



State Center Community College District

Organizational Review, Centralized Services

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College Brain Trust

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Table of Organization

	Page
I. Executive Summary.....	3
II. Project Overview.....	5
a. Description of district	
b. Current organization structure	
III. Charge of Organizational Review, Centralized Services.....	7
a. List of topics for organizational reviews	
IV. Methodology.....	9
a. Initial district office and campus visits	
b. District-wide survey	
c. On-site visits	
d. Documents reviewed	
e. Benchmark districts	
V. Overarching principles and observations.....	17
a. Guiding Principles of the CBT Team	
b. General Observations of the CBT Team	
VI. General recommendations.....	20
VII. Organizational recommendations.....	23
a. Option One	
b. Option Two	
VIII. Appendix.....	31
a. Acknowledgements	
b. Groups interviewed	
c. Individuals interviewed	
d. Survey Monkey questions	
e. Current district table of organization	
f. Data from Benchmark districts	

I. Executive Summary

In fall, 2010, the State Center Community College District hired the College Brain Trust consulting team to conduct an organizational review of the district and its centralized services. The district was seeking recommendations to make its centralized services and organizational structure more effective and efficient.

As the first step in the discovery process, the consultants visited the district, interviewed and met with over 300 employees and students, and conducted a district-wide online survey that was completed by 270 faculty, administrators, classified and students.

The consultants found a district dedicated to serving students and committed to improving its colleges and centers. The consultants also found an organization structure and central services that could better serve students, prompt efficiencies and improve effectiveness at the campus level if several important changes were implemented in the coming year.



Madera Center

The current organizational structure of centralized services reflects decisions made years ago that, in some cases, no longer fit the best interest of students or the colleges and centers. The current organizational structure also, in some ways, should be updated to reflect new challenges and opportunities facing the district, including the pending accreditation of a third college.

The consultants concluded there should be clearer lines of responsibility and accountability within the district office, on the colleges/centers, and between the district office and the colleges/centers. The consultants also concluded a number of organizational changes should be taken to strengthen the relationship between the District Office and the colleges/centers and prepare the district for the accreditation of its third college.

The community college districts in California are entering an Era of Scarcity. The district needs to move forward with planning, a resource allocation model (RAM) and a strengthen use of technology to meet these challenges.

The consultants have presented a set of General Recommendations and a set of Organizational Recommendations that address these and other issues.

The General Recommendations – including the strong need for a resource allocation model and a plan to provide implementation of the Datatel modules and training to employees – reflect issues the

consultants identified affecting the efficiency of the district generally and its ability to manage itself effectively.

The Organizational Recommendations are provided within three options: the first being steps and actions the consultants believe should be taken immediately for the long-term benefit of the district; and the second and third options offer different approaches to reorganizing the chancellor's cabinet. Both the second and third options include recommendations on how the chancellor's cabinet should be organized and programmatic recommendations to strengthen the structure.

The first option – titled, “Immediately Improving the Current Structure” – includes eliminating three positions, including the vice chancellor, north centers; the district-wide DSPS director, and the vice president, admissions and records. The vice chancellor, north centers, should be replaced by a president-designate, Clovis Community College. The responsibilities of the DSPS and admissions and records positions should, in effect, be returned to the campuses.

The second and third options are titled, “A New, More Focused Cabinet” and “Lean and Flexible,” respectively. Both options call for reducing the number of cabinet members.

The second option, “A New, More Focused Cabinet,” recommends the district upgrade

the role of Information Systems (or MIS) to a vice chancellor with responsibility also for institutional research and planning. In addition, the consultants recommend replacing the current workforce and education services vice chancellor with a vice chancellor for education services with increased responsibilities.

The third option, “Lean and Flexible,” further reduces the chancellor's cabinet, eliminating the vice chancellor, education services and assigning those duties to colleges.

Both the General Recommendations and the Organizational Recommendations may be implemented, depending on the needs of the district and opportunities and challenges in the year and years ahead.

The consultants offer these recommendations fully confident in the ability of the district's leadership and staff to work together to continue making its colleges and centers outstanding learning centers for students throughout the State Center Community College District.

The consultants assume the chancellor will be coming to board with her responses to these recommendations and, if appropriate, a timetable for implementing the recommendations that she and the board wish to move forward.

II. Project Overview

Description of district

The State Center Community College District serves more than 30,558 students on its colleges and centers. The District provides a wide range of education and job training services to Fresno County, Madera County, and a portion of Kings and Tulare Counties. The District includes two accredited colleges – Fresno City College and Reedley College.

In addition to the two community colleges, the district governs four educational centers and outreach centers located in Fresno, Madera, Clovis, and Oakhurst, as well as a number of community outreach programs. Each college/center has a distinct and unique identity, socio-economic and ethnicity mix as well as unique program offerings. The District offers higher-education opportunities to thousands of students who might otherwise be unable to attend classes beyond high school. Associate of Arts and



Willow International Center

Science Degrees are offered in a wide variety of subjects along with many vocational programs.



Fresno City College

The District Offices are located adjacent to the Fresno City College campus in central Fresno. Most centralized District services are administered through the District Office, which is intended to serve the various colleges/centers of the District. These centralized services include the Chancellors Office, Finance and Administration, Human Resources, Workforce Development and Educational Services, Admissions and Records, Construction, Maintenance and Grounds, Information Systems, General Counsel, and Foundation. Other District wide services include Foodservice operations, Bookstore operations, DSP&S programs, Financial Aid, and MIS reporting. Management of these operations is assigned to District and/or College administrators.

Current organization structure

The district is governed by a publicly-elected Board of Trustees of seven voting members and two non-voting student trustees. The Board of Trustees employs a chancellor who serves as the chief executive officer of the district. The chancellor reports directly to the board.

(See Current District Table of Organization in Appendix, page 35.)

The chancellor currently has nine direct reports that also comprise her cabinet. They include:

- President, Reedley College
- President, Fresno City College
- Vice Chancellor, North Centers
- Vice Chancellor, Finance
- Associate Vice Chancellor, Human Resources
- Acting Associate Vice Chancellor, Workforce Development and Education Services
- Executive Director, Public & Legislative Relations
- General Counsel
- Executive Director, Foundation
- Associate Vice Chancellor, Business & Operations

The district also has three college administrative positions that have responsibility for district-wide programs and services. They include:

- District-wide director of DSPS (reporting to the president of Fresno City College) and who is also district-wide director of classified professional development (reporting to the president of Reedley College.)
- Fresno City College Vice President, Administrative Services, responsible for bookstores at all district sites.
- Reedley College Vice President, Administrative Services, responsible for food services at all district sites.

