Institutional Strategic Planning Council (ISPC)
February 20, 2013
1:00-3:00   (ST 107)

Attendees:

- **Attendees:**   Dominique Hitchcock, Greg Aycock, Deborah Tompsett-Makin, Melissa Bader, Celia Brockenbrough, Ruth Leal, Shaunna Winn, Sharon Crasnow, Ruth Jones, David Bobbitt, Gail Zwart

- **Absentees:**   Andy Aldasoro, Mark DeAsis, Diane Dieckmeyer, Mark Lewis, Jason Rey, Jim Thomas

- **Guests:**   Paul Parnell, Natalie Aceves, Dimitrios Synodinos, Tricia Hodawanus, Koji Uesugi

Welcome: - Dr. Gail Zwart

- Welcome to a new semester.

Approval of Minutes: - Dr. Gail Zwart

Motion by Ruth Jones, second by Celia Brockenbrough to approve the minutes for the December 5, 2012 meeting. Motion approved with one abstention.

I. Information Items:

A. Procedure for Review of Mission Statement - Dr. Greg Aycock

- The committee for Standard I.A.3 noticed a procedure gap that needs to be corrected regarding the mission statement. We need to create a regular process for review and revision of the mission statement.
- Suggestion to have two procedures: one for review of the statement with no changes needing to be made and another for review and revision of the statement.
- Timeline to review Mission Statement would coincide with revision of the college Strategic Plan and Process document, every five years.
- Review and revision will be addressed earlier than the five year time period if one of the standing strategic planning committees were to request it.
- Annual evaluations done by the standing committees will include review of the Mission Statement.
- Greg will write the new procedure and present it at the next ISPC meeting.

II. Action Items

A. Prioritization Lists - Dr. Gail Zwart

- APC
  - Briefly reviewed priority lists.
  - Discussion on equipment lists, how the priority was determined and how the purchases will be made.

Motion by Sharon Crasnow, second by Shaunna Sutter to approve the APC Prioritization Lists for staff/equipment and forward the recommendations to the Vice President and President. Motion unanimously approved.

- SSV Planning Council
  - Briefly reviewed priority lists.
  - Discussion on prioritization process and received by the Student Services Planning Council.

Motion by Melissa Bader, second by Sharon Crasnow to approve the SSV Planning Council Prioritization List for staff/equipment and forward the recommendations to the Vice President and President. Motion unanimously approved.

- BFPC
  - Prioritization process is very similar to the other councils.
  - Request by faculty member to Dr. Parnell asking him to consider moving staff position #9 (Learning Resource Center Director) higher on the prioritized list.

Motion by Sharon Crasnow, second by Shaunna Winn to approve the BFPC Prioritization List for staff/equipment and forward the recommendations to the Vice President and President. Motion unanimously approved.

B. **Function Maps** – Dr. Gail Zwart
  - Putting together the draft function map has been a long process and is the result of a collaborative effort by the three colleges and the district.
  - The Function Map shows how the three colleges and the district manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions by the ACCJC.
  - The map indicates the level of responsibility connected to the college and the district as "primary" and "secondary".

Motion by Deborah Tompsett-Makin, second by Greg Aycock to approve the Function Map. Motion unanimously approved.

III. **Open Hearing**

  - Suggestion that the college have one day per month without any meetings.
  - Would also like to see the week before finals be a "dead week" when there are no meetings scheduled.
  - Comments from Dr. Parnell:

- Meetings requesting input for the Facilities Master Plan will be scheduled during the early part of March.
- Two brown bag lunches, with the president, have been scheduled. Next Thursday is a book discussion with Dr. Zwart on the Power of Habit. The second brown bag will be a campus walk by Lake Norconian.
- Read 2 Succeed is bringing the author of Farewell to Manzanar to speak at college.
- The exercise room will be opened for staff in the next 2-3 weeks.
- Trading Post will be here in April.

Adjourned – 2:30

FINAL RANK (1-20) 2012/2013	Requested Position *Position Title*
1	Commercial Music
2	Psychology (Physiological Psych)
3	Art
4	General Tenure Track Counselor (0.50 Transfer/0. 50% Student Success)
5	Health Science
6	English
7	History
8	Anthropology
9	Psychology (Social Psych)
10	Game Art
11	General Tenure Track Counselor (Financial Aid/Athletics)
12	Geography
13	Humanities
14	Kinesiology
15	Biology
16	Network Multimedia Librarian
17	Real Estate
18	Spanish
19	Architecture
20	Drafting

NORCO 2012 ANNUAL PROGRAM NEEDS EQUIPMENT REQUESTS - AHWL

RANK	Discipline Name	Category Table	Needs	No # Req'd	Cost Each	Total Cost
1	Art	Equipment Needs NOT covered by Current Budget	Small Computer Cameras	32	$50.00	$1,600.00
2	Music/Commerical Music	Equipment Needs NOT Covered by Current Budget	Stage Monitors	5	$800.00	$4,000.00
3	Art	Equipment Needs NOT covered by Current Budget	Digital cameras for Photo 20	10	$350.00	$3,500.00
4	Theatre Arts	Equipment Needs NOT covered by Current Budget	Purchase of permanent storage unit similar to the one being rented.	1	$3,000.00	$3,000.00

NORCO 2012 ANNUAL PROGRAM NEEDS EQUIPMENT REQUESTS - BEIT

RANK	Discipline Name	Category	Needs	No # Req'd	Cost Each	Total Cost
1	Accounting	Equipment Needs NOT covered by Current Budget	Administrative Assistant III	1	$1,000.00	$1,000.00
2	Engineering, Drafting and Architecture	Equipment Needs NOT covered by Current Budget	Drafting machines in ATEC 109	10	$1,000.00	$10,000.00
3	Manufacturing Technology, Machine Shop Technology, Supply Chain Technology and Electronics Technology	Equipment Needs NOT covered by Current Budget	Computers for IT124 and IT 121.	60	$1,795.00	$111,290.00
4	Engineering, Drafting and Architecture	Equipment Needs NOT covered by Current Budget	Trimble 4700 receiver for ENE-1b	1	$2,895.00	$2,895.00
5	Manufacturing Technology, Machine Shop Technology, Supply Chain Technology and Electronics Technology	Other Needs	A trunnion table for the Haas milling machine	20000	$1.00	$20,000.00

