

Contra Costa Community College District

Contra Costa College • Diablo Valley College • Los Medanos College • Brentwood Center • San Ramon Valley Campus • Walnut Creek Center

BOARDreport

*The Governing Board Believes In Open Lines of Communication
with Employees and the Community*

Contra Costa
Community
College District

pathways to success

BOARD MEMBERS

**John T. Nejedly, President (Ward IV) • David N. MacDiarmid, Vice President (Ward I) • Jo Ann Cookman, Secretary (Ward V)
Tomi Van de Brooke (Ward II) • Sheila A. Grilli (Ward III) • Ivan Williams, Student Member**

The Governing Board of the Contra Costa Community College District is comprised of five trustees elected from individual wards and one student member with an advisory vote selected on a rotating basis from our colleges. The Governing Board meets on the last Wednesday of the month in the George R. Gordon Education Center, 500 Court Street, Martinez. You can reach the Governing Board by calling (925) 229-1000. Minutes of the meetings are available online at www.4cd.net.

Governing Board Regular Meeting/Study Session of November 15, 2006

The Contra Costa Community College District (CCCCD) Governing Board met at Contra Costa College, in San Pablo, California on November 15, 2006. The regular meeting /study session began with a closed session at 4:00 p.m. followed by open session at 5:00 p.m. Highlights of the meeting follow:

Recognition of Appreciation for Outgoing Board Member – David N. MacDiarmid

Representatives from the offices of Congressman George Miller, Supervisor Loni Hancock and Supervisor John Gioia read congratulatory letters and presented certificates of appreciation to David N. MacDiarmid for his twelve years of service on the Governing Board and for his service to the community. The Governing Board members, the Chancellor and others also praised and thanked Mr. MacDiarmid for his many years of service.

International Education Program

District Director of International Education Aleksandar Ilich and Interim Special Assistant to the Chancellor Ted Wieden presented a report on the Districtwide International Education Program. The attached report included recruitment and enrollment information, along with financial contributions from the program over the past decade.

Profile for President of Diablo Valley College

The Governing Board approved the attached profile for President of Diablo Valley College (**Board Report No. 38-A**).

Approval of Tentative Agreement with Public Employees Union, Local 1 and Approval of Memorandum of Understanding for Management, Supervisory and Confidential Employees

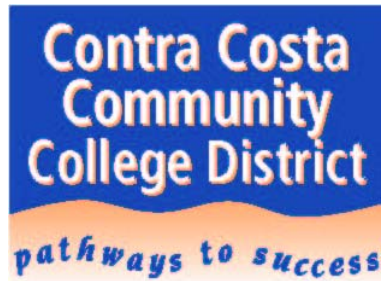
Both Local 1 (**Board Report No. 38-C**) and Management Council (**Board Report No. 38-D**) approved agreements for restoration of 2003-04 salary schedules. The November 30, 2006, payroll will reflect this salary restoration.

District Office Management Reorganization

The Chancellor received input from the Board regarding the proposed reorganization (attached) of the District Office. A full report on the reorganization will be presented at the December 13, 2006, Board meeting.

Upon approval at the next regular meeting, complete Governing Board minutes for this meeting will be posted at: http://www.4cd.net/governing_board/minutes06_07.asp.

**THE NEXT MEETING OF THE GOVERNING BOARD
WILL BE HELD ON DECEMBER 13, 2006, AT 7:00 P.M.
IN THE GEORGE R. GORDON EDUCATION CENTER,
500 COURT STREET, MARTINEZ, CALIFORNIA**



INTERNATIONAL EDUCATION PROGRAM

November 15, 2006

Chancellor's Office
Contra Costa Community College District
500 Court Street
Martinez, California 94553

Background

History

There have probably always been **some** international students¹ enrolled in the Contra Costa Community College District (CCCCD). Available data indicate that in the academic year (AY) 1989-1990 there were 404 'non-resident full-time equivalent students' (FTES) in the District. Several points need to be made about this reference value. Prior to the current fiscal year, there has been no separate tracking of non-resident FTES and FTES due to **International Education students**. Anecdotal data reveal that, conservatively, 86% of the non-resident FTES are accounted for by International Education students (14% of our non-resident students come from states other than California).

Beginning with fiscal year 06-07, International Education students will be tracked as a separate group from non-resident students. Figure 1 below shows the **calculated** FTES for International Education students from AY 89/90 through AY 05/06.

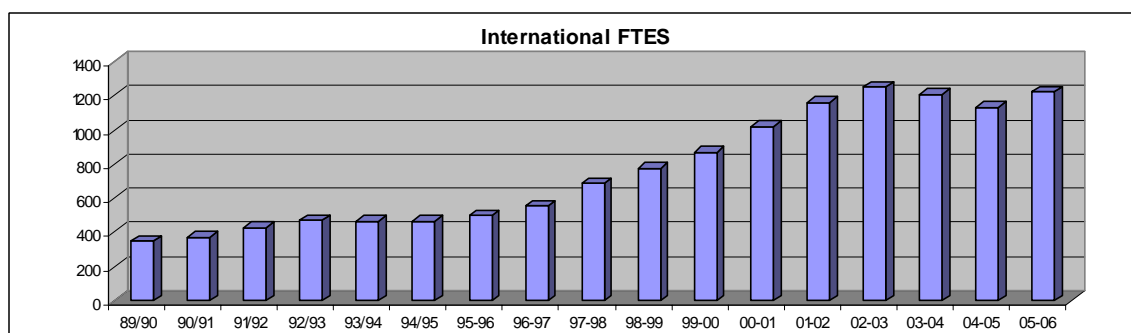


Figure 1

(Analysis1.xls)

Figure 1 clearly shows significant growth in International Education FTES for the period 89/90 through 05/06. During this period, FTES rose from 404 in 89/90 to a high of 1249 in 02/03, an increase of 845 FTES or 209%. Subsequent to 02/03, International Education FTES have declined slightly to 1133 (04/05) and since risen to 1223 (05-06).

¹ The term 'international student' has various interpretations depending on the context. The students for which the District and college International Education offices are responsible are grouped into two general categories. The primary group involves those who are in the U.S. for specific educational purposes and who are expected to return to their countries upon completion of the educational objective. These students are issued F-1 visas (ESL/academic study) or M-1 visas (vocational/certificate courses). This designation constitutes a 'non-immigrant' legal status and does not normally allow these students to become U.S. residents. Their only purpose for being allowed entry to the US is for full-time study. The main responsibility of the International Education admissions and services offices at Contra Costa College (CCC), Diablo Valley College (DVC) and Los Medanos College (LMC) is to deal with students of F and M status, and most of the data and discussion concerned with 'international student' issues refer to this group of students.

In addition, however, there are other classifications of 'non-immigrant status' students, who typically are in the country on temporary visas for purposes other than study. In many cases, these students are allowed part-time study as long as they maintain the requirements for the purpose they entered the U.S. Examples of these students are those with J (exchange students) and L (foreign worker exchange) visas.

The two groups of students described above constitute the narrow (F-1/M-1) and broad (all non-immigrant status allowed by the US immigration service) international student. They all are required to pay three separate fees for instruction: the current \$26/unit enrollment fee, the \$151/unit California non-resident tuition fee, and a \$10/unit capital facility fee. The various fees are determined and adjusted annually utilizing State formulas for this purpose.

In order to understand the historical development of the International Education Program, the following timeline was constructed:

Fall 1993

District hires coordinator/consultant, housed at the District Office (DO).

Responsibilities include:

- increase number of International Education students;
- establish an International Education Program office at DVC;
- assume administrative responsibility of the Study Abroad Program; and
- begin efforts to expand International Education Program at CCC and LMC.