Personnel Commission: The State Center CCD is one of only a handful of California community college districts that have a Personnel Commission. The Personnel Commission administers the State Center CCD merit system for classified employees. It is a body of three members appointed to three-year terms. The merit system is a set of laws, rules and procedures by which classified employees are governed. The purpose of the merit system is to ensure employees are selected, promoted and retained on the basis of merit and fitness.

III. Charge of Organizational Review, Centralized Services

The State Center CCD is a dynamic, growing and changing community college district that faces a number of challenges in the years ahead. The district hired the College Brain Trust to help identify ways in which centralized services can be delivered to the campuses and the public in the most responsive and efficient manner possible and build logical and functional groupings of programs and services. Included in the review were services administered by the District Office as well as those that could be assigned to campus administrators.

The College Brain Trust team was also asked to recommend an organizational structure that would strategically help the district respond to future directions of the district.

The study undertaken by the College Brain Trust consulting team was an extensive examination designed to determine whether departments are organized appropriately and delivering, managing, or utilizing resources in a responsive, efficient, and economical manner. The study examined both strengths and inadequacies related to the current organizational structure and causes of any inefficiencies or uneconomical practices.

The consultants have provided two-tiers of recommendations: the first relates to an improved organizational structure for centralized services and the second relates to program improvements.

The consultants did not analyze the competency of any employee or base its recommendations on the performance or job preference of any employee.

List of topics for organizational review

As a result of the directions provided by the district's Request for Proposals, the survey, interviews, data analysis, and group meetings undertaken by the consultants as well as their own professional experience and judgment, the following are some of the key areas reviewed for this study.

- Chancellor's Office
 - General Counsel
 - Foundation
 - Public and Legislative Relations

- Finance and Administration
 - Construction Services
 - Police
 - Purchasing

- Information Systems
- Business and Operations
- Finance
- Grounds Services
- Maintenance Operations
- Environmental Health & Safety

- Workforce Development & Education Services
 - Admissions & Records
 - State Center Consortium
 - Center for International Trade Development
 - Grants
 - International Education

- Institutional Research
- Human Resources
- DSPS
- Financial Aid
- Future organization of Centers
- Table of organization of chancellor's cabinet

IV. Methodology

Initial District Office and Campus Visits

On October 26 and 27, College Brain Trust project leader Dr. Robert Jensen and team member Ray Giles visited the district to make preliminary arrangements for the study, to meet with district officials and to visit the campuses and centers.

Dr. Jensen and Mr. Giles met with Chancellor Deborah Blue, Acting Vice Chancellor Robert Fox, Fresno City College President Dr. Cynthia Azari, Reedley College President Barbara Hioco, Vice Chancellor of the North Centers Dr. Terry Kershaw and others.

The College Brain Trust team members visited the District Office, Fresno City College, Reedley College, Willow



Reedley College

International Center and the Madera Center. During the campus visits, the team visited both the bookstores and the cafeterias.

District-wide survey

In conjunction with key district employees, the College Brain Trust team developed a survey to obtain feedback, ideas, suggestions and opinions from district employees and student leaders on a variety of issues related to the Organizational Review. (A complete list of the questions can be found in the Appendix, page 33.)

Using the services of SurveyMonkey.com, the State Center CCD Organizational Review Survey was distributed – along with the survey for the Bookstore and Food Service Review – to all State Center CCD employees and many student leaders. Employees and students were given two weeks – Nov. 11 through Nov. 23 – to participate.

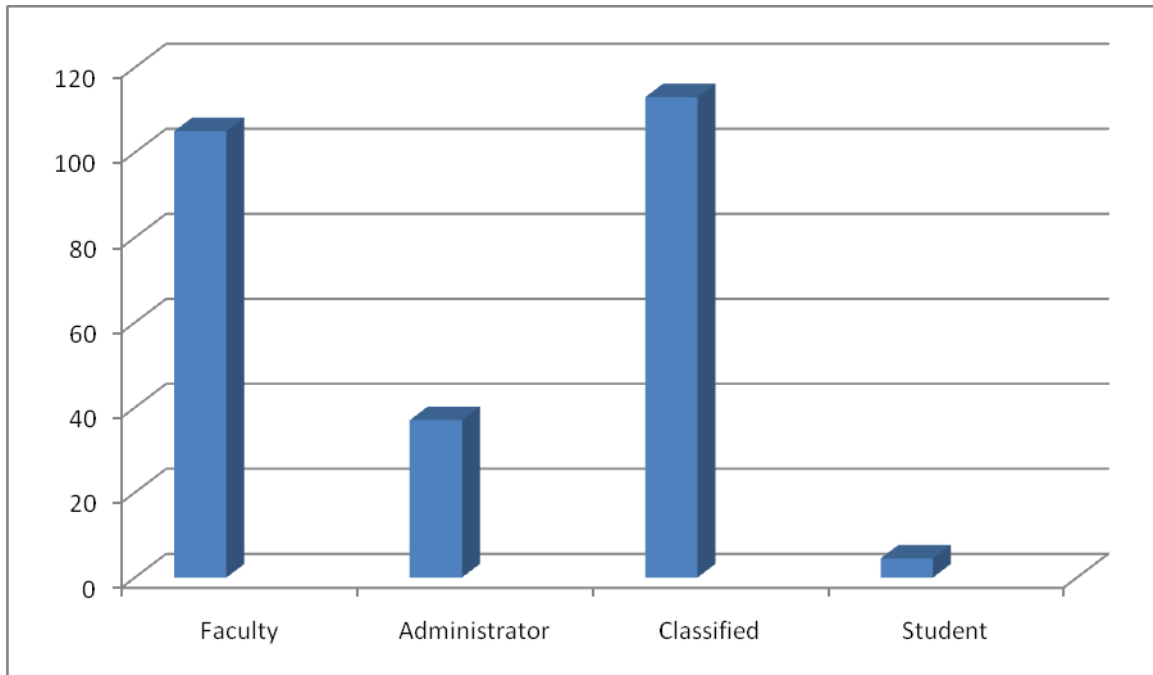
Participants were told the responses were completely confidential in order to encourage candor and direct feedback to the CBT team. The chancellor and her staff completely agreed and supported this approach.

Two hundred and seventy State Center CCD faculty, administrators, classified and students responded. The bar chart below shows the diversity of the response pool by category of responder and work location of responder. The chart below also indicates the response from employees to the survey was significant.

