, FACULTY AND STAFF, AS ONE WAY TO MEET THIS CHALLENGE.

This "How-To" Handbook serves as a quick reference to the staff members responsible for submitting requests for purchases. More detailed guidelines are found in the District's Purchasing Policies and Procedures Manual. The handbook also contains questions most frequently asked regarding purchasing of equipment, goods and services.

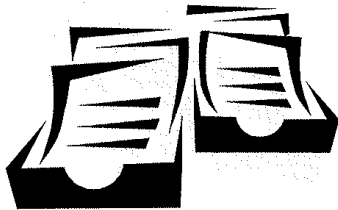
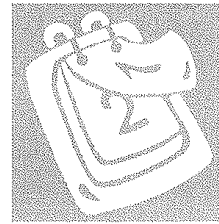


The District follows the procedures set forth by the Board of Trustees, the California Public Contract Code, the California Education Code and other applicable laws of the State of California.

The District's Purchasing and Accounts Payable activities must pass State audits and other required reviews and therefore must be conducted in an efficient and professional businesslike manner at all times.

First and foremost – Plan ahead!!

Initiate requisitions for new orders at least **45 days** prior to the desired delivery date. Purchasing is here to both help and serve you. It can be easier if we work with each other and follow the rules. As you are aware, there are rules and regulations which govern how we purchase. Yes, it does add lag time. But as SCCCD employees, we are all obligated to abide by them and work within the system. Learn the system and respond accordingly.



All about quotes . . .

Whenever practical, competitive quotations from vendors handling the same or similar products will be secured. The Purchasing department may, at its discretion, choose to bid any item.

Individual departments may receive price quotes on the items they intend to purchase. However, the price quotes may not be usable at the time of purchase due to time lapse, quantity changes or incomplete information. If quotes are received, please include a copy with the requisition along with the name and contact info of who provided the quote.

Supplies & Equipment

\$1 – 1,000 : Quotations may or may not be solicited

\$1,001 – 5,001 : Purchasing will attempt to obtain at least (3) three quotations either in writing or telephone

\$5,001 – 68,999 : Purchasing will attempt to solicit (3) three competitive written quotations

\$69,000 and over : the formal bidding procedure must be implemented



Filling out a requisition

(items to remember)

It is important to check the requisition for completeness:

- all the necessary signatures and approvals have been received
- all needed documentation to process the order
- **PLEASE INCLUDE THE VENDOR NUMBER**

SAMPLE REQUISITIONS . . .

REQUISITION				State Center Community College District	
ISSUE	ISSUES	REQUESTED BY	BUDDGET	DATE	REQUISITION DATE
12000	172450	Christy Buck	44711		
REQUISITION	APPROVED BUDGET MANAGER				
11.10.053000MS30-XXX		Marilyn Vogt		6/25/04	
8206450V-0004					
Dealer Base for Business			170 Technology Drive, Malvern PA 19355		
QTY	UNIT	DESCRIPTION	PRICE	TAX	TOTAL
1	YR	ONE-YEAR SUBSCRIPTION TO BETTER BUSINESS COMING FORMAT, BOTH PRINT AND ELECTRONIC CUSTOMER #60806 - 10 UPDATES	199.99		199.99
PAY IN ADVANCE					
PLEASE SEND TO:					
RANDALL VOGT STATE CENTER COM. COLLEGE DISTRICT 1525 E. WELDON AVE. PUEBLO, CO 81004					
PERSONAL INSTRUCTIONS			SALES TAX	NO TAX	
			TOTAL	\$ 199.99	

Note
Send only the original to the Business Office.
Retain yellow and pink copies at your office.

PAY IN ADVANCE

Requisitions that must be paid in advance should indicate “PAY IN ADVANCE”. Please attach the backup information, indicating the dollar amount, for all subscriptions, memberships and events.

Information for subscription orders must include: “Please send to: (person’s name & campus address).”

For registration and lodging, please submit proper backup including approved travel and conference forms for all employees. Lodging backup must include confirmation number and hotel tax % (if tax waiver not accepted).

SAMPLE REQUISITIONS (CONT.) . . .

BLANKET PURCHASE ORDERS

Information to include: effective period of time (not exceeding one fiscal year), maximum dollar amount per item, individuals authorized to purchase, and types of goods/services needed. First sample to the right.

REQUISITION			
State Center Community College District			
FORM NO. 11-10-05/05/04/02/03/01	PURCHASE ORDER NO. 04238	REQUISITION NO. 14729	ISSUE DATE 7/1/04
APPROVED BY: ROBERT W. BROWN		APPROVED BY: ROBERT W. BROWN	
ALERT-D-LEAD P.O. BOX 12224 BISSON, CA 93713			
ITEM	DESCRIPTION	PRICE	QUANTITY
1	BLANKET PURCHASE ORDER FOR THE PERIOD OF JULY 1, 2004 THROUGH JUNE 30, 2005 FOR ANNUAL SUPPLIES, TOOLS, TAPE, STAPLES, FABRICATED LIMIT PER INVOICE: \$100 AUTHORIZED TO PURCHASE: J. AMERICA, R. BISHOP G. BETH, D. BISHOP A. HANDEL, R. ESTABROOK J. LINDSEY, M. STEINBERG J. LEANOR, T. GONZALEZ R. RANSKIN, M. GONZALEZ	1509.00	1
TOTAL		1509.00	1
TOTAL		1509.00	1

Note
Send only the original to the Business Office.
Retain yellow and pink copies at your office.