Fall 1996

District International Education office moved to DVC

- Established first International Education student service office at DVC
- Study Abroad office established at DVC
- Study Abroad presence established at CCC and LMC

Spring 1997

- Permanent, full-time District International Education director at DVC
- Opened a part-time International Education office at CCC

Fall 1998

- Full-time International Education coordinator hired for DVC
- International Education Students Admissions and Services established at DVC

Fall 1999

- International Education office established at CCC; temporary hourly employee hired to provide services to International Education students
- First International Education staffing presence at LMC
- First summer bridge program for International Education students at DVC

Summer 2000

- Established International Education Center at DVC (IEC@DVC)

2001-2002

- Established permanent, part-time International Education operations at LMC
- Permanent (1/2 time) college International Education coordinator established at CCC
- Districtwide International Education Committee convened

Fall 2003

- CCC International Education coordinator expanded to 75%
- DVC adds an International Education supervisor position
- District adds administrative assistance at LMC office
- International Education grant development enacted

Spring 2006

- New International Education office at CCC (student services building)

The development of educational partnerships, ostensibly to share and reduce costs for all partners, is a stated goal for both the District and the colleges. As such, an International Education partnership was instituted in 2000 by DVC and the Foundation for International Education (FIE Japan) for the purpose of creating a not-for-credit intensive English-learning program whose primary mission is to prepare students for college admissions by providing necessary English language and related college study skills. The International Education Center at Diablo Valley College (IEC@DVC) is located in the DVC Plaza and has worked closely with the DVC International Education Student Office to better facilitate the preparation and matriculation of international students to DVC and other District colleges. In addition, the IEC@DVC has contributed significantly to the worldwide promotion and marketing of the District's International Education Program. The chart below shows the number of students matriculating from the IEC@DVC to CCC, DVC and LMC. This chart illustrates the effectiveness of this partnership over the last six years.

(Note: SB refers to the Summer Bridge program.)

Semester/Year	CCC	DVC	LMC
2000/Fall		60 (SB = 48)	
2001/Spring		31	
2001/Fall		59 (SB = 24)	
2002/Spring		26	
2002/Fall		105 (SB = 38)	
2003/Spring	1	31	7
2003/Fall		67 (SB = 35)	
2004/Spring		21	
2004/Fall	1	115 (SB = 40)	6
2005/Spring	2	39	
2005/Fall		102 (SB = 47)	
2006/Spring		42	
2006/Fall		154 (SB = 60)	

Student Population

Who are these students and where do they come from? As mentioned earlier, historically, the District has not specifically tracked International Education students per se. However, it is possible to look at a snapshot of these students. The following pie charts provide information about International Education students enrolled in the District at the end of the Fall 2005 term.

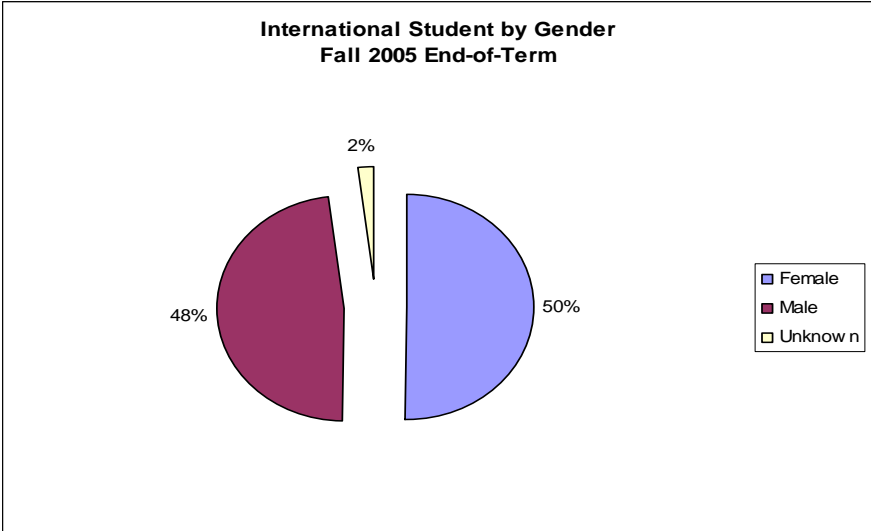


Figure 2 (International Ed.xls)

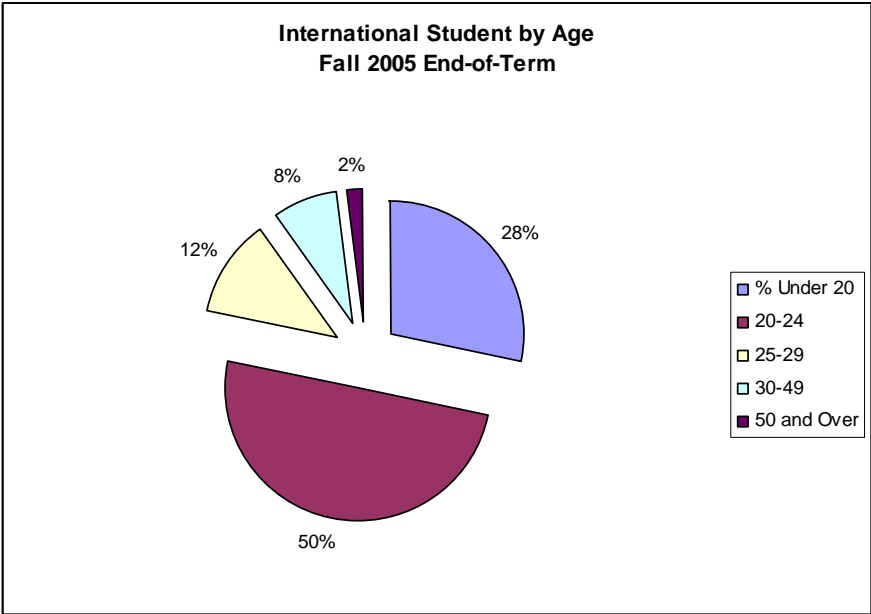


Figure 3 (International Ed.xls)

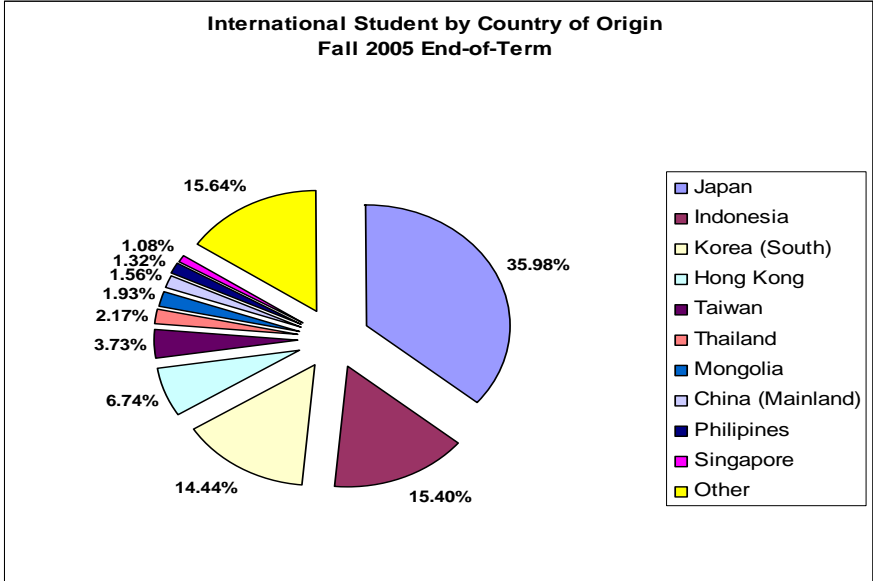


Figure 4 (International Ed.xls)

Analysis

There are different ways to look at the effectiveness of the International Education Program. What follows are two views of the program: first, a comparison to other International Education programs in community colleges in the Bay Area; and second, a more traditional benefit/cost analysis.

