# Preface

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

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

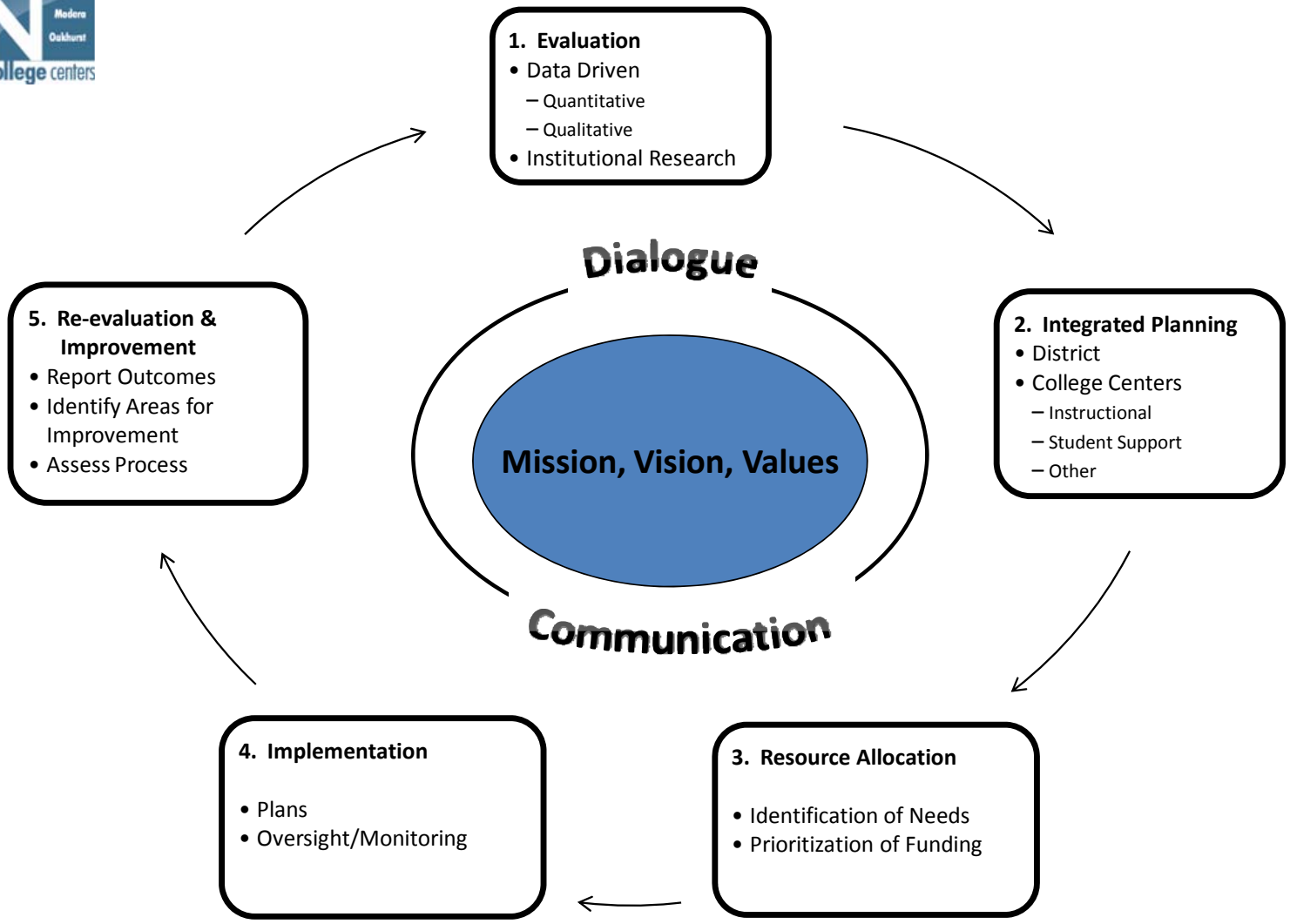
District organizational charts and North Centers' organizational charts through which shared decision-making takes place at the centers and district levels are included. This guide will be reviewed and updated on an annual basis.

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

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

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

# Continuous Improvement – Collaborative Decision Making Process



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

**Step One: Evaluation Using Qualitative and Quantitative Data**

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

**Step Two: Integrated Planning Products**

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

**Step Three: Resource Allocation**

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

**Step Four: Implementation**

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

**Step Five: Reevaluation & Improvement**

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

**North Centers**
**Continuous Improvement**
**Collaborative Decision Making Process**

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

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

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

In terms of additional communication strategies, the Vice Chancellor sends out a monthly newsletter to all staff that includes the report given to the Board of Trustees as well as a message from the Vice Chancellor focusing on institutional improvement. Additional electronic messages and printed memos are sent when appropriate. Beginning in fall 2010, scheduled open forum meetings with the Vice Chancellor and senior administrators will also be held throughout the academic period.

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

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

The Willow International Center employs a full-time institutional researcher with Reedley College (50%) whose duties include the collection and management of data and information needed to support the evaluation component of the collaborative decision making model. Additional statistical support used in the evaluation process is provided by the 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 Willow International 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.

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

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

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

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

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

impacted by the item/activity desired. Based upon the budget development calendar, the College Center Council (CCC) discusses the Action Plan Funding Requests and develops a prioritized list of funded plans each fall for the following academic year.

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

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

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

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

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

Terry Kershaw, Vice Chancellor
North Centers

# Section 1

## Introduction

North Centers' Mission Statement

North Centers' Vision Statement

Core Values

**State Center Community College District**
**North Centers Mission Statement**

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

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

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

Updated 7/13/09

# North Centers
# Vision Statement

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

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

# North Centers
# Core Values

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

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

# Section 2

## Committee Structure

College Committee Structure

North Centers Committees List

Committee Roles

Committee Definitions and Glossary

# SCCCD – North Centers
# Standing Committee Structure
# 2009-2010

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

September 16, 2009

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

| Group Name |
| --- |
| Vice Chancellor's Cabinet |
| Vice Chancellor's Augmented Cabinet |

June 18, 2009

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

| Committee Name |
|---|
| Academic Senate |
| Academic Standards (sub-committee) |
| Curriculum (sub-committee) |
| Equivalency (sub-committee) |
| Flex Day (sub-committee) |
| Classified Senate |
| Distance Education |
| Program Review Evaluation/Hearing |
| Sabbatical Leave |
| Salary Advancement |
| Strategic Planning Council |

June 18, 2009

# North Centers Committees List

**2010-2011**

**Updated 9/16/10**

## North Centers' Committees

| Committee Name | Area or Position | Member Name | Term Length | Term Expires | Meeting Day & Time |
|---|---|---|---|---|---|
| **College Center Council** | Co-Chair | Terry Kershaw | Standing Member | | Every other Friday - 3:00 |
| | Co-Chair | Janell Mendoza | Standing Member | | |
| | VP of Inst. & Student Serv. | Deborah Ikeda | Standing Member | | |
| | Dean of Inst. MC | Jim Chin | Standing Member | | |
| | Dean of St. Serv. MC | Monica Cuevas | Standing Member | | |
| | Dean of Inst. WI | Kelly Fowler | Standing Member | | |
| | Dean of St. Serv. WI | Doris Griffin | Standing Member | | |
| | Business Div. Rep. | Jose Castaneda | Standing Member | 2011 | |
| | Humanities Div. Rep. | Kirtley King | Standing Member | 2011 | |
| | Math/Sci/Engr Div. Rep. | Chris Glaves | Standing Member | 2011 | |
| | Soc Sci/Couns Div. Rep. | Erica Johnson | Standing Member | 2012 | |
| | Faculty Assn. President | Joseph Libby | Standing Member | 2011 | |
| | Adjunct Faculty MC | Gail Spadafore | Standing Member | | |
| | Adjunct Faculty WI | Roger Oraze | Standing Member | | |
| | RC Strat Plan Council Liaison | David Richardson | Standing Member | | |
| | RC Liaison to NC | Javier Renteria | Standing Member | | |
| | Classified Senate MC | Clara Marchbanks | Standing Member | | |
| | Classified Senate WI | Brian Shamp | Standing Member | | |

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|---|---|---|---|---|
| | CSEA Rep WI | Lynne Walke | Standing Member | |
| | CSEA Rep MC | Barbara Shipley | Standing Member | |
| | ASB Student Rep MC | Thomas McDonald | 1 year | 2011 |
| | ASB Student Rep WI | Luke Reyes | 1 year | 2011 |
| | Institutional Researcher | Michelle Johnson | Standing Member | |

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| **Commencement Committe** | Co-Chair - Dean of St. Serv (MC) | Monica Cuevas | Standing Member | Scheduled as needed |
| | Co-Chair - Dean of St. Serv (WI) | Doris Griffin | Standing Member | |
| | Assoc. Business Manager | Janell Mendoza | Standing Member | |
| | Faculty | David Richardson | Standing Member | |
| | Counseling | Gracie Spear | Standing Member | |
| | Classified | Pattie Fitzgerald | Standing Member | |
| | Classified | Veronica Jury | Standing Member | |
| | Classified | Linda Little | Standing Member | |
| | Classified | Dan Rivera | Standing Member | |
| | Classified | David Navarro | Standing Member | |
| | Classified | Allisha Ross | Standing Member | |
| | Public Information Officer | Cris Monahan-Bremer | Standing Member | |

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|---|---|---|---|---|
| **Division Representatives** | Chair | Deborah Ikeda | Standing Member | Every other Friday - 2:00 |
| | Administration | Terry Kershaw | Standing Member | |
| | Administration | Jim Chin | Standing Member | |
| | Administration | Monica Cuevas | Standing Member | |

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|---|---|---|---|---|
| | Administration | Kelly Fowler | Standing Member | |
| | Administration | Doris Griffin | Standing Member | |
| | Faculty Assn. President | Joseph Libby | Standing Member | 2011 |
| | Business | Jose Castaneda | Standing Member | 2011 |
| | Humanities | Kirtley King | Standing Member | 2011 |
| | Math/Sci/Engr | Chris Glaves | Standing Member | 2011 |
| | Soc Sci/Counseling | Erica Johnson | Standing Member | 2012 |

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| **Enrollment Management & Student Retention** | Chair | Deborah Ikeda | Standing Member | Mondays - 3:00 |
| | Administration | Monica Cuevas | Standing Member | |
| | Administration | Doris Griffin | Standing Member | |
| | Administration | Jim Chin | Standing Member | |
| | Administration | Kelly Fowler | Standing Member | |
| | Administration | Janell Mendoza | Standing Member | |
| | Public Information Officer | Cris Monahan-Bremer | Standing Member | |
| | DSPS Director | Lynn Samuelian | Standing Member | |
| | Financial Aid Manager | Candy Cannon | Standing Member | |
| | Oakhurst Center Coordinator | Vikki Piper | Standing Member | |
| | Certificated | Ralph Munoz | Standing Member | |
| | Certificated | Lalo Mata | Standing Member | |
| | Classified | David Navarro | Standing Member | |
| | Classified | Dan Rivera | Standing Member | |
| | Classified | Allisha Ross | Standing Member | |
| | Classified | Veronica Jury | Standing Member | |

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| **Environmental Health & Safety Committee** | Chair | Janell Mendoza | Standing Member | | Quarterly |
| | Administration | Deborah Ikeda | Standing Member | | |
| | Administration - MC | Jim Chin | Standing Member | | |
| | Administration - WI | Kelly Fowler | Standing Member | | |
| | Chemistry Rep - MC | Derek Dormedy | Standing Member | | |
| | Chemistry Rep - WI | Shawn Fleming | Standing Member | | |
| | Biology Rep - WI | Tom Mester | Standing Member | | |
| | Biology Rep - MC | Frank Yancey | Standing Member | | |
| | Oakhurst Coordinator | Vikki Piper | Standing Member | | |
| | DSPS Director | Lynn Samuelian | Standing Member | | |
| | Inst. Technician - MC | Matt Hurst | Standing Member | | |
| | Inst. Technician - WI | Brian Shamp | Standing Member | | |
| | College Nurse - MC & WI | Naomi Bianco | Standing Member | | |
| | General Utility Worker - MC | Fernando Jimenez | Standing Member | | |
| | General Utility Worker - WI | Tony Romero | Standing Member | | |
| | Building Generalist - MC | Dan Vanderpool | Standing Member | | |
| | Building Generalist - WI | Dan Hoffman | Standing Member | | |
| | Math/Sci/Engr Div. Rep | Chris Glaves | Standing Member | | |
| | Soc Sci/Counseling Div. Rep. | Erica Johnson | Standing Member | | |
| | Humanities Div. Rep. | Kirtley King | Standing Member | | |
| | Business Div. Rep. | Jose Castaneda | Standing Member | | |
| | AFT Rep | Erik Hanson | Standing Member | | |
| | Dist. Dir. Env. Health & Safety | Darren Cousineau | Standing Member | | |
| | Dist. Police Rep. | Callahan or Gaines | Standing Member | | |
| | ASB Student Rep. | Tomas McDonald | Standing Member | | |
| | Faculty Rep | Lee Brown | 1 year | 2011 | |
| | CSEA Rep (employee elected) | Jennifer Brodeur | 1 year | 2011 | |

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|---|---|---|---|---|---|
| **Facilities Committee** | Chair | Terry Kershaw | Standing Member | | Annually |
| | VP of Instr & Student Serv. | Deborah Ikeda | Standing Member | | |
| | Assoc. College Business Mgr | Janell Mendoza | Standing Member | | |
| | DSP&S Director | Lynn Samuelian | Standing Member | | |
| | Director of Technology | Gary Sakaguchi | Standing Member | | |
| | Faculty Assn. President | Joe Libby | Standing Member | | |
| | Faculty Representative (WI) | Becky Allen | 3 year | 2013 | |
| | Faculty Representative (WI) | Sallie Turpen | 3 year | 2013 | |
| | Faculty Representative (MC) | Jim Druley | 3 year | 2013 | |
| | Faculty Representative (MC) | Kristen Mattox | 3 year | 2013 | |
| | Faculty Representative (OC) | Bill Kastanes | 3 year | 2013 | |
| | Classified Representative (WI) | Dan Hoffman | 3 year | 2013 | |
| | Classified Representative (MC) | Clara Marchbanks | 3 year | 2013 | |
| | Counselor Rep. (MC) | Gracie Spear | 3 year | 2013 | |
| | Counselor Rep. (WI) | Tasha Hutchings | 3 year | 2013 | |
| | ASB Student Rep. | Jennifer Rogers | 1 year | 2011 | |
| | Assoc. VC Business & Oper. | Brian Speece | Standing Member | | |
| | Dir. Maintenance & Oper. | Carl Simms | Standing Member | | |
| | Grounds Service Manager | Glen Foth | Standing Member | | |
| | Dist. Dir. Env. Health & Safety | Darren Cousineau | Standing Member | | |
| | Construction Services Mgr. | Christine Miktarian | As needed | | |
| | Architect | Bob Petithomme | As needed | | |

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|---|---|---|---|---|---|
| **Faculty Association** | President | Joseph Libby | 1 year | 2011 | Scheduled as needed |
| | President Elect | Harold Seymour | 1 year | 2011 | |
| | Past President | David Richardson | 1 year | 2011 | |
| | Secretary | Nikki Visveshwara | 1 year | 2011 | |
| | Treasurer | Russell Hickey | 1 year | 2011 | |
| | Faculty Association | All certificated personnel | Standing Members | | |

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|---|---|---|---|---|---|
| **Faculty Association Council** | President | Joseph Libby | 1 year | 2011 | Monthly |
| | President Elect | Harold Seymour | 1 year | 2011 | |
| | Past President | David Richardson | 1 year | 2011 | |
| | Secretary | Nikki Visveshwara | 1 year | 2011 | |
| | Treasurer | Russell Hickey | 1 year | 2011 | |
| | Oakhurst Representative | Bill Kastanes | 1 year | 2011 | |
| | Math/Sci/Engr Rep | Jon Renwick | 1 year | 2011 | |
| | Math/Sci/Engr Rep | Lalo Mata | 1 year | 2011 | |
| | Humanities Rep | Erik Fritz | 1 year | 2011 | |
| | Humanities Rep | Greg Ramirez | 1 year | 2011 | |
| | Soc Sci/Counseling Rep | Liz Ehrlich | 1 year | 2011 | |
| | Soc Sci/Counseling Rep | Tina Luera | 1 year | 2011 | |
| | Business Representative | Jose Castaneda | 1 year | 2011 | |
| ` | Business Representative | Vacant | 1 year | 2011 | |