REQUISITION			
State Center Community College District			
FORM NO. 11-10-05/05/04/02/03/01	PURCHASE ORDER NO. 04238	REQUISITION NO. 14715	ISSUE DATE 6/29/04
APPROVED BY: ROBERT W. BROWN		APPROVED BY: ROBERT W. BROWN	
ALERT-D-LEAD P.O. BOX 12224 BISSON, CA 93713			
ITEM	DESCRIPTION	PRICE	QUANTITY
1	BLANKET PURCHASE ORDER 7/1/04 - 6/30/05 FOR MINOLTA 1651, INCLUDES LARGE CAPACITY TRAY 26 MONTH COST PER COPY 0149 WITH NO MINIMUM AND WITH TWO OPERATIONAL OPTIONS TO RENT FOR 100 4000-22 **S/N 31010613** **ID 427532** MACHINE LOCATION: DISTRICT BUSINESS OFFICE AUTHORIZED TO PURCHASE: R. VOGT C. WICK D. WELLS S. HERNANDEZ-GARZA H. HELMER	2,500	1
TOTAL		2,500	1
TOTAL		2,500	1

Note
Send only the original to the Business Office.
Retain yellow and pink copies at your office.

On maintenance/lease agreement requisition, please include the serial number(s) and location of equipment. Sample to the left.

****EQUIPMENT MAY NOT BE PURCHASED ON A BLANKET PURCHASE ORDER****

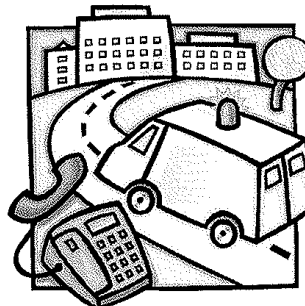
SAMPLE REQUISITIONS (CONT.) . . .

EMERGENCY PURCHASE ORDERS

Emergencies do arise and emergency purchase orders are available. Please note: failure to plan ahead is not a justification for an emergency or a confirming order.

If a true emergency exists, Purchasing will assign a purchase order number. This number should be placed in the bottom left corner. Also, within the body of the requisition please include the statement "CONFIRMING: DO NOT DUPLICATE". If you have already received the items, ALWAYS indicate "CONFIRMED AND RECEIVED".

The requisitions **must be forwarded to Purchasing one week after placing the order**



Emergency purchase order numbers **will not** be given out for blanket purchase orders or any orders over \$1000.

OTHER MISCELLANEOUS INFO . . .

- If items are to be picked up, please indicate this on the requisition. The white copy (vendor copy) of the purchase order will be sent to you, so you may take it to the vendor.
- Requisitions with split budgets must indicate the percentage charged to each budget (totaling 100%) or a quantity per line. Do not indicate only dollar amounts when there is more than one line item.
- The quoting process may change the vendor on your requisition. Purchasing will change the vendor on a requisition when a quote has been obtained is the same or equivalent product at a savings to the District.
- **Please do not give a vendor an order without an authorized purchase order number. Unauthorized purchases are not allowed.**

Accounting and Budget Terms

Academic Employee: A District employee who is required to meet minimum academic standards as a condition of employment. Also referred to as Certificated employee.

Account Code: A sequence of numbers and/or letters assigned to ledger accounts for ease of reference.

Accounting: The process of identifying, measuring, and communicating financial information to permit informed judgments and decisions by users of the information.

Accounts Payable: Amounts due and owed to private persons, business firms, governmental units, or others for goods received and services rendered prior to the end of the fiscal year. Includes amounts billed but not paid.

Accounts Receivable: Amounts due and owed to District from private persons, business firms, governmental units, or others for goods received and services provided by the District prior to the end of the fiscal year. Includes amounts invoiced but not received.

Accrual Basis: The basis of accounting under which transactions are recognized when they occur, regardless of the timing of related cash flows. That is, income is recorded when earned, even though not collected, and expenses are recorded when a liability is incurred, even though not paid. This contrasts with the Cash Basis.

Actuarial Basis: The basis used in computing the amount of contributions to be made periodically to a fund or account so that the total contributions, plus the compounded earnings, will equal the required payments to be made out of the fund. Factors include length of time over which contributions are held and rate of return on that contribution over its life (i.e., pension trust funds [retirement system] would use actuarial data.

Administrator: For the purpose of EC Sec. 834362, administrator means any employee in a position having significant responsibilities for formulating district policies or administering district programs.

Allocation: The distribution or division of resources according to a predetermined plan.

Apportionment: Allocation of state or federal aid, district taxes, or other monies among community college districts or other governmental units.

Appropriation: Funds set aside or budgeted by the state or local school districts for a specific time period and specific purpose.

Assets: Anything owned that has value – tangible or intangible.

Audit: An examination of records and accounts for the purpose of (1) determining the propriety of transactions; (2) ascertaining whether all transactions are recorded properly; and (3) determining whether statements drawn from accounts reflect an accurate picture of financial operations and financial status.

Balance Sheet: A basic financial statement that shows assets, liabilities, and fund balance by fund of an entity as of a specific date.

BFAP (Board Financial Assistance Program): A categorical allowance to assist with the administration of financial aid programs.

Block Grant: A state-funded “one-time” budget allocation with specific expenditure guidelines restricted for instructional equipment, technology, library materials, and scheduled maintenance. “One-time” means the funding level is determined annually and is not part of the budget funding base.

Bond: A written promise to pay a specified sum of money (called the face value) at a fixed time in the future (date of maturity) and specified interest at a fixed rate (usually payable periodically).

Budget: A plan of financial operation consisting of an estimate of proposed revenue and expenditures for a given period and purpose. The term usually indicates a financial plan for a single fiscal year.