					$20-$40K per year.	
6	Manufacturing Technology, Machine Shop Technology, Supply Chain Technology and Electronics Technology	Equipment Needs NOT covered by Current Budget	Allocations incase a machine breaks down in the IT 124 or CACT center.			
7	Simulations and Gaming	Equipment Needs NOT covered by Current Budget	Autodesk Entertainment Suite Annual Renewal -	50	$72.00	$3,600.00
8	Simulations and Gaming	Equipment Needs NOT covered by Current Budget	Dreamspark Subscription	1	$499.00	$499.00
9	Simulations and Gaming	Equipment Needs NOT covered by Current Budget	Gnomon Workshop virtual training subscription for both student and teacher usage.	10	$499.00	$4,990.00
10	Simulations and Gaming	Equipment Needs NOT covered by Current Budget	Unity Game Engine Software – NO COST – covered by Perkins Grant Funding	40	$280.00	$11,200.00

NORCO 2012 ANNUAL PROGRAM NEEDS EQUIPMENT REQUESTS - COMM

RANK	Discipline Name	Category Table	Needs	No.# Req'd	Cost Each	Total Cost
1	English	Equipment Needs NOT covered by Current Budget	Replacement Computers (desktops) for old laptops	5	$0.00	There are ones in storage that could be utilized.
2	Communication Studies	Equipment Needs NOT covered by Current Budget	LAPTOP	1	$1,500.00	$1,500.00
3	Journalism	Equipment Needs NOT covered by Current Budget	The Norco Voice Website License	1	$100.00	$100.00
n/a	Library	Equipment Needs NOT covered by Current Budget	Office furniture for Network Multimedia Librarian		$3,000.00	$3,000.00
n/a	Library	Equipment Needs NOT covered by Current Budget	Desk and chair for Microcomputer Support Specialist (designated to Library/Learning Resources Department)		$500.00	$500.00

n/a	Library	Equipment Needs NOT covered by Current Budget	Desk and chair for Library Operations Assistant		$500.00	$500.00
n/a	Library	Other Needs	Computer and printer for associate librarian	1	$1,500.00	$1,500.00
n/a	Library	Other Needs	Proposed library platform	1	$4,107.00	$4,107.00
n/a	Library	Other Needs	Print and electronic instructional materials	N/A	$60,000 + $75000 + $25000	$160,000.00
n/a	Library	Other Needs	Kennedy Middle College High School (located on campus)	1	$25,000.00	$25,000.00
n/a	Library	Other Needs	Glass display case	1	$2,000.00	$2,000.00

NORCO 2012 ANNUAL PROGRAM NEEDS EQUIPMENT REQUESTS - Math & Sciences

Rank	Discipline Name	Category Table	Needs	No.# Req'd	Cost Each	Total Cost
1	Chemistry	Equipment Needs NOT covered by Current Budget	New Equipment for the Organic Chemistry lab as part of its set-up.			$122,636.89
2	Chemistry	Other Needs	SEE the attached Excel spreadsheet- the spreadsheet has 6 tabs. Four of the tabs apply to this section: Chemicals – chemicals in YELLOW will not be required until fiscal year 2013-14. Also, the chemicals are consumable, but we have invested in MICRO-organic chemistry. The amounts we will use each semester are VERY small, so the majority of the chemicals may last five years or more, without replenishing. Some solvents will need to be purchased every semester. Locker Supplies (individual supplies) Community Supplies (for the class as a whole) Prep Lab Supplies (items needed by Lab Technician)			$42,329.00
3	Biology	Equipment Needs NOT covered by Current Budget	Lab Incubators	3	$ 410.00	$1,230.00
4	Kinesiology	Equipment Needs NOT covered by Current Budget	Fitness Center Equipment Maintenance	2	$1,100.00	$2,200.00
5	Biology	Equipment Needs NOT covered by Current Budget	Fetal pig model for Bio12 (majors course)	1	$ 400.00	$400.00
6	Microbiology	Equipment Needs NOT covered by Current Budget	Teaching microscope with digital camera	1	$4,000.00	$4,000.00

#	Discipline	Category	Description	Qty	Unit	Total
7	Biology	Equipment Needs NOT covered by Current Budget	Place fold up table tops in the last 3 rows of the THTR 101	45	$ 75.00	$3,750.00
8	Biology	Equipment Needs NOT covered by Current Budget	Histology Slides for Bio 12 (Majors course)	4 sets	200 per set	$800.00
9	Geography	Other Needs	ATEC 114 #3			
10	Microbiology	Equipment Needs NOT covered by Current Budget	16 laptop computers	16	$1,000.00	$16,000.00
11	Microbiology	Equipment Needs NOT covered by Current Budget	Glass test tubes/racks, slides, slide boxes, loops	1	$35,000.00	$35,000.00
12	Microbiology	Equipment Needs NOT covered by Current Budget	Media, petri plates, chemicals	1	$1,000.00	$1,000.00
13	Biology	Equipment Needs NOT covered by Current Budget	2 lap top computers for students to graph data obtained during lab experiments	2	$ 1,000.00	$2,000.00
14	Kinesiology	Other Needs	Bod Pod Gold Standard GS model 2006	1	$20,000.00	$20,000.00
15	Physics and Physical Science	Equipment Needs NOT covered by Current Budget	e/m Tube, electron beam light bulb	1	$1,000.00	$1,000.00
16	Geography	Other Needs	Several problems with ATEC 114			
maintaince repair issue not an equipment request?	Geography	Other Needs	ATEC 114 #2			
not a request	Chemistry	Equipment Needs NOT covered by Current Budget	Equipment repair amount.			
not a request	Physics and Physical Science	Equipment Needs NOT covered by Current Budget	Other equipments listed in previous year annual program review are going to be purchase by HSI-STEM grant	TBD	$0.00	$0.00