The approach used in comparing the effectiveness of the District’s International Education Program to other community colleges in the Bay Area is to compare the District’s share of the non-resident student market (information is not available to specify only international students) in the Bay Area. Figure 5 below graphically shows this information for the time frame 95/96 through 04/05.

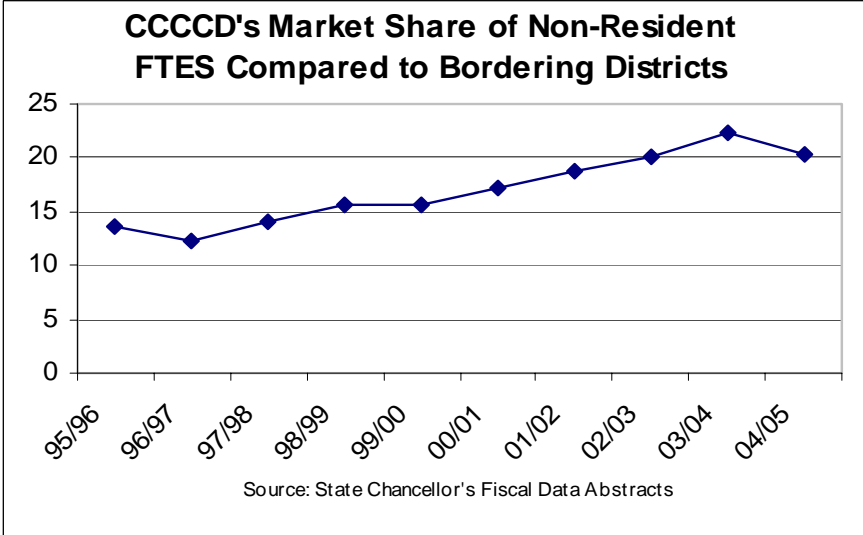


Figure 5 (market share.xls)

Figure 5 shows that the percentage of total Bay Area non-resident FTES has increased steadily during the nine-year period 95/96 to 03/04, going from 13.7% to 22.3%, respectively. A slight decline is evident in 04/05 (to 20.3%) due to a decline in enrollment in 04/05. Recognizing that International Education FTES is the major subset of all Non-Resident FTES, this chart corresponds well with the increase in District International Education FTES as shown in Figure 1.

The following information reflects a more traditional benefit/cost analysis, starting with revenue.

Direct Revenue

Direct sources of revenue associated with the International Education Program include the following:

- Non-resident tuition fees
- International Education application fees
- Foreign student capital outlay fees
(Note: Revenue collected from foreign student capital outlay fees is split between the colleges and the District. In 2005-06 the fee was \$10/unit with the first \$4/unit going to the colleges and the remainder going to the District. The colleges receive this money as part of their overall allocation with no restrictions on how these funds can be spent. In 2005-06 CCC received \$9,600, DVC received \$105,000 and LMC received 3,100. The District portion goes into the Unrestricted General Fund.)

Indirect Revenue

Indirect revenue arises from two sources:

- Enrollment Fees: This funding is included in the District's overall apportionment funding. In addition to the above-mentioned fees, International Education students pay the same per unit enrollment fees as do resident students.
- Lottery Revenue: This funding is included in the District's overall lottery funding. The FTES generated by International Education students is included in the total District FTES for lottery revenue calculations.

Pass-through Revenue

The sole source of pass-through revenue is International Education students' health coverage. This is revenue collected from International Education students, but used to pay for a service mandated by the colleges.²

Figure 6 below shows operational revenue (direct and indirect, excluding pass-through revenue) generated Districtwide by the International Education Program since 01/02.

² Prior to the 06-07 academic year, this fee was required only at DVC. Beginning in 07-08, both CCC and LMC will require this fee.

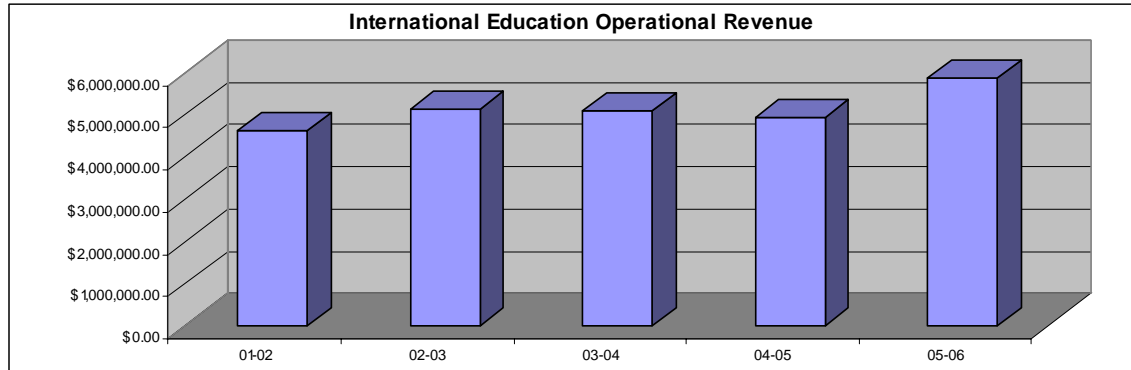


Figure 6

(Analysis1.xls)

Operational Cost

Prior to addressing the cost of operating the International Education Program, it will be instructive to understand how the program expense allocation formula is developed. The allocation model assumes a 'base enrollment' value of \$2,300,000. Of this amount, the International Education Program receives 10% (\$230,000) as its 'Base Program Budget.' To this Base Program Budget, the following amounts are added:

Take the prior year non-resident tuition fees and subtract the 'Base Enrollment Fee to District' of \$2,300,000. The resulting figure represents the 'Remainder to Allocate.'^{a)} From this 'Remainder to Allocate':

1. add 25% of the next \$500,000 (\$125,000^{b)} of the remaining unallocated funds to the Base Program Budget \$230,000 allocation; then
2. add 15% of the next \$200,000 (\$30,000^{c)} of remaining unallocated funds to the Base Program Budget \$230,000 allocation; and, finally
3. add 10% of the remaining unallocated funds^d to the Base Program Budget \$230,000 allocation.

(a) + (b) + (c) + (d) = Amount to International Education Program PLUS any carryovers (limited to \$100,000).

This formula will be modified slightly during FY 06/07 to reflect only International Education students (as opposed to non-resident students). The development of the new formula is still ongoing. The new formula will not result in an immediate reduction in the allocation to the International Education Program.

Operational costs associated with the International Education Program include the following:

- Salaries and Benefits
- Non-wage Expenses
 - Professional Services
 - Supplies
 - Travel/Conferences/Mileage (Recruitment)
 - Dues and Memberships
 - Advertising/Public Relations
 - Postage/Telephone
 - Equipment and Other Operating Expenses

A breakdown of these expenses, using an average of the actual cost for the years 01/02 to 05/06, is shown in Figure 7.