Budget Assumptions: A summary of the major revenue and expenditure variables affecting the adopted budget.

Budget Document: The instrument used by the budget-making authority to present a comprehensive financial program. It includes a balanced statement of revenues and expenditures, as well as other exhibits to report (1) the financial condition of the several funds of the District at the end of the preceding, completed fiscal period; (2) the estimated condition of the funds at the end of the fiscal period in progress; and (3) the estimated condition of the funds at the close of the ensuing fiscal period based on the financial proposals contained in the budget document. (For California community colleges this is the CCFS-311.)

CalWORKs (California Work Opportunities and Responsibilities to Kids): State funded program to meet federal welfare reform guidelines effective January 1998.

Capital Outlay: The acquisition of fixed assets or additions to fixed assets; including land, buildings, improvements of grounds, construction of buildings, additions or remodeling of buildings, or equipment.

C.A.R.E. (Cooperative Agency Resources for Education): Grant program available for eligible students through financial aid package.

Carry-Over: Unspent budget allocations from one year that are reallocated to budgets in the subsequent year.

Cash Basis: Method of accounting in which income and expenditures are recorded only when cash is actually received or disbursed.

Categorical Revenues and Expenditure: A variety of funds are allocated at state, federal and local levels for particular categories of students and programs. These are restricted funds and must be used for the particular category or program for which they were apportioned. Federal and state laws and regulations govern the methods of delivery of restricted programs and the general allocation of funds.

Certificated Personnel: (See Academic Employee)

Chart of Accounts: A list of accounts, systematically arranged, applicable to a specific purpose. Components are funds, sub-funds, revenue sources, locations, programs, activity classifications, and objects/expenditure categories.

Classified Personnel: A District employee who is not required to meet minimum academic standards as a condition of employment; although some positions may have degree requirements established by the District. Some management personnel may be included.

Closed Books: A series of fiscal year-end financial accounting procedures resulting in the final unaudited actual revenue and expenditure account totals.

Community Services/Education: Educational, cultural, and recreational services that an educational institution may provide for its community in addition to regularly scheduled classes. Community college districts receive no direct state apportionment for community services.

Consumer Price Index (CPI): A measure of the cost-of-living inflation index compiled by the United States Bureau of Labor Statistics.

Contract Education: Contract Education is when a community college district contracts with a public or private entity for the purposes of providing instruction or services or both with no financial support from general apportionment funds.

Contracted Services: An expense of services rendered under contract/agreement by personnel who are not on the payroll system of the district, including all related expenses covered by the contract (i.e., travel, supplies).

Cost of Living Allowance (COLA): An annual adjustment to the revenue limit and designated categorical programs. Current law ties COLAs to various economic indicators.

Decision Package: Could be either strategic or operational. Most often it is one time funding but could be year by year. It is specific to a program and is tactical. It is based on priority and need.

Deficit: Excess of liabilities over assets.

Direct Expenses: Expenses that can be separately identified and charged as a part of the cost of an activity, department, service or a product.

Disbursements: Payments by currency, check, or warrant (not synonymous with expenditures).

DSPP (Disabled Students Programs and Services): State funded program providing educational support services for disabled students.

Education Code: The body of law that regulates education in California. Additional requirements are contained in the California Administrative Code, Titles 5 and 8, the Government Code, and general statutes.

Employee Benefits: Employers' contributions to retirement plans, statutory benefits, and health and welfare benefits (*see also Statutory Benefits*).

Encroachment: Occurs when a program costs more to operate than the income received.

Encumbrances: Obligations in the form of purchase orders, contracts, salaries, and other commitments chargeable to an appropriation for which part of the appropriation is reserved.

Entitlement: the amount of payment to which a state or local government is entitled as determined by the federal government according to an allocation formula contained in applicable statutes.

EOPS (Extended Opportunity Program and Services): State funded program providing financial assistance and educational support services for eligible students.

Equalization: Funds allocated by the state legislature to raise districts with lower revenue limits toward the statewide average.

Expenditures: Amounts paid or liabilities incurred for all purposes. Accounts kept on an accrual basis include all charges whether paid or not. Accounts kept on a cash basis will include only actual cash disbursements.

Fiscal Year: A period of one year, the beginning and ending dates of which are fixed by statute. In California, the period beginning on July 1 and ending on June 30 constitutes the fiscal year.

Fixed Assets: Assets of a permanent character having continuing value such as land, buildings, machinery, furniture, and equipment (also known as capital assets).

FTEF: (See Full-time Equivalent Faculty)

FTES Target: The established goal on which apportionment revenue estimates are based.

Full-Time Equivalent Employees (FTE): Ratio of the hours worked based upon the standard work hours of one full-time employee. For example, classified employees may have a standard workload of 40 hours per week. If several classified employees worked 380 hours in one week, the FTE conversion is $380/40$ or 9.5 FTE.

Full-Time Equivalent Faculty (FTEF): See definition for full-time employee above. An FTEF is based on a 15-unit load per semester.

Full-Time Equivalent Students (FTES): An FTES represents 525 class (contact) hours of student instruction/activity in credit and noncredit courses. Full-time equivalent students (FTES) is one of the workload measures used in the computation of state support for California community colleges (*from CCFS-320, Apportionment Attendance Report*).

Fund: An independent fiscal and accounting entity with a self-balancing set of accounts. These accounts record all assets and financial resources together with related encumbrances, reserves, and equities that are segregated for the purpose of carrying on specific activities or obtaining certain objectives in accordance with special regulations, restrictions, or limitations.

