Integrated Planning/Participatory Governance Handbook

(College Council)

2014-2015

State Center Community College District

Preface

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

The College Center Council Handbook is an evolving document that serves as a resource guide for Clovis Community College 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 chart and Clovis Community College Center organizational chart through which shared decision-making takes place at the center 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 Clovis Community College Center's 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 Clovis Community College Center, with an emphasis on the center's 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 center as it continues to move toward the goal of reaching full college status.

Clovis Community College Center
Continuous Improvement
Collaborative Decision Making Process

A process has been implemented at the Clovis Community College Center which serves as the foundation for the continued improvement of student learning. The cycle of <u>evaluation, integrated planning, resource allocation, implementation, and reevaluation</u> has been institutionalized at the Clovis Community College Center through the Collaborative Decision Making Process.

<u>Mission and Vision</u>– at the core of the collaborative decision making process is the mission and vision of the institution, with all planning efforts revolving around these elements. As stated earlier, the communication of the mission of the Clovis Community College 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.

<u>Dialogue and Communication</u> – extensive dialogue and communication is imbedded into the culture of the Clovis Community College Center through the College Center Council, committees, Academic Senate, Classified Senate, Campus President's Cabinet, Department Chair meetings, ASG, Duty Days, and the cycle of Program Reviews.

In terms of additional communication strategies, the Campus President sends out newsletters to all staff that includes the report given to the Board of Trustees. Additional electronic messages and printed memos are sent when appropriate.

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

<u>One: Evaluation</u> – 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, SCCCD Fact Book, etc.

The Clovis Community College 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 SCCCD Department of Institutional Research. The SCCCD Department of Institutional Research website (www.ir.scccd.com) provides the college and community with accessible information about Clovis Community College Center and the district. Also, the "SCCCD 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.

<u>Two: Integrated Planning</u> – 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 Clovis Community College 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 Clovis Community College Center 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.

Three: Resource Allocation – a major step in the collaborative decision making process for Clovis Community College Center 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 Clovis Community College Center 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, department chairs work collaboratively in prioritizing requests which are sent to the Campus President for his/her 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, Campus President 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.

Deborah J. Ikeda, Campus President
Clovis Community College Center

Collaborative Decision Making Process
Step #2: Integrated Planning Process Cycle
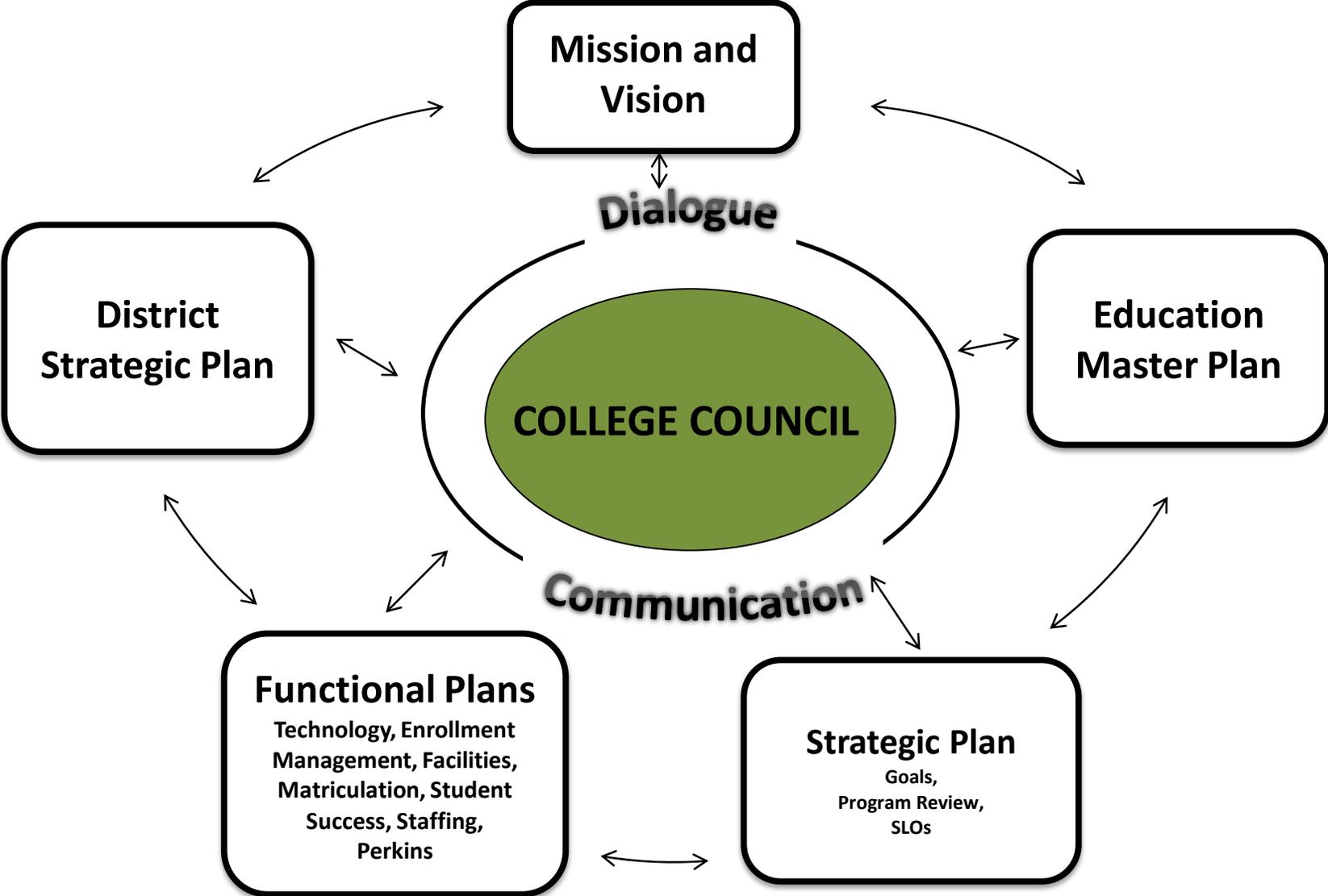
Mission and Vision

Dialogue

District Strategic Plan

COLLEGE COUNCIL

Education Master Plan

Communication

Functional Plans
Technology, Enrollment Management, Facilities, Matriculation, Student Success, Staffing, Perkins

Strategic Plan
Goals, Program Review, SLOs

7/18/14

Continuous Improvement – Collaborative Decision Making Process

1. Evaluation
- Data Driven
  - Quantitative
  - Qualitative
- Institutional Research

Dialogue

5. Re-evaluation & Improvement
- Report Outcomes
- Identify Areas for Improvement
- Assess Process

Mission and Vision

2. Integrated Planning
- District
- College Center
  - Instructional
  - Student Support
  - Other

Communication

4. Implementation
- Plans
- Oversight/Monitoring

3. Resource Allocation
- Identification of Needs
- Prioritization of Funding

Collaborative Decision Making Process
Step #2: Integrated Planning Process Cycle

Mission and Vision

Dialogue

District Strategic Plan

COLLEGE COUNCIL

Education Master Plan

Communication

Functional Plans
Technology, Enrollment Management, Facilities, Matriculation, Student Success, Staffing, Perkins

Strategic Plan
Goals, Program Review, SLOs
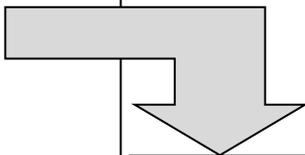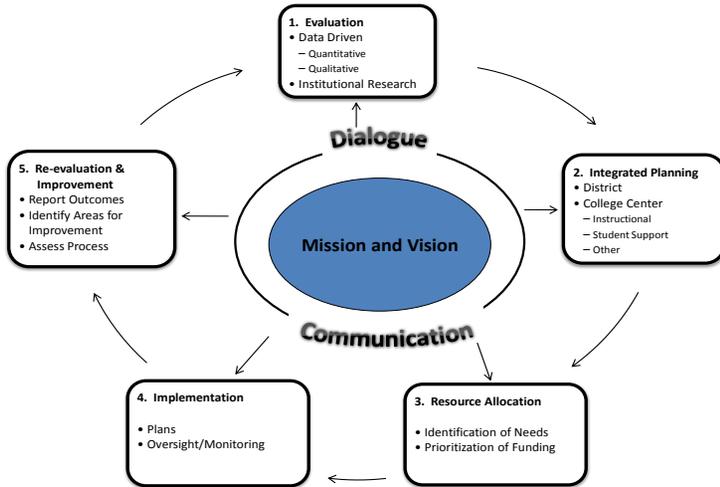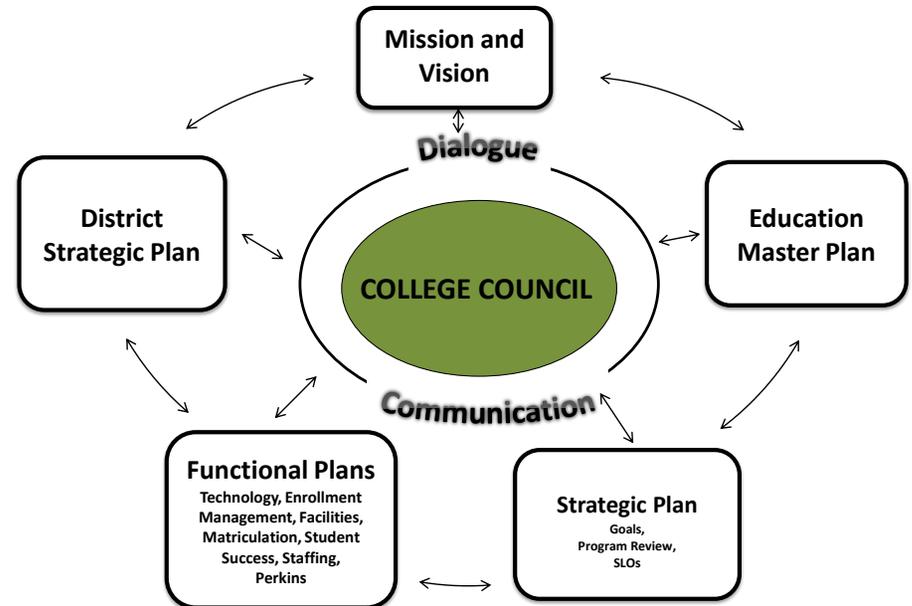
Step One: Evaluation Using Qualitative and Quantitative Data

- 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 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)
- Integrated Planning/Participatory Governance Handbook
- Campus President's 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 Council
  - Divisional Representatives
  - Campus President'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 Council Oversight

Step Five: Reevaluation & Improvement

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

7/18/14

Clovis Community College Center
Step 2: Integrated Planning Process Cycle

Mission and Vision
- Reviewed, revised and approved annually by the College Council

Education Master Plan
- Review and Analyze recommendations and data for planning purposed

Strategic Plan
- Embedded in Strategic Plans are other Campus plans
- Use results/data in making decisions

Program Review
- All programs complete the Program Review cycle every five years
- Program Updates are submitted on an annual basis

Resource Allocation
- Resource Allocation process is based on the submission of Action Plans
- Action Plans are initially submitted to the Division Representatives Committee for Review
- Complete Action Plan packet is submitted to College Council for review and approval.
- If Action Plan Packet total amount exceeds campus allocation, College Council reviews and reduces so that final amount does not exceed allocation.

7/18/14

Section 1

Introduction

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

Willow International Center Vision Statement

Mission Statement Review & Revision Process
Mission Statement Evaluation Form

State Center Community College District
Clovis Community College Center
Mission Statement

A mission statement defines the core purpose of the organization. The Clovis Community College Center's mission statement is:

Clovis Community College Center Mission Statement: Creating Opportunities – One Student at a Time
- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

8/18/14

Clovis Community College Center
Vision Statement

Clovis Community College Center is the college of choice for academic excellence, innovation, and student achievement.

Clovis Community College Center
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 Clovis Community College Center, 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 Clovis Community College Center. Each committee is to determine whether the CCCC 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 "Clovis Community College 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 Clovis Community College Center 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.

Clovis Community College Center
Mission Statement Evaluation Form

SCCCD Mission Statement: *State Center Community College District is committed to student learning and success, while providing accessible, high quality, innovative educational programs and student support services to our diverse community by offering associate degrees, university transfer courses and career technical programs that meet the academic and workforce needs of the San Joaquin Valley and cultivate an educationally prepared citizenry.*

Clovis Community College Center Mission Statement: *Creating Opportunities – One Student at a Time*
- *We embrace diversity and serve all students of the community;*
- *We believe education is based on integrity, generosity, and accountability;*
- *We foster critical, creative, and engaged thinking;*
- *We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;*
- *We cultivate community partnerships to enhance student learning and success;*
- *We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.*

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

1. How well will the Clovis Community College Center (CCCC) Mission Statement be as a companion mission statement to the SCCCD Mission Statement?

2. How effective is the CCCC Mission Statement at explaining the vision of the center?

3. How effective is the CCCC Mission Statement at representing the student body of the center?

4. How effective is the CCCC Mission Statement at representing the educational opportunities available at the center?

5. How well does the CCCC Mission Statement represent the purpose and culture to the community?

In what ways can the CCCC Center Mission Statement better represent the SCCCD Mission Statement?

In what ways can the CCCC Center Mission Statement better reflect the vision of the center, the student body, and educational opportunities at CCCC?

Additional comments:

Section 2

Committee Structure

College Committee Structure

Willow International Center Committees List

Committee Roles

Committee Definitions and Glossary

Clovis Community College Center
Standing Committee Structure
2014-2015

Committee Name
Academic Senate
Academic Standards
Curriculum/Articulation
Equivalency
Flex Day (sub-committee)
Accreditation
Classified Senate
College Center Council
Commencement
Community College Center Advantage Program (CCCAP)
Department Chairs
Distance Education/Technology Advisory
Enrollment Management
Environmental Health & Safety/Facilities
Honors Program Advisory
Library Liaison
Literary Art Journal
Program Review/Student Learning Outcomes (SLO)
Scholarship
Staff Development
Student Success: Matriculation/Basic Skills/Retention

December 4, 2014

Clovis Community College Center
Management Group Structure
2014-2015

Group Name
Campus President's Cabinet

Clovis Community College Center Committees List
2014-2015
Updated 11/16/14

Clovis Community College Center Committees

Committee Name	Area or Position	Member Name	Term Length	Term Expires	Meeting Day & Time
Academic Senate	President	Elizabeth Romero	2 year	2016	Monthly
	Past President	Jeff Burdick		2016	
	Vice President	Diane Schoenberg	2 year	2014	
	Secretary/Archivist	Jon McPhee	2 year	2014	
	Curriculum	Russell Hickey	2 year	2014	
	Senator - Soc Sci/Business	Matthew Alanis	1 year	2015	
	Senator - Math/Sci/Health	Anthony Abbott	1 year	2014	
	Senator - Student Support Serv	Rachel Moring-Garcia	1 year	2014	
	Senator - Humanities	Kirtley King	1 year	2013	
	Senator - Math/Sci/Health	Roger Hitchcock	1 year	2013	
	Senator - Student Support Serv	Ralph Munoz	1 year	2015	
	Senator - Humanities	Jennifer Simonson	1 year	2013	
	Senator - Adjunct	Tiffany Sarkisian	1 year	2014	
Academic Standards	Co-Chair Academic Administrator	Kelly Fowler	Standing Member		Monthly
	Co-Chair Faculty Member	Bill Allen	2 year		
	Faculty-developmental English	Ann Brandon	2 year		
	Faculty-Counseling	Tasha Hutchings	2 year		
	Faculty-academic or vocational	Brent Nabors	2 year		
	Dean of Students	Doris Griffin	Standing Member		
Curriculum/Articulation	Chair	Cynthia Elliott			
	Interim Chair Spring 2014	Russell Hickey			
	Dean of Instruction	Tom Mester			
	SLO Coordinator	Erik Fritz			
	Articulation Liaison	Tasha Hutchings			
	Faculty-Humanities	Ann Fallon			
	Faculty-Math/Sci/Health	Courtnie LaTorraca			
	Faculty-Math/Sci/Health	Jon Renwick			
	Faculty-Soc Sci/Business	Ray Tjahjadi			
	Faculty-Soc Sci/Business	Sallie Turpen			
	Faculty-Soc Sci/Business	Robin Huigen			
Equivalency	Chair	Karen Hammer	2 year		
	Math/Sci/Health	Roger Hitchcock	2 year		
	Student Support Services	Rachel Moring-Garcia	2 year		
	Soc Sci/Business	Sallie Turpen	2 year		
Flex Day Math/Sci/Health		Russell Hickey			
Accreditation Committee	VP Inst & St. Serv - Co-Chair	Kelly Fowler	Standing Member		Every Other Friday - 2:00
	Math/Sci/Health Instructor - Co-Chair	Chris Glaves	Standing Member		
Standard 4	Campus President	Deborah Ikeda	Standing Member		
Standard 2 - Sub A	Institutional Researcher	Michelle Johnson	Standing Member		
Standard 2 - Sub A	Dean of Instruction	Tom Mester	Standing Member		
Standard 2 - Sub B	Dean of Students	Doris Griffin	Standing Member		
Standard 3 - Sub B & D	VP Administrative Services (Interim)	Lorrie Hopper	Standing Member		
Standard 4	Academic Senate	Jeff Burdick	Standing Member		
Standard 2 - Sub C/Standard 3 - Sub C	Director of Technology	Gary Sakaguchi	Standing Member		
Standard 2 - Sub C	Librarian	Cynthia MacDonald	Standing Member		
Standard 3 - Sub B	College Nurse	Naomi Forey	Standing Member		
Standard 3 - Sub A	Financial Aid Manager	Candy Cannon	Standing Member		
Editor/Standard 1	Humanities	Melanie Sanwo	Standing Member		
Editor/Standard 2 - Sub C	Humanities	Jennifer Simonson	Standing Member		
Standard 3 - Sub C	Humanities	Kirtley King	Standing Member		
Standard 3 - Sub D	Humanities	Karen Hammer	Standing Member		
Standard 2 - Sub B	Student Support Services	Erica Johnson	Standing Member		
Standard 3 - Sub A	Math/Sci/Health	Bill Allen	Standing Member		
Standard 2 - Sub A	Humanities	Cynthia Elliott	Standing Member		
Standard 3 - Sub C	Soc Sci/Business	Brent Nabors	Standing Member		
Standard 4	Classified Senate President	Leslie Rata	Standing Member		
Standard 1	Classified	Linda Little	Standing Member		
Standard 2 - Sub A	Classified	Margee Loya	Standing Member		
Standard 2 - Sub B	Classified	Jittapaun Inthavong	Standing Member		
Standard 3 - Sub A	Classified	Veronica Jury	Standing Member		
Standard 2 - Sub C	Classified	Susan Hansen	Standing Member		
Standard 3 - Sub B	Classified	Sergio Salinas	Standing Member		
Standard 3 - Sub C	Classified	Bob Gafford	Standing Member		
Standard 3 - Sub D	Classified	Kim Duong	Standing Member		
Standard 4	Classified		Standing Member		
Standard 2 - Sub A/Standard 3 - Sub C	SLO Coordinator	Erik Fritz	Standing Member		
Standard 2 - Sub B	ASG Rep	Miriam Pambukyan	Standing Member		
Standard 4	ASG Rep		Standing Member		
	District Office	Shelly Conner	As needed		
Campus President's Cabinet	Chair/Campus President	Deborah Ikeda	Standing Member		Tuesdays - 1:30 p.m.
	VP Inst & Student Services	Kelly Fowler	Standing Member		
	Dean of Instruction	Tom Mester	Standing Member		
	Dean of Students	Doris Griffin	Standing Member		
	VP, Administrative Services	Lorrie Hopper	Standing Member		
	Financial Aid Manager	Candy Cannon	Standing Member		
	Dir of St. Success, Equity, & Outreach	Gurdeep He'Bert	Standing Member		
	Herndon Campus Director	Charles Francis	Standing Member		
	Director of Technology RC/CC	Gary Sakaguchi	Standing Member		
	Dir Marketing & Communications	Cris Monahan-Bremer	Standing Member		
	Secretary to the Campus President	Linda Little	Member/Recorder		