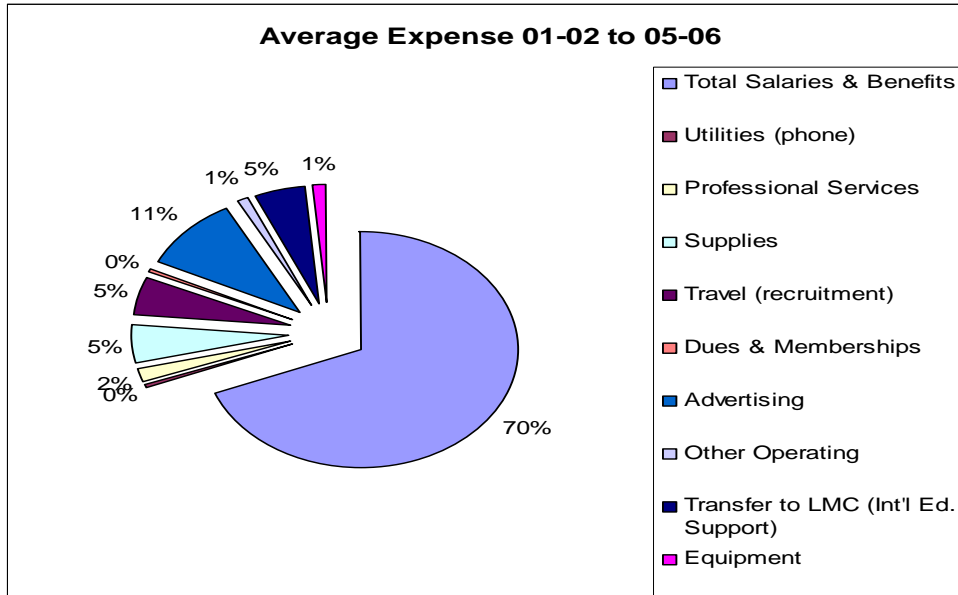


Figure 7

(Non-resident Rev&Exp 02-05.xls)

Pass-through Cost

The sole source of pass-through cost is International Education students' health coverage. As described above, this cost is associated with the requirement that all International Education students pay for health insurance. Prior to the 2006-07 academic year, only DVC required all International Education students to purchase health insurance. Beginning with 2006-07, this health insurance requirement was to be a Districtwide requirement; however, due to difficulties implementing this requirement, both CCC and LMC may not implement this requirement until Fall 2008.

Figure 8 below shows the Districtwide operational cost since 01/02 for the International Education Program, excluding pass-through cost.

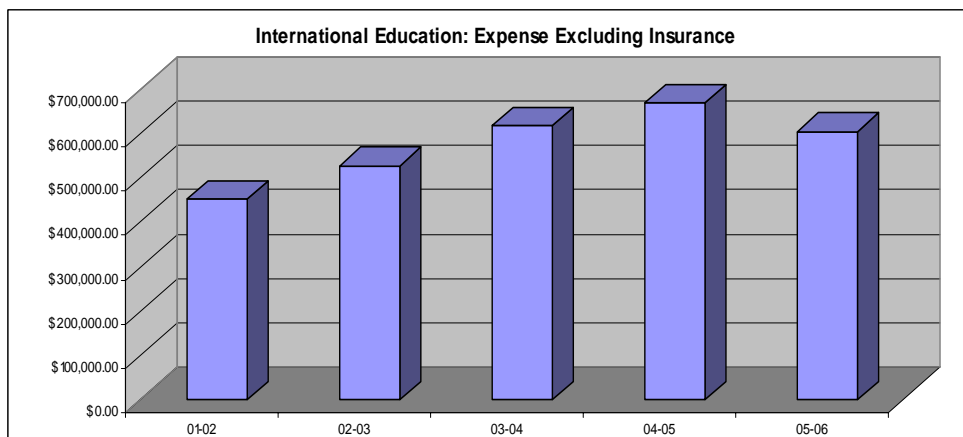


Figure 8

(Analysis1.xls)

To better grasp the relationship between operational cost and revenue, Figure 9 displays data from both Figures 6 and 8 on the same chart.

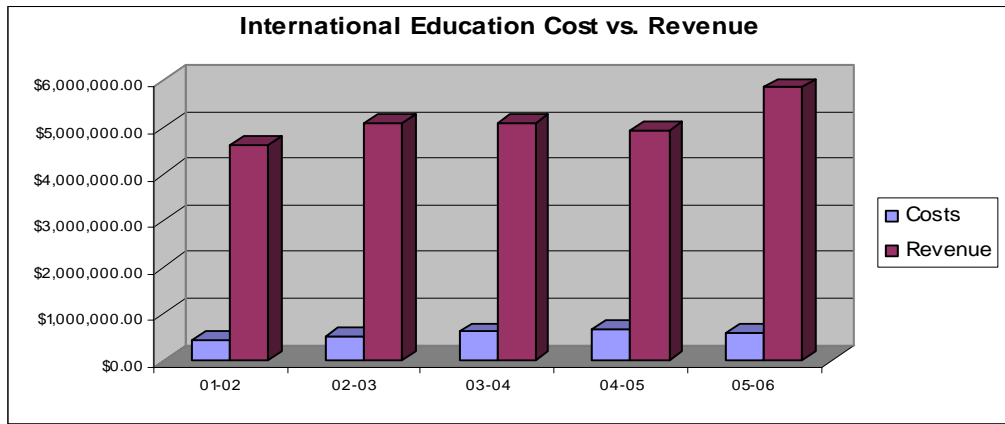


Figure 9 (Analysis1.xls)

One potential criticism of the data presented in Figures 8 and 9 is that they do not reflect the cost of providing instruction to the International Education students (covered by apportionment from the state for resident students). To more accurately reflect the true cost and revenue, we can remove the value of state apportionment from the fees paid by International Education students. If per FTES fees paid by International Education students exceed apportionment for resident students, we can surmise that International Education students are fully covering their cost of instruction. Figure 10 below shows the history of state apportionment, International Education fees and the difference between the two.

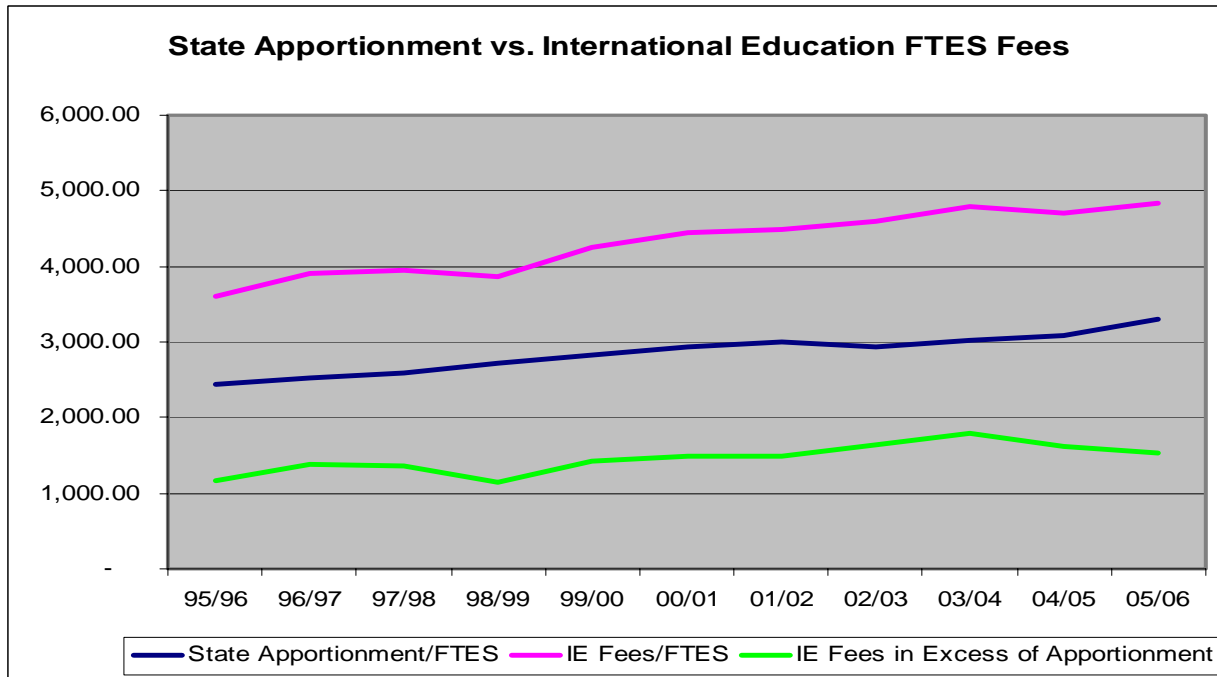


Figure 10 (FTES Analysis1.xls)

Figure 10 shows that International Education fees in excess of state apportionment have remained relatively stable, rising slightly from \$1,159 to \$1,538 per FTES (peaking at \$1785.34 in 03/04 and declining slightly thereafter). Multiplying the International Education fees in excess of apportionment by the total International Education FTES yields revenue to the District in excess of what would have been received through state apportionment. This simplistic approach probably **under represents** the true value of International Education fees in excess of apportionment in that few, if any, International Education students use some of the categorical programs funded by general apportionment, such as EOPS and CalWorks. However, these categorical funds were **not** removed from the apportionment values used in Figure 10. To accurately reflect the net revenue to the District, the cost of running the International Education Program must be removed. Figure 11 below shows these values.