The answers to the survey questions have been carefully reviewed by the College Brain Trust team. The consultants found the responses, in general, thoughtful and helpful.

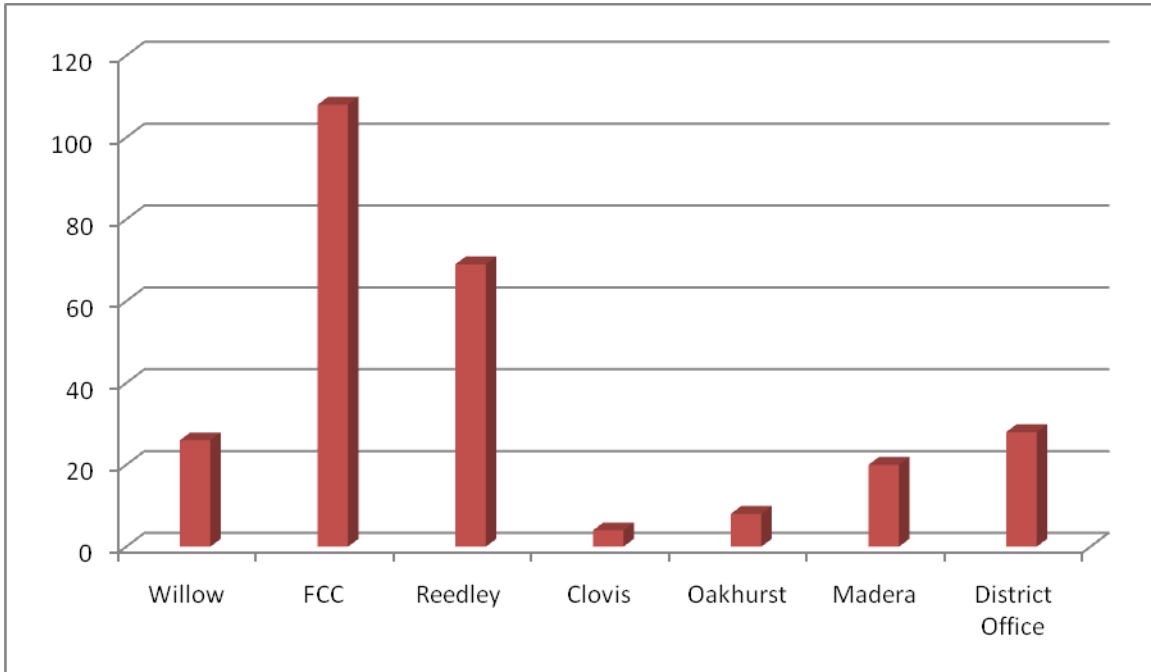
Total responses to question: 270

Describe for us who you are.



Numbers:
Faculty: 105
Administrator: 37
Classified: 113
Student: 6

Describe for us where you work or go to school.



Numbers:

Willow International: 26

Fresno City College: 108

Reedley College: 69

Clovis Center: 4

Oakhurst Center: 8

Madera Center: 20

District Office: 28

On site visits (November 15 -17) and follow up phone interviews

The College Brain Trust team visited the district Nov. 15 – 17 and met with and interviewed a significant number of State Center CCD employees and student leaders. (See complete list in Appendix, page 31.) The consultants first participated in a district-wide kick-off meeting hosted by Chancellor Deborah Blue of all persons scheduled to be interviewed. At the meeting, the Chancellor shared with more than 100 employees and students why the review was being undertaken and its goal. The subsequent meetings and interviews conducted by the CBT consultants were held at the Clovis Center, Willow International Center, Madera Center, Reedley College, Fresno City College and the District Office. Open Forums, in which all students and employees were invited to share their ideas and information with the consultants, were also held at all sites.

Documents reviewed

The CBT team requested and was provided a number of key informational documents that were all carefully reviewed, including:

- Job descriptions of direct reports to the chancellor
- *A Vision for Success – Strategic Plan 2004 - 2007*
- *A Vision With Values – 2008 Strategic Plan*
- Accreditation Documents:
 - Fresno City College
 - Reedley College
- Collective Bargaining Agreements:
 - State Center Federation of Teachers (2006 – 09)
 - Part-Time Faculty Bargaining Unit (SCFT) (2006 – 09)
 - California School Employees Association (2006-09)
- Educational Master Plans:
 - Fresno City College
 - North Centers
 - Reedley College
- Enrollment data
- Tables of Organization:
 - District Office
 - Colleges
 - Centers
- 311 data
- Audit report for 08-09

Benchmark districts

The consultant team also gathered data on four benchmark districts (Kern, Contra Costa, Rancho Santiago, and Ventura) which were considered similar size and complexity (including multiple colleges with centers) as State Center CCD. The team collected organizational structure information from the district websites and financial information from the State Chancellor's Office.

It is important to note that every community college district in California, including the benchmark districts used in this review, have unique traditions, visions, history and needs. There certainly is no district with the "perfect" structure for like-districts to emulate. Instead, like-districts provide valuable reference points when considering local options.

Organizational structure comparison to benchmark districts

While each district's organizational structure is unique and influenced by their community, history, personalities, missions and students, there are some common themes and conclusions which can be drawn from this comparative data. (A table showing the comparative organizational structures is attached in the Appendix, on page 36.) We believe these reference points are useful.

1. It appears that the span of control for direct reports to the Chancellor is much larger in SCCCCD than in other districts. The Chancellor at SCCCCD has nine direct reports as referenced earlier in this report.
2. The practice of having a Vice Chancellor of Educational Services in the district office varied widely; Ventura CCD has none, Kern CCD has Vice Chancellor, Ed Services; Contra Costa has none; Rancho Santiago has an Executive Vice Chancellor, Human Resources and Educational Resources.
3. Benchmark districts had a higher level IT position than SCCCCD in almost all cases; Contra Costa has an Associate Vice Chancellor/Chief Information Officer; Ventura has Associate Vice Chancellor, IT and Rancho Santiago has Associate Vice Chancellor, IT. Only Kern has a director level IT chief. The IT departments almost always consisted of a Vice Chancellor and one other managerial position in order to provide necessary services for operations and instructional computing support. In addition, the

- IT staff at the colleges reported to the district level vice chancellor, even though they were housed at the campuses.
4. Two districts have an executive level vice chancellor to whom most district office functions report (presumably to reduce the number of direct reports to the Chancellor) Contra Costa has a Vice Chancellor District Wide Services; Kern has a Vice Chancellor, Operations Management.
 5. The CBT observed that comparative districts that had Police Departments, always had those departments reporting to at least a Vice Chancellor (or Chancellor) level, as compared to SCCC where the Police Department reports to an Associate Vice Chancellor who in turn reports to a Vice Chancellor.