Committee Name	Area or Position	Member Name	Term Length	Term Expires	Meeting Day & Time
Classified Senate	President	Leslie Rata			Monthly during academic year
	Vice President	Dan Hoffman			
	Secretary/Treasurer	Veronica Jury			
	Area 1 Rep - Facilities	Sergio Salinas			
	Area 2 Rep - Instructional	Debbie Nieto			
	Area 3 Rep - Student Services	Barbara Wilson			
	Area 4 Rep - Business Services	Vacant			
	Area 5 Rep - Other Services	Michelle Johnson			
College Center Council	Co-Chair	Deborah Ikeda	Standing Member		Every other Friday - 1:00
	Co-Chair	Lorrie Hopper	Standing Member		
	VP of Inst. & Student Serv.	Kelly Fowler	Standing Member		
	Dean of Inst.	Tom Mester	Standing Member		
	Dean of Student Serv.	Doris Griffin	Standing Member		
	Dir of St. Success, Equity, & Outreach	Gurdeep He'Bert	Standing Member		
	Herndon Campus Director	Charles Francis	Standing Member		
	Soc Sci/Business Dept Chair	Diane Schoenburg	Standing Member		
	Humanities Dept Chair	Stephen Dent	Standing Member		
	Math/Sci/Health Dept Chair	Jason Gardner	Standing Member		
	Student Support Serv Dept Chair	Erica Johnson	Standing Member		
	Academic Senate President	Elizabeth Romero	Standing Member		
	Immediate Past Pres.Academic Senate	Jeff Burdick	Standing Member		
	SLO Coordinator	Erik Fritz	Standing Member		
	Program Review Coordinator	Michael Stannard	Standing Member		
	Adjunct Faculty	Galin Dent	Standing Member		
	Classified Senate President	Leslie Rata	Standing Member		
	Classified Senate	Leah Edwards	Standing Member		
	CSEA Rep	Karen Ainsworth	Standing Member		
	Institutional Researcher	Michelle Johnson	Standing Member		
	Technology Director	Gary Sakaguchi	Standing Member		
	Sec'y to Campus President	Linda Little	Standing Member		
	ASG Student Rep	Colin Van Loon	1 year	2015	
Commencement Committee	Chair - Dean of Students	Doris Griffin	Standing Member		Scheduled as needed
	VP of Inst. & Student Serv.	Kelly Fowler	Standing Member		
	VP, Administrative Services	Lorrie Hopper	Standing Member		
	Faculty	Liz Romero	Standing Member		
	Counseling	Tasha Hutchings	Standing Member		
	Counseling	Rachel Moring-Garcia	Standing Member		
	Classified	Veronica Jury	Standing Member		
	Classified	Linda Little	Standing Member		
	Classified	Margee Loya	Standing Member		
	Classified	Marci Suvanto	Standing Member		
	Classified	Jittapaun Inthavong	Standing Member		
	Classified	David Navarro	Standing Member		
	Classified	Patrick Stumpf	Standing Member		
	Building Services	Sergio Salinas	Standing Member		
	Custodial	Tony Romero	Standing Member		
	Public Information Officer	Cris Monahan-Bremer	Standing Member		
	Dean of Instruction	Thomas Mester	Standing Member		
	Dir of St. Success, Equity, & Outreach	Gurdeep He'Bert	Standing Member		
	ASG Representative		1 year	2015	
CCCAP Advisory Committee	Chair/Counselor	Rachel Moring-Garcia	Standing Member		
(Community College Center	Dean of Students	Doris Griffin	Standing Member		
Advantage Program)	School Relations Specialist	David Navarro	Standing Member		
	Dean of Instruction	Tom Mester	Standing Member		
	CCCAP Instructors		Standing Invitation		
	VP Instr & St. Services	Kelly Fowler	Standing Invitation		
	Clovis East Deputy Principal		Standing Member		
	Clovis East Counselor	Dawn Hart	Standing Member		
	Clovis East Counselor	Jonithan Johnson	Standing Member		
	Campus President	Deborah Ikeda	Standing Invitation		

Committee Name	Area or Position	Member Name	Term Length	Term Expires	Meeting Day & Time
Department Chairs	Chair	Kelly Fowler	Standing Member		Every other Friday - 3:00
	Administration	Deborah Ikeda	Standing Member		
	Administration	Tom Mester	Standing Member		
	Administration	Doris Griffin	Standing Member		
	Academic Senate President	Elizabeth Romero	Standing Member	2015	
	Soc Sci/Business	Diane Schoenburg	Standing Member	2014	
	Humanities	Stephen Dent	Standing Member	2015	
	Math/Sci/Health	Jason Gardner	Standing Member	2015	
	Student Support Services	Erica Johnson	Standing Member	2014	
	Past Academic Senate President	Jeff Burdick			
Distance Education/Technology	Chair/Dir. Of Technology RC/WI	Gary Sakaguchi	Standing Member	Twice per semester	
Advisor Committee (DETAC)	Campus President	Deborah Ikeda	Standing Member		
	VP Inst & Student Services	Kelly Fowler	Standing Member		
	Dean of Instruction	Tom Mester	Standing Member		
	Dean of Students	Doris Griffin	Standing Member		
	Micro Comp Resource Tech	Bob Gafford	Standing Member		
	Librarian	Cynthia MacDonald	Standing Member		
	DSPS	Ryen Hirata	Standing Member		
	Soc. Sci/Business Rep	Ray Tjahjadi	Standing Member		
	Humanities Rep	Kirtley King	Standing Member		
	Humanities Rep	Erik Fritz	Standing Member		
	Math/Science/Health Rep		Standing Member		
	Math/Science/Health Rep	Roger Hitchcock	Standing Member		
	Soc. Sci/Business Rep/Coordinator	Brent Nabors	Standing Member		
	Soc Sci/Business Rep	Joseph Libby	Standing Member		
	Student Support Services/Coordinator	Erica Johnson	Standing Member		
	Classified Rep		Standing Member		
	ASG Rep		1 year	2015	
Enrollment Management	Chair	Kelly Fowler	Standing Member		Mondays - 3:00
	Administration	Doris Griffin	Standing Member		
	Administration	Tom Mester	Standing Member		
	Administration	Lorrie Hopper	Standing Member		
	Public Information Officer	Cris Monahan-Bremer	Standing Member		
	DSPS Rep	Ryen Hirata	Standing Member		
	Financial Aid Manager	Candy Cannon	Standing Member		
	Counseling Rep	Tasha Hutchings	Standing Member		
	Counseling Rep	Carla Stoner-Brito	Standing Member		
	Humanities	Elizabeth Romero	Standing Member		
	Soc Sci/Business	Lee Brown	Standing Member		
	Classified	David Navarro	Standing Member		
	Classified	Veronica Jury	Standing Member		
	Classified	Marci Suvanto	Standing Member		
	ASG Representative	Leanne Ruiz	1 year	2015	
Environmental Health &	Chair	Lorrie Hopper	Standing Member		Quarterly
Safety Committee/Facilities	Administration	Deborah Ikeda	Standing Member		
	Administration	Kelly Fowler	Standing Member		
	Administration	Tom Mester	Standing Member		
	Chemistry Rep	Shawn Fleming	Standing Member		
	Biology Rep	Arla Hile	Standing Member		
	DSPS Rep	Ryen Hirata	Standing Member		
	Science Inst. Technician	Jacob Gingold	Standing Member		
	College Nurse	Naomi Forey	Standing Member		
	General Utility Worker	Tony Romero	Standing Member		
	Building Generalist	Dan Hoffman	Standing Member		
	Math/Sci/Health Dept Chair	Jason Gardner	Standing Member		
	Student Support Serv Dept chair	Erica Johnson	Standing Member		
	Humanities Dept Chair	Stephen Dent	Standing Member		
	Soc Sci/Business Dept Chair	Diane Schoenburg	Standing Member		
	Director of Technology	Gary Sakaguchi	Standing Member		
	AFT Rep	Becky Allen	Standing Member		
	Assoc. VC Business & Oper.		Standing Member		
	Dir Maintenance & Oper.	Carl Simms	Standing Member		
	Grounds Service Manager	Glen Foth	Standing Member		
	Dist. Police Representative	Hartman/Gaines	Standing Member		
	Dist. Dir. Env. Health & Safety	Darren Cousineau	Standing Member		
	Construction Services Manager	Christine Miktarian	As needed		
	Architect	Bob Petithomme	As needed		
	Counseling Representative	Rachel Moring-Garcia	3 year	2016	
	ASG Student Rep.		1 year	2015	
	CSEA Rep (employee elected)	Marci Suvanto	1 year	2015	

Committee Name	Area or Position	Member Name	Term Length	Term Expires	Meeting Day & Time
Honors Program Advisory	Chair/Faculty, English	Jeff Burdick	2 years	2015	Once per semester
Committee	Dean of Instruction	Tom Mester	Standing Member		(October & March)
	Dean of Students	Doris Griffin	Standing Member		
	Counseling/Honors Advisor	Tasha Hutchings	Standing Member		
	Faculty, English	Cynthia Elliott	1 year	2015	
	Faculty, Math/Sci/Health	Arla Hile	1 year	2015	
	Faculty, Chemistry	Shawn Fleming 1 year			2015	
	Faculty, English		1 year	2016	
	Faculty, Philosophy	Michael Stannard	1 year	2015	
	Faculty, Business	Matt Alanis	1 year	2016	
	Faculty, Psychology	Diane Schoenburg	1 year	2015	
	Faculty, Math/Sci/Health	Chris Glaves	1 year	2016	
	Student Support Services	Brandon Huebert	1 year	2016	
	Faculty, Humanities	Erik Fritz	1 year	2016	
	Faculty, Math/Sci/Health	Jon Renwick	1 year	2016	
	School Relations	David Navarro	1 year	2015	
Library Liaison Committee	Chair/Librarian	Cynthia MacDonald	Standing Member		Once per semester
	Library Services Assistant	Susan Hansen	Standing Member		
	Dean of Instruction	Tom Mester	Standing Member		
	Counseling	Carla Stoner-Brito	2 year	2015	
	Health	Becky Allen	2 year	2016	
	Child Development	Liz Romero 2 year		2015	
	Math/Science/Health	Chris Glaves	2 year	2015	
	Math/Science/Health	Ann Fallon	2 year	2015	
	Social Science/Business	Lee Brown	2 year	2016	
	Humanities	Ann Brandon	2 year	2015	
	Humanities	Stephen Dent	2 year	2016	
	Social Science/Business	Jose Castaneda	2 year	2016	
	Social Science/Business	Robin Huigen	2 year	2016	
	ASG Student Rep		1 year	2015	
Literary Art Journal	Faculty	Melanie Sanwo	Member		
	Dean of Instruction	Tom Mester	Member		
	Faculty	Steve Dent	Member		
	Faculty	Cynthia Elliott	Member		
	Faculty	Kirtley King	Member		
	Faculty		Member		
	Faculty	Jennifer Simonson	Member		
	Faculty	Erik Fritz	Member		
	College Center Assistant	Patrick Stumpf	Member		
Program Review/Student	Co-Chair (PR Coordinator)	Michael Stannard	2 year		
Learning Outcomes	Co-Chair (SLO Coordinator)	Erik Fritz	2 year		
	Campus President	Deborah Ikeda	Standing Member		
	Institutional Researcher	Michelle Johnson	Standing Member		
	Academic Senate President	Elizabeth Romero	2 year		
	VP of Instr. & Student Serv.	Kelly Fowler	Standing Member		
	Dean of Instruction	Tom Mester	Standing Member		
	Dean of Students	Doris Griffin	Standing Member		
	Dept. Chair - Soc Sci/Business	Diane Schoenburg	2 year		
	Dept. Chair - Humanities	Stephen Dent	2 year		
	Dept. Chair - Math/Sci/Health	Jason Gardner	2 year		
	Student Support Serv	Brandon Huebert	2 year		
	English Dept. SLO Rep	Melanie Sanwo	Standing Member		
	Math Dept. SLO Rep	James Ryan	Standing Member		
	Student Services Rep	Veronica Jury	Standing Member		
	Classified Senate Rep	Leslie Rata	Standing Member		
	CSEA Rep	Patrick Stumpf	Standing Member		
	ASG Student Rep	Sergio Perez	1 year	2015	

Committee Name	Area or Position	Member Name	Term Length	Term Expires	Meeting Day & Time
Scholarship Committee	Chair/Dean of Students	Doris Griffin	Standing Member		Mid-May
	Dir of St. Success, Equity, & Outreach	Gurdeep He'Bert	Standing Member		
	Financial Aid Manager	Candy Cannon	Standing Member		
	Facilities/Business	Lorrie Hopper	Standing Member		
	Counselor	Rachel Moring-Garcia	2 year	2015	
	Faculty	Melanie Sanwo	2 year	2016	
	Classified	Patrick Stumpf	2 year	2015	
	SCCCD Foundation		Standing Member		
	Student Rep appointed by ASG		1 year	2015	
Staff Development Committee	Chair - VP Instr & St Serv	Kelly Fowler	Standing Member		3rd Thursday as needed
	Dean of Students	Doris Griffin	Standing Member		
	Dean of Instruction	Tom Mester	Standing Member		
	CSEA Representative	Bob Gafford	2 year	2016	
	Classified Representative	Patrick Stumpf	2 year	2015	
	Classified Management	Candy Cannon	2 year	2015	
	Humanities Rep	Kirtley King	2 year	2016	
	Math/Science/Health Rep	Becky Allen	2 year	2015	
	Soc Science/Business Rep	Diane Schoenburg	2 year	2016	
	Student Support Serv. Rep		2 year	2016	
Student Success/Basic Skills/	VP of Instr & Student Serv.	Kelly Fowler	Standing Member		
Retention	Counselor / Co-Chair	Carla Stoner-Brito	Standing Member		
	Dean of Students	Doris Griffin	Standing Member		
	Dean of Instruction	Tom Mester	Standing Member		
	DSPS Rep	Ryen Hirata	Standing Member		
	Financial Aid Rep	Candy Cannon	Standing Member		
	College Researcher	Michelle Johnson	Standing Invitation		
	Tutorial Coordinator	Stacy Ross	Standing Member		
	Counselor Rep appointed by A.S.	Erica Johnson	2 year	2016	
	Soc Sci/Bsns Rep appointed by A.S.	Garry Elliott	2 year	2015	
	Math Devel. Instructor appoint by AS	James Ryan	2 year	2016	
	English/Reading Devel. Instructor				
	appointed by Division	Ann Brandon	2 year	2015	
	English/Reading Devel. Instructor				
	appointed by Division	Jeff Burdick	2 year	2015	
	Humanities Rep	Jennifer Simonson	2 year	2016	
	Humanities Rep	Erik Fritz	2 year	2016	
	Librarian	Cynthia MacDonald	2 year	2016	
	Classified Rep	Patrick Stumpf	2 year	2016	
	CSEA Representative	Veronica Jury	2 year	2016	
	Classified Senate Rep.	Leslie Rata	2 year	2016	
	Student Support Serv. Rep	Brandon Huebert	2 year	2016	
	ASG Student Rep		1 year	2015	

Committee Name	Area or Position	Member Name	Term Length	Term Expires	Meeting Day & Time
Reedley College Committees					
(Most of these committee appointments must be approved through Reedley College's Academic Senate Executive President)					
Academic Senate	Comp/Lit & Comm (1)		Standing Member		
Subcommittees					
Curriculum Committee	Academic Senate Rep		1 year	2013	
	Liaison	Cynthia Elliott			
Flex Day Committee	Member				
	Member				
Classified Senate	Willow Rep	Brian Shamp	Standing Member		
Child Development Advisory	Faculty Rep	Elizabeth Romero	Standing Member		
Criminology Program Advisory	Faculty Rep	Garry Elliott	Standing Member		
Program Review Evaluation/	Campus President	Deborah Ikeda	Standing Member		
Hearing Committee	VP Inst & Student Serv	Kelly Fowler	Standing Member		
	Member	Michael Stannard	Standing Member		
	Member	Michelle Johnson	Standing Member		
Sabbatical Leave Committee	VP Inst & Student Serv	Kelly Fowler	Standing Member		
	Dean of Instruction	Tom Mester	Standing Member		
	Dean of Students	Doris Griffin	Standing Member		
	Member	Bill Allen	Standing Member		
Salary Advancement	Member	Chris Glaves	2 year	2013	
Committee					
Strategic Planning Council	Faculty Rep	Michael Stannard	Standing Member		
	Member	Michelle Johnson	Standing Member		

Committee Name	Area or Position	Member Name	Term Length	Term Expires	Meeting Day & Time
District Committees					
Ad hoc 7120	Faculty Rep	Tony Abbott	Standing Member		
	Admin Rep	Kelly Fowler	Standing Member		
Administrative Services	Faculty Rep	Michael Stannard	Standing Member		
	Manager Rep	Doris Griffin	Standing Member		
AFT Negotiation Team	Faculty Rep	Bill Allen	Standing Member		
Common Catalog Committee	VP Inst & Student Serv	Kelly Fowler	Standing Member		
	Dean of Students	Doris Griffin	Standing Member		
	Counseling	Erica Johnson	Standing Member		
CVHEC	Faculty Rep	Ann Brandon	Standing Member		
	Faculty Rep	Ryen Hirata	Standing Member		
	Faculty Rep	Roger Hitchcock	Standing Member		
	Faculty Rep	Cynthia Elliott	Standing Member		
Diversity Task Force	Chair (Dean of Students)	Doris Griffin	Standing Member		
(District Master Plan)					
DBRAAC	Faculty Rep	Arla Hile	Standing Member		
	Faculty Rep	Joe Libby	Standing Member		
	Admin. Rep	Lorrie Hopper	Standing Member		
	CSEA Rep	Karen Ainsworth	Standing Member		
	Classifed Senate Rep	Michelle Johnson	Standing Member		
	ASG Rep				
DSP&S Advisory	Faculty Rep	Nancy Vagim	Standing Member		
ECPC	Admin Rep	Kelly Fowler	Standing Member		
	Admin Rep	Doris Griffin	Standing Member		
	Faculty Rep	Cynthia Elliott	Standing Member		
	Faculty Rep	Cynthia MacDonald	Standing Member		
	Faculty Rep		Standing Member		
Enrollment Management	Faculty Rep	Lee Brown	Standing Member		
Taskforce	Admin Rep	Kelly Fowler	Standing Member		
	Admin Rep	Doris Griffin	Standing Member		
	Counseling Rep	Tasha Hutchings	Standing Member		
	Classified Rep	David Navarro	Standing Member		
Facilities	Faculty Rep	Becky Allen	Standing Member		
	Classified Senate Rep	Marci Suvanto	Standing Member		
	Admin Rep	Lorrie Hopper	Standing Member		
	Admin Rep	Kelly Fowler	Standing Member		
High Speed Rail	Faculty Rep	Joh McPhee	Standing Member		
HR Staffing	Faculty Rep	Jason Gardner	Standing Member		
	Classified Rep	Barbara Wilson	Standing Member		
	Admin Rep	Lorrie Hopper	Standing Member		
IS Priority Committee	Member	Lorrie Hopper	Standing Member		
International Education	Member		Standing Member		
Committee	Member	Karen Hammer	Standing Member		
Pre-Educational Coordinating	Member	Kelly Fowler	Standing Member		
and Planning Committee	Member	Stacy McArron	Standing Member		
SCCCD Peace Officers Advisory	Faculty Rep	Garry Elliott	Standing Member		
Shared Governance	Member	Cynthia Elliott	Standing Member		
Signature Programs	Faculty Rep	Cynthia Elliott	Standing Member		
	Faculty Rep	Tasha Hutchings	Standing Member		
	Faculty Rep	Kirtley King	Standing Member		
	Classified Rep	Michelle Johnson	Standing Member		
	Admin Rep	Kelly Fowler	Standing Member		
	Admin Rep	Tom Mester	Standing Member		
Strategic Planning	Classified Rep.	Veronica Jury	Standing Member		
	Faculty Rep	Michael Stannard	Standing Member		
	Admin Rep	Tom Mester	Standing Member		
	ASG Rep				
Technology Coordination	Member	Doris Griffin	Standing Member		
Committee	Member	Brent Nabors	Standing Member		
	Member	Michelle Johnson	Standing Member		
VP Group	Member	Kelly Fowler	Standing Member		
	Member	Lorrie Hopper	Standing Member		
WED Workforce/Economic	Member	Doris Griffin	Standing Member		
Dev./Dean's Workgroup	Member	Kelly Fowler	Standing Member		
	Member	Tom Mester	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 Clovis Community College Center Mission Statement and their committee Purpose Statements, submitting changes to the College Center Council recorder. Committees will also review at their first meeting the Clovis Community College Center Strategic Plan and identify activities they will carry out to implement the plan, submitting those activities to the Vice President of Instruction & Student Services.**

December 4, 2014

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 Clovis Community College Center, with an emphasis on the center's 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.