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| **Faculty Association Executive Council** | President | Joseph Libby | 1 year | 2011 | Monthly |
| | President Elect | Harold Seymour | 1 year | 2011 | |
| | Past President | David Richardson | 1 year | 2011 | |
| | Secretary | Nikki Visveshwara | 1 year | 2011 | |
| | Treasurer | Russell Hickey | 1 year | 2011 | |
| **Honors Program Advisory Committee** | Chair/Faculty, English (MC) | Jay Leech | 2 years | 2011 | Once per semester (October & March) |
| | Dean of Instruction - MC | Jim Chin | Standing Member | | |
| | Dean of Instruction - WI | Kelly Fowler | Standing Member | | |
| | Dean of Students - MC | Monica Cuevas | Standing Member | | |
| | Dean of Students - WI | Doris Griffin | Standing Member | | |
| | Counseling/Honors Advisor | Gracie Spear | Standing Member | | |
| | Counseling/Honors Advisor | Courtney Sparrow | Standing Member | | |
| | Oakhurst Coordinator | Vikki Piper | 1 year | 2011 | |
| | Faculty, English (WI) | Cynthia Elliott | 1 year | 2011 | |
| | Faculty, English (WI) | Dede Mousseau | 1 year | 2011 | |
| | Faculty, English (WI) | Jeff Burdick | 1 year | 2011 | |
| | Faculty, Math/Sci/Engr (WI) | Arla Hile | 1 year | 2011 | |
| | Faculty, Math/Sci/Engr (MC) | Jennifer Gray | 1 year | 2011 | |
| | Faculty, Chemistry (NC) | Shawn Fleming | 1 year | 2011 | |
| | Faculty, Philosoply (WI) | Michael Stannard | 1 year | 2011 | |
| | Faculty, Business (WI) | Ray Tjahjadi | 1 year | 2011 | |
| | Faculty, History (WI) | David Richardson | 1 year | 2011 | |
| | Faculty, Speech (WI) | Nancy Vagim | 1 year | 2011 | |
| | Faculty, Speech (MC) | Brad Millar | 1 year | 2011 | |
| | Faculty, Psychology (WI) | Harold Seymour | 1 year | 2011 | |
| | Faculty, Philosophy (MC) | Jim Druley | 1 year | 2011 | |
| | School Relations | David Navarro | 1 year | 2011 | |

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| **Library Liaison Committee** | Chair/Librarian | Cynthia MacDonald | Standing Member | | Once per semester |
| | Library Services Assistant - WI | Susan Hansen | Standing Member | | |
| | Library Services Assistant - MC | John Hirstein | Standing Member | | |
| | Dean of Instruction | Kelly Fowler | Standing Member | Annual Alternate WI/MC | |
| | Counseling | Maria Ensminger | 2 year | 2011 | |
| | Health Science | Becky Allen | 2 year | 2012 | |
| | Child Development | Liz Ehrlich | 2 year | 2011 | |
| | Math/Science/Engineering | Chris Glaves | 2 year | 2011 | |
| | Math/Science/Engineering | Arla Hile | 2 year | 2011 | |
| | Social Science | Lee Brown | 2 year | 2011 | |
| | Social Science | Robin Huigen | 2 year | 2011 | |
| | Humanities | Cynthia Elliott | 2 year | 2011 | |
| | Humanities | Stephen Dent | 2 year | 2011 | |
| | Business | Francine Underwood | 2 year | 2011 | |
| | Business | John Cusaac | 2 year | 2011 | |
| | ASB Student Rep | Luke Reyes | 1 year | Annual Alternate WI/MC | |

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| **Literary Art Journal** | Faculty | Melanie Sanwo | Member | |
| | Dean of Instruction - MC | Jim Chin | Member | |
| | Faculty | Steve Dent | Member | |
| | Faculty | Cynthia Elliott | Member | |
| | Faculty | Norma Kaser | Member | |
| | Faculty | Kirtley King | Member | |
| | Faculty | Jay Leech | Member | |
| | Faculty | Dede Mousseau | Member | |
| | Faculty | Steve Norton | Member | |
| | Faculty | Loren Palsgaard | Member | |
| | Faculty | Sheryl Young-Manning | Member | |
| | College Center Assistant | Allisha Ross | Member | |
| **MCCAP Advisory Committee** | Chair/Counselor | Maria Ensminger | Standing Member | 1st Wednesday - 8:00 a.m. |
| | Dean of Students - MC | Monica Cuevas | Standing Member | |
| | Counselor/Madera High | Eduardo Pena | Standing Member | |
| | Counselor/Madera High | **Vacant** | Standing Member | |
| | Counselor/Madera South High | Jennifer Heck | Standing Member | |
| | Counselor/Liberty High | Karie Hannigan | Standing Member | |
| | MCCAP Instructors | | Standing Invitation | |
| | VP Instr & St. Services - NC | Deborah Ikeda | Standing Invitation | |

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| **Scholarship Committee** | Co-Chair/Dean of Students - WI | Doris Griffin | Standing Member | | Mid-May |
| | Co-Chair/Dean of Students - MC | Monica Cuevas | Standing Member | | |
| | Financial Aid Manager | Candy Cannon | Standing Member | | |
| | Counselor | Ralph Munoz | 2 year | 2011 | |
| | Counselor | Maria Ensminger | 2 year | 2011 | |
| | Faculty - WI | David Richardson | 2 year | 2011 | |
| | Faculty - WI | Anthony Abbott | 2 year | 2011 | |
| | Faculty - WI | Jon McPhee | 2 year | 2011 | |
| | Faculty - MC | Todd Kandarian | 2 year | 2011 | |
| | Faculty - MC | Reg Spittle | 2 year | 2011 | |
| | Faculty - MC | Jennifer Gray | 2 year | 2011 | |
| | Classified - WI | Lynne Walke | 2 year | 2011 | |
| | Student Rep appointed by AGS | Vacant | 1 year | 2011 | |
| **Spring Speakers Series** | Chair/College Center Assistant | Allisha Ross | Standing Member | | 1st Thursday as needed |
| | Dean of Students - MC | Monica Cuevas | | | |
| | Dean of Students - WI | Doris Griffin | Standing Member | | |
| | Faculty | Jay Leech | Standing Member | | |

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| **Staff Development Committee** | Chair/VP Instr & St Serv - NC | Deborah Ikeda | Standing Member | | 3rd Thursday as needed |
| | Dean of Instruction - WI | Kelly Fowler | 2 year | 2011 | |
| | Dean of Students - MC | Monica Cuevas | 2 year | 2011 | |
| | CSEA Representative | Bob Gafford | 2 year | 2012 | |
| | Classified Representative | Jittapaun Inthavong | 2 year | 2011 | |
| | Classified Representative | Lorrie Hopper | 2 year | 2011 | |
| | Classified Management | Candy Cannon | 2 year | 2011 | |
| | Business Rep | John Cusaac | 2 year | 2012 | |
| | Business Rep | Ray Tjahjadi | 2 year | 2011 | |
| | Humanities Rep | Jay Leech | 2 year | 2011 | |
| | Humanities Rep | Nancy Vagim | 2 year | 2011 | |
| | Math/Science/Engr Rep | Todd Kandarian | 2 year | 2010 | |
| | Math/Science/Engr Rep | Becky Allen | 2 year | 2011 | |
| | Soc Science/Counseling Rep | Monica Nolasco | 2 year | 2012 | |
| | Soc Science/Counseling Rep | Vacant | 2 year | 2012 | |
| | Soc Science/Counseling Rep | Vacant | 2 year | 2012 | |

| | | | | | |
|---|---|---|---|---|---|
| **Student Success/Basic Skills Committee** | VP of Instr & Student Services | Deborah Ikeda | Standing Member | | 1st Wednesday - 2:00 p.m. |
| | Dean of Students | Doris Griffin | 2 yr alternate MC/WI | 2012 | |
| | Dean of Instruction | Jim Chin | 2 yr alternate MC/WI | 2012 | |
| | College Researcher | Michelle Johnson | Standing Member | | |
| | Faculty Rep appointed by Academic Senate | Gregory Ramirez | 2 year | 2011 | |
| | Counselor Rep appointed by Academic Senate | Erica Johnson | 2 year | 2012 | |
| | Soc Science Rep appointed by Academic Senate | Monica Nolasco | 2 year | 2012 | |
| | Math Developmental Instructor appointed by Academic Sen | Vacant | 2 year | 2012 | |
| | English/Reading Developmental Inst appointed by Division | Ann Brandon | 2 year | 2011 | |
| | English/Reading Developmental Inst appointed by Division | Jeff Burdick | 2 year | 2011 | |
| | English/Reading Developmental Inst appointed by Division | Norma Kaser | 2 year | 2011 | |
| | Business Faculty Rep appointed by Academic Senate | Ray Tjahjadi | 2 year | 2011 | |
| | CSEA Representative | Peggy Marks | 2 year | 2012 | |
| | Classified Senate Rep | Evelyn Thieme | 2 year | 2012 | |
| | ASB Student Rep | Lauren Bentson | 1 year | 2011 | |

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

| | | | | |
|---|---|---|---|---|
| **Vice Chancellors Cabinet** | Chair/Vice Chancellor - NC | Terry Kershaw | Standing Member | Tuesdays - 2:00 p.m. |
| | VP Inst & Student Services - NC | Deborah Ikeda | Standing Member | |
| | Dean of Instruction - MC | Jim Chin | Standing Member | |
| | Dean of Instruction - WI | Kelly Fowler | Standing Member | |
| | Dean of Students - MC | Monica Cuevas | Standing Member | |
| | Dean of Students - WI | Doris Griffin | Standing Member | |
| | Assoc. College Business Mgr | Janell Mendoza | Standing Member | |
| | Oakhurst Center Coordinator | Vikki Piper | Standing Member | |
| | VP A&R & Instit.Research | John Cummings | Standing Member | |
| **Augmented Cabinet** | Financial Aid Manager | Candy Cannon | Standing Member | 2nd Tuesday - 2:00 p.m. |
| | Director of DSPS | Lynn Samuelian | Standing Member | |
| | Director of Technology RC/NC | Gary Sakaguchi | Standing Member | |
| | Dir Marketing & Communications | Cris Monahan-Bremer | Standing Member | |
| | Director EOPS RC/NC | Eluterio Escamilla | Standing Member | |

# Reedley College Committees

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

| | | | |
|---|---|---|---|
| **Academic Senate** | Business Rep (1) | **Vacant** | Standing Member |
| | Counseling (1) | Tasha Hutchings | Standing Member |
| | Comp/Lit & Comm (2) | Cynthia Elliott | Standing Member |
| | | Jeff Burdick | Standing Member |
| | VP for Curriculum | Sheryl Young-Manning | Standing Member |
| | Reading/Language (1) | Ann Brandon | Standing Member |
| | Fine Arts & Soc. Science (2) | David Richardson | Standing Member |
| | | Joseph Libby | Standing Member |
| | Physical & Health Ed (1) | **Vacant** | Standing Member |
| | Math & Technology (2) | Jason Gardner | Standing Member |
| | | Roger Hitchcock | Standing Member |
| | Science Technology (2) | Thomas Mester | Standing Member |
| | | Derek Dormedy | Standing Member |
| | Auxiliary | Cynthia MacDonald | Standing Member |
| **Subcommittees** | | | |
| Academic Standards | | **Vacant** | Standing Member |
| Curriculum Committee | NC Academic Senate Rep | Sheryl Young-Manning | Standing Member |
| | Floating NC Rep | Jim Druly | Standing Member |
| | | Ray Tjahjadi | Standing Member |
| | | Cynthia MacDonald | Standing Member |
| Equivalency Committee | | **Vacant** | |

| | | | | |
|---|---|---|---|---|
| Flex Day Committee | Member | Thomas Mester | Standing Member | |
| | Member | Norma Kaser | Standing Member | |
| **Classified Senate** | Willow Rep | John Grasmick | Standing Member | |
| | | Brian Shamp | Standing Member | |
| | Madera Rep | Clara Marchbanks | Standing Member | |
| | | **Vacant** | Standing Member | |
| **Distance Education Committee** | Math/Science/Engr Div | Jason Gardner | Standing Member | Twice per semester |
| | Humanities Div | DeDe Mousseau | Standing Member | |
| | Business Div | Ray Tjahjadi | Standing Member | |
| | Social Science Div | **Vacant** | Standing Member | |
| | Student Services Div | Erica Johnson | Standing Member | |
| | Library/St Learning Support Serv | Cynthia MacDonald | Standing Member | |
| | TAC Member or Rep | Brent Nabors | Standing Member | |
| | Dean of Instruction - NC | Jim Chin/Kelly Fowler | Standing Member | |
| | Director of Technology RC/NC | Gary Sakaguchi | Standing Member | |
| | ASB Student Rep | Lauren Bentson | Standing Member | |

| | | | |
|---|---|---|---|
| **Program Review Evaluation/ Hearing Committee** | Vice Chancellor - NC | Terry Kershaw | Standing Member |
| | VP Inst & Student Serv | Deborah Ikeda | Standing Member |
| | Member | Sheryl Young-Manning | Standing Member |
| | Member | Thomas Mester | Standing Member |
| **Sabbatical Leave Committee** | VP Inst & Student Serv | Deborah Ikeda | Standing Member |
| | Dean of Instruction - MC | Jim Chin | Standing Member |
| | Dean of Instruction - WI | Kelly Fowler | Standing Member |
| | Dean of Students - MC | Monica Cuevas | Standing Member |
| | Dean of Students - WI | Doris Griffin | Standing Member |
| | Member | Bill Allen | Standing Member |
| | Member | Nancy Vagim | Standing Member |
| **Salary Advancement Committee** | Member | Jim Ryan | Standing Member |
| | Member | Karen Hammer | Standing Member |
| | Member | Nancy Vagim | Standing Member |
| **Strategic Planning Council** | Member | Sheryl Young-Manning | Standing Member |
| | Faculty Association Rep | Cynthia Elliott | Standing Member |

## District Committees

| | | | |
|---|---|---|---|
| **Common Catalog Committee** | VP Inst & Student Services | Deborah Ikeda | Standing Member |
| | Dean of Instruction - MC/OC | Jim Chin | Standing Member |
| | Dean of Students - WI | Doris Griffin | Standing Member |
| | Faculty | Bill Kastanes | Standing Member |
| | Faculty | Sheryl Young-Manning | Standing Member |
| | Counseling | Erica Johnson | Standing Member |
| **Diversity Task Force** | Chair - Dean of St. - WI | Doris Griffin | Standing Member |
| **(District Master Plan)** | Member | Norma Kaser | Standing Member |
| | Member | Gregory Ramirez | Standing Member |
| **IS Priority Committee** | Member | Deborah Ikeda | Standing Member |
| | Member | Janell Mendoza | Standing Member |
| | Member | Clara Marchbanks | Standing Member |

| | | | |
|---|---|---|---|
| **International Education Committee** | Member | Cynthia Elliott | Standing Member |
| | Member | Karen Hammer | Standing Member |
| | Member | Bill Kastanes | Standing Member |
| | Member | Jay Leech | Standing Member |
| | Member | Reg Spittle | Standing Member |
| | Member | Dede Mousseau | Standing Member |
| **Pre-Educational Coordinating and Planning Committee** | Member | Deborah Ikeda | Standing Member |
| | Member | Sheryl Young-Manning | Standing Member |
| | Member | Erica Johnson | Standing Member |
| **Shared Governance** | Member | Cynthia Elliott | Standing Member |
| | Member | Norma Kaser | Standing Member |
| **Technology Coordination Committee** | Member | Deborah Ikeda | Standing Member |
| | Member | Jim Chin | Standing Member |
| | Member | Brent Nabors | Standing Member |
| | Member | Vikki Piper | Standing Member |

**Title V Co-op Grant**

| | | | |
|---|---|---|---|
| Steering Committee | Member | Deborah Ikeda | Standing Member |
| | Member | Doris Griffin | Standing Member |
| | Member | Jim Chin | Standing Member |
| | Member | Loren Palsgaard | Standing Member |
| Subcommittees: | | | |
| On-Line Student Services | Member | Deborah Ikeda | Standing Member |
| | Member | Brent Nabors | Standing Member |
| | Member | Erica Johnson | Standing Member |
| Extended Learning Centers | Member | Jim Chin | Standing Member |
| | Member | Kelly Fowler | Standing Member |
| | Member | Jeff Burdick | Standing Member |
| | Member | Cynthia Elliott | Standing Member |
| | Member | Norma Kaser | Standing Member |
| | Member | Jay Leech | Standing Member |
| | Member | Dede Mousseau | Standing Member |
| | Member | Loren Palsgaard | Standing Member |
| | Member | Sheryl Young-Manning | 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.