Financial comparison to benchmark districts

The team compared financial data on the benchmark districts to SCCC and observed the following:

1. Salaries as a percentage of total expense were almost identical in three of the four districts at a ratio of 85.7% for 2008-09 FY. Only Kern was much lower at 77.7%. SCCC appears to be in alignment with comparative districts on this data point.
2. 50% law reports for 2008-09 show State Center CCD at 50.35%, a very close proximity to the minimum 50%. Other districts were at 50.67%, 51.16%, 52.04% and 53.29%. Because State Center is so close to the 50% law minimum, it is likely that almost every resource allocation decision will be affected by this law so as not to fall under 50% and incur financial penalties.
3. Administrative costs are difficult to compare across districts because of the nature of the object code and TOP/ASA codes assigned to expenditures. The best source of comparison is the State "Fiscal Data Abstract" which collects CCFS 311 financial reports and houses those data in a statewide report. Using this report, and analyzing TOP code accounts 6000-6700 (basically the non teaching accounts), State Center CCD had a ratio of 39% of its operating expenditures devoted to these categories in 2008-09. Comparative districts showed ratios of 33%, 38%, 40% and 40% (see table in appendix for detail). Remember that these data are at a macro level and report non teaching expenditures only at a district wide level. It is our conclusion that SCCC is within the range of benchmark districts when comparing the ratio non teaching TOP/ASA department costs to the Total cost of Education as

reported on the 311. (This comparison is a different analysis than the 50% law as the 50% law examines strict “object code” distribution of expenses, while the TOP/ASA reports distribute all expenses into departments, so it is another lens to examine where expenses occur). The total cost of instructional programs is in line with comparative districts.

V. Overarching Principles and Observations

After a careful review of the documents, the data, the results of interviews and group meetings with staff and students, the consultants identified the following principles and observations as a basis for their recommendations.

Guiding Principles of the CBT Team

- There should be a balance between centralized (managed district-wide) and decentralized (managed on campus) functions in order to best support student success goals. The optimal balance is both cost-efficient and student centered.
- District offices should see themselves as a service organization rather than serving primarily as a control function.
- District offices should be oriented towards supporting student success at the campuses and centers.
- There should be clear lines of responsibility and accountability within a district office and between the district office and the campuses.
- Student services programs directly supporting students are most effective when supervised at the colleges.
- CBT recommendations to a district regarding organizational review should be as cost neutral as possible.
- The District office should be “lean and flexible” in terms of staffing for centralized services.
- Districts should take an entrepreneurial - cost-center approach whenever possible.
- Districts should leverage technology to the max to backfill for limited staffing and leveling workloads.

“The District seems intent on trying to control the campuses. If that is the intent, why do we need campus administrators? I am troubled by the priorities I see coming out of the district office.”

Survey Monkey response

- Tables of organization should be focused on goals and should change with the district's objectives and priorities as appropriate.
- Districts and colleges should embrace data-driven decision-making.
- Districts and colleges should recognize the difference between day-to-day supervisory responsibility and programmatic responsibility.
- Generally, dollars should follow students for all programs and services.

General Observations of the CBT Team

"Need better collaboration between Admissions & Records and the campuses. A & R is a support function and needs to work collaboratively with all campuses."
District employee via Survey Monkey

- Community colleges in California, including the State Center CCD, are entering an Era of Scarcity.
- District needs coordinated district planning efforts for college educational master plans, district strategic plans, college and district facilities master plans, technology master plan, and research projects.
- With state funding likely to decline and Willows International Center scheduled to become an accredited college, the district needs strong enrollment planning, coordination and analysis with FTE and WSCH/FTEF targets based on community needs, district mission, and student demographics.
- District needs an articulated Resource Allocation Model (RAM) for distribution of resources pertaining to full-time and part-time faculty, full-time classified, operating budgets, bond money, and lottery money.
- District needs strong leadership of technology (to include voice and data systems). This leadership needs to insure that the acquisition, deployment, support and evaluation of technology meet the needs of the instructional and administrative functions within the district.

- District needs clarification on some district and campus reporting structures that have caused confusion on campus and in the district office as to whom reports to whom and the scope of authority and duties at district and colleges for certain positions, including Admissions and Records and DSPS.
- District needs clarification of workforce and economic development function at the district level.
- The District is extremely close to 50% law (50.35% and 50.39% in 2009 and 2008), which is a financial deterrent to flexibility.
- District needs strong research function coordinated between district and colleges.
- District and colleges would benefit from clearer and improved lines of communication, coordination, collaboration, reporting and accountability.

VI. General recommendations

The College Brain Trust team has conducted a thorough and complete assessment of the district's organizational structure. Many factors are forcing and pushing the college for change – fiscal crisis, new people, a new college – in the district. The following recommendations are designed to make the district's organizational structure more effective and efficient and, at the same time, respond strategically to these many factors mentioned above. The consultants assume the chancellor will be coming to board with her responses to these recommendations and, if appropriate, a timetable for implementing the recommendations that she and the board wish to move forward.

1. Due to the likely “Era of Scarcity” facing California community colleges in the next few years, State Center CCD needs to directly tie resources to goals, mission and vision. The district should develop a resource allocation model (RAM) and an enrollment management plan. The resource allocation is a clearly defined process and criteria for how funds are allocated to the colleges, centers and district office in times of expansion and in times of contraction. The model needs to be developed collaboratively. This model will describe a clear roadmap so college constituencies can predict how resources allocated to them will grow or shrink. Dollars should follow students and economy of scale should be a consideration. Managing and coordinating enrollment is becoming even more complex and critical in the State Center CCD district as it will soon have three colleges and three centers. An enrollment management plan is critical when the district is over enrolled and above cap, as it is now, in order to determine where enrollment has to be curtailed. An enrollment management plan is also critical to drive capital outlay plans for State financing and/or a new local general obligation bond program.
2. Fully implement the core Datatel modules, such as HR position control.
3. There is a significant need throughout the district for training on various Datatel functions. The district should evaluate the effectiveness of the current training and then initiate a plan to provide an effective training process for employees.

“I would like to see consistent training from the district office on Datatel. All of the training I have received has been from campus staff. When there are questions regarding our data we don't have someone to call. Shouldn't this be a function of the District IT staff?”