General Fund: The General Fund is the general operating fund of the district and accounts for all revenues and expenditures of the district not encompassed within other funds.

General Ledger: A book, file, or other device which contains the accounts needed to reflect the financial position and the results of operations of an entity. In double entry bookkeeping, the debits and credits in the general ledger are equal and, therefore, debit balances and credit balances are equal.

Governmental Funds: Grouping of funds used to account for activities directly related to an institution's educational objectives.

Grants: Contributions or gifts of cash or other assets from another government agency/entity to be used or expended for a specified purpose, activity, or facility.

Indirect Expenses or Costs: Those elements of cost necessary in the production of an article or the performance of a service which are of such a nature that the amount applicable to the product or service cannot be determined accurately or readily (e.g., utilities, supplies, management costs).

Inter-Fund Transfer: Money that is taken from one fund under the control of the Governing Board and added to another fund under the Board's control. Such transfers are not receipts or expenditures.

Internal Control: A plan of organization under which employees' duties are so arranged and records and procedures so designed as to make it possible to exercise effective accounting control over assets, liabilities, revenues, and expenditures. Under such a system, the work of employees is subdivided so that no single employee performs a complete cycle of operations. For example, an employee handling cash would not also post the accounts receivable records. Under such a system, the procedures to be followed are defined and require proper authorizations by designated officials for all actions to be taken.

Ledger: A group of accounts in which the financial transactions of an entity are recorded.

Liabilities: Legal obligations that are unpaid. Debt or other legal obligation (exclusive of encumbrances) arising out of transactions in the past that must be liquidated, renewed, or refunded at some future date.

Mandated Costs: District expenditures that occur as a result of federal or state law, court decisions, administrative regulations, or initiative measures.

Object (Code): An expenditure classification or category – this term applies to the type of article purchased or the service obtained (e.g., consultant services, materials, and supplies).

Program: A group of related activities consisting of a unique combination of objects which operate together for common outputs and objectives. Academic divisions, Maintenance and Operations, and specific Student Service functions (e.g., Testing, Records, Job Placement) are examples of programs.

Program Budget: A budget under which expenditures are based primarily on programs of work and secondarily on Object or character type.

Property Tax Deficit: Funding short falls which occur whenever the state appropriations are insufficient to fund local district and county entitlements.

Public Employees' Retirement System (PERS): State law requires that classified employees, their district, and the state contribute to this retirement fund.

Purchase Order: A document issued to a vendor that authorizes the delivery of specified merchandise or the performance of certain services and authorizing the related cost/charge.

Requisition: A document submitted initiating a purchase order to secure specified articles or services.

Reserve: Funds set aside in a district budget to provide operating cash in the succeeding fiscal year until taxes and state funds become available; funds set aside to provide for future expenditures, to offset future losses of working capital; or other legally segregated or designated set-aside funds for specific future use.

Restricted Funds: Funds to be spent for a specific purpose and cannot be expended for any general purpose.

Revenue: Addition to assets not accompanied by an obligation to perform a service or deliver a product.

Sales and Use Tax: A tax imposed on the sale of goods and services. The use tax is paid in lieu of the sales tax on goods purchased outside the state, but intended for use in the state. Sales tax applied to goods and services purchased within the state.

Scheduled Maintenance: the scheduled maintenance program is used for major repairs of buildings and equipment within the district. Some matching state funds have historically been available to districts with an established scheduled maintenance program approved by the state.

Shortfall: An insufficient allocation of money, requiring an additional appropriation or resulting in deficits.

State Teachers' Retirement System (STRS): State law requires certificated/academic employees, districts, and the state to contribute to this retirement fund.

Statutory Benefits: District-paid premiums for mandatory benefits which are part of an employee's total compensation, including unemployment insurance, workers compensation insurance, social security, retirement systems (STRS, PERS) and Medicare coverage. Benefits vary based upon employment status and start date.

Supplanting: To use one type of funds to provide goods or services previously paid with another type of fund. Generally, this practice is prohibited when state or federal funds are used to replace local funds.

Supply: A material item of an expendable nature that is consumed, wears out, or deteriorates with use.

TANF (Temporary Assistance for Needy Families): Block grant for state welfare-to-work program.

TOPS: Taxonomy of Programs – refers to account codes for specific instructional or other activities as specified in the Taxonomy of Programs manual (*see Activity*).

Transfer: Inter-district or inter-fund payments or receipts not chargeable to expenditures or credited to income. Certain budget revisions are often referred to as transfers (e.g., moving allocated budget or expenditures from one line item budget account to another).

Unencumbered Balance: That portion of an appropriation or allotment not yet expended or obligated.

Unrestricted Funds: Funds which may be expended for any general purpose within guidelines established for the fund.

Section 8

Planning

Self Evaluation Report of Educational Quality and Institutional Effectiveness (Self-Evaluation Report)

- www.willowinternationalcenter.com
 - On home page under eNewsExpress or
 - “About Us” then “Accreditation” then “Willow International – College Candidacy Accreditation 2011”

ACCJC/WASC Planning Rubric

Strategic Planning

- North Centers Strategic Plan
 - www.willowinternationalcenter.com
 - “About Us” then “NC Strategic Plan 2011-2012”
- SCCCD Strategic Plan
 - www.scccd.com
 - “About Us” then “Strategic Plan”

Educational Master Plan

- www.willowinternationalcenter.com
 - “About Us” then “Educational Master Plan NC – Approved”

Technology Plan

- www.willowinternationalcenter.com
 - “Faculty & Staff” then “Blackboard”
 - In Blackboard go to “NC Technology Advisory Committee” then “Documents”

Student Success/Enrollment Management

- www.willowinternationalcenter.com
 - “Faculty & Staff” then “Enrollment Management Plan 2011-2012”

Future Staffing Plan

Other

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part II: Planning
(See cover letter for how to use this rubric.)