NORCO 2012 ANNUAL PROGRAM NEEDS EQUIPMENT REQUESTS - SBS

RANK	Discipline Name	Category Table	Needs	No.# Req'd	Cost Each	Total Cost
1	Anthropology	Equipment Needs NOT covered by Current Budget	Taster Papers	16	$4.00	$64.00
Not needed anymore	Anthropology	Equipment Needs NOT covered by Current Budget	Half Skelton Asian Male (Bone Clones) SC-092-DH	1	$904.00	$904.00
Not needed anymoe	Anthropology	Equipment Needs NOT covered by Current Budget	Half Skelton Asian Female (Bone Clones) SC-211-DH	1	$904.00	$904.00
Not needed anymore	Anthropology	Equipment Needs NOT covered by Current Budget	Articulated Flexible Human Fetal skeleton 32 Weeks SC-226-A	1	$789.00	$789.00
Not needed anymore	Anthropology	Equipment Needs NOT covered by Current Budget	Complete Disarticulated Female Pelvic Girdle #RI005 France Casting	2	$129.00	$258.00
Not needed anymore	Anthropology	Equipment Needs NOT covered by Current Budget	Complete Disarticulated Male Pelvic Girdle #RI003 France Casting	2	$129.00	$258.00

NORCO COLLEGE FY 2012-2013 Budget Development
Staffing Requests
Student Services Planning Council

				Amount	Description	Rank
SSV	Application Support Technician (N1)	N	92,472.00		To perform technical duties and enhance the enrollment process in A&R. This position was highly prioritized during the recent IT audit in 2010. Presently, all troubleshooting that pertains to enrollment or the admission application are directed off campus and to the AST located at Moreno Valley College. As A&R continues to develop and enhance our college specific practices, a Norco College specific AST will be needed to provide enrollment and application services.	1
A&R	Administrative Assistant II (G1)	N	74,388.00		To provide general assistance to the Office of Enrollment Services. Assistance is needed to support the activities in areas of A&R, Cashier's Office, and Veterans Services.	2
DRC	Support Services Specialist Aide	N	70,272.00		Need for this position is due to the consistent increase in workload of the DRC office in addition to the additional responsibilities as a result of operating as an independent program at an accredited institution. Due to the current fiscal crisis, we have not had the funding to implement the level of technology necessary to streamline our operation so we cannot assess whether technology has increased or decreased the workload on our staff. This position will be especially critical during our high-need periods such as priority registration, mid-term and final exams, and start/end of terms.	3

Dept	Position	N/R	Amount	Justification	Rank
SFS	Clerk Typist (PT)	N	19,867.00	This position is needed to provide critical front counter service and support to students. The clerk typist also scans, prepares student files for processing, and checks documents for accuracy and completeness.	4
SSV	Veterans & Transfer Center Receptionist (C1) [2 PPT positions]	N	63,768.00	These part-time receptionists would provide the transfer center with consistent counter coverage and provide the department with an additional staff member with Datatel access, thus providing optimal services to students, staff and faculty. Employees would also provide coverage and assistance to Veterans Services with limited access to Datatel and VAOnce. For veterans, as the main condition of their employment, they must ensure course enrollment during the current term. As a result, the recently expanded service hours continue to hinge upon staffing availability of student workers.	5
A&R	Cashier Clerk (G1)	N	74,388.00	This position is essential to increase check disbursement hours and support the needs of the Cashier's Office. Services to students that stem from Student Activities and Student Financial Services cannot be supported by a single Permanent Part-time Assistant Cashier Clerk who is currently working in the Cashier's Office.	6
EOPS	Special Funded Programs Administrative Assistant I	R	70,272.00	A full-time administrative assistant will provide consistent front counter coverage and a breadth of administrative support to meet the growing needs of the EOPS/CARE operation at Norco College. While a permanent part-time administrative assistant was hired in 2010-11 at (47%), the office has grown to the point where a part-time position is not sufficient. The full-time administrative assistant position will replace the part-time position.	7

Dept	Title / Description	N/R	Amount	Justification	#
Student Activities	Associate Dean of Student Life *This would be a new position title that needs to be graded.*	N	120,854.00	The Associated Dean of Student Life would be responsible for the following areas: Student Life (advisor to the ASNC), Athletics, and Discipline; report directly to Student Services, and supervise the Student Activities Coordinator, as well as the Student Activities College Receptionist. The Student Activities Office has undertaken the supervision of new areas of responsibility (i.e. Free Speech Area, Athletics, and the usage of electronic advertising). The Associated Dean position will alleviate some of the workload assigned to the Dean and Vice President of Student Services and provide adequate supervision (year round) to Student life, as well as assist with the potential for the creation and development of a comprehensive Athletics program. Finally, the Associate Dean will be able to implement effectively programmatic changes that will meet the ever growing and diverse Norco College student body.	8
DRC	Senior Interpreter (P/T)	R	72,126.00	This position is currently shared between Riverside City College with the senior interpreter spending 40% of his time (2x /week) at Norco College. Based on the unpredictable need of DHH students at Norco College, it behooves the College to steadily increase the time base of this position to eventually house a full-time senior interpreter to handle the coordination of interpreter and real-time captionist schedules and provide interpreting services to students in and out of class. Increase time-base to 75%.	9
Matric	Matriculation Degree Audit Specialist (P/T) *This would be a new position title that needs to be graded.*	N	$23,040	To equate courses from the 25 degree audit schools and enter the equates in Datatel.	10

Dept	Position	R/N	Amount	Description	#
A&R	Admissions and Records Operations Assistant (C1)	N	66,624.00	Document imaging is a major responsibility in record retention. A&R needs to have a devoted staff member to scan all documents processed within the department including faculty rosters, incoming high school and college transcripts, and student requests that are approved through the Dean of Instruction's office.	11
Outreach	Outreach Specialist (P/T) (K1)	R	24,235.00	The full-time Outreach Specialist position has become vacant and due to the RCCD hiring free, we will be unable to refill the FT position. Services for Outreach support is in growing demand especially with the implementation of new student success initiatives. In order to meet the growing needs for recruitment into special support programs and to prepare students during their senior year for such programs, a PPT Outreach Specialist position is needed.	12
Student Employ	Job Location and Development Specialist (P/T) *This would be a new position title that needs to be graded*.	N	22,000.00	The Job Location and Development (JLD) Program is an allowable program for use of Federal funds under the FWS Programs. The JLD Specialist locates and develops off-campus job opportunities for students who are currently enrolled in eligible institutions of higher education and who want jobs regardless of financial need. The JLD Specialist encourages students to participate in community service activities. Your school must inform all eligible students of the opportunity to perform community services and must develop and make available information about community service opportunities. An institution is allowed to use 10% of the federal funds it receives under the FWS Program to establish or expand a JLD Program. This would be a new position at a 47% time-base.	13