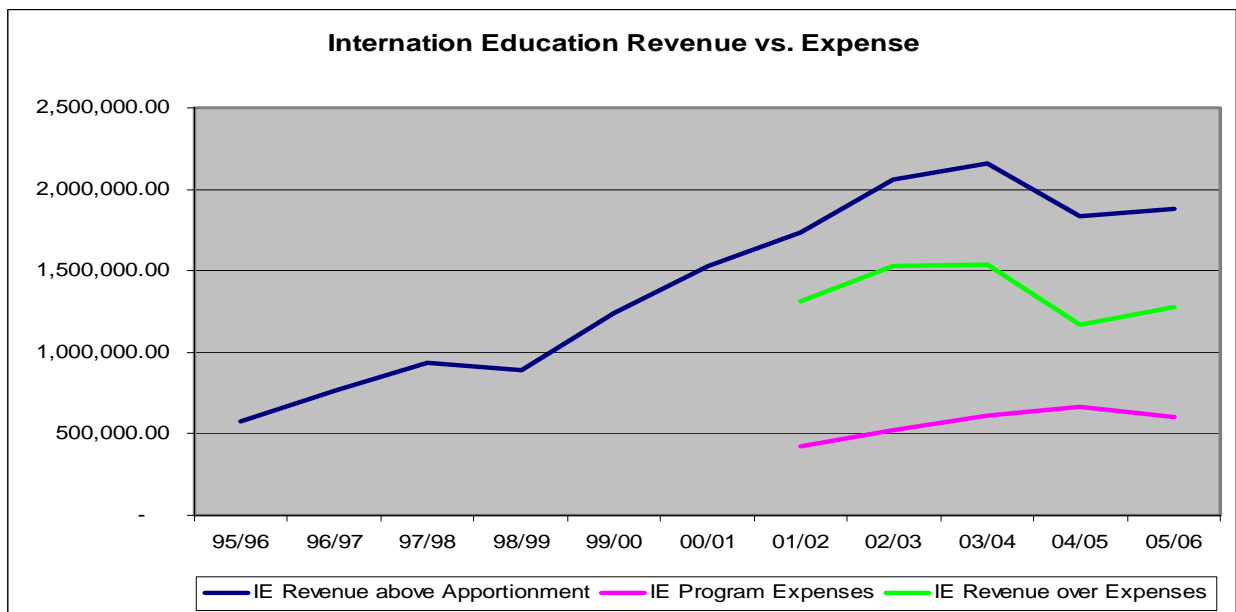


Figure 11

(FTES Analysis1.xls)

Note in Figure 11 that the International Education Program expenses only go back to FY 01/02. The reason for this is that prior to FY 01/02 not all salaries associated with the International Education Program were charged to that program. As such, prior expense data would incorrectly portray expense versus revenue. Figure 11 does clearly show that the International Education Program generates a positive revenue stream for the District (International Education revenue over expense). Although revenue over expense is still positive, approximately \$900,000 in FY 05/06, the trend is downward. Causes for this are a slight decline in International Education enrollment beginning in 03/04, a decline in the rate of International Education fee increases -- in fact, International Education fees actually fell between 03/04 and 04/05, and an increase in the state apportionment rate used to approximate the cost of instruction.

FTES Analysis

Yet, a different approach to evaluating the cost effectiveness of the International Education Program is to look at the cost and revenue generated on a per FTES basis.

Figure 1 above shows the FTES attributable to International Education for the period 89-90 through 05-06. Figure 12 below shows the history of fees paid by International Education students.

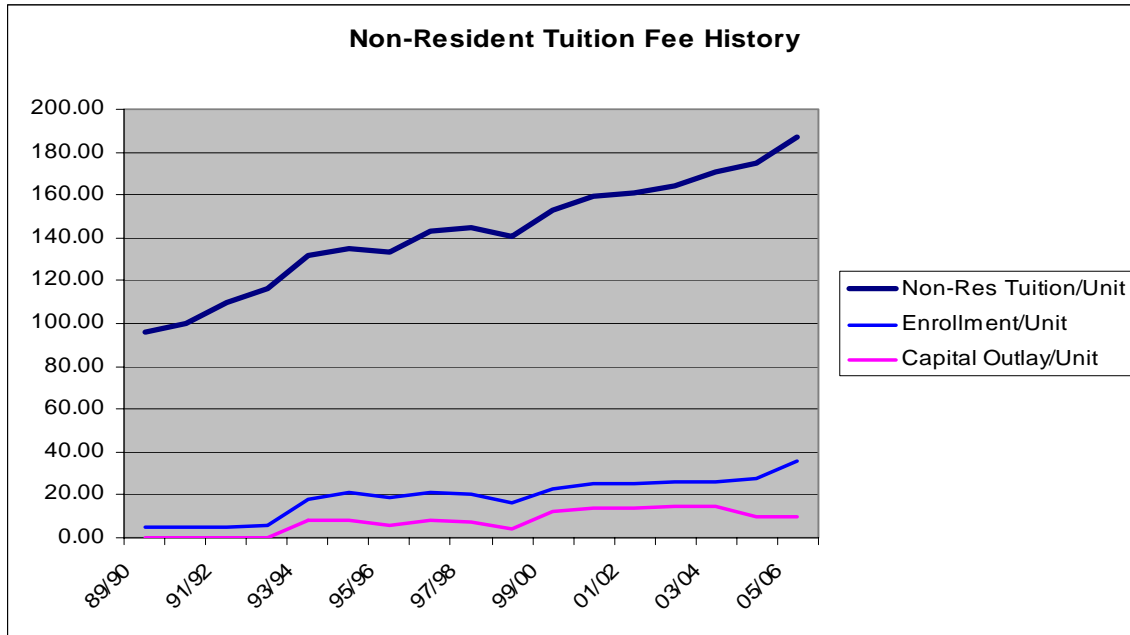


Figure 12 (TUITFEES.XLS)

Figure 13 below shows District International Education Program expense/FTES. The increase in per FTES cost reflects an increasingly competitive market for International Education students, as evidenced by one Bay 10 college currently offering a \$500 'marketing incentive' per international student. A comparison of Figures 1 and 13 shows an expected inverse relationship between enrollment and expense per FTES. The decrease in per FTES cost in 05/06 correlates with an increase in enrollment.