**Levels of
Implementation**

Characteristics of Institutional Effectiveness in Planning

(Sample institutional behaviors)

Awareness	<ul style="list-style-type: none">• The college has preliminary investigative dialogue about planning processes.• There is recognition of case need for quantitative and qualitative data and analysis in planning.• The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources).• Planning found in only some areas of college operations.• There is exploration of models and definitions and issues related to planning.• There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money"• The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	<ul style="list-style-type: none">• The Institution has defined a planning process and assigned responsibility for implementing it.• The Institution has identified quantitative and qualitative data and is using it.• Planning efforts are specifically linked to institutional mission and goals.• The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation.• Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement.• Planning processes reflect the participation of a broad constituent base.
Proficiency	<ul style="list-style-type: none">• The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.• The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.• The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.• The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).• The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).• The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none">• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.• There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.• There is ongoing review and adaptation of evaluation and planning processes.• There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

Enrollment Management

Glossary of Terms

Apportionment: The primary mechanism used by the State to fund community colleges. The District receives apportionment funding from each credit and noncredit FTES it generates.

Base: The amount of funded FTES from the previous year. It is the point from which the current year's growth is calculated.

Cap: The maximum amount of enrollment for which the college will receive apportionment. It equals the FTES Base plus the FTES Growth.

Census Date: For credit classes that meet full-semester, the census date is Monday of the third week of the semester if the semester is 17 or 17.5 weeks in length; Monday of the fourth week if the semester is 18 weeks in length.

Census Day: Classes that are offered with a DAILY census accounting measure have a census day that is nearest one-fifth (20%) of the number of days for which each course is scheduled to meet.

Contract Education: Classes provided on a fee-for-service basis. Contract Education classes do not generate FTES. Students do NOT earn grades or units.

Concurrent Enrollment: Students who are under 18 years of age who are non-high school graduates.

CPT: Computerized Placement Test.

DAILY Census: For credit courses scheduled to meet five or more times, and scheduled to meet for the same number of hours for each scheduled meeting, and not scheduled concurrently with a primary term (full semester-classes).

Department: A discipline organized for pedagogical and/or administrative purposes (i.e., Reading Department, Financial Aid Department).

Discipline: An academic area of study composed of multiple courses.

Enrollment Efficiency: The ratio of the number of actual FTES enrollment to the enrollment capacity.

Enrollment Capacity: The amount of enrollment generated if every class seat were occupied for every hour instruction could be offered.

Enrollment Management: The process by which student enrollment, class sections offered, and support services provided are coordinated to achieve maximum access and success for students. Enrollment management decisions are made within the context of the College's mission and its institutional resources.

Enrollment Management Committee: The group of staff, faculty, classified, administrators, and students, responsible for overseeing and coordinating the College's Enrollment Management System.

Enrollment Management System: The combination of functional elements used in purposeful, regular, and methodical ways by the College in achieving maximum student success and access.

FTES: Full Time Equivalent Students – The unit of measurement used to determine the amount of apportionment paid to the District by the State.

FTEF: Full Time Equivalent Faculty – The unit of measurement that describes the number of instructional load units required of a single full time faculty member. One FTEF equals 15 load units per semester, 30 during an academic year.

Growth: The amount by which the base is permitted to increase each year. It is primarily tied to the amount of growth of the adult population within the District's service area.

Instructional Division: The largest unit within the instruction area. Examples include Applied Arts, Science, Technology; Business Division; Fine Arts Division; Health and Physical Education Division; Language Arts/Academic Skills Division; Mathematics, Engineering, Science & Health Occupations Division; and Social Science Division.

Mission: The purpose for which the community college exists. Its six components are: Primary Missions of Transfer and General Education, Career and Technical Education, and Economic Development; Secondary Mission of Basic Skills, and Tertiary Missions of Adult Education and Personal Enrichment.

Program: An organized and sequential collection of courses leading to a certificate or degree.

Persistence (Student): Students maintaining enrollment from term to term.

Productivity: The measure that represents the ratio of WSCH to FTEF.

Resources: The time, staff, money, facilities, and supplies/equipment available to support student access and success.

Retention (Student): Students maintaining enrollment in courses within a term.

Target: The enrollment goal of the District expressed as the FTES generated during the academic year. It is normally set to maximize funding.

Weekly Census: This is the course accounting method for credit classes that meet full-semester and are scheduled regularly with respect to the number of hours the course meets in each scheduled week, and schedule conterminously with the District's primary term.

WSCH: Weekly Student Contact Hours – The total number of hours of instruction received each week by all enrolled students individually. (A lecture class with 30 students meeting three hours each week generates 90 WSCH. That same instructor meeting four other classes in the same way results in one FTEF development 450 WSCH.)

June 19, 2009

Section 9

Additional Information

Mission and Function of California Community Colleges

History of the North Centers

Calculating FTES

MISSION AND FUNCTION OF CALIFORNIA COMMUNITY COLLEGES

EDUCATION CODE, SECTION 66010.4

66010.4. The missions and functions of California's public and independent segments and their respective institutions of higher education shall be differentiated as follows:

- (a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.
- (2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following: (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges. (B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges. (C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.
- (3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
- (4) The community colleges may conduct to the extent the state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.