Clovis Community College Center: State Center Community College District (SCCCD) educational sites located in the northern area of the district geographically, and affiliated with Reedley College. The Clovis Community College Center (CCCC) is located at the intersection of Willow and International Avenues in Fresno.

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 center's 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 Clovis Community College Center. 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 Clovis Community College Center 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.

December 4, 2014

Section 3

Standing Committees and Management Group Purpose Statements

Standing Committee Purpose Statements

Academic Senate
    Academic Standards
    Curriculum/Articulation
    Equivalency
    Flex Day
Accreditation
Classified Senate
College Center Council
Commencement
Community College Center Advantage Program (CCCAP)
Department Chairs
Distance Education/Technology Advisory
Enrollment Management Committee
Environmental Health & Safety/Facilities
Honors Program Advisory
Library Liaison
Literary Art Journal
Program Review/Student Learning Outcomes
Scholarship
Staff Development
Student Success: Matriculation/Basic Skills/Retention

Management Group Purpose Statements

Campus President's Cabinet

Purpose

The Clovis Community College Center Academic Senate is comprised of all certificated faculty, counselors, librarians, college nurse, etc. The Clovis Community College Center Academic Senate Constitution and By-Laws specify the Purpose and Membership. Subcommittees of the Academic Senate include Academic Standards, Curriculum/Articulation, Equivalency, and Flex Day.

Operations

At their first meeting annually, the Academic Senate will review the Clovis Community College Center 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
Elizabeth Romero	President	2 Year
Jeff Burdick	Past President	
Diane Schoenberg	Vice President	2 Year
Jon McPhee	Secretary	2 Year
Russell Hickey	Curriculum	2 Year
Matthew Alanis	Soc Sci/Business Senator	1 year
Anthony Abbott	Math/Sci/Health Senator	1 year
Rachel Moring-Garcia	Student Support Serv Senator	1 year
Kirtley King	Humanities Senator	1 year
Roger Hitchcock	Math/Sci/Engr Senator	1 year
Ralph Munoz	Student Support Serv Senator	1 year
Jennifer Simonson	Humanities Senator	1 year
Tiffany Sarkisian	Adjunct Senator	1 year

December 4, 2014

Clovis Community College Center

Academic Standards Committee Operating Agreement

Purpose:
The Academic Standards Committee will ensure that the academic policies and procedures of the college will be upheld fairly and uniformly in accordance with California statutes and SCCCD board policies. The Academic Standards Committee has the authority to waive or suspended these academic policies and procedures and shall do so only rarely and then consistently with statutes, policies, and committee precedents.

The committee will review and approve or deny student petitions on academic matters, including, but not restricted to, academic renewal; disqualification and suspension; program, major, and degree requirements; and appeal of waiver of course prerequisites; and transcript evaluations. The committee will also initiate, review, and make recommendations regarding policies and guidelines relevant to all academic matters in its authority and jurisdiction.

Jurisdiction:
The committee is a committee of the Academic Senate.   The committee will make regular reports to the Academic Senate on the affairs of the committee.   California Education Code 70902 (b)(7) gives the Academic Senate the authority to assume primary responsibility in making decisions on Academic Standards. The Academic Senate has empowered the Academic Standards Committee to make decisions in matters relating to Academic Standards on its behalf. Also, the committee will operate as a sub-committee of the Reedley Academic Standards Committee until initial accreditation is granted. The faculty co-chair will attend the meeting of and will make regular reports to the Reedley College Academic Standards Committee.

Composition:
1. An academic officer from the office of instruction who will serve as administrative co-chair. The academic officer is a voting member.
2. Four faculty representatives appointed by the Academic Senate for staggered two year terms from each department. In appointing these faculty representatives, every effort shall be made to include a range of faculty representing developmental math, developmental English, counseling, and an instructor from a strictly academic or vocational discipline, if possible. Each faculty member is a voting member.
3. A representative of The Admissions and Records Office who will provide information on student petitions and perform the duties described in Operating Procedures (3). Until a Manager of Admissions and Records is hired, The Dean of Students will act as the representative of the Admissions and Records Office. The representative of The Admissions and Records Office is a non-voting member.

The committee will have two co-chairs: one faculty member and the academic officer.

Meetings Schedule:
The Academic Standards Committee shall meet monthly. The committee will meet on a specified day each month at a time not in conflict with the schedules of the members. The meeting schedule may be adjusted by the committee co-chairs as needed.

<u>Quorum and Voting</u>:
All voting and action of the committee may occur only at formal meetings of the committee at which a majority of those present are faculty members. A vote will pass with a simple majority of the voting members (fifty percent plus one) in favor.

<u>Operating Procedures</u>:
1. The academic officer of the committee will chair the meetings of the committee .
2. The Academic Senate will appoint the faculty co-chair from the faculty representatives.
3. Duties of the representative of The Admissions and Records Office:

    a. Be responsible for placing students' petitions on the agenda.

    b. Bring all supporting documentation for students' petitions to meetings.

    c. Record the committee's actions on the students' petitions.
    d. Archive all documents relevant to student petitions
    e. Ensure the policies and procedures under the purview of the Academic Standards Committee are followed by all offices of the Division of Student Services.

4. Duties of the administrative co-chair:
    a. Prepare the meeting agenda in consultation with the faculty co-chair and the Manager of Admissions and Records.
    b. Oversee preparation and dissemination to all committee members of all relevant meeting materials at least 24 hours in advance of the meeting.
    c. Coordinate all clerical work of the committee not coordinated by representative of The Admissions and Records Office
    d. Post all committee documents on the committee website including meeting minutes, agendas, and other materials of the committee. Posted materials must remain confidential and secure.
    e. Archive all other documents relevant to the business of the committee.
    f. Schedule and arrange the meetings of the committee
    g. Record the minutes of the meetings of the committee.
    h. Notify petitioning students of the committee's actions within 10 working days of the committee's decision.
    i. Ensure the policies under the purview of the Academic Standards Committee are followed by all college officers and their delegates.
    j. Ensure that the members of the committee are aware of current regulations in state statutes, district board policies and administrative regulations, and college academic regulations.

5. Duties of the faculty co-chair:
    a) Report to the Academic Senate at regular scheduled meetings at least twice each semester.
    b) Work collaboratively with Clovis Community College Center Counseling faculty to communicate any changes to procedure or policy under the jurisdiction of the Academic Standards Committee.
    c) Serve a two-year term.

    d) Prepare an exit report to the academic senate at the end of each term of service, assessing the committee's ability to execute the operating agreement, suggestions to

improve the operation and effectiveness on the committee. The faculty co-chair will maintain a copy of this exit report for purposes of accreditation and program review.

e) Serve as a member of the Reedley College Academic Standards Committee and, in that capacity; act as the liaison between the Reedley College Academic Standards Committee and the Clovis Community College Center Academic Standards Committee. The faculty co-chair will regularly present the decisions of the Clovis Community College Center subcommittee as a consent agenda to the Reedley Academic Standards Committee.

6. Each faculty member of the committee is responsible for serving as a liaison between his/her respective departments and the committee.
7. The committee will be responsible for the development and statement of all academic regulations of the college.

8. The committee may form ad hoc sub-committees relevant to the jurisdiction and responsibilities of the Academic Standards Committee.

9. The Academic Standards Committee will meet at least once annually for the express purpose of evaluation and revision of the goals and procedures of the committee.

10. Procedures for Student Petitions:

Petitions will be available to students in the Counseling Office. Students are responsible for gathering and presenting in writing all information relevant to their petitions, with the exception of academic records of the college. Representative of The Admissions and Records Office will present to the committee the relevant academic records of the college with the student's petition. If there are faculty members with information relevant to and in support of a student's petition, it is **the responsibility of the student to** request that the faculty members submit the relevant supporting information in writing to representative of The Admissions and Records Office for submission to the committee with the student's petition.

The committee, by majority vote of those present, will approve or deny the students' petition, in whole or in part. The committee may consider recommendations to be given to students along with the committee's decision on the students' petition. If the committee concludes that they have insufficient information to judge a student's petition, they may reject the petition and urge the student to re-submit the petition with additional information. If a petition involves a grade

The decisions of the committee will be final. Students may not re-submit the same petitions in the same semester. The authority to decide student petitions rests solely with the Academic Standards Committee. California Ed Code 76232, (b)(7), gives the Academic Senate the authority to assume primary responsibility in making decisions on Academic Standards. The Academic Senate has empowered the Academic Standards Committee to make decisions in matters relating to Academic Standards on its behalf. Therefore, the decision of the Academic Standards Committee may not be overruled by any other body, except in the limited case of fraud, bad faith, or incompetence where the final grade determination concerning removal or change of grade may be made by the President as per California Ed Code 70902 and Administrative Regulation 4321.

If a member of the Academic Standards Committee is an instructor of a course involved in a student petition, the committee member may recuse himself/ herself and not vote or have another representative from his/her division vote in her place.

In the event that the Reedley Academic Standards Committee rejects one or more items on the Clovis Community College Center Academic Standards subcommittee's consent agenda, a joint meeting of the Reedley Academic Standards Committee and The CCCC sub-committee will be held to resolve concerns, if possible.

Products:

1) Student petition forms
2) Yearly committee goals.
3) Review of new and proposed modifications of academic regulations.
4) Academic Standards Guidelines: Specific Policy, Procedures, and Authority Delegation for Each Type of Academic Matters Under Its Jurisdiction

Communication:

1) The faculty co-chair shall report to the Academic Senate at least twice each semester at regularly scheduled meetings.
2) The faculty co-chair will prepare an exit report to The Academic Senate at the conclusion of each term.
3) The representative of The Admissions and Records Office will inform the student petitioner of the committee's decision.
4) Each department representative is responsible for communicating with their respective departments about the affairs of The Academic Standards Committee.

See the Appendix for Academic Standards Related Laws and Regulations

Membership

Member	Area/Position	Term
Kelly Fowler	Academic Administrator – Co-chair	Standing Member
Bill Allen	Faculty Member	2 year
Ann Brandon	Faculty-developmental English	2 year
Tasha Hutchings	Faculty-Counseling	2 year
Brent Nabors	Faculty-academic or vocational	2 year
Doris Griffin	Dean of Students	Standing Member

December 4, 2014

Ad Hoc Curriculum Committee to the Clovis Community College Center (CCCC) Academic Senate 2014-2015

Mission:

- To fulfill the requirements of the WASC accrediting committee (October 2011 visit) to house a curriculum committee at the Clovis Community College Center site.
- To change curricula to meet the recommendations of Program Review, legislative action (SB 1440), vocational certification or subject area advances.
- To serve students well in terms of defining units for transfer or certificates in the most effective, up-to-date, and collegial manner.

Jurisdiction:

Clovis Community College Center faculty and administration as an ad hoc to the Clovis Community College Center Academic Senate and on a consent agenda to Reedley College Curriculum Committee.

Purpose:

The purpose of the ad hoc committee is threefold. 1. To gather faculty of the CCCC to brainstorm a new COR form and processes, and to gather concerns for the purpose of designing a new curriculum committee. 2. To work with faculty and administration to determine which courses should be added to the Clovis Community College catalogue to serve the purposes of our students both academically, vocationally, and for transfer in alignment with legislated transfer degrees and changes in vocational certificates or advances in subject matter. 3. To discuss and approve non-substantial changes to curriculum as prompted by program review or faculty suggestion as relevant, for approval by the Reedley College Curriculum Committee on a consent agenda. Non-substantive changes include adding to or editing course descriptions, textbook titles or dates, and content explanations*. New courses can be introduced to our committee, but must ultimately go through the RC Curriculum Committee. The ad hoc committee, as a subset of Reedley College's curriculum committee, cannot approve new curricula, add or subtract SLOs or reconfigure grading, units, and pre-requisites.*

Composition:

1. Academic Chair
2. Representatives are faculty (from diverse areas at first) and administrators of CCCC.
3. Members shall be numerous at first and represent all aspects of the college. After initial brainstorming sessions, members will be reduced to one faculty representative per division, the academic dean, and the articulation officer.

Meeting Schedule:

Tuesday at 2:00 pm. Bi-monthly for one hour to begin.

Operating Procedure:

The committee shall have one chair elected by the faculty at large in an election administered by the CCCC Academic Senate. The committee chair serves for two academic years and receives 4 LHEs release

time. The committee chair will be responsible for keeping agendas and notes, reporting to the academic senates of Reedley College and CCCC, working with divisions, the state academic representative to the Academic Senate of California Community Colleges, the articulation officer, the academic dean, the SCCCD district's ECPC committee, and for maintaining an active Bb site. The chair will be responsible for periodic assessments of the curriculum process, for editing the handbook, and for choosing and maintaining relevant software for curriculum changes. Also, the chair will provide a yearly census of the committee's activities for the committee and the public.

Members of the committee will attend meetings, correct and advise in the editing of curriculum, assist with transfer requirements and keep apprised of changes in their fields that affect curriculum. Some may attend curriculum workshops in place of or with the chair. Terms are two years to start, staggered so that the first representative will serve for two years, his or her replacement for one. Members can run for successive terms. A coin toss will determine who goes "off" after the first year.

Operating Agreements are updated annually and records are kept with the secretary/archivist of the CCCC Academic Senate. Upon certification of Clovis Community College this committee dissolves and serves as the proto-type of the Clovis Community College Curriculum Committee.

Products:

Course Outline of Record Form
Curriculum Committee procedurals
Curriculum Committee handbook
Reports to Academic Senate of Reedley College
Reports to CCCC Academic Senate
Yearly Census of activities

Membership

Member	Area/Position	Term
Cynthia Elliott	Chair	
Russell Hickey	Interim Chair Spring 2014	
Tom Mester	Dean of Instruction	Standing member
Erik Fritz	SLO Coordinator	
Tasha Hutchings	Articulation Liaison	
Ann Fallon	Faculty – Humanities	
Courtnie LaTorraca	Faculty – Math/Sci/Health	
Jon Renwick	Faculty – Math/Sci/Health	
Ray Tjahadi	Faculty – Soc Sci/Business	
Sallie Turpen	Faculty – Soc Sci/Business	
Robin Huigen	Faculty – Soc Sci/Business	

December 4, 2014

Clovis Community College Center
Equivalency Committee Operating Agreement

Purpose:
As defined in *California Education Code § 87359,* Title *V of the California Code of Regulations §53430* and supported by *Legal Opinion L 03-28* and *Resolution F95 19.1 of the Academic Senate for California Community Colleges (see supporting documents below),* equivalency committees at California Community Colleges will have the responsibility of judging the merit of petitions for equivalency. The committee under the auspices of the Academic Senate will utilize committee members and faculty experts to vet the petitions for approval or denial.

Equivalency means that an applicant for a certificated position who *does not* hold the degrees specified in the current *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook, must submit a petition to be considered for the vacancies. By submitting this petition, the applicant is asserting that, through various means, he/she has gained sufficient knowledge to make him/her *equal to a person who meets the specified minimum qualifications*.

Product:
Approval or denial of petitions for equivalency

Forms that are needed for the process of petitioning for equivalency as approved by the Academic Senate shall be created and maintained by the committee.

Reports for the Academic Senate as needed or requested by the Academic Senate.

Jurisdiction:
Equivalency Committee coordinates, oversees, and reports on the petitions for equivalency that are specific to certificated positions at Clovis Community College Center (CCCC).

Until Initial Accreditation is granted this committee will fall under the CCCC's Academic Senate and operate as a subcommittee under the Reedley College Equivalency Committee. After initial accreditation this committee will be solely under the governance of the Academic Senate of Clovis Community College.
(SHOULD THIS LANGUAGE INCLUDE THE STATEMENT OF AUTHORITY?)

Duties and functions:

- The CCCC Academic Senate charges the Equivalency Committee with the responsibility of ensuring that all potential faculty members meet or exceed the minimum qualifications as specified in the current *Minimum Qualifications for Faculty and Administrators in California Community Colleges (see supporting documents below)*.
- As per the *AR 7120 section 8* the departments *(see supporting documents) below* will determine if an applicant meets the equivalency standards as defined by the department. The Equivalency Committee will validate that determination. Equivalency may only be granted if both the department and Equivalency Committee agree.
- The term "departments" as used should be interpreted as "disciplines" or "divisions". Faculty (tenured when possible) in the appropriate discipline should complete the determination for equivalency through the Equivalency Committee for recommendation of support or denial. Reporting of finding will be reported directly to the Academic Senate.
- The Equivalency Committee shall have sole responsibility to recommend forms to the Academic Senate for petitioning for equivalency and forms for appealing a denied petition. These forms shall be published and made readily available. The Academic Senate shall modify these forms as deemed necessary, and may request suggestions or recommendations for such modification from the Equivalency Committee.

Membership:

- A member of the College Academic Senate Executive Committee, to be designated by the Senate president, shall chair the Equivalency Committee. The Equivalency Committee shall have a total of seven (7) members or number established by the Academic Senate, including the Chair. The President of the Academic Senate, with the advice of the Academic Senate Executive Committee, shall appoint the Equivalency Committee membership. The Equivalency Committee membership should include representatives of academic and vocational programs.