District employee via Survey Monkey

4. Accountability and assessment in all programs and services across the district/colleges should be encouraged to help foster data-driven decisions. In order to be data driven, the district needs to attend to data collection, data analysis, data distribution, etc.
5. The consultants could not identify any coordinated, or current, organizational planning documents. In order to provide long-term direction for the district and its colleges, State Center CCD should update its 2008 Strategic Plan and use that as a guiding document for planning and evaluation.
6. State Center CCD has very little capital funding from a local general obligation bond compared to most districts in California. While there are still some General Obligation Bond funds left from the \$161 million bond authorization, there are clearly significant capital needs related to utility infrastructures, renovation of facilities, new buildings and data/voice technology upgrades throughout the district. The lack of funding for these projects will be a disadvantage to State Center CCD students. The team recommends State Center begin planning for a General Obligation Bond election in 2012 or 2014 to address these important facilities and equipment issues.
7. Regardless of the organizational structure that the district ultimately implements, the State Center CCD should establish a structure of formal collaboration among stakeholders (e.g. vice presidents of instruction and vice presidents of business services). The stakeholders across the district should be meeting regularly among themselves, regardless of whether these meetings are coordinated by a vice chancellor or a rotating peer chair, to encourage communication, cooperation and planning.
8. The State Center CCD should take affirmative steps to improve police protection of the district to respond to serious concerns about safety, such as the Reedley College dorms, at the centers at Madera and Willow International and the college campuses. The team recognizes that in this era of scarcity, it is unlikely that new resources will be found for major expansion but would encourage the district to think creatively by using the following approaches:
 - Explore contracting with local law enforcement to supplement district police services where locations or times of day do not allow sufficient coverage from the district police department.
 - Increase student safety by installing emergency call stations in parking lots or buildings where safety may be a concern.

- Consider hiring staff Community Service Officers as an example to supplement post certified officers that are visible and equipped with proper communication tools.
 - Consider exploring the education code authorization for uses of parking fund to determine if that could be used directly or indirectly to expand safety services for students and staff.
9. The position of general counsel does not exist in the districts identified by the consultants as comparative to State Center CCD. As a result, it is imperative that the district continually evaluate the position in terms of its cost-benefit versus the cost of outside counsel(s).
 10. With the accreditation of Clovis Community College planned within the next two years, the three comprehensive colleges should establish a district-wide academic senate to deal with curricular issues.
 11. During the review of the re-alignment of the centers (see Option One in Section VII), we suggest the district re-evaluate the need for the position of North Centers vice president of instruction and student services.
 12. There are only a few community college districts in the state that have a Personnel Commission. The State Center district and unions should evaluate the benefit of the commission in terms of the costs associated with supporting the Personnel Commission (both direct staff members assigned to the office and indirect costs associated with commission appointees and the time the activity takes from their duties). In lean times, it is critical that all programs be reviewed.

VII. Organizational recommendations

The College Brain Trust team is submitting a primary set of recommendations, along with two options for creating new positions at the executive level by repurposing existing positions for improving the organizational structure of the district. The recommendations are based on the principles and observations listed in Section V and the best practices at community colleges throughout California and the United States. Each recommendation is designed to improve the organizational structure in order to allow State Center CCD to respond to the strategic challenges facing the district in the years ahead and to mitigate current structural alignment problems that have resulted in problems related to accountability, authority, efficiency and some confusion.

The two options provide an opportunity for discussion among district leaders around the issue of decentralization versus centralization of services within a difficult financial climate. The district can obviously pick and choose as it sees fit among the recommendations.

As the General Recommendations in the section above and the Organizational Recommendations listed below make clear, State Center CCD would benefit from both structural and cultural changes and improvements. Improvements in the latter will be critical in the success and implementation of whatever structural changes are ultimately decided on by the district.

Organizational Recommendations

The College Brain Trust team recognizes that the State Center CCD, as well as all other California community colleges, face many challenges in both the near- and long-term, including the challenge of dealing with the state's fiscal crisis.

The College Brain Trust team recommends, at a minimum, the chancellor undertake the following core organizational changes in the coming year. These recommendations should be implemented before implementing any recommendations in Option One or Option Two.

1. Repurpose the position of Vice Chancellor, North Centers and create the position of President-designate, Clovis Community College. The district needs to begin immediately to plan for a new college and to decide how to re-align the remaining centers once Clovis CC is accredited. Implementing this recommendation will assist the district chancellor and her cabinet to more

- effectively deal with other pending issues, including budget allocation model (RAM), Information Systems, planning and research.
2. Make a decision in 2011 as to what college or colleges the Madera, Oakhurst and Southeast centers are going to be aligned with once Clovis Community College is accredited.
 3. Hire an institutional research consultant to work with district to build an appropriate data warehouse and common district-wide research agenda.
 4. Reassign the position of district-wide director of DSPS that currently reports to the president of Fresno City College and assign it to a college. Assign DSPS responsibilities and positions to each campus and have those positions report directly to the vice president of student services.
 The DSPS directors should form a district-wide committee to coordinate policies, forms, practices, DSPS student services and funding.
 The responsibilities for district wide classified training, currently housed at FCC, should be assigned to district human resources.
 5. Fill the Vice Chancellor, Finance and Administrative Services with a permanent hire as soon as possible.
 6. Elevate the Information Systems leadership role at the district office.
 7. The environmental health and safety professional at Fresno City College and the district director of environmental health & safety should be combined into one unit. The supervisor should report directly to the Vice Chancellor, Finance and Administrative Services. The skills and time of both positions would be better served as a district function to serve the total district's environmental health and safety issues.
 8. Consistent with our guiding principle to align services and decisions on the campuses whenever practical and possible, eliminate the position of vice president, admissions and records in the district office and assign the admissions and records responsibility to each campus. The current responsibilities should be assigned as listed in the following chart. Please note that most of these functions assigned to the colleges will require appropriate information systems backup.

