Becoming a Multi-Site College

An Outline for the Future of Monterey Peninsula College

Fall, 2010

Introduction

Monterey Peninsula College has operated as a single campus college since 1947 located at 980 Fremont Street in Monterey. Though instruction has been delivered at a variety of rented sites throughout the college district, most notably at Fort Ord, the college maintained a perspective of a single campus college. However, with the close of Fort Ord and the acquisition of land from the former base, Monterey Peninsula College developed plans that included multiple permanent college sites at the Public Safety Training Center at Seaside, the Education Center at Marina, and public safety facilities at Parker Flats and the MOUT. Each of these sites is intended to become a permanent delivery site for instruction and service. The change from off campus temporary, rented facilities to off campus permanent college facilities represents a fundamental change in structure for the college. This transition involves a complex set of issues that require examination. Prior to initiating this change, the college must define its intent and the initial directions for its operations as a multi-site college.

Governance

The Monterey Peninsula College Master Plan indicates the intent to remain a single college with multiple delivery sites. As a result, there are no plans to develop the sites into comprehensive campuses. A campus is the primary site of a college, defined as a degree-granting institution. An education center is a postsecondary operation established and administered by an existing college at a location away from the primary campus of the parent institution offering programs leading to certificates and/or degrees conferred by the parent institution as well as an appropriate level of administrative and student services, relative to its size. A site is a location away from the primary campus for delivery of instruction. [CCR Title 5 #55180].

MPC's plan intends to maintain only one campus and one education center, plus a limited number of instructional sites. Though the Public Safety Training Center is a separate site, the state's definition of the Education Center includes students at both the PSTC and the Education Center at Marina. In the future, we will also add public safety facilities at Parker Flats and the MOUT. At present, the center activities at the former Ft. Ord are classified by the state as a grand-parented center, based on the extensive history of providing instruction and service prior to the base closure. This status provides a base funding of approximately $277,000 plus apportionment for those operations. When the enrollment reaches 500 FTES and certain other conditions are met, the college will apply to the California Community Colleges Chancellor's Office, Board of Governors, and California Postsecondary Education Commission for full education center status. That status will increase the base funding approximately $250K for each increase of 250 FTES, up to a maximum base funding of $1M plus enrollment apportionment *[CA Administration Code, Title 5; 58771]*. The movement to full center status is an important aspect of our fiscal stability plan. However, the reasons for the development of the education

center are not based solely on fiscal issues. A series of demographic studies and needs assessments have been conducted throughout our district to assist development of our educational master plan. The results of those studies for the communities of Seaside and Marina indicate a relatively low level of educational attainment, a high percentage of non-native English speaking households, and a lower socio-economic level than in the other communities in our district. The development of the Education Center and PSTC are intended to provide an accessible gateway to higher education for residents of these communities allowing them to begin their postsecondary education locally. However, since the college does not intend to replicate all aspects of the Monterey campus, students will come to Monterey to complete their education and training.

The multi-site structure will require a change from a campus-based governance perspective to a district-based perspective. To date, MPC's governance system has focused on positions, offices, councils, and advisory groups that are located at the Monterey campus. However, we must remember that the Monterey campus is not all of Monterey Peninsula College. Over time, as the number of students and staff at the Education Center and other sites grow, a district perspective will be necessary. Though the college will maintain our current governance model with one College Council, one Academic Senate, the current advisory groups, and one ASMPC organization, each group will need to ensure representation from the Center. Policies and procedures will need to be reviewed to ensure they are applicable to conditions at the Center as well as at the Monterey campus.

The organizational structure of the college will also require review. At this point, there is a limited number of staff employed at the PSTC and Education Center at Marina. However, over time, as these sites grow additional faculty and staff will be required to provide instruction and service. Initially, there will be more permanent, resident classified staff than permanent, resident faculty. Growth in the faculty at centers typically begins with a mix of split load assignments of current regular faculty and adjunct faculty. However, as programs grow, anchor faculty will be added in primary disciplines. To whom do these people report? How do they interact with the MPC governance system? These fundamental questions are among those addressed below in discussions of the college components.

Basic Principles

The development of educational centers by California community colleges is not a new process. Several successful examples exist which offer insight into some basic principles that can help guide our transition to a multi-site college. The following basic principles are offered as a starting point for discussion as the college investigates this transition.

1. The Monterey Peninsula Community College District will remain a single college district with centers and sites developed in response to need within the restraints of available resources.