- Equivalency Committee members shall serve a two academic year term and be available for committee work falling into the summer as needed. A member may serve multiple consecutive terms, although rotating membership is encouraged. No more than 4 new members should be added at the beginning of a new academic year. Initially, members may serve 1, 2, or 3 year terms to allow the rotational system to begin.

- In the event that a member can no longer serve on the Equivalency Committee, the Senate President, with the advice of the Academic Senate Executive Committee, shall appoint a replacement. In making appointments, the Senate President should attempt to maintain representation with respect to disciplines when appointing replacements.

- Each member of the Equivalency Committee will be provided with the current copy of the current *Minimum Qualifications for Faculty and Administrators in California Community Colleges (see supporting documents below)*, which outlines the basic standards for certificated employment at a California community college. If possible, a current electronic file of the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* will be available on the human resource section of the SCCCD district website. All committee members must have a copy (electronically or hard copy) of the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.

- Any change in the membership structure of the committee must be made in advance of the academic year in which the change is to occur and be approved by the Academic Senate.

Management and Operating Procedures

Committee Formation:

As per California Education Code §87359, California Code of Regulations §53430, SCCCD Board Policy (current BP 4100; revised 7120), SCCCD Administrative Regulations (current AR 4100, §6.9; revised TBD), and SCCCD Procedures for Recruitment and Employment of First-Time Part-Time Faculty [Faculty-part-time hiring (10/26/01) the Clovis Community College Center will form a standing committee entitled "Equivalency Committee." The CCCC Academic Senate shall approve and amend as necessary the CCCC Senate Equivalency Committee Operating Procedure. The CCCC Academic Senate Equivalency Committee shall be known as the "Equivalency Committee" and the CCCC Academic Senate shall be known as the "Senate." The Equivalency Committee shall implement the Senate approved Equivalency Committee Operating Procedure and approved amendments as they arise.

> **Quorum**: simple majority vote by a quorum of the Academic Senate approving this Operating Procedure will be required for adoption. If membership is ever at an even number of members and there is a tie; the chair of the Equivalency Committee will break the tie.

> **Meeting Schedule:** The Equivalency Committee shall meet as deemed necessary by receipt of petitions for equivalency. The committee shall meet when called upon by the Academic Senate or needed for the development of procedures and/or forms necessary for the equivalency process.

Amending the Equivalency Committee Operating Procedure:

- Any person represented by the Academic Senate (hereafter referred to as "faculty member" or "faculty") may propose amendments to the Equivalency Committee Operating Procedure. The Equivalency Committee and the Senate shall review the proposed amendments. Upon the approval of a simple majority of the Senate, amendments will be immediately implemented by the Equivalency Committee unless otherwise specified in the approved amendment

Process for Petitioning for and Reviewing of Equivalencies

- A majority of the members of the Equivalency Committee shall constitute a quorum, allowing this committee to consider petitions.

- The petitioner is responsible to ensure that the petition is complete. It is probable that petitioners will not be cognizant of equivalency or the equivalency procedure. Therefore it is imperative that screening committee members, discipline experts/representatives, Department Chairs, Division Representatives, or Deans of Instruction that are interviewing and/or screening potential full-time or part-time candidates ensure that the candidates are aware of equivalency requirements and procedures and assist the petitioner as necessary to ensure complete equivalency petitions are prepared for submission.

- To expedite the consideration of the petition, it is recommended that all forms and documents be submitted in an electronic file format to be made available to all Equivalency Committee members through a secure process. If all documentation is provided via an electronic file format, a hard copy will be produced and included in the personnel file until the time the personnel file has been appropriately destroyed.

- Unofficial transcripts may be submitted for initial consideration of the petition; however the committee will not render a final determination until official transcripts are received. All applicants must have official transcripts on file with the Human Resources Department (HR) at the District Office. The committee may request verification from HR; however this may/will delay final approval of an equivalency petition. Therefore, it is recommended that official transcripts be provided to the committee, preferably with the original submission of the equivalency petition for review.

- Complete petitions will include a full and detailed description articulating those exact courses/experiences that the petitioner is asserting make him/her equal to a candidate who meets the currently established minimum qualifications.

1. If the petitioner is lacking the appropriate degree(s) in *"disciplines where a master's degree is required,"* at a minimum, he/she must include:

- A list of the requirements for earning the degree in question from an accredited institution in the United States (appropriate pages from the institution's catalog will suffice).
- A letter illustrating how his/her various academic and professional experiences satisfy the requirements of the degree that he/she lacks.
- And/or a letter illustrating how his/her academic and/or professional experiences satisfy the Programs Learning Outcomes

2. If the petitioner is lacking the requirements to teach in *"disciplines in which a master's degree is not generally expected or available,"* and the petitioner is *lacking the specified bachelor's or associate's degree*, at a minimum, he/she must include:

- A list of the requirements for earning the degree in question from an accredited institution in the United States (appropriate pages from the institution's catalog will suffice).
- A letter illustrating how his/her various academic and professional experiences satisfy the requirements of the degree that he/she lacks.
- And/or a letter illustrating how his/her academic and/or professional experiences satisfy the Programs Learning Outcomes

and the petitioner is *lacking the specified years of experience*, at a minimum, he/she must include:

- A letter/ illustrating how his/her various academic and professional experiences satisfy the years of experience that he/she lacks
- And/or a letter illustrating how his/her academic and/or professional experiences satisfy the Programs Learning Outcomes

NOTE: Petitioners should pay special attention to detail in establishing his/her comparative academic and professional experiences and submitting supporting materials to avoid unnecessary delays caused by the need to request additional information or support.

- Upon submission, all petitions must be signed by at least one tenured faculty member from the discipline

- recommending the petitioner for equivalency. Signature by several of the tenured or non-tenured faculty within the discipline is recommended. Approval by the discipline specific faculty member(s) will be deemed as the determination that the qualifications of the petition satisfy the equivalency requirements of the discipline.

- If there are no tenured faculty members within the discipline, a faculty member from a related discipline (as defined in the current Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook) may sign the petition. For disciplines with only non-tenured faculty members, the signing tenured faculty member must consult with the non-tenured faculty prior to signing. In such an event, it is encouraged that tenured discipline experts from another SCCCD College be consulted.

- It is imperative that the signing **tenured** faculty member consults with other faculty members within the discipline prior to signing the petition. The signature of this tenured faculty member is the determination that the petitioner satisfies the equivalency requirements for the petition. Other faculty members may sign the petition in support of or in opposition to the petition.

- The Department Chair, depending on the origin of the petition, must sign petitions. The signature of the Department Chair constitutes acknowledgement of the petition being submitted by the discipline experts and that the discipline experts deem the petitioner to meet the equivalency requirements. The Department Chair may deny a petition or prevent a petition from being forwarded to the Equivalency Committee once the discipline experts have deemed the petitioner to be equivalent. The Department Chair or Division Representative is encouraged to include a statement of support or opposition.

- After the petition has received all appropriate signatures it is submitted to the Dean of Instruction who oversees the discipline from Clovis Community College Center. The Dean of Instruction may, and is encouraged to include, a statement of support or opposition. The completed petition is then submitted directly to the Chair of the Equivalency Committee.

- At the discretion of the Equivalency Committee, additional information, supporting materials, or additional justification or support from faculty within the discipline may be requested during the review period.

- The Equivalency Committee will review and make a decision on the petition within a maximum of **15 working days**, assuming the petition is submitted during the certificated contract year. For petitions submitted during the **summer months**, consideration may take a maximum of **25 working days**.

- If a petition has been denied, the Equivalency Committee has **3 working days from the day the decision was made to provide the**

Dean of Instruction with formal notification (suitable for inclusion in the personnel file). The Chairperson of the Equivalency Committee will either prepare the formal notification or delegate the responsibility to a committee member. The formal notification should include the reasons why the petition was denied. **Petitioners who have been denied equivalency may appeal the decision by submitting the completed appeal form and supporting materials to the Academic Senate Executive Committee within 5 working days of being informed of the decision by the Dean of Instruction**. If the petitioner is unable to adequately respond within this period, he/she may request additional time from the Chair of the Equivalency Committee. The duration of the negotiated extension will be included in the petition documentation.

- To expedite the process, the appeal should contain substantially more information or support than was provided to the Equivalency Committee. The Academic Senate Executive Committee at their next scheduled meeting will consider the appeal. At the discretion of the Senate President, the Executive Committee prior to their next scheduled meeting may consider the appeal by other means (for example, electronic vote). The decision of the Academic Senate Executive Committee will be final.

- Hard copies of all forms and documents for equivalency must be maintained in the appropriate personnel file for future reference as needed. The equivalency will be in force so long as the minimum qualifications remain unchanged, or if grandfather clauses are included in the new regulations. Clovis Community College Center will only recognize the approved equivalency.

Supporting policies, codes, regulations, and resolutions:

CALIFORNIA EDUCATION CODE
SECTION 87355-87359.5

87355. Notwithstanding Section 87356, every person authorized to serve as a community college instructor, librarian, counselor, student personnel worker, supervisor, administrator, or chief administrative officer under a credential shall retain the right to serve under the terms of that credential, and, for that purpose, shall be deemed to possess the minimum qualifications specified for every discipline or service covered by the credential until the expiration of that credential. The board of governors shall adopt regulations as necessary to implement this requirement.

87356. (a) The board of governors shall adopt regulations to establish and maintain the minimum qualifications for service as a faculty member teaching credit instruction, a faculty member teaching noncredit instruction, a librarian, a counselor, an educational administrator, an extended opportunity programs and services worker, a disabled students programs and services worker, an apprenticeship instructor, and a supervisor of health.

(b) The Legislature finds and declares that this section does not create a state-mandated local program because compensation of faculty will continue to be determined through the collective bargaining process or meet and confer sessions.

87357. (a) In establishing and maintaining minimum qualifications pursuant to Section 87356, the board of governors shall do all of the following:

(1) With regard to minimum qualifications for faculty, the board of governors shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate. With regard to minimum qualifications for educational administrators, the board of governors shall consult with, and rely primarily on the advice and judgment of, an appropriate statewide organization of administrators. With regard to minimum qualifications for apprenticeship instructors, the board of governors shall consult with, and rely primarily on the advice and judgment of, appropriate apprenticeship teaching faculty and labor organization representatives. In each case, the board of governors shall provide a reasonable opportunity for comment by other statewide representative groups.

(2) The board of governors shall establish a process to review at least every three years the continued appropriateness of the minimum qualifications, and the adequacy of the means by which they are administered. The process shall provide for the appointment of a representative group of community college faculty, administrators, students, and trustees to conduct or otherwise assist in the review, including particularly, representatives of academic senates, collective bargaining organizations, and statewide faculty associations. In addition, the group shall be broadly representative of academic and vocational programs in the curriculum from both urban and rural districts, and representative of ethnic minority communities.

(b) The board of governors, relying primarily upon the advice and judgment of the statewide Academic Senate, shall prescribe by regulation a working definition of the term "discipline" and shall prepare and maintain a list of disciplines that are "reasonably related" to one another, as that phrase is used in the minimum qualifications. The initial list shall be distributed to the community college districts by July 1, 1989, for their use in applying the minimum qualifications for hire.

In formulating advice and recommendations to the board of governors regarding the definition of the term "discipline," the statewide Academic Senate shall consult with appropriate statewide organizations representing administrators and faculty collective bargaining agents. The statewide Academic Senate shall incorporate the advice of those groups into its recommendations to the board of governors, particularly as it relates to the practical ramifications of any proposed definition of the term "discipline" on issues of reassignment, transfer, and reduction in force.

The board of governors, relying primarily upon the advice and judgment of the statewide Academic Senate, shall prepare and maintain a list of disciplines in which the master's degree is not generally expected or available. The initial list shall be distributed to the community college districts by July 1, 1989, for their use in applying the minimum qualifications for service.

87358. The board of governors shall periodically designate a team of community college faculty, administrators, and trustees to review each community college district's application of minimum qualifications to faculty and administrators.

87359. The board of governors shall adopt regulations setting forth a process authorizing local governing boards to employ faculty members and educational administrators who do not meet the applicable minimum qualifications specified in the regulations adopted by the board of governors pursuant to Section 87356. Unless and until amended pursuant to the process described in Section 87357, the regulations shall require all of the following:

   (a) No one may be hired to serve as a community college faculty member or educational administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board of governors adopted pursuant to Section 87356. The criteria used by the governing board in making the determination shall be reflected in the governing board's action employing the individual.

   (b) The process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty members, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination, and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Section 87358.

   (c) Until a joint agreement is reached and approved pursuant to subdivision (b), the district process in existence on January 1, 1989, shall remain in effect.

87359.5. By May 1, 1989, the board of governors shall have reviewed or contracted for review of, the job relevance of the requirements of Sections 87408, 87408.5, 87408.6, and any other physical fitness tests or examinations, and other conditions of employment, applicable to community college personnel.

CALIFORNIA CODE OF REGULATIONS
TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 4. EMPLOYEES
SUBCHAPTER 4. MINIMUM QUALIFICATIONS
ARTICLE 2. QUALIFICATIONS AND EQUIVALENCIES
§ 53430. Equivalencies.

(a) No one may be hired to serve as a community college faculty or educational administrator unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in this Article or elsewhere in this Division. The criteria used by the governing board in making the determination shall be reflected in the governing board's action employing the individual.

(b) The process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty employed under the authority granted by this Section possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in this Division.

(c) The process shall further require that the academic senate be provided with an opportunity to present its views to the governing board before the governing board makes a determination; and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Education Code Section 87358.

(d) Until a joint agreement is reached and approved pursuant to Subdivision (b), the district shall be bound by the minimum qualifications set forth in this Subchapter.

State Center Community College District, Board Policy 2510:

Participation in Local Decision-making
The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative regulations for Chancellor action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the district:

Academic Senate(s) (Title 5, sections 53200-53206.)
The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

Staff (Title 5, section 51023.5.)
Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect

on staff. The opinions and recommendations of the Classified Senate will be given every reasonable consideration.

Students (Title 5, section 51023.7.)
The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the **Educational Employment Relations Act**, Government Code section 3540, et seq. See Administrative Regulation 2510 Reference: Education Code Section 70902(b) (7); Title 5 Sections 53200, et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students);

Adopted by the Governing Board: June 2, 1992; November 4, 2003

State Center Community College District, Board Policy 7120:

Recruitment and Hiring
Administrative regulations shall be established for the recruitment and selection of employees including, but not limited to, the following criteria. An Equal Employment Opportunity plan shall be implemented according to Title 5 and Board Policy 3420.
Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

The criteria and regulations for hiring academic employees shall be established and implemented in accordance with board policies and regulations regarding the Academic Senate's role in local decision-making.
The criteria and regulations for hiring classified employees are governed by Education Code and Personnel Commission rules.

See Administrative Regulation 7120 References: Education Code Sections 70901.2, 70902 (b) (7) & (d), 87100, et seq.; Title 5 Sections 53000, et seq., 51023.5; Accreditation Standard III.1.A Adopted by the Governing Board: June 8, 1978; June 28, 1978; September 3, 1985; June 4, 1996; April 4, 2006 Revised: July 1, 2008

State Center Community College District, Board Policy 7210

<u>Academic Employees</u>
Academic employees are all persons employed by the District in academic positions. Academic positions include every type of service, other than paraprofessional service, for which the Board of Governors has established minimum qualifications for the California Community Colleges.
Faculty members are those employees who are employed by the District in academic positions that are not designated as supervisory or management. Faculty employees include, but are not limited to, instructors, librarians, counselors, and professionals in health services, DSPS, and EOPS.

Decisions regarding tenure of faculty shall be made in accordance with the evaluation procedures established for the evaluation of probationary faculty and in accordance with the requirements of the Education Code. The Board reserves the right to determine whether a faculty member shall be granted tenure.

The District may employ temporary faculty from time to time as required by the interests of the District. Temporary faculty may be employed full time or part time. The Board delegates authority to the Chancellor to determine the extent of the District's needs for temporary faculty.
Notwithstanding this policy, the District shall comply with its goals under the Education Code regarding the ratio of full-time to part-time faculty to

be employed by it and for making progress toward the standard of 75% of total faculty work load hours taught by full-time faculty.

Reference: Education Code Sections 87400, et seq; 87419.1; 87482.8; 87600, et seq.; Title 5, Section 51025
Adopted by the Governing Board: October 3, 2006

State Center Community College District, Administrative Regulation 2510
<u>Participation in Local Decision-making</u>
The Communications Council was formed to provide a venue for college/district constituency groups to participate in local decision-making.
The Communications Council meets one week prior to each regular governing board meeting. The Council reviews the Board agenda and discusses items on the agenda as well as other topics regarding shared governance (see Administrative Regulation 2410).
The Communications Council consists of:
- The president of each college's Academic Senate or his/her designee;
- The president of each college's Classified Senate or his/her designee;
- The president of the faculty exclusive representative or his/her designee;
- The president of the classified employee's exclusive representative or his/her designee;
- One additional representative from the exclusive representative of the classified employees;

- A student representative from each college;
- The College Presidents;
- The Vice Chancellor, North Centers; and
- The Chancellor.

Shared Governance
In order that the faculty may have a formal and effective procedure for participating in the

Participation in Local Decision-making
Formation and implementation of District regulations on academic and professional matters, the following process shall apply: "Consult collegially," wherein the governing board will develop regulations relying primarily on the advice and judgment of the Academic Senates shall pertain to:
Curriculum matters consisting of the following:

Curriculum development;
☐ Establishing prerequisites and placement of courses within disciplines;
☐ Grading policies;
☐ Standards or policies regarding student preparation and success; and
☐ Degree and certificate requirements

And shall mean:

- ☐ Such processes are subject to 53203(d)(1) of the Board of Governors' regulations;
- ☐ The Senate, upon consideration of the regulation, may ask for, and receive comment from, the Chancellor/designee, which shall be considered by the Senate prior to final approval.
- ☐ Once approved by the Academic Senates, the regulation shall be placed on the next meeting agenda of the Chancellor's Cabinet.
- ☐ In those instances where the administration plans to propose recommendations to the Board different from those proposed by the Academic Senates, the administration shall communicate, in writing, to the Senate the reason for such different recommendations and shall provide the Senates the opportunity to respond in writing prior to taking the recommendation to the Board for final action.

"Consult collegially" for all other "academic and professional matters" wherein the governing board will develop regulations after the Chancellor/designee and the Academic Senates/designees have reached mutual written agreement regarding the regulations shall pertain to:
All other academic and processional matters consisting of the following:

- ☐ Educational program development;

Participation in Local Decision-making
- ☐ Faculty roles and involvement in accreditation processes including self-study and annual reports;
- ☐ Establishing a process for faculty professional development activities;

- ☐ Process for program review;
- ☐ Processes for institutional planning and budget development;
- ☐ District and college governance structures as related to faculty roles; and
- ☐ Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senates.