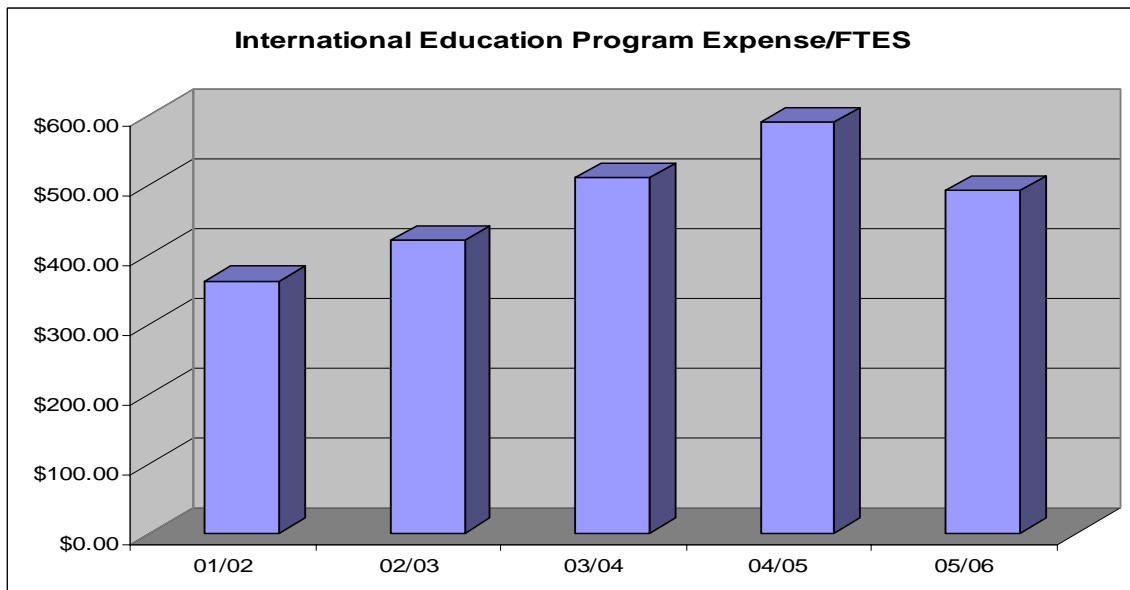


Figure 13 (FTES Analysis1.xls)

Figure 14 below shows District revenue from International Education student fees above apportionment per FTES, and Figure 15 below shows revenue and expense per FTES. Figure 14 shows a decline beginning after 03/04. The causes of this decline are two-fold:

- 1) Between 03/04 and 04/05, per FTES fees for International Education students declined from \$160 to \$157, and at the same time, state apportionment went up by \$74.35/FTES.
- 2) Although per FTES fees for International Education students rose from \$157 to \$161 from 04/05 – 05/06, apportionment increased by \$203.02/FTES.

Over the same time frame, 03/04 to 05/06, International Education Program expense per FTES actually declined by \$17.39/FTES, and thus, increases in program expense were not the cause for the decline in profitability. Although expenses have increased faster than net revenues for the period 01/02 to 05/06, from 01/02 to 03/04 the increase in net revenues (\$120.14) and expenses (\$121.78) was almost identical. Given this analysis, the two-year trend (04/05 to 05/06) may be an aberration due to the impact of fees and increases in the above-discussed state apportionment. **Under any circumstances, there is still a positive revenue balance for each new International Education FTES amounting to \$1,045.56 (Figure 15).**

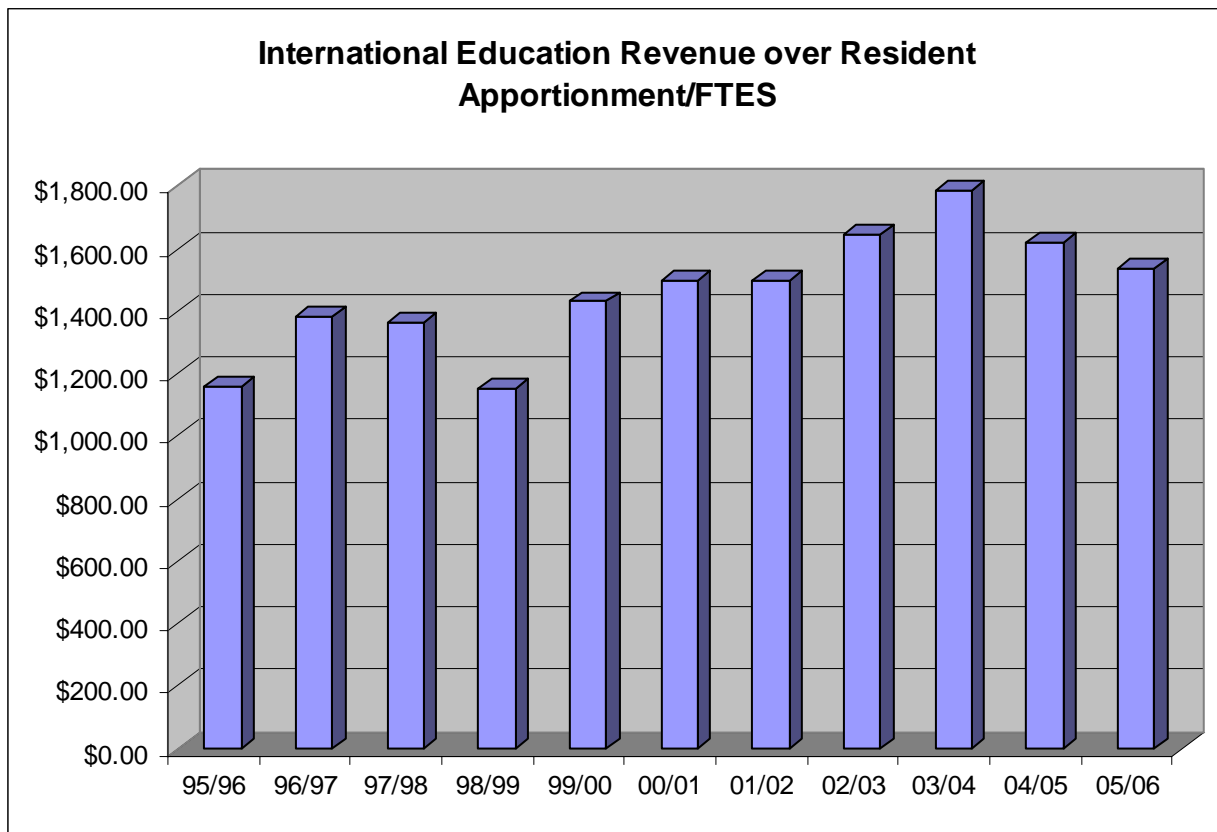


Figure 14

(FTES Analysis1.xls)