Centralized Function	Assign to:
Records: Transcript processing	Colleges
Records: Imaging OCR	Information Systems
Records: Online forms process	Information Systems
Records: Electronic intake of faculty rosters and attendance	Information Systems

Records: Refund/Fee reversal petitions	Colleges
Records: Degree audit setup and graduation processing	Information Systems
Admissions: Scanning of all paper applications	Colleges
Admissions: Processing of online applications	Colleges
Evaluations: Graduation	Colleges
Evaluations: External transcript evaluation	Colleges
Evaluations: Build catalog requirements	Colleges
Registration: District policy, planning and calendaring	Vice Chancellor, Education Services or coordinating committee if no position
Registration: Mailings	Colleges
Registration: Faculty drops	Colleges
Registration: Waitlist management	Colleges
Reports: National Student Clearinghouse	Information Systems
Reports: Verifications	Information Systems
Reports: Calculation of academic standings	Colleges
Reports: Subpoenas	Colleges
Web/Touchtone Helpline	Information Systems

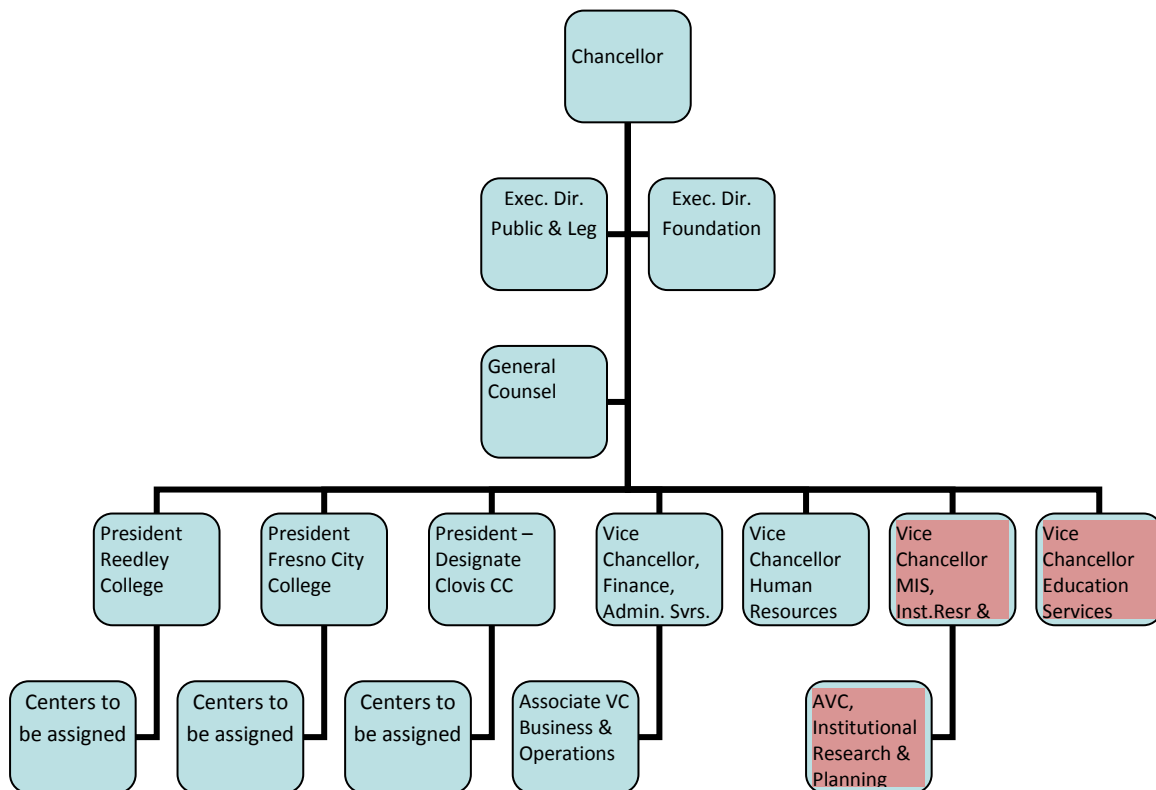
Decentralized Function	Assigned to:
Records: Counter services	Colleges
Records: Circumstances (WE) petitions, external transcripts, SSN changes	Colleges
Records: Faculty services – facilitate the GRP, WE petition paper flow, campus distribution of completed records	Colleges
Records: Repeat petitions	Colleges
Records: Campus Center for records distributions (completed transcripts)	Colleges
Admissions: Paper applications (SHAP only)	Colleges
Admissions: In Class Registration (SHAP only)	Colleges
Admissions: Residence resolution	Colleges
Evaluations: On campus intake of academic evaluations	Colleges
Evaluations: Athletic eligibility	Colleges

Registration: In class registration	Colleges
Registration: Counter Add/Drop transactions	Colleges
Registration: Reinstatements	Colleges
Registration: RTG on scheduled dates	Colleges
Web Room: Assist students with forms online and web registration	Colleges
Reports: Subpoenas – local files	College

9. The Vice Chancellor, Finance and Administrative Services should assume leadership for long-term enrollment planning. Overall planning lies, of course, with the chancellor’s cabinet but the VC, Finance and Administrative Services should be responsible for developing short- term enrollment planning and implementation. He or she is also responsible for budget development, development of a resource allocation model, communicating impact of district-wide FTES (funded and unfunded), FON, 75/25, and forecasting SB 361 implications for base funding as centers continue to evolve.
10. The police department should report to the Vice Chancellor, Finance and Administrative services to relieve some workload of the Associate Vice Chancellor, Business & Operations and to give this department higher visibility
11. The current duties of the Associate Vice Chancellor, Business & Operations are too broad. The associate vice chancellor should only be responsible for maintenance operations, grounds and construction.
12. The Associate Vice Chancellor, Business & Operations, should implement the following programmatic improvements:
 - a. Clarifying how funding is distributed and day-to-day priorities are established
 - b. Clarifying roles and responsibilities of staff at the colleges and at the district in M & O
 - c. Establishing a “service oriented” or “customer first” attitude among staff
 - d. Improving the maintenance service request (MSR) procedures throughout the district.
 - e. Clarifying construction vs. maintenance definitions and funding so colleges can plan for who has budget responsibility
 - f. Creating a “generalist” classified position to deal with maintenance issues so narrow job descriptions do not impede flexibility. This position should report to the college chief business officer.

A. Option One- Use existing FTE to create a Vice Chancellor Education Services & Planning, Vice Chancellor, MIS & Institutional Research, and Associate Vice Chancellor, Institutional Research & Planning

The College Brain Trust team recommends the following organizational structure should be considered if funds are available for implementation



This option would fill existing organizational gaps, particularly in the areas of planning, research, and technology leadership.