And shall mean:
- ☐ Such processes are subject to 53203(d)(2) of title 5 regulations;
- ☐ When either the governing board (or designee), or the Academic Senates (designees) seek to consult collegially regarding "other academic and professional matters" (other than curriculum), the party seeking consultation shall request the consultation in writing. The parties shall then collegially consult and strive to develop mutually agreed upon written recommendations to the governing board. After reasonable collegial consultation, in the event the parties cannot reach mutual agreement on an academic and professional matter (other than curriculum), the parties shall submit separate written recommendations to the governing board.
- ☐ In cases where there is no existing policy, or in cases where exposure to legal liability or substantial fiscal hardship requires existing policy to be changed the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

References: Education Code Section 70902(b) (7); Title 5 Sections 53200 et seq.; 51023.5; 51023.7; Accreditation Standard - IV.A.2, IV.A.5
Adopted by Chancellor's Cabinet: August 18, 2008

State Center Community College District, Administrative Regulation 7120

<u>Procedures for Recruitment and Employment of College Faculty</u>
SECTION I – PHILOSOPHY

1.1 It shall be the policy of the State Center Community College District to recruit and hire highly qualified college faculty who are expert in their subject areas, who are skilled in serving the needs of a culturally and ethnically diverse student population served by the district, and who can enhance overall college effectiveness. Indispensable characteristics include excellence in teaching, expertise in subject matter, positive personality traits, leadership ability, sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, and a commitment to both students and the community college philosophy.

1.2 The governing board of a community college district derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. The governing board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process.

- 1.3 Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. The

- faculty has an inherent professional responsibility and right to participate in the development and implementation of polices and procedures governing the hiring process.
-
- 1.4 Hiring procedures are based on recognition that responsibility for selecting faculty is shared cooperatively by faculty and Administration participating effectively in all phases of the hiring process.
-
- 1.5 Strict confidentiality shall govern all applicant files, reference checks and Interview Selection Committee discussions relative to faculty hiring.
-
- 1.6 A joint committee of Administration and Academic Senates shall review these procedures every five years or at the request of either of the Academic Senates or Administration.
-
- 3.1 The campus will determine the number of new contract faculty positions to be recommended to Chancellor's cabinet, through a well-defined, cooperative and thoughtful planning process involving at a minimum, the college Academic Senate, faculty in the discipline, and college administrators.
-
- **Procedures for Recruitment and Employment of College Faculty**
- **SECTION 2 – EQUAL EMPLOYMENT OPPORTUNITY**
- 2.1 The Board of Trustees, Administration, and Academic Senates have the shared responsibility to ensure that Equal Employment Opportunity Commission guidelines are a part of the overall process of hiring faculty.
- 2.2 All participants in the hiring process shall receive training in Equal Employment Opportunity Commission guidelines and procedures.
- 2.3 In complying with board policy and Equal Employment Opportunity Commission guidelines, the district is committed to an effective hiring process that does not discriminate against any individual.
-
- **SECTION 3 – POSITION IDENTIFICATION/APPROVAL**
- 3.2 The Chancellor, with due consideration for the District's full time faculty obligation, the District budget and campus needs, will determine the number of additional contract faculty positions to be recommended to the Board of Trustees, through a well-defined, cooperative and thoughtful planning process involving the Chancellor's cabinet.
- 3.3 The campus will allocate new and vacant contract faculty positions to departments and/or disciplines through a well-defined, cooperative and thoughtful planning process involving at a minimum, the college Academic Senate, Department Chairs, and college administrators.
- **SECTION 4 – JOB DESCRIPTION**
- 4.1 Clear and complete job descriptions with the essential functions of the position and desirable qualifications shall be developed by the appropriate Administrator, and discipline specific faculty. In all cases, job descriptions shall include the minimum qualifications for teaching at the community college level

as established by the statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges.

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- **Procedures for Recruitment and Employment of College Faculty**
- 4.2 Hiring criteria that are set by regulation and that are beyond the minimum qualifications will be established when appropriate.
- 4.3 The Equal Employment Opportunity Officer will review each position announcement/job description to ensure conformity with the District's Equal Employment Opportunity and non-discrimination guidelines.

-
- **SECTION 5 – SEARCH PROCEDURES**
- 5.1 Public announcements of the vacancy shall normally be for a forty-five (45) day period and shall consist of a notice of vacancy containing at least the following: title of the position, date the position is to be filled, filing deadline, location of assignment, job description and hiring criteria as developed pursuant to section 4 and application procedures. Timely review of the public announcement by discipline specific faculty, appropriate Administrator shall occur prior to distribution. Distribution of the notice of vacancy shall be a District Office responsibility.
- 5.2 If a vacancy occurs unexpectedly and the normal recruitment time lines will cause a hardship or delay in the start of classes, the College President or Campus President may request a 30 day emergency recruitment.
- 5.3 All vacancy notices must also clearly state that interested persons are to submit their applications to the District Human Resources Office. After the filing deadline, all applicants for the position will be notified in a timely manner of the status of their applications. All correspondence to applicants will come from the District Human Resources Office.
- 5.4 If at the end of the recruitment period, the Associate Vice Chancellor for Human Resources believes that the applicant pool lacks sufficient applications he/she will immediately notify the College President or Campus President. He/she or his/her designee will consult with the department chair/divisional representatives and subject area faculty. After such consultation, the College President or Campus President will make a decision to extend the filing deadline, re-advertise the position, re-designate the position as full time temporary, cancel the recruitment for the position, or take any other action arrived at through consultation.

- **Procedures for Recruitment and Employment of College Faculty**
- **SECTION 6 - APPLICANT SCREENING, SELECTION AND INTERVIEW PROCESS**
- 6.1 The appointment of faculty members to serve on faculty Interview Selection Committees shall be made by mutual agreement between the College President or Campus President or his/her designee, and the Academic Senate President. Should the composition of the original committee, need to change, this process shall still apply.
- 6.2 The Interview Selection Committee shall consist of not less than five (5) individuals, nor more than ten (10). Wherever possible, the majority of the

committee shall be members of the faculty from the discipline in which the vacancy exists. In addition to the area administrator, the remainder of the committee shall be members of the faculty or members of the community having special expertise.

- 6.3 Should enough faculty from the discipline NOT be available at the college/campus where the vacancy exists, an effort shall be made to obtain faculty from the discipline from other colleges/campuses; however, this should not be done to the extent that such augmentation would result in a majority of the Interview Selection Committee coming from those other colleges/campuses. An effort shall be made to insure that a majority of the committee members come from the college/campus where the vacancy exists, and that there is also a majority of the committee from within the discipline. In cases where it is not possible to have majorities in both of the categories mentioned above, maintaining the majority from the college/campus where the vacancy exists shall take precedence.

- 6.4 Each member of the Interview Selection Committee, including any community member having special expertise, must be certified by the District Equal Employment Opportunity Officer as having been instructed in Equal Employment Opportunity procedures within the past academic year.

- 6.5 All members of the Interview Selection Committee shall be voting members.

- 6.6 The area administrator will convene the initial meeting of the Interview Selection Committee, at which time the Interview Selection Committee shall elect its ongoing chairperson from among any of its members and establish a time line for carrying out the functions of the committee.

- **Procedures for Recruitment and Employment of College Faculty**

- 6.7 The chairperson shall provide written instructions to the Interview Selection Committee, which shall include this Administrative Regulation (Administrative Regulation 7120) and the time line. The committee shall review these instructions at this time.

- 6.8 The committee has the professional responsibility to maintain strict confidentiality in matters pertaining to information about the candidates, such as applicant names, contents of applicant files, interviewee's responses, committee deliberations, reference checks or other information that might compromise the integrity of the process. Committee members will be required to sign a confidentiality statement. Failure to adhere to section 6.8 may result in disciplinary action.

- 6.9 The committee shall be entrusted with the responsibility of selecting the most qualified candidates for the position. Fulfillment of this responsibility shall include a review of the job announcement; establishing paper screening criteria for desirable candidates; reviewing applicants' files; establishing interview questions; establishing the criteria for any teaching demonstrations and/or demonstrations of competence in writing or other performance indicators related to the subject deemed necessary of each applicant; selecting a minimum and maximum number of candidates to interview as determined by the Interview Selection Committee; conducting the interview with the selected candidates in a professional manner; selecting the candidates to be recommended for the

position; and providing a written rational for the candidates being recommended for the position.

- 6.10 Before applicant files are released to the Selection Committee, the following information must be submitted to the District Human Resources Office: names of committee members and committee chair; selection criteria for paper screening; interview questions including at least one question to elicit a candidate's sensitivity to and understanding of the diverse academic, social, economic, cultural, disability, or ethnic backgrounds of community college students; a tentative timeline; teaching and/or demonstration topics (if applicable), and written question(s) (if applicable).

- **Procedures for Recruitment and Employment of College Faculty**

6.11 The initial screening of applications will normally provide no more than twenty (20) applicant files for screening by the whole Interview Selection Committee. An Applicant Screening Subcommittee composed of at least the area administrator, the Interview Selection Committee Chair or his/her designee, and an additional faculty member from the Interview Selection Committee will conduct the initial screening of the applications. The Interview Selection Committee Chair will ensure that the discipline is represented on the Applicant Screening Subcommittee. Any other member of the Interview Selection Committee may also participate in the initial screening.

6.12 The Associate Vice Chancellor of Human Resources (after consultation with the department and/or discipline and District Equal Employment Opportunity Officer), will determine whether the applicants selected by the Applicant Screening Subcommittee meet the Equal Employment Guidelines and shall so certify.

6.13 Once the applicants are certified, individual committee members must participate in all remaining components of the screening and interview process in order to evaluate and vote on the recommendation of candidates.

6.14 **The Interview Selection Committee will verify that all applicants meet the minimum educational and/or vocational qualifications as set by regulation, or have met equivalency as determined by the department and approved by the Academic Senate Equivalency Committee**. The Interview Selection Committee shall also select those applicants for an interview who best meet the desired qualifications listed on the job description.

6.15 The Interview Selection Committee shall conduct interviews and candidates will be evaluated with respect to, but not limited to, the following criteria:
Subject area knowledge and competency;
Teaching/service and communications skills;
Commitment to professional growth and service;
Potential for overall professional effectiveness;

Procedures for Recruitment and Employment of College Faculty
Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the students;
Teaching or skill demonstrations and/or writing samples.

6.16 Upon competition of all of the interviews the Interview Selection Committee Chairperson shall lead a discussion of the strengths of the candidates.

6.17 The committee shall designate from its members a faculty member and the area administrator one of whom will be the Interview Selection Committee Chair to conduct the reference checks on those candidates to be recommended to the College President or Vice Chancellor-North Centers for final selection. If either committee member conducting reference checks finds the results could change the Interview Selection Committee recommendations, the committee shall be reconvened for further deliberations.

6.18 The Interview Selection Committee shall normally recommend to the College President or Vice Chancellor-North Centers three (3) highly qualified candidates for final consideration. The Committee shall provide the candidates' files and written comments for each candidate, in alphabetical order, as a further means of communicating its recommendations. If the Committee cannot recommend three candidates, the Committee shall indicate to the President or Vice Chancellor-North Centers why fewer than three are being recommended. Any candidate whose name is sent forward to the President or Vice Chancellor-North Centers shall be considered among the most highly qualified to fulfill the requirements of the position. If the Interview Selection Committee cannot recommend any of the candidates, the hiring process shall reopen or the position shall be redesignated as a full time temporary position. If, after consultation between the Interview Selection Committee and the President or Vice Chancellor-North Centers, neither of these two options is deemed viable then further action will be arrived at by broader consultation of the constituencies mentioned in section 3.3

6.19 The President or Vice Chancellor-North Centers shall interview those candidates sent forward by the Interview Selection Committee. The President or Vice Chancellor-North Centers may involve other senior administrators in this interview. Prior to interviewing the candidates, the interview questions must be submitted to the District Human Resources Office. After all interviews are

Procedures for Recruitment and Employment of College Faculty
Complete faculty member from the Interview Selection Committee and the area administrator, one of whom is the Interview Selection Committee chair, shall meet together to discuss with the President or Campus President the Committee's recommendations. The President or Campus President may choose from any of those candidates sent forward.

6.20 If the College President or Campus President cannot recommend one of the candidates whose names were sent forward, she/he shall reconvene the Interview Selection Committee to discuss why the committee's recommendations cannot be supported. If following such discussions, the President or Campus President still cannot recommend one of those sent forward, additional recommendations may be sent forward by the Interview Selection Committee; or the President or Campus President may reopen the search.

6.21 At the end of each semester, each college's Academic Senate will compile a list of full time faculty available to serve on emergency Interview Selection Committees during either the winter break or summer. This list shall be provided to each College President and the Campus President. The senates will also provide a schedule of Academic Senate Executive Board member(s) who will be available for consultation during those times. This process will help to ensure that sufficient numbers of faculty are always available to serve on Interview Selection Committees.

SECTION 7 – NOTIFICATION OF APPLICANTS AND CANDIDATES
7.1 All applicants and candidates for positions in the State Center Community College District shall be notified in a timely manner regarding disposition of their applications by the District Human Resources Office.
7.2 After approval by the Board of Trustees, the formal offer of employment shall be prepared and issued from the District Human Resources Office.

Procedures for Recruitment and Employment of College Faculty
SECTION 8 – EQUIVALENCIES
8.1 Every faculty employment application shall include a form which applicants can utilize to describe the exceptional experiences, backgrounds or degrees which would be equivalent to the stated degree requirements. On the form, the applicant must indicate why she/he thinks she/he has the equivalent to the exact degree(s) or experience that is stated in the minimum qualifications. It is the applicant's responsibility to provide the completed employment application form and the necessary documentation.
8.2 **The Academic Senate at each campus shall maintain within its structure a standing committee for the purpose of determining the validity of equivalency petitions.**
8.3 **In assessing the appropriateness of an equivalency petition, the college's Academic Senate equivalency process should determine if the applicant possesses qualifications that are at least equivalent to the minimum qualifications specified by the State Chancellor's Office. (California Code Regulations, Title 5 Section 53430.) The determination of equivalencies that meet the minimum standard will occur through a detailed review of the equivalency petition as outlined by that college's Academic Senate equivalency process.**
8.4 **Upon this review, a written statement of approval or denial of the equivalency petition shall be included with the employment application. If an equivalency petition is formally approved, the candidate shall remain in the select pool. If an equivalency petition is formally denied, the applicant's file will cease to be part of the select pool, and will be forwarded by the Interview Selection Committee to the District Human Resources Office. The Interview Selection Committee chair will monitor the progress of the Academic Senate equivalency review process to ensure that the process is completed in a timely manner.**

DEFINITIONS
Applicant: An individual having submitted a complete applicant file for the position by the filing deadline.

Area Administrator: A dean or other appropriate administrator as designated by the college president.

Candidate: An applicant who has been selected for an interview.

Complete Faculty Applicant File: District Academic Employment Application, supplemental application form (if required for the position), a Letter of Application explaining applicants experience as it relates to each item listed under the desirable qualifications on the job announcement, a resume and/or placement file, copies of all graduate and undergraduate transcripts, completed Petition for Equivalency Form if needed, three written statements of recommendation to be received prior to the filing deadline.

Emergency Recruitment: The recruitment for a vacancy which, in the opinion of the college president, occurred unexpectedly and one for which the normal recruitment time line would cause a hardship or delay in the start of classes.

Equal Opportunity Employment: State Center Community College District is committed to Equal Employment Opportunity. It is the policy of the State Center Community College District to provide all persons with equal employment and educational opportunities without regard to race, ethnicity, national origin, gender, age, disability, medical condition, marital status, religion, or other similar factors as defined by law. SCCCD is a Title V employer.

Recruitment Period: The time span, normally 45, but not less than 30, calendar days, during which application materials will be sent or given out upon request and received for consideration for a particular vacancy.

Temporary Full Time Hire: An individual who shall normally be offered a contract for a maximum of one year.

Adopted by Chancellor's Cabinet: August 18, 2008

Members

Member	Area/Position	Term
Karen Hammer	Chair	2 year
Roger Hitchcock	Math/Sci/Engineering	2 year
Rachel Moring-Garcia	Student Support Services	2 year
Sallie Turpen	Soc Sci/Business	2 year

December 4, 2014

Clovis Community College Center
Flex Committee
Operating Agreement – Fall 2014

Purpose:

To solicit and coordinate flex day workshops for Clovis Community College Center Faculty as per contract.

PRODUCT:

1. Schedule of Flex Day activities
2. Flex Day form
3. Flex activity evaluation form
4. Report to Willow International Academic Senate

MEMBERSHIP:

At Least one faculty member appointed by Clovis Community College Center Academic Senate executive committee

OPERATING PROCEDURE:

Work with administration to coordinate schedule and evaluate flex day activities.

Membership

Member	Area/Position	Term
Russell Hickey	Faculty – Math/Sci/Engr	

November 30, 2014

Clovis Community College Center Accreditation Steering Committee
Operating Policies & Procedures
2014-2015

Purpose

The purpose of the Clovis Community College Center (CCCC) Accreditation Steering Committee is to ensure the campus continues to meet or exceed the accreditation standards at all times.

Meetings

Meetings will be scheduled at least once a month during the semester.

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 may be addressed by the committee

1. Facilitate the preparation of drafts of various accreditation reports as required by ACCJC.

2. Engage campus by offering accreditation training workshops or other campus activities.

Recommendations

Actions by the CCCC Accreditation Response Team Taskforce are communicated to the College Center Council and the Campus President.

Clovis Community College Center Accreditation Steering Committee Membership

Name	Area or Position	Term
Kelly Fowler	Self-Evaluation Administration Co-Chair	Standing Member
Chris Glaves	Self-Evaluation Faculty Co-Chair	Standing Member
Leslie Ratá	Self-Evaluation Classified Co-Chair	Standing Member
Kelly Fowler	Standard I Administration Co-Chair	Standing Member
Melanie Sanwo	Standard I Faculty Co-Chair	Standing Member
Linda Little	Standard I Classified Co-Chair	Standing Member
Tom Mester	Standard IIA Administration Co-Chair	Standing Member
Cynthia Elliott	Standard IIA Faculty Co-Chair	Standing Member
Margee Loya	Standard IIA Classified Co-Chair	Standing Member
Doris Griffin	Standard IIB Administration Co-Chair	Standing Member
Erica Johnson	Standard IIB Faculty Co-Chair	Standing Member
Jittapaun Inthavong	Standard IIB Classified Co-Chair	Standing Member
Mariam Pambukyan	Standard IIB Student Co-Chair	Standing Member
Gary Sakaguchi	Standard IIC Administration Co-Chair	Standing Member
Cynthia MacDonald	Standard IIC Faculty Co-Chair	Standing Member
Susan Hansen	Standard IIC Classified Co-Chair	Standing Member
Candy Cannon	Standard IIIA Administration Co-Chair	Standing Member
Bill Allen	Standard IIIA Faculty Co-Chair	Standing Member
Veronica Jury	Standard IIIA Classified Co-Chair	Standing Member
Lorrie Hopper	Standard IIIB Administration Co-Chair	Standing Member
Naomi Forey	Standard IIIB Faculty Co-Chair	Standing Member
Sergio Salinas	Standard IIIB Classified Co-Chair	Standing Member
Gary Sakaguchi	Standard IIIC Administration Co-Chair	Standing Member
Brent Nabors	Standard IIIC Faculty Co-Chair	Standing Member
Bob Gafford	Standard IIIC Classified Co-Chair	Standing Member
Lorrie Hopper	Standard IIID Administration Co-Chair	Standing Member
Karen Hammer	Standard IIID Faculty Co-Chair	Standing Member
Kim Duong	Standard IIID Classified Co-Chair	Standing Member
Debbie Ikeda	Standard IV Administration Co-Chair	Standing Member
Jeff Burdick	Standard IV Faculty Co-Chair	Standing Member
	Standard IV Classified Co-Chair	Standing Member
	Standard IV Student Co-Chair	Standing Member
Erik Fritz	SLO Coordinator	Standing Member
Jennifer Simonson	Editor	Standing Member
Melanie Sanwo	Editor	Standing Member
Michelle Johnson	Institutional Researcher	Standing Member
Shelly Conner	District Office	As Needed

December 4, 2014

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┌─────────────────────────────────────────────────────┐
│                  Classified Senate                    │
│             Operating Policies & Procedures           │
│                      2013-2014                        │
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Purpose

The Clovis Community College Center (CCCC) Classified Senate Constitution and By-Laws specifies the Purpose, Membership, and responsibilities of the CCCC Classified Senate.