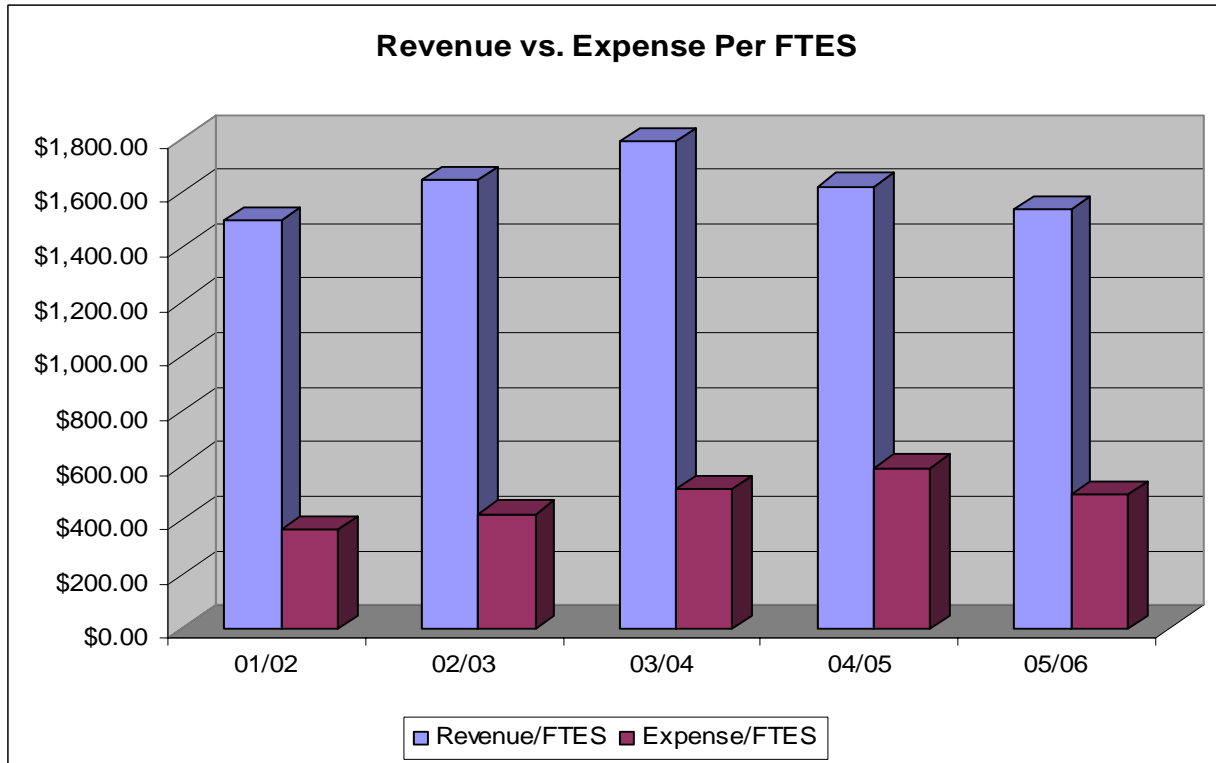


Figure 15

(FTES Analysis1.xls)

Other Cost and Program Considerations

Questions have arisen during the preparation of this report regarding other possible costs associated with enrolling International Education students at the colleges. One concern in particular has to do with increased costs from additional tutoring services required by International Education students in the area of English. Data on the use of tutoring facilities at DVC show that International Education students do not use college tutorial facilities at a rate that is disproportionate to their percentage of total college FTES. In fact for Fall of 2005 and Spring of 2006, International Education students represented 12.4% and 14.7%, respectively, of the total FTES at DVC. These students accounted for only 4.7% and 9.6% of the student use of the central tutoring facility and 10.1% and 11.3% of the satellite tutoring facilities, respectively. Although CCC does not collect analogous data, research staff at CCC indicate that the impact of International Students on the tutoring programs at CCC is not significant. It should be noted that many of the International Education students serve as tutors in the areas of math and science, as evidenced by the very high enrollment in DVC Math 140, which is the mathematics tutor-training course.

Another potential cost is that associated with International Education students' increased use of counseling services. Data from the spring semester of 2006 show that the total number of counseling appointments attributable to International Education students at DVC was 709. Even including these 709 appointments by International Education students, there were still over 1,500 counseling appointments that went

unfilled during the same time period³. Thus, it appears that International Education students are clearly not forcing the creation of new appointments or taking appointments away from local students. Anecdotal information suggests that the majority of the International Education students either self-counsel, or they rely on either IEC@DVC or the DVC International Education Program for counseling services.

Finally, there is a concern that International Education students may be taking seats in some high-demand courses, thereby preventing resident students from being able to enroll in those courses. An analysis by District Research staff for the Fall semester of 2005 indicates that this is not the case. The total number of active sections in Fall 2005 was 3,977. Of those sections, International Education students were enrolled in 1,222 sections (83.1% transferable to CSU or to UC/CSU). Of the 1,222 sections with International Education students, only 57 sections were at capacity or above maximum with a wait list. This constitutes only 4.7% of the sections with International Education students (1.4% of all sections). In fact, it is far more likely that the International Education students are providing the necessary enrollment to make some courses viable or to improve enrollment in low-enrolled courses. Again, of the total number of sections in Fall 2005, the number of sections at less than 70% of maximum capacity with at least one International Education student was 252 (or 20.6% of the number of sections containing International Education students). An analysis of the courses with the highest enrollment by International Education students for fall semesters 2001-05, shows that the majority of the high-enrollment courses are in the advanced math, computer science, physical and biological sciences and foreign language courses.

Conclusion

The District International Education Program currently generates more revenue than it spends in operational cost.

In addition to the benefit/cost analysis, it should be noted that the International Education Program pays, in whole or in part, for a number of programs in the District. The Study Abroad Program, in existence since 1986, is currently funded entirely by the International Education Program. The District Study Abroad Program is nationally recognized by the Institute of International Education as one of the foremost such programs at an associate degree-granting institution, ranking third in the nation⁴. Study Abroad is a collaborative effort with The College of San Mateo, Santa Rosa Junior College and the Los Rios Community College District to deliver programs in London, Paris and Florence. The semester program offers District students the opportunity to take 12 to 15 units of transferable courses from a combined curriculum of the four community colleges/districts involved in the consortium. The programs typically are three months in length and, in addition to the academic study, include focused cultural/historical activities, complete accommodations and related educational and travel options.

³ Communication from DVC Dean Terry Armstrong, 7/3/06.

⁴ Community Colleges and International Educational Exchange, May 25, 2006. Hey-Kyung Koh, ed. Open Doors, Report on International Educational Exchange – 58th Annual NAFSA Conference in Montreal.

Year/Semester	Program	Number of Participants	Instructor/College/Discipline
2000/Spring	Paris	23	Jennifer Saito/LMC/Math
2000/Fall	London	41	Sherry Diestler/CCC/Speech
2001/Spring	Florence	47	Jerry Cross/DVC/Psychology
2001/Fall	London	35	Maria Giuli/DVC/Economics
2002/Spring	Paris	18	Bruce Koller/DVC/Social Science
2002/Fall	London	47	Jim Rawls/DVC/History
2003/Spring	Florence	55	Ann Piper/DVC/Art History
2003/Fall	London	27	Jo Perry Folino/LMC/English-Theatre Arts
2004/Spring	Paris	36	Judy Meyers/DVC/English
2004/Fall	London	37	Sam Needham/DVC/Math
2005/Spring	Florence	50	Maria Giuli/DVC/Economics
2005/Fall	London	24	Ellen Kruse/DVC/English
2006/Spring	Paris	29	David Vela/DVC/English
2006/Fall	London	30	Scott MacDougall/DVC/Political Science

In addition to the consortium semester programs, the District and colleges have developed short-term, independent Study Abroad offerings in order to give students a wider choice of Study Abroad locations and more affordable programs. The ongoing short-term courses include the summer program in Mexico, which commenced in 1996 in the city of Cuernavaca, moving to Guadalajara in 2003. Five Cuba programs have been developed in recent years with CCC administering a one-week course in June of 2003 and DVC offering a two-week course during the New Year's break three times and a one-week course during spring break. In addition, summer courses have been held in Costa Rica and Spain. The newest summer program was held in Jinan, China, which included an intensive Chinese language course and weekend cultural excursions. Over the past six years, these valuable programs have supported 499 students.

The International Education Program also pays for activities associated with International Education Week at CCC and for the International Student Club at CCC. At DVC, the International Education Program supports the annual Transfer Conference, with breakout sessions for Puente, EOPS, DSS and International Education.

Further and as noted previously in this report, revenue collected from foreign student capital outlay fees, \$294,250 for 2005-06 alone, is split between the colleges and the District to be allocated for purposes other than the International Education program.

In addition, there are intangible benefits associated with the International Education Program. Notably, the importance of expanding our resident students' horizons through interaction with students from other countries (whether here, in the U.S., or overseas through Study Abroad) is an essential component of learning what it means to be a member of the global community.

International Education students also represent a sizable portion of the District's transfer students. During the period Fall 2003 through and including Fall 2006, the number of International Education students who have transferred from the District to other colleges/universities is in excess of 800. Unlike resident students, for whom we track 'transfer readiness' (because we cannot actually track whether the student actually transfers and if so, where), we can actually track International Education students through the Student and Exchange Visitor Information System (SEVIS). We know for a fact that these 800+ students transferred, and further, we know where they transferred. Over this same time period, all colleges in the District transferred approximately 4,400 students⁵.