2. Based on the commitment to remain a single college, the college community must maintain a "district-wide" perspective in all its planning and operations. We should not assume that a district perspective will be automatic. More likely, the development of a

district perspective will require attention given the size of the Monterey campus staff and operations and the location of the parent campus in Monterey.

3. We have effective governance and operational systems, and we need to maintain the systems that have contributed to our success. Our commitment to collegial dialogue, well defined governance and resource allocation systems, and an effective organization of division chairs and advisory groups are examples of systems we wish to maintain as the college evolves.

4. The transition to a multi-site college must be guided by the relevant standards of the Accrediting Commission for Community and Junior Colleges (ACCJC).

5. The college needs to develop clear operational models and procedures to address the needs of a multi-site college. We need to define which functions are centralized and which are site specific. We need to clearly articulate the roles, authority, and responsibilities of site administration, the deans, and division chairs.

6. *Job descriptions for positions at other permanent college locations must be developed to meet the unique needs of those locations and may be different than the analogous positions at the Monterey campus.* *This job description review may impact all components of the college.*

7. The best way to approach institutional change is through gradual, evolutionary steps. We need to review operations on a regular basis and make adjustments as necessary.

Implications and Recommendations

<u>**Academic Affairs**</u>

It is of primary importance that all faculty members, chairs, coordinators, directors, deans, and vice presidents work cooperatively and collaboratively to administer the affairs of the District. To do so, it is important to clarify the lines of authority and responsibility for the administration of off campus sites. While we have effective operational and governance systems, the addition of permanent sites will require additional staff and clarification of these systems.

1. Highly effective cooperation and collaboration are required to administer the District Academic Affairs program.

2. The vice president and deans have District-level responsibility for their respective areas in collaboration with other relevant college staff.

3. On the Monterey campus, Academic Affairs chairs, coordinators, directors, and deans report to the Vice President. No changes are anticipated.

4. Because the primary activity at any off campus site is delivery of instruction, site administrators must report to Academic Affairs and must have effective collaborative relationships with all chairs, coordinators, directors, managers, and deans from all components. Site administrators must have both the responsibility and the authority to fulfill the District goals for the site. Therefore, all staff assigned to the site must report to

the site administrator for operational purposes, as well as remaining a part of a larger organizational unit within the college. Hiring and evaluation will require significant collaboration between the site administrator and the functional area chair, coordinator, director, manager or dean.

5. Effective communication is imperative to avoid confusion and errors.

6. The administration and delivery of services at off campus sites will be enhanced by an emphasis on technological solutions to limit the necessity for in-person interactions at the Monterey campus.

7. Scheduling of classes at off campus sites must respect the knowledge of the site administrator and staff as well as the insight of the relevant chairs and deans.

   a. The site administrator works with the existing division chairs and deans to develop an effective class schedule.

   b. The site administrator informs the existing division chairs of the site schedule needs.

   c. The existing division chairs recommends a draft schedule, including faculty, to deans and site administrator.

   d. Faculty assignments at off campus sites should reflect a mix of full-time and part-time instructors.

   e. The site administrator is responsible for assignment and efficient use of classroom space at the site.

   f. Space at off campus sites must be developed and scheduled to promote multi-use with no departmental first right of refusal on any classroom space. Specially equipped rooms, such as computer labs, must not be scheduled for classes that do not require the special equipment.

   g. The deans and site administrator are jointly responsible for establishing the approved schedule that reflects the overall needs of the District.

   h. The site administrator has responsibility for determining class cancellations in collaborations with the chairs and deans.

   i. The existing division chairs request instructional resources for off campus classes through the site administrator who submits them for consideration through the planning and resource allocation process.

   j. Adherence to the class schedule template is essential to ensure efficient use of limited facilities.

8. Plans for delivery of Library and learning support services at off campus sites should be based on providing reasonable access to essential services. This access need not be daily

but must allow students to complete essential activities in a reasonable time frame. All services may not be available at all sites. The level of service must be reviewed annually to determine the adequacy.

9. Curriculum development, program review, and dialogue on student learning outcomes remain centralized functions based on current policies and procedures.

10. The hiring and evaluation of faculty remains a centralized process based on existing procedures. Initially, faculty assignments to off campus sites are "just another classroom." As the Education Center at Marina develops a more comprehensive program, a limited number of anchor faculty will be hired as resident faculty for core disciplines.