	Position						Flag	Amount	Description	No.
Couns	Counseling IDS (PT)							31,380.00	Due to the growth of the college, the counseling department needs their own Instructional Department Specialist for full time counselors, adjunct and guidance instruction	14
SFS	Student Financial Services Analyst						N	82,943.00	This position is needed due to increased student Financial Aid population to monitor the changes in Regulations, to implement changes, and assist the FA office with disbursement processing and procedural updates. This position is needed to assist and ensure that special programs are in compliance.	15
CJPC	CJPC Coordinator (P/T) *This would be a new position title that needs to be graded.*						N	71,397.00	The CJPC Coordinator (new position) maintains all programming, resource support, and coordinates the daily operations of the Center. The Coordinator collaborates with the CTE Employment Placement Coordinator, Student Employment Personnel Specialist, and general counselors to support students' career exploration and connect them with part-time and full-time employment opportunities. This position will be a 75% time base position the first year and increase to FT the following year.	16
Student Activities	Student Activities Coordinator *This would be a new position title that needs to be graded*						R	66,891.00	To provide continuous support, advisement, and guidance to the Associated Students of Norco College, the Inter Club Council, and all aspects of club/organization activity on and off campus, including leadership and advocacy conferences. Assist with daily office operations and ensure proper supervision of the Student activities College Receptionist and Federal Work Study Employees. Since the work load for the Student activities Office has more than tripled and the college continues to grow, this position will provide consistency and effectiveness avoiding high rates of turnover and allowing for the office area to remain consistently open year round.	17

	Description		Amount	Justification				
UB AUSD	Hire a 75% Grants Administrative Assistant to be split between the Corona, Centennial and Norte Vista Upward Bound programs. Norte Vista & Corona H.S. grants will contribute 33% and the Centennial H.S. grant which will contribute 34%.	N	19,254.00	Currently we share a Grants Administrative Specialist with SSS and all programs contribute 25%. However now that we have a total of 3 Upward Bound programs we will need to hire a 100% Grants Administrative Specialist.				
UB AUSD	Increase the Time & Effort of the UB Director from 47.5% to 75%.	R	51,149.00	Currently there was only enough in the budget to afford one part time assistant at 47.5% and the Director was taking care of all responsibilities that pertained to the Assistant.				
UB CNUSD	Hire a 100% Grants Administrative Assistant to be split between the Corona, Centennial and Norte Vista Upward Bound programs. Both Corona and Norte Vista will contribute 33% and Centennial will contribute 34%.	N	21,223.00	Currently we share a Grants Administrative Specialist with SSS and all programs contribute 25%. However now that we have a total of 3 Upward Bound programs we will need to hire a 100% Grants Administrative Specialist for just Upward Bound. The reason we need a Grants Administrative Specialist is because each program has at the very least 1.25 million dollars to manage across 5 years.				

NORCO COLLEGE FY 2012-2013 Budget Development
Equipment Requests
Student Services Planning Council

Dept	Item	Amount	Description	Rank
DRC	Dragon Naturally Speaking (V.11.5)	1,130.00	We have a 37-seat license for Dragon Naturally-Speaking (version 10.1) for the District and it is important to upgrade to the current version 11.5. This software is used primarily by students with mobility impairments to dictate text and to	1
Counseling	Computer Software Online SEP	10,000.00	number of appointments and express sessions. 2. Recommended by Student Success Taskforce • Recommendation 2.2: Require all incoming community college students to: (1) participate in diagnostic assessment and orientation and (2) develop an education plan.	2
Student Activities	Poster Printer	5,000.00	to replace the existing one as it has been discontinued and service is rather difficult as the parts are expensive and hard to find. The existing poster printer has served all	3
Counseling	Equipment for Online Counseling Services for 5 counselors (Headset and Webcam)	500.00	Counseling would like to develop a more comprehensive Online Counseling component to include video chat and desktop sharing.	4
Student Activities	Poster Frames	2,000.00	have served our campus for over 4 years for all announcements, directional needs, and postings. The weather elements and other factors have	5

Department	Item		Amount	Description	#
DRC	Duxbury (V.11.1)		158.00	Duxbury is a Braille conversion software that is used by DRC/DSPS staff to convert conventional text documents to Braille. We currently have 2 licenses (version 10.7) for the District at a cost of $790 ($395 each). Upgrading to version 10.7 is necessary to take advantage of the MS Office 2010 advanced formatting features. The cost to our College is $158 (20% of the total).	6
Student Activities	Tables & Chairs		5,900.00	have served our campus over 4 years for all on and off campus events. The increase of campus	7
Student Activities	Minibus (25 seats)		71,000.00	To meet the ever growing demand for transportation from clubs/organizations, departments, special programs, and athletics.	8
Counseling	TV Projection System for 2nd floor Conference Room in SSV Building		3,500.00	During meetings, there are times when Counselors must use a computer with a projection to demonstrate counseling resources, collaborate and work on program review, etc. Worked with IMC to determine that a TV, wiring, and power will need to be installed to support this need. Other departments who reserve this conference room will benefit from the equipment as well.	9
DRC	LCD Projector and projector replacement lamp		846.00	For outreach activities to promote DRC services to individuals in the community.	10
Puente	New Color Printer	N	600.00	accommodate all the items needed to print such as color invitations, brochures, certificates, flyers, scholarship requests, fundraising letters and	11

Puente	Storage cabinet or bookcase for Puente office supplies and student certificates, sashes, party supplies, banners and set up items for Puente		600.00	There is currently no space for any storage of items such as books or event and party supplies, and graduation items for end of year banquet.	12
Student Employ	Samsung CLP-67ND Color Laser Printer		599.00	This office produces a wide range of documents on a daily basis and it would be more efficient to have a local printer specifically for this office.	12
Puente	Laptop or computer for student assistant	n	700.00	The student assistant has to use their own computer or use various computers on campus or share the counselor computer.	13
Counseling	IPad 2 for Counselors		1,800.00	Allows for more effective use of time during meetings and projects	14

NORCO COLLEGE FY 2012-2013 Budget Development
Technology Equipment Requests
Student Services Planning Council

Department	Description	Instruc (I) or Non-Instruc (NI)	Requested Amount	Justification/Comments	Scoring				Total Score	Priority
					Institutional Strategic Planning Initiatives (30 pts)	Current Staffing (30 pts)	Student Success (20 pts)	Outcomes Assessment (20 pts)		
A&R	Scanning License (Singularity)		2,500.00	A second scanning station is needed to be able to complete our scanning needs.						1