HISTORY OF THE NORTH CENTERS

The State Center Community College District established centers in the district's northern area in an effort to increase the educational and student support services offered to the residents in that area. The Board of Trustees assigned Reedley College to assume the lead role in the development of the Madera and Oakhurst sites. Twelve college classes were initially offered at Madera High School beginning in 1988, with the site moving to Madison Elementary School in 1989. Yosemite High School was the site for the first course offerings in Oakhurst beginning in 1990. In 1992, the Clovis site was established when the district purchased the Herndon Avenue land and buildings that were previously owned by a private college. This same year, the Chancellor, with the approval of the Board, established a new entity called the "North Centers" of the State Center Community College District and hired a Vice Chancellor of the North Centers to be the Chief Executive Officer (CEO).

Since these initial efforts, the North Centers continued to develop into comprehensive college centers, collectively serving 9,200 students through the offering of over 1,100 classes yearly with a budget exceeding \$19.5 million. The Board of Trustees established a governance structure that allowed for a great deal of autonomy from Reedley College due to the rapid growth and complexity of administering physical sites that are over 35 miles away from Reedley College. Although the North Centers continues to be accredited through Reedley College, the Board of Trustees approved an administrative structure for the North Centers that is led by a Vice Chancellor who reports to the Chancellor of the State Center Community College District. The Vice Chancellor is considered to be comparable to a college president with the same level of authority and responsibility.

- 1988: First classes offered in Madera
- 1990: First classes offered in Oakhurst
- 1992: The Clovis site is established and a Vice Chancellor of the North Centers was hired to head up the new North Centers entity that included the Madera, Oakhurst, and Clovis sites
- 1993: The Madera Community College site received Center status
- 1996: The Madera Community College Center is established at its current location on 120 acres
- 1996: The Oakhurst site is established at its current location on 2.7 acres
- 2007: Willow International site opened Academic Center One at the current location on 110 acres replacing the Clovis site
- 2007: Willow International site receives Center status
- 2010: Willow International Center opened Academic Center Two

Madera Center

Moving from the Madera Unified School District sites in August 1996, the State Center Community College District opened a dedicated site for the Madera Community College Center situated on 120 acres. The original development comprises approximately 25 of the 120 acres. The Madera campus is located on Avenue 12 just east of Highway 99 at the edge of the City of Madera. The original campus consisted of 24 relocatable classrooms and a permanent student services building, along with a laboratory to house the Child Development Learning Center and childcare-related programs.

A permanent 26,000-square-foot education and administrative building and a utility/maintenance facility were completed for the 2000-01 school year. Funding from the 2001-02 State Budget Act allowed a second Phase Academic Village Complex to be completed in January 2004. The 50,000 square feet of classroom, laboratory, and office space includes academic classrooms and offices as well as laboratory space for biology, physical science, chemistry, computer studies, business, art, and a Licensed Vocational Nursing Program. The project also provided funding to retrofit the educational/administrative building to house the library, student services, and administrative offices.

The Madera Center serves 3,100 students a semester, generating a full-time equivalency of approximately 918 students. The Center offers a wide variety of academic and occupational programs and opportunities for students. Utilizing services and course catalogs from its sister institution, Reedley College, the Madera Community College Center offers over 360 courses each year in 38 areas of study and gives students a choice of transfer, Associate Degrees, Certificates of Achievement, and Certificates of Completion. The Madera Center offers occupational programs in Business, Criminology, Customer Service Academy, Child Development, Information Systems, Office Technology, Graphic Arts, and Licensed Vocational Nursing. The first cohort of the Licensed Vocational Nursing Program completed the 18-month Certificate program in May 2004.

A new fitness center is now open and complements the softball and athletic field complex completed in 2006. Also, the 7,800 square foot, state-of-the-art Center for Advanced Manufacturing opened in fall 2009 providing instruction in electronics, hydraulics, pneumatics, and welding.

It is anticipated that the Madera area will continue to be one of the fastest growing population centers in the Central Valley and will, therefore, continue with its facilities expansion and student growth.

Willow International Center

In response to the growth at the Clovis Center, the Board of Trustees in 2003 completed the acquisition of 110 acres for a permanent site located at Willow and International Avenues in Fresno. The new Center opened in fall 2007 with the first phase that included an 80,000 square foot Academic Center, Central Plant, Café, and Bookstore. The \$50 million funding for the complex was obtained through local and State bond monies.

The Academic Center One facilities included computer laboratories, a multi-media studio, art studio, physics and science laboratories, assembly hall, distance learning and traditional classrooms, library, student services, and offices.

In addition to the Phase One facilities described above, funding was awarded through AB-16 California Joint Use Facilities legislation to construct a Child Development Center (CDC) through collaboration with the Clovis Unified School District (CUSD) and State Center Community College District (SCCCD). The facility is used as a licensed child care laboratory for high school and college students taking Child Development and Pre-Teaching courses. The \$6 million dollar facility is comprised of the most state-of-the-art facilities including a playground facility funded through a grant from the Fresno County First Five organization for \$280,250.

Fall 2010 data indicates that the Willow International Center served 5,600 students generating 1,652 full time equivalent students with over 650 courses annually in 39 areas of study and gives students a choice of transfer courses, Associate Degrees, Certificates of Achievement, and Certificates of Completion. Occupational programs including Business, Criminal Justice, Education, Child Development, Information Systems, and Graphic Arts are now being taught in one of the most state-of-the-art facilities in the area.