11. The allocation and monitoring of the adjunct faculty budget will remain a centralized process.

12. Attendance accounting and apportionment reporting remain centralized functions at the Monterey campus.

Student Services

The Student Services component is an integral part of all District operations and shares the responsibility for its effective administration. The addition of permanent sites will require additional Student Services staff and require clarification of reporting relationships.

1. Cooperation and collaboration within Student Services and with Academic Affairs are required to effectively administer a District perspective Student Services program.

2. The vice president and dean have District-level responsibility for their respective areas in collaboration with other relevant college staff.

3. On the Monterey campus, Student Services chairs, coordinators, directors, and deans report to the Vice President. No changes are anticipated.

4. Though site administrators report to Academic Affairs, they must have effective collaborative relationships with chairs, coordinators, directors, managers, and deans from all components. Site administrators must have both the responsibility and the authority to fulfill the District goals for the site. Therefore, all staff assigned to the site must report to the site administrator for operational purposes, as well as remaining a part of a larger organizational unit within the college. In other words, Student Services faculty and staff report to the site administrator for operational purposes at that site but also have a reporting relationship to the District level leadership of Student Services to ensure consistent application of policies and procedures.

5. Plans for delivery of Student Services at off campus sites should be based on providing reasonable access to essential services. This access need not be daily but must allow students to complete essential activities in a reasonable time frame. All services may not

be available at all sites. The level of service must be reviewed annually to determine the adequacy.

6. Primary fees such as Health Service fees and ASMPC related fees will be charged to students enrolled at permanent off-campus sites.

7. Financial aid processing and records, attendance accounting, and related functions will remain centralized at the Monterey campus. Intake functions for these services areas will be provided on an as needed basis at off campus sites.

8. Effective communication is imperative to avoid confusion and errors.

9. The delivery of services at off campus sites will be enhanced by an emphasis on technological solutions to limit the necessity for in-person interactions at the Monterey campus.

10. Scheduling of services at off campus sites must respect the knowledge of the site administrator and staff as well as the insight of the relevant chairs and deans.

    a. The site administrator works with the existing division chairs, managers, and/or deans to develop an effective service delivery schedule.

    b. The site administrator informs the existing division chair or manager of the site service needs.

    c. The existing division chairs or managers recommend a draft service schedule, including staff, to the dean and site administrator.

    d. The service delivery schedule must reflect a balance between determination of demonstrated need and anticipation of need ("frontloading").

    e. Student Services faculty assignments at off campus sites should reflect a mix of full-time and part-time staff.

    f. The site administrator is responsible for assignment and efficient use of all space at the site, including service delivery space.

    g. The dean and site administrator are jointly responsible for establishing the approved schedule that reflects the overall needs of the District.

    h. The existing chairs, managers, and coordinators request resources for off campus services through the site administrator who submits them for consideration through the planning and resource allocation process.

11. Limited space at off campus sites will necessitate a "one stop" approach to service delivery, requiring cross-trained staff which may require different job descriptions than similar positions at the Monterey campus.

12. Text book service will be provided on an as needed basis through arrangements with the MPC Bookstore. Food service will be provided through vending and other contracts.

Administrative Services

1. Cooperation and collaboration within Administrative Services and with all other components are required to effectively administer a District perspective Administrative Services program.

2. The vice president and managers have District-level responsibility for their respective areas in collaboration with other relevant college staff.

3. On the Monterey campus, Administrative Services managers report to the Vice President. No changes are anticipated.

4. All centralized Administrative Services functions remain on the Monterey campus: fiscal, warehouse, mail, Information Technology, facilities planning, etc.

5. Each off campus site will become a budget cost center with all expenditures and assigned staff coded to that cost center in order to have an accurate understanding of actual cost and revenue.

6. The timeline for implementing parking fees at off campus sites will be reviewed annually.

7. Though site administrators report to Academic Affairs, they must have effective collaborative relationships with chairs, coordinators, directors, managers, and deans from all components. Site administrators must have both the responsibility and the authority to fulfill the District goals for the site. Therefore, all staff assigned to the site must report to the site administrator for operational purposes, as well as remaining a part of a larger organizational unit within the college. In other words, Administrative Services staff report to the site administrator for operational purposes at that site but also have a reporting relationship to the District level leadership of Administrative Services to ensure consistent application of policies and procedures.