Special Guidelines

The CCCC Classified Senate is comprised of elected officers and five area representatives.

Reporting Relationship

CCCC Classified Senate Reports to the College Center Council.

Communication

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

Operations

At their first meeting annually, the Classified Senate will review the Clovis Community College Center Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder.

Quorum

Majority of members present.

Recommendations

The Classified Senate President meets regularly with the Campus President to discuss areas of interest and recommendations for improvement.

Classified Senate
Membership

Name	Area or Position	Term
Leslie Rata	President	Two Year
Dan Hoffman	Vice President	Two Year
Veronica Jury	Secretary/Treasurer	Two Year
Sergio Salinas	Area 1 – Facilities representative	Two Year
Debbie Nieto	Area 2 – Instructional representative	Two Year
Barbara Wilson	Area 3 – Student Service Representative	Two Year
Vacant	Area 4 – Business Serv. Representative	Two Year
Michelle Johnson	Area 5 – Other Service Representative	Two Year

December 4, 2014

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│              College Center Council               │
│           Operating Policies & Procedures         │
│                    2014-2015                      │
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Purpose

The purpose of the Clovis Community College Center's College Center Council (CCC) is to assess and improve upon the existing process of evaluation, planning, and improvement for Clovis, with an emphasis on the Center's strategic planning and implementation processes. As a result of the integrated planning cycle of evaluation, goal setting, resource allocation, implementation and reevaluation will become part of the organizational culture of the center as it continues 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 1:00 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 2014-2015 academic period:
1. Strategic Planning Oversight – 2013-2014 Plan and 2013-2017 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 & possible modification of the Evaluation, Planning, and Improvement processes
8. Other items as identified by the committee

Annually, the CCC will review the Clovis Community College Center's Mission Statement, Vision Statement, and the suggested changes from other committees. If changes are needed, an Ad Hoc committee will be formed to rewrite the mission or vision 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 Clovis Community College Center's 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

Agenda and minutes of the meetings are distributed to the committee members. Committee members will communicate with their respective constituent groups. Meeting agendas and minutes will also be posted to Blackboard in the Clovis Institutional Planning section.

Recommendations

Actions by the Council are communicated to the Chancellor by the Campus President and Vice President (co-chairs).

College Center Council
Membership

Name	Area or Position	Term
Deborah Ikeda	Campus President (Co-Chair)	Standing Member
Lorrie Hopper	VP, Admin Services (Co-Chair)	Standing Member
Kelly Fowler	VP of Instruction & Student Services	Standing Member
Tom Mester	Dean of Instruction	Standing Member
Doris Griffin	Dean of Students	Standing Member
Gurdeep He'Bert	Dir, Student Success, Equity, Outreach	Standing Member
Charles Francis	Dir, Herndon Campus	Standing Member
Jason Gardner	Dept. Chair – Math/Science/Health	Standing Member
Diane Schoenburg	Dept. Chair – Social Science/Business	Standing Member
Elizabeth Romero	Academic Senate President	Standing Member
Jeff Burdick	Immed. Past Pres. – Acad. Senate	Standing Member
Stephen Dent	Dept. Chair – Humanities	Standing Member
Erica Johnson	Dept. Chair – Student Support Services	Standing Member
Erik Fritz	SLO Coordinator	Standing Member
Michael Stannard	Program Review Coordinator	Standing Member
Galin Dent	Adjunct Faculty Rep	Standing Member
Leslie Rata	Classified Senate President	Standing Member
Leah Edwards	Classified Senate Rep	Standing Member
Karen Ainsworth	CSEA Rep	Standing Member
Michelle Johnson	Institutional Researcher	Standing Member
Gary Sakaguchi	Technology Representative	Standing Member
Linda Little	Secretary to the Campus President	Member/Recorder
Colin Van Loon	ASG Student Rep	1 Year – (2015)

November 16, 2014

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│                  Commencement Committee                       │
│                Operating Policies & Procedures                │
│                        2014-2015                              │
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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 Clovis Community College Center 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. Meeting agendas and minutes will also be posted to Blackboard.

Recommendations

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

Commencement Committee
Membership

Name	Area or Position	Term
Doris Griffin	Dean of Students (Chair)	Standing Member
Kelly Fowler	VP of Instr. & Student Services	Standing Member
David Navarro	College Relations Specialist	Standing Member
Lorrie Hopper	Interim VP, Admin Services	Standing Member
Thomas Mester	Dean of Instruction	Standing Member
Gurdeep He'Bert	Dir. St. Success, Equity, & Outreach	Standing Member
Cris Monahan-Bremer	Public Information Officer	Standing Member
Veronica Jury	Student Services Specialist	Standing Member
Patrick Stumpf	College Center Assistant	Standing Member
Linda Little	Secretary to Campus President	Standing Member
Margee Loya	Administrative Aide	Standing Member
Marci Suvanto	OA III	Standing Member
Jittapaun Inthavong	Administrative Aide	Standing Member
Sergio Salinas	Building Services	Standing Member
Tony Romero	Custodial	Standing Member
Tasha Hutchings	Counselor	Standing Member
Rachel Moring-Garcia	Counselor	Standing Member
Liz Romero	Instructional Faculty	Standing Member
	ASG Representative	1 yr. – 2015

December 4, 2014

CCCAP

The Community College Center Advantage Program (CCCAP) is a partnership between the Clovis Community College Center and Clovis East High School began in 2014 to maximize the opportunities that are available before and after high school graduation. The CCCAP program is a bridge from high school to college to provide an introduction to the community college system. It provides 14 high school students with the opportunity to take two college level courses each semester for one year, earning twelve transferrable college credits along with the concurrent high school credits. Students participating in the program are high functioning students whom their high school counselors feel will benefit greatly from the experience.

Purpose

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

Operations

- The CCCAP Advisory committee will assist in the development of the CCCAP activities; including but not limited to the following:

Assist with the program application process (including Educational Enrichment Application, Admission Application, FERPA, and CCCAP Student Agreement)	College Relations Specialist
Send Welcome Letter to each student selected by HS Counselor	VP of Instruction and Student Services
Parent/Student Information Session	College Relations Specialist
On Campus Orientation/Tour	College Relations Specialist
Assistance with setting up SCCCD E-mail account	College Relations Specialist
Submitting Mid Term and Final Grades to HS Counselor	CCCAP Instructor(s) and CCCC Counselor
Tracking CCCAP Students each semester/year	CCCC Counselor
Working closely with HS Counselor to assist in the overall success of the students	CCCC Counselor
Generating student satisfaction survey and provide a report of results	CCCC Institutional Researcher

- The chart above also designates the committee member responsible for each activity
- Set annual goals and evaluate progress of the CCCAP program

Meetings

The CCCAP Advisory meetings are held once a semester or as needed at the Clovis Community College Center.

Communication

The Chair of the committee will provide an agenda for each meeting. Meeting agendas and minutes will also be posted to Blackboard.

The Chair will take notes and distribute notes to all concerned stakeholders.

Recommendations

Recommendations are forwarded to the Campus President's Cabinet.

Membership

Name	Area or Position	Term
Deborah Ikeda	Campus President	Standing Invitation
Kelly Fowler	VP of Instruction & Student Services	Standing Member
Doris Griffin	Dean of Students	Standing Member
Tom Mester	Dean of Instruction	Standing Member
Rachel Moring-Garcia	Chair/CCCC Counselor	Standing Member
David Navarro	College Relations Specialist	Standing Member
CCCC CCCAP Instructors		Standing Invitation
	CEHS – Deputy Principal	Standing Member
	CEHS – Head Counselor	Standing Member
	CEHS - Counselor	Standing Member

November 30, 2014

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│                    Department Chairs                          │
│               Operating Policies & Procedures                 │
│                        2014-2015                              │
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Purpose

The Department Chairs Committee's goal is to provide recommendations to the Vice President of Instruction & Student Services 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 Department. Committee membership shall consist of one representative (unless otherwise noted) from the following groups:

VP of I and SS, Chair *	Student Support Serv. Faculty Rep
Campus President*	Humanities Faculty Rep
Dean of Instruction*	Math/Science/Health Faculty Rep
Dean of Students*	Soc Sci/Business Faculty Rep
Academic Senate Pres.	

*Standing Members

Meetings

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

Operations/Action Items

A. The Department Chair 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 Campus President. The Campus President will review and forward to the College Center Council for information or action as appropriate.

C. At their first meeting annually, the Department Chairs will review the Clovis Community College Center Mission Statement and the committee's Purpose Statement, submitting changes to the CCC Recorder. The Department Chairs will also review at their first annual meeting the Center's 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

Meeting agendas are distributed to the committee. Committee members will communicate with their respective constituent groups. Meeting agendas and minutes will also be posted to Blackboard.

Department Chairs
Membership

Name	Area or Position	Term
Kelly Fowler	VP of Instr & Stu. Serv. (Chair)	Standing Member
Deborah Ikeda	Campus President	Standing Member
Tom Mester	Dean of Instruction	Standing Member
Doris Griffin	Dean of Student Services	Standing Member
Elizabeth Romero	Academic Senate President	2014-2016
Lee Brown	Soc Sci/Business Department Rep	2014-16
Stephen Dent	Humanities Department Rep	2013-15
Jason Gardner	Math/Sci/Health Department Rep	2013-15
Erica Johnson	Student Support Serv Department Rep	2014-16

November 16, 2014

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│          Distance Education & Technology Advisory Committee (DETAC)       │
│                      Operating Policies & Procedures                      │
│                                2014-2015                                  │
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Purpose:

DETAC Committee
The purpose of the Distance Education & Technology Advisory Committee (DETAC) is to report and make periodic recommendations to the College Center Council on all matters related to technology infrastructure, training, and support.

   a. Develop, review, and update the Clovis Community College Center (CCCC) Technology Plan & Guidelines that shall include:
      i. Identifying technology needs
      ii. A Technology Replacement Plan
      iii. A Technology Support Plan
      iv. A Technology Training Plan
      v. A Technology Evaluation Plan
   b. The Director of Technology shall be responsible for facilitating the CCCC Technology Plan & Guidelines. The Technology Plan will support the CCCC goals related to technology as per the CCCC and District's Strategic Plans.
   c. Respond to technological opportunities and challenges as needed.

   Director of Technology shall:
   - Coordinate, review, and prioritize the technology Action Plan requests
   - Coordinate, review, and prioritize the technology requests from Program Review
   - Recommend and evaluate technology initiatives in the CCCC Strategic Plan, the District Strategic Plan, Program Review, and Accreditation recommendations
   - Coordinate and advise other campus and district committees on related matters including but not limited to the College Center Council, Program Review Committee, and the District Technology Coordinating Committee
   - Facilitate the recommendations and goals of the Distance Education Subcommittee

DE Subcommittee
The Distance Education subcommittee (and the Clovis Community College Center DETAC when appropriate) shall report and make periodic recommendations to the Academic Senate on matters related to instructional and student services technology and distance education.

   DE Co-Chair(s) shall:
   a. Recommend procedures related to the development of and support for programs, services, degrees, and courses in distance education
   b. Review standards of proficiency that will be recommended for faculty to teach a distance education course
   c. Develop procedures that provide technical, administrative, and academic support to ensure Distance education learner success
   d. Develop procedures that provide technical, administrative, and professional support for faculty who elect to teach distance education courses
   e. Establish procedures and best practices to comply with ACCJC and state standards for appropriate learning and teaching strategies on line.
   f. Measure and evaluate the success of distance education courses and services
   g. Conduct periodic review of past, current, and future facilities, equipment, and software needs for instructional technology, student services technology, and distance education

Jurisdiction:
This committee is under Joint Jurisdiction. For items related to *technology infrastructure* the committee is under the jurisdiction of the College Center Council. For items related to *instruction technology, student services technology, and distance education*, the committee is under the jurisdiction of the Academic Senate.

DETAC Composition:

The Clovis Community College Center DETAC is composed of representatives from the CCCC faculty, staff, and administration. The members of the committee shall be certificated faculty, elected by their peers to serve two-year (staggered) terms.   The DE Coordinator(s) shall serve as the faculty co-chair(s) of the DETAC and of the Distance Education Subcommittee.   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 College Center Council and Academic Senate meetings of the academic year. Such changes will take effect at the beginning of the next fall semester.

In the event of a vote on 10+1 issues, only faculty will vote and the liaison will take the result to the academic senate.

The committee shall have two co-chairs:
- An administrative co-chair selected by administrative members who is responsible for reporting to the College Center Council on all committee items under its purview (Director of Technology)
- A faculty co-chair(s) will be the DE coordinators, who is responsible for reporting to the Academic Senate on all committee items under its purview (DE Coordinator(s))

The administrative co-chair shall call meetings once a month or as needed. Prior to the meeting, the committee the administrative co-chair will distribute an agenda to members via the district email system. The administrative co-chair is responsible for maintaining the DETAC folder under the WI Institutional Planning Blackboard organization and posting all pertinent documents to this site.

Area or Position	Membership
Director of Technology – Chair	
VP Instruction & Student Services	
Dean of Instruction	
Dean of Students	
Microcomputer Resource Technician	
Librarian	
DSPS	
Classified Professionals Representative	
Associated Student Government	
Business & Social Science Department Representative (2)	
Student Support Services Department Representative	
Math Science and Engineering Department Representative (2)	
Humanities Department Representative (2)	

DE Subcommittee Composition:

The members of the committee may be faculty members with online experience, staff, and administration.

Meeting Schedule:
The CCCC DETAC shall meet monthly as needed and announced by the administrative chair during the academic year.
The DE Subcommittee shall meet monthly as needed and announced by the faculty co-chair(s).

Quorum and Voting:
The DETAC can only vote on issues with a quorum of at least 50% of its members, with the majority ruling. The DE Coordinator(s) will only be allowed one vote if it is a shared position. The DE Subcommittee provides recommendations to the DETAC.

Committee Operating Agreements will be updated annually and kept on file in the President's Office.

November 30, 2014

Enrollment Management Committee
Operating Policies & Procedures
2014-2015

Purpose

The purpose of the Enrollment Management Committee is to develop enrollment management strategies to manage the student population at Clovis Community College Center and to coordinate execution of those strategies. The committee will review the Enrollment Management Plan annually and update as necessary to remain in compliance with Title 5 and District Board Policies and Regulations. This committee will also serve as a liaison to the Districtwide Enrollment Management Taskforce.

Meetings

Meetings are held on the third Monday of each month during the fall and spring semesters, or as needed.

Operations

There will be two categories of operations:
1. Outreach, registration, and matriculation services
2. Scheduling, class availability, room utilization, degree, transfer, and certificate tracking

In addition, at their first meeting annually, the Enrollment Management Committee will review the Clovis Community College Center Mission Statement and the committee's Purpose Statement, submitting changes to the College Center Council Recorder. They will also review at their first annual meeting the Center's 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. Meeting minutes and agendas will be posted to Blackboard.

Recommendations

Recommendations from the committee are sent to the Campus President 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
Kelly Fowler	VP Instr & Student Serv (Chair)	Standing Member
Doris Griffin	Dean of Students (Co-chair)	Standing Member
Tom Mester	Dean of Instruction	Standing Member
Lorrie Hopper	VP of Administrative Services	Standing Member
Ryen Hirata	DSPS Rep	Standing Member
Candy Cannon	Financial Aid Manager	Standing Member
Tasha Hutchings	Counselor	Standing Member
Carla Stoner-Brito	Counselor	Standing Member
Elizabeth Romero	Humanities	Standing Member
Lee Brown	Soc Sci/Business	Standing Member
David Navarro	College Relations Specialist (Classified)	Standing Member
Veronica Jury	Student Services Specialist	Standing Member
Marci Suvanto	Classified Rep	Standing Member
Cris Monahan-Bremer	Public Information Officer	Standing Member
Leanne Ruiz	ASG Representative	2015

November 30, 2014

Environmental Health & Safety/Facilities Committee
Operating Policies & Procedures
2014-2015

Purpose

The Environmental Health and Safety/Facilities Committee (EHSFC) 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 for any improvements needed. The EHSFC will document attendance and record meeting business in minutes.

Special Guidelines

The EHSFC represents all constituent groups of the Clovis Community College Center. 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 selected members must be a maximum of one year (there is no limit to the number of terms a representative can serve).

Operations

The EHSFC will be responsible for review of safety and health inspection reports, review of accident investigations, evaluation of the IIPP, the Facilities Master Plan, review of scheduled maintenance projects, review of plans and schedules for ongoing maintenance, grounds, and building services. The EHSFC will make recommendations as needed for correction of safety hazards and changes needed to the IIPP.

At their first meeting annually, the EHSFC will review the Clovis Community College Center 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 EHSFC findings and recommendations with their respective constituent groups. Meeting agendas and minutes will be posted on Blackboard.

Recommendations

Recommendations from the EHSFC are sent to the Clovis Community College Center's Vice President of Administrative Services. 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/Facilities Committee
Membership

Name	Area or Position	Term
Lorrie Hopper	VP, Admin Services (Co-Chair)	Standing Member
Deborah Ikeda	Campus President (Co-Chair)	Standing Member
Kelly Fowler	VP – Instr & Student Serv	Standing Member
Tom Mester	Dean of Instruction	Standing Member
Becky Allen	AFT Representative	Standing Member
Marci Suvanto	CSEA Representative	1 Yr. Term – 2015
Shawn Fleming	Chemistry Representative	Standing Member
Arla Hile	Biology Representative	Standing Member
Ryen Hirata	DSPS Rep	Standing Member
Darren Cousineau	Dist. Dir. Envir Health & Safety	Standing Member
Bruce Hartman/Richard Gaines	Dist. Police Representative	Standing Member
Jacob Gingold	Instructional Technician	Standing Member
Naomi Forey	College Nurse	Standing Member
Tony Romero	General Utility Worker	Standing Member
Dan Hoffman	Building Generalist	Standing Member
Jason Gardner	Dept Chair – Math/Sci/Health	Standing Member
Erica Johnson	Dept Chair – Student Support Serv	Standing Member
Stephen Dent	Dept Chair - Humanities	Standing Member
Diane Schoenburg	Dept Chair – Soc Sci/Business	Standing Member
Gary Sakaguchi	Director of Technology	Standing Member
Becky Allen	Faculty Representative	3 yr. Term – 2016
Tasha Hutchings	Counseling Representative	3 yr. Term – 2013
	Assoc VC Business & Operations	Standing Member
Carl Simms	Dir. Maintenance & Operations	Standing Member
Glen Foth	Grounds Services Manager	Standing Member
Christine Miktarian	Construction Services Manager	As needed
Bob Petithomme	Architect	As needed
	Student Representative	1 Yr. Term - 2014

November 30, 2014

Honors Program Advisory Committee
Operating Policies & Procedures
2014-2015

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 Clovis Community College Center 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 Clovis Community College Center 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. Meeting agendas and minutes will be posted to Blackboard.