# Glossary of Terms

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

**Consensus**: Collective judgment or opinion; general agreement.

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

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

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

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

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

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

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

**Planning Cycle**: Begins with evaluation of student needs and college programs and services. This evaluation in turn informs the college about where it needs to improve, and the college identifies improvement goals campus-wide. Resources are distributed in order to implement these goals. When resources are insufficient to support improvement goals, the college adjusts its resource decisions to reflect its priorities or seeks other means of supplying resources to meet its goals. Once improvement plans have been fully implemented, evaluation of how well the goals have been met ensues. Thus, the planning cycle is comprised of evaluation, goal setting, resource distribution, implementation, and re-evaluation.

**Program Review**: Assesses instructional programs, student support services, and administrative services; assesses the degree to which programs and services effectively implement the district's and North Centers' mission and philosophy and strategic plan;

focuses on evidence of student learning and program performance; and contributes directly to the integrated planning, resource allocation and decision-making processes.

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

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

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

**Strategic Planning (Plan)**: Comprehensive planning that delineates the major areas in which to place time, energy, and resources toward the goal of continual growth and improvement of the North Centers. The one-year strategic plan is modified annually and is closely aligned with the overarching SCCCD Strategic Plan as well as those of Reedley College and Fresno City College.

**Student Learning Outcomes**: Are defined in terms of the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences.

# Section 3

## Standing Committees and Management Group Purpose Statements

**Standing Committee Purpose Statements**

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

**Management Group Purpose Statements**

Vice Chancellor's Cabinet
Vice Chancellor's Augmented Cabinet

# College Center Council
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

## Meetings

Meetings will be scheduled every other Friday during the semester with the meeting being held at 3:00 p.m. (immediately following a scheduled Willow International Accreditation Steering Committee meeting).

## 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 2010-2011academic period:

1. Strategic Planning Oversight –2009-2010 Plan and 2010-2011 Plan
2. Program Review Oversight
3. Budget Oversight
4. Educational Master Plan (Facilities and Staffing)
5. Meeting materials (e.g., minutes, agendas, records) storage and distribution procedures
6. Resource allocation and funding process
7. Assessment of the Evaluation, Planning, and Improvement processes
8. Other items as identified by the committee

The College Center Council Operating Procedures will be reviewed by the CCC annually and anytime during the year if needed.

## Recommendations

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

**College Center Council**
**Membership**

| Name | Area or Position | Term |
|---|---|---|
| Terry Kershaw | Vice Chancellor (Co-Chair) | Standing Member |
| Janell Mendoza | Assoc. Business Manager (Co-Chair) | Standing Member |
| Deborah Ikeda | VP of Instruction & Student Services | Standing Member |
| Kelly Fowler | Dean of Instruction/Technology – WI | Standing Member |
| Jim Chin | Dean of Instruction – MC | Standing Member |
| Monica Cuevas | Dean of Students – MC | Standing Member |
| Doris Griffin | Dean of Students – WI | Standing Member |
| Chris Glaves | Div Rep – Math/Science/Engineering | Standing Member |
| Erica Johnson | Div Rep – Social Studies | Standing Member |
| David Richardson | Faculty Association President | Standing Member |
| Cynthia Elliott | Past President – Faculty Association | Standing Member |
| Kirtley King | Div Rep – Humanities | Standing Member |
| Jose Castenada | Div Rep – Business | Standing Member |
| Gail Spadafore | Adjunct Faculty Rep – MC | Standing Member |
| Roger Oraze | Adjunct Faculty Rep – WI | Standing Member |
| Clara Marchbanks | Classified Senate Rep – MC | Standing Member |
| Brian Shamp | Classified Senate Rep – WI | Standing Member |
| Lynne Walke | CSEA Rep – WI | Standing Member |
| Barbara Shipley | CSEA Rep – MC | Standing Member |
| Thomas McDonald | ASB Student Rep – MC | Standing Member |
| Luke Reyes | ASB Student Rep – WI | Standing Member |
| Javier Renteria | Reedley College Academic Senate President or Designee | Standing Member |

## Strategic Plan Goals & Objectives

**#2** Excellence in Teaching and Learning
- 2.1 Analyze Master Plan data
- 2.4 Ensure adequate resources to implement programs and services

**#3** Future Programs and Facilities
- 3.2 Identify future programs and facilities

**#7** Continuous Quality Improvement
- 7.4 Assess annual program progress reports made on program review recommendations.

# Commencement Committee
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

## Meetings

Meetings will be scheduled as needed, beginning in January. 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".

## Communication

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

## Recommendations

Recommendations from the committee are sent to the North Centers' Vice Chancellor for review and approval. Issues for further study or clarification are returned to the committee with the Vice Chancellor's comments and recommendations.

| Name | Area or Position | Term |
|---|---|---|
| Monica Cuevas | Dean of Students, MC (Co-chair) | Standing Member |
| Doris Griffin | Dean of Students, WI (Co-chair) | Standing Member |
| David Navarro | College Relations Specialist | Standing Member |
| Dan Rivera | Educational Advisor | Standing Member |
| Janell Mendoza | Associate Business Manager | Standing Member |
| Cris Monahan-Bremer | Public Information Officer | Standing Member |
| Veronica Jury | Student Services Specialist | Standing Member |
| Allisha Ross | College Center Assistant | Standing Member |
| Linda Little | Secretary to Vice Chancellor | Standing Member |
| Pattie Fitzgerald | Administrative Aide | Standing Member |
| Gracie Spear | Counselor | Standing Member |
| David Richardson | Instructional Faculty | Standing Member |

# Reedley College/North Centers
# Distance Education Committee
# Operating Agreement – 2010-11

## Duties and Functions of the Committee

1. The Distance Education Committee shall report and make periodic recommendations to The Academic Senate, The North Center's CCC, and The Reedley College Council on all matters related to Distance Education under each constituency organization's purview (consistent with those of the Western Association of Schools and Colleges' Accrediting Commission for Community and Junior Colleges, Title 5, and the California Education Code).

    a. Policies and procedures related to the development of and support for programs, degrees, and courses in distance education.
    b. Standards of proficiency that will be recommended to teach a distance education course.
    c. Policies and procedures that provide technical, administrative, and academic support to ensure distance learner success.
    d. Policies and procedures that provide technical, administrative, and professional support for faculty who elect to teach distance education courses.
    e. Development of outcomes assessment measures that evaluate the success of distance education.
    f. Periodic review and assessment of past, current, and future facilities, equipment, and software needs.
    g. Development and accessibility of student services to online students.

2. The Distance Education Committee shall meet at least twice a semester as announced by the chair during the academic year.

3. The Distance Education Committee shall develop, write, evaluate, and update the Reedley College/North Centers Distance Education Plan.

4. The Distance Education Committee shall report and make periodic recommendations to appropriate College Committees on relevant Distance Education matters.

## Membership

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

2. The members of the Committee shall be certificated staff, elected by their peers to serve two-year (staggered) terms:

a. Reedley Campus Math & Technology/ Science & Technology
b. Reedley Campus Composition, Literature, and Communication/Reading and Languages
c. Reedley Campus Fine Arts & Social Sciences/Business
d. Reedley Campus AG, NR & Manufacturing/ Health & PE
e. North Centers Math, Science, and Engineering Division
f. North Centers Fine Arts & Humanities Division
g. North Centers Business Division
h. North Centers Social Science Division
i. Reedley Campus Student Services
j. North Centers Student Services
k. Library and Student Learning Support Services.

3. Members from other constituencies shall include (where applicable may be represented by faculty already elected to the committee):

    l. Academic Senate Curriculum Committee Member or Representative
    m. North Centers Technology Advisory Committee Member or Representative
    n. Reedley Campus Technology Advisory Committee Member or Representative
    o. State Center Federation of Teachers
    p. North Centers Dean of Instruction
    q. Reedley Campus Dean of Instruction
    r. Director of Technology
    s. Admissions, Records, and Classified Professionals
    t. Associated Student Government

4. Any recommendation for change in the structure of the faculty, student, staff, or administrative representatives on the Committee must be made prior to the last Academic Senate meeting of the academic year. Such changes will take effect at the beginning of the next fall semester.

5. If a new academic department or division is created, a new representational structure will be considered.

**Management**

1. The Committee shall be chaired by a member elected by the Committee at the last scheduled meeting of the academic year.

2. The chair shall develop an agenda for each meeting, disseminate meeting minutes summarizing the discussion and action items, and maintain communication with the FCC Distance Education committee.

3. The members of the Committee shall be collaborative, engage in collegial discussions, be respectful of other members and their different points of view, and consider the college and community as a whole, not just the constituent group that the member represents.

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

## Distance Education Committee
## Membership

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

# Division Representatives
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

## Composition

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

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

*Standing Members

## Meetings

Meetings are scheduled every other Friday from 1:00 – 2:00 p.m.

## Operations/Action Items

A. The Division Representative Committee makes recommendations on policies and procedures affecting the instructional and student service program. This committee provides a recommendation on new staffing needs to the Administration and budget allocation needs affecting the instructional program.

B. Recommendations and/or action plans from this Committee will be forwarded to the Vice Chancellor. The Vice Chancellor will review and forward to the College Council for information or action as appropriate.

**Division Representatives**
**Membership**

| Name | Area or Position | Term |
|---|---|---|
| Deborah Ikeda | VP of Instruction & Stu. Serv. (Chair) | Standing Member |
| Terry Kershaw | Vice Chancellor | Standing Member |
| Jim Chin | Dean of Instruction – MC | Standing Member |
| Monica Cuevas | Dean of Student Services – MC | Standing Member |
| Kelly Fowler | Dean of Instruction & Technology – WI | Standing Member |
| Doris Griffin | Dean of Student Services – WI | Standing Member |
| Joe Libby | Faculty Association President | 2010-2011 |
| Jose Castaneda | Business Faculty Representative | 2009-11 |
| Kirtley King | Humanities Division Representative | 2009-11 |
| Chris Glaves | Math Science Division Representative | 2009-11 |
| Erica Johnson | Social Science Division Representative | 2010-12 |

## Strategic Plan Goals & Objectives

**#3** Future Programs and Facilities
- 3.1 Analyze course data (waitlist)

**#6** Student Success
- 6.2 Increase the number of students eligible for certificates and degrees

# Enrollment Management & Student Retention Committee
# Operating Policies & Procedures
# 2010-2011

## Purpose

The purpose of the Enrollment Management & Student Retention Committee is to develop enrollment management and retention strategies to increase the student population at the North Centers and to coordinate execution of those strategies. The committee will update the Enrollment Management Plan yearly.

## Meetings

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

## Operations

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

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

## Communication

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

## Recommendations

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

## Enrollment Management Committee Membership

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

## Strategic Plan Goals & Objectives

**#2** Manage Resources

2.3 RTG follow-up analysis

# Environmental Health & Safety Committee
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

## Special Guidelines

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

## Operations

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

## Meetings

Meetings will be held on a quarterly basis.

## Quorum

Majority of members present.

## Communication

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

## Recommendations

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

**Procedure**

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

## Environmental Health and Safety Committee Membership

| Name | Area or Position | Term |
|---|---|---|
| Janell Mendoza | Associate Business Manager (Chair) | Standing Member |
| Deborah Ikeda | VP of Instruction & Student Services | Standing Member |
| Kelly Fowler | Dean of Instruction - WI | Standing Member |
| Jim Chin | Dean of Instruction – MC/OC | Standing Member |
| Erik Hanson | AFT Representative | Standing Member |
| Lee Brown | Faculty Representative | 1 Yr. Term – 2011 |
| Jennifer Brodeur | CSEA Representative | 1 Yr. Term – 2011 |
| Derek Dormedy | Chemistry Representative - MC | Standing Member |
| Shawn Fleming | Chemistry Representative – WI | Standing Member |
| Tom Mester | Biology Representative - WI | Standing Member |
| Frank Yancey | Biology Representative – MC | Standing Member |
| Vikki Piper | Oakhurst Coordinator | Standing Member |
| Lynn Samuelian | DSPS Director | Standing Member |
| Darren Cousineau | Dist. Dir. Envir Health & Safety | Standing Member |
| Matt Hurst | Instructional Technician - MC | Standing Member |
| Brian Shamp | Instructional Technician – WI | Standing Member |
| Naomi Bianco | College Nurse – MC & WI | Standing Member |
| Fernando Jimenez | General Utility Worker - MC | Standing Member |
| Tony Romero | General Utility Worker – WI | Standing Member |
| Dan Vanderpool | Building Generalist - MC | Standing Member |
| Dan Hoffman | Building Generalist – WI | Standing Member |
| Chris Glaves | Division Representative - WI | Standing Member |
| Erica Johnson | Division Representative – MC | Standing Member |
| Kirtley King | Division Representative – MC | Standing Member |
| Jose Castaneda | Division Representative – WI | Standing Member |
| Joe Callahan/Richard Gaines | Dist. Police Representative | Standing Member |
| Tomas McDonald | Student Representative | Standing Member |

# Facilities Committee
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

## Operations

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

## Meetings

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

## Quorum

Majority of members present.

## Communication

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

## Recommendations

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

## Procedure

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

**Facilities Committee**
**Membership**

| Name | Area or Position | Term |
|---|---|---|
| Terry Kershaw (Chair) | Vice Chancellor | Standing Member |
| Deborah Ikeda | VP of Instruction/Student Services | Standing Member |
| Janell Mendoza | Assoc. College Business Manager | Standing Member |
| Joe Libby | Faculty Association Officer | Standing Member |
| Becky Allen | Faculty Representative (WI) | 2/10 – 2/13 (3 yr.) |
| SallieTurpen | Faculty Representative (WI) | 2/10 – 2/13 (3 yr.) |
| Jim Druley | Faculty Representative (MC) | 2/10 – 2/13 (3 yr.) |
| Kristen Mattox | Faculty Representative (MC) | 2/10 – 2/13 (3 yr.) |
| Bill Kastanes | Faculty Representative (OC) | 2/10 – 2/13 (3 yr.) |
| Dan Hoffman | Classified Representative (WI) | 2/10 – 2/13 (3 yr.) |
| Clara Marchbanks | Classified Representative (MC) | 2/10 – 2/13 (3 yr.) |
| Gracie Spear | Counselor Representative (MC) | 2/10 – 2/13 (3 yr.) |
| Tasha Hutchings | Counselor Representative (WI) | 2/10 – 2/13 (3 yr.) |
| Jennifer Rogers | Student Representative (NC) | 2/10 – 2/11 (1 yr.) |
| Lynn Samuelian | DSP&S Director (NC) | Standing Member |
| Gary Sakaguchi | Director of Technology (NC) | Standing Member |
| Brian Speece | Assoc. Vice Chancellor Business & Oper | Standing Member |
| Carl Simms | Director of Maintenance & Operations | Standing Member |
| Glen Foth | Grounds Service Manager | Standing Member |
| Darren Cousineau | Director of Environmental. Health & Safety | Standing Member |
| Christine Miktarian/Bob Petithomme | Constructions Services Manager/Architect | As needed |

# Faculty Association – North Centers
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

## 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 |
|---|---|---|
| Joe Libby | President | One Year |
| Harold Seymour | President-Elect (becomes President the following year) | One Year |
| David Richardson | Past President | One Year |
| Nikki Visveshwara | Secretary | One Year |
| Russell Hickey | Treasurer | One Year |
| All Certificated Faculty, Counselors, Librarians, College Nurse, etc; | Faculty Association | Standing Members |

# Faculty Association Council – North Centers
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

## Special Guidelines

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

## Reporting Relationship

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

## Communication

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

## Quorum

Majority of members present.

## Recommendations

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

**Faculty Association Council**
**Membership**

| Name | Area or Position | Term |
|---|---|---|
| Joe Libby | President | One Year |
| Harold Seymour | President-Elect (becomes President the following year) | One Year |
| David Richardson | Past President | One Year |
| Nikki Visveshwara | Secretary | One Year |
| Russell Hickey | Treasurer | One Year |
| Bill Kastanes | Oakhurst Representative | One Year |
| Jon Renwick | Math, Science, & Engineering – WI | One Year |
| Lalo Mata | Math, Science, & Engineering – MC | One Year |
| Erik Fritz | Humanities – WI | One Year |
| Greg Ramirez | Humanities – MC | One Year |
| Liz Ehrlich | Social Science & Counseling – WI | One Year |
| Monica Nolasco | Social Science & Counseling – MC | One Year |
| Brent Nabors | Business – WI | One Year |
| **Vacant** | Business – MC | One Year |

August 31, 2010

# Faculty Association Executive Council – North Centers
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

## Quorum

Majority of members present.