8. Effective communication is imperative to avoid confusion and errors.

9. The delivery of services at off campus sites will be enhanced by an emphasis on technological solutions to limit the necessity for in-person interactions at the Monterey campus.

10. A frequent courier service must be maintained to transport college records and materials, such as library inventory, college documents, faculty/staff mail, and transportable class materials.

11. Clear mileage policies and procedures need to be implemented and funded.

Education Center Approval Requirements and Process

The Public Safety Training Center at Seaside and the Education Center at Marina together comprise a state-approved education center under the category of "grand parented center." [CCR Title 5 #55180] The college intends to apply for full educational center status as the operations become eligible. The requirements are detailed in the California Code of Regulations, Title 5, Sections 55180 – 55185. A detailed discussion of the process can be found in the California Postsecondary Education Commission document, *Guidelines: The Review of Proposed University Campuses, Community Colleges, and Educational and Joint-Use Centers, April 2002*. Subsequent to the publication of this document, an update has been developed that addresses the conversion of a grand-parented education center to a state-approved education center. A summary of the process is provided below.

Education Center Requirements per Ed Code 55180:

- Planned to continue for ten or more years
- Generates at least 500 FTES annually
- Has an on-site administrator
- Offers programs leading to certificates and/or degrees conferred by the parent institution

Process for Converting a Grandfathered Center to Education Center status

Approval is through the Chancellor's Office. Per March 2009 CPEC Commission Meeting:

- Approval of conversion remains solely under purview of the Board of Governors
- Chancellor's Office to forward conversion proposals and accompanying documents to CPEC for information and discussion purposes.

MPC will work through the process with our facilities planning specialist, Harold Flood.

1. LETTER OF INTENT: Submitted to Chancellor's Office, Facilities Planning Unit. The two-year review process timeline for the Letter of Intent does not apply due to our grand-parented status. Chancellor's Office approval should be fairly quick depending on staff workload.
    A. Letter of intent includes (see Chancellor's Office checklist):
        i) 5-year enrollment projection and attendance (headcount and FTES from opening date)
        ii) Enrollment history
        iii) Location of Center with brief description of site
        iv) Maps
        v) Copy of district's most recent 5-year capital construction plan
        vi) Time schedule for development of new educational center, and enrollment levels at opening, midpoint, and final build-out
        vii) 5-year capital outlay budget, starting with first appropriation for new education center
        viii) Copy of district governing board resolution authorizing new educational center

B. Chancellor's Office will review and respond to district.
  i) Chancellor's Office will direct district to proceed with Needs Study
  ii) Or, Chancellor's Office will inform district of reasons why Letter of Intent is incomplete

2. NEEDS STUDY for the Education Center submitted to Chancellor's Office. The needs study provides evidence of the need for the education center. (See Chancellor's Office Procedures document and CPEC Guidelines for details.)
  A. Criteria
    i) General description and overview
    ii) Enrollment projections
        (a) Chancellor's Office must approve enrollment projections
        (b) Include annual headcount, full-time equivalent students (FTES), weekly student contact hours (WSCH), and WSCH/headcount
    iii) Analysis of alternatives
        (a) Expansion of existing institutions/facilities
        (b) Increased utilization of existing institutions/facilities
        (c) Shared use with other postsecondary education institutions
        (d) Use of non-traditional instructional delivery modes
        (e) Cost benefit analysis of alternatives listed above, including alternative sites
    iv) Academic Planning and Program Justification
        (a) Preliminary description of proposed academic degree and/or certificate programs
        (b) List of all course offerings
        (c) Description of the center's academic/occupational organization
    v) Student Services and Outreach
        (a) Description of student services planned for the center, including financial aid, advising, counseling, testing, tutoring, educational opportunity programs, ADA compliance, and outreach to historically underrepresented groups.
    vi) Support and Capital Outlay Budget Projections
        (a) 5-year capital outlay projection, including total assignable square feet (ASF) for each year and estimates of cost per ASF
        (b) 5-year projection of anticipated support costs, including administration, academic programs, academic support, etc.
    vii) Geographic and Physical Accessibility
    viii) Effects on Other Institutions
        (a) Letters of support from all adjacent CCC districts and other higher education entities
    ix) Environmental Impact
    x) Economic Efficiency
        (a) Higher priority given to proposals where the state is relieved of land acquisition and construction costs.