In fall 2010, Academic Center Two opened adding another 80,000 square feet of instructional and support service space. Academic Center Two includes a counseling center, admissions and records office, financial aid office, library/learning center, assessment center, dance studio, fitness center, three chemistry labs, three biology labs, nursing skills lab, business services complex, two distance learning conference rooms, one distance learning classroom, a large-group instruction lecture hall, offices, and other classrooms. As with Academic Center One, funding for the facility came from local bond and matching state bond funding.

As a result of programs and services moving from Academic Center One to Academic Center Two, several programs were able to gain space. A new more spacious tutorial center was opened in Academic Center One. The Associate Student Government and clubs were also given office space. Additional classroom space that held the library was converted back to a computer laboratory, and offices for adjunct faculty became available.

Oakhurst Center

The Oakhurst Center, serving about 752 students a semester and generating a full-time equivalency of approximately 154 students, was established as a result of Legislative Mandate (Senate Bill 1607). In fall 1996, the campus relocated from Yosemite High School to its current location in the Central Business District of Oakhurst. The various programs are taught in nine relocatable classrooms, including a science lab and a computer lab, arranged into a small campus setting. One of the classrooms is part of a collaborative project serving both Oakhurst Center classes and Madera County governmental events, and was funded through a San Joaquin Valley Unified Air Pollution Control District grant to Madera County.

Included within the Center are two Distance Learning classrooms, allowing connectivity to sister campuses in Clovis, Madera, Reedley, and Fresno. Students can complete courses leading to an Associate Degree and/or transfer program at the Oakhurst Center. The District has developed a Master Plan for expansion of current facilities, which will allow for additional parking, as well as increasing the current facility's square footage in future years.

Over 60 course offerings are available to students for general education and transfer programs each semester. Occupational programs offered at Oakhurst include criminal justice, child development, office technology, and business via two-way, interactive videoconferencing. Eastern Madera County is a rapidly expanding area with a current population of approximately 30,000. The Center continues to grow to meet the needs of this ever-expanding community. Two additional classrooms were installed for the fall 2009 semester.

North Centers Overview

Administration and Governance of the North Centers

The Willow International Center is slated to become the third fully accredited college in the State Center Community District. As a result, the North Centers administration and governance structure has been mostly autonomous from Reedley College.

The administration of the North Centers is lead by a Vice Chancellor who reports to the Chancellor of the State Center Community College District and is considered to be at a comparable level of a college president with the same level of authority and responsibility. The North Centers administrative team is comprised of a Vice President of Instruction and Student Services, two Deans of Students, two Deans of Instruction, an Associate Business Manager, Financial Aid Manager, and a Director of Disabled Students Programs & Services. A Director of Technology and Institutional Researcher serve the North Centers and Reedley College, with a certificated faculty member assigned as the Coordinator of the Oakhurst Center.

The North Centers have developed a long-term Educational Master Plan and annual Strategic Plan that are aligned with the District's Educational Master Plan and Strategic Plan and are specific to improvement of programs and services at the North Centers. Faculty and staff were involved in the development of the strategic plan, and review the plan annually to update the achievement of goals and objectives. The strategic plan is driven by the Mission, Vision, and Values Statements of the North Centers. This

Strategic Plan provides the foundation for decision-making processes regarding personnel, budget, facilities, development, and future plans for the North Centers. Additional planning documents that are tied to the strategic plan as a result from the collaborative decision-making process embraced by the North Centers' faculty and staff include the Enrollment Management Plan, Technology Plan, Matriculation Plan, and Student Success Plan.

The faculty of the North Centers formed a Faculty Association to become involved in the collegial governance process of the centers, with its president sitting on the Reedley College Academic Senate Executive Committee as a standing member. All North Centers faculty may also stand for election on the Reedley College Academic Senate. The classified staff at the North Centers has representation as well via senators based on the total number of classified staff at the North Centers. These senators sit on the Reedley College Classified Senate and may stand for election as officers if they are interested in doing so. The faculty are represented by the State Center Federation of Teachers, Local 1533 CFT/AFT, AFL-CIO; and the Classified employees are represented by the California School Employees Association Chapter 379. The State Center Community College District Board of Trustees authorized a North Centers Associated Student Government body in 2000. In 2010 the trustees approved a separate Associated Student Government body for the Willow International Center. The North Centers Associated Student Governments are comprised of duly elected student senators and officers by all ASG members from all North Centers sites.

The College Center Council, comprised of representatives from all constituencies of the North Centers, was established in 2006 as the "Umbrella" organization charged with oversight for the continuous improvement process involving a collaborative decision making model cycle of: evaluation, integrated planning, resource allocation, implementation, and reevaluation.

The North Centers have four divisions and elect a division representative to serve in a role similar to a department chair at Reedley College. The division representatives assist with recommending adjunct faculty for teaching, selecting texts, making recommendations on expenditures, assisting part-time faculty, and serving as a liaison between the administration and the North Centers faculty. The division representatives and Faculty Association President are allocated release time to serve in these offices.

Student Learning Programs and Services

All instructional programs are provided through curriculum approved by the Reedley College Curriculum Committee. The North Centers have two curriculum committee representatives that serve as standing members on the Reedley College Curriculum Committee. Whenever curriculum changes are made to course outlines, all faculty in the discipline at all sites are consulted.

The Program Review process for Reedley College was developed in consultation with North Centers' faculty and is followed by all programs at the North Centers. The faculty among the various disciplines is included in the development of the Program Review document, with a section devoted specifically to the North Centers. The data for the program review process is disaggregated between the North Centers and Reedley College to allow for site specific improvements.