## Communication

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

## Reporting Relationship

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

## Membership

| Name | Area or Position | Term |
|---|---|---|
| Joe Libby | President | One Year |
| Harold Seymour | President-Elect (becomes President the following year) | One Year |
| David Richardson | Past President | One Year |
| Nikki Visveshwara | Secretary | One Year |
| Russell Hickey | Treasurer | One Year |

August 18, 2010

# Honors Program Advisory Committee
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

## Special Guidelines

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

Standing members may designate voting substitutes.

## Meetings

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

## Quorum

Majority of members present.

## Communication

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

## Recommendation

Recommendations are forwarded to the Vice Chancellor's Cabinet.

**Honors Program Advisory Committee**
**Membership**

| Name | Area or Position | Term |
|---|---|---|
| Jay Leech | Faculty, English – MC (Chair) | 2010-2011 |
| Jim Chin | Dean of Instruction – MC | Standing Member |
| Kelly Fowler | Dean of Instruction – WI | Standing Member |
| Monica Cuevas | Dean of Students – MC | Standing Member |
| Doris Griffin | Dean of Students – WI | Standing Member |
| Gracie Spear | Counselor/Advisor – WI (Co-chair) | Standing Member |
| Courtney Sparrow | Adjunct Counselor/Honors Advisor | 2010-2011 |
| Vikki Piper | Oakhurst Center Coordinator | 2010-2011 |
| Cynthia Elliott | Faculty, English – WI | 2010-2011 |
| Dede Mousseau | Faculty, English – WI | 2010-2011 |
| Jeff Burdick | Faculty, English – WI | 2010-2011 |
| Shawn Fleming | Faculty, Chemistry – MC | 2010-2011 |
| Arla Hile | Faculty, Math/Sci/Engr – WI | 2010-2011 |
| Jennifer Gray | Faculty, Math/Sci/Engr – WI | 2010-2011 |
| Ray Tjahjadi | Faculty, Business – WI | 2010-2011 |
| David Richardson | Faculty, History – WI | 2010-2011 |
| Nancy Vagim | Faculty, Speech – WI | 2010-2011 |
| Brad Millar | Faculty, Speech – MC | 2010-2011 |
| Michael Stannard | Faculty, Philosophy – WI | 2010-2011 |
| Harold Seymour | Faculty, Psychology – WI | 2010-2011 |
| Jim Druley | Faculty, Philosophy – MC | 2010-2011 |
| David Navarro | School Relations | 2010-2011 |

# Library Liaison Committee
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

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

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

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

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

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

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

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

## Composition

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

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

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

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

Standing members of the committee will include:

- Librarian for the North Centers
- Library Services Assistant for Madera Center
- Library Services Assistant for Willow International Center
- Dean of Instruction, alternating between WI and MC annually

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

## Meetings

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

## Action Items

The following action items will be addressed by the Library Liaison committee for the 2009-2010 academic year:

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

### Membership

| Name | Area or Position | Term |
|---|---|---|
| Cynthia MacDonald | Librarian | Standing Member |
| Susan Hansen | Library Services Assistant - WI | Standing Member |
| John Hirstein | Library Services Assistant - MC | Standing Member |
| Kelly Fowler | Dean of Instruction WI/MC alternating (2011) | Standing Member |
| Maria Ensminger | Counseling | 2009-2011 |
| Becky Allen | Health Sciences | 2010-2012 |
| Liz Ehrlich | Child Development | 2009-2011 |
| Chris Glaves | Math/Science/Engineering | 2009-2011 |
| Arla Hile | Math/Science/Engineering | 2009-2011 |
| Lee Brown | Social Science | 2009-2011 |
| Robin Huigen | Social Science | 2009-2011 |
| Cynthia Elliott | Humanities | 2009-2011 |
| Stephen Dent | Humanities | 2009-2011 |
| Francine Underwood | Business | 2009-2011 |
| John Cusaac | Business | 2009-2011 |
| Luke Reyes | ASB Student Rep WI/MC alternating | 2010-2011 |

# Madera Center College Advantage Program – MCCAP
# Advisory Committee
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

## Operations

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

- The Chair will be responsible for following through with related MCCAP advisories.

## Meetings

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

## Communication

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

## Recommendations

Recommendations are forwarded to the Vice Chancellor's Cabinet.

### Membership

| Name | Area or Position | Term |
|---|---|---|
| Monica Cuevas | Dean of Students – MC | Standing Member |
| Maria Ensminger | Counselor – MC (Chair) | Standing Member |
| Eduardo Pena | Counselor – Madera High School | Standing Member |
| Vacant | Counselor – Madera High School | Standing Member |
| Jennifer Heck | Counselor – Madera South High | Standing Member |
| Karie Hannigan | Counselor – Liberty High School | Standing Member |
| MCCAP Instructors | Always welcomed to attend & provide input | Standing Invitation |
| Deborah Ikeda | VP of Instruction & Student Serv – NC | Standing Invitation |

# Scholarship Committee
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

## Operations

- The scholarship filing deadline will coincide with the Reedley College filing deadline, approximately May 1 of each year.
- Applications will be available to students beginning January 2nd.
- Scholarships will be advertised throughout the North Centers during the intake period, January 2 through April 15.
- In May, the committee will screen scholarship applications in accordance with criteria set by donors.
- The committee will rank all applicants and select finalists for each of the available scholarships.

## Meetings

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

## Communication

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

## Recommendations

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

**Scholarship Committee**
**Membership**

| Name | Area or Position | Term |
|---|---|---|
| Doris Griffin | Dean of Students – WI (Co-chair) | Standing Member |
| Monica Cuevas | Dean of Students – MC (Co-chair) | Standing Member |
| Candy Cannon | Financial Aid Manager – NC | Standing Member |
| Ralph Munoz | Counselor – WI | 2 year (2011) |
| Maria Ensminger | Counselor – MC | 2 year (2011) |
| Lynne Walke | Classified Rep – WI | 2 year (2011) |
| David Richardson | Faculty Rep – WI | 2 year (2011) |
| Anthony Abbott | Faculty Rep – WI | 2 year (2011) |
| Jon McPhee | Faculty Rep – WI | 2 year (2011) |
| Todd Kandarian | Faculty Rep – MC | 2 year (2011) |
| Reg Spittle | Faculty Rep – MC | 2 year (2011) |
| Jennifer Gray | Faculty Rep – MC | 2 year (2011) |
| **Vacant** | Student Rep – appointed by AGS | 1 Year (2011) |

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

# Speakers Forum Committee
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

## Meetings

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

## Decision Making

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

## Operations/Action Items

Topics will be prioritized and the number of speakers will be determined.
Prioritize when the speakers should present on topics.
Cultural and Co-curricular speakers will be considered.
Fiscal budgeting will be taken into consideration.

## Communication

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

## Recommendations

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

## Membership

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

# Staff Development Committee
# Operating Policies & Procedures
# 2010-2011

## 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.

## Meetings

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

## Composition

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

## Recommendations

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

**Staff Development Committee**
**Membership**

| Name | Area or Position | Term |
|---|---|---|
| Deborah Ikeda | VP Instruction & Student Services (Chair) | Standing Member |
| Kelly Fowler | Administration – WI | 2009-11 |
| Monica Cuevas | Administration – MC | 2009-11 |
| Bob Gafford | CSEA Representative | 2010-12 |
| Lorrie Hopper | Classified Professionals Representative – MC | 2009-11 |
| Jittapaun Inthavong | Classified Professionals Representative – WI | 2009-11 |
| Candy Cannon | Classified Management Representative | 2009-11 |
| John Cusaac | Faculty Rep – Business | 2010-12 |
| Ray Tjahjadi | Faculty Rep – Business | 2009-11 |
| Jay Leech | Faculty Rep – Humanities | 2009-11 |
| Nancy Vagim | Faculty Rep – Humanities | 2009-11 |
| Todd Kandarian | Faculty Rep – Math/Science/Engineering | 2010-12 |
| Becky Allen | Faculty Association Representative | 2009-11 |
| Monica Nolasco | Faculty Rep – Social Science/Counseling | 2010-12 |
| **Vacant** | Counseling Rep – Social Science/Counseling | 2010-12 |
| **Vacant** | Counseling Rep – Social Science/Counseling | 2010-12 |

## Strategic Plan Goals & Objectives

**#8** Technology

8.3 Increase staff development opportunities.

# Student Success/Basic Skills
# Operating Policies & Procedures
# 2009-2010

## Purpose

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

## Mission

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

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

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

Instruction

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

Course and Program Structures

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

Student Support Structures and Services

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

Institutional Design

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

## Composition

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

VP of I and SS
Academic Senate (6), *at least one counselor*
ASB
Classified Senate
College Researcher
CSEA Representative
Dean of Instruction
Dean of Student Services

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

| **Organizational and Administrative Practices** | **Program Components** | **Staff Development** | **Instructional Practices** |
|---|---|---|---|
| Monica Cuevas | Doris Griffin | Kelly Fowler | Jim Chin |

## Meetings

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

## Operations/Action Items

A. The Student Success Committee created by this agreement is an advisory committee to the Vice Chancellor. The committee will develop a 5 year plan and update it annually. This committee will develop action plans, to include a prioritized spending plan for funds allocated to the committee.

B. Recommendations and/or action plans from the Student Success Committee will be forwarded to the Vice Chancellor. The Vice Chancellor will review and forward to the College Center Council for information.

C. The committee will recommend to the Vice Chancellor administrative practices, facilities needs, and institutional priorities consistent with identified Basic Skills needs.

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

**Student Success/Basic Skills**
**Membership**

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

**Strategic Plan Goals & Objectives**

**#2** Manage Resources
2.2 Compare basic skills offering with need
**#6** Student Success
6.1 Decrease number of students on probation

# Technology Advisory Committee
# Operating Policies & Procedures
# 2010-2011

## Purpose

The purpose of the Technology Advisory Committee is to:

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

## Operations

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

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

## Meetings

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

## Communication

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

## Recommendations

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

**Technology Advisory Committee**
**Membership**

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

## Strategic Plan Goals & Objectives

**#8** Technology

- 8.1 Increase level of independent trouble-shooting by end users
- 8.2 Increase the efficiency of tech support
- 8.3 Increase professional development opportunities

# Vice Chancellor's Cabinet
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

## Meetings

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

## Decision Making

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

## Operations/Action Items

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

**Vice Chancellor's Cabinet**
**Membership**

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

## Strategic Plan Goals & Objectives

**#1** College Status for Willow International

1.1 Needs study (required for CPEC and CCCCO)

# Vice Chancellor's Augmented Cabinet
# Operating Policies & Procedures
# 2010-2011

## Purpose

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

## Meetings

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

## Decision Making

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

## Operations/Action Items

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

## Vice Chancellor's Augmented Cabinet
## Membership

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

# Section 4

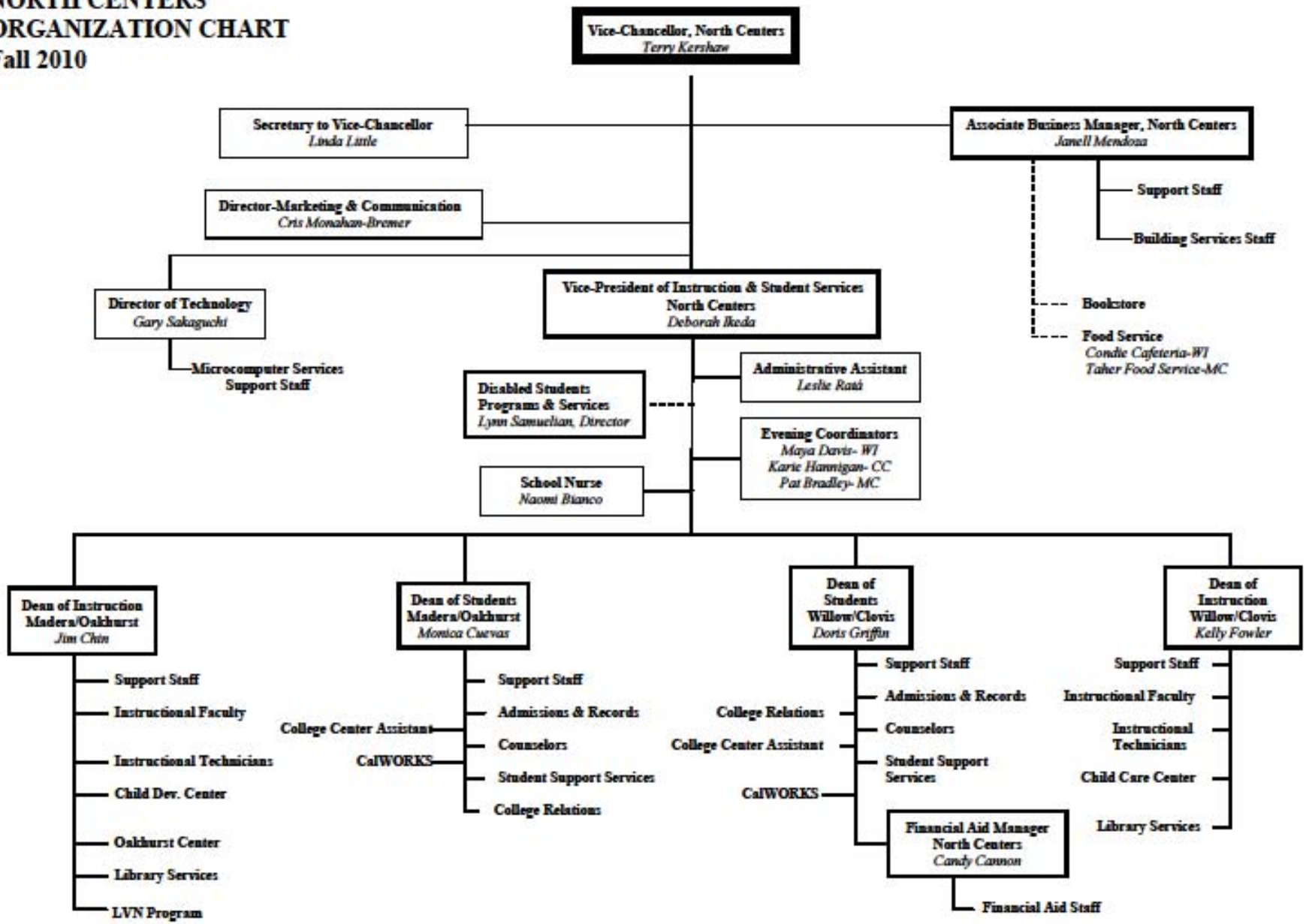
**North Centers Organizational Structure**