B. Chancellor's Office will review the needs study to determine the information is complete or that additional information is needed. Chancellor's Office will not act on the needs study until the required FTES threshold is reached with actual FTES numbers.
C. If the needs study is sufficient, Chancellor's Office will prepare item for Board of Governors approval.
D. Board of Governors will do a 1st and 2nd reading of the center status approval.

Anticipated Development Phases

The development of a community college education center has fairly predictable phases. Though the different phases are defined primarily by the size of the program and enrollment, there are characteristics that can be described for planning purposes.

Initial Phase:
The initial phase of the Education Center has already been started. We have a permanent site at the PSTC in Seaside with 2.0 FTE in administrative/support staff and 3.02 FTE in college Fire staff, augmented by numerous training officers from regional fire agencies. This staffing was the result of relocating existing positions and the addition of one additional FTE.

The Marina site has 1.5 FTE in support staff and a general oversight from Dean Laura Franklin. Instruction and services are delivered by rotating staff from the Monterey campus. The educational program has grown incrementally to 36 classes in spring 2010. The two sites generated 342 FTES in 2009-10.

The mission of the PSTC is well defined by advisory groups in law enforcement and fire. The mission of the Education Center at Marina is to serve primarily as a gateway center providing students access to initial basic skills and general education courses, as well as discrete training opportunities. Most students will complete their studies at the Monterey campus. The curriculum has been based on the results of community needs assessments and the enrollment experience of courses offered at that site. The courses of study will grow in a gradual and evolutionary manner. The opening of the permanent Marina site will expand the number of available classrooms to eight multi-use rooms.

Program planning for expanded offerings must be conducted in fall 2010 to plan for the fall 2011 opening of the site. While the needs assessment and enrollment history provide a sound base for planning, further planning must be based on an examination of the available space, staffing, resources, and a balanced program of study that offers students the opportunity to complete a block of courses each term leading toward a defined goal. To that end, the class schedule should reflect a set of courses and time schedule intended to help students progress toward an educational goal, rather than a mix of courses selected only because of availability. The goal is not just to populate the center with classes. Rather, it is to offer a program of study with a logical sequence.

The process for developing this plan must include discussions with the divisions and counselors. Not all divisions will participate at the Education Center due to the need for specialized classrooms or equipment. To assist the development of a program of study, an inventory of course options needs to be developed that includes a list of possible courses, a description of the space, equipment, and resources needs, and a review of available staffing. This inventory can then be used to develop a multi-year plan intended to promote growth at the center in a manageable way, leading to the goal of reaching the benchmark of 500 FTES.

In most cases, enrollment growth at centers is most evident in the evening program. Staffing will need to anticipate this. The day program will grow incrementally. It is not uncommon for the day schedule to have extended periods of "white space" with no classes scheduled in specific classrooms. Sometimes this is criticized by the parent campus as inefficient, but program expansion must be approached in increments.

In the initial phase, there will be limited site specific staffing with heavy reliance on faculty and staff from the Monterey campus. Given the current limited financial resources, the center's initial phase will be funded by redistribution of existing resources, including staff time, class sections, and funding. The initial site specific positions must be generalists since it will be necessary for them to respond to a broad array of issues. This investment is of long-term value to the college to speed eligibility for approval of full educational center status, thereby increasing the base funding. The attainment of approved education center status will mark the beginning of the next phase of development.

Probable Initial Phase On-Site Staffing - Marina:

Administrative oversight [50%]	Possible re-assigned time for a faculty member –
[50%]	Augmented by existing administrators
DOM [100%]	Existing
Evening Admin. Assistant [50%]	Existing
Services Generalist [50%]	Re-assigned or new
Instructional Specialist [50%]	Re-assigned or new
Custodian [50%]	Existing
Counselors	Rotating assignments for existing staff
Faculty	Class assignments for existing staff
Security [TBD]	Rotating assignments or new
Technical Support [as needed]	Existing

Probable Initial Phase On-Site Staffing – PSTC:

Administrative oversight [100%]	Existing
Fire Academy Assistant [100%]	Existing
Custodian	Shared with Marina
Other staff	Rotating assignments as needed

[Note: PSTC facility scheduling done by Academic Affairs.]