Grant Activities

From 2003 to the present, the District has been instrumental in securing six grants for 'internationalization' activities on our campuses.

1. The first grant emphasized the connection between International Education students and the local business community.
2. The second grant provided funding for CCC to conduct International Education Week activities in the fall semester of 2003.
3. The third grant provided funding for DVC to conduct International Education Week activities in the fall semester of 2003.
4. The fourth grant was awarded to the IEC@DVC to promote a volunteer program for International Education students in local non-profit organizations.
5. The fifth grant was awarded to DVC to fund its project, Diablo Valley College Transfer Conference. This project served approximately 250 students and provided transfer information to both International Education and underrepresented student populations.
6. The sixth grant was awarded to LMC to fund its project, International Hip Hop Festival. This project served the entire campus as an International Education Week event and explored Hip Hop as a medium to bring awareness of American and global social issues to the campus.

Other Considerations

In addition to the direct financial benefit to the District from International Education students, these students also contribute to the local economy. According to the Open Doors 2005 Report from the Institute of International Education, the average international student spends \$23,538 per year while attending college in the U.S. Given that the District had 1,162 International Education students enrolled in 05-06, this translates to over 27 million dollars being infused into the local economy because of International Education students enrolled in the Contra Costa Community College District.

Finally, providing for and supporting an International Education Program is vitally important for an institution of higher learning, particularly if it is located along the Pacific

⁵ California Postsecondary Education Commission.

Rim. The American Association of Community Colleges (AACC) Policy Statement on International Education summarizes the reasons for this importance:

The United States must remain a leader in the global community of the 21st century to maintain its educational and economic vitality. The citizenry must be prepared to engage in worldwide activities related to education, business, industry and social interaction. To ensure the survival and well being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry. Community colleges are strategically positioned and experienced to respond to this educational and economic development imperative by educating and training individuals to function successfully in a multicultural and advanced technological environment that crosses all boundaries of education, communications, language and business. Meeting this challenge, community colleges provide:

- *internationalized curricula;*
- *multicultural activities and programs;*
- *foreign language programs;*
- *cultural and ethnic studies;*
- *study abroad programs;*
- *faculty and student exchange programs;*
- *professional development;*
- *technical assistance to other countries and their businesses/industries;*
- *local, state, national and international forums;*
- *international student enrollment; and*
- *other appropriate education and training programs to ensure a well-trained and technically literate workforce, functioning collaboratively with other countries of the world.*

Community colleges are in a strong position to meet these international challenges with a widely dispersed national network committed to accessibility and service to the local community. AACC will actively advocate this international role for community colleges and will articulate this mission to the Congress and the administration, federal agencies and other appropriate national and international organizations.⁶

⁶ American Association of Community Colleges, Policy Statement on International Education. 11-13.2001.

DEFINITION

The President is the chief executive and educational leader at Diablo Valley College. He/she is responsible to the Chancellor for the supervision of the administrative staff and all educational programs and services of the College.

DUTIES AND RESPONSIBILITIES

The President is primarily responsible for the following activities:

Developing and maintaining channels of communication with staff members regarding all aspects of college operations including curriculum; instruction; business administration; finance; planning; construction and maintenance of physical facilities; personnel; student services; and educational planning.

Maintaining the College as a community institution by serving as the chief interpreter of the needs of the students and service area of the College, and by promoting the development and implementation of needed programs and services.

Providing administrative direction in the development and initiation of campus policies and procedures affecting or relating to curriculum, instruction, student services and activities, and other College operations.

Presiding over the decision-making process and participating in the governance structure of the College to ensure that final decisions and campus policies are in accord with the general District-wide policies and decisions officially adopted by the Governing Board.

Overseeing the preparation of annual College budget and directing operations of the College within the provisions of the budget once it is approved by the Governing Board.

Supervising, coordinating, and evaluating the general activities of all College administrators, and delegating to them such authority and responsibility as is required to perform their assigned duties.

Advising the Chancellor on matters related to District planning, policies, and operations as they affect Diablo Valley College.

Encouraging professional excellence among faculty, classified staff, and management and sustaining, in cooperation with faculty, the College's mission.

MINIMUM QUALIFICATIONS

Three (3) years of full-time teaching experience. Three (3) years of full-time student personnel services experience may be substituted for the teaching experience. Three (3) years successful management experience in education. Possession of a Master's degree or advanced degree of equivalent standard awarded by an accredited college or university. Demonstrated sensitivity to and understanding of diversity in the workplace and educational environment.

DESIRABLE QUALIFICATIONS

Promoting Student Learning and Success

1. Demonstrated commitment to a student centered environment with integrated educational and student services programs that foster student success at a community college.
2. Demonstrated commitment to developing a supportive environment that promotes a strong student community that extends beyond the classroom.
3. Demonstrated commitment to the mission and goals of community colleges.

Fostering a Supportive Environment

4. Demonstrated commitment to creating an intercultural environment which attracts, welcomes and supports all elements of a diverse community.
5. Successful experience in fostering an environment supportive of shared governance.
6. A leadership style which encourages mutual respect and trust among classified staff, managers, faculty and students.

Promoting Institutional Effectiveness

7. An open, effective communicating and leadership style which encourages and inspires creative problem solving.
8. Creative and visionary leader, with the ability to recognize, develop, evaluate, and implement innovative ideas and projects.
9. Track record of innovation in enrollment management including but not limited to new curricular programs, educational partnerships, retention and persistence strategies.
10. Demonstrated understanding of contract management and evidence of an effective labor management style.

Cultivating and Maintaining External Relations

11. Demonstrated ability to be an effective advocate for one's college within a multi-campus/college setting and by working effectively with the Chancellor and Board of Trustees.
12. Successful experience fostering relationships with community groups, public agencies, the business community, government officials and other educational and training institutions.

Professional Experience in Higher Education

13. Earned doctorate from an accredited college or university preferred.
14. Higher education teaching and/or student services preferred.
15. Five years of progressively complex management experience in a higher education environment, culminating at the Vice Presidential level or equivalent.

16. Demonstrated successful administrative experience in resource development, fiscal planning and management, strategic and long-range planning.
17. Knowledge of laws and regulations governing community colleges (Title 5, Ed. Code)

DRAFT

District Office Management Reorganization

Background

The last major changes to the District Office management structure occurred in the 1999-2000 fiscal year, and resulted in the present structure. Not long after that, the Governing Board requested another review. In 2004-2005, at the request of Phyllis Gilliland, Joe Ovick, County Superintendent of Schools, surveyed all managers and made recommendations in his report to the Board on the changes in the structure that he felt would better serve the District. No action was taken on those recommendations.

When a new chancellor was hired in August 2005, the Governing Board again requested that the management structure be reviewed and changes made. In July 2006, KH Consulting Group was hired to conduct a review and recommend a structure which took the following into consideration:

roles of the colleges and the District Office;
succession planning;
career advancement opportunities for District employees;
Chancellor's span of control; and
the role and function of educational planning and services at the District Office.

The Plan

The results of the KH study will be presented at the December 2006 meeting. Their report is only one piece of a larger reorganization that will eventually incorporate the recommendations of the Hay Group study, and to some extent, implement some of the recommendations made by consultant, Mike Hill. The new plan focuses on developing a logical functional grouping of programs and services, one that better supports and serves the colleges.

The following are highlights of some recommendations in the report which will need input from the Governing Board:

- reduces the number of direct reports to the Chancellor, for example rather than five Vice Chancellors there will be two;
- moves reporting relationship of buildings and grounds and bookstores to the college where the services are performed;
- separates construction and planning functions from daily facilities operations; and recommends a budget officer exclusively for Measure A and state construction projects; and
- includes no additional management positions.