Recommendation

Recommendations are forwarded to the Campus President's Cabinet.

Honors Program Advisory Committee
Membership

Name	Area or Position	Term
Jeff Burdick	Faculty, English (Chair)	2015
Tom Mester	Dean of Instruction	Standing Member
Doris Griffin	Dean of Students	Standing Member
Tasha Hutchings	Counselor/Advisor (Co-chair)	Standing Member
Cynthia Elliott	Faculty, English	2015
	Faculty, English	2016
Shawn Fleming	Faculty, Chemistry	2015
Arla Hile	Faculty, Math/Sci/Health	2015
Matt Alanis	Faculty, Business	2016
Michael Stannard	Faculty, Philosophy	2015
Diane Schoenburg	Faculty, Psychology	2015
Chris Glaves	Faculty, Math/Sci/Health	2016
Brandon Huebert	Student Support Services	2016
Erik Fritz	Faculty, English	2016
Jon Renwick	Faculty, Math/Sci/Health	2016
David Navarro	School Relations	2015

November 30, 2014

Purpose

The Library Liaison committee shall exist as a consultative body of faculty, staff, and students who would work with the Clovis Community College Center 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 Clovis Community College Center 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 Clovis Community College Center 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
- Social Science/Business
- Student Support Services

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 Clovis Community College Center
- Library Services Assistant
- Dean of Instruction

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 Clovis Community College Center library. There will be one formal meeting each semester of the Library Liaison committee members. The librarian will make one presentation each semester at the Department Chair and College Center Council meetings.

Communication

Meeting agendas and minutes will be posted to Blackboard.

Action Items

The following action items will be addressed by the Library Liaison committee for the 2012-2013 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.
- Explore instructional support opportunities and venues to implement in Clovis Community College Center courses and programs.

Membership

Name	Area or Position	Term
Cynthia MacDonald	Librarian/Chair	Standing Member
Susan Hansen	Library Services Assistant	Standing Member
Tom Mester	Dean of Instruction	Standing Member
Carla Stoner-Brito	Counseling	2015
Becky Allen	Health Sciences	2016
Liz Romero	Child Development	2015
Chris Glaves	Math/Science/Engineering	2015
Ann Fallon	Math/Science/Engineering	2015
Lee Brown	Social Science/Business	2016
Ann Brandon	Humanities	2015
Stephen Dent	Humanities	2016
Jose Castaneda	Social Science/Business	2016
Robin Huigen	Social Science/Business	2016
	ASG Student Rep	2015

November 30, 2014

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┌─────────────────────────────────────────────────────────────┐
│        Program Review/Student Learning Outcomes Assessment    │
│               Operating Policies & Procedures                 │
│                        2014-2015                              │
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Purpose/Mission

The Program Review (PR) and Student Learning Outcomes (SLO) Assessment Committee will oversee and support the PR and SLO processes for the college center to ensure full compliance with regulations and accreditation. This is a campus-wide advisory committee.

[Note: this is a joint committee with two co-chairs: PR coordinator and SLO coordinator. Each coordinator will be responsible for chairing meetings or parts of meetings that have to do with his/her specific duties.]

Duties & Functions

Program Review responsibilities:

1. Assist programs in the completion of their program review reports
2. Determine appropriate and complete documentation of program review goal substantiation
3. Forward program review reports and goals to the College Center Council (and, until Clovis Community College Center is granted college status, to Reedley)
4. Review and revise the program review handbook and/or processes
5. Work cooperatively with the Curriculum Committee, the Accreditation Response Team, the College Center Council, and the Office of Institutional Research Assessment & Planning

Student Learning Outcomes & Assessment responsibilities:

1. Provide guidance in writing, assessing, and analyzing student learning outcomes at the course, program, and institutional level
2. Serve as liaison to respective constituent groups regarding outcomes and assessment
3. Facilitate reporting and archiving assessment results
4. Review reports related to Student Learning Outcomes and Assessment
5. Work cooperatively with the Curriculum Committee, the Accreditation Response Team, the College Center Council, and the Office of Institutional Research Assessment & Planning
6. Facilitate dialogue and report to the campus at large on outcome & assessment activities
7. Periodically review and, when necessary, revise the SLO Handbook and/or processes

The committee may identify best practices and recommend changes if Accreditation Standards change. The committee will review its mission and the College Center mission statement annually.

Jurisdiction

The committee is under the jurisdiction of the College Center Council, to which it will report.

Management & Operating Procedures

The Program Review Coordinator and Student Learning Outcomes & Assessment Coordinator will serve as co-chairs of the committee:

1. The co-chairs will consult with one another to establish meeting schedules and agenda. The appropriate co-chair will preside over specific agenda items.
2. All program review reports and questions will be addressed to the PR co-chair; all assessment reports and questions will be addressed to the SLO assessment co-chair.
3. The respective co-chairs are responsible for making reports available to the committee members for review and comment and for making reports to the College Center Council.
4. At the end of each two-year term, the coordinators will prepare exit reports on the history of the committee during the term and will provide recommendations for future activities.

A Secretary/Archivist, appointed for a term of one year, shall:

1. Be responsible for taking all meeting minutes.
2. Record attendance at all meetings.
3. Prepare and post the minutes of previous meetings to the committee's Blackboard site.

The committee will meet regularly as needed and specifically during the 5th, 9th, and 15th week of each semester to meet time-sensitive steps of program review for the following purposes:

1. Review program reports.
2. Preview oral presentations in preparation for College Center Council.
3. Participate in formal oral presentations.
4. Take formal action to approve or request modifications to the report.
5. Forward validated program recommendations to the College Center Council and Reedley College.

The committee will conduct meetings and decision-making processes according to the latest edition of *Robert's Rules of Order*. Quorum will be 50% plus one of the total current members. The committee will make decisions based on a majority vote. The committee will review the Operating Agreement on an annual basis.

Products

1. Program Review Handbook
2. Program Review reports and goals (forwarded to College Center Council)
3. Student Learning Outcomes & Assessment Handbook

4. SLO reports (forwarded to College Center Council) and dialogue to campus at large

Communication

1. Regular reports on PR and SLO issues and oral presentations of PR reports to the College Center Council
2. Regular communication with programs to assist in report completion
3. Regular reports to constituency groups
4. Meeting agendas and minutes will be posted on Blackboard

Membership

1. Any change in the membership structure of the committee must be made in advance of the academic year in which the change is to occur and be approved by all constituent groups
2. If a new academic division is created, it will be immediately entitled to representation within the committee

Program Review/Student Learning Outcomes Assessment Committee Membership

Name	Area or Position	Term
Michael Stannard	PR Co-chair (Coordinator)	2 year
Erik Fritz	SLO Co-Chair (Coordinator)	2 year
Deborah Ikeda	Campus President	Standing Member
Michelle Johnson	Institutional Researcher	Standing Member
Elizabeth Romero	Academic Senate President (or designee)	2 year
Kelly Fowler	VP of Instruction & Student Serv.	Standing Member
Tom Mester	Dean of Instruction	Standing Member
Doris Griffin	Dean of Students	Standing Member
Diane Schoenburg	Dept. Chair – Soc Sci/Business	2 year
Stephen Dent	Dept. Chair – Humanities	2 year
Jason Gardner	Dept. Chair – Math/Sci/Engineering	2 year
Brandon Huebert	Student Support Services	2 year
Melanie Sanwo	English Dept. SLO Rep	Standing Member
James Ryan	Math Dept. SLO Rep	Standing member
Veronica Jury	Student Services Representative	Standing Member
Leslie Rata	Classified Senate Representative	Standing Member
Patrick Stumpf	CSEA Representative	Standing Member
Sergio Perez	ASG Student Representative	1 year

Scholarship Committee
Operating Policies & Procedures
2014-2015

Purpose

The purpose of the Scholarship Committee is to review and recommend policies and procedures for the scholarships and awards available for Clovis Community College Center 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 Clovis Community College Center 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 Clovis Community College Center 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.
- Meeting agendas and minutes will be posted on Blackboard.

Recommendations

Recommendations are forwarded to the Campus President's Cabinet.

Scholarship Committee
Membership

Name	Area or Position	Term
Doris Griffin	Dean of Students	Standing Member
Gurdeep He'Bert	Dir. St. Success, Equity, & Outreach	Standing Member
Candy Cannon	Financial Aid Manager	Standing Member
Lorrie Hopper	Facilities/Business	Standing Member
Rachel Moring-Garcia	Counselor	2 year (2015)
Patrick Stumpf	Classified Rep	2 year (2015)
Melanie Sanwo	Faculty Rep	2 year (2016)
	SCCCD Foundation	Standing Member
	Student Rep – appointed by AGS	1 Year (2015)

November 30, 2014

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│                Staff Development Committee                 │
│              Operating Policies & Procedures               │
│                        2014-2015                           │
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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 Clovis Community College Center 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 Clovis Community College Center 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 Senate Representative (appointed by the Classified Senate)
One CSEA Representative (appointed by CSEA)

Recommendations

Recommendations are forwarded to the Campus President for approval.

Staff Development Committee
Membership

Name	Area or Position	Term
Kelly Fowler	VP Instruction & Student Serv (Chair)	Standing Member
Doris Griffin	Dean of Students	2013-15
Tom Mester	Dean of Instruction	2014-16
Bob Gafford	CSEA Representative	2014-16
Patrick Stumpf	Classified Senate Representative	2013-15
Candy Cannon	Classified Management Representative	2013-15
Diane Schoenburg	Faculty Rep – Soc Sci/Business	2014-16
Kirtley King	Faculty Rep – Humanities	2014-16
Becky Allen	Faculty Rep – Math/Sci/Health	2013-15
Vacant	Faculty Rep – Student Support Services	2014-16

November 16, 2014

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│        Student Success:  Matriculation, Basic Skills & Student Retention  │
│                      Operating Policies & Procedures                       │
│                                2014-2015                                   │
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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 and increase student retention across the campus.

- Maintaining a partnership between student services and instruction intended to develop processes that ensure equal access to courses and services assisting student success.

- Implement strategies to meet the New Student Success Task Force recommendations.

When necessary to achieve these goals, the Committee will recommend improvements to practices and procedures based on needs identified by analysis of institutional research and based on experience by discipline experts.

Mission
The mission of the Student Success committee is to provide all students with services and strategies to succeed. Clovis Community College Center recognizes that basic skills is not a designation for a set of classes in Math, Reading, and Writing; instead, basic skills is a cross-curriculum 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 Clovis Community College Center is committed to a comprehensive and supportive basic skills program for the success of all students 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
- Analyze basic skills success, retention, and progress through the basic skills sequence of classes and in the first set of transfer-level courses in English, reading, and math
- Recommend modifications to staff development policies to encourage Basic Skills-related Staff Development opportunities (District Level)
- Include new student success strategies

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 and all Matriculating students

- Review student retention efforts, including: SARS Alert, Probation Workshops and Tutorial Services
- Develop basic study skills and critical thinking skills across the curriculum
- Develop strategies and best practices to meet the new Student Success Task Force (SB 1456) recommendations
- Update and maintain the WI Matriculation (including all steps: Application, Orientation, Assessment, Counseling, Registration, Follow Up, and Student Educational Planning) & Student Success Plan
- Update and maintain the WI Basic Skills Plan

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

Institutional Dialogue
- Establish a venue for communication (example: monthly newsletter, flex day presentations..)
- Establish reporting relationships to disseminate the collected information to appropriate individuals/groups

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

- Associated Student Government
- Classified Senate/CSEA (Admissions and Records)
- College Researcher
- Dean of Instruction
- Dean of Students
- Vice President of Instruction and Student Services
- RTG/Matriculation Coordinator
- Financial Aid Manager
- DSP&S Representative
- Social Science/Business Department Representative appointed by the Academic Senate
- Student Support Services Department Representative appointed by the Academic Senate (Counselor)
- Math Science and Engineering Department Representative appointed by the Academic Senate (Developmental Math Instructor)
- Humanities Department Representative appointed by the Academic Senate (English/Reading Developmental Instructor)

Meetings
Meetings are scheduled once a month or as needed. A meeting may be cancelled by the Chair(s) if there is no Student Success Committee business to consider.

Communication
Meeting agendas and minutes will be posted on Blackboard.

Operations/Action Items
A. The Student Success Committee created by this agreement is an advisory committee to the Campus President. 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 Campus President. These will be reviewed and forwarded to the College Center Council for information.
C. The committee will recommend to the Campus President administrative practices, facilities needs, and institutional priorities consistent with identified Matriculation/Student Success, Basic Skills and Student Retention needs.
D. The committee will make recommendations to the Campus President for strategic and long-range faculty and staff development planning as it relates to the needs of under-prepared community college students.
E. The committee will keep the senate informed on a regular basis and allow for the senate to make recommendations back to the committee.
F. At their first meeting annually, the Student Success Committee will review the Clovis Community College Center Mission Statement and the committee's Purpose Statement, submitting changes to the recorder. The Student Success Committee will also review at their first annual meeting the Clovis Community College Center's Strategic Plan and identify activities to be carried out to implement the plan, submitting those activities to the Vice President of Instruction and Student Services.
G. The Vice President of Instruction and Student Services, or designee, prepares agendas and calls monthly meetings. All notes are included on Blackboard under the WI Institutional Planning organization.
H. The information & data collected and analyzed by the committee will be reported back to the college.

Student Success Committee Membership

Name	Area or Position	Membership
Kelly Fowler	VP, Instruction & Student Serv. (Co-Chair)	Standing Member
Dr. Tom Mester	Dean of Instruction	Standing Member
Doris Griffin	Dean of Students	Standing Member
Michelle Johnson	College Researcher	Standing Invitation
Dr. Erica Johnson	RTG/Matric, Senate Liaison	Standing Member
Ryen Hirata	DSP&S Counselor/Coordinator Representative	Standing Member
Leslie Rata	Classified Senate Representative	Standing Member
Veronica Jury	CSEA Representative	Standing Member
Patrick Stumpf	Classified Rep	Standing Member
	ASG Representative	2015
Candy Cannon	Financial Aid Manager	Standing Member
Stacy Ross	Tutorial Coordinator	Standing Member
Garry Elliott	Soc Sci/Business Dept Rep appointed by the Academic Senate	Standing Member
Carla Stoner-Brito	Student Support Serv Dept Rep appointed by the Academic Senate (Counselor) (Co-chair)	Standing Member
Brandon Huebert	Student Support Services Rep	
James Ryan	Math/Sci/Engr Dept Rep appointed by Academic Senate (Developmental Math Instructor)	Standing Member
Jennifer Simonson Jeff Burdick Ann Brandon Erik Fritz	Humanities Dept Rep appointed by Academic Senate (English/Reading Developmental Instructor)	Standing Member
Cynthia MacDonald	Librarian	Standing Member

November 30, 2014

Campus President's Cabinet
Operating Policies & Procedures
2014-2015

Purpose

The purpose of the Campus President's Cabinet is to assess, discuss and make recommendations to the Campus President relative to the general management and oversight of the Clovis Community College Center (CCCC). 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. 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 Campus President, who will forward his/her recommendation(s) to the Chancellor for consideration when appropriate (e.g., staffing priorities).

Communication

Agenda and minutes of the meetings are distributed to the Cabinet members. Meeting agendas and minutes will also be posted to Blackboard.

Operations/Action Items

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

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

Campus President's Cabinet
Membership

Name	Area or Position	Term
Deborah Ikeda	Campus President	Standing Member
Kelly Fowler	VP of Instruction & Student Services	Standing Member
Lorrie Hopper	VP, Administrative Services	Standing Member
Tom Mester	Dean of Instruction	Standing Member
Doris Griffin	Dean of Student Services	Standing Member
Candy Cannon	Financial Aid Manager	Standing Member
Gary Sakaguchi	Director of Technology RC/WI	Standing Member
Gurdeep He'Bert	Dir. St. Success, Equity, & Outreach	Standing Member
Charles Francis	Director, Herndon Campus	Standing Member
Cris Monahan-Bremer	Director Marketing & Communications	Standing Member
Linda Little	Secretary to the Campus President	Member/Recorder

December 4, 2014

Section 4

Clovis Community College Center Organizational Structure

Clovis Community College Center Organizational Chart

# Clovis Community College Center Organizational Chart - All

Legend:
- Administration (blue)
- Business Services (purple)
- Instruction (green)
- Student Services (orange)
- Technology (gray)

Campus President — Deborah Ikeda

- Secretary to the Campus President — Linda Little
- College Police

VP of Admin Services — Lorrie Hopper
- Director-Marketing & Communications — Cris Monahan-Bremer
- Administrative Assistant — Cathy Ostos
- Account Clerk III
- Acct/Auditor — Penny Cristan
- General Utility Worker — Tony Romero
- Lead Custodian — Sergio Salinas
- Custodians
- Bookstore
- Willow International Café
  - Office Assistant III — Deborah Cardoza

Director of Technology — Gary Sakaguchi
- Microcomputer Resource Tech — Robert Gafford
- Instructional Aides

District DSPS Director — Janice Emerzian
- DSP&S Counselor/Coordinator — Ryen Hirata

Vice President, Instruction & Student Services — Kelly Fowler
- Administrative Assistant — Leslie Ratá
- Curriculum Analyst — Margee Loya
- Herndon Director — Charles Francis
- Evening Coordinators
- Institutional Researcher — Michelle Johnson

Dean of Instruction — Tom Mester
- Administrative Aide — Debbie Nieto
- Office Assistant III — Marci Suvanto
- Busn/Soc. Science Dept. Chair – Diane Schoenburg
- Humanities Dept. Chair – Stephen Dent
- Math/Science/Health Dept. Chair – Jason Gardner
- Student Support Serv. Dept. Chair – Erica Johnson
- Library — Cynthia MacDonald
  - Library Services Assistant — Susan Hansen
  - Library Learning Resource Asst. I
- Child Development Coord. — Liz Romero/Sallie Turpen
  - Early Childhood Ed. Specialists
  - Instructional Aides
- Tutorial Coordinator
  - Tutors

Dean of Students — Doris Griffin
- Student Serv. Specialist — Veronica Jury
- Admissions & Records
- Office Assistant III — April Farkas
- Counselors
- Matriculation — Erica Johnson
- Transfer Center Coordinator — Tasha Hutchings
- Dept. Secretary/TRiO/STEM — Leah Edwards
- School Relations Specialist — David Navarro
- Administrative Aide — Jittapaun Inthavong
- College Nurse — Naomi Forey
  - Department Secretary — Joyce Clark
- Financial Aid Manager — Candy Cannon
  - Financial Aid Assistants
- CalWORKs — Gina Vang
- College Center Assistant — Patrick Stumpf
- Student Government

Student Success, Equity, Outreach Director — Gurdeep He'Bert

11/19/14

Clovis Community College Center
Organizational Chart - Administration

Campus President
Deborah Ikeda

Secretary to Campus President
Linda Little

VP of Admin Services
Lorrie Hopper

Vice President, Instruction &
Student Services
Kelly Fowler

Dean of Instruction
Tom Mester

Dean of Students
Doris Griffin

Director of Technology
Gary Sakaguchi

Herndon Director
Charles Francis

Financial Aid Manager
Candy Cannon

Student Success, Equity,
Outreach Director
Gurdeep He'Bert

11/19/14

**Clovis Community College Center
Organizational Chart – Administration of
Instruction & Student Services**

Campus President
Deborah Ikeda

Vice President, Instruction &
Student Services
Kelly Fowler

Dean of Instruction
Tom Mester

Herndon Director
Charles Francis

Dean of Students
Doris Griffin

Financial Aid Manager
Candy Cannon

Student Success, Equity,
Outreach Director
Gurdeep He'Bert

11/19/14

Clovis Community College Center
Organizational Chart - Instruction

Legend:
- ▢ - Administration
- ▢ - Business Services
- ▢ - Instruction
- ▢ - Student Services
- ▢ - Technology