North Centers Organizational Chart

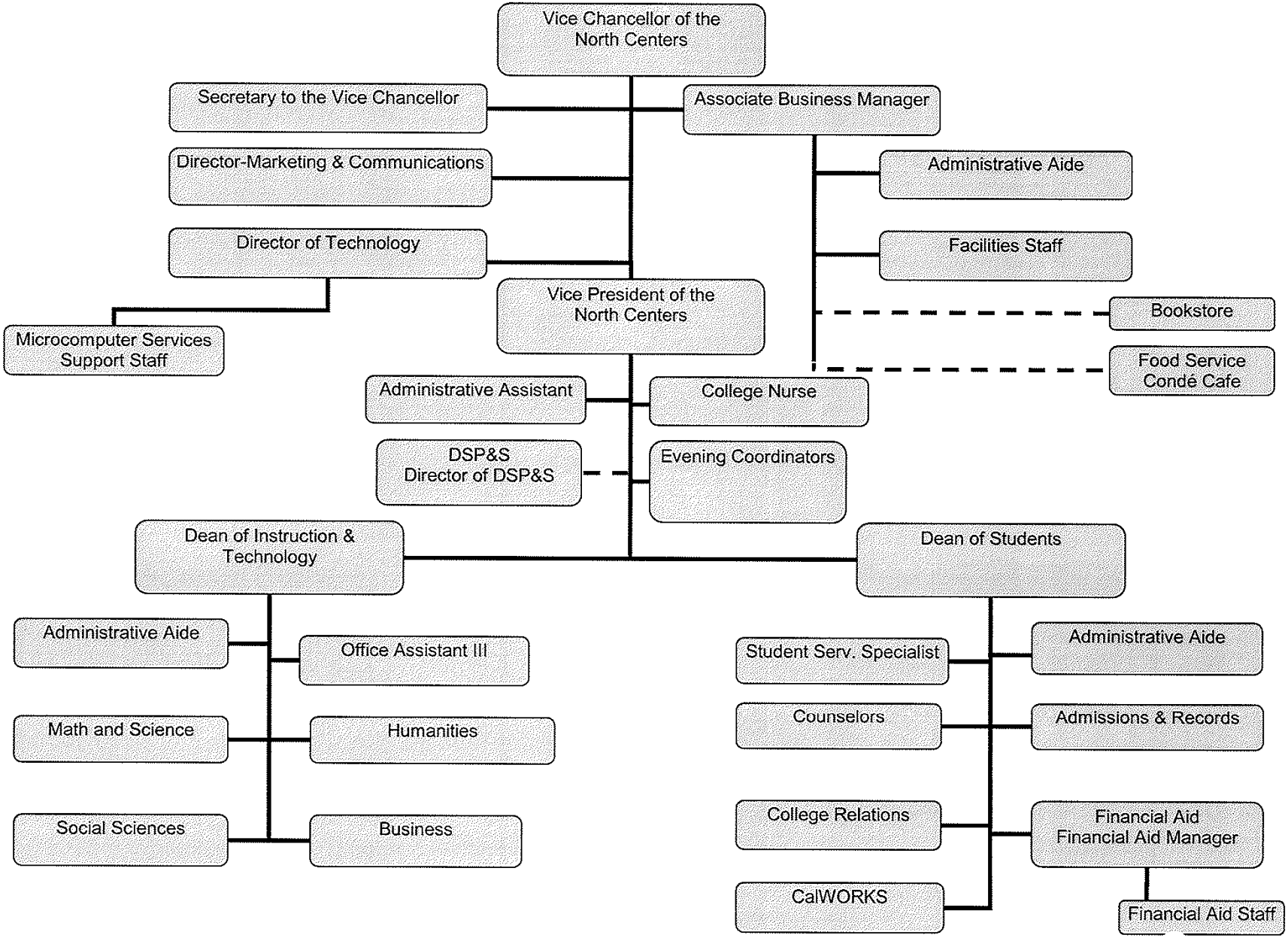
Willow International Center Organizational Chart

Madera Center Organizational Chart

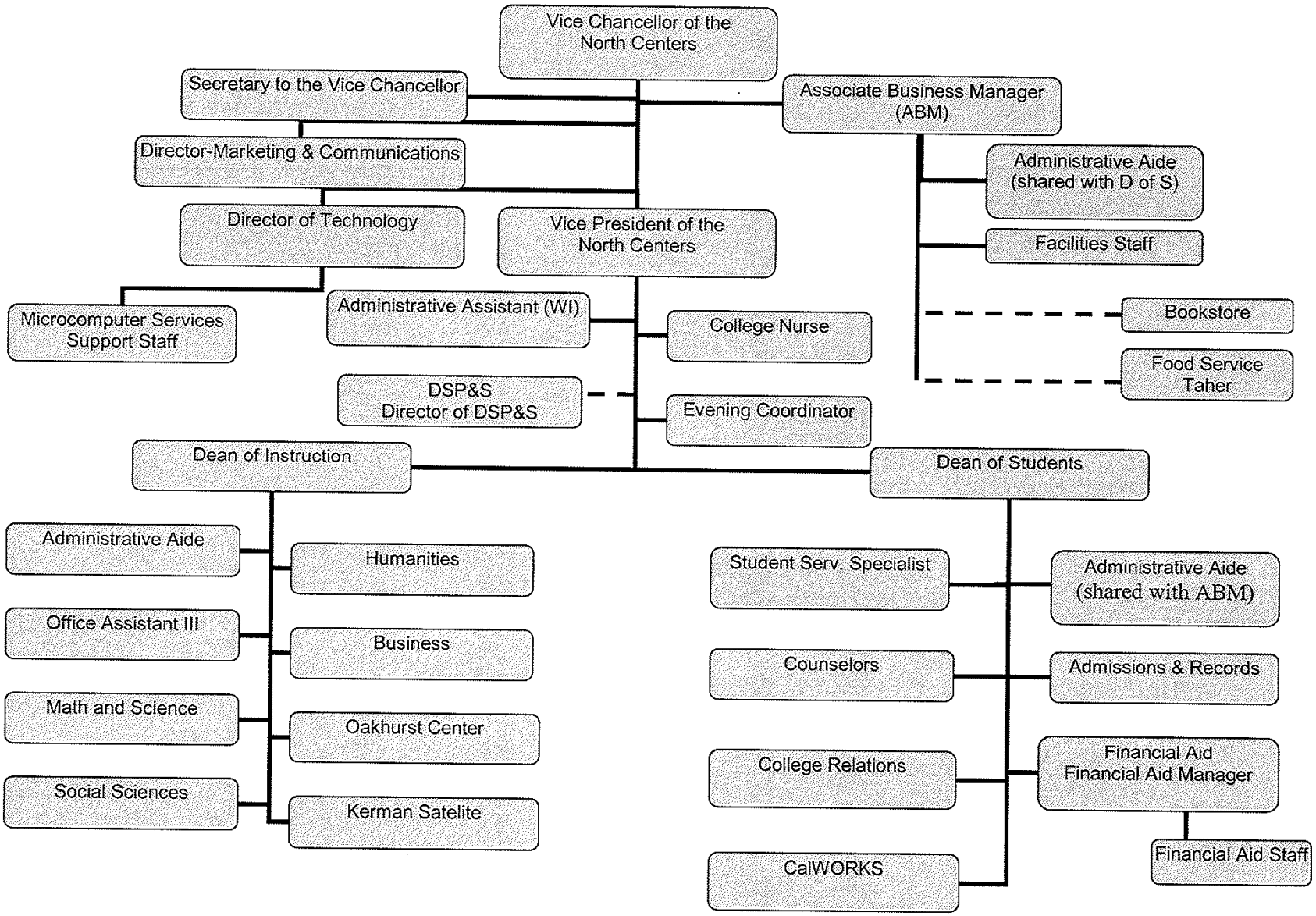
# NORTH CENTERS
# ORGANIZATION CHART
# Fall 2010



# Organizational Chart – Willow International Center – Fall 2010



# Organizational Chart – Madera Center – Fall 2010



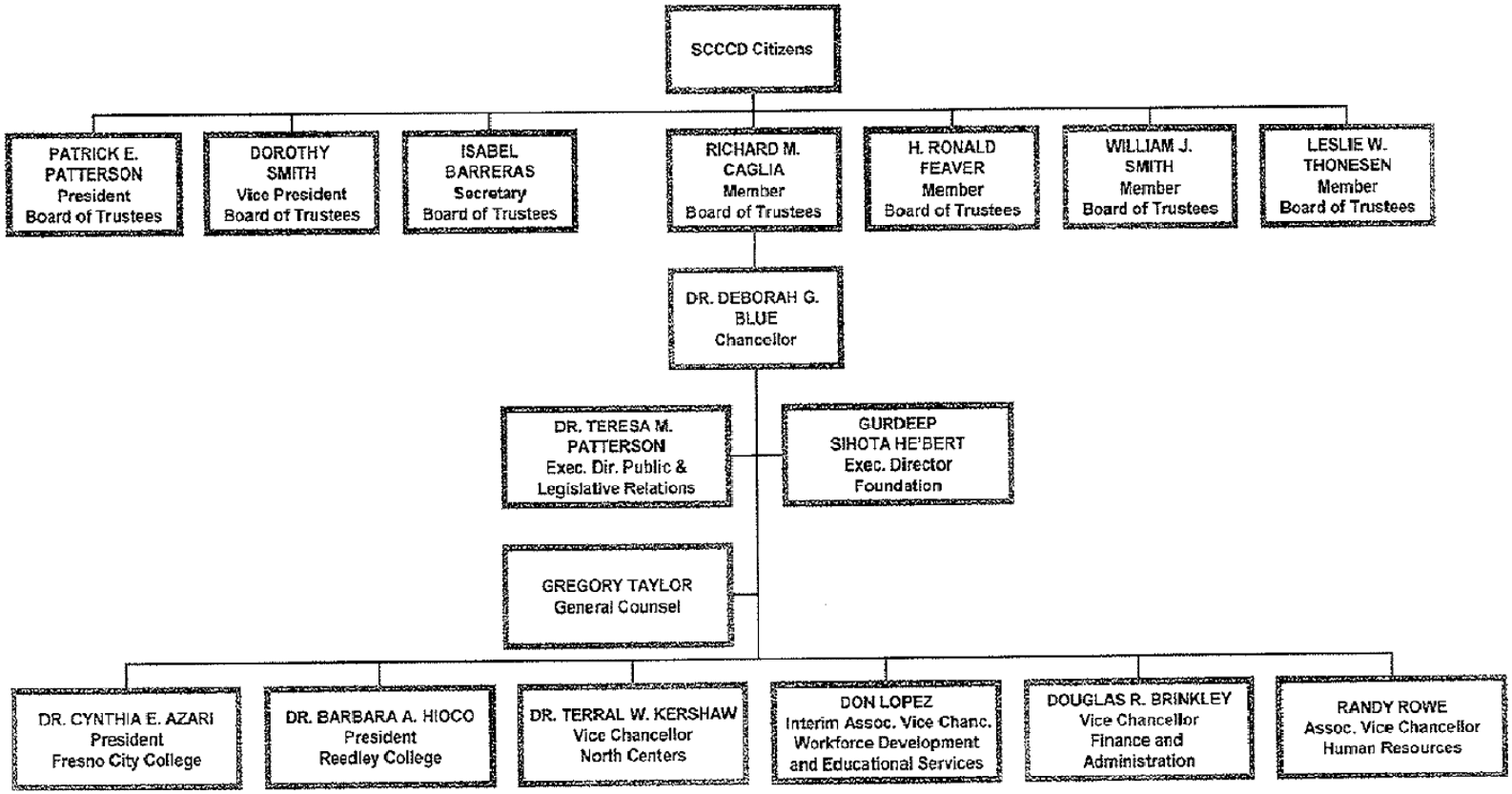
# Section 5

## District Information

SCCCD Organizational Chart

SCCCD Strategic Plan

# State Center Community College District
# 2010-11 Organizational Chart

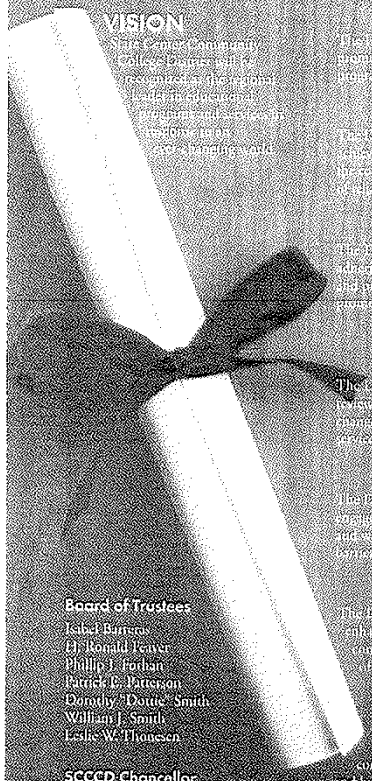


## MISSION

State Center Community College District is committed to lifelong learning and success for all students by providing accountable, accessible, innovative and quality educational programs and services that enable productive citizenship in a diverse, global society.

## VISION

State Center Community College District will be recognized as the regional leader in educational programs and services by [illegible] and [illegible] changing world.



## CORE VALUES

State Center Community College District Values:

*Inclusiveness*

The District values diversity and creates a respectful and welcoming environment for all.

*Excellence*

The District fosters an environment that promotes and sustains high quality programs and services.

*Accountability*

The District accepts responsibility for achieving fiscal objectives as measured by the collection, maintenance and analysis of reliable data.

*Integrity*

The District invites public confidence by adhering to established policies, practices and professional standards which promote fairness and transparency.

*Continuous Improvement*

The District is engaged in continuous review and design of incremental changes to improve products and services for all constituents.

*Participation*

The District encourages positive engagement in its activities and processes and works to eliminate real or perceived barriers to involvement.

*Stewardship*

The District is committed to the enhancement, preservation, conservation and effective utilization of its resources.

*Collaboration*

The District works to develop productive relationships with its constituents by sharing knowledge and building consensus.


**Board of Trustees**

Isabel Barreras
H. Ronald Feaver
Phillip J. Forhan
Patrick E. Patterson
Dorothy "Dottie" Smith
William J. Smith
Leslie W. Thonesen

**SCCCD Chancellor**

Thomas A. Crow


# A Vision with Values

### A Vision with Values

State Center Community College District 2008 Strategic Plan is designed to be in alignment with the California Community Colleges System Strategic Plan, as well as the plans of the individual campuses. A District-wide steering committee looked closely at the issues and challenges facing the District and created this "value-based" plan—the District will align its goals, tactics and activities with its mission, vision and core values.

*An expanded version of the Strategic Plan is available online at www.scccd.edu/strategic plan.*

State Center Community College District

**2008 Strategic Plan**

# 2008 Strategic Plan

The Strategic Plan includes valuable input from both the internal and external stakeholders of State Center Community College District. The steering committee, made up of strategic planning experts from each college, gathered input from internal stakeholder groups through campus-wide forums and from the greater community through the charrette process. More than 200 business, education, and community leaders participated in the 2008 Strategic Plan Charrette in October, 2007. In addition, the Strategic Plan will incorporate the Community Values of the Fresno Region (developed by the Fresno Area Collaborative Regional Initiative) to insure that District planning is done in collaboration with its business community. For the first time, the State Center Community College District Strategic Plan will be a "rolling" plan with an annual review process. An annual review is key to ensuring that the District is delivering programs and services aligned with its mission, vision and core values and is responsive to its community as it grows and changes.

## Goals and Objectives

### #1 Access and Awareness

1.1 Increase enrollment, retention and persistence as reflected in the Accountability Report for Community Colleges.

1.2 Establish a baseline and demonstrate improvement of student processes used in admissions, orientation, assessment and testing which address the needs of a diverse student population.

1.3 Establish a baseline and improve student support services throughout the district, including outreach and recruitment; retention; academic and career-occupational advising; and co-curricular, social and career activities.

### #2 Excellence in Teaching and Learning

The District will promote excellent teaching and learning in all of its colleges and centers, provide them relevant data and support, and celebrate success and improvement.

Strategic Objectives

2.1 Increase the persistence rate of students, as measured by the Accountability Report for Community Colleges.

2.2 Increase the student progress and achievement rate, as measured by the Accountability Report for Community Colleges.

2.3 Establish a baseline and improve the course completion rates of pre-collegiate and basic skills of students.

### #3 Workforce Readiness and Communication

State Center Community College District will develop and coordinate its programs and services to meet the needs of the workplace, providing education and training in basic skills, communication, technological expertise and specific job-related competencies.

Strategic Objectives

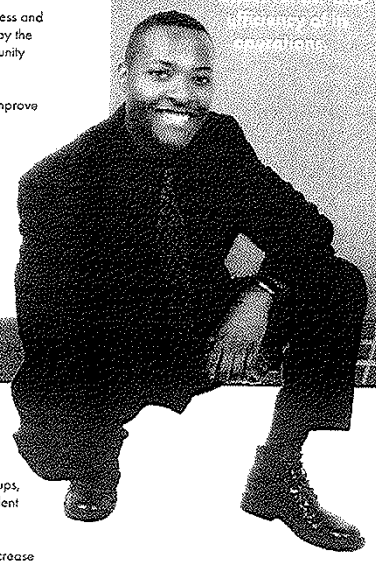
3.1 Establish a baseline and expand current partnerships which benefit all stakeholder groups, including both employer and student constituencies.

3.2 Establish a baseline and increase the course completion rates for credit and non-credit vocational programs.

3.3 Establish a baseline and increase the number of work experience, internship, apprenticeship, job shadowing and service learning opportunities.

### #4 System Effectiveness - Planning and Assessment

State Center Community College District will engage in an ongoing planning process to assess effectiveness and efficiency of its operations.



Strategic Objectives

4.1 Demonstrate how research and fact-based decision making are used to ensure quality and innovation.

4.2 Demonstrate that all programs and services meet the needs of our students and other stakeholders as evidenced by student and employer satisfaction surveys.

4.3 Demonstrate how the educational processes and operations of SCCCD are enhanced through the integration of technology.