Mid-Phase

The mid-phase of the Education Center will develop after formal approval of center status by the state with an enrollment threshold of 500 FTES extending to approximately 1,000 FTES. A site specific program review should be conducted during this phase to inform the planned expansion. This phase will be characterized by expanded staffing, the hiring of initial anchor faculty members in core disciplines, expanded curriculum including the potential of a residential CTE program, expanded service levels, increased growth of the public safety programs including added capacity at the MOUT and Parker Flats, and an increasing contract education program in public safety. By this phase, the center will have developed a sense of identity and the need for greater autonomy. These developments do not indicate any intention to be separate from the Monterey campus. Instead, they acknowledge that the increased center enrollment and need for services on site require a core faculty and staff that are committed to serving the students and communities in their service area. This commitment naturally leads to a site-specific identity. Though they are Monterey Peninsula College employees, the primary identity of the center faculty and staff will be with their immediate assignments. In addition, the operational procedures of the center and its various sites will probably require different approaches than at the Monterey campus. The mid-phase center positions will become less generalized as the program and services expand.

Probable Mid-Phase Staffing – Marina:

Administrative oversight [100%]	New
DOM [100%]	Existing
Evening Admin. Assistant [50%]	Existing
English faculty [100%]	Re-assigned or New anchor faculty position
ESL faculty [100%]	Re-assigned or New anchor faculty position
Math faculty [100%]	Reassigned or New anchor faculty position
Business Skills faculty [100%]	Re-assigned or New anchor faculty position
Counselor [100%]	Re-assigned or New anchor faculty position
SS Generalist [100%]	Expanded Initial phase position
Instructional Specialist [100%]	Expanded initial phase position
Custodian [100%]	Expanded initial phase position – serves Marina & PSTC
Security [TBD]	Rotating assignments or new
Technical Support [as needed]	Expanded Initial phase staffing – serves Marina & PSTC

Probable Mid-Phase Staffing – PSTC:

Administrative oversight [100%]	Existing
Fire Academy Assistant [100%]	Existing
PSTC Facilities Coordinator [100%]	New
Range Master [50%]	New
Instructional Specialist [100%]	New
Custodian [100%]	Shared with Marina

Other staff   Rotating assignments as needed

Established Phase
The established phase acknowledges the production of over 1000 FTES. This phase will require an expanded faculty based on program need. The added faculty positions will include additional basic skills and counseling faculty positions, as well as positions in general education areas. At this time, a residential CTE program may also be sited at the center. The curriculum should be well established, with clear pathways indicating which courses and program can be completed at the center and which ones must be completed at the Monterey campus. The sense of identity and autonomy evident in the mid-phase will become more pronounced in the established phase. Planning for phase II of the Marina site should be initiated based on the local enrollment experience and further needs assessments. The public safety programs will reach full capacity in this phase with the full incorporation of the MOUT and Parker Flats. Contract education will be a prominent delivery form for these sites with additional staffing implications.

Probable Established Phase Staffing – Marina:

It is difficult to predict specific positions because they will be based on specific program need. However, the college should anticipate the need for part-time, evening administrative staffing, expanded faculty positions, expanded service staff, and expanded instructional support staff. The specific areas of assignment will be determined through the site program review and consideration of the enrollment experience.

Probable Established Phase Staffing – PSTC:

No additional staffing is identified at this time. Operations may require additional instructional support. Addition of staff will be determined through the site program review.

Next Steps

The center operations at Seaside and Marina are well into the initial phase of implementation producing 342 FTES annually. The permanent facility at Seaside was completed in 2009, and the first phase of the permanent facility at Marina will be completed in 2011. These developments indicate the following next steps:

1. The 2011-2012 budget must include planning for operational costs, including staffing and equipment, at both the Seaside and Marina sites. Instructional staffing will include both transferred and additional FTE.

2. Dialogue with the Chancellor's Office regarding the process for converting a grand parented center to full center status must continue on a regular basis.

3. The President's Office will submit the Preliminary Notice of the intent to apply for full education center status to the Chancellor's Office in fall 2010.

4. The Office of Institutional Research will begin the research required for submission of the Letter of Intent to the Chancellor's Office in fall 2010 with the intent of the President's Office submitting the Letter of Intent at the end of fall 2010.

5. Academic Affairs will begin the development of the potential course and asset inventory needed to create a multi-year program plan including recommendations for instructional staffing.

6. Student Services will examine the program plan and develop an appropriate services plan that meets all regulatory requirements including recommendations for service staffing.

7. Administrative Services will complete the accounting adjustments required to establish cost centers and will develop a resource plan to fund the expanded center operations.

8. College Council and the Governing Board will be kept informed of the proposed operational plan and review and approve the resource plan.