Campus President
Deborah Ikeda

Vice President, Instruction &
Student Services
Kelly Fowler

Administrative Assistant
Leslie Ratá

Curriculum Analyst
Margee Loya

Evening Coordinators

Herndon Director
Charles Francis

Office Assistant III
Deborah Cardoza

Institutional Researcher
Michelle Johnson

Dean of Instruction
Tom Mester

Administrative Aide
Debbie Nieto

Office Assistant III
Marci Suvanto

Busn/Soc. Science Dept.
Chair – Diane Schoenburg

Humanities Dept. Chair –
Stephen Dent

Math/Science/Health
Dept. Chair–Jason Gardner

Student Support Serv.
Dept. Chair – Erica Johnson

Library
Cynthia MacDonald

Library Services Assistant
Susan Hansen

Library Learning
Resource Asst. I

Child Development Coord.
Liz Romero/Sallie Turpen

Early Childhood Ed.
Specialists

Instructional Aides

Tutorial Coordinator

Tutors

11/19/14

Clovis Community College Center
Organizational Chart – Student Services

Legend:
- ▢ - Administration
- ▢ - Business Services
- ▢ - Instruction
- ▢ - Student Services
- ▢ - Technology

Campus President
Deborah Ikeda

Vice President, Instruction & Student Services
Kelly Fowler

Administrative Assistant
Leslie Rata

Dean of Students
Doris Griffin

Student Success, Equity, Outreach Director
Gurdeep He'Bert

District DSPS Director
Janice Emerzian

DSP&S Counselor/Coordinator
Ryen Hirata

Student Serv. Specialist
Veronica Jury

Admissions & Records

Office Assistant III
April Farkas

Counselors

Matriculation
Erica Johnson

Transfer Center Coordinator
Tasha Hutchings

Dept. Secretary/TRiO/STEM
Leah Edwards

School Relations Specialist
David Navarro

Administrative Aide
Jittapaun Inthavong

College Nurse
Naomi Forey

Department Secretary
Joyce Clark

Financial Aid Manager
Candy Cannon

Financial Aid Assistants

CalWORKs
Gina Vang

College Center Assistant
Patrick Stumpf

Student Government

11/20/14

Clovis Community College Center
Organizational Chart – Business Services

Legend:
- ☐ - Administration
- ☐ - Business Services
- ☐ - Instruction
- ☐ - Student Services
- ☐ - Technology

Campus President
Deborah Ikeda

VP of Admin Services
Lorrie Hopper

Administrative Assistant
Cathy Ostos

Account Clerk III

Acct/Auditor
Penny Cristan

Bookstore

Willow International
Café

General Utility Worker
Tony Romero

Lead Custodian
Sergio Salinas

Custodians

11/14/14

Clovis Community College Center
Organizational Chart – Technology

Campus President
Deborah Ikeda

Director of Technology
Gary Sakaguchi

Microcomputer Resource Technician
Robert Gafford

Instructional Aides
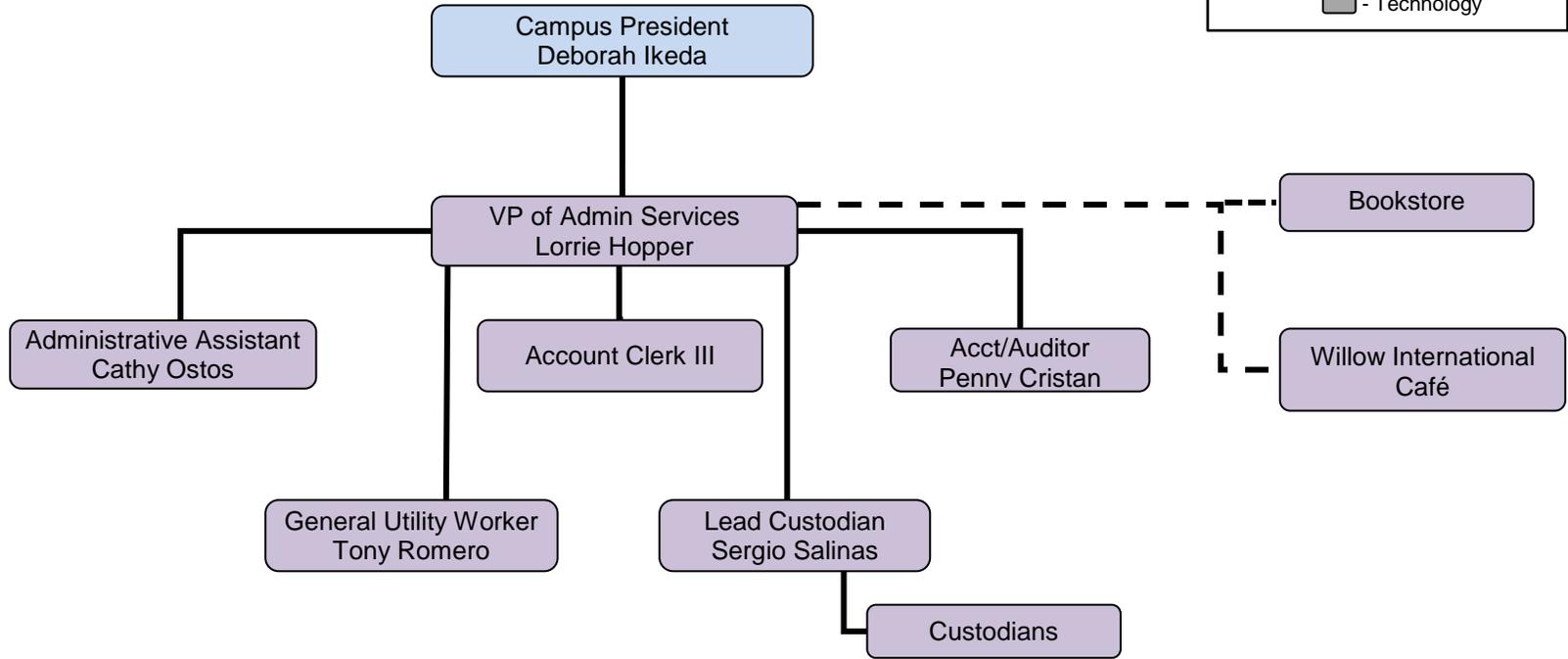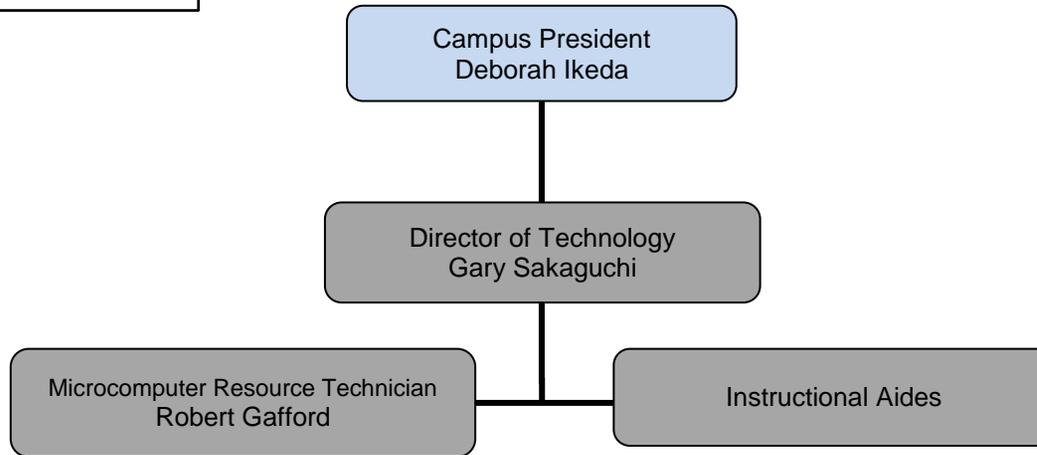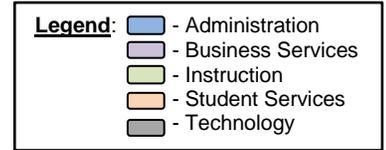
Section 5

District Information

SCCCD Organizational Chart

SCCCD Strategic Plan

State Center Community College District

Citizens

Board of Trustees

Nina Acosta
Executive Secretary
to the Chancellor

Dr. Deborah G. Blue
Chancellor

Dori McKay
Administrative
Secretary

Personnel
Commission

Elba Gomez
Director of Classified
Personnel

Dr. Teresa Patterson
Executive Director,
Public & Legislative
Relations

Gurdeep He'Bert
Executive Director
Foundation

Greg Taylor
General Counsel

Edwin Eng
Vice Chancellor
Finance &
Administration

Dr. George Railey
Vice Chancellor
Ed Services & Instit
Effectiveness

Diane Clerou
Assoc. Vice Chancellor
Human Resources

Tony Cantu
President Fresno
City College

Dr. Sandra Caldwell
President Reedley
College

Deborah Ikeda
Campus President,
Willow International
Community College
Center

Brian Speece
Assoc. Vice Chancellor
Business & Operations

Carl Simms
Director, Maintenance
Operations

Glen Foth
Grounds Services
Manager

Bruce Hartman
Chief of Police

Christine Miktarian
Construction Services
Manager

Darren Cousineau
Director, Environmental
Health & Safety

Randy Vogt
Director of Purchasing

Wil Schofield
Director of Finance

Glynna Billings
Accounting Manager

Cheryl Sullivan
Bookstore (FCC)

Donna Berry
Food Services
Manager (RC)

Pedro Alva
District Dean of
Admission & Records

Dr. Shelly Conner
Director Grants
(30% grant funded)

Lori Morton
Director
State Center Consortium
(100% grant funded)

Alicia Rios
Director Center for
International Trade
(100% grant funded)

Dr. Janice Emerzian
District Director, DSP&S
(80% categorical funded)

John Bengtson
Director, Information
Systems

Samerah Campbell
Prov Director of Human
Resources

Dr. Janice Emerzian
Classified Professionals
(20% general fund)

Page 1

7/16/2013

SCCCD 2012-2016 Strategic Plan can be found on the District's website under the "About Us" tab:

http://www.scccd.edu/index.aspx?page=2

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

Clovis Community College Center

(A Center of Reedley College)

Program Review Handbook

Cycle Three

The Clovis Community College Center/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 *(Sample institutional behaviors)*
Awareness	• 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	• 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	• 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	• 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 *(Sample institutional behaviors)*
Awareness	• 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	• 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	• 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	• 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 Timelines and Process

Action Plan Funding Request

Budget Orientation Information

Accounting and Budget Terms

Other

Clovis Community College Center

LOTTERY BUDGET DEVELOPMENT CALENDAR
FOR FISCAL YEAR 2015-2016

On or Before Due Date	Responsibility	Action Needed
10/10/14	Requestor of Funding	Complete Action Plan and submit to Vice President of Administrative Services - Sorts and Distributes to Deans and Department Chairs
10/24/14	Department Chairs and Deans	Review of Action Plans for completeness and clarification of requests
11/04/14	Campus President's Cabinet	Campus President's Cabinet reviews Action Plans for identification of All sources of funding pending CCC approval of Action Plan request
11/07/14	College Center Council	First review of Action Plan requests and related discussion
12/05/14	College Center Council	Final review and recommendation for funding of Action Plan requests to Campus President's Cabinet
12/09/14	Vice President of Administrative Services	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

Clovis Community College Center
ACTION PLAN FUNDING REQUEST PROCESS

FISCAL YEAR 2015-2016

This Packet Contains:

I.   2015-2016 Funding Areas & Sources

II.   Instructions for Completing a 2015-2016 Action Plan Funding Request and accessing the Action Plan Funding Request from Clovis Community College Center website

III. Accreditation Planning Agenda's-Clovis Community College Center Institutional Self Study Report

IV.   2015-2016 Action Plan Funding Request Template

V.   2015-2016 Action Plan Funding Request Sample

I. 2015-2016 FUNDING AREAS AND SOURCES

Lottery Allocation (Estimated Lottery Decision Package funding for FY 2015-16 -$434,592)

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

-Innovation

Perkins (VTEA)

Perkins funds are restricted to Career Technical Education Programs (CTE). Please see 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 Clovis Community College Center website www.cloviscommunitycollegecenter.com by clicking "Faculty and Staff"➡ "Planning and Resource Allocation" ➡ "Action Plan Funding Request." Open the form and save to your WORD documents. Current Clovis Community College 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 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 Vice President of Administrative Services-Lorrie Hopper.

All Action Plan Funding Requests will be reviewed by Department Chairs, President's Cabinet, and College Center Council. Final recommendations will be forwarded to Clovis Community College Center President.

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

II. CLOVIS COMMUNITY COLLEGE CENTER ACCREDITATION PLANNING AGENDAS

Planning Agendas 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 Clovis Community College Center becomes Clovis Community College.

IIB.3-Increase awareness of the Clovis Community College 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 Clovis Community College Center will be developed in preparation for college status.

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

CLOVIS COMMUNITY COLLEGE CENTER ACCREDITATION PLANNING AGENDAS (CON'T)

Standard IIIA: Human Resources-Abstract-Page 32

IIIA.1-Once Clovis Community College 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 Clovis Community College 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 Clovis Community College Center 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.

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.

III. ACTION PLAN FUNDING REQUEST TEMPLATE

Action Plan Funding Request

Submit to Vice President of Administrative Services-Lorrie Hopper October 10, 2014

Proposed by:

1. Discipline/Program Submitting: _____   Funding Year: **2015-2016**

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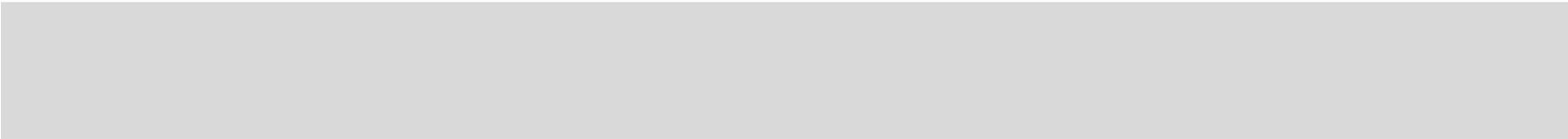
4. Program Review (Indicate how the action plan relates to Program Review recommendations if applicable:

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

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 Department Chair Received: _____   Date Dean Received: _____   Date of College Council Review: _____

Amount Allocated: _____   Funding Source: _____

IV.   ACTION PLAN FUNDING REQUEST SAMPLE DOCUMENT

Action Plan Funding Request

Submit to Vice President of Administrative Services-Lorrie Hopper October 10, 2014

Proposed by:

1. <u>Discipline/Program Submitting:</u>   Instruction: PE and Health- WI   <u>Funding Year:</u> **2015-2016**

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	Outcome
PE 15 PE 18 Health 1-purchase 10 fat analyzers and 20 tape measures.	Teaching facilities	$ 500	Becky Allen	July 1, 2015	
PE and Dance classes-Fitness Center-iTunes card	Fitness Center and dance room	$ 100	Becky Allen	July 1, 2015	

Total Anticipated Costs: $ 600

5. Organizational areas possibly impacted by project (check all that apply):
Facilities____Technology __   Student Services __   Instructional Equipment __   Instructional Supplies/Materials (<u>less</u> than $200 <u>per</u> item) _XX_   Staff Development__   Library__ Other (List)

Office Use Only:

Date that Department Chair Received: _____   Date Dean Received: _____   Date of College Council Review: _____

Amount Allocated: _____   Funding Source: _____

ACTION PLAN OUTCOME ASSESSMENT FORM

Submit to Vice President of Administrative Services-Lorrie Hopper April 25, 2014

Proposed by:

1. Discipline/Program Submitting: Funding Year: **2013-2014**

2. Action Plan Title:

3. Person (s) Responsible:

4. What was your projected outcome?:

5. Describe how the outcome was met:

Office Use Only:

Date that Department Chair Received: _____   Date Dean Received: _____   Date of College Council Review: _____

Purchasing Pointers

Purchasing "How to" Handbook for

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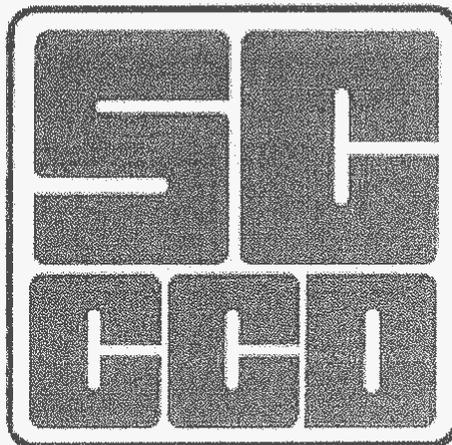
BEING KNOWLEDGEABLE AND UNDERSTANDING OF THE DISTRICT PURCHASING POLICIES AND PROCEDURES CAN BE CHALLENGING. WE HAVE PROVIDED THE PURCHASING "HOW TO" HANDBOOK TO ADMINISTRATORS, FACULTY AND STAFF, AS ONE WAY TO MEET THIS CHALLENGE.

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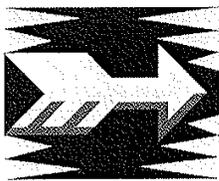
The District follows the procedures set forth by the Board of Trustees, the California Public Contract Code, the California Education Code and other applicable laws of the State of California.

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.

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 – 78,899* : Purchasing will attempt to solicit (3) three competitive written quotations

$78,900* and over: the formal bidding procedure must be implemented

*adjusted annually for inflation

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.

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 . . .

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).

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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.

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.**

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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).

DSPS (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. Fore 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 ash 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
  - o "About Us" then "Accreditation"

ACCJC/WASC Planning Rubric

Strategic Planning
- ➢ Clovis Community College Center Strategic Plan
  - o www.willowinternationalcenter.com
    - ▪ "Faculty & Staff" then "Strategic Plan"
- ➢ SCCCD Strategic Plan
  - o www.scccd.com
    - ▪ "About Us" then "Strategic Plan"

Educational Master Plan
- ➢ www.willowinternationalcenter.com
  - o "About Us" then "Educational Master Plan Approved"

Technology Plan
- ➢ www.willowinternationalcenter.com
  - o "Faculty & Staff" then "Blackboard"
  - o In Blackboard go to "Technology Advisory Committee" then "Documents"

Student Success/Enrollment Management
- ➢ www.willowinternationalcenter.com
  - o "Faculty & Staff" then "Enrollment Management Plan"

Facilities Master Plan
- ➢ www.scccd.com
  - o "About Us" then "Facilities Master 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	• 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	• 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	• 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	• 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 conterminously 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

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.

Calculating FTES

Course Accounting Methods:

(FTES is only generated for "resident" students)

➔ **Weekly Census – <u>full-semester classes</u>** that are **regularly** scheduled (i.e., MWF 9-9:50). These classes have one census date – if the student is enrolled **<u>before</u>** 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 – <u>short-term classes</u>** 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]).