### #5 Resource Development

State Center intends to manage its resources to provide maximum opportunity to its students, employees and community.

Strategic Objectives

5.1 Increase the diversity of the District workforce to reflect the demographics in the communities we serve.

5.2 Establish a baseline and increase avenues of internal and external funding for scholarships, capital projects, teaching innovations and identified District needs.

5.3 Improve the safety and maintenance of the educational environment to meet the current and future needs of students, staff and communities as measured by student and employee satisfaction surveys.

5.4 Implement staff development programs that address the goals and objectives of the strategic plan.

5.5 Continue to be fiscally solvent, as evidenced by compliance with Board policy.

# Section 6

## Program Review

Handbook

Program Review & Student Learning Outcomes WASC Rubric

Cycle Three Timeline

Program Review Goals and Recommendations

Annual SLO Report Form

Annual Recommendations Form

Other

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

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

# Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

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

| Levels of Implementation | Characteristics of Institutional Effectiveness in Program Review<br>*(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.<br>• There is recognition of existing practices and models in program review that make use of institutional research.<br>• There is exploration of program review models by various departments or individuals.<br>• 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.<br>• Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.<br>• Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.)<br>• Appropriate resources are allocated to conducting program review of meaningful quality.<br>• Development of a framework for linking results of program review to planning for improvement.<br>• Development of a framework to align results of program review to resource allocation. |
| **Proficiency** | • Program review processes are in place and implemented regularly.<br>• Results of all program review are integrated into institution- wide planning for improvement and informed decision-making.<br>• The program review framework is established and implemented.<br>• Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.<br>• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.<br>• 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.<br>• The institution reviews and refines its program review processes to improve institutional effectiveness.<br>• 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<br>*(Sample institutional behaviors)* |
|---|---|
| **Awareness** | • There is preliminary, investigative dialogue about student learning outcomes.<br>• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.<br>• There is exploration of models, definitions, and issues taking place by a few people.<br>• Pilot projects and efforts may be in progress.<br>• 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.<br>• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.<br>• Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.<br>• Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.<br>• Appropriate resources are being allocated to support student learning outcomes and assessment.<br>• 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.<br>• Results of assessment are being used for improvement and further alignment of institution-wide practices.<br>• There is widespread institutional dialogue about the results.<br>• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.<br>• Appropriate resources continue to be allocated and fine-tuned.<br>• Comprehensive assessment reports exist and are completed on a regular basis.<br>• Course student learning outcomes are aligned with degree student learning outcomes.<br>• 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.<br>• Dialogue about student learning is ongoing, pervasive and robust.<br>• Evaluation and fine-tuning of organizational structures to support student learning is ongoing.<br>• Student learning improvement is a visible priority in all practices and structures across the college.<br>• 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.

# Importance of Program Review
# ACCJC Workshop
# November 20, 2008

**Elements in a Program Review**

| *Inputs* | *Program Operations* | *Outputs* |
|---|---|---|
| ▪ Staff # & Capacity<br>▪ Facilities<br>▪ Equipment<br>▪ Funds<br>▪ Student Needs & Preparedness<br>▪ Etc. | ▪ Pedagogy<br>▪ Course Syllabi and Outlines<br>▪ Course Content<br>▪ Instructional Support<br>▪ Scheduling<br>▪ Etc. | ▪ Student Achievement<br>o course completion<br>o program completion<br>o licensure exam scores<br>o transfer<br>o job placement<br>o etc.<br>▪ Student Learning Outcomes |

***Question***: Given these outputs, what needs to be changed or improved?

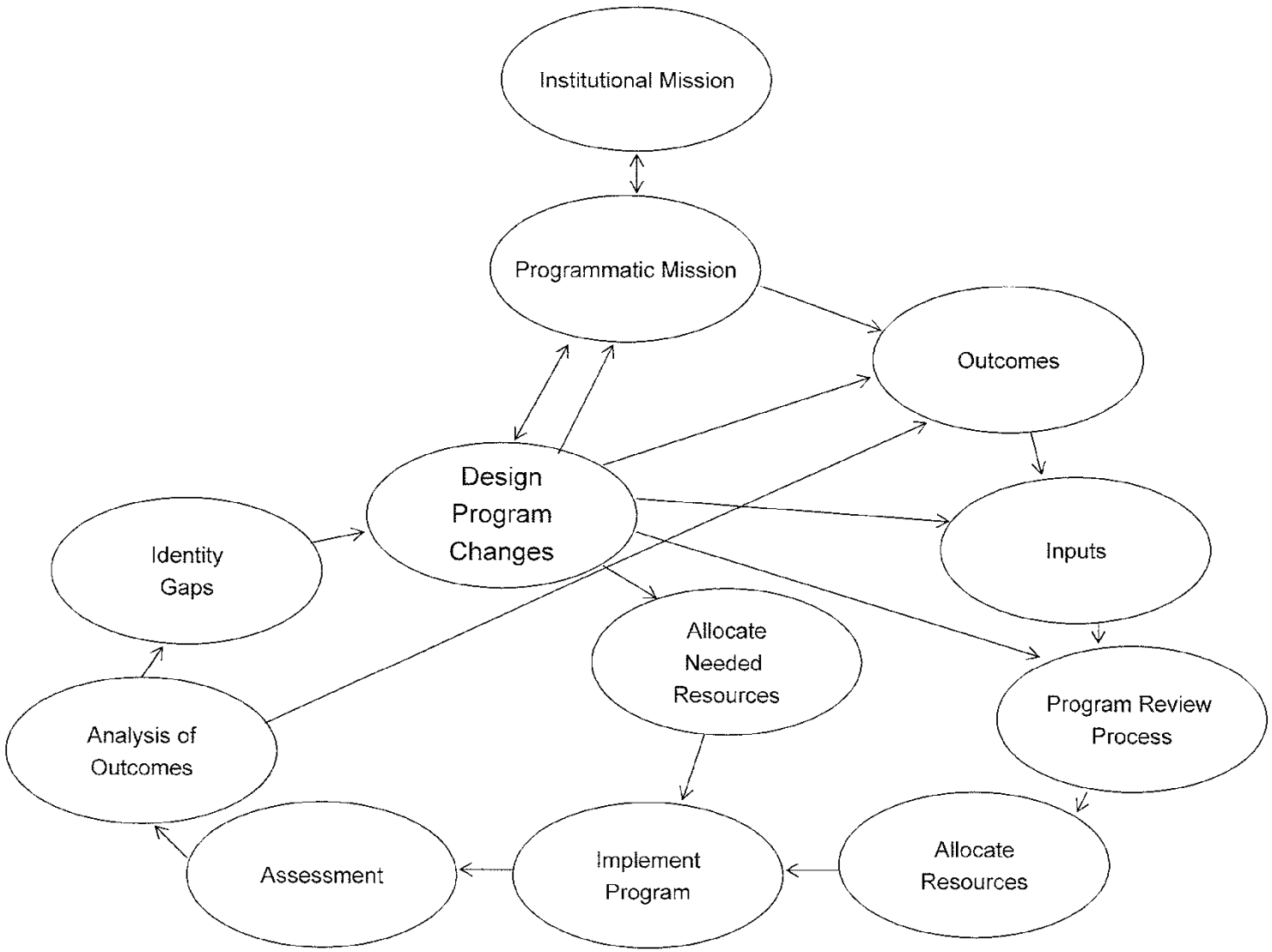
**Program Review Process**

- An effective program review process should be:
  - Data Driven (quantitative/qualitative)
  - On-going and consistent (appropriate timelines)
  - With governance and research components
  - With evaluation and oversight of process
  - Systematic and institution wide
  - Integrated with and inform planning/budgeting decisions

- What evidence indicated effective institutional program review processes?
  - Planning/budgeting documents all levels
  - Governance meeting minutes (language and culture)
  - Planning and budgeting ACTIONS
  - SLO's assessed as part of processes all levels
  - CHANGE documented all levels

**An Integrated System**

- Student learning centered
- Program review/assessment processes at all levels of institution to achieve student progress and student learning
- Goals/Objectives for achieving student progress and student learning result in plans and budgets
- Implementation/Action/Change


Institutional Mission
Programmatic Mission
Outcomes
Design Program Changes
Identity Gaps
Inputs
Allocate Needed Resources
Program Review Process
Analysis of Outcomes
Assessment
Implement Program
Allocate Resources

# Section 7

## Resource Allocation

Budget Orientation Information

Budget Process and Timelines

Action Plan Funding Request

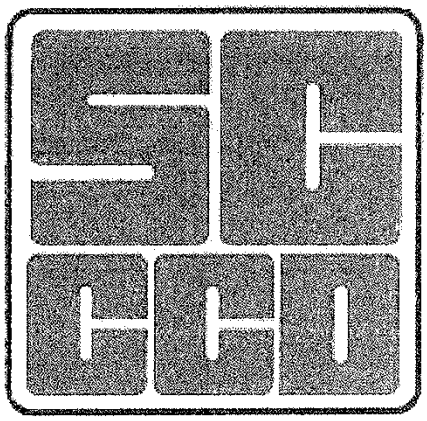
Accounting and Budget Terms

Other

# Purchasing Pointers

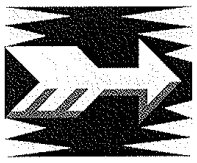
## Purchasing "How to" Handbook for

## 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.*

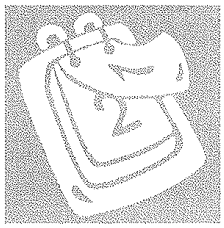
This "How-To" Handbook serves as a quick reference to the staff members responsible for submitting requests for purchases. More detailed guidelines are found in the District's Purchasing Policies and Procedures Manual. The handbook also contains questions most frequently asked regarding purchasing of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



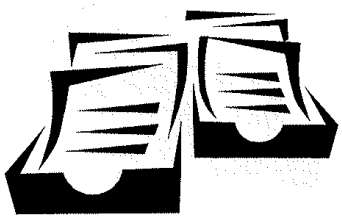
The District follows the procedures set forth by the Board of Trustees, the California Public Contract Code, the California Education Code and other applicable laws of the State of California.

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

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

## 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.

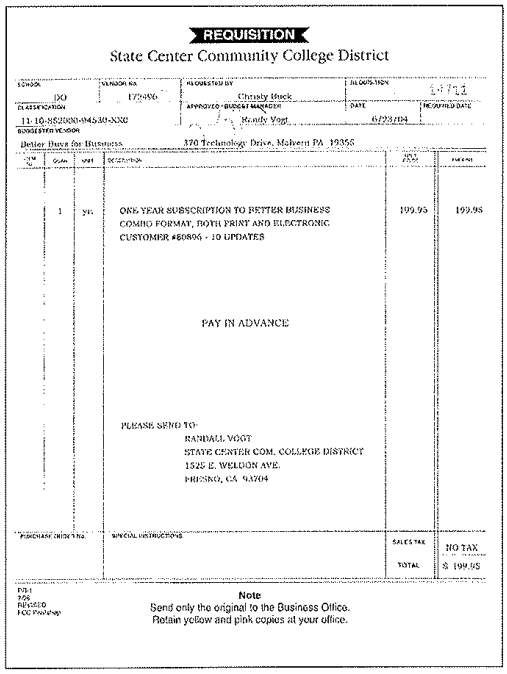
## *Filling out a requisition*

***(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 . . .



**REQUISITION**

State Center Community College District

| SCHOOL | VENDOR NO. | REQUESTED BY | REQUISITION |
|---|---|---|---|
| DO | 172496 | Christy Buck | 14711 |

| CLASSIFICATION | APPROVED - BUDGET MANAGER | DATE | REQUIRED DATE |
|---|---|---|---|
| 11-10-852000-94530-XXC | Randy Vogt | 6/23/04 | |

SUGGESTED VENDOR: Better Buys for Business, 370 Technology Drive, Malvern PA 19355

| ITEM NO. | QUAN. | UNIT | DESCRIPTION | UNIT PRICE | EXTENSION |
|---|---|---|---|---|---|
| | 1 | yr. | ONE YEAR SUBSCRIPTION TO BETTER BUSINESS COMBO FORMAT, BOTH PRINT AND ELECTRONIC CUSTOMER #80896 - 10 UPDATES | 199.95 | 199.95 |
| | | | PAY IN ADVANCE | | |
| | | | PLEASE SEND TO: RANDALL VOGT STATE CENTER COM. COLLEGE DISTRICT 1525 E. WELDON AVE. FRESNO, CA 93704 | | |

| PURCHASE ORDER NO. | SPECIAL INSTRUCTIONS | SALES TAX | NO TAX |
|---|---|---|---|
| | | TOTAL | $ 199.95 |

PO-1
7/98
REVISED
FCC Pro/Pay

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

### *PAY IN ADVANCE*

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

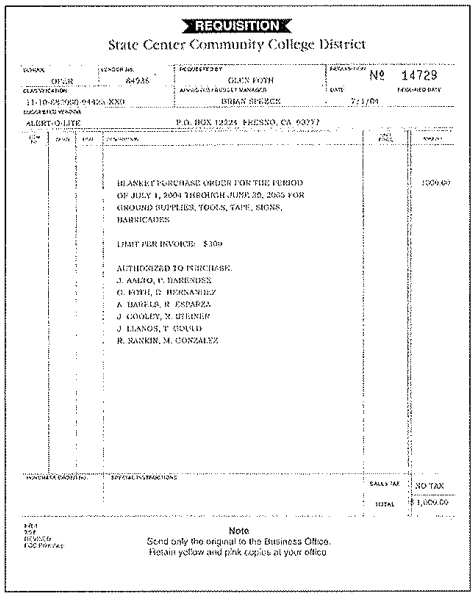
Information for subscription orders must include: "Please send to: (person's name & campus address)."

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

# SAMPLE REQUISITIONS (CONT.) . . .

## *BLANKET PURCHASE ORDERS*

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



REQUISITION

State Center Community College District

| | | | |
|---|---|---|---|
| OPER | 84935 | GLEN FOTH | № 14729 |
| 11-10-252000-94425-XX0 | | BRIAN SPEECK | 7/1/04 |
| ALERT-O-LITE | | P.O. BOX 12224 FRESNO, CA 93777 | |

BLANKET PURCHASE ORDER FOR THE PERIOD OF JULY 1, 2004 THROUGH JUNE 30, 2005 FOR GROUND SUPPLIES, TOOLS, TAPE, SIGNS, BARRICADES

LIMIT PER INVOICE: $300

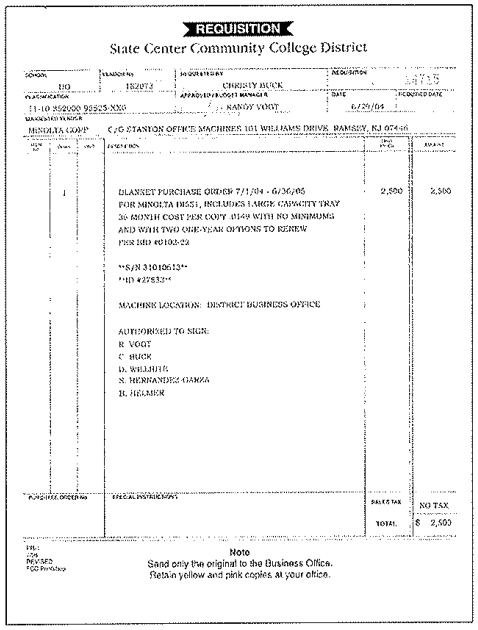
AUTHORIZED TO PURCHASE:
J. AALTO, P. BARENDES
G. FOTH, D. HERNANDEZ
A. BARELS, R. ESPARZA
J. COOLEY, R. STEINER
J. LLANOS, T. GOULD
R. RANKIN, M. GONZALEZ

1000.00

SALES TAX NO TAX

TOTAL $ 1,000.00

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



REQUISITION

State Center Community College District

| | | | |
|---|---|---|---|
| NO | 182073 | CHRISTY BUCK | 14715 |
| 11-10-252000-93525-XX0 | | SANDY VOGT | 6/29/04 |
| MINOLTA CORP | | C/O STANTON OFFICE MACHINES 101 WILLIAMS DRIVE RAMSEY, NJ 07446 | |

| | | | |
|---|---|---|---|
| 1 | BLANKET PURCHASE ORDER 7/1/04 - 6/30/05 FOR MINOLTA DIS51, INCLUDES LARGE CAPACITY TRAY 36 MONTH COST PER COPY .0149 WITH NO MINIMUMS AND WITH TWO ONE-YEAR OPTIONS TO RENEW PER BID #0102-22<br><br>**S/N 31010613**<br>**ID #27533**<br><br>MACHINE LOCATION: DISTRICT BUSINESS OFFICE<br><br>AUTHORIZED TO SIGN:<br>R. VOGT<br>C. BUCK<br>D. WILLIFIE<br>S. HERNANDEZ-GARZA<br>H. HELMER | 2,500 | 2,500 |