NORCO COLLEGE FY 2012-2013 Budget Development
Facilities Requests
Student Services Planning Council

Department	Description	Instruc (I) or Non-Instruc (N)	Requested Amount	Justification/Comments	Institutional Strategic Planning Initiatives (30 pts)	Current Staffing (30 pts)	Student Success (20 pts)	Outcomes Assessment (20 pts)	Total Score	Priority
Student Activities	CSS 2nd Floor Learning Lounge		unknown	Need to reconfigure furniture in 2nd Floor open area into a space more conducive to studying for students. The intent is to also improve the noise and behavior level within the Center for Student Success for both the students accessing our neighboring support services as well as the staff serving students in these departments. Estimated cost expected in September 2012.						1
Student Activities	Amphitheater covers		unknown	Purpose is to create an outdoor area for comfortable congregation for our student body, staff, faculty, and administrators. This project will provide the necessary space for successful outdoor events and student gatherings without the effect of weather elements such as wind and sun. This will be a great way to provide our						1
UB AUSD	Office space for Grants Administrative Specialist		0.00	Currently the Grants Administrative Specialist is shared by Upward Bound programs, SSS, and SSS RISE. However, now that we have a third Upward Bound grant we will need an office exclusively for the Upward Bound Grants Administrative Specialist.						2
Puente	Storage for Puente items and events		500.00							3
UB AUSD	Storage space for the Upward Bound Programs		0.00	Currently we do not have sufficient space for storage in the office since there is only one cabinet. With 3 Upward Bound programs on board we would like to request to use one of the empty offices in Portable A as storage						4

NORCO COLLEGE FY 2012-2013 Budget Development
Professional Development Requests
Student Services Planning Council

Department	Description	Instruc (I) or Non-Instruc (NI)	Requested Amount	Justification/Comments	Scoring Institutional Strategic Planning Initiatives (30 pts)	Current Staffing (30 pts)	Student Success (20 pts)	Assessment (20 pts)	Total Score	Priority
Counseling	UC Conference		600.00	Stay current with University of California(UC) requirements and policies that affect Norco students who are interested in transferring to a UC						1
Counseling	CSU Conference		600.00	Stay current with California State University(CSU) requirements and policies that affect Norco students who are interested in transferring to a CSU						2
Counseling	UC Ensuring Transfer Success		625.00	Stay current with University of California (UC) transfer requirements and policies that affect Norco students who are interested in transferring to a UC. Receive updates on transfer and counselor tools.						3
Veterans	Western Association of Veterans Education Specialist (WAVES)		2,000.00	Obtain VA updated information and learn best practices.						4
SFS	Federal Student Aid Conference		2,200.00	Provides regulatory changes, FERPA information, innovations in technology specifically for Financial Aid, training opportunities for staff, and compliance issues						5
A&R	Ellucian		2,000.00	information sharing and networking among Datatel clients. Many ideas that enhance enrollment practices stem from the 'best practices' shared through this						6
A&R	Association of CA Community College Association (ACCCA)		2,200.00	overview of the most crucial technical, regulatory and legal aspects of administration as it applies to California's unique community college system.						7
SFS	NASFAA-National Association of Financial Aid Officers		3,100.00	Provides training by DOE, Best Practices in Financial Aid, Regulatory Updates, and Technology updates and training.						8

				Scoring					
Veterans	National Association of Veterans Program Administrators (NAVPA)	2,000.00	Obtain VA updated information and learn best practices.						9
Counseling	Articulation Conferences	500.00	Stay current with regards to articulation policies that affect Norco College students						10
DRC	CAPED Annual Convention	4,500.00	The annual California Association for Postsecondary Education and Disability (CAPED) Convention brings together disability service professionals throughout the state to learn and share ideas and practices. Due to the changing nature of federal and state laws, as well as innovations in accommodations for students with disabilities, it is important for the DRC staff to participate in professional development opportunities such as CAPED.						11
A&R	American Assoc. of Collegiate Registrars and Admissions Officers (AACRAO)	1,500.00	National association that provides Registrars and A&R Offices with best practices including FERPA workshops as it relates to college enrollment services, management, and leadership.						12
DRC	AHEAD Conference	6,000.00	The Association on Higher Education And Disability (AHEAD) is a professional membership organization for individuals involved in the development of policy and in the provision of quality services to meet the needs of persons with disabilities involved in all areas of higher education. The DRC staff will gain valuable information as well as share best practices from Norco College at the national level.						13
Transfer Center	UC Counselors Conference	100.00	Attendance at this conference would ensure the Transfer Center is up to date on the most recent UC transfer information [major/program suspension, TAG requirements, GPA increases, etc.]. All information learned would be relayed to Norco College counselors and Norco College transfer students.						14
SFS	CCCFAAA-California Community College Financial Aid Administrators	2,800.00	Provides regulatory updates, best practices in Financial Aid, compliance issues, and training to assist in promoting student access and success.						15

				Scoring						
EOPS	African American Male Educational Network and Development (A²MEND) Summit (Los Angeles)	the institutional challenges and barriers that exists within our colleges to produce positive educational outcomes for African American men. However, there is still a pervasive	1,500.00							16
Puente	Continue to host mandatory Retreat for all Puente students prior to fall semester	essential functions, responsibilities and commitment of Puente and Puente organization. This helped retention go very high this year and ensured student commitment and attendance prior to fall semester.	250.00							17
Counseling	College/Campus Specific Counselor Trainings	Stay current with college/university requirements and policies that affect Norco students who are interested in transferring to various colleges and universities	500.00							18
Counseling	A2MEND – African American Male Education Network & Development Summit	Colleges. In response to the lack of educational success of African American male students in California	300.00							19
EOPS	Hispanic Association of Colleges and Universities (HACU) Annual Conference (Washington DC)	HACU's Annual Conference provides a unique forum for the sharing of information and ideas for the best and most promising practices in the education of Hispanics. The largest ethnic group in EOPS/CARE are Hispanic students and it is important to stay engaged with the issues and resources that impact Hispanic students in higher education.	2,000.00							20
Puente	Leadership training for new officers of Puente organization	and coordinate all activities and events for program. However, the majority of students have never participated	100.00							21
Counseling	Career Counseling Training/Conferences	Stay current with career trends, tools, and resources that can help Norco College students in their career development.	500.00							22
Counseling	On Course	Enhance counseling and Guidance teaching skills. On Course focuses on "providing " a model for transforming a traditional student success program focused primarily on study skills into one that empowers students to become active, responsible learners"	4,300.00							23