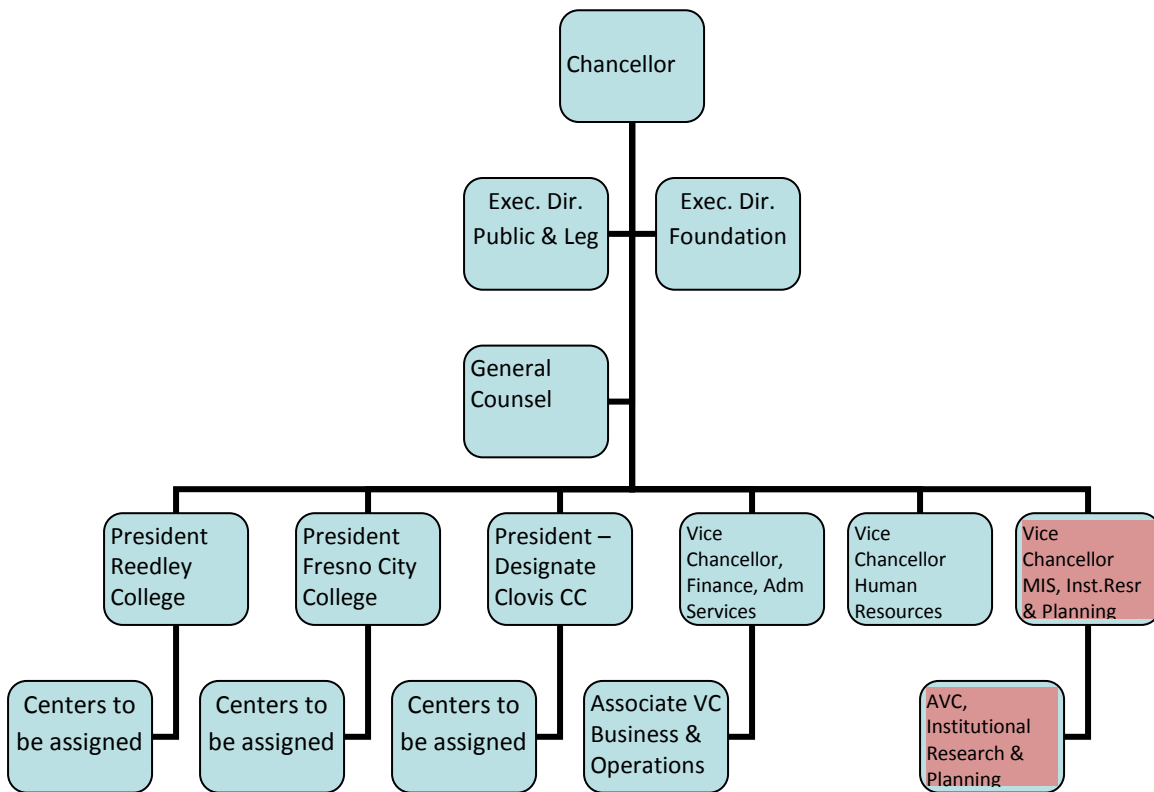
1. The new position of Vice Chancellor, Education Services would be responsible for supervising the following services and programs:
 - a. Academic and student services program coordination
 - b. Coordination of major planning initiatives (Strategic Plan, Ed Master Plans, Facility Master Plans, Technology Master Plans)
 - c. Coordination of Graduation , articulation and transfer requirements
 - d. Training Institute
 - e. State Center Consortium
 - f. Center for International Trade
 - g. Grants

- h. International Education
 - i. Workforce Development coordination among the colleges and centers
- 2. The Training Institute, the Center for International Trade, Grants, and International Education should be turned into cost centers and should become, within three years, self-funded departments. The consultants recommend a three-year phasing out of district funding for these departments (see box below.)
- 3. Create a new position of Vice Chancellor, MIS & Research. There is an immediate and long-term need for a stronger “voice” at the cabinet level on these issues. The new Vice Chancellor should be responsible for
 - a. district-wide software standards,
 - b. network standards,
 - c. hardware standards,
 - d. academic computing,
 - e. voice/data standards,
 - f. and development and implementation of a district-wide technology master plan.
- 4. Upgrade Associate Vice Chancellor, Human Resources to Vice Chancellor, Human Resources. Programmatic improvements necessary in Human Resources: Implement Datatel HR module, improve personnel coordination with colleges, add campus administrative representation to district collective bargaining team, train appropriate personnel after contract approval, improve position control, and codify and consistently implement human resources procedures.
- 5. Create a new Associate Vice Chancellor, Institutional Research to strengthen the research function in the district. This person would have responsibilities such as:
 - a. Creating and managing the newly developed data warehouse
 - b. Coordinating research activities with the colleges
 - c. Coordinating all state reporting requirements for MIS and attendance accounting
 - d. Providing research data to all master plan leaders (education, strategic, facilities, technology)
 - e. Coordinate self study research data for accreditation
- 6. Day to day workforce development activities and responsibilities should be moved to the campuses, with overall coordination for district wide activities assigned to the Vice Chancellor, Education Services.
- 7. The grants development officer should be funded from indirect costs of grants if it is to remain as a district level position. The district should evaluate the extent that the position is able to independently secure competitive grants versus pass through state and local grants. This position should be a powerful position for bringing in additional funds.

Recommendation regarding cost centers: A cost center is activity or program or service that is a desirable addition to the district or college but, given the current fiscal climate and scarcity of resources, should be charged with raising revenue to offset any general fund expenditures used as indirect and direct cost of operations. The goal of cost centers should be to be cost-neutral to the district or college. The consultants recommend these programs be given three-years to reach a break-even point with general funds being reduced one-third each year.

Option Two-Create Vice Chancellor, MIS Institutional Research and Planning, and Associate Vice Chancellor –Research only

If the College Brain Trust team were building a multi-college district office from scratch, or using a zero-based budgeting approach to build a multi-college district office utilizing the least fiscal resources and FTE, we would identify the following absolutely necessary vice chancellor/associate vice chancellor positions as: the chancellor; vice chancellor, finance & administrative services; vice chancellor, information systems; vice chancellor, human resources; associate vice chancellor for business and operations and an institutional research associate vice chancellor



In this option, the duties envisioned under a Vice Chancellor, Educational Services would be split in the following manner: The planning function would move to the VC MIS; the workforce coordination would have to be assumed by the Chancellor; supervision of the Training Institute, State Center Consortium, Center for International Trade, and the grants office would have to be assigned to other district level administrators or to the colleges; district wide coordination of academic and student services programs would have to be performed among the colleges/centers departments.

Related recommendation:

1. College institutional researchers should report directly to the campus presidents as well as being members of the district-wide institutional research team and be evaluated by the president with input from the new VC MIS & Planning & Research. The institutional research team should be responsible for a common data warehouse and metric standards. The associate vice chancellor, research should be responsible for state reports in conjunction with the IT department.