SALES TAX NO TAX

TOTAL $ 2,500

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

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

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

## SAMPLE REQUISITIONS (CONT.) . . .

### *EMERGENCY PURCHASE ORDERS*

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

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

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

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

## OTHER MISCELLANEOUS INFO . . .

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

**NORTH CENTERS**
**LOTTERY BUDGET DEVELOPMENT CALENDAR**
**2011-2012**

| **On or Before Due Date** | **Responsibility** | **Action Needed** |
|---|---|---|
| 10/1/10 | Requestor of Funding | Complete Action Plan and submit to Division Representative |
| 10/15/10 | Division Representative | Review Action Plans for completeness and clarification of request(s) and submit to appropriate Dean |
| 11/05/10 | Deans | Deans review Action Plans for clarification and submit to Linda Little for distribution to North Centers Vice Chancellor's Cabinet |
| 11/09/10 | Vice Chancellor Cabinet | Cabinet reviews Action Plans for identification of all possible Sources of funding pending CCC approval of Action Plan request |
| 11/12/10 | College Center Council | First review of Action Plan requests and related discussion |
| 12/03/10 | College Center Council | Final review and recommendation of Action Plan requests to Vice Chancellor, North Centers |
| 12/7/10 | College Business Manager<br>Vice Chancellor, NC | Preparation of Lottery Budget-Packages begins for submission to district Vice Chancellor of Administration & Finance, and Chancellor |
| TBD | District Vice Chancellor of Admin. & Finance<br>Chancellor | Review and submission to Board of Trustees for final approval |

9/14/10

SCCCD
FISCAL YEAR ENDING – JUNE 30, 2010
ALL FUNDS, INCLUDING CATEGORICAL FUNDS
CUT-OFF DATES

| DISTRICTWIDE | Dates Due (Received by District Office) |
|---|---|
| Requisitions | |
| Supply Items Purchased Outside Fresno Area | 4/23/10 |
| All Equipment Items | 4/23/10 |
| Supply Items Purchased Within Fresno Area | 5/7/10 |
| Acceptance of Requisitions for Fiscal Year 2010-11 | 6/1/10 |
| On-line Orders With Office Depot | 6/18/10 |
| 2009-10 P.O. Encumbrances Released | 7/16/10 |
| Accounts Payable | |
| Warrants Issued Between Funds – Must be deposited before 6/30 | 6/11/10 |
| Submit AP Invoices, Reimbursements, Travel & Conference, Mileage | 7/9/10 |
| Budget Transfers/Expense Transfers | |
| Chargebacks for Mail, Production & Transportation | 7/16/10 |
| Intra-fund and Inter-fund | 7/23/10 |
| Cash Receipts Deposit | |
| Payments collected by Campus Business Offices – (i.e., Student Fees, Child Care) | 6/30/10 |
| All Other Deposits (District Office) | 6/29/10 |
| Accounts Receivable - Billing as of 6/30/10 | |
| All Grants in which the "District" is reimbursed | 7/23/10 |
| Construction Project Billings | 7/23/10 |
| Fixed Asset Acquisition, Deletion, and Transfer (Submit Forms Via E-mail) | 5/28/10 |
| Capital Projects | |
| Rollover List | 6/4/10 |
| Payroll – Must have supplemental (M2) payroll hours submitted in time to be properly posted into FY2009-10. | 6/25/10 |

| CAMPUS SPECIFIC ITEMS | |
|---|---|
| Financial Statements, Bank Reconciliations and Write Off Stale-Dated Checks | |
| Student Financial Aid (FCC and RC) | 7/30/10 |
| Bookstore / Dorm / Cafeteria | 7/30/10 |
| Associated Students (FCC and RC) | 7/30/10 |
| Co-Curricular (FCC and RC) | 7/30/10 |
| Scholarship and Loan (FCC and RC) | 7/30/10 |
| Accounts Receivable - Write Off Receivables Over One Year Old | 7/9/10 |
| Inventory – Cafeteria & Bookstores | 7/9/10 |

North Centers Planning and Budget Process **Action Plan Funding Request** *Submission Date:* _____

**Submit to Div Rep or Student Service Dean or Classified Manager by October 1, 2010**

Proposed by:

1. Discipline/Program Submitting: Funding Year: **2011-2012**
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_____ Other_____

   **(Indicate specific objectives and how the action plan relates to one or more of the above plans):**

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

WORK PLAN

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

Total Anticipated Costs: $

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

   Facilities Technology Student Services Instructional Equipment Instructional Materials Library
   Other (List):

Office Use Only:

Date that Division Representative Received: _____ Date Dean Received: _____ Date of College Council Review: _____
Amount Allocated: _____ Funding Source: _____

# 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.

**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

Overall Planning Process (District, Colleges, Centers)

ACCJC/WASC Planning Rubric

North Center Strategic Plan

Educational Master Plan

Technology Plan

Student Success/Enrollment Management

Career Technical Plan

Basic Skills Plan

Future Staffing Plan

Other

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

# Rubric for Evaluating Institutional Effectiveness – Part II: Planning

(See cover letter for how to use this rubric.)

| Levels of Implementation | Characteristics of Institutional Effectiveness in Planning<br>*(Sample institutional behaviors)* |
|---|---|
| **Awareness** | • The college has preliminary investigative dialogue about planning processes.<br>• There is recognition of case need for quantitative and qualitative data and analysis in planning.<br>• 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).<br>• Planning found in only some areas of college operations.<br>• There is exploration of models and definitions and issues related to planning.<br>• There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money"<br>• 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.<br>• The Institution has identified quantitative and qualitative data and is using it.<br>• Planning efforts are specifically linked to institutional mission and goals.<br>• The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation.<br>• Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement.<br>• 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.<br>• The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.<br>• The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.<br>• 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).<br>• The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).<br>• 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.<br>• There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.<br>• There is ongoing review and adaptation of evaluation and planning processes.<br>• There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. |

# NORTH CENTERS
# 2010-2011 STRATEGIC PLAN

## STATE CENTER COMMUNITY COLLEGE DISTRICT MISSION & VISION STATEMENT

**MISSION:** State Center Community College District is committed to lifelong learning and success for all students by providing accountable, accessible, innovative and quality educational programs and services that enable productive citizenship in a diverse, global society.

**VISION**: State Center Community College District will be recognized as the regional leader in educational programs and services in response to an ever-changing world.

## NORTH CENTERS MISSION STATEMENT

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

## STRATEGIC THEMES

***1. Access, Awareness and Success:*** *Initiating strategies that focus on the areas of student recruitment, enrollment and retention/completion. Creating an environment that supports an awareness and understanding of diversity for all students who can benefit from the programs and services of the North Centers.*

***2. Excellence in Teaching and Learning:*** *Improving the educational programs and services that lead to increased student achievement and learning.*

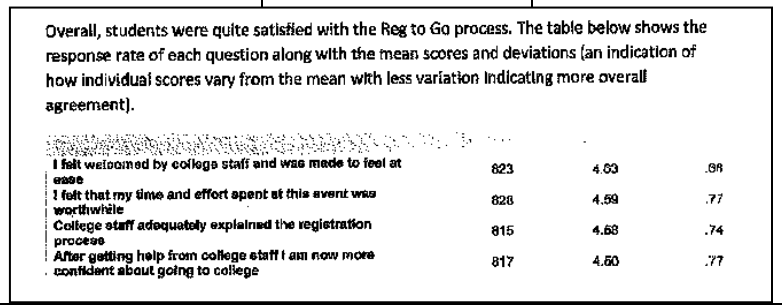
***3. Workforce Readiness and Partnerships:*** *Using a well defined plan, increase the scope and breadth of career technical programs through strong partnerships with the local educational and community-based agencies.*

***4. Institutional Awareness and Communication:*** *Creating a process that leads to increased collaboration and open communication, both internally and externally.*

***5. Resource Optimization:*** *Maximizing the human, physical, and fiscal resources in an effort to better serve the students and college communities.*

***6. Accreditation of Willow International towards Candidacy Status***

| Goal | Objectives | Responsible | Baseline Data/Input Target Data/Output | Activities |
|---|---|---|---|---|
| 1. College Status for Willow International | 1.1 Needs Study | VC Cabinet | | • The Needs Study required for CPEC and CCCCO will be completed. |
| | 1.2 Candidacy self study | Accreditation Committees/Steering Committees | | • Accreditation Self-Study Teams will complete the narrative portions for their sections and the Accreditation Steering Committee will review and approve the final document. |
| 2. Manage Resources | 2.1 Analyze Master Plan Data | College Center Council (CCC) | | |
| | 2.2 Compare basic skills offering w/ need | Student Success Committee | | |
| | 2.3 RTG Follow-Up Analysis | Enrollment Mgt. Committee | See chart below: | • Improve student satisfaction with RTG process as compared to 2009-2010.<br>• Registration data compared to census. |



Overall, students were quite satisfied with the Reg to Go process. The table below shows the response rate of each question along with the mean scores and deviations (an indication of how individual scores vary from the mean with less variation indicating more overall agreement).

| | | | |
|---|---|---|---|
| I felt welcomed by college staff and was made to feel at ease | 823 | 4.63 | .68 |
| I felt that my time and effort spent at this event was worthwhile | 828 | 4.59 | .77 |
| College staff adequately explained the registration process | 815 | 4.68 | .74 |
| After getting help from college staff I am now more confident about going to college | 817 | 4.60 | .77 |

| Goal | Objectives | Responsible | Baseline Data/Input Target Data/Output | Activities |
|---|---|---|---|---|
| | 2.4 Ensure adequate resources to implement programs and services | College Center Council | FY 09/10-(59) Action Plans submitted for LT0/LT5 funding of $489,231. (9) Action Plans submitted for VATEA funding of $119,595. | • Review Action Plans for FY 11-12 budget allocation-LT0, VATEA in order to tie back program needs/services to resources. FY10/11 (??) Action Plans submitted for LT0/LT5 funding of $489,231. (??) Action Plans submitted for VATEA funding of $119,595. Budget workshop for CCC members. |
| 3. Future Programs and Facilities | 3.1 Analyze course data (waitlist) | Div. Reps | | |
| | 3.2 Identify future programs and facilities | College Center Council | | |
| 4. External Funding | 4.1 Add Additional scholarships | State Center Community College Foundation, Deans of Students | | • Clovis Leadership<br>• College Access Grant |
| | 4.2 Secure additional grants | Deans | 2010-2011 – CBJT – Health Grant (LVN, LVN to RN, MAA) | • CBJT Work in partnership with FCC, RC, NC, WHC<br>• Title V grant, TRIO Student Support Services, STEM, NSF STEP, Department of Ed. Veterans Services, CBJT grant, TANF Workforce Development, Educational Talent Search |

| Goal | Objectives | Responsible | Baseline Data/Input Target Data/Output | Activities |
|---|---|---|---|---|
| 5. Student Services | 5.1 Expand ASB's at Willow and Madera Centers | Deans of Students/ College Center Assistant/ASB Officers | | • Leadership Course offered at Willow International Fall 2010/Spring 2011<br>• Implement the leadership class for Madera ASB students<br>• ASB weekly meetings |
| | 5.2 Increase College Center activities | Deans of Students/ College Center Assistant/ASB Officers | | • Dean of Students meet with College Center Assistant / ASB officer weekly |
| | 5.3 Develop Student Service improvement strategies based upon customer service survey results | Student Service Programs, Institutional Researcher | | • Accreditation Survey (Student & Faculty)<br>• SLO Surveys and Reports<br>• Express Counseling Survey<br>• RTG Survey Results<br>• NSW Survey Results<br>• Online Probation Workshop Survey<br>• Online Orientation Survey<br>• Student Feedback/Ratings for online counseling/FAQ's<br>• Utilize computers in Financial Aid Office waiting room at Willow for students to complete FAFSA applications on the web rather that scheduling bi-weekly group workshops. |

| Goal | Objectives | Responsible | Baseline Data/Input Target Data/Output | Activities |
|---|---|---|---|---|
| 6. Student Success | 6.1 Decrease number of students on probation | Student Success Committee | | |
| | | Tutorial Centers | | |
| | | Counseling | Spring 2009 – 1801 (592 AF's)<br>Spring 2010 – 1056 | • Online Probation Workshops for Level 1<br>• Individual Counseling Sessions for Level 2 & Dismissals<br>• Implemented Appeal & Petition for Reinstatement Process |
| | 6.2 Increase the number of students eligible for certificates and degrees | Counseling | 08/09 – 318 AA, AS, & Certificates<br><br>09/10 – 300 AA, AS, & Certificates | • SB 1440 Discussions<br>• Encouraging Degree Audit Evaluations for Students<br>• Created new degree options<br>• Providing Counseling: Walk In, Appointment, Online, & Express<br>• SARS calls and e-mails |
| | | Division Reps (CTE faculty) | | |
| | | A&R | | • Letter to students who have completed 45+ units, English 1A and Math 103 with at least a 2.0<br>• SARS Calls<br>• E-mail reminders |

| Goal | Objectives | Responsible | Baseline Data/Input Target Data/Output | Activities |
|---|---|---|---|---|
| 7. Continuous quality improvement | 7.1 SLO outcome reports for student learning Improvement | Deans/faculty | Fall 2010 SLO's for Counseling:<br>• Counseling<br>• Express Counseling<br>• Probation<br>• HSE | • Flex Day w/ RC/NC Counselors – Fa10, Sp10, F09<br>• Faculty Day Discussions and Work Groups<br>• Counseling Meetings<br>• SLO Trainings |
| | 7.2 Begin Program Review cycle four | Accounting, IS, BA, OT, DSPS. EOP&S | | |
| | 7.3 Provide leadership on the development of course, program, & general education outcomes of the North Centers. | Outcomes & Assessment Committee | | • Flex Day discussion with RC/NC Counselors<br>• Meeting with Kelly Fowler to begin mapping SLO's, PLO's, and GELO's for Counseling |
| | 7.4 Assess annual program progress reports made on program review recs | College Center Council | | |
| 8. Technology | 8.1 Increase level of independent trouble-shooting by end users | Technology Committee | | |
| | 8.2 Increase the efficiency of tech support | Technology Committee | | • Online tech request form. |

| Goal | Objectives | Responsible | Baseline Data/Input Target Data/Output | Activities |
|---|---|---|---|---|
| | 8.3 Increase professional development opportunities | • Technology Committee<br>• Staff Development Committee | | • Provide at least 4 opportunities for staff to improve their technical skills.<br>• Conduct a survey on faculty and staff professional development needs.<br>• Development training to meet those needs.<br>• Put CCCConfer and @one training opportunities on the staff development Blackboard site. |
| 9. Partnerships | 9.1 Implement North Center College Advantage Program with Clovis North High School. | Willow and Clovis North HS Committee | Inaugural year - Fall 2010 – 19 students enrolled<br>• 9 students in Soc 1A<br>• 10 students in Comm 1<br>• 9 students in FN 40<br>• 10 students in Psy 2 | • Parent/Student orientation for Fa10<br>• NCCAP Advisory meetings<br>• Dual HS and College credit agreement |
| | 9.2 Curriculum/Alignment with K-12 | Clovis Unified School District (CUSD), CUSD CTE Committees | | |
| | | Madera P-16 | • Addition county agencies planning involvement.<br>• Faculty from middle, high | • Committee work with Madera County Office of Education. Developing strategies and promotion of improving education and student success.<br>• ARCHES program committee analyzing student math performance between middle school, high school, and community colleges. |

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|---|---|---|---|---|
| | | | school, community college. | |

The North Centers' Educational Master Plan is posted on the North Center website: www.northcenters.com.