				Scoring						
Puente	Mentor training	250.00	Puente mentor training for all new and continuing mentors to ensure professional guidelines and understand the philosophy and mentor commitment of Puente program. The training however exhausted some of our budget because in the past we were not able to afford the training. The food cost and expense of materials provided.							24
Puente	Transportation for Northern California Trip and UC/CSU and Far campuses outside of area	1,000.00	The cost of rental exceeds most of our budget and therefore we have not been able to afford Northern California trips or any far campuses due to we only have one van and costs of rental is 100 to 250 for 2 vans per day. Travel to other universities helps students apply all application processes to transfer and see the university for them when otherwise would not afford to go.							25
Student Employ	The National Student Employment Conference in Washington	2,000.00	To enhance a common understanding of what roles Student Employment professionals play and how to we enhance student learning. Understanding how and where change is occurring within Student Employment, higher education, and federal regulations. Develop skills, knowledge, and understanding necessary to execute ethical and effective Student Employment Programs.							26
Counseling	Umoja Conference	490.00	Learn best practices and information that will help support T3P							27

NORCO COLLEGE FY 2012-2013 Budget Development
Other Needs not covered by current budget
Student Services Planning Council

Department	Description	Instruc (I) or Non-Instruc (NI)	Requested Amount	Justification/Comments	Scoring					Priority
					Strategic Planning Initiatives	Staffing (30 pts)	Student Success (20 pts)	Outcomes Assessment (20 pts)	Total Score	
Couns	Adjunct Counseling (20Hrs/wk x $72 x 52 wks)		74,880.00	We currently do not have enough adjunct counselors to meet the student need and demand. At this time, all of our counseling appointments are full for up to 2 weeks. With each full-time counselor having a reassignment, it necessitates the need for adjunct coverage to ensure that we are providing an adequate number of appointments for the general student population. We also need to keep our adjunct pool because various hours given do not allow us to keep our trained adjunct counselors here at Norco college. As of Fall 2011, the student headcount was 9,636. The full-time equivalent student (FTES) count was 2,914.51. There is 3.76 FTE (Fall 2011) of counselor time available for counseling of the general population due to reassigned time for instruction and special programs						1
Veterans	Increase of Department Budget		3,000.00	Veterans Services is fully supported by Admissions and Records. As the program continues to develop, department needs will continue to increase in areas of supplies, training workshops, and professional growth opportunities.						2

Department	Item	Amount	Description	Priority
DRC	Office Supplies and Materials	3,000.00	Due to the ongoing budget crisis, funding for office supplies and materials to support the daily operations of the DRC is not available. Office supplies such as toner and paper to print thousands of pages of medical documents, student case notes, and accommodation forms; heavy duty confidential case file folders; and general office materials to meet the customer service needs of the department are critical to operate the department effectively.	3
SFS	Financial Literacy	1,500.00	Student Financial Services implemented a Financial Literacy program at no cost from USA Funds for 11-12 year. However, we have been notified that we may incur a fee for the following year.	4
Puente	Space to accommodate banquets, training, events for 50 to 150 people	300.00	JFK Is usually filled and we need deposits to rent out spaces in the community	5
Puente	Short Term Temporary Employee- Office Assistant I (Supplement Budget)	5,000.00	Need continued assistance of 15-20 hours weekly a ($9.00/hr x 400 hours). This last year the budget was cut from 3000.00 to 2400.00. The student obtained full time employment and left position midyear. For the past 3 years, the student assistant has exceeded his or her hours. The	6
DRC	Publications and Printing	1,500.00	The on-and off-campus individuals about the department's services in addition to hundreds of sheets of NCR paper, which is used for in-class note taking accommodations for students. This year, the office will produce informational postcards for students that include critical information about department services and resources.	6
Puente	Puente mentor and Event Coordinator (Short Term temporary Employee)	2500-5000	The office assistant always exceeds hours to coordinate events and activities. We need a coordinator to recruit mentors and train with faulty Puente team. The coordinator can also work with Puente club/organization with events, fundraising and scholarships. Also the updating and maintaining of the website and social networks for students, staff and faculty mentors. Collaboration with colleges, conferences for students, internships and outside resources to support student engagement and retention.	7

Program	Item	Description	Amount						#
Puente	Puente Program Guest speaker(s)	An author or guest speaker costs on average from 500.00 to 3000.00. We need a fund to support knowledge for the writers used in the current literature and curriculum of Puente	500-3000						8
Transfer Center	University Admissions Counselor Workstation	Creating a private area (including a computer, phone and printer) designated for transfer advisement appointment would allow visiting admissions counselors' space to counsel students on campus, without hindering the services of neighboring departments. In addition, students would also use this area during virtual transfer advisement appointments with admissions counselors.							9
Puente	Puente special project to create, and update and maintain website	It is difficult to maintain and create the website for Puente. It is available yet still needs to be maintained and changed regularly for fall, winter spring and summer. A special fund to help support the website.	500.00						10
UB AUSD	Computer Desk	Furniture cannot be purchased with federal funds and is not considered an allowable cost. Therefore, furniture must be provided by the host institution. To support the Grants Administrative Specialist a computer desk needs to be provided by Norco College. *Currently there is a desk in the office assigned to the shared Grants Administrative Specialist and if we can keep that desk for our Grants Administrative Specialist a new desk will not be needed.	500.00						11
DRC	Adjunct Counseling	Funding for overload hours of our full-time DRC counselor or to hire part-time DRC counselors is critical to support the ever-increasing needs of students with disabilities during the winter and summer terms. Additional funding for counseling support would allow DRC to assist current and prospective students new to the program before the start of fall or spring semester. This estimate is based on a counselor working 3 times a week over 14 weeks (split between winter and summer).	18,000.00						12
CNUSD	Computer Desk	considered an allowable cost. Therefore, furniture must be	500.00						13