Student Services at the North Centers are fairly comprehensive and include all the traditional programs and services generally available on most college campuses. Examples of these services include Financial Aid, Counseling, DSP&S, EOP&S, College Relations, Assessment, Honors Program, Scholarships, Transfer and Career Services, Admissions and Records, and Student Activities. Co-curricular activities are provided at the North Centers through student clubs and organizations and are supported by a College Center Assistant and faculty advisers.

Reedley College and the North Centers were awarded a Title V Cooperative Grant along with Fresno City College to develop Extended Learning Centers which provide tutorial writing and math assistance to students across the curriculum at the Madera and Willow International sites. This grant has also helped in the development of online courses and counseling services.

Library services are provided at both the Madera and Willow International sites. The Madera library was expanded as a result of renovation to include additional printed material and a 30 station computer lab. The Willow International library was expanded in the second phase development that opened in fall 2010. Both libraries are now on the Millennium database providing access to online databases through Reedley College. The North Centers have spent in excess of \$350,000 over the last five years to increase book collections and materials, obtain additional computers and printers, develop an online database access system and install a book security system for the Madera and Willow International libraries despite severe budget constraints. Students at the North Centers can check out materials and visit libraries at both Reedley College and Fresno City College and are treated as native students.

Resources

The North Centers have developed a comprehensive staffing plan that is used in the transition of the Willow International Center moving towards becoming a fully accredited college. The North Centers have developed a faculty handbook outlining procedures and policies specific to faculty who work at the Willow International, Madera, or Oakhurst sites. This handbook is particularly helpful for adjunct faculty and is combined with an adjunct orientation held annually. The North Centers have 100 full-time faculty, 53 full-time classified professionals, 10 permanent part-time classified professionals, and approximately 175 adjunct faculty.

The classrooms in all of the North Center sites are equipped with “smart” technology that includes desktop computer and laptop access to the internet, DVDs, CDs, and instructional software.

The North Centers receive an allocation from a variety of categorically funded grants and projects in addition to the normal annual base budget to enhance delivery of programs and services for students. Examples of currently funded grant projects include Upward Bound Program, Workforce Development Programs for the Fresno County Workforce Investment Board and Madera County Investment Board, Department of Social Services, TANF, LVN-RN Step-Up Program, Career Advancement Academy, and computer classes for high risk youth at the Madera Center. The State Center Community College Foundation also allocates scholarship funds to qualified North Center applicants and mini-grant funds to the North Centers each semester based upon faculty requests.

In conclusion, the continued growth and development of the Madera, Oakhurst, and Willow International Centers has resulted in providing quality instruction and student services for all those interested in pursuing their educational goals by “Creating Opportunities One Student at a Time”.

Calculating FTES

Course Accounting Methods:

(FTES is only generated for “resident” students)

→ **Weekly Census – full-semester classes** that are **regularly** scheduled (i.e., MWF 9-9:50). These classes have one census date – if the student is enrolled **before** the census date, the college gets paid full funding for that student in that class. (If the student is dropped on or after the census date, we get full funding for that student. However, if the student registers/adds on or after that census date, we do NOT get funding.)

Weekly student contact hours (WSCH) means the number of class hours each course is regularly scheduled to meet during a week multiplied by the number of students actively enrolled in the course.

Calculation of FTES procedures: WSCH times the number of actively enrolled students as of the census date times 17.5 divided by 525. (Example: Class meets MWF 9-9:50 = 3 contact hours. Take 3 times 35 students = 105 WSCH. Multiply 105 times 17.5 divided by 525 = 3.5 FTES for this class.)

→ **Daily Census – short-term classes** that meet at least five days and scheduled regularly with respect to the number of hours during each scheduled day (i.e., 8/24 – 10/22 MWF 9-9:50). Class has one census day. DSCH means the number of class hours each DAY multiplied by the number of actively enrolled students. This figure is then multiplied by the number of days the class is scheduled to meet.

(Note: for Summer daily census classes that cross fiscal years, the hours and FTES are to be reported in the fiscal year in which the census occurs, OR when the course ends. These FTES can be selected on a course-by-course basis to be counted in either year.

Calculation of FTES procedures: DSCH times the number of actively enrolled students as of the census day times the number of DAYS, divided by 525. (Example: Class meets MWF 9-9:50 = 1 contact hour per day. Take 1 times 35 students = 35 DSCH. Multiply 35 times 52 days – 1,820, divided by 525 = 3.47 FTES.)

→ **Work Experience, Independent Studies** – these classes have a census day. College is paid based on units of enrollment as of census date.

Calculation of FTES procedures: One student is enrolled in 4 units of work experience as of the census date. Multiply 4 times 17.5, divided by 525 = .13 FTES. Therefore, if you have a class of 30, with 20 students enrolled in 4 units, 5 enrolled for 3 units, 3 enrolled for 2 units, and 2 enrolled for 1 unit – FTES would be 3.43 [(20x4) + (5x3) + (3x2) + (2x1) = 80 + 15 + 6 + 2 = 103 units times 17.5 divided by 525 = 3.43 FTES].

→ **Positive Attendance** – college is paid based on “attendance of students. Instructor must track hours of attendance for EACH student and only reports actual attendance of the student in the class. These FTES must be reported to the FTES reporting period in which the course ends. The FTES is computed by dividing the total hours of actual attendance for all students in the class by 525. (Example: The class meets for 18 hours. There are 40 students enrolled. Of that 40 total, 30 students attend the full 18 hours, 5 attend 15 hours, and 5 attend 12 hours. The total attendance for the class would be 675 hours divided by 525 = 1.29 FTES. [(30x18 = 540) + (5x15 = 75) + (5x12) = 60) = 540 + 75 + 60 = 675 divided by 525 = 1.29 FTES]).