# North Centers Technology Plan
# 2009 / 2010
# Updated 12/10/09

## Committee Members

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Jason Gardner
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**Revised 4/15/09**

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# Technology Training: Hardware, Software, and Network

Committee: Technology Planning Committee Date April 15, 2009

**Category #1: Technology Training: Hardware, Software, and Network**

*Goal 1: To develop a system to provide full and part-time faculty and staff with appropriate technology training in software and hardware needs, both on-line (24/7) and face to face.*

*Supports NC Strategic Plan Goal 1.3*
*Supports District Strategic Plan Goal 4.3, 5.4*

| ACTIVITY | TIMELINE / ASSIGNED | PROGRESS | OUTCOME |
|---|---|---|---|
| A. Provide a forum to address instructional issues and improvements for online instruction. | Spring 09 Fowler | Complete. The Distance Education committee held its first meeting on Monday, March 2nd.<br><br>The Committee has started to work on RC/NC Distance Education guidelines and has discussed several future agenda items related to online teaching/learning (such as evaluations, student services, curriculum, media server, online degree, program review, etc).<br><br>The next meetings are scheduled for April 13th and May 11th from 2-3:30 pm. | Complete. The Academic Senate has created a Distance Education committee to address instructional issues and improvements for online instruction. |
| B. Provide additional Classroom technology training for instructors | Su 2009 Fowler | - Training will be offered in Summer 09.<br>- The training will cover; forum hall, instructor resource room, and regular classrooms.<br>- The training will be offered on | Complete. Offered again for the Fall 2009 semester. |

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| | | a Saturday morning so that all faculty may attend. | |
| C. Provide Blackboard Basics training | Spring 10<br>Fowler | - The first training session was offered in March.<br>- Future sessions will be scheduled.<br>- A BB Basics site will be made available to all faculty and staff. | The first training session was offered on March 25, 2009 by Mar Harmon. |
| D. Train faculty and staff on Office 2007 | Spring 09<br>Sakaguchi | Complete<br><br>2 hour face-to-face training will be available in April and May for faculty and staff. | Online training is available on the RC website.<br><br>Sessions on Office 2007 were offered at the Summer 08 Training Institute at FCC.<br><br>Complete – Training sessions wer held in April and May. |
| E. Provide Camtasia training | Fall 2009<br>Sakaguchi | With Tegrity being discontinued, Camtasia training was requested. Gary Sakaguchi will work with Kelly Fowler and the effected faculty to insure they can migrate to different software. | Camtasia training is scheduled for the Spring 09 flex day. |

Committee: Technology Planning Committee Date April 15, 2009

**Category #2: Technology Support Procedures and Response Time**

*Goal 1: To identify procedures for roll-out of new software/hardware and upgrade of systems*

*Supports NC Strategic Plan Goal 3.2b*
*Supports District Strategic Plan Goal 4.3*

| ACTIVITY | TIMELINE / ASSIGNED | PROGRESS | OUTCOME |
|---|---|---|---|
| A. Develop a system to track new software updates and identify who receives which software | Spring 2009 Sakaguchi | Complete. The Microcomputer Technicians will keep track of the information on a spreadsheet. Other solutions will be evaluated when funds are available. | Complete. A spreadsheet will be used to track new software updates and identify who receives which software. |
| B. Develop and manage a database that will track all hardware and software; including upgrades, licensing, and service contracts | Fall 2008 Sakaguchi | Complete. The Microcomputer Technicians will keep track of the information on a spreadsheet. Other solutions will be evaluated when funds are available. | Complete. A spreadsheet will be used to track all hardware and software; including upgrades, licensing and service contracts. |
| C. Develop a system to track which faculty and staff have converted to Office 2007. The deadline for conversion is August 31, 2009. | Fall 2009 Sakaguchi | The Microcomputer Technicians will keep track of the faculty and staff who have indicated they are ready to download Office 2007. | Computer labs are upgraded to O2007. Approximately 75-80% of staff/faculty have been upgraded. Bob/Will are targeting 100% by May 2010. |

# Technology Equipment, Supply, and Infrastructure

Committee: Technology Planning Committee Date April 15, 2009

**Category #3: Technology Equipment, Supply, and Infrastructure**

*Goal 1: Address the computer hardware, software, networking, and peripheral needs of the North Centers*

*Supports NC Strategic Plan Goal 1.3, 2.1, 3.2b*
*Supports District Strategic Plan Goal 4.3*

| ACTIVITY | TIMELINE / ASSIGNED | PROGRESS | OUTCOME |
|---|---|---|---|
| A. Create a student assessment tool for students considering taking an online class. | Spring 2010 Fowler | - The North Centers has adopted an Online Test—"Is Distance Learning Right for Me?"<br>- The TAC Committee will look at additional quizzes to adopt.<br>- IS 202, a 1 unit open entry Introduction to Online class has been approved by Curriculum. The plan is to offer this class beginning in Spring 2010. | One online assessment tool has bee adopted. Others will be evaluated by the TAC for potential adoption. |
| B. Update MC relocatables infrastructure to support wireless and classroom instruction. | Fall 2009 Sakaguchi Chin | Pending approval of 09-10 lottery monies. | On hold pending funds. |
| C. Evaluate providing MACs in computer labs and library. | Spring 2009 Chin | Complete. | WI is equipped with MACs. Funding is not available to purchase MAC systems for the Madera Center. |
| D. Evaluate replacements for Horizon library software | Fall 2009 McDonald | Complete<br><br>RC, FCC and NC have prepared a joint recommendation to purchase | Complete – The software was replaced Summer 2009. |

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| | | Innovative ILS system. Each location has prepared action plans and funding requests for the project. | |
| E. Upgrade all centers to Windows Vista | Fall 2009 Sakaguchi | Complete.<br>- The Vista migration is on hold for faculty/staff. The plan is to wait and convert faculty / staff to Windows 7.<br>- Two Computer labs at Willow and one computer lab at Madera have been converted to Vista. | On hold due to the cost of upgrading PCs to the minimum configuration required by Vista. |
| F. Upgrade all centers to Office 2007 | Summer 2009 Sakaguchi | - All faculty and staff will be converted by August 31, 2009.<br>- Staff has been upgraded on an as-requested basis. | Faculty who are teaching Office 07 have been upgraded. Computer labs have been upgraded. 75-80% of the staff/faculty have been upgraded. Bob/Will are targeting May 2010 to migrating the remaining staff/faculty. |
| G. Convert at least one WI computer lab / classroom to Windows 2007. | Fall 2009 Sakaguchi | At least one lab at WI will be converted to Windows 2007 when it is released. | Discussion at TAC meeting |
| H. Implement EZProxy for the library. | Spring 2009 McDonald | EZProxy is ready to launch. When complete, with one logon, students will be subscribed to all library databases simultaneously. | |
| I. Install technology in the new OC relocatables. | Fall 09 Sakaguchi | Complete.<br><br>(2) new relocatable buildings are being installed at OC in May 2009. | Complete – Bob Gafford installed the pc's and equipment during the summer. |
| J. Evaluate WebHelp Desk software. | Spring 10 Sakaguchi | Complete<br><br>Evaluate new software to track | Complete – Implemented Web Help desk software. |

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|---|---|---|---|
| | | Help Desk contacts. | |

Committee: Technology Planning Committee Date April 15, 2009

**Category #3: Technology Equipment, Supply, and Infrastructure**

*Goal 2: Ensure a stable environment for the network and classroom technology.*

*Supports NC Strategic Plan Goal 1.2, 1.5, 2.1*
*Supports District Strategic Plan Goal 4.3*

| ACTIVITY | TIMELINE / ASSIGNED | PROGRESS | OUTCOME |
|---|---|---|---|
| A. Investigate and resolve reports of slow network responses at the Willow International Center. | Fall 2009 Tjahjadi Sakaguchi | - A TAC sub-committee has been established to explore the feasibility of segregating network traffic and establishing network priorities. The first meeting was held on 3/6.<br>- Exposed problems with BB. | Bandwidth was increased in Fall 2008 and again in Spring 2009.<br>Added a BB load balancer server in Fall 2009. Upgraded DO firewall in Fall 2009. |
| B. Investigate and recommend the purchase of network monitoring software | Fall 2009 Sakaguchi | Currently testing Solar Winds product.<br>Testing Network Probe software. | |
| C. Investigate and recommend actions to be taken for more pro-active support of Blackboard. | Spring 2010 Sakaguchi | - The Director of Technology is a system administrator and has been added to BB system support system.<br>- This issue will be addressed as part of the TAC sub-committee. (See “A”, above)<br>- Gary has taken an active role in supporting the BB system. | |

Committee: Technology Planning Committee Date April 15, 2009

**Category #4: Technology Utilization**

*Goal 1: To utilize overheads and project images for test taking and allow students to utilize laptops and/or PC tablets to be able to submit information back to the instructor and also from the instructor to the students in a real time format*

*Supports NC Strategic Plan Goal 2.1*
*Supports District Strategic Plan Goal 4.3*

| ACTIVITY | TIMELINE / ASSIGNED | PROGRESS | OUTCOME |
|---|---|---|---|
| A. Equip each designated classroom with a smart panel and connection to the LAN | Spring 2010 Sakaguchi | On hold. Will be re-evaluated when funds are available.<br>- Madera AM 137 completed in Spring 2008.<br>- Madera relocatables need to be equipped as they come back into use as classrooms. | On hold pending funds availability. |

Committee: Technology Planning Committee Date April 15, 2009

**Category #4: Technology Utilization**

*Goal 2: To identify and develop an online matriculation process: counseling, advising, orientation, application, and assessment services.*

*Supports NC Strategic Plan Goal 1.5, 2.1a, 2.1d*
*Supports District Strategic Plan Goal 1.3, 2.1, 4.3*

| ACTIVITY | TIMELINE / ASSIGNED | PROGRESS | OUTCOME |
|---|---|---|---|
| A. Develop an online probation workshop | Spring 2009 Johnson | The workshop is almost complete. Once finalized, it will be posted to Blackboard for student use. It includes a quiz to verify that students understand the material in the workshop. **(The power point and recording is completed. I am waiting for technical assistance to post on Blackboard..I hope to have it available for Spring 2010 workshops)** | |
| A. Develop an online orientation | Spring 2009 Johnson | Complete. **(The online team is planning a meeting to re evaluate the online orientation, update the information and discuss ways to enhance the orientation)** | The online orientation is being used by FCC, RC and NC. |

Committee: Technology Planning Committee Date April 15, 2009

**Category #4: Technology Utilization**

*Goal 3: To develop and implement new North Centers websites.*

*Supports NC Strategic Plan Goal 4.2b*
*Supports District Strategic Plan Goal 1.2, 1.3, 2.1, 4.3*

| ACTIVITY | TIMELINE / ASSIGNED | PROGRESS | OUTCOME |
|---|---|---|---|
| A. Create content for the new web sites.<br>Specifically:<br>a. Faculty forms<br>b. Financial Aid links | Fall 2008<br>Nabors | - Student Services has updated the new website with current information.<br>- The addition of website content is Phase II of the website project. While much content needs to be generated, the TAC committee specifically pointed out faculty forms and financial aid links. | |

Committee: Technology Planning Committee Date April 15, 2009

**Category #4: Technology Utilization**

*Goal 4: Build a Center for Advanced Manufacturing.*

*Supports NC Strategic Plan Goal 3.2b, 5.1c, 5.1d, 5.2*
*Supports District Strategic Plan Goal 3.1, 3.3*

| ACTIVITY | TIMELINE / ASSIGNED | PROGRESS | OUTCOME |
|---|---|---|---|
| A. Create a new facility for Advanced Manufacturing. | Fall 2009 Chin | Completed<br><br>Building construction is continuing and on target, expected completion by August 2009. | Completed<br>Moved in Fall 2009 |
| B. Implement the necessary infrastructure. | Fall 2009 Chin | Completed<br><br>Plans in process. | Completed<br>Moved in Fall 2009 |
| C. Identify equipment needed | Fall 2009 Chin | Completed<br><br>Classroom and office furniture have been identified and ordered. | Completed<br>Moved in Fall 2009 |

The Updated North Centers' Enrollment Management Plan is posted on the North Center website: www.northcenters.com.

# 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.)

# Section 9

## Additional Information

Mission and Function of California Community Colleges

History of the North Centers

Calculating FTES

# MISSION AND FUNCTION OF CALIFORNIA COMMUNITY COLLEGES

# EDUCATION CODE, SECTION 66010.4

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

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following: (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges. (B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges. (C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent the state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.

# HISTORY OF THE NORTH CENTERS

In an effort to increase the educational and student support services offered to the residents of the northern portion of the State Center Community College District, the Board of Trustees assigned Reedley College to assume the lead role in the development of the Madera, Oakhurst, Clovis, and newly opened Willow International Centers. Twelve college classes were initially offered at Madera High School beginning in 1988, with the site moving to Madison Elementary School in 1989. Yosemite High School was the site for the first course offerings in Oakhurst beginning in 1990, while the Clovis Center was established in 1992 when the district purchased the Herndon Avenue site that was previously owned by a private college. The North Centers assumed the oversight of the Kerman satellite center in 2001, offering 12 courses per year at Kerman Unified School District sites. The Willow International site opened in 2007 and is now serving the residents of northeast Fresno and Clovis, with special grant-funded classes also being held at the Clovis Center. Since these initial efforts, the North Centers continue to develop into comprehensive college centers collectively serving 9,200 students through the offering of over 1,100 classes yearly with a budget exceeding $19.5 million.

## Madera Center

Moving from the Madera Unified School District sites in August 1996, the State Center Community College District opened a dedicated site for the Madera Community College Center situated on 114 acres. The original development comprises approximately 25 of the 114 acres. The Madera campus is located on Avenue 12 just east of Highway 99 at the edge of the City of Madera. The original campus consisted of 24 relocatable classrooms and a permanent student services building, along with a laboratory to house the Child Development Learning Center and childcare-related programs.

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

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

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

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

## Willow International Center

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

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

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

Fall 2009 data indicates that the Willow International Center served 5,900 students generating 1,730 full time equivalent students with over 650 courses annually in 39 areas of study and gives students a choice of transfer courses, Associate Degrees, Certificates of Achievement, and Certificates of Completion. Occupational programs including Business, Criminal Justice, Education, Child Development, Information Systems, and Graphic Arts are now being taught in one of the most state-of-the-art facilities in the area.

The new 80,000 square foot Academic Center Two opens fall 2010. Facilities include chemistry and biology laboratories, a fitness center, dance studio, library/learning center, assessment center, student services, offices, and classrooms. Funding for the facility has been secured from local bond and matching state bond funding.

## Oakhurst Center

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

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

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

## North Centers Overview

### Administration and Governance of the North Centers

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

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

The North Centers have developed a long-term Educational Master Plan and annual Strategic Plan that are aligned with the District's Educational Master Plan and Strategic Plan and are specific to improvement of programs and services at the North Centers. Faculty and staff were involved in the development of the strategic plan, and review the plan annually to update the achievement of goals and objectives. The strategic plan is driven by the Mission, Vision, and Values Statements of the North Centers. This Strategic Plan provides the foundation for decision-making processes regarding personnel, budget, facilities, development, and future plans for the North Centers. Additional planning documents that are tied to the strategic plan as a result from the collaborative decision-making process embraced by the North Centers' faculty and staff include the Enrollment Management Plan, Technology Plan, Matriculation Plan, and Student Success Plan.

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

The College Center Council, comprised of representatives from all constituencies of the North Centers, was established in 2006 as the "Umbrella" organization charged with oversight for the

continuous improvement process involving a collaborative decision making model cycle of: evaluation, integrated planning, resource allocation, implementation, and reevaluation.

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

Student Learning Programs and Services

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

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

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

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

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

Resources

The North Centers have developed a comprehensive staffing plan that is used in the transition of the Willow International Center moving towards becoming a fully accredited college. The North Centers have developed a faculty handbook outlining procedures and policies specific to faculty who work at

the Willow International, Madera, or Oakhurst sites. This handbook is particularly helpful for adjunct faculty and is combined with an adjunct orientation held annually. The North Centers have 100 full-time faculty, 53 full-time classified professionals, 10 permanent part-time classified professionals, and approximately 175 adjunct faculty.

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

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

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

# Calculating FTES

Course Accounting Methods:

(FTES is only generated for "resident" students)

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

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

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

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

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

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

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

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

➔ **Positive Attendance** – college is paid based on "attendance of students. Instructor must track hours of attendance for EACH student and only reports actual attendance of the student in the class. These FTES must be reported to the FTES reporting period in which the course ends. The

FTES is computed by dividing the total hours of actual attendance for all students in the class by 525. (Example: The class meets for 18 hours. There are 40 students enrolled. Of that 40 total, 30 students attend the full 18 hours, 5 attend 15 hours, and 5 attend 12 hours. The total attendance for the class would be 675 hours divided by 525 = 1.29 FTES. [(30x18 = 540) + (5x15 = 75) + (5x12) = 60) = 540 + 75 + 60 = 675 divided by 525 = 1.29 FTES]).