Norco 2012 ANNUAL Admin. Staff Requests

Prioritized Rankings by BFPC after Jan. 17, 2013 meeting

Dept	Request	Total Cost	Rank	Move forward?
VPSS	Application Support Technician (AST) for Student Services (N) Moved to # 1 per council approval	$92,472.00	1	
DOI	Dean of Career & Technical Education We have funding for this 10% in FY 13/14	$14,000.00	2	
VPAA	FT Dean of Student Success/Institutional Effectiveness We have funding for this 10% in FY 13/14	$17,880.00	3	
FAC	Grounds Person (1) Moved to # 4 per council approval Possibly funded through NOC Augment	$55,171.00	4	
FAC	Night Custodian FT	$52,172.00	5	
LLRC	Increase PT Administrative Assistant I to FT	$46,389.00	6	
FAC	Grounds Person (2)	$55,171.00	7	
LLRC	Tutorial Services Clerk (FT)	$69,822.00	8	
LLRC	Learning Resource Center Director (Possibly down-graded to Supervisor)	$110,811.00	9	
Stu. Suc.	Administrative Assistant III. (IV was requested, but a Dean level is allowed an Admin III)	$79,440.00	10	
VPBS	Assistant Food Services Manager	$41,000.00	11	
BEIT	IDS Support		12	
BEIT	Replacement for Jim Sutton.		13	
FAC	Night Custodian FT	$52,172.00	14	
LLRC	Learning Center Assistant (PT) Tutorial Services	$14,952.00	15	
CTE	Administrative Assistant III. (IV was requested, but a Dean level is allowed an Admin III)	$79,440.00	16	
VPSS	Administrative Assistant III (G): for Dean of A&R	$79,440.00	17	
LLRC	Microcomputer Support Specialist (designated to Library/Learning Resources)	$88,014.00	18	
CP	Police Officer FT	$80,000.00	19	
VPSS	Educational Advisor (M)	$89,688.00	20	
FAC	Day Custodian PT	$39,000.00	21	
M&S	Chemistry Laboratory Technician		22	
CTE	Employment Placement Coordinator	$45,000.00	23	
VPSS	Administrative Assistant III (G): for Dean of Special Funded Programs	$79,440.00	24	

		?	25	
DOI	Evening Director/Dean		25	
LLRC	Library Operations Assistant	$74,612.00	26	
COMM	Make the Reading Paraprofessional a full-time position.		27	
GCSP	Activities Coordinator (PPT)	$28,848.00	28	
DOI	PT Instructional Department Specialist (IDS)	$22,000.00	29	
DOI	Increase Support Center Technician to 100%	$14,467.00	30	
VPAA	Distance Education trainer .4 reassign	$40,000.00	31	
FAC	Administrative Assistant I	$65,136.00	32	
M&S	Female PT Athletics Coach			
M&S	Male PT Athletics Coach			
M&S	Athletic Trainers			
SBS	New Full Time Member			
CP	Community Services Aid 1 (Originally in VPBS PR)	$10,000.00		
CTE	Dean of Instruction, Career & Technical Education			
CTE	Educational Advisor	Paid with Grant funds 26000		
HS	None Requested through PR	$0.00		
STEM	STEM Counselor	Paid through Grant Funds		
STEM	SI Coordinator	69000 (paid through Grant Funds)		
VPBS	Business Services Vice President	$81,000.00		
BEIT	Associate Dean, Career & Technical Education			
COMM	Microcomputer Support Specialist (designated to Library/Learning Resources Department)			
COMM	Library Operations Assistant			
VPAA	Administrative Assistant III. (IV was requested, but a Dean level is allowed an Admin III)	$79,128.00		
BEIT	NONE GIVEN			
COMM	Network Multimedia Librarian			
COMM	Additional Part-Time Librarian Hours			

Appendix C

Norco 2012 Annual Admin. Equipment Requests

Prioritized Rankings by BFPC after Jan. 17, 2013 meeting

Dept.	Request	Total Cost	Rank	Purchased
CP	Mobile data computers (MDC's) vehicle mounted (1)	$ 3,500.00	1	
Stu. Suc.	Assessment tracking software (Elumen, TrakDat, etc)	$ 18,000.00	2	
VPSS	Transcript evaluation, degree audit and SEP software.	?	4	
LLRC	Replacement of Library Reference Desk	$ 5,000.00	5	
LLRC	Streaming Media Server	$ 30,000.00	6	
FAC	Utility Vehicle After more research, the price has dropped from 22K	$ 15,000.00	7	
FAC	Fixed Seating	$ 40,165.00	8	Yes
VPSS	Laptop for Administrative Assistant to Dean of Student Services	$ 980.00	9	
CP	Lidar traffic enforcement radar	$ 4,000.00	10	
FAC	Dump Truck/Tree Chipper After more research, the price has increased from 20K	$ 25,000.00	11	
FAC	Riding Mower	$ 17,000.00	12	
FAC	Automatic Autoscrubber	$ 3,211.00	13	
LLRC	Streaming Media System for Theater 101	$ 40,000.00	14	
FAC	Lawn Mower	$ 1,200.00	15	
FAC	Line Edger	$ 800.00	16	
FAC	Torsion Desks Consider purchase of $20K worth per year. This will replace 140 desks	$ 20,000.00	17	
CP	Police motorcycle unit	$ 9,000.00	18	
FAC	Utility Vehicle/Golf Cart	$ 2,500.00	19	
FAC	Flag Pole	$ 9,000.00	20	
		$ 244,356.00		
DOI	Replacement computers and printers for faculty: Will be replaced in priority order by 58 compurters replaced in 2 labs.	$ 96,000.00	3	
DOI	Upgrade of CI track or investment in alternative technology Removed - no longer needed	None given	2	
FAC	Continuous Flow Recycling Extractor Purchased with 2nd Eff. funds	$ 3,482.00	6	

CP	~~Mobile data computers (MDC's) vehicle mounted (2)~~ No longer needed	$ 3,500.00	7	
FAC	~~Parking Lot Sweeper~~ Purchased with NOC funds	$ 55,000.00	9	
FAC	~~Vacuum Cleaners~~ Purchased with NOC funds	$ 1,000.00	10	
FAC	~~Floor Machine Burnesher~~ Purchased with NOC funds	$ 7,204.00	16	
CTE	None Requested through PR			
~~DOI~~	~~Upgrade of transmission speed from CI track terminals to server~~			
~~FAC~~	~~I-pads~~			
~~FAC~~	~~Advance Orbital Autoscrubber~~			
~~FAC~~	~~Flooring~~			
GCSP	None Requested through PR			
HS	None Requested through PR			
~~LLRC~~	~~The improvement of the lighting throughout the second floor library building~~			
STEM	None Requested through PR			
VPBS	None Requested through PR			

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Riverside Community College District
Function Map January 2013 Revisions

The District/College Relationship

The relationship between the three RCCD colleges and the District Office is by nature multifaceted and continuously evolving. The transition from a single college, multi-campus district to a multi-college district has resulted in an on-going assessment of operations and services and, when appropriate and necessary, a shift from centralized district-provided control and service to local college-provided oversight and responsibility. Following the Board's decision to seek approval to create a single district, three-college system, the district acted strategically to increase the capacity of the current and proposed colleges to enable and empower them to make decisions and be more directly accountable and responsive to their local communities.