I share the example of a simple form to repair a hole on the campus. Form starts in an office on the FCC campus.... and then is routed to the campus business office to a staff person.... then goes to a line supervisor and then it goes to the business office auditor.... and then it goes to the business office secretary.... and then it goes to the VP, Business then it goes to the president's office... and then it goes to the District Office where it goes to a staff person in the business office... and then it goes to a line supervisor... and then it goes to the DO auditor and then it goes to the vice chancellor of business office or the appropriate office for maintenance. At that time it may get processed or not and the originator has no idea of where it is or if it was done. This simple task may take weeks and especially if it gets lost which often happens no one knows where it is resting.

A district employee

VIII. Appendix

Acknowledgements

The College Brain Trust team would like to thank and gratefully acknowledge the State Center Community College District family of faculty, classified, board members and administrators who are dedicated and committed to serving students and their communities throughout the Central Valley.

The College Brain Trust team thanks all of those who took away time from their important work to meet with us and share their insights, history, and ideas about how to make State Center CCD and its campuses and centers work even better for all students. We also recognize and thank those who assisted with the various arrangements that were required for the College Brain Trust team to complete its work in a timely manner.

Groups interviewed (Nov. 15 – 17)

Chancellor's Cabinet

District Communication Council

Fresno City College President's Cabinet

Fresno City College Governance Council

Reedley College President's Cabinet

North Centers Cabinet

14 student leaders from all district campuses and centers in a group interview in President's Conference room at Fresno City College

Open Forums attended by more than 175 students, classified, faculty and administrators at:

- Reedley College
- Willow International
- Madera
- District Office
- Fresno City College

Fourteen student leaders from all district campuses and centers in a group interview in President's Conference room at Fresno City College

Individuals interviewed (Nov. 15 – 17)

Dr. Cynthia Azari, President, Fresno City College
John Bengtson, Director, Information Systems
Dr. Deborah Blue, Chancellor
Doug Brinkley, Vice Chancellor, Finance
Debra Bristol, Interim Executive Director,
Joe Callahan, District Chief of Police
Tony Capetillo, Student Trustee, Fresno City College
Diane Clerou , Dean, Human Resources
Shelly Connor, Director, Grants
Darren Cousineau, Director, Environmental Health and Safety
Dr. John Cummings, Vice President, Admissions and Records
Linda DeKruif, President, Faculty Senate, Fresno City College
Janice Emerzian, District-wide Director, DSPS
Ed Eng, Director of Fiscal Services (Phone interview)
Glen Foth, Grounds Services Manager
Robert Fox, Acting Associate Vice Chancellor, Workforce Development & Education Services
Ernie Garcia, President, Classified Senate, Fresno City College
Michael Guerra, Vice president, Finance, Fresno City College
Candy Hanson-Gage, Director, Center for International Trade Development
Dr. Barbara Hioco, President, Reedley College
Michelle Johnson, Institutional Research Coordinator, Reedley College
Donna Lee, Operations Manager at Reedley Bookstore (Phone interview)
Lisa McAndrews, Reedley College residence hall supervisor
Barbara Mendoza, Bookstore Sales Clerk III, Reedley Bookstore (Phone Interview)
Janell Mendoza, Business Manger, North Centers
Christine Miktarian, Construction Services Manager
Dr. Teresa Patterson, Executive Director, Public & Legislative Relations
Rhea Riegel, Institutional Research Coordinator, Fresno City College
Randy Rowe, Vice Chancellor, Human Resources
Lynn Samuelian, DSPS Counselor, Willow International/Oakhurst
FoundationGurdeep Sihota-He'Bert, Executive Director, Foundation
Carl Simms, Director, Maintenance Operations
Brain Speece, Associate Vice Chancellor, Business & Operations
Greg Taylor, General Counsel
Scott Thomason, Vice President Finance, Reedley (Phone interview)
Samara Trimble, DSPS Counselor, Reedley College
Kayla Urbano, Student Trustee, Reedley College
Patricia Van Vleet, International Education Coordinator

Lijuan Zhai, Director, Institutional Research, Assessment and Planning, Fresno City College

Survey Monkey questions for staff and students

Questions for Organizational Survey

1. What core services should be centralized and provided by the district office? Please elaborate. *(text question)*
2. What core services should be decentralized and provided by the colleges/centers? Please elaborate.
3. The current budget development process is understood by all entities at the colleges, centers and district office.
Strongly Agree Agree Disagree Strongly Disagree
4. The current budget allocation process ensures the effective allocation of resources.
Strongly Agree Agree Disagree Strongly Disagree
5. Currently, the District Office is providing the appropriate level of support and services to the campuses and centers:
Strongly Agree Agree Disagree Strongly Disagree
6. If you disagree, please elaborate. *(Text question)*
7. The District Office and centralized services are adequately organized to support the campuses:
 - a. Educational Master Plans
 - b. Facilities Master Planning
 - c. Strategic Plans
 - d. AccreditationStrongly Agree Agree Disagree Strongly Disagree
8. If you disagree, please elaborate. *(Text question)*
9. District and College/Center relations are satisfactory:
Strongly Agree Agree Disagree Strongly Disagree
10. If you disagree, please elaborate. *(Text question)*
11. College-to-college cooperation is satisfactory:
Strongly Agree Agree Disagree Strongly Disagree
12. If you disagree, please elaborate. *(Text question)*
13. College to center cooperation is satisfactory.
Strongly Agree Agree Disagree Strongly Disagree
14. If you disagree, please elaborate. *(Text question)*
15. Staffing at the District Office is sufficient:
Strongly Agree Agree Disagree Strongly Disagree

16. If you disagree, please elaborate. *(Text question)*
17. The participatory governance processes at the Colleges/Centers are satisfactory:
 Strongly Agree Agree Disagree Strongly Disagree
18. If not, please elaborate. *(Text question)*
19. The participatory governance processes at the district level are satisfactory:
 Strongly Agree Agree Disagree Strongly Disagree
20. If not, please elaborate. *(Text question)*
21. Given the financial resources available, the following three centers provide educational value to district residents with their offerings and services:
- Madera Center
 Strongly Agree Agree Disagree Strongly Disagree
- Willow International
 Strongly Agree Agree Disagree Strongly Disagree
- Oakhurst
 Strongly Agree Agree Disagree Strongly Disagree
22. If you wish, please elaborate. *(Text question)*
23. Is there anything else you wish to add? *(text question)*
24. Describe for us who you are and where you work or go to school. Please check appropriate boxes:
- | | | |
|---------------|------|-----------------|
| Faculty | D.O. | WI Center |
| Administrator | FCC | Madera Center |
| Classified | RC | Clovis Center |
| Student | | Oakhurst Center |

Current District Office Table of Organization

Data from Benchmark Districts