In the past, the District directed all major processes, but since that time, the role of the District has shifted from being "primary" in terms of responsibility for the oversight of all major functions and operations to being "primary" for some and "secondary" for others. In some instances, the responsibility for carrying out a function or responsibility is "shared" by both the district and the colleges. Currently, district and college administrators and staff work collaboratively to achieve the district and colleges' missions. For example, while the district leads major bond programs and maintains close oversight and accountability of bond resources, the colleges establish and maintain their own facilities, master plans, and bond project priorities. Likewise, while the colleges are solely responsible for identifying and hiring new faculty, staff, and administrative positions, district staff continues to monitor compliance with state hiring mandates and verification of candidate qualifications. This approach to the distribution of organizational responsibilities is illustrated in the RCCD Function Map which is intended to illustrate how the three colleges and the District manage the distribution of responsibilities. Issues such as economies of scale, seamless coordination of activities, legal compliance and fiscal responsibility are all considered in assessing the distribution and delineation of functions and responsibility.

The Riverside Community College District (RCCD) Function Map is intended to illustrate how the three colleges and the District manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

The Function Map was developed and revised as the result of a collaborative process among the three colleges of the District—Riverside City, Norco, and Moreno Valley —and the Riverside Community College District office. A group, convened by the Associate Vice Chancellor of Education Services, which included the Chancellor and senior administrators from each of the colleges and the district met on October 17, 2012 and again in January to review and revise the current Function Map. A revised draft of the Function Map was shared with college and district

constituencies during October, November and December 2012. When the district-wide group reconvened on January 10, 2013, it considered the input that had been received and based on further discussion, revised the Function Map. The revision process helped further clarify areas of responsibilities and is an accurate depiction of the manner in which each of the functions is addressed.

The Function Map includes indicators that depict the level and type of responsibility as follows:

P = Primary Responsibility (leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement).

S = Secondary Responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).

SH = Shared Responsibility (the district and the college are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function-district and college mission statements).

N/A = Responsibility Not Applicable (in cases where neither the District nor the college has such responsibility, for example, Standard II.A.8, concerning offering courses in foreign locations).

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Standard I: Institutional Mission and Effectiveness

A. MISSION The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	**District**
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	P	S
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S
B. IMPROVING INSTITUTIONAL EFFECTIVENESS The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	**District**
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S

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Standard II: Student Learning Programs and Services

	College	District
A. INSTRUCTIONAL PROGRAMS The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.		
2. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. When courses, certificates and degrees are shared by two or more of the district's colleges, the course SLOs and program PLOs are common, but the assessment of these outcomes may vary among individual faculty members.	P	S
3. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location. *Except for community education and study abroad which are coordinated at the District level.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S

		P	S
b.	The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c.	High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. *The three colleges share a common core curriculum across the District, e.g. Eng 1A, His 7, Math 35, etc.	P	S
d.	The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e.	The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f.	The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies	P	S
g.	If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h.	The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i.	The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:		P	S

		P	S
a.	An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b.	A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c.	A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5.	Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6.	The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	S
a.	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
b.	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c.	The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and	P	S

	College	District
regularly reviews institutional policies, procedures, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services. *The three colleges share the same Board policies and procedures which are reviewed periodically. The colleges are responsible for the content of their catalogs, documents, and information disseminated to the public.		
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks. *Institutional Code of Professional Ethics is a district board policy.	SH	SH
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

B. STUDENT SUPPORT SERVICES
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S

	P	S

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
    a. General Information
    b. Requirements
    c. Major Policies Affecting Students
    d. Locations or publications where other policies may be found.
	P	S

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. *The three colleges share an application and placement instruments; validation of the instruments occurs across the district.	S	P
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policiesfor release of student records. *Each of the colleges is responsible for maintaining, storing, and managing their own records. The District manages one administrative system, Datatel, and maintains a secure back up of records and files.	P	S
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
C. LIBRARY AND LEARNING SUPPORT SERVICES Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and		

collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Standard III: Resources

A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	SH	SH
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	P	S
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH

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	College	District
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	S	P
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S
a. The institution plans professional development activities to meet the needs of its personnel.	P	S
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S
B. **PHYSICAL RESOURCES** Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	P	S

a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	P	S
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	P	S

C. TECHNOLOGY RESOURCES Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	P	S

D. FINANCIAL RESOURCES
Financial resources are sufficient to support student learning programs and services and to

improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning. Once the District receives its allocation from the state, the District and colleges engage in a collaborative process which utilizes the agreed-upon Budget Allocation Model (BAM) to allocate financial resources. Each college is then responsible for managing its own financial resources.

	College	District
1. The institution's mission and goals are the foundation for financial planning.	P	S
a. Financial planning is integrated with and supports all institutional planning.	P	S
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	P	S
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	SH	SH
a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	P	S
c. Appropriate financial information is provided throughout the institution, in a timely manner.	S	P

d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	P	S
e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.	P	S
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	P	S
a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	S	P
c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	S	P
d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.	S	P
e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	S	P
g. Contractual agreements with external entitites are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	S	P
h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures	S	P
4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	P	S

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Standard IV: Leadership and Governance		
A. DECISION-MAKING ROLES AND PROCESSES The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S

	College	District
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

B. BOARD AND ADMINISTRATIVE ORGANIZATION In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	N/A	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	N/A	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N/A	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	N/A	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	N/A	P
i. The governing board is informed about and involved in the accreditation process.	SH	SH

j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts.	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the	S	P

		operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.		
b.		The district/system provides effective services that support the colleges in their missions and functions.	S	P
c.		The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d.		The district/system effectively controls its expenditures.	S	P
e.		The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f.		The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g